

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF ENGLISH LANGUAGE

**CONSTRAINTS ENCOUNTERED IN GROUP WORK IN TEACHING
ENGLISH LANGUAGE AT ADEA MODEL SECONDARY SCHOOL:
GRADE NINE IN FOCUS**

BY
MESFIN KEBEDE GEDBIE

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES
OF ADDISABABA UNIVERSITY IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTERS OF ARTS
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)**

MAY 2012

ADDIS ABABA

Constraints Encountered In Group Work in Teaching English
Language At Adea Model Secondary School: Grade Nine in
Focus

By

Mesfin Kedede Gedbie

A Thesis Submitted To The School Of Graduate Studies Of Addis
Ababa University In Partial Fulfillment Of The Requirements For
The Degree Of Masters Of Arts In Teaching English As A Foreign
Language (TEFL)

MAY 2012

Addis Ababa

Addis Ababa University
School of Graduate Studies

This is to certify that the thesis paper prepared by Mesfin Kebede entitled: "Constraints Encountered in Group Work in Teaching English Language at Adea Model Secondary School: Grade Nine in Focus" submitted in partial fulfillment of the degree of Masters of Arts (Teaching English as a Foreign Language) complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

Signed by the Examining committee

Examiner - Dr. Gessesse Tadesse Signature _____ .. Date _____

Examiner- Prof. Tibebe Alemayehu Signature _____ .Date _____

Advisor Dr. Taye Regassa Signature _____ .Date _____

Chair of the Department or Graduate Program Coordinator.

Abstract

This study was conducted to explore the major constraints encountered in teaching English language in-group work at Adea Model Secondary School, particularly in grade 9. To achieve the objectives, descriptive study was employed. Data were gathered from 180 students, 10.2% of the total population in four randomly selected classrooms, and ten English language teachers through three instruments (observation, questionnaire and interview). The data collected through the questionnaire were analyzed using descriptive statistics (frequency and percentage). But those gathered through classroom observations, semi-structured interview and open ended questions were analyzed qualitatively.

The results of the study revealed that both students and teachers perceive group work positively. However, the followings were found to be the main constraints encountered during group work activities: since students were not given orientations about their roles in- group work, they did not play their expected roles, some students came with poor educational background and low language proficiency ; as a result, they intended to use their L1 or they become careless to take part in activities, group activities were conducted intermittently and the time given for group work was not sufficient , there was no group leader and secretary in each group and the formed groups last only for a period, some students lack experience of working in groups; some were passive for the activities were not graded , in some active learners used to dominate the group; because of fear or lack of self confidence some students failed to take part in group work.

In addition, teachers did not: use group work activities regularly; determine the number of students in a group, give sufficient time for group work activities, allow students to report, comment and criticize the tasks; monitor while students perform activities ; provide feedback and grade group work activities at the end of the tasks. Finally, teachers were noticed giving more emphasis for grammar than group work. As to the situation of learning classrooms, those, which were made of iron sheets, were not totally suitable to stay in, so the above constraints hamper the normal classroom interaction.

Therefore, possible recommendations were forwarded for the concerned bodies to alleviate the existing problems proved by the study.

Acknowledgements

First of all, I would like to express my heartfelt gratitude to my advisor Dr. Taye Regassa for his genuine constructive advice and critical comments from the beginning to the end of this research paper. Without his valuable support, it would be difficult to be successful in writing this paper.

I would also like to express my gratitude to Dr.wessenu Yimam, (Addis Ababa University, IER) for his constructive comments and financial support for the successes of my work.

My deepest gratitude is to Meskerem Gebeyehu, my cherished wife and Meaza Desta, my sister for being with me , backing and providing all the necessities during my study.

Finally, I am grateful to the Directors of Adea Model Secondary School, my colleague teachers in the school and the students of grade nine who participated in the study and all individuals who supported me in one way or another.

Table of contents

Table of Contents	iii
List of Tables	v
Abbreviations	vi
Appendices.....	vii

Chapter One

Introduction

1.1 Background of the Study	1
1.2 Statement of the Problem	3
1.3 Objective of the Study.....	4
1.3.1 General Objectives	4
1.3.2 Specific Objectives.....	4
1.4 Significance of the Study.....	5
1.5 Delimitation of the Study.....	5
1.6 Organization of the Study	6

CHAPTER TWO

Review of Related Literature

2.1 The Importance of Language Learning	7
2.2 What is Group Work... ..	8
2.2.1 Forming a Group	11
2.2.1.1 Formal Grouping	11
2.2.1.2 Informal Grouping.....	12
2.2.1.3 Study Team.....	12
2.2.1.4 Heterogeneous Grouping	12
2.2.1.5 Homogeneous Grouping	13
2.2.1.6 Random Grouping	13
2.2.2 Group Size	14
2.3 Different Roles in the Group	16
2.3.1 The Role of the Teacher	16
2.3.2 The Role of the Student.....	18
2.3.2.1 The Group Leader	19
2.3.2.2 The Group Secretary	20
2.4 Tasks in Group Work.....	21
2.5 Pedagogical Advantages of Group Work	24
2.5.1 Group Work Increases Language Practice	24
2.5.2 Quality of Students Talk.....	25
2.5.3 Individualizing Instructions	26
2.5.4 Positive Affective Climate	27
2.5.5 Motivating Learner	28
2.6 Psychological Importance of Group Work.	28
2.6.1 Academic Achievement	29
2.6.2 Development of Social Skills	30

2.6.3 Self Esteem Creation.....	30
2.6.4 Acceptance of Diversity	31
2.7 Disadvantages of Group Work	31
2.7.1 Domination of some Clever Students	31
2.7.2 Waste of Time	32
2.7.3 Difficulty in Measuring Achievement.....	32
2.7.4 Noisy Environment.....	33
2.7.5 Anxiety	33
2.7.6 Problems of Leading the Group.....	33
2.8 Some Factors that Affect Group Work Activities.....	34
2.8.1 Mother Tongue Interference	34
2.8.2 Academic Status and Language Proficiency	34
2.8.3 Peer Status	36
2.8.4 Grouping	36
2.8.5 Nature of the Task	36
2.9 Physical structure of the classrooms	37
2.10 Feedback	39

CHAPTER THREE

Research Design and Methodology

3.1 The Research Setting	41
3.2 Subjects of the Study	42
3.2.1 Students.....	42
3.2.2 Teachers.....	43
3.3 Instruments of Data Collection	43
3.3.1 Classroom observation	43
3.3.2 Questionnaires	43
3.3.3 Interviews	44
3.4 Data Collecting Procedure	44
3.5 Methods of Data Analysis	45

CHAPTER FOUR

Presentations, Analysis and Discussions

4.1 Experience and Grouping related issues	46
4.2 Assumed constraints encountered in group work activities.....	56

CHAPTER FIVE

Conclusions and Recommendations

5.1 Conclusions	69
5.2 Recommendations	72
References	74
Appendices	

List of Tables

pages

Table -1 Students' Response of Different Issues related to Group work	47
Table-2 Students' Response Regarding the Frequency of Using Group work	52
Table-3 Students' Response of Their Grouping Preferences	53
Table-4 Students' Responses about the Number of Members in the Group	54
Table -5 Students' Responses on Related Constraints	57
Table-6 Responses to the Constraints Related to Teachers	62
Table-7 Possible Method of Grading Students Group Participation	64
Table-8 Responses of Respondents on the Physical Structure of Classrooms65

ABBREVATIONS

- Cc - communicative competence
- EFL - English as a Foreign Language
- ELT- English Language Teaching
- ESL- English as a second Language
- FDRE- Federal Democratic Republic of Ethiopia
- FL – Foreign language
- L1- First Language or mother tongue
- L2 - Second language
- N.D- No date/date was not mentioned in the reference
- PTA- Parent Teachers Association
- SL- Second Language
- TL- Target language

Appendices	Page
Appendix A -Questionnaire for Students (In English Language).....	79
Appendix B- Questionnaire for Students (In Amharic Language).....	83
Appendix C-Questionnaire for Students (In Oromo Language).....	87
Appendix D- Questionnaire for Teachers (In English Language).....	92
Appendix E-Interview Questions for Teachers	96
Appendix F-Interview Questions for Students.....	97
Appendix G- Classroom Observation Format.....	98
Appendix H-Classroom Observation Checklist 1.....	100
Appendix I-Classroom Observation Checklist 2.....	102
Appendix J-Classroom Observation Checklist 3.....	104
Appendix K-Classroom Observation Checklist 4.....	106
Appendix L-Classroom Observation Results.....	108
Appendix M - Interview with Teachers.....	109
Appendix N – Interview with Students.....	117

CHAPTER ONE

Introduction

1.1 Background of the Study

Many scholars such as Jones (1977) and Nunan (1992) suggest that Learners can succeed in foreign language learning if they are engaged in group activities to bring about actual learning. Communicative language learning also emphasizes the active involvement of learners in classroom language practice by interacting among themselves in a meaningful way instead of passively responding to language models initiated by their teachers. Hayland (1991:28) in Feda (2002) stated that "Learners are no longer expected to simply absorb and repeat language models provided by their teachers. " Similarly, Freeman (2000:120) puts that communicative language teaching gives emphasis to communicative interaction that offers learners ample opportunities to use the target language for negotiation of meaning rather than getting learners to carry out structural drills aimed at just the mastery of language forms. In simple words, the approach advocates the need to create communicative situations that engage learners in realistic language use in classroom group activities.

Group work is a method of language teaching in which students are put in small groups, two to six, and work in cooperation with each other using target language (Girma, 2003). Different scholars such as (Freeman, 2000; Nunan 1996; Richards 1994 and Long, 1990) recommended group work as opposed to teacher centered language teaching. It enhances students to practice the amount of quality language and provide cooperative atmosphere among learners.

In addition to this, Rigg and Hudelson (1986), cited in Free man,D.E (1988) suggest that "Learning a language means learning to do the things you want to do with people who speak that language. " From this, one can understand that working with others is important in language learning.

The situations in our high schools seem to suggest that English communicative performance of students is low. Different studies such as those by Alamirew (1992) and Haregewoin (1993) indicated the students' low level of fluency and hence the importances of group work.

Alamirew (1992) conducted a research on practicability of group work and found out that students achieved better communicative competence through group work than through traditional teacher-centered approach.

Haregewoin (1993) also showed the importance of group work and noted that there is some resistance to get students into a group. Mulat (2007) indicated the low level of students' communicative competence due to students' negligence and lack of encouragement. Girma (2005) also investigated factors that impede teachers' group work implementation. He then, found out students' use of mother tongue, disciplinary problems, motivation and fear as factors negatively affecting group work. Adem (2007) conducted a research on challenges and opportunities of group work, and he declared academic status differences in participation and domination as major challenges of teachers in using group work.

Getachew (2008) also pointed out factors that affect students' verbal participation activities through satellite television and the role of teachers to maximize the students' participation in-group work. Finally, he found the insufficient time given to group work activities, and seating arrangements as the major factor. His study was based on teaching English using plasma television. Lately Gebrewahid (2011) conducted a research on perception and roles of EFL students' in-group work and he revealed that students did not perform their expected rolls in-group work activities.

As Wright (1987), stated teachers and students have their roles in-group work implementation. All the above researchers have investigated the roles of teachers or students separately in applying group work .This study is intended to investigate the main constraints encountered in teaching English in group work, on both sides (teachers and students) and the physical structure of the classroom in the different setting, Adea Model Secondary School, in Bishoftu town of Oromiya.

1.2 Statement of the Problem

The goal of teaching a language is to enable learners to be communicatively competent. Students in language classes are expected not only to become grammatically correct, but also to achieve the ability of using the language they learnt for various communicative purposes (Byrne,1986 and Byget,1987 cited in Gebrewahid , 2011).It is because of this that the traditional approach of language teaching had been dropped and the communicative language teaching came in.

Teachers should give chance to students to use the target language for communication rather than to practice it in situations to control students. These conditions are realized if students are put in-group activities .Students participation in-group lead to a greater acquisition of the language (Days, 1984 and Goodman 1986). Group work enables learners to express themselves in the language of the subject and also helps them to develop the skill of listening, presenting ideas and persuading (Aggerwal ,1992 cited in Gebrewahid 2011).

Alamirew (1992) stated that the low communicative competence of students would be improved if learners learn through proper group work activities than the traditional teacher-centered approach. However, putting students in groups is not a group work unless appropriate groups are formed, relevant tasks are designed, class is monitored properly and finally both the process and the product of the groups' learning are assessed (Johnson and Jonson 1975).

As stated in the background of the study many local researchers have conducted researches that investigated the roles of teachers or students separately and ways of implementing group work activities. This study was intended to investigate the constraints that encountered in teaching English language in-group work on both students and teachers side and the physical structure of the classrooms in a different setting and text.

The researcher of this study, based on his experience of teaching in Adea Model Secondary School has observed low students participation in-group work activities and poor English language performance. These issues inspired him to study the reason why, and he intended to

find out the constraints encountered in teaching English in-group work activities and that hamper the active participation of students. Therefore, the study tries to investigate the problems and the ways of alleviating the existing issues for a better teaching learning process.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study is to explore the main constraints encountered in teaching English in-group work in English language classrooms in Adea Model Secondary School, particularly in grade nine.

1.3.2 Specific Objectives

The specific objectives of the study intend to achieve the followings:-

Find out the extent to which group work is used in English classes.

Examine the constraints encounter in-group work activities in classroom.

Find how the constraints affect the teaching learning process.

In order to achieve these objectives the study aims at seeking answer to the following research questions.

1. How often are group activities performed in the classroom?
2. How do teachers and students perceive learning in-group work?
3. What are the main constraints encountered in teaching English in-group work?
4. How do these problems affect the teaching learning process?
5. What could be the possible ways of alleviating these constraints?

1.4 Significance of the Study

The researcher hopes that this study will be significant in that:-

It helps teachers to be aware of the main constraints that encounter in teaching English in-group work.

It may help students to be aware their role in-group activities.

It provides a method to challenge the constraints encountered in-group work.

Provide necessary feedback regarding the ways of managing group work.

It may serve as a source of direction for wider scope of study.

It would suggest some important points to tackle the constraints encountered.

1.5 Delimitation of the Study

This paper is delimited to study the constraints encounter in teaching English in-group work in Adea Model Secondary School, Bishoftu town, Oromiya Region.

Group work activities can be performed inside and outside the classroom, however, this study is restricted to the group work activities performed in the classrooms.

It would be better if the research covers all governmental and non-governmental schools found in the town; however, the study is delimited to Adea Model Secondary School, grade nine in focus. This is because the researcher observed the constraints while his stays in the school. Other schools are not included and the finding of the study might not be applicable to the rest of the schools.

1.6 Organization of the Study

This study is organized in to five chapters. The first chapter deals with introduction which comprises:- background of the study, statement of the problem, objective of the study, basic research question, significance of the study and limitation of the study. The second chapter comprises review of related literature, under this, definitions of group work, advantages and disadvantages of group work, roles of teachers and students in group work and some problems encountered in group work are presented. The third chapter deals with research design and methodology such as, the subjects and sampling techniques, data collection tools and procedures, and techniques of data analysis. The fourth chapter will contain the analysis and interpretation of data. Finally, conclusions and recommendations are present in the last chapter.

CHAPTER TWO

Review of Related Literature

2.1 The Importance of Language Learning

Language learning takes place when the learners are involved in the process of learning the language. Several studies are in favor of the use of group work, which promotes language learning and importance for improving other social and intellectual goals (Cohen 1972) .Due to this, many adults and youngsters learn a language throughout the world. For example, English language is considered as a means to gain money, to travel abroad to fulfill educational requirements, to gain access to the culture of English speaking countries and to meet more people. It is taught in all countries of the world (Stern, 1983; Dubson, 1988; Brown1994).

English language teaching started alongside the classical languages of Greek and Latin (Brumfit, 1984; Richards and Rodgers, 1986; Brown, 1994).At the time, the method of teaching was that teachers transmit their knowledge of the language to the students and students obtain what they heard. Such method of teaching considers the teacher as an all knowing and a resource of everything, while learners were considered as passive receivers. The reason was that students were believed to be an empty vessel, which could be filled by all knowing teachers (Byrne, 1986) .In such a method almost all the time is covered by the teachers and students have no time to practice the language. The only thing that students do is to respond a single word or phrase to their teachers when they are asked. Forthisreson, this method of teaching is called traditional approach or lock step teaching. The main goal of lock step teaching is to make students master the grammatical aspects of the language through memorization and drill (Doff, 1990; Harmer, 1991; Cook, 2001, cited in Gebrewahid 2011). The traditional method does not provide adequate time for students to practice the target language. Because of this the students cannot use the language in a natural way; their role is restricted only to respond to their teachers' questions. In addition to this, (Alamirew1992; Haregewoin, 1993; and Ellis, 1995)

pointed that; it is because of this method that the students' communicative competence is too low.

In the recent years, a shift emerged to 'what' and 'how' to teach a language .So a major shift of emphasis is from concentrating and developing grammatical competence to a balance between grammatical accuracy and communicative effectiveness (Little wood,1981; Brumfit, 1984;Brown,1994;Yule,1996).This change has involved students to use and practice the language in different situation in-group activities. However, it has to be noted that group work does not offer opportunities without effort. The main goal of group work is difficult to achieve unless properly handled (Little wood, 1981, Ur, 1981) otherwise it turns out to be the new kind of teacher-dominated class.

The main purpose of this review of related literature is to survey and analyze what different scholars have suggested about the importance of group work .This helps to understand the methods of its implementations in teaching and learning process, and used to back up the knowledge in the scope. Thus, it helps to investigate the application and the main constraints encountered in teaching English in group work mainly which are related to teachers, students, physical structure of the classroom, language proficiency and tasks designed to be performed in the group and finally suggest possible solutions to alleviate the problems.

2.2 What Is Group Work?

Group work covers a broad territory of approaches with wide variability in the class or out of the class activities. Group work can range from classroom discussions interspersed with short lectures, through entire class periods, to study on research teams that last a whole term or year. The goals and processes of group activities also vary widely. Some members design small group work around specific sequential steps, or tightly structured tasks. Others prefer a more spontaneous agenda developing out of student interests or questions. In some collaborative learning settings, the students' task is to create a clearly described product; in others, the task is not to produce a product, but rather to participate in a process, an exercise of responding to each other's work or engaging in analysis and meaning-making. Gregore T.Mac et al (N.D).

People use the term "group- work" in different ways and it is essential to make sure that we are referring to the same concept when we use the term. Many writers for example, (Todd 1997; Wallace 1991; Long 1990; Long and Porter 1985) referred to group work as a form of language activity done by a group of students without a direct involvement of the teacher. This definition is general in that it subsumes all language-learning tasks carried out by a pair of students and groups of more than two students do that.

According to Hill (2006) and smith (2008), group work is a collection of people who interact with one another accept rights and obligations as a member, and who share a common identity criteria for a group. This includes formal social structure, face- to- face interaction, two or more persons, common fate, common goals, interdependence, and self–definitions as a group members and recognition by others. In addition to this, Christenson (1990) suggest group work as a method of teaching in which two or small number of learners discuss together on a particular issue to reach an agreement. In this method of discussion, every member of the group can suggest his /her idea in the group to find solution.

Moreover, group work is a small discussion which has its own purpose, ideal for helping students to make meaning, take responsibility for learning, and practice effective strategies Spiegel (1995) .When students work alone, of course they can make meaning .But group discussion provides opportunities for reflection and revision of meaning, opportunities that are less likely to occur when working alone. Furthermore, sharing their thoughts forces students to be explicit in their thinking, so they can present their ideas clearly. While the discussion is on, listening to the meaning others construct may lead to conflict from which new ideas may emerge. Group discussion has fewer participants than whole class discussion and the quality of interaction is likely to be better and more suitable for meaning making. Individual voices are tend to be heard because it is easier to hear and hard to avoid paying attention. Students are more likely to engage in the discussion as the context is more personal and the group may stay more focused because there are fewer people to move the discussion off track Spiegel (2005:70).

Brumfit (1984) states that groups refer to a number of people who interact with one another, who are psychologically aware of one another, and who perceive themselves as a group. Group work is used to refer to activities where two to five or six students are assigned to work together.

In addition, several other writers (e.g. Wharton and Race 1999; Nunan and Lamb 1995; Edge 1993; Byrne 1986) use the term "group work" to denote all kinds of language learning tasks accomplished by usually a group of three to six students without much intervention from a teacher. For example, Nunan and Lamb (1995) describe group work as a language learning activity, which is organized by three to six students under supervision of a teacher. Groups are formed for doing an activity in order to achieve a given objective. The result would be to develop knowledge, improve communicative competence and reach on an agreement as a solution. However, making students sit with their peers in a room does not mean that group work is taking place Cohen (1972), As Johnson and Johnson (1975); Cohen (1994); Brown and Parker (2009), as cited in Gebrewahid (2011) revealed that effective group work learning needs five points:-

- A. Positive interdependence- students must fully participate and put forth effort with their groups and each group member has a task or responsibility therefore must believe that they are responsible for their learning and that of their group.
- B. Face-to face interaction, members promote each other's success and students explain to one another what they have learnt and assess one another's with understanding and completion of assignments.
- C. Individual accountability- each student must demonstrate mastery of the content being studied and each student is accountable for his or her learning and work; therefore, eliminating "social loafing".
- D. Social skills -social skills that must be taught in order for successful cooperative learning to occur and skills include effective communication, interpersonal and group skills such

as leadership, decision-making ,trust building, communication and conflict management skills.

- E Group processing - so often groups must assess their effectiveness and decide how it can be improved.

In general, group work is a collaborative learning (learner-to-learner interaction) and negotiation of meaning in which all members of the group contribute and receive equally to achieve a certain goal or solve a problem (Byrne 1986; Harmer 1991).

2.2.1 Forming a Group

The way of forming a group depends on different variables such as time duration that students have to stay together for achievement (ability level), sex, friendship, background sitting arrangement and social class (Cohen, 1972; Richards and Rodgers, 1986; Byrne, 1986 and 1987; Harmer, 1991).Group formation is a procedural decision teachers should follow in-group work activities. It has to be done carefully because it influences the pattern of interaction between group members Mc Donough and Shaw (2003).According to Harmer (1991), some teachers ask students to divide themselves according to their interest while others nominate them in to groups based on academic ability; mixing high achievers with low achievers, or putting them in to groups separately. Cohen (1972) suggests that a good mix can be achieved by mixing students in terms of performance, sex, status and so on. Moreover, students have to be oriented about the goal of the tasks given.

According to Brumfit (1984) and Davis (1993) based on the time that students stay together, group forming could be divided in : formal, informal and study group.

2.2.1.1 Formal Grouping

Formal grouping- In this type of grouping students are grouped more or less permanently or temporarily with some defined or clearly stated roles with in a single class session. Such learning groups are made when students are expected to complete a specific task like

producing a term paper and writing a report. The group members work together until the work is finished and if it is graded (Brumfit, 1984; Davis, 1993).

2.2.1.2 Informal Grouping

Informal grouping is clustering of students within a single class session to check students understanding and they are made for carrying out some social purpose activities whenever people interact in any situation. For example, students might discuss with the students sitting next to them for a very short time on issue raised by their teacher and it is not graded (Brumfit, 1994; Davis, 1993).

2.2.1.3 Study Group

The study team shares some features of the formal grouping. It needs a semester and more time as well as fixed group members so as to complete course requirement, Davis (1993).This enables students to become acquainted, to identify one another's strength and to learn, to support and coach one another .So students should remain together about half a semester.

In addition to the above three, other scholars also suggest different ways of grouping as:

2.2.1.4 Heterogeneous Grouping

Students could be grouped heterogeneously with different age, ability level, sex, background, social class and ethnicity. This method of grouping allows students to work constructively with varied individuals who will bring different strength and approaches to academic tasks Cohen (1972). In addition to success in the task, positive interactions with diverse individuals can develop. More over in such a group weaker students gain by watching how better students perform and approach problems and strong students gain a deeper understanding of the subject by teaching others. Heterogeneous grouping increases the ability to remember things and students feel more positive towards the subject matter. Students increase their communicative and social skills. Also self-esteem rises and peer relation become more positive Byrne (1987).In a mixed groups the high achievers may dominate the less achievers (Johnson

and Johnson, 1975, Hare, 1994). Moreover, males tend to participate more than females (Byrne, 1986 and 1987; Harmer 1991). This shows females receptiveness than to forward ideas and questions. For such drawbacks, Byrne advised teachers and students to form a mixed group because mixed group encourage students to help one another and promote interaction among each other.

2.2.1.5 Homogenous Grouping

The other method of grouping is homogenous grouping in which students of similar background, sex, ability, learning style, etc are grouped. Teachers use this method to help weak students. However, if fast and slow students are put in separate groups they all go at their own pace. Hence, the fast ones can finish quickly which could create problem on those who did not finish on time (Byrne, 1987; Harmer, 1991). This drawback of homogenous grouping summarizes as; the strong groups have advantage over other groups in the class. In addition, the team members tend to divide the activity and communicate only quickly with one another omitting the dynamic interactions that lead to the benefits of group work. So a group of weak students cannot benefit as strong students do in the group.

2.2.1.6 Random Grouping

Another method of grouping students is randomly putting together (which is similar to heterogeneous grouping) alphabetically or by sitting arrangements, (Cohen, 1972, and 1994). This might be with friendship, homogeneity or heterogeneity of students. The other way of forming group is asking students to form a group with whom they want to work in-group or teachers assigning students. In the former way, students work better than the later since it is based on their interest. However, less sociable students are disadvantageous. Moreover, students tend to think of group work in terms of play rather than work they show a tendency to play than to work. On the other hand, when teachers assign students to work together without their choice they tend to oppose each other. However, such feeling may not exist if students are aware of the purpose of gathering in groups Cohen, (1972).

From the above discussions, we conclude that there is no clear formula for how to form a group, what matters is students should work collaboratively to achieve the intended goal, that is communicative competence. However, in order to maximize the efficiency of group- work, language teachers need to treat problems that affect group interaction. Group organization, according to Ur (1981) is the teacher's act of planning activities in stages for a better administration. Effective planning is a readymade formula for success in that it is a central factor which makes the differences between student's cooperation and inefficient confusion.

Cohen (1994) also pointed several ways in which teachers group their students based on different criteria to perform a given task as follows:

Friend ship grouping- a way in which students are grouped simply with their friends next to them.

Attainment grouping – students are grouped based on academic achievement.

Interest grouping – students are given chance to their own performance to form a group.

Age grouping – students are grouped based on their age.

Gender grouping – is a way in which single sex or both sexes are grouped together.

Mixed attainment grouping –is the way of grouping students by mixing up students with different abilities.

These ways of grouping could enhance students to group themselves in the way they prefer in taking part actively in groups.

2.2.2 Group Size

During group work activities, the first thing that teachers should consider is deciding the number of students in each group. Different scholars forward different views about the number of participants in a group. They agree that groups should be small enough so that every member of the group can participate actively. Despite the quality of the task, if groups are large, obviously the amount of student's participation fail and the group cohesion may tend to disintegrate (Harmer, 1991). Large groups may result in unequal participation of each other in the task. There seems to be no consensus as to what the optimal group size is. For example, Harmer (1991)

suggests seven members. Cohen (1972) four or five, and Brumfit (1984) three to fifteen members. However, they share with each other that the decision of group size largely depends on the nature and objective of the group activity, class size, nature of furniture, students background, workspace and time allowed.

Several scholars for example, (Nunan and Lamb 199; Hyland 1991; Honey field, 1991; Todd 1997; as cited in Feda 2002) suggest that a group should usually consist of three to six students to be manageable and productive. The group size suggested by these groups of writers was supported by evidence from general education and social science research Honey field (1992: 12) summarized the results of the studies saying as group size increases beyond six:-

Intimacy decreases

Sub-groups are more likely to be formed

Spoken contribution becomes informal

Tension tends to increase; group cohesion decreases

The discrepancy between "high contributors" and "low contributor" increases

Time taken to reach decision tends to increase

Variety of opinions tends to increase

It is possible to see that as group size increases, undesirable behaviors, which can be detrimental to the group activity, will start to crop up. Hence, it is essential that a group size be set between three to six students because, as the study conducted by Gass (1987) cited in Cruickshank et. al (1999: 54) shows "small group size results more participation, increased satisfaction, and greater academic achievement.

Accordingly, if the task needs multiple ability and negotiation of ideas, a group of four or five is usually an optimal size for effective discussion (Cohen, 1972; Jacobs and Ratmandia, 1996).

For some kind of activities that have definite scope, like practicing with each other, or spelling words on flash cards; pair of students may be ideal group size (Cohen, 1972). Similarly, if there are materials for the group to manipulate, the teacher has to note that the size of the group should match the amount of materials and work space available. In addition, if the goal of the

task is to reach on decision, it is advisable to have an odd number in each group to avoid split decision Harmer (1992). On the other hand, a group of three is not good as there may be a tendency for two members to form coalition, leaving the third isolated Cohen (1972).

According to Richards and Rodgers (1986) the typical group size is two to four students. A group of three to six is an excellent way to give students opportunity to speak Bubson (1988). However, for Springer (1973) and Cohen (1972 and 1994) the optimal size of group is four to five. Group discussion could be better if the numbers are closer to seven Zender (1982). Atkins et al, (1996) also suggests that group work should be a collection of three to four students working together collaboratively and it should not exceed six. From these one can understand that there is no exact numbers of participants in a group but as many of the scholars suggest four to six is preferable group size.

According to Byrne (1986:76), "Some activities such as games work better in small number of students because students get a turn more often. However, if the students have to share ideas, a large number may be better". Still scholars did not agree on the exact number for a group. Whenever there is more number of students in a group, it hinder each members opportunity to practice actively and frequently in a group work. This means, in large groups students become passive observers than active participants. Moreover, the more groups in a class or the more students in one group, the more difficult for teachers to control what is going on in each group. Therefore, groups with large size and classes with more groups tend to be unmanageable, passive recipients, and disciplinary problems. (Byrne, 1987; Jacobs, 1988 and Harmer, 1991).

2.3 Different Roles in the Group Work

2.3.1 The Role of the Teacher

Role is a responsibility that a responsible person has to perform. (Wright, 1987:3) stated, "Role is an actor's part, or one's function, what a person is appointed or expected to do". The role of the teacher in-group activities is significantly different from the role that is expected of him in traditional classes. Teachers should encourage equal participation between group members to structure each activity that has various parts and sections to be performed by different group

members (Richards, and Rodgers, 2001). The tasks may require specific multiple abilities like: observation, manipulation, speculation, data recording, hypothesizing and writing a report (Cohen, 1972). In lock steps, the role of the teacher is lecturing, because he is expected of being a source of all knowledge. However, in communicative language teaching and group work in particular, the teacher is facilitator, organizer, guider and motivation reviver (Stern, 1983; Long and Porter, 1985; Wright, 1987; Jacobs, 1988; Atkins et al, 1996).

Before the start of the group work, teachers should tell students what to do (the instructions and the tasks). They should decide the size of the group and group formation. They have to brief the roles of each group member and tell the time given for the task (Byrne, 1987; Harmer; 1999; Cohen; 1994). Teachers need to assign a role to group member and make explanations clear for all. In the other way, teachers should encourage students' for cooperation by assigning functionary roles such as a chairperson (group leader), secretary or reporter (Ur, 1981). Teachers can encourage balanced groups interactions by assigning roles to group members by reminding them the skills for cooperation. According to Jacobs and Ball (1996), structuring depends on learners' group experience after students gain enough group experience they will work together without the teacher-structuring task for them.

During the group work, the role of the teacher is to control, guide, check the activities of the learners and stop if time is up. After group work, the teacher should allow learners to report their works, encourage students to comment and ask forward specific and general feed back and tell their results if the task is graded (Brumfit 1984; Byrne 1987; Nunan 1989; Mulat 2007). Therefore, for effective utilization of group work teachers should perform or play their expected role.

The learner-centered model also compares the teacher's role to that of the gardener, the one who prepares the ground, tills and cultivates, but whose plants do the growing. In addition, although the gardener may take some credit for a beautiful garden, the real accomplishment belongs to the plants. They grow, bloom, and bear fruit. Learner centered teachers have been described as mid wives. (Ayers, 1986; cited in Weimer, 2002:75):

Teachers are like good midwives, empower and find ways to activate students for they know that learning requires active engagement between the subjects and object matter and know when to

hang back and be silent, when to watch and wonder at what is taking place all around them. They can push and they can pull when necessary just like midwives but they know that they are not always called upon to perform. Sometimes the performance is and must be elsewhere.

Hill (1980:48) persuasively describes the shared vulnerabilities when teachers and students climb together:

The Teacher as mountaineer learns to connect. The guide rope links mountain climbers together so that they may assist one another in the ascent. The teacher makes a 'rope' by using the oral and written contributions of the students, by forging interdisciplinary and interdisciplinary links where plausible, and by connecting the course material with the lives of students.

2.3.2 The Role of the Student

In order to carry out-group activities, learners need to interact or make a verbal exchange in the target language. In the process of interaction, they get exposure to comprehensive input, which refers to language features a bit beyond learners' current level of understanding Krashen (1985). This linguistic input has to be negotiated through such strategies, classification, confirmation, checking comprehension and repetition for mutual understanding to take place among the learners in doing the task Nation (1975). Learning in-group work gives high responsibilities for learners to improve their communicative competence Nunan (1989:80) suggested, "Learners must take responsibility for their own learning by developing autonomy and skills in learning how to learn". In addition, Cook (2001) state, "Learning takes place in the learners' mind in ways that teachers cannot control". This is an indication that although teachers play their roles, unless students perform their roles, the goal of learning in groups cannot be achieved. Therefore, students should perform their different roles.

Before group work, students should be clear with the instruction and ready to participate actively in the group (Nunan 1989; Ellis1995; Harmer, 2001). For the success of the designed work, students should introduce each other, select group leader and secretary.

During the group work, students are expected to play different roles Harmer, (2001) suggested some of these activities as: - group leader, who is responsible for all the discussion in the group;

keeping the group on task for each assignment and ensuring everybody assumes his share of the work involved. In general, members in the group have to contribute different roles to perform the task.(Byrne ,1987; and Smith, 2008) summarized that every team member should support the work of the team, contribute ideas about content and process and listen carefully to others.

In addition, members of the group could help to move the team to its goal in order to keep on the task and maintain a positive attitude. As Steven J.Thien and Bulleri, cited in Weimer, (2002:214) Successful students exhibit a combination of successful attitudes and behaviors as well as intellectual capacity. Members in a group:-

- Are responsible and active by involving in their studies, accept responsibility for their own education, and are active participants in the group.

- Have legitimate educational goals and are motivated by representing in terms of career aspirations and life's desires.

- Ask questions to provide the quickest route between ignorance and knowledge.

- Do not sit at the back and minimize classroom distractions that interfere with learning.

- Take good notes that are understandable and organized which they review them often

- Understand that personal behavior, feelings and emotions affects learning.

- Discuss about what they are learning and get to know something well enough that they can put into words.

- Are good managers of time. They do not postpone activities, time control is life control consciously they choose to be in control of their lives.

2.3.2.1 The Group Leader

Group leader could be appointed by the teacher or nominated by group members. Moreover, it would be better to let groups to elect their leaders for "group communication is generally more effective and successful if members elect a leader to ensure orderly interaction" Hyland, (1991:27). Besides this, it encourages learners to bear responsibility for their own learning. Therefore, groups should be allowed to choose their leaders for effective and orderly interaction in speaking activities.

The group leader has to be sure that everyone benefits from an optimal learning situation with the opportunity to learn, participate and gain respect of his team member .S/He has significant roles to play in many group work activities. S/He acts as facilitator by coordinating the efforts of group members towards a successful completion of tasks (Hill 1994; Harmer 1991; Byrne 1987). Group leaders have great help for teachers especially in oversized classes where they cannot keep an eye and ear on all groups. However, they cannot substitute their teachers. Teachers are grand group leaders who are accountable for the success or the failure of the class as a group Kasambire, (1993). In other words, they are still responsible for supervising the performance of each group. According to Brumfit (1984), group work is used as management device. In lockstep classes, a teacher cannot control what each student is doing .However, in-group work the group leader can control whet every individual or the group member is doing, so that students cannot disturb, rather they work the task to share their works with others since group work is a positive interdependence.

2.3.2.2 The Secretary

The group's secretary or recorder- takes note of the group's discussion and prepares a written conclusion .S/He writes:- the date, names of members, the role of each member, the decisions made and important ideas to be reported to the class Hyland ,(1991). Like group leaders, secretaries can also be nominated either by the teacher or by groups. However, it would be advisable if teachers let each group select its secretary, as this encourages them to take responsibility for their own learning by taking part in organizing their groups. In order to be effective, group leaders and secretaries should be told how to carry out their roles. They need to know that they should not dominate their groups, abusing their powers and that they should not forget their roles as participants like any other group members. In other words, they need good orientation about their roles effectively to serve their groups (Hill, 1994; Wanjryb, 1992). It is also important to make sure that all students get the opportunity to serve as group leaders and secretaries for it help them to develop their social skills Hyland, (1991). Moreover, each member should serve as facilitator or recorder and build on others ideas.

2.4 Tasks in Group Work

In a teacher-led classroom, the role of the learners is responding to what is initiated by their teachers. On the contrary, group work allows learners to initiate, to maintain, and to terminate interaction in an extended discourse Long and Porter, (1985). In order to be engaged in such activities, learners may need to be pre-taught relevant language features, in which they get exposure to new language or items and functions. In harmony with this Nation, (1988:161) indicated,

Group work gives learners exposure to a range of language functions and activities to carry out the tasks. Thus, group work could be used to achieve the goal of exposing learners to a new language functions and items.

There are many types of tasks in-group work activities. They could be information gap, jigsaw or discussion-making (Atkins et al, 1996; Yada and Martin 2009). Based on the input and interaction of group members, tasks are divided into problem solving and debate Dough and Pica, (1986). Though both types are two-way exchange of information, they have difference.

Debates reduce the opportunity for negotiation since they involve long turns and may reduce the amount of comprehensible input learners need to receive.

Problem solving tasks allow or involve great frequency of questions and greater syntactic and lexical clarifications of meaning Pica et. al, (1987).

Tasks can also depend on the quality of materials that are provided for learners. This is, because effective materials not only motivate and involve learners, but also provide opportunities to make self-discovery, and produce the language Mc Donough and Shaw, (2003). To this extent, any material should consider the need and belief of the learners Tomlinson, (1998). For tasks to be done through verbal interaction, points and purposes seem to be necessary so that they will have power to force interactions Ur (1981). Since it is difficult to find tasks that essentially encourage group interaction, usually those that could be done easily by each member should be set to groups (Jacobs and Ball, 1996; Ur, 1981). For example, some problem solving activities allow low opportunity for language use that involves deeper thinking and may accomplish by long pause.

Based on presence or absence of only one correct answer, tasks are divided into discovery (open ended) and skill (closed ended). Open-ended tasks are coded as discovery and tasks with only right answer (close ended) are skill tasks.

Discovery tasks promote more lively discussion while skill tasks are more likely to engage group members in negative behavior-refusing to help; reject other's ideas, etc (River 1987; Nuna,1989). Similarly, one-way tasks are less effective than open-ended problems because the interaction ends the moment one-member lights on the right answer Ur, (1981).

Group members are allowed to bring their individual products or results together; they are classified into disjunctive, conjunctive, or additive. If the group accepts only one of the different alternatives provided by different members of the group, it is a disjunctive task. If each group member constitutes the final products, it is called conjunctive task. The task is additive if the success of the group depends upon the summation of individual products. If members are allowed to combine their individual contributions in any way, they wish it is an agreeable task (Ur 1981; Yule, 1996).

Doughty and Pica, (1986) discussed that two way tasks led to a higher incidence of interaction and interactional modifications which are believed to be favorable to second language acquisition. Tasks can also be classified as easy and difficult Harmer, (2003).

Easy tasks allow all students to participate actively and use the targeted language than first language.

However, different tasks involve high able students to dominate the discussion and lead students to frustrate and use L1 than the target language. Therefore, the tasks should be easy that all students to use the TL and participate actively (Brown, 1991; Yule, 1996; Harmer, 2001). In two-way tasks, participants possess some but not all of the information they need to resolve the task Yule, (1996). While everyone is able to contribute information, everyone needs to get some information (e.g. jigsaw tasks). One way task, on the other hand, is a task in which one

participant or some participants possess all the information and the others have to get information (e.g. describing a picture to another person ,Brown 1991;Yule,1996).

The choice of activity depends on the learning goal and nature of the subject matter, researchers offer some general guide lines to determine their suitability for group work, where the goal of group work is to enable students develop their oral fluency, (Cohen,1972:57) cited in Adem,2007) suggests choose an activity that-

- Has more than one answer/more than one way to solve the problem
- Intrinsically interesting and rewarding
- Allow different students to make different contribution
- Use multimedia
- Involve sight, sound and touch
- Requires a variety of skill and behavior
- Also requires reading and writing
- Is challenging

After the end of each group work activity, the teacher has to decide how to grade members of the group. Some faculties assign all students in the group the same grade on the group task. Grading students individually, they argue, inevitably leads to competition within the group and benefits group work. Other faculties grade the contribution of each student based on individual test scores or the group's evaluation of each member's work. If you assign the same grade to the entire group, the grade should not account for more than a small part of a student's grade in the class (perhaps a few bonus points that would raise a test score from a B - to B, (Cooper, 1990; Johnson and Smith, 1991).

To sum up, adopting activities to the level, age, interest, and background of the particular learners will help a lot Davies, (1980).When a task fails to work certain groups regardless of its quality, and the teacher has to set another from his reserve occupations Cohen, (1972).

2.5 Pedagogical Advantages of Group Work

The use of group work in second language learning has supported by many scholars some of these advantages are discussed below.

2.5.1 Group work increases language practice.

Little wood (1988:48) suggests:

Group discussion provides learners with opportunities to express their own personality and experience through foreign language. It also gives valuable experience in using the language as a means of handling their own social relationship.

According to Long and Porter, (1985) one of the main reasons for the learners' low achievement of English language competence is that they do not have enough time to participate the new language .Therefore, EFL or ESL learners should get ample opportunities to develop their language skills through group work, which provide learners with opportunities for practicing the target language. Group work creates possibilities of interactions among learners, which is not observed in lock steps. Group work also reduces anxiety; increase awareness of possible solutions to problems, and increase commitment to learning Brumfit, (1984).

As Davies,(1980:262) pointed, "In the class room the only practical way to allow several pupils to talk at once is through group work..." which enhances learners develop oral communication skills.(Byrne, 1987;Harmer,1991) declared that in group work, learners are interacting with one another, get freedom for practicing the language skills, and as a result they learn best. However, in lockstep, the teacher sets instructional pace and content for every one by lecturing, explaining grammatical points, leading drill work or asking questions for the whole class.

By the time learners work together in groups to complete a common task, they interact and communicate about the issue by explaining, listening, making suggestions, criticizing, agreeing, disagreeing, asking questions, seeking clarification, paraphrasing, asking for repeating, followed

also by non verbal interactions such as nodding and smiling. According to Brown, (1991) it is through this interaction that the opportunity to get sufficient and comprehensible inputs as well as the chance to produce language, which is necessary for a foreign language acquisition, becomes possible for the students. Brown (1984:75) who shares this idea adds that “Any use of group work will massively increase the likelihood, in large classes of students both producing and receiving language” which is being its main feature.

Group work requires groups to struggle on using the target language freely on their own, talking and making mistakes, without immediate supervision of the teachers Cohen, (1972). In line with this, Richards and Rodgers, (2001) says that language learning is something that results from the learners’ direct involvement. Group work allows more language learning than lockstep that involves too much teaching and little learning Harmer, (1991:244). Although group work has several uses, recent observations show that it is rarely used by teachers, Brown (1984). This is also indicated by Alamirew (1992) that teachers have not involved students to participate in-group work activities during English classes. According to many scholars, for example (Long and Peter, 1985, and Christenson, 1990) suggested the use of group work in classroom SL learning has supported by many pedagogical advantages as follows:-

2.5.2 Quality of Students’ Talk

Teacher fronted lesson not only limit the quality of students talk but also the quality of the talk. As students do not have ample chance for practicing the target language and if students are asked questions where there is only one correct answer. It is rare having genuine student’s communication (Long and Porter 1985; Harmer 1991; Ur 1996).

Students discussing in small groups can use language meaningfully for communication purpose, Ur (1981). This is what Long and Porter (1985) ,refers to as quality of students talk and this is not possible in the match inhabiting teacher-fronted classes. Members in the group can perform different roles. They can use the language to ask, explain, apologize, promise, suggest, agree and internalize a wider range of language use. As a result of this, role differentiations appear in a manner closer to real life (Cohen, 1972; Mc Donough and Shaw, 2003). In favor of this

experience, Davis (1993) suggests that students learn best when they are actively involved in the process regardless of the subject matter. Students working in small groups tend to learn more of what is taught and retain longer than when the same content is presented in other instructional formats.

Group work enables learners to use the language for various functions Brumfit (1984:77) stated, "Small group provides greater intensity of involvement, so that the quality language practice is increased". Therefore, group work improves both the quality and quantity of students talk.

2.5.3 Individualizing Instruction

Individualization in language teaching, according to Mc Donough and Show, (2003) is response to learner and learners need on the assumption that direct teaching may not result in learning because learning is something that can only be done by learner himself. In this case, group work not only helps for more learning but also helps individualization. Students in the classroom seems to differ from each other in terms of general knowledge, language proficiency, sex, age, experience, attitude, interest, motivation and personality. In traditional classes, these variations tend to the dismay of learners in the group.

In-group work students of different abilities learn and share ideas. As Long and Peter, (1985:120) stated, "some students will have much better comprehension than production skills and vice versa. Some may speak haltingly but accurately, while others though fluent, make lots of errors". These all differences reflect in the pace of instruction in its linguistic and cultural content, in the level of intellectual challenge it poses, in the manner of its presentation, in the kind of classroom roles students are assigned. Similarly, Brumfit (1984:77) argues that:

...placing students in small group's assists individualization for each group being limited by its own capacities, determine its own appropriate level of working more precisely than can a class working in lockstep with its large members.

Group members who work on different set of materials simultaneously to suit their goals avoid risk of boring therefore; group work is a way of keeping learners responsible for directing their own learning Long and Porter, (1985).

2.5. 4 Positive Affective Climate

Unlike the lock steps, group work permits shy and academically weak students participate actively in-group learning from their peers until they can work by their own Antonellis (1980). In the teacher-fronted lessons, learners have no chance to practice the targeted language. The only chance they have is when they answer questions asked by their teachers, (Long and Porter 1985; Ur 1996).Learners also feel comfortable in accepting explanations and corrections from peers (Celce Murcia, 1980).

According to Long and Porter (1985), group work improves both the quality and quantity of students talk. Unlike the lockstep, which is limited to produce hurried and isolated sentences, group work engage in cohesive and coherent sequence of utterances, thereby develop discourse competence rather than a grammatical sentence. In addition, students can take roles and adopt positions, which are an exclusive of the teacher in lockstep. In the group work, students could be engaged in information exchange characteristic of communication outside classroom with all creative language use and spontaneity-where the focus is on meaning and form; Long and Porter (1985).This means group work activities enhance learners with variety of skills, which make up communicative competence in second language learning. Long and Porter, (1985:211) stats small group setting as:

An intimate group allows being relatively inexplicit and incoherent to change direction in the middle of the sentence, to be uncertain and self-contradictory. What we say may not amount too much, but our confidence in our friends allows us to take the first grouping steps towards sorting out our thoughts and fillings by putting them in to words.

This shows that when students talk in small group, there might be pauses, false start and hesitation and doubt expressions. This indicates the existence of meaningful communication among the group members and which might result from the comfortable learning .From this we

conclude that group work promotes positive affective condition and hence creative talk and various language related skills.

2.5.5 Motivating Learners

When learners actively involved in-group work, they will be highly motivated for learning. To elaborate this, Long and Porter, (1985:215) stated as follows:

Several advantages have already been claimed for group work. It allows for a greater quality and richer variety of language practice that is better adapted to individual needs and conducted in a more positive affective climate. For all these reasons and because of the variety group work inevitably introduces in to a lesson, it seems reasonable to believe that group work motivates classroom learner.

According to Johnson and Johnson (1975), students feel less inhibited and freer to speak and make fewer mistakes, not discouraged and reduce anxiety if they learn in small groups than in lock steps. In general, group work provides an opportunity to speak, to promote a positive affective climate and motivates learning.

In general, group work raises learners self esteem, increases opportunity to acquire new language, and enables to:

Learn new language that they do not get from textbooks

Shy students tend to join better in groups

It creates intimacy in-group to cooperate

More English is practiced

Students practice leadership

Learners learn to respect different ideas

2.6 Psychological Importance of Group Work

Jolly and Early (1974) in Brumfit (1984:77 as cited in Gebrewahid, 2011) the psychological advantages of group work as:

Group work increases the intellectual and emotional participation or involvement of individuals in the task of learning a foreign language. Some pupils are more intelligent than others are, while some are more gifted in learning language; some learners are outgoing communicative extrovert personalities, while others are shy, withdrawn, introverts. In small groups, all these types of learners can meet and mix, compensating for one another's strong points and deficiencies as language learners.

Group work has helped students gain confidence in their abilities and encourage the weaker students to participate in class Tuba, (1999). This shows us the psychological advantage of group work for learning. Students who work in-group share their culture and know each other's culture.

2.6.1 Academic Achievement

Studies made so far show that students perform better academically in-group work activities. In line with, Arends (1997:135) states that in cooperative learning there are more winners because group members receive from the success of achievement. According to Johnson and Johnson, (1989:82) working together to achieve a common goal produces increased effort, higher achievement and greater productivity than working alone. Similarly, Waxman and Walberg, (1991:283) state the following idea:

Cooperative learning provides the context within which cognitions and meta cognition best take place. The interpersonal exchange within cooperative learning groups especially the intellectual challenge resulting from conflicting ideas and conclusions (that is controversy) promotes critical thinking, higher-level reasoning and meat cognitive thought.

Furthermore, it brings about the longest effect on basic skills. Higher order cognitive skills are best improved by the more open-ended methods used in cooperative learning .In relation to this Hopkins (2002:114) states, "working together develops capacity of memorization, hold and recall information; it increases a context for learning that support both able and less able students by creating a positive feeling among members."

2.6.2 Development of Social Skills

Group work has been suggested as a valuable preparation for working life Davies (1986). Group experience teaches students to be friendly with other people to trust and have good feelings about them. As Cohen (1972) explains, students have been practicing making decision as to how the tasks should be practiced by themselves. It has a special socializing effect to build a collective sense in them. During group work activities, learners take risks and praise for their contribution. They are able to see others point of view other than their own. Such benefits contribute to the overall satisfaction of learning Arends, (1997:128).

During group work activities students work with their classmates with different learning skills, cultural background, attitude and responsibilities. This differences force them to deal with conflicts and interact with others. This social interaction improves communicative skills that are necessary to function in the society Arends, (1997:106).

2.6.3 Self Esteem Creation

According to Putman (1997) and Maxman and Walberg (1991), students in cooperative learning feel that they are liked by their classmates because of the increased opportunities to interact. They also added that when students feel they are making a significant contribution to the group process and the group members value these contributions, they are more likely to feel successful academically. In line with this idea, slavin, (1994:43) stats:

Perhaps the most important psychological outcome of cooperative learning method is their effect on self-esteem. Students belief that they are valuable and important individuals are of critical importance for their ability to withstand the disappointing of life, to be happy and productive individuals.

The implication behind is that group work promotes students' self-esteem when they are actively participating in their group work by helping one another to achieve their common understanding.

2.6.4 Acceptance of Diversity

According to Arends (1997:134) acceptance of diversity refers to a wider acceptance of people who are different by virtue of their race, culture, social class, ability or disability. The same writer stated that cooperative language learning provides for these learners of varying background and conditions and opportunity to work independently on common task, and by cooperative reward structures, they learn to appreciate each other.

2.7 Disadvantages of Group Work

2.7.1 Domination of Some Clever Students.

In-group work activities one or two of the group members may force the passive learners to accept their ideas. This means some students are active participants than the others and these higher able students dominate the less able once. Concerning this idea, Arends (1997:136) states:

During cooperative learning, some students dominate group activity; others may be unwilling to participate. Sometimes those who avoid group work are shy students. Shy students are often very bright and they may work well alone or with one another. However, they find it very difficult to participate in a group. The rejected student is another type of student who may have difficulty to participate in-group activity. Finally, there is otherwise typical student who chooses for what every reason to work alone refuses to participate in cooperative group endeavors.

Cohen (1994) states that students with high academic status are commonly believed by their teachers to do better in-group activity than those with low academic status. These make academically able students dominate the group alone Cohen, (1994:154) stats:

High status students are generally expected to do well on new intellectual tasks, and low status students are generally expected to do poorly on the same task. When a teacher assigns a group work task, general expectations some into play and produce a self- fulfilling Prophecy in which the high status students talk more and become more influential than the low status students .

In addition, Johnson and Johnson, (1989) states that there are several ways in which group efforts go wrong. They further go that less able students sometimes leave group's task to others to be completed. Thus, the able members become 'free riders' of doing the majority of group activity. Concerning this, Waxman and Walberg, (1991:278) state:

In group learning high ability group members may be differed to and may make over the important leader ship roles in ways that benefit them at the expense of the other group members ('the rich-get-rich effect').The more able group members may give all the explanations what is to be learned. Since the amount of time spent explaining correlations highly with the amount of learned, the more able members learn a great deal while the less able members flounder as a captive audience.

In this case, the group leader may assure equal opportunity for all participants and encourage members to express their ideas as freely as possible using the target language. In addition, since some students work harder in small group and finish quickly, the teacher has to join the weaker students as a group member for a time being and settle the problem.

2.7.2 Waste of Time

Sometimes group work is considered as a time consuming for the time it takes during arranging the furniture and students introducing each other and returning to their former place. However, even if it wastes time for accomplishing the above-mentioned issues, students learn in-group work better than the lockstep; in lockstep, students have no time to participate in the target language and they cannot get time to learn from one another. Therefore, students who take part in-group activities do not waste time compared to lockstep.

2.7.3 Difficulty in Measuring Achievement

In small group discussions, it is difficult to measure the progress of learners, especially during the practice stage. However, students may not lack consolidating what they have learned but also using. Moreover, the teacher could tell how well students are doing from the way they do activities and the language they use; because using the language is an essential part of learning (Kramsch, 1987; Putnam, 1997).

As (Johnson and Johnson, 1975, and Smith 1991) suggested, teachers should inform their students that individual student performance is assessed and that the groups know how their members are doing. Groups need to know who needs more assistance in completing the assignment, and members need to know they cannot let others do all the work while they sit back. Ways to ensure that students are held accountable include giving spot quizzes to be completed individually and calling on individual students to present their group's progress

2.7.4 Noisy Environment

According to (Byrne, 1987 and Cohen, 1994) during group work activities, or when students discuss in groups, they produce noisy sounds and may make discipline problems. However, unless the sound disturbs students of the next door, it is not a discipline problem; rather it is a product of learning. In addition, it can be detected and corrected at ease. While the group work is on, students try to express their feeling and ideas about the issues raised. They make more mistakes and teachers cannot correct since they are not hearing them. Nevertheless, Cook, (2001:217) stated, "Mistakes are not always a mistake". This means students do not make mistakes all the time and when they are making the mistakes, they learn more by correcting one another; and it is not a must for teachers to correct every mistake of the group.

2.7.5 Anxiety

Anxiety is the state of being nervous or being mentally tensioned. Ellis, (1994) argued that learners with high level of anxiety are less likely to participate actively .Some students get stress because of their belief that they are under evaluate when they are asked to speak in front of the class. They usually fail to take risk.

2.7.6 Problem of Leading the Group

A group should have a group leader who is either elected by group members themselves or randomly nominated by the teacher .According to Killen; (N.D) the primary task of the group should be electing their group leader. The main task of the group leader is to provide necessary directions for the members. The group leader must also help his members to develop their

willingness to participate and continue to the group activities. Therefore, if the leader failed to achieve these goals, it is quite clear that the group will fail to achieve its goal.

During group activity, students may provide poor models of the target language and leads to fossilization of non-target forms Johnson and Marrow (1981). However, in communicative focused classrooms, more focus is given for learners to use target language fluency than accuracy.

To sum up, unless handled with care, group work might be time consuming, could be dominated by some outshine students (active participants), measuring the outcome is difficult and much noise may be heard. However, if there is group leader and students perform their expected roles, the problems will be reduced and it paves a way to good language learning.

2.8 Some Factors That Affect Group Work Activity

Many factors hinder the positive aspects of group work .These factors have deeply recognized by different scholars as follows:

2.8.1 Mother Tongue Interference

Mc Donough and Shaw (1993); Byrne (1987) revealed that in small group discussion, some or all of the students might use their L1 than the L2. But it is very natural to have such a situation and to use in time of frustration. However, to reduce such problems, the task should be easy and be designed to participate students using the targeted language. Moreover, the use of L1 may lead to the productive use of the targeted language if handled with care Wilkins (1974).

2.8.2 Academic Status and Language Proficiency

In group work activities some members seems to be more influential than others even though they are equal in every respect .According to Cohen ,(1972) status is an agreed up on social ranking in which every body prefers to have a high rank than a low rank with in a given status order. To have equal benefit in the group, members of a group should have equal chance to talk, interact and contribute. Status difference inhibits the normal pattern of interaction and

meaning negotiation. High status is often associated with competence. Some high status students tend to participate more actively than low status members are. In relation to this Cohen (1972:28) states:

Status characteristics are general expectations for competence. High status individuals are expected to be more competent than low status individuals are across a wide range of tasks that are viewed as important. If a teacher assigns a task to a group of students, some of whom are higher and some lower on any of the status characteristics, which come in to play.

Academic status is a factor that affects the implementation of group work. According to Cohen, (1972) a student who is seen as best in reading is likely to dominate group activity, on the other hand a student who is seen as poor in reading is very likely to be relatively inactive in other tasks. Academic status also creates a problem when it spreads to a wide range of new activities, which do not require the skill that has made up the status.

Language proficiency is also one of the problems that impede groups to accomplish their task. According to Ellis, (1994) high proficient students are likely to participate in foreign language more actively than less proficient ones. In addition to this Girma (2005:117) states:

Because of students very little proficiency, they do not participate when asked to work in groups. When they are asked, they say they do not understand. This is because the student's proficiency in English is not good enough to enable them to use the language or to carry out a group work activities. Students resist to use English or to work in groups is due to their lack of proficiency.

Similarly, Jacobs and Ratmandia (1996) states, lack of language proficiency is a reason for student's failure to do well in groups. Most important, high student's motivation and high self-confidence, which are vehicles for any learning, on the other hand, low motivation and low self-confidence makes learning difficult.

When the gap between high and low achievers is meaningful and the atmosphere is competitive, the impact of language proficiency becomes harmful and result two disadvantages .Firstly, the dominance of few fluent speakers make the less proficient learners to give up the task .Secondly , they may return to use their mother tongue as an alternative to

succeed. The main challenges often mentioned in using group work, according to Davies, (1980) and Harmer, (1991) are the desire to use the first language, which according to Ur (1981) when students have a threshold of the second language proficiency requires treatment for it counters the goal of group work. Harmer (1991) believes that this could be due to inability or unwillingness, which proposes convincing students to use the target language or doing controlled activities until they are ready for communicative activities.

2.8.3 Peer Status

Students often establish friendship as they play with each other at the school or outside of the school, mainly based on their interest, competence, attractiveness and popularity. Cohen, (1980) states that since peer status is closely associated with academic ability, informal social leaders, regardless of their competence, dominate social isolates or low peer status members while the task is purely academic and has nothing to do with the play.

2.8.4 Grouping

The other problem is the challenge of grouping. If their teacher groups students, they may conflict each other. In addition, if they are allowed to form groups by themselves, they talk/play other issues than the task, and shy students are at disadvantage. Therefore, they consider group work as a play than working Hare, (1994). However, if group work is properly organized and handled and if students properly use or perform their expected roles, the problems will be reduced and it will pave the way for a good end in language learning.

2.8.5 Nature of the Task

According to Ur, (1981) for tasks to be done through verbal interaction, point and purpose seems to be necessary so that they will have power to force interactions. After preparing necessary conditions, the teacher has to set tasks and materials for the groups. This is the stage where groups are actively engaged in their work to solve tasks in an effort to achieve high quality of group products.

The group members are expected to collaborate with each other and coordinate their offers using their target language English. The activities should be intrinsically interesting and challenging to encourage verbal interactions in line with the goal of group work Nation, (1994). In addition (Breen and Candlin, 1980 as stated in Nunan, 1989) the teacher has to play three main roles; acting as a:- facilitator, participant and observer. Parallel to this the students are taking greater initiative. The point is that learning is something only the learners can do for themselves McDonough and Show (2003).

Regarding how to overcome problems of low interactions resulting from the nature of the task Ur, (1981) recommends selection of activities to be simple, interesting, challenging and encouraging for interaction. It is also necessary to adopt activities to the level, interest, age and background of the learners so as to solve the problems.

2.9 Physical Structure of Classroom

According to Jones, (1977:45) classroom atmosphere refers to the climate that can be felt as soon as one enters the classroom. Accordingly, an attractive learning environment takes into account: the colors, lighting, sound, resources being used and other factors that may cause distractions. According to Mary, (2011)

A typical classroom is an approximately 20 by 22 ft with tannic-grey floor tiles and cream or blue, cement block walls. The ceilings should be lined with fluorescent lights and the walls vary from being plain to highly decorate with posters that illustrate themes of good work or principles taught in the class.

According to the standard of Ministry of Education, (2011) learning classrooms should be a well built blocks and each class should have less number of students (forty in high schools) for safety and ensuring a good, productive learning environment to maintain.

In line with this, for education in school to be effective, the environment needs to be conducive for learning, allowing the pupils space and time to interact within the learning and teaching process. Creating and maintaining stimulating learning environments can be achieved through

effective classroom organization, interactive and whole school displays and a climate of innovation Mary, (2010).

As KaliHinmam (2011) suggested, it is necessary to create and implement a learning environment at the start of the school year. The learning environment must be envisioned in both a physical space and a cognitive space. The physical space of the classroom is managed as teacher prepares the classroom for the students. The cognitive space is the expectations teachers set for students behavior through rules and procedures. Rules indicate the expectations for behavior in the classroom, and for how one interacts with one's peers and the teacher. Procedures have to do with how things are done. Rules can be developed with the students' help, which increases the likelihood of compliance; the teacher must have a picture of what code of behavior is essential for the classroom to function as desired. Both rules and procedures must be taught, practiced, and enforced consistently. Included with the development of rules and procedures is the accountability system of the classroom, which must communicate to students how they are held responsible for the academic work that they do.

In addition to these, in learning classroom, the arrangement of seats can facilitate or impede interaction among group members. For instance, (Block, 1997 and Cruickshank, et. al, 1999 cited in Feda ,2000) stated that seats arranged in a row hinder oral interaction as they prevent students from talking by facing one another through this is very vital for members communication. According to Rinne (1997:111), lack of seeing the face of the speaker puts group members "at high risk of inattention and distraction". It is also indicated that if seated in a row, some learners tend to feel neglected when they fail to face their group members and interact comfortably. As Schumuck (2001:89) stated, sitting in a row may make learners "develop feelings of being less important to the group which can lead to a reduction of communication with others and possibly start a negative process of feeling like an outsider". This implies that a row seating arrangement is not appropriate for group work.

The writers, therefore, recommend circular or horseshoe type of seating arrangement for

group work activities. This kind of seating arrangement allows all students to interact facing one another and cultivates the feeling that all group members are equally important for the success of the given task. In harmony with this view, Katie and Pauline (1997:84) suggest, "Sitting in a circle or horseshoe helps all students concentrate and listen to each other, feel like a group and talk to each other easily as there is no barrier between them." It is equally essential to leave some space between the seats of students belonging to different groups in order to prevent them from talking to each other or leaving their groups. If this is impossible due to lack of space, it is a good idea to shift their seats within their groups. So students who are tempted to each other can be placed far away Rinne, (1997). In many language classrooms the size of the class and the style of furniture can also constrain the effort to set up a suitable seating arrangement for group activities. However, teachers ought to try their best to find solutions to the problems. For instance, if the seats are fixed and if there is no space to rearrange movable seats, students could be asked to turn round and work with those sitting at their backs (Edge 1993; Nolasco and Arthur, 1988).

2.10 Feedback

According to Ur, (1981) the purpose of feedback is to help groups observe how successful their performance was; so that they could have insights into their relative strength and what they could do to improve their weakness. Feedback usually holds in whole class context at the end of an activity to be evaluated, criticized and appreciated by the teacher or the students themselves.

As pointed by (Cohen, 1972 and Ur, 1981) feedback focuses on the final product, the group process and language use. The feedback on product allows knowing how successful the group members have been in achieving the final products that enable them measure the relative quality of their product Ur, (1981).

Feedback on process focus on how successful groups have used skills for cooperation to organize and get the discussion well Cohen (1972). The comments given by learners may help

assessing and criticizing how groups organize discussion and cooperate with each other need to be teacher centered and has to be done immediately Ur (1981).

Feedback on language use is observation of discussion that inform the teacher as to what language is properly or poorly used and what needs remediation Ur (1981).

To sum up, group work is a way of promoting student-centered approach in which learners could have equal chance of practicing the targeted language in a natural way in the classroom. Effective use of group work demand students' teacher's and the classroom situation to play various roles in different stages of group work activity (Brumfit, 1983; Wright, 1987).But once group work is taking place, there might be some factors that encounter the effective performance. These are teachers, students and learning environment related factors that could be seen as the main issues. Moreover, as Byrne (1987);McDonough and Shaw (1993) stated, students may not perform their expected role due to their previous learning experience, poor perception about group work, lack of language proficiency, lack of motivation to learn, fear of making mistakes ,not to be laughed at by their friends and the nature of the task are the main reasons.

As briefly stated in this chapter, group work benefits students if constraints encountered are handled and tasks are carefully planned. The main goal of this study is to investigate how EFL teachers and students deal with these problems, considering the literature as a guide in each phase.

CHAPTER THREE

Research Design and Methodology

A descriptive survey method was used for the study. The researcher has chosen this method mainly because it is an appropriate method to explore or find out the constraints encountered in teaching English in-group work activities in the classrooms. Most of all, the method would be appropriate to describe what is happening currently in the classrooms and gather all the necessary information. In this study both qualitative and quantitative, analytical methods were employed to come up with useful findings of the research work.

3.1 The Research Setting

This study was conducted using grade nine students of Adea Model Secondary School who were enrolled in 2011/12 academic year and EFL teachers who teach in grade nine. In addition, the classroom physical structure was observed so as to examine to what extent it affects teaching in-group work activities. The school is located at south- east of Addis Ababa at a distance of 47km, in East Showa Zone, Oromiya region. The school serves both students of the town and the surrounding rural areas. Most of the students who came from the rural areas speak Oromo language and those of the urban students speak Amharic or both languages, similarly they have been learning their first cycle education in the respective languages. The former Ethiopian Air Force and Airborne members established the school with its former name ' *Harar Meda*' in 1955 E.C to serve their children starting from kindergarten .At that time, the school had 16 sections then, after the collapse of the Imperial regime in 1967E.C, it started to serve the children of the whole society with the present name Adea Model School. Previously the school incorporated both elementary and secondary levels (from grade 1-12). Later, in 1994E.C, the first cycle (1-8) was transferred to other elementary schools and started to serve only as a high school (9-10). In the year 1997 E.C, with the intention of minimizing the population of students in the classroom and abandon the shift system, about 24 classrooms, both the roofs and walls with corrugated iron sheets were built.

In Bishoftu (the previous Debrezeit) Town Administration, there are seven secondary schools, among these, two are governmental and the rest are non-governmental schools. The researcher was interested in one of the governmental schools for accessibility and convenience of data gathering. Therefore, Adea Model Secondary School was preferred as the researcher was the member of the staff and has acquaintance with the school community. Moreover, based on his experience as a teacher in the school, he noticed low participation of students' in-group work activities and low communicative competence, hence, these issues inculcated him to study the reason in-depth and find solutions. In addition, there was no any related conducted research in the school. Grade nine students were preferred as they were on the transition from mother tongue to English as medium of instruction. These were the reasons for selecting grade nine students.

3.2 Subjects of the Study

3.2.1 Students

The data for this study was collected from students of grade nine in Adea Model Secondary school .Totally; there are 34 sections of grade nine in the school. Among these, four sections were selected for observation using random sampling techniques. In each of the four classes, students were selected on their better language understanding(Amharic or Oromic) to fill the questionnaire. The researcher believed that all the classroom students are equally important for the study, but it is difficult to study a large number of populations. Thus, 180 students were selected from four sections. In addition, four teachers, who were teaching in the observed classes and two students from each observed sections (totally eight students) were selected for the interview by purposive sampling method. During the questionnaire, 86 male and 94 female students have participated.

3.2.2 Teachers

In this research among ten EFL teachers in the school, two during the pilot study and four who were teaching in the randomly selected four sections were observed. The classroom observation was made three times in each section and the interview was made after collecting the questionnaire.

As mentioned in the research setting, both types of buildings in the school were observed and questions were prepared to know students and teachers feeling about the physical structure of these classrooms.

3.3 Instruments of Data Collection

The researcher used three types of data collection instruments; classroom observation, questionnaire and interview to gather data for the study. These tools were selected with the assumption that they provide a clear picture of the issues under the study, and the data not secured through one tool may be obtained through the other or to crosscheck the findings from the three tools

3.3.1 Classroom Observation

Observation is a purposeful and systematic way of watching classroom interactions as it takes place. It gives primary information about the case under study and helps to notice the physical structure of the classroom. To this effect, the researcher employed actual observation in the randomly selected four sections (9-14; 9-16; 9-26; 9-33) three times each, to see the constraints encountered in teaching English in-group work. The classroom observation checklist was prepared based on the review of related literature of chapter two, (see Appendices H-L) which was adapted from Nunan (1989:135-137).

3.3.2 Questionnaire

The researcher has planned this instrument as it is a quick method of gathering information. Two types of questionnaires were prepared, one for the teachers and the other for the

students. The questionnaire was prepared in two languages: Amharic and Oromo, copies were distributed according to students' language abilities (for 180 participants) in the observed four sections. In addition, the teachers' questionnaires were prepared in English and distributed to ten EFL teachers in the school. The questionnaires (for teachers and students) were both open and close-ended types that include rating scales of frequency.

Before the actual data gathering, the questionnaires for students were piloted in two sections of the same school (9-4 and 9-34) on twenty students from both shifts. Based on the pilot study some questions were discarded and some were modified. Totally 220 students were involved in the questionnaire (40 during the pilot study and 180 on the final).

3.3.3 Interview

Interview is a commonly used method of gathering information. The researcher planned to use it to obtain responses that strengthen what has been done so far and to collect complex information. Therefore, to collect data from teachers and students both structured and semi-structured types of interview were used. The interview was conducted with four EFL teachers whose classes were observed during the observations (two male and two female) and randomly selected eight students from the observed classes. The focus of the interview was to obtain information that helps to triangulate the data gathered through other tools about the constraints encountered in group work activities and physical structure of the classrooms also find some possible ways of alleviating the issues in EFL classes.

3.4 Data Collecting Procedure

In order to obtain adequate information from the subjects of the study, the researcher explained the purpose and importance of the research to the subjects of the study in brief. Then, classroom observations, questionnaires and interviews were conducted. During the classroom observation, each class was observed three times and a checklist was used every time. The researcher entered the class with one of the free period English teachers (as an assistant observer) with similar checklist; finally, the overall activities in the classes were crosschecked by comparing the two lists in addition to the notes taken by the researcher.

Before distributing the questionnaires particularly to the students, clear explanation was given by the researcher himself in both languages in each section. Then the questionnaires were distributed, and filled in the presence of him and collected back. The data processing involved interpreting the responses of respondents, classifying, tabulating and editing.

3.5 Methods of Data Analysis

Since the purpose of the study was to investigate the constraints encountered in teaching English in-group work activities in the classroom, a descriptive research method was employed. Qualitative and quantitative methods of data analysis were used for the reason that in conducting this research both were essential.

The classroom observation, open-ended questionnaires and interviews were summarized under qualitative data. The information obtained through these were summed up by reducing the relevant responses to the relevant meanings and clustering the key points.

The researcher analyzed the close-ended questionnaires and rating scales by counting and converting the frequency distribution into percentages (quantitatively). Following that, tables were prepared for each variable and appropriate percentages of variables were calculated. Based on the gathered information, conclusions and recommendations were drawn.

CHAPTER FOUR

Presentation, Analysis and Discussion of Data

This part of the paper deals with the presentation, analysis and discussion of data gathered from the targeted groups in Adea Model Secondary School. As noted earlier the study aimed at investigating the constraints encountered in teaching English in-group work in Grade Nine.

To collect relevant data for the study, classroom observation, questionnaire and interview were employed from January 12 to March 6 /2012. The questionnaire was piloted in two randomly selected sections (40 students). Based on the response some of the questions were modified and some were discarded. Then the revised version was administered to 180 students (84 males and 96 females). Sampling of the sections was based on random selection while that of the students was on availability of their language preference. In addition, ten EFL teachers participated to fill the questionnaire. Four EFL teachers whose classes were observed and two students from each observed classes (totally 8 students) further participated in the interview. The data gathered through the questionnaire were tabulated and analyzed as can be seen in the forgoing pages. Moreover, the data gathered through the three data collecting instruments were presented and analyzed together to avoid a bulky and redundant report. This was done to maintain the overall quality of the research work. Thus, the presentation, analysis and interpretation of data were made based on the responses obtained from respondents of the research as follows.

4.1 Experience and Grouping related issues

Group work is a strategy, which is considered as effective learning method for EFL classes by many writers (see 2.5). As it is believed, this method has so many uses for learning language. Regarding this, respondent Students were asked to express their experience of learning in groups work activities and their feeling towards the method of learning. Teachers were also asked to share their own experience of their students feeling of group work activities. In addition to class observations, the following responses were obtained.

Table 1 Students' Response of Different Issues Related To Group Work

	Items	Responses		
			Yes	No
1	Have you an experience of learning in-group work activities in your previous classes?			
		F	122	58
		%	68	32
2	At the beginning of the school year, Have you been oriented about learning English language in groups?	F	26	154
		%	14	86
3	Do you think that group work has advantage in learning English language?	F	173	7
		%	96	4
4	Which type of grouping do you prefer? A. Heterogeneous /mixed B. Homogeneous/same		A	B
		F	162	18
		%	90	10
5	What type of tasks are you given for group activity? A. Open ended B. Close ended	F	64	116
		%	36	64
6	During your group work activities, do you have a group leader and secretary? A. Yes B. No	F	58	122
		%	32	68
7	If your answer is Yes, who elects them? A .The teacher B. students	F	68	112
		%	38	62
8	Do you think that the time given for group work activities is sufficient? A. Yes B. No	F	85	95
		%	47	53

According to the responses of students, 68 % of them had revealed their experience of learning in-group in their previous schools. However, the rest 32% of the respondents assure that they had no the experience.

Similarly, the interviewed teachers said that the new textbook is designed to make students actively participate in-group. However, since the texts arrived lately, teachers apply group work activities rarely because their intention is to cover the whole topics in the book rather than using group work activities ,for the contents of the book are bulky.

As to the interview with students, some said that they had the experience of learning in-group especially in science subjects, but in their present school, the condition is different from that of their previous one. Different reasons were mentioned for the differences, because the school serves for students of different background.

In the interview whether students like learning in groups, some of the respondents said that they taking part in-group work activities because they can get a free option to speak freely and share ideas without fear, but they reveal that they have not done any group work activities yet .

Students were asked if they have been oriented about learning English in-group at the beginning of the school year. 14 % of the respondents said that they have been oriented about learning in groups and the majority 86% responded that they have not been oriented. According to the interview with teachers, most of them believe that group work is one of the methods of teaching language. However, there is no training of orienting students about group work activities at the beginning of the year. Had there been such training, it would have been good for students to know and perform what is expected of them.

Questions 3 was prepared to perceive students view about group work activities. According to the responses, 96% of them believed that group work has advantage for learning English language, while the remaining 4% do not. Nevertheless, acceptance by the majority was an indication of positive image of students of group work activities.

In addition, teachers were interviewed about students feeling of group work activities and they forwarded their views as follows:

T- 01:- Students have a mixed feeling for group work activities. First, only few members of students were interested in the activity, then after looking at others' participation, some were attracted and started to join. Some students seem to be confused about the tasks given, later they make themselves familiar and tend to take part in the group.

T- 02: Students feeling is somewhat good, but sometimes they talk irrelevant issues during the activities and some students have no interest for group work activities and prefer to do their own works.

T- 03: The way students perceive group work depend on their previous experience of learning. Those who like the subject tend to take part in-group actively but some tend to be reluctant.

Students were also asked in the questionnaire and interview if they like learning in groups and explain the advantages they gain through it. The majority of students said that group work activities:-

Create conducive environment for learning

Motivate learners to learn from each other

Make students feel free to speak with their friends without fear

Enhance equal opportunity for members to practice in the language

Help to develop tolerance and respect of different ideas

Mostly benefit shy and weaker students

Help to develop listening and speaking skills

Based on the responses from the questionnaire and observation, students could have a chance of expressing their ideas freely in-group work activities than the teacher fronted lock steps. Even though some students sit idle, others feel that they are free to speak what they like. Their stress that comes of committing mistake is reduced to some extent. During group work activities, students develop strong relationship, accommodate their individual differences, and become able to learn more using their variety of learning preferences.

According to Christenson (1990) grouping is a method of teaching in which two or small number of learners discuss together on a particular issue to reach an agreement. In this method of discussion, every member of the group can suggest his /her idea in the group to find solution. In addition, Brumfit (1984) stats that group refers to a number of people who interact with one another, who are psychologically aware of one another, and who perceive themselves as a group.

The way students were grouped is essential for effective group work. Accordingly, 90% of the respondents prefer to form heterogeneous (with mixed sex, age and ability) grouping and the rest 10% of respondents prefer homogeneous (With similar sex, age and ability) grouping. The

responses of teachers and the classroom observation also revealed similarly. However, during the classroom observation, in some classrooms students with similar L1 were seen grouping themselves.

The response from teachers' interview and students also showed that teachers need students to form heterogeneous groups.

Teachers said that most of the time they assign students to form a mixed groups because in the mixed groups all types of students, the fast and slow learners could be grouped together so one can learn from the other.

In both responses and interviews of students, the need to form groups has matched.

Question 5 seeks answer about the types of tasks students are given for group work activities. For this item, 36% of the respondents replied that the tasks given were open-ended while 64% said that the tasks were close-ended. The types of tasks given have great influence in students' group work activities. Concerning these issue teachers replied that mostly they prefer close-ended types of activities because students can focus on the given issues and try to come up with a solution easily. On the other hand, the open-ended activities could take too much time and students may not reach an agreement within the given time. However, scholars suggest open-ended tasks for a better communicative language use of students.

Some students suggested that they prefer the close-ended type of group tasks to come to agreement and correct the mistakes on time. In addition, during the classroom observation teachers were seen assigning students with close ended activities and write the correct answer on the black board. Concerning this issue Atkins, et al (1996) suggested that the objective of learning a language is to enable students develop their communicative competence of the target language through group work where there is a hot discussion among group members and if the tasks are open ended tasks.

Teachers were interviewed if they adapt activities to match the level of their students. However, most of the teachers complained that the educational background of most of the students' was poor that they did not do tasks accordingly, so they were forced to adopt activities to suit their

level. Nevertheless, one of the interviewee replied that frankly speaking, there is no time to assess students need and level, so he assigned students to do the activities in the textbooks only. This is because there is no ample time to adopt the tasks and the size of the new textbook is big. Here the main intention of the teacher seems to cover the whole topics of the textbook rather than permitting students to practice speaking.

Group leaders and secretaries play vital roles in-group tasks, in facilitating the successful performance of the group's tasks under the supervision of teachers (Harmer 1991; Hill 1994, cited in Feda, 2002). Relevant data were gathered in connection with the selection of group leaders and secretaries. As seen in the table, a large proportion 68 % of the students said that there is no group leader, while 32 % of them said that there is a group leader in the groups they formed.

As to the nomination of the group leaders 62% of the respondents revealed that group leaders were elected by the students and the remaining 38% said that their teachers elected the group leaders. As noticed during the observation, group leaders were rarely selected by their teachers.

Regarding group secretaries, according to the interview and observation, totally none of them indicated the presence of secretary.

The conclusions drawn from the responses of the students' questionnaire and the observation seemed to dispute with their teachers' replies to the interview. According to the teachers, students selected their leaders for every group activity and they were briefed about their appropriate roles. Nevertheless, during classroom observation, teachers were not seen nominating group leaders and secretaries, nor did students select their own secretaries through each of the tasks done. The observed classes needed group leaders and secretaries who could orderly maintain interaction and who could record what the groups did to report to the class at the end of group tasks. Lack of group leaders seemed to contribute disintegration of many groups because well-oriented group leaders could ensure order, and keep the students on the tasks by coordinating their efforts towards the accomplishment of the tasks. Besides, due to the absence of secretaries in those tasks, no one took responsibility for recording what the groups

have discussed. Hence, the students did not appear to benefit from the tasks because of these problems.

With regard to the time given for group work activities, 47% of the respondents suggest that the time was enough, whereas, 53% of them claimed that the time given was too short. As seen in the classroom observation, the time teachers allot for group work activity was not ample. Except one teacher in the observed sections, the maximum time given for a task was 3 to 7 minutes, in the mean time, teachers interrupt before the members get chance to share ideas and started revising or made students to continue to the next topic. The interview with teachers proved that teachers give about 10 minutes for group work based on the nature of the activity .As to the questionnaire distributed among 10 teachers; five of them said that the time given was enough and the remaining five believed that the time given was not enough.

In line with this, Long and Peter (1985) stated that 15 minutes is very short time for EFL students to practice the language as they have no exposure/opportunity to practice the targeted language.

Table 2 Students’ Responses Regarding Frequency of Using Group Work Activities.

Question item 9		always	Sometimes	Rarely	Never
How often do you learn using group work?	F	9	65	86	20
	%	5%	36.1%	47.7%	11.1%

As can be seen in the table, 47.7% of the respondents said that they rarely learn in-group work activities and 36.1% suggest that they sometimes learn in-group work activities. Similarly, the questionnaire for teachers also revealed that among 10 teachers, seven of them said that they use group work some times. This indicates that teachers usually dominate the whole class for lecturing rather than permitting students to work in-group work activities. The interviewed teachers suggested many reasons why they do not regularly use group work. Some of the

reasons were: - the nature of the tasks, shortage of time, reluctance of students for group work and the classroom situation have been mentioned as the failure to apply group work. However, according to the teachers' response, teaching rarely in groups could not enhance students to develop communicative competence from lecture. Rather students may acquire only structures of the language than the use.

Table 3 Students' Responses of Their Grouping Preference.

No	Grouping preferences of students'		Formal group	Informal group	Study team	Other	total
10	What type of grouping do you prefer for group work activity?	F	107	23	48	2	180
		%	59.4%	12.7%	26.6%	1.1%	99.8%

Regarding the type of grouping, the majority of students prefer formal grouping. According to Brumfit (1984); and Davis (1993) this grouping is more or less formed permanently or temporarily with some defined or clearly stated roles with in a single class session. Such grouping of students is expected to complete a specific task like producing a term paper and writing a report. Members stay together until the work is finished and if it is graded.

12% of the respondents preferred to form informal grouping. It is clustering of students within a single class session to check students understanding and they are made for carrying out some social purpose activities whenever people interact in any situation. For example, students might discuss with the students sitting next them for a very short time on issue raised by their teacher and it is not graded (Brumfit, 1994; Davis, 1993). The remaining 26.6% preferred to form study team which shares some features of the formal grouping. It needs a semester and more time as well as fixed group members to complete course requirement, Davis (1993). This enables students to become acquainted to identify one another's strength and to learn, to support and coach one another .So students should remain together about half a semester.

According to the interview, teachers make their students form informal grouping because grading of students activity is so boring and time consuming. However, as stated in the review of literature, Davis (1993); Millis (N d) suggested that study team could make students become familiar with each other, learn and solve problems together. For these reasons, they should stay together for about a semester. This may also help the teachers to grade their students' group work activities as they stay permanently for about a semester.

Table 4 Students' Responses about Number of Members in the Group

	Number of students in a group	Responses				
		A	B	C	D	
11	How many members in a group do you work together?		2	3 - 6	7 -10	>10
		F	1	102	55	22
		%	0.5	56.6	30.5	12.2%

The number of students that work together is essential for effective implementation of group work. As seen in students responses 56% of them revealed that they form a group that consists of 3 to 6 students. In addition, 30.5% of the respondents said that they form a group of 7 to 10 students. The other 12.2% said they form a group that contains more than 10 members. As seen during classroom observation, teachers allow their students to form a group but any one of them limited the number in the groups. Surprisingly, in one of the classes with a population of 56 students, the teacher ordered students to form two groups (two rows of desks as one) to suggest ideas with agreeing and disagreeing with the given issue, which was unimaginable for students to perform accordingly. Even though there is no a fixed number for grouping that scholar agreed on, most writers suggest 3 to 6 as preferable number.

As stated in the review of literature (see 2.2.2) despite the quality of the tasks, if groups are large, obviously the amount of student's participation fails and the group cohesion may tend to disintegrate (Harmer 1991).

Students were asked if they come across with problems when they work in groups.

In line with this issue, most of the respondents (72%) said that they come with different problems during group work activities. Participants of the study in both the questionnaire and interview were asked to list some. Accordingly, the majority of the respondents stated the following issues as the main problem during group work activities.

Views about students:

Un preparedness and lack of interest to learn
poor language proficiency
Aimlessness and misbehaving
The total shift of medium of instruction and a tendency to use L1
Domination of clever students
Lack of language proficiency / poor educational background
Misunderstandings of students ideas on the given issues
reluctance and joking during activities and sitting idle
Shortage of time for the given tasks
Lack of group leader or someone who takes responsibility of coordinating
Fear of being laughed at
shyness to express ideas in front of others (cultural pressure)
Disagreement /conflict with each other and contempt for the forwarded ideas
Lack of textbooks (even though they have, they do not bring in fear of being stolen)
Carelessness because of non grading of group work activities

Views about teachers:

Insufficient clarification for the tasks to be performed by students
Less support from teachers for group work activities
Tiredness and lack of interest of teaching
reluctance to check activities while students perform
humiliating students when committing mistakes
Non grading of the group work activities
Using much of the time for lecturing

Views about classroom situations-

The classrooms are not clean and attractive to stay in

Since the windows and doors are open, both students and teachers suffer of dust entering through

The heat from both sides (the roof and walls) is intolerable

There is too much noise heard from different corners

There are no supportive teaching materials

All the above-mentioned problems could be resolved if: there is a group leader who acts as a mini teacher and each member in the group perform his /her duties properly, most of all if group activities are graded, the number of participants in a group did not exceed six, heterogeneous groups are formed, activities are adapted to the level of students, teachers are committed to their profession, support, follow activities in groups and the classroom situation suit for teaching.

4.2 Assumed Constraints Encountered In-Group Work Activities

This part of the discussion deals with assumed constraints encountered during group work activities. Respondents were made to tick or put (x) in front of each of the items using the 5-pointed likert scale rating system. Rating under 4 and 5 was taken as positive confirmation by the researcher and rating under 2 and 3 was understood as negative or rejection of the factor/issue. Thus, the interpretation was performed by combining the two together. In line with this, the questionnaire for teachers, the interview with both teachers and students and classroom observation were summarized together.

There could be different constraints that one could encounter in applying group work as a method of teaching in the classroom. Respondents were asked if students' language proficiency was one of the limiting factors. More than 91% of them revealed that it was the main constraints in-group work activities. This indicated that the reluctance of students to take part in groups was because of inability to use the language for meaningful communication. Similarly,

during classroom observations, students were seen hiding themselves or passively observing others, or simply sat alone. According to the interview with students, this problem was the cause of weak educational background; those who came from some private schools, and those who have the exposure to the language were observed trying to use the targeted language better.

Table 5 Students' Responses on Related Constraints.

KEY_5= strongly agree 4=Agree 3= Disagree 2= strongly disagree 1= undecided

A. Student related constraints		5	4	3	2	1	total
Lack of student's language proficiency	F	105	60	12	3	-	180
	%	58.33	33.33	6.66	1.66	-	100
Reluctance to work in groups	F	81	62	19	18	-	180
	%	45	34.44	10.55	10	-	100
Lack of students experience in group work activities	F	70	61	38	7	4	180
	%	38.88	33.88	21.11	3.88	2.22	100
Absence of the group's leader	F	84	45	30	16	5	180
	%	46.66	25	16.66	8.88	2.77	100
Group size / large number of student in the group	F	70	68	23	13	6	180
	%	38.88	37.77	12.77	7.22	3.33	100
Group composition/the way the group is formed	F	66	67	33	6	8	180
	%	36.66	37.22	18.33	3.33	4.44	100
The nature of the task	F	47	65	43	12	13	100
	%	26.11	36.11	23.88	6.66	7.22	100
Anxiety	F	101	39	21	12	7	180
	%	56.66	21.66	11.66	6.66	3.88	100
Domination of active learners	F	86	47	29	13	5	180
	%	47.77	26.11	16.11	7.22	2.77	100
Shyness to practice the language in the group	F	80	38	28	21	13	180
	%	44.44	21.11	15.55	11.66	7.22	100
Mother tongue interference	F	71	49	30	22	8	180
	%	40	27.22	16.66	12.22	4.4	100
Unavailability of textbooks	F	88	40	24	28	-	180
	%	48.88	22.22	13.33	15.55	-	100
Insufficient time given for the task	F	61	54	45	16	4	180
	%	33.88	30	25	9.02	2.22	100
Lack of interest to share knowledge with others	F	69	52	36	16	7	180
	%	38.33	28.88	20	8.88	3.88	100

In addition, English was mostly heard being used as a classroom language, because most of the students prefer to use their L1 outside the classes.

Regarding reluctance, 79.4% of the respondents confirmed as it was a factor. As observed in the classrooms, students' reluctance had a direct relation to their language use. Only few students in the group were participating actively and the rest were sitting idle. This was a result of ineffective language skill of members. On the other hand, according to students' interview, since group work activities have no grade, students did not care about. Instead some prefer to do different tasks or talk about other irrelevant topics. This could be achieved by grading or providing grade for each of the group work activities as seen in the next pages.

About 72.6 % of the respondents show that lack of experience was one of the constraints that they encounter during group work activities. According to the interview with students, teachers use different methods of teaching, some use group work frequently and some rarely, there are also who did not use group work as a method. So students who have no experience of working in groups in their previous schools get confused until they familiarize themselves.

Absence of the group's leader was confirmed by 71.6% of the respondents to be one of the problems encountered in-group work. Group leader helps to provide necessary directions for members to perform the given task properly. Therefore, the presence of group leader should be mandatory for effective group activity. According to Brumfit (1984), group work is used as management device. In lockstep classes, a teacher cannot control what each student is doing. However, in-group work the group leader can control what every individual or the group member is doing, so students cannot disturb, rather they do the task to share their works with others since group work is a positive interdependence.

However, during the observation, few teachers made their students to have a group leader. As obviously known students have different characters, unless the group has someone who guides and controls the whole activity in the group, it is difficult to say group work is applied. The group leader and the secretary could have great responsibility of documenting the lists of daily participants if

group activities need to be graded in a continuous assessment form. Teachers were interviewed concerning group leader, and one teacher replied as:

She made the group members elect their group leaders themselves. However, sometimes she selects those who are weak, because she needs them to be motivated and develop responsibility for the given activity. But they serve only for a period.

Even though the idea was good, the researcher was doubtful that academically weak students take such kind of responsibility of guiding the group.

Group size is the number of students that act together in the group .Concerning this, 76.5% of the total respondents agreed that large group size was one of the problems during group work activity. Whenever the number of students in a group exceeds six, the probability of getting chance to share ideas will minimize. Atkins et al (1996), also suggests that group work should be a collection of three to four students working together collaboratively and it should not exceed six. From these we can understand that many of the scholars suggest four to six as preferable group size.

In line to this, 73.8% of the respondents revealed that group composition was one of the constraints encountered in-group work. Unless students form mixed or heterogeneous groups, (with different sex, ability, background etc) the group may fail to succeed its goal. When mixed groups are formed one could share ideas from peers and some students who fear to talk to their teachers dare to talk and ask different questions. Doing this, students will achieve their language proficiency. However, during the classroom observation some students inclined to group themselves with similar L1 speakers.

Regarding the nature of the task, 62.22% of the respondents confirmed that it was one of the limiting factors in-group work. Tasks given for group work activities should much the need and level of students. As stated (in chapter 2.4) tasks to be done through verbal interaction should have power to force interactions Ur (1981). Since it is difficult to find tasks which essentially encourage group interaction, usually those which could be done easily by each member should be set for groups (Jacobs and Ball, 1996; Ur, 1981). For example, some problem solving activities allow low opportunity for language use, which involves deeper thinking and may accomplish by long pause. Based on presence or absence of only one correct answer, tasks are divided in to discovery (open

ended) and skill (closed ended). Open-ended tasks are coded as discovery and tasks with only right answer (close ended) are skill tasks. During classroom observation the tasks forwarded for students were those which seek only correct answer, students were not able to think beyond the texts, so activities should be adapted to suit the learners need and interest.

Anxiety was confirmed as one of the problems in-group work by 78.2% of the respondents. Anxiety is a state of getting fear to speak in front of people. It could be caused because of different reasons like students cultural background, lack of self-confidence and fear of the group members. It could be achieved through regular practice of group work and encouragement of teachers.

According to 73.8% of the respondents, the domination of active learners in the group work was proved to be one of the constraints. According to Cohen (1972) a student who is seen as best in reading is likely to dominate group activity, on the other hand, a student who is seen as poor in reading is very likely to be relatively inactive in other tasks. Academic status also creates a problem when it spreads to a wide range of activities, which do not require the skill that has made up the status. However, such kind of conditions could be improved if the group has a responsible group leader, because the group leader allows equal opportunity and time for all group members.

65.5% Of the respondents have agreed that shyness to practice in a target language to be one of the impeding factors of group work activities. Shy students neither speak loudly nor stand in front of the class and express their ideas. This is because of cultural influence of the society. For example, some cultural norms do not permit girls to eat or speak in front of people, if so that girl is assumed to be rude. Such influences could be reflected in the classrooms and some students (girls) fail to speak with others. Similar to anxiety, it could be improved by continuous practice in-group work.

With regard to mother tongue interference, the majority of the respondents (67.22%) both the students and teachers confirmed as it was the usual problem that occurred in group work activities. As stated in chapter two of these paper scholars (Mc Donough and Shaw 1993; Byrne 1987; and Handler 2010) revealed that in small group discussion, some or all of the students might use their L1 than the L2. But it is very natural to have such a situation and to use in time of frustration. However,

to reduce such problems, the task should be easy and be designed to participate students using the targeted language. Moreover, the use of L1 may lead to the productive use of the targeted language if handled with care. In line with this, group leaders and the teacher have to check the language used in the group and take a corrective measures.

The responses of the majority, (71%) revealed that unavailability of textbooks was the frequent constraints that both the teachers and students encountered in-group work. In addition, interviews were made for both teachers and students and they explained that the problem is a usual occurrence. However, the researcher has proved that above three fourth (3/4) of students from each classes has received the newly arrived textbooks (English for Ethiopia Student's Textbook For Grade 9 by FDRE, Ministry of Education 2003 E.C). Nevertheless, as observed in the classrooms the average number of textbooks in each class was 4. Surprisingly, in one observed class the only textbook found was only the teacher's. According to the interview with students some students assume themselves as foolish if they are seen carrying their textbooks. In addition, since the size of the new textbook is too big to fit their bags, some students prefer to leave it at home. On the other hand, since the text is costly, fear of being stolen and paying double for the lost, they did not bring them. However, texts are essential for group work tasks, so students have to bring and strict corrective measures should be taken on those who steal textbooks.

Concerning the time given 63.88% Of, the respondents confirmed that the time was insufficient to perform the tasks given in-group work activities. This was also proved during class observation. Therefore, the time allotted should be appropriate to complete the tasks and report their discussion results.

Lack of interest to share knowledge with others was confirmed by 63.11% of the respondents. In fact, it was difficult to judge by classroom observation unless the behavior of each of the students is well known. However, one of the interviewee said that since not all of the students were participating equally, some clever students assumed that they gain nothing, so they prefer to sit quit or do activities of their own rather than participating in the group actively. However, This could be improved if group work activities are graded.

Table 6 Responses to the Constraints Related to Teachers

KEY_5= strongly agree 4=Agree 3= Disagree 2= strongly disagree 1= undecided

B. Constraints related to teacher		5	4	3	2	1	total
Teachers' failure to give clear explanation of the task	F	69	51	22	23	15	180
	%	38.33	28.33	12.22	12.77	8.33	100
Lack of teacher's teaching experience	F	63	49	27	24	17	180
	%	35	27.22	15	13.33	9.44	100
Lack of teacher's encouragement for the group performance	F	97	39	29	15	-	180
	%	53.88	21.66	16.23	8.33	-	100
Lack of teacher's control, guidance and checking of activities during group work	F	83	46	29	19	3	180
	%	46.11	25.55	16.11	10.55	1.66	100
Non grading of group work activities in a continuous assessment form.	F	78	45	34	18	5	180
	%	43.33	25	18.88	10	2.77	100
Lack of teaching materials	F	104	26	21	25	4	180
	%	57.77	14.44	11.66	13.88	2.22	100

Concerning teacher's failure to give clear explanations for the given tasks, 61.66% of the respondents have agreed as it was one of the constraints in-group work. According to the interview with students, one of the interviewee said that sometimes teachers make us to form a group and do activities based on the textbooks. In addition, some teachers talk so quickly that most of the students did not understand them. Even though students complain their teachers, during the classroom observation most of the teachers were seen explaining the tasks to be done by students. As to the teachers' experience, 62.22% of the respondents confirmed as it was one of the constraints that encountered in-group work. However, among ten teachers; the least experienced has 8 years' service. But each of teachers carried about 24 period a week which seems tiresome. To achieve these problems, first, teachers have to perform their pedagogical procedures like before,

while and after group work duties. Secondly, the concerned bodies should try to minimize the load that burdened teachers.

Regarding encouragement, the majority (75.54%) of students revealed that it is the problem that they usually encountered and make most of students fail to take part in-group work activities. In addition, students and teachers were interviewed to suggest idea about the issue. According to the students' responses, they need to be encouraged to achieve or perform well; this could be in terms of words in the classroom or by providing grade/mark for the activities they performed. Teachers also admitted that encouraged students could perform activities successfully; however, the number of students in the class is so large that it is difficult to assess the need and interest of each of the students and encourage accordingly.

Concerning teachers' lack of control, guidance and checking of activities during group work 71.66% of the respondents agreed that these duties were not performed well by teachers. Similarly, during class observation teachers did not perform these activities. They did not control and guide each group by moving between rows. Because of this, some students sit idle and some did different activities. Simply allowing students to sit in-group did not make students to participate actively. Group work activities should be performed under the continuous guidance, support and control of the teacher. Obviously, it is difficult to check the activities of each group, but the mini teacher (i. e. the group leader) has to follow all the activities in the group and support the teacher. The teacher should control the group leaders and be alert and at ease to the group leader's problems. The group leader performs in a similar way and each group performs the tasks properly.

At the end of the tasks, teachers need to provide sessions in which they let their students report on what they did and provide feedback on the content of the group's tasks. During classroom observations, students were not seen reporting what they have been doing. Students had to nominate one group member on the spot or the secretary who report on the behalf of the group. Since there was no group secretary who recorded the discussion, no one was seen writing what the members have been agreed on. It is possible to say that teachers should provide their learners with the opportunity to report what they did to the whole class by organizing a class session. The teachers seemed to ignore providing feedback on the content of group's tasks. This can have an adverse effect on the success of group task because learners may consider the task as a waste of

time if they do not receive feedback on their performance.

Non grading of group work activities in a continuous assessment form was asked if it could be one of the constraints, and 68.33% of the respondents agreed that it was one of the main problem of group activity. Regarding this, students and teachers were asked to suggest their view if group work activities are graded in a continuous assessment form. All of the interviewee were agreed to the idea but they assume that the way to implement it is difficult. As to the experience of the researcher, the group leader has a great responsibility. First, a study team has to be formed with the maximum number of six students in each classroom. Then, a group leader and a secretary has to be elected by the students themselves and their duties should be explained clearly by the teacher. The elected group leader and secretary work cooperatively throughout the semester. First, the secretary prepares a permanent document in a form of portfolio to record all the activities perform during group work session. The group leader also prepares a permanent list that contains names of members. At the end of the daily period, the group leader put a tick for those who participated in the group and put (x) for those who did not participate actively. For example, the table below shows the group leaders checking list.

Table 7 Possible Method Of Grading Study Groups Participation

Teachers signature-																			
Dates of participation, e.g.	19/7																		
Group members name																			
1 student A																			
2 student B																			
3 student C	X																		
4 student D																			
5 student E	x																		
6 student F																			

According to the table, the group leader put a tick for those who tried to participate during the group work activity. On the other hand, the ' x 'shows those who did not participate or sit idle. At the end of the period, the teacher moves round and puts his signature on the group leader's list

above the dates of participation. For example, 19/7 means the 19th day of the 7th month. At the end of the semester, the teacher collects the group leaders list and gives mark /grades the activities. For example, if there were 30 group work activities in the semester and one attended the whole, he/she would get the full mark. Thus, group work activity should be graded in a formula, N/D (Number of one's participation days divided by the total group work activity days i.e. 30). If the teachers apply this method of grading during group work activities, students' language proficiency will be achieved, motivation to participate in-group will increase reluctance of some students decrease, teacher's burden also decreases, and number of absentees' decrease and group work activities become interesting. In a similar way students home works could be checked or graded using this system.

The unavailability of teaching material was proved to be one of the constraints by 70.21% of the respondents. Teaching materials are essential in the teaching learning process, so teachers should use different teaching aids and supportive materials in the classrooms and encourage students to use or refer in the library.

Problems Related To Classroom Physical Situation

Table 8 Responses of The Respondents on the Physical Structure of the Classroom.

5= strongly agree 4=Agree 3= Disagree 2= strongly disagree 1= undecided

Factors related to physical structure of the classroom		5	4	3	2	1
The classroom in which we learn is clean	F	-	11	55	144	
	%	-	6.11	30.55	63.33	-
The classroom we learn in is colorful and attractive	F	3	7	63	105	2
	%	1.66	3.88	35	58.33	1.11
The classroom is a well-built block that there is no noise heard from outside	F	8	8	54	107	3
	%	4.44	4.44	30	59.44	1.66
The doors and windows of the classroom are glazed	F	2	4	48	125	1
	%	1.11	2.22	26.66	69.44	0.55
The arrangement of the seats is suitable for group work activity	F	5	9	60	104	2
	%	2.77	5	33.33	57.77	1.11
The number of students is manageable for effective group work performance	F	13	15	63	83	6
	%	7.22	8.33	35	46.11	3.33
There is a ground rule clearly seen on the wall	F	18	17	48	92	5
	%	10	9.44	26.66	51.11	2.77

According to the respondents, the classroom physical situations of some rooms were tally inappropriate for the teaching learning process. Concerning the neatness and attractiveness of the classrooms, more than 93.3% of the respondents reviled that the rooms were not kept clean, painted and were not attractive.

Similarly, concerning the way the classrooms built 89.44% of the respondents were indifferent. As to the doors and windows, 96.1% of participants proved that they were not glazed. In addition, 91.1% of replies confirmed that the arrangements of the seats were not suitable for group work activities and students were not able to sit in face to face. The majority, 81.1% of them showed their dissatisfaction of the number of students in the classrooms. Accordingly, 77.77% agreed with the absence of ground rule in the classrooms.

Concerning the issue interview was conducted with both teachers and students. As stated (in chapter 3.2), there are two kinds of buildings in the school compound, the first, which was built by Ethiopian Air force and Airborne members, and the second ,which was built by the society. The former were a well-built blocks of bricks, however they need painting, the windows and ceilings need to b e repaired. But the second, of which the roofs and walls made of corrugated iron sheets were full of misery.

According to interview with both the teachers and students and the class observation, these classes were not suit for the teaching learning process. Both the interviewee complain of very high heat especially in the afternoon, the direct ray of the sun through the open windows and doors, the noise from every direction and the dust brought by wind were the usual problems.

During classroom observation, students were seen sweating, sleeping and ventilating themselves using exercises, so this made students not to attend their lesson properly. Learning environment could be a factor for students' failure to perform the given activity therefore; the concerned bodies should take a corrective measure to improve to conditions of these classrooms.

Both the students and teachers were asked in the questionnaire and in the interview to list some of the constraints they encountered during the group work activities .Accordingly they listed some of the main constraints as follows:

- A problem of good language command

- Lack of students' interest to take part in the group

- Aimlessness and coming to school to spend time

- Lack of clear orientation about group work activities

- Absence of group leader and secretary

- Absence of grading (non –grading) for group work activities

- Intermittence of group work activities

- Absence of teachers' guidance, encouragement and control

- Absence of grading (non -grading)for group work activities

- Lack of positive perception for group work

- Large class size and number of students in the group

- Frequent use of mother tongue

- Domination of few active learners

- Insufficient explanation for the tasks to be performed

- Insufficient time given for group work activities

- Naming students with the mistakes they did and mocking

- Lack of self-confidence, shyness and fear of being mistaken

- Lack of teachers' interest to participate students' in-group work activities

- The nature of the classrooms, the desks and related problems

Transitory of grouping/groups are not study team

Lack of feedback for the activities done in-group work

Similarly, both the respondents were asked to suggest the ways of alleviating these constraints and they forwarded as follows:

Orienting students about group work activities at the beginning of the school year

Providing clear explanations for the group work activities

Form a study group that ends for about a semester

Elect a group leader and brief the duties of each member in the group

Both teachers and students should be committed to their duties

Provide ample time for the given tasks

adapt activities to the level and interest of students

Grading group work activities

A continuous support and control of teachers

Limiting the number of participants in a group

Providing feedback for activities

Set ground rules for group work activities

It is important to note that the constraints cited both by the students and teachers revealed the presence of the problems. Therefore, it looks reasonable to conclude that constraints encountered in-group work activities could be obstacles for students to benefit from group work activities and impede the teaching learning process. To alleviate the problems both the teachers and students have to perform their expected roles properly and regularly. In addition, the condition of the classrooms should suit for the teaching learning process.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The ultimate objective of teaching English language is to enable students promote the skill of expressing their feelings, ideas, emotions and understand perceptions of others. To achieve these objectives, group work activity plays an incredible role especially for students who face a shift of medium of instruction from L1 to FL like grade nine students of secondary schools in Oromiya Region. The main objective of this study was to investigate the constraints encountered in teaching English in-group work, with particular reference to Grade 9 students of Adea Model Secondary School. The specific objectives of the study intended to achieve the following:-

- Find out the extent to which group work is used in English classes
- Examine the constraints encounter in-group work activities in classroom
- Find how the constraints affect the teaching learning process.

In order to achieve these objectives the study aimed at seeking answer for the following research questions.

- How often are group activities performed in the English classroom?
- How do teachers and students perceive learning in-group work?
- What are the main constraints encountered in teaching English in-group work?
- How do these problems affect the teaching learning process?
- What could be the possible ways of alleviating these constraints?

In order to attain these research objectives, relevant data were gathered through classroom observation, questionnaire and interview. The study incorporated 220 sample students (of whom 40 participated in the pilot study and 180 in the main study) This was 10.2% of the total 2150 grade nine students. The data were analyzed with the aid of descriptive statistics (frequency and percentage). The overall findings of the study revealed a number of constraints

encountered in teaching English in-group work. Based on the discussion of the data, the following conclusions were drawn:-

- 1 Although students perceive group work activities positively, they were not given any orientation about how to participate in groups and the responsibilities of each member in the group was not clearly explained at the beginning of the school year.
- 2 Most of the students were Poor in their educational background and language proficiency, because of this, there was too much reluctance of some students with regard to group work activities and socialization.
- 3 There was Lack of self-confidence to use the targeted language, so there was frequent mother tongue interference .Some students kept silent in fear of being laughed at and anxiety to speak in front of other people, in addition, few passive participants were noticed chewing gums during group work activities.
- 4 Teachers use group work intermittently in all sections and there was unavailability of textbooks in the classrooms that enhance group activities. Moreover, teachers give more emphasis on grammar and almost all the time was used for lecturing, so students did not get time to discuss in-group appropriately.
- 5 The group leader and the secretary were not elected during group work activities, so, there was no one who guides and facilitates the activities in the group.
- 6 The groups formed were not a study team that work together for about a semester because of this, some students lack interest in group work for the reason group work activities were not graded, so as seen in table- 7 teachers should grade group work activities to make all students participate in the groups.
- 7 Teachers did not seem to contribute their expected roles in-group work activities. They did not determine group size depending on the nature of group tasks. They simply ordered students to get into groups; this seemed to lead to the formation of groups with varying sizes for a single activity.

- 8 Teachers did not actively monitor group tasks. They did not intervene to play the facilitating roles. Due to lack of active monitoring most groups usually drifted away from tasks and were involved in noisy chatter in L1 or some totally ignore the activities and do other things. On the other hand, one or two group members tend to dominate the group tasks.
- 9 The time given for all group work tasks was not enough .in addition to this, teachers did not: - allow students to report, comment, or criticize the works done in each group at the end of the activities and provide feedback on group tasks. Due to this, learners consider group tasks as wasting of their time.
- 10 The classrooms whose roofs and walls were made of iron sheets were generally problematic to stay in and could not suit for being learning rooms. In the same way, large class size was impossible to manage the activities and interest of students and the arrangement of seats did not enhance students sit face- to- face. Moreover, the absence of ground rules and teaching materials in the classroom make students act passively during the activities.

Respondents pointed many issues as constraints of group work activity. Generally, it is important to note that both the teachers and students seemed to be unaware of most procedures of group work organization. The classroom observation also revealed that the teachers seemed to possess partial knowledge of group work organization as:- grouping student, allowing to elect group leader and secretary, limiting the number of participants in a group, monitoring, providing ample time for students to discuss and reflect their work, giving or accepting comments, giving feedback for the tasks and grading of group work activities. Moreover, most of the time was used by the teachers' lecture. Although students seemed to understand the importance of group work, some tend to be reluctant towards activities as they were not graded.

At last, as the respondents of the interview suggested and proved during the observation, the classrooms in the school compound that are made of corrugated iron sheets without veranda, made the school seem to be a poultry farm-training center rather than a High School learning

classrooms. Since these rooms are too hot, problematic and inconvenient to stay in, they greatly hamper the teaching learning process.

In the final analysis, it seems reasonable to conclude that the constraints encountered during group work activities both with students, teachers and classroom physical structure could hamper the normal teaching learning process and cause a failure that hinder the development of the learners' language proficiency.

5.2 Recommendations

Based on the findings of the study, the following recommendations are made as a potential remedy for the constraints encountered and discussed.

1. At the beginning of the school year, Students should be given orientation about the importance of group work and the various roles they should play.
2. An attempt must be made to use group work activities regularly and students should be made to take part in-group work actively. To make students active participants, the study team should be formed (that could enhance students stay together for about a semester) and group work activities have to be graded as shown in table 7 as a method of measuring and checking each one's involvement in the group.
3. There must be a group leader and a secretary in each group. The group leader facilitates and leads all the tasks in the group and lists the activities of members. The secretary records what has been done in the group.
4. Appropriate time should be given for the tasks and the tasks should enhance students to suggest their own ideas (tasks should not always be close ended).

5. The number of students in each section should be reduced from what it is now 65 or 66 to the standard number in order to manage the activities of each group and provide necessary help and guidance. This could be by adding the number of standard classrooms and teachers through time.
6. As the results of the study showed, teachers appeared to be aware of some procedures of group work organization. However, they ought to gain training or workshop to enable them feel professionally responsible and apply group work activities to help their students develop self-esteem by discussing in-group work activities.
7. The concerned bodies like the school PTA, the municipality of the town and other concerned bodies must improve the situation of classrooms, especially which are made of iron sheets.
8. To arrive at conclusions that are more reliable, it would be better to conduct more researches to see the situation in other grade levels with regard to constraints related to group work activities in teaching English.

REFERENCES

- Adem Mohammed.(2007)."*A Study on the Challenges and Opportunities of Using Group Work in EFL Class With Reference to Grade 9 Dire Dawa Comprehensive School*".
Addis Ababa University (Unpublished MA Thesis).
- Aggerwal, J.C (1998).***Principles, Methods and Techniques of Teaching***.(3rd ed).
New Delhi: Vikas publishing House pvt Ltd.
- Alamirew GebreMariam (1992). "*The Applicability of Group work in learning English.*"
Addis Ababa University (Unpublished MA Thesis).
- Antonellis, M.K (1966). "Some Techniques for Group Instruction" in A Forum Anthology:
Selected articles from the English Teaching Forum.
- Arends, R. I. (1997). ***Classroom Instruction and Management***. New York:
McGraw-Hill Companies Inc.
- Atkins. Hailom, B. and Nuru, M. (1996).***Skills Development Methodology*** (part2).
Addis Ababa University: Addis Ababa University Printing press.
- Block, C. (1997). ***Teaching the Language Arts: Expanding thinking through student-centered instruction***. Boston: Allyn and Bacon.
- Brown, H.D. (1994).***Principles of Language Learning and Teaching*** (3rd edn).
San Francisco: Prentice Hal Regents.
- Brown, R. and C. Parker (2009).Five Basic Elements of Cooperative Learning. Retrieved on
December 29th ,2011 from <http://www.cooperativelearningnuvvo.com/lesson/216-5-basic-elements-of-cooperative-learning>.
- Brumfit, C.J. (1984). ***Communicative Methodology in Language Teaching***. Cambridge: CUP.
_____. (1980). ***Problems and Principles in English Teaching***. Cambridge: CUP.
- Byrne, D. (1986). ***Teaching Oral English***. London: Long man.
_____. (1987).***Teaching for Classroom Interaction***. London: Long man.
- Celce Murcia. (1979)."*Integrating Group work with the Teaching of Grammar*" in A Forum
Anthology (1979-83 pp-258-260).
- Christenson, M.A. (1990) "*Cooperative Learning in EFL Classes*" In a forum,
October 1990, USA: Washington.
- Cohen, E.G. (1972). ***Designing Group Works: Strategies for the Heterogeneous classrooms***.
New York: teaching Collage press.

- Cook, V. (2001). *Second Language learning and Language and Language Teaching*. (3rd ed.)
New York: Hodder Arnold.
- Cruickshank, R.D., Bainer, L.D., and Metcalf, K.K. (1999). ***The Act of Teaching***.
Boston: McGraw-Hill.
- Davis, S, B. (1986). "*Oral Fluency Training and Small Group*" in a forum anthropology selected
articles from the English teaching forum.
- Doff A. (1990). ***Teaching English: A training Course for Teachers***. London: Bell and Bain LTD.
- Dubson, J.M. (1988). ***Effective Technique for English Conversation Groups***.
Washington DC: Bureau of Educational and Cultural Affairs.
- Edge, J. (1993). ***Essential of English Language Teaching***. New York: Longman UK Ltd.
- Ellis. (1995). ***The Study of Second Language Acquisition***. Hong Kong: OUP.
- Feda N.(2002). "*The organization of group work in Spoken English II Classes. Adama and Jimma
teachers Collage in Focus*". Addis Ababa University (Unpublished MA thesis).
- Gebrewahid, Tsige. (2011). "A study on the Perception and Roles of EFL students in Group work
Implementation "Addis Ababa University (Unpublished MA thesis).
- Getachew Liben (2008). "*An Assessment of some factors that affect students verbal participation
in group work*". Addis Ababa (Unpublished Ma thesis).
- Girma. G (2005). "*A study of Secondary School English Language Teachers' implementation of
Methodological innovations: The teaching of Grammar in focus* .Addis Ababa University
(unpublished PHD dissertation)
- Gregor ,MacT. (ND). What is collaborative learning? Retrieved from:
[http://www.victoria.ac.nz/lala/staf/collaborative work 1998-group-workpdfon23/11/2011](http://www.victoria.ac.nz/lala/staf/collaborative%20work%201998-group-workpdfon23/11/2011).
- Hare, A.P. (1994). ***Group Size and Consensus***. London: SAGE Publications Ltd.
- Harmer, J. (1991). ***The Practice of English Language Teaching***. London: Longman.
- _____ (2001). ***The Practice of English language teaching (3rd ed.)***. London: Longman.
- Hill, F.W. (1994). ***Learning Through Discussion***. London: Longman: SAGE Publications.
- Honey field, J. (1991). "*The Formation of Small Groups in the Classroom*." **RELC Journal**. P13-18.
- Hyland, K. (1991). "*Managing Group Work*." **Guide lines**. 1,3. pp. 28-35

- Jacobs, M.G; and Manida, R.(1996). "*The Appropriateness of Group Work Activities: Views from Some South East Asian Second Language Education*" **RELC Journal**. 27.1, pp.102-116.
- Jacobs, M.G and Ball,J. (1996). "*An Investigation of the Structure of Group Activities in ELT Course eBooks.*" **ELT Journal** .50.2, pp. 99-107.
- John, K. and K. Morrow (Eds).(1991).***Communication in the Classroom***. London: Longman.
- Johnson, K. and R. Jonson (1975). ***Learning together and Alone***. Englewood cliffs NJ, prentice Hall.
- Kali Hinman (2011). *Are classrooms conducive to Learn?* Retrieved from <http://www.ohsnews.com/feature/2010/03/01/>
- Kasambira, K.P. (1993). ***Lesson Planning and Class Management***. London: Long man.
- Katies, H and Pan line, T. (199). ***Reading Teacher Development***. Oxford: Heinemann
- Killen.(N.D). *Effective Teaching Strategies*.Retrived from: <http://books.google.com.et/books> on 22/12 2011.
- Kramsch,C.J. (1987). "*Interactive Discourse in small and Large Groups pp17-30*"In *Rivers,WM.(ED)interactive Language teaching* .Cambridge: Cambridge University press.
- Krashen, S. (1985). ***The Input Hypothesis: Issues and Implications***. London: Longman
- Larsen- Freeman, D.(2000). ***Techniques and Principles in Language Teaching***. Oxford: CUP
- Little wood, W.T. (1981).***Communicative Language Teaching***. Cambridge: CUP
- Long, M, H.and P, A porter (1985).*Group work, Interlanguage Talk and second language Acquisition*.TESOL Quarterly vol, 19/2 June 1985.
- Mc Donough,J. and Shaw(1994) ***Materials and Methods in ELT***.USA: Blackwell Publishers.
----- (2003).*Materials and Methods in ELT (2nd edn)*. Oxford: Blackwell Publishers.
- Mehari Abreha.(2011)."*The Implementation of Group work in Hawassa Primary Government schools grade 8 in focus*". Addis Ababa University (Unpublished MA thesis).
- Ministry of Education (2011). ***Secondary school Standard*** .Ministry of Educaatoin: press (unpublished).
- Nation, P. (1989). "*Group Work and Language Learning.*" **English Teaching Forum**.26, 4, pp. 161-169.

- Nation, P. (1994). **Group work and Language Learning**. Retrieved from
<http://www.victoria.ac.nz/lala/staf/publications1998-group-work.pdf> on 17/12/2011
- Nolasco, R. and Arthur, L. (1988). **Large Class**. London: Macmillan Publishers Ltd
- Nunan, D. (1987). **Designing Tasks for the Communicative Classroom**. Cambridge: CUP
- Nunan, D. (1992). **Research Methods in Language Learning**. Cambridge: CUP
- Nunan, D and Lamb, C. (1995). The Self-directed Teacher: Managing the Learning process.**
 Cambridge: CUP
- Pica, T. (1987). "Second Language Acquisition, Social interaction and the classroom. **Applied Linguistics**, 8/1, p 3-23.
- Putnam. (1997). **Cooperative learning in Diverse Classrooms**. London Merrill print ice Hall inc.
- Richards, J.C and T.S. Rodgers (1986). **Approaches and Methods in Language teaching**.
 Cambridge: CUP
- _____. (2001). **Approaches and Methods in language Teaching**. Cambridge: CUP
- Rivers, W.M. (ed). (1987). **Interactive language Teaching**. Cambridge: CUP.
- Rinne, H. C. (1997). **Excellent Classroom Management**. Belmont: Wards Worth
 Publishing Company.
- Schmuck, A. R. and Schmuck, A.P. (2001). **Group processes in the Classroom**. Boston: McGraw-Hill Companies.
- Smith, M.K (2008). Group work. Retrieved on December 22nd , 2011 from
[http://WWW.infod.org/group work/what is group eork.htm](http://WWW.infod.org/group%20work/what%20is%20group%20work.htm)
- Spiegel, D (2005). **Classroom Discussion. USA: scholastic inc.**
- Stern, H.H (1983). **Fundamental Concepts of Language Teaching**. Oxford: OUP.
- Tomlinson, B. (1998). **Materials Development in Language teaching. 'introduction'**
 In Tomlinson (ed) Cambridge :CPU.
- Todd, R. W, (1997). **Classroom Teaching Strategies**. New York: Prentice-Hall.
- Tuba, N.A (1999). **Large class: using Groups and Content. English Teaching Forum** 37/3, p18-33
- Ur, P. (1981). **Discussion that Work: Task Centered Fluency**. Cambridge :CPU .
- Wallace, J. M. (1991). **Training Foreign Language Teachers: A Reflective Approach**.
 Cambridge: CPU
- Wanjryb, R. (1992). **Classroom Observation Task**. Cambridge: CPU

- Weimer, M. (2002). ***Learner-Centered Teaching. Five Key Changes to Practice***. San Francisco: Jossey-Bass-A Wiley company.
- Widdowson, H.G. (1978). ***Teaching Language as Communication***. London: OUP
- Wilkins, D.A. (1974). ***Second Language Learning and Teaching***. London: Edward Arnold Ltd.
- Yada, Y. and B. Martin. (2009). Effective pair and Group work. *EFL Journal*, 7/2. Retrieved on December 22, 2011, from http://WWW.sendiedu.com/pair_group_bm.doc.
- Yule, G. (1996). ***The Study of Language*** (2nd ed). CPU.
- Zender, A. (1982). ***Making groups Effective***. San Francisco: Jossey-Bass.

Appendix- A Students Questionnaire

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES
FACULTY OF LANGUAGE STUDIES
DEPARTMENT OF ENGLISH LANGUAGE

QUESTIONNAIRE TO BE FILLED BY STUDENTS

Dear students,

I am conducting this research for the partial fulfillment of M.A degree in TEFL at AAU, Department of English .The research focuses on the “Constraints Encountered in Group Work in Teaching English Language in Grade Nine at Adea Model secondary school”. The purpose of this study is to explore how the problems hinder the teaching learning process.

The researcher appreciates your completing and returning the questionnaires .The information you provide will be kept strictly confidential and will not be used for any other purpose.

Note

Do not write your name.

Make sure that the questionnaire has four parts in four pages.

Complete all the pages and return it.

If the space provided is not enough to express your idea use the backspace.

Thank you very much in advance for your time

PART I PERSONAL INFORMATION RELATED TO STUDENTS BACK GROUND. Choose the one that expresses you.

1. Sex ----- A. Male B. Female

2. Age----- A. 12_14 B. 15_17 C. 18_ 20 B. Above 20

PART II Questions Related To Students Perception of Group Work

The following questions are related to learning English language in-group work activities. Circle the letter that you think is right.

1. In you previous classes have you the experience of learning English in-group? A. Yes B. No

2. At the beginning of the school year, have you been oriented about learning English language in-group work? A. Yes B. No

3. Do you think that group work has advantages in learning English? A. Yes B. No

4. Which grouping do you prefer?

A. Heterogeneous grouping (based on mixed sex, age, ability not based on friendship).

B. Homogenous grouping (based on same sex, age, ability and friendship)

5. What type of tasks are you given for group work activities?

A. open-ended activities (to complete the tasks with your own ideas).

B. close ended activities (to complete the tasks based on the text).

6. When you discuss in groups, have you a group leader and a secretary? A. Yes, B. No,

7. If your answer is yes who elects the group leader? A. the teacher B. students

8. Do you think that the time given for group work activities is sufficient? A. Yes B. No

9. How often do you learn using group work?

A. always B. some times C. rarely D. never

10. What kind of grouping do you prefer in your group learning?

A. formal group (formed to complete a specific task in a single class session).

B. informal grouping (formed for a short time to check understanding of students).

C. study team (formed with fixed group members to work together for a semester or more)

D. If other, specify.....

11. How many members in one group do you work together?

A. Two B. Three to six C. Seven to Ten D. above Ten

12. Have you come across problems when you work in groups? A. Yes B. no

If your answer is yes, please write some 1

2.....

Part III Factors That Affect Group Work

13. How much do you agree the following factors (related to students, teachers and classroom physical structure) affect group participation? Put a tick or (x) according to your answer.

KEY 5= strongly agree 4=Agree 3= Disagree 2= strongly disagree 1= Un decided

	Factors related to students	5	4	3	2	1
13.1	Lack of student’s language proficiency.					
13.2	Reluctance to work in groups.					
13.3	Lack of students experience in group work activities					
13.4	Absence of the group’s leader					
13.5	Group size / large number of student in the group.					
13.6	Group composition/the way the group is formed.					
13.7	Nature of the task.					
13.8	Anxiety.					
13.9	Domination of active learners.					
13.10	Shyness to practice the language in the group					
13.11	Mother tongue interference					
13.12	Unavailability of textbooks					
13.13	Insufficient time given for the task					
13.14	Lack of interest to share knowledge with others					
	Factors related to teachers					
13.15	Teachers’ failure to give clear explanation for the tasks.					
13.16	Lack of teacher’s teaching experience					
13.17	Lack of teacher’s encouragement for the group performance					
13.18	Lack of teacher’s control, guidance and checking of activities during group work.					
13.19	Non grading of group work activities in a continuous assessment form					
13.20	Lack of teaching materials					

Part IV Classroom physical situation

14.1	The classroom in which we learn is clean.	5	4	3	2	1
14.2	The classroom we learn in is colorful and attractive					
14.3	The classroom is a well-built block that there is no noise heard from outside.					
14.4	The doors and windows of the classroom are glazed.					
14.5	The arrangement of the seats is suitable for group work activity.					
14.6	The number of students is manageable for effective group work performance.					
14.7	There is a ground rule clearly seen on the wall.					

15. Do you like learning in-group?

Why -----

.....

16. Please, write any advantage you gain by participating in-group work. -----

17. Can you write some of the disadvantages of group work? -----

18. Please, write any other factor that affects group work activity. -----

19. Write any suggestion you think to overcome the problems encountered in learning English. -

NB You can use the backspace if you need

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ክፍል የቋንቋዎች ጥናት ፋኩልቲ

የእንግሊዝኛ ትምህርት ክፍል

በተማሪዎች የሚሞላ መጠይቅ

ውድ ተማሪዎች ፤

በአዲስ አበባ ዩኒቨርሲቲ እንግሊዝኛ ቋንቋን እንደ ውጭ ቋንቋ ማስተማር ክፍል ለሁለተኛ ዲግሪ ማሟያ ጥናታዊ ምርምር እያካሄድኩ እገኛለሁ። ጥናቱም በዘጠነኛ ክፍል ውስጥ የእንግሊዝኛ ቋንቋ ትምህርትን በቡድን ስራ በማስተማር ወቅት የሚገጥሙ እክሎችን የሚዳስስ ሲሆን ፣ ዋና አላማውም ችግሮቹ የመማር ማስተማር ሂደቱን ምን ያህል ሊጎዱ እንደሚችሉ የሚፈትሽ ነው።

መጠይቆቹን በትክክል ሞልታችሁ እንደምትመልሱ በመተማመን የምትሰጧቸው መረጃዎች በሚስጥር ተይዘው ለዚህ ጥናት ብቻ የሚውሉ ይሆናል።

ማሳሰቢያ

- ስም መጻፍ አያስፈልግም
- መጠይቁ አራት ክፍሎችና 47 ዎች እንዳሉት አረጋግጡ።
- ሁሉንም ጥያቄዎች ከሰራችሁ በኋላ ወረቀቱን መልሱ ሀሳባችሁን ለመግለፅ ቦታ ካነሳችሁ በወረቀቱ ጀርባ ተጠቀሙ።

በቅድሚያ ውድ ጊዜያችሁን ሰጥታችሁ ስለተባበራችሁኝ ከልብ አመሰግናለሁ።

ክፍል 1 ግለ መረጃ-ከዚህ በታች ከተዘረዘሩት ውስጥ የሚገልፅህን በመክበብ ምረጡ

- 1. ፆታ ሀ. ወንድ ለ. ሴት
- 2. እድሜ ሀ. 12—14 ለ. 15—17 ሐ. 18—20 መ. ከ20 በላይ

ክፍል 2 የቡድን ስራን የተመለከቱ ጥያቄዎች

ከዚህ በታች ያሉት ጥያቄዎች እንግሊዝኛ ቋንቋን በቡድን ከመማር ጋር የተዛመዱ ናቸው። ትክክል ነው የምትለውን/የምትይውን መልስ ፊደል ክብብ/ቢ

- 1. በቀድሞ ክፍሎችህ/ሽ ውስጥ እንግሊዝኛን በቡድን ስራ የመማር ልምዱ አለህ/ሽ?
ሀ. አዎ ለ. አይ/ የለኝም
- 2. በአመቱ መጀመሪያ ላይ እንግሊዝኛ ቋንቋን በቡድን ስለመማር የተሰጣችሁ ስልጠና አለ?

ሀ.አዎ ለ.አይ/የለም

3. የቡድን ስራ እንግሊዝኛ ቋንቋን ለመማር ይጠቅማል ብለህ ታስባለህ/ሽ? ሀ.አዎ ለ.አይ

4. በቡድን ስራ ወቅት የትኛውን አይነት የቡድን አመሰራረት ትመርጣለህ/ሽ?

ሀ.ድብልቅ (የተለያዩ ፆታ፣ እድሜና ችሎታ ያላቸውና በጌደኝነት ላይ ያልተመሰረተ)ቡድን

ለ.አንድ አይነት (ተመሳሳይ ፆታ፣ እድሜና ችሎታ ያላቸውና በጌደኝነት ላይ የተመሰረተ)ቡድን

5. ለቡድን ስራ የሚሰጧችሁ ተግባራት ምን አይነት ናቸው?

ሀ.ክፍት ወይም ተማሪው በራሱ የሚጨርሳቸው

ለ. ዝግ ወይም ተማሪው በራሱ ሳይሆን በታቀደዉ(በፅሀፉላይ) ብቻ ሚከውናቸው

6. በቡድን ስራ-ወቅት የቡድን መሪ(ሊቀመንበር) እና ጸሀፊ አላችሁ? ሀ.አዎ አለን ለ. አይ/የለንም

7. መልስህ/ሽ አዎ ከሆነ የቡድን መሪውን የመረጠው/የሚመርጠው ማንው?

ሀ.በመምህሩ ለ. በተማሪው

8. ለቡድን ስራ የሚሰጧችሁ ሰነድ በቂ ነው ብላችሁ ታስባላችሁ? ሀ.አዎ ለ. አይደለም

9. በቡድን ሆናችሁ የምትማሩት መቼ መቼ ነው?

ሀ. ሁልጊዜ ለ. አንዳንዴ ሐ. በተወሰኑ ቀናት መ. ጨርሶ አንወያይም

10. በቡድን ቆይታችሁ ወቅት የትኛውን አይነት ቡድን ነው የምትመሰርቱት?

ሀ. መደበኛ ቡድን (በአንድ ክፍለ ጊዜ ውስጥ የተወሰነ ድርጊትን ለመከወን የሚመሰረት)

ለ. ኢ-መደበኛ ቡድን (ለአጭርጊዜ የተማሪዎችን ግንዛቤ ለመፈተሽ የሚመሰረት)

ሐ. የጥናት ቡድን (በቋሚነት ለሴሚስተር ወይንም ከዚያ በላይ አብሮ ለመቆየት የሚመሰረት)

መ. ከዚህ ከተዘረዘሩት ውጭካለ ዓፍ/ፊ.....

11. በምትመሰርቱት ቡድን ውስጥ ስንት አባላት ይካተታሉ?

ሀ. 2 ለ. ከ 3—6 ሐ. ከ 7—10 መ. ከ አስር በላይ

12. በቡድን ስራ ወቅት የሚገጥሟችሁ ችግሮች አሉ? ሀ.አዎ ለ. የለም

መልስህ/ሽ አዎ ከሆነ እባክህ/ሽ በጥቂቱ ግለፅ/ጫ 1.....

2.....

3.....

ክፍል 3 ከዚህ በታች ከየተዘረዘሩት ውስጥ የቡድን ስራችሁን ምን ያህል ያውካሉ በሳጥሁ ውስጥ(x) ምልክት በማድረግ መልስ/ሽ ::

መፍቻ 5/በጣም እስማማለሁ 4/ እስማማለሁ 3/ አልስማማም 2/በጣም አልስማማም 1/አላወቅም

	አዋኪ ጉዳዮች ተማሪውን በተመለከተ	5	4	3	2	1
13.1	የቋንቋው ችሎታ ማነስ::					
13.2	ለቡድን ስራ ቸልተኛ መሆን/ ለቡድን ስራ ስሜት አለመኖር::					
13.3	ስለ ቡድን ስራ የቆየ ልምድ አለመኖር::					
13.4	የቡድን መሪ(ሊቀመንበር) አለመኖር::					
13.5	የቡድኑ አባላት ብዛት ::					
13.6	የቡድን አደረጃጀት::					
13.7	እንዲሰራ የታቀደው ስራ አይነት::					
13.8	ቋንቋውን ለመለማመድ ፍርሀት/ጭንቀት					
13.9	የጎበዝ ተማሪዎች ተፅእኖ /ለሌሎች እድል አለመስጠት					
13.10	አይነ አፋርነት					
13.11	የአፍ መፍቻ ቋንቋ ጣልቃ ገብነት					
13.12	የመማሪ መፅሃፍት በበቂ አለመኖር					
13.13	ለቡድን ስራ የሚሰጠው ሰአት በቂ አለመሆን					
13.14	ለሌሎች እውቀትን ለማካፈል አለመፈለግ::					
	መምህራንን በተመለከተ					
13.15	የመምህራን የቋንቋ ክህሎት አናሳነት					
13.16	የመምህራን የማስተማር ልምድ አናሳነት					
13.17	መምህራን ለቡድን ስራ የሚያደርጉት እገዛ አናሳ መሆን					
13.18	መምህራን በቡድን ስራ ወቅት የሚያደርጉት አመራር፤ ቁጥጥርና ክትትልና አናሳ መሆን					
13.19	ለቡድን ስራ በተከታታይ ምዘና መልክማበረታቻ ውጤት (ነጥብ)አለመኖር					
13.20	የመርጃ መሳርያዎች አለመኖር					

ክፍል 4 የመማሪያ ክፍሎች ሁኔታ

ስለ መማር ክፍሎች ህያለህን አመለካከት የ (X) ምልክት በሳጥኑ ውስጥ በማድረግ አሳይ

መፍቻ 5= በጣም እስማማለሁ 4=እስማማለሁ 3= አልስማማም 2= በጣም አልስማማም
 1= አላውቅም

	የመማሪያ ክፍሎች ሁኔታ	5	4	3	2	1
14.1	የምትማርበት ክፍል ንዕህናወ የተጠበቀ ነው።					
14.2	የምትማርበት ክፍል የተቀባው ቀለም ለአይን ማራኪ/ሳቢ/ ነው።					
14.3	የምትማርበት ክፍል በደንብ የተገነባና ከሌሎች ክፍሎች ድምፅ የማያስገባ ነው					
14.4	የምትማርበት ክፍል በርና መስኮቶች በመስታወት የተሸፈኑ ናቸው					
14.5	የመቀመጫዎቹ አቀማመጥ ለቡድን ስራ የተመቻቸ ነው ።					
14.6	የተማሪዎች ቁጥር መብዛት የቡድን ስራ ክንውንን አያውክም ።					
14.7	የክፍሉ መተዳደሪያ ደንቦች በጉልህ ተፅፈው በግርግዳው ላይ ይታያሉ።					

ለሚከተሉት ጥያቄዎች የራስህን ስሜት መሰረት አድርገህ/ሽ መልስ/ሽ

15. በቡድን መማር ትወዳለህ? ለምን?-----

16. በቡድን በመስራትህ ያገኘኸው ጥቅም ካለ በአጭሩ ጻፍ-----

17. የቡድን ስራን ጥቅም የለውም ብለህ ታስባለህ? ከሆነ እንዴት እንደሆነ በአጭሩ ግለፅ

.....

18. የቡድን ስራን ያውካሉ የምትላቸው ጉዳዮች ካሉ ጻፍ/ፊ ።

19. በቡድን ስራ ወቅት ሊገጥሙ የሚችሉ ነገሮችን ለመቅረፍ መፍትሄ ይሆናል የምትለውን ነጥብ ጻፍ/ፊ።

Appendix- C Students questionnaire of the Oromic version

YUUNIIVARSITII ADDIIS ABABAA

MUUMMEE AFAAN INGLIIZII

BARUMSA DIGRII LAMMAFFAA KUTAA QO'ANNOO AFAANII

Jalatomoo barattoota,

Ani digrii lammaffaadhaf Yuuniivarsitii Addis Ababaa kessatti qo'annoo gaggeessaan jira. Qo'annoon kunis kan xiyyeefate "Rakkolee barumsa Afaan Ingliizii barattota kutaa 9ffaa gareedhan hojjachuu keessatti rakkolee jiran hubachuudhan furmaata barbaadudhafi. Kaayyoon qo'annoo kanaas rakkooleen jiran kanneen akkamitti barumsa afaan Ingliizii barachu irratti gufuu akka ta'an hubachuudha.

Qo'annaa gaggeessan dursee; odeeffanno hundaa amanamumaadhan waan guttaniifi isin galateefataa. Odeeffannon isin kenitan hundii icitiidhan kan eegamu fi hojii kanaan ala akka hinfayadamnee ibsa

Yaadachiisa

Maqaa kee hinbarreesin

Waraqaan kun Kutaa 4... fi fuula 5 qabu isaa mirkaneessi.

Fuula hundaa erga guuttee booda waraqaa deebis.

Iddon irratti bareesitu yoo si hanqate waraqaa duubatti fayyadamuu ni dandeessa.

Yeroo kee kennitee waan odeeffanno naaf kenniteef baayisee sigalateefadha.

KUTAA I Odeeffannoo dhunffaa barattoota wajjin walqabate. Kanneen armaan gadii keessa kan si ilaalu filadhu.

- | | | | | |
|----------|-----------|-----------|-----------|----------|
| 1. Saala | A Dhiira | B Dubra | | |
| 2. Umrii | A. 12--14 | B. 15--17 | C. 18--20 | D. 20 ol |

Kutaa II Gaaffilee yaada barattoota waa'ee hojii gareef qaban.

Gaaffileen armaan gadii barumsa afaan Ingliizii hojii gareetiin hojjachuu ilaalichisee kan sirridha jette ilaaltu filadhu.

1. Kutaalee tanaan dura baratte keessatti muuxannoo hoji gareetin hojjachuu qabdaa?

A. Eeyyeenn

B. Lakkii/miti

2. Woggaa jalqaba barumsa irratti waa'ee hojii garee ilaalichisee leenjii argattee beektaa?

A. Eeyyeen

B. Lakkii/miti

3. Affan Ingliizii gareedhan hojjachuun faayidaa qaba jettee ni yaaddaa?

A. Eeyyeen

B. Lakki ?miti

4. Garee kam irra caalaa barbadda yookiin fiilataa?

A. Garee makaa /heterogeneous grouping / (kan dhiira ,dubara fi dandeetii makaa ta'een kan hiriyyummaa irratti hin bu'uramne.

B. Garee walfakaataa/homogenous grouping/(kan dubara fi dhira addaan qoodee umrii,dandeetti fi hiriyyumma irratti bu'urame.

5. Gosa hojii akkamu hojii garee keessati akka hojjetan isiini kennemaa?

A. Hoji murta'aa hin qabne/ open ended/(barattonnii offi isaaniittin kan xumuran)

B. Hoji murta'aa ta'e/ close ended/ (baratoonnii kitabaa irratti hunda'ni kan xumuran)

6. Gareedhaan yoo hojjatan durataa'a barreesaa/tuu qabduu?

A. Eeyyeen

B. Lakkii

7. debiin kee yoo 'eeyyen' ta'e eenyutuu filata?

A. Barsiisaa

B. miseensota garee

8. Yeroon hojii gareedhaf kennamu ga'aa dha jettee ni amantaa?

A. Eeyyeen

B. lakki/ mitii

9. Hojii garee hammam hojjata?

A. Yeroo hundaa B. al tokko,tokko C. darbee,darbee D. Siruma hin jiru/ninhojjadhu

10. Waliin yoo turtan gosa hojii garee kam hojii irra oolchitu.

A. Garee formaalii /formal grouping (ijaarame hojii murta'aa tokko daree keessatti ni xumuru)

B. Garee informalii/informal grouping(ijaarame barattonni qayyabachuu isaanii nimirkaneeessa)

C. Gareen qo'ataa miseensota/study team (gareen dhabbataa waliin seemsteera tokkof yookiin seemsteera ol waliin hojjatu

D.kanbiro hojiratee ibsii.....

11. Garee tokko keessatti baay'ini miseensotaa walin hojjetan meeqa?

- A. 2 B. 3—6 C. 7—10 D.kudhanii ol

C.barataan toraan dura ta'a fi barressa taa'a D. yoo kan biraa jirate ibsi.....

12.Yeroo gareedhan hojjatan rakkoon isin qunnaman barreessi1.....

2.....

3.....

KUTA III Rakkoolee hojii garee qunnaman

13.Rakkoleen armaan gadii kun hagam hojii garee irratti dhibbaa uumu.Deebii kee mallattoo(X)gabatee keessatti buusuu agarsiisi.

Fuurtu 5= Baayy'een walii gala 4=Wali gala 3= Nan morma 2=Baayy'een morma
1=Hinbeeku

	Rakkoolee baratotan walqabatee	5	4	3	2	1
13.1	Hanqina dandeeti afaanii.					
13.2	Gareen hojjachudhaf feedhii dhabuu.					
13.3	Hanqina muuxanno hojii garee qabachuu.					
13.4	Rakko dura bu'aa.					
13.5	Baay'naa barattota garee kessatti					
13.6	Akkataa gareen itti ijaaramee.					
13.7	Uumame gochoota kennamanii.					
13.8	Sodaa garee keessatti hirmaachuu					
13.9	Hirmaanaa irra caala barattota ciccimo.					
13.10	Qaana'uu.					
13.11	Qoqa ofiitin fayadamuu.					
13.12	Hiri'ina/ Hanqina kitaabaa.					
13.13	Hanqina yeroo hojiidhaaf kenamme.					
13.14	Hanqina feedhii beekumsa namoota biroof kennuu/dabarsuu.					

	Rakkoolee basiisootaan walqabatee					
13.15	Ibsii brsiisoonii hojii keenammeef Kennan gahaa ta'uu dhabuu .					
13.16	Hanqina muuxanno barsiistoota .					
13.17	Hanqina hojii garee jajjabeessuu					
13.18	Hanqina hordoffii,qajelchu fi to'anno barsisonni hojii gareedhaf godhan.					
13.19	Hojiin garee qabxii qabaachuu dhabuu.					
13.20	Hanqina deeggarsa barnootaa.					

kuta 4ffaa HAALA DAREE (KUTAA)KEESSAA (X) sanduqaa kessatti gochudhan mul'isi

Fuurtu 5= Baayy'een walii gala 4=Wali gala 3= Nan morma 2=Bayy'een morma
1=Hinbeeku

	Factors	5	4	3	2	1
14.1	Dareen (kutaan) keessatti barrattu qulquluudha.					
14.2	Dareen (kutaa) keessatti barrattu kan nama offitt harkisuudha.					
14.3	Dareen kee haala gaariidhaan waan ijaarameef sagaleen kutaalee biro irraa hin dhaga'amu					
14.4	Balbaliiifii foodaan kutaa itti Barattu daawwitiidhan uwiifameera.					
14.5	Tesson kutaa kessatti jiru hojii garee dhaaf mijjeefamanii jiru.					
14.6	Baayyinni barattoota hojii garee irratti dhibba hin uumuu?					
14.7	Seerrii barattonii itti qajeelfamanii maxanfameetii ifaan mul'ataa.					

15. Gareen barachuu ni jallattaa? Maaliif.....

.....

16. Faayidaa kamiyyuu garee keessatti hirmachuun kan argate barreessii.....

.....

.....

17. Hojii garee keessatti faayda kan hin qabne jeettee yaaduu yoo jira ta'ee barressi... ..

.....
.....

18. Rakkoolee kamiyyu kan biro hojii garee irratti dhibaa fidan barreessi.....

.....
.....

19. Rakkoolee afaan Ingliizii gareedhan barachuu keessatti qunnaman to'anna jala oolchuudhaaf maal akka gochuu qabnu yaada qabdu barreessii.....

.....
.....
.....

Yoo iddoon si haanqatee waraqaa dubaatti fayadamii.

Appendix –D Teachers Questionnaire

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF LANGUAGE STUDIES
DEPARTMENT OF ENGLISH LANGUAGE

Questionnaires to be filled by teachers

Dear Teacher,

I am conducting this research for the partial fulfillment of M.A degree in TEFL at AAU, Faculty of Language Studies .The research focuses on the “Constraints Encountered in Group Work in Teaching English Language in Grade Nine at Adea Model secondary school”. The purpose of this study is to explore how the problems hinder the teaching learning process.

Therefore, your genuine response to the questionnaire will help the researcher to obtain the necessary information that fosters the teaching learning process. The information you provide will be kept strictly confidential and will not be used for any other purpose.

Thank you very much for your cooperation.

PART I PERSONAL INFORMATION

1. Sex ----- A. Male B. Female
2. Experience in teaching -----
3. Educational qualification.....

PART II Questions Related Group Work activities

A. The following questions are related to teaching English language in-group work activities. Circle the letter that you think is right.

1. How often do you teach using group work as a method?
A. always B. sometimes C. rarely D. never
2. Which kind of grouping do you apply in your English classes?
A. formal group (formed to complete a specific task in a single class session).

- B. *informal grouping (formed for a short time to check understanding of students).*
- C. *study team (formed with fixed group members to work together for a semester or more)*
- D. *If there is other, please specify*

3. *Which grouping do you mostly apply?*

- A. *Heterogeneous grouping (based on mixed sex, age, ability not based on friend ship).*
- B. *Homogenous grouping (based on same sex, age, ability and friend ship).*

4. *How many members in one group do you allow students to work together?*

- A. *Two*
- B. *Three to six*
- C. *Seven to Ten*
- D. *above Ten*

5. *What type of tasks do you give for group work activities?*

- A. *open ended activities*
- B. *close ended activities*

6. *Is there a group leader or secretary when you teach in groups?* A. *Yes,* B. *No,*

7. *If your answer is yes who elects the group leader or the secretary?*

- A. *the teacher*
- B. *students*
- C. *student become a leader and secretary by turn*

D. *If other, please, state_____*

8. *Do you think the time you give for group work activities is sufficient?* A. *Yes* B. *No*

9. *What is the feeling of your students towards learning in groups?* A. *good /positive* B. *bad/negative.*

10. *Have you come across problems when you teach in-group work activities?* A. *Yes* B. *No*

If your answer is yes, please write some 1.....

2.....-

3.....

4.....

Part III Factors That Affect Group Work

11. How much do you agree the following factors (related to students and teachers) affect group participation? Put a tick according to your answer.

KEY 5= strongly agree 4=Agree 3= Disagree 2= strongly disagree 1= I do not know

	factors	5	4	3	2	1
11.1	Lack of student's language proficiency.					
11.2	Reluctance to work in groups.					
11.3	Lack of students experience in group work activities					
11.4	Absence of the group's leader					
11.5	Group size / large number of student in the group.					
11.6	Group composition/the way the group is formed.					
11.7	Nature of the task.					
11.8	Anxiety.					
11.9	Domination of active learners.					
11.10	Shyness to practice the language in the group					
11.11	Mother tongue interference					
11.12	Unavailability of textbooks					
11.13	Insufficient time given for the task					
11.14	Lack of interest to share knowledge with others					
	Factors related to teachers					
11.15	Teacher's failure to give clear explanation for the tasks.					
11.16	Lack of teacher's teaching experience					
11.17	Lack of teacher's encouragement for the group performance					
11.18	Lack of teacher's control, guidance and checking of activities during group work.					
11.19	Non grading of group work activities in a continuous assessment form					
11.20	Lack of teaching materials					

Part IV The Classroom physical situation

Indicate your opinion by putting (X) in the box.

KEY 5= strongly agree 4=Agree 3= Disagree 2= strongly disagree 1= I do not know

12.1	The classroom in which I teach in is clean.	5	4	3	2	1
12.2	The classroom I teach in is colorful and attractive					
12.3	The classrooms are well-built blocks that there is no noise heard from outside.					
12.4	The doors and windows of the classrooms are glazed.					
12.5	The arrangement of the seats is suitable for group work activity.					
12.6	The number of students is manageable for effective group work performance.					
12.7	There is a ground rule clearly seen on the wall.					

13. Please, suggest any advantage that you think of group work. 1 -----

2-----

3-----

4-----

14. Can you write some of the disadvantages of group work that you think .1. -----

2. -----

3. -----

4. -----

5. -----

15. Please, write any factor that affect group work activity. 1.....

2.....

3.....

4.....

5.....

16. Write any suggestion you think to overcome the problems encountered in teaching English in-group work. -----

Appendix –E

Teachers Interview Guide

- 1. How often do you use group work activities in your classes?*
- 2. How do you observe the feeling of students for group work?*
- 3. Do you often adapt group work activities to suit students?*
- 4. On what bases do you usually assign students in groups? (i.e. age, sex, interest, ability or mixed) and why do you prefer it.*
- 5. Do you think groups should have a group leader and a secretary? If yes, how and who elect them?*
- 6. From your experience what are the main problems that you encounter when you assign students to work in-group?*
- 7. Why do you think that some students participate more actively than others do? Has it an impact on other students?*
- 8. Do you think the physical structure of the classroom can affect group work activities?*
- 9. Do you believe that grading group work activities in continuous assessment form will encourage students participate actively.*

Appendix -F

Students Interview guide

1. Do you like learning through group work activities? Why
2. Have you a group leader and a secretary in your group? Who nominate them?
3. Why do some students fail to participate actively in-group work activities?
4. Do you think that your classroom situation is favorable for group work activities? What is your opinion about your classroom?
5. What is your view if group work activities are graded in a continuous assessment form?
6. What will you suggest to challenge the constraints encountered in-group work?

Appendix- G Classroom Observation check list

Classroom observation

Grade-----

Section-----

Teacher-----

Number of students During observation.....

Sex male Female

Date-----

Topic of the lesson.....

.....

The observation checklist is intended to assess classroom activities or performance of the teacher, the learner and classroom situations in English classes. The items are coded with yes, or no.

1	List of observation items Teachers role	yes	No	Remark
1.1	The teacher introduces the daily lesson.			
1.2	The activities given to students are related to the text.			
1.3	The teacher allows students to form groups.			
1.4	The group's task is explained clearly.			
1.5	The size of the group exceeds six.			
1.6	The group leader and the secretary are nominated.			
1.7	The teacher moves around, monitors and helps groups during the group work activities.			
1.8	The time given for group work is sufficient.			
1.9	The teacher allows students to report, comment and criticize their work.			
1.10	The teacher accepts responses positively when members try to express their idea and the group's decision.			
1.11	The teacher gives feedback at the end of the lesson.			
1.12	The teacher tells group leaders to document works for grading.			
2.				

	Students Role			
2.1	Students understand the instruction and perform accordingly.			
2.2	Students group themselves according to the information given.			
2.3	Students have their group leader and secretary.			
2.4	The group leader monitors equal participation of member.			
2.5	Students interact actively in their groups.			
2.6	Students are fluent enough to express their idea.			
2.7	During activities, students call their teacher for help.			
2.8	At the end of the tasks, students reflect their work; accept comments given by the teacher and other members.			
2.9	Activities are performed on the given time.			
2.10	The group leader documents the works to be graded.			
	3.Classroom physical situation			
3.1	The ground rule that governs students is seen clearly on the wall.			
3.2	The classroom situation encourages learners to work in groups, (doors and windows are glazed and there is ventilation).			
3.3	The number of students in the class is manageable.			
3.4	The desks and tables are easily moveable to form groups.			
3.5	Students sit in a face-to-face position.			
3.6	There is a noise heard from outside and other classes.			
3.7	There are different teaching aids in the classroom.			

Appendix- H

Classroom observation

Grade-9

Section—16

Actual number of students

67

Teacher----- Female (code 02)

Average number of students in 3 days- 47

Topic of the lesson 1st day- Kinds of food, 2nd day- questioning words , 3rd day- revision of adj.

The observation checklist is intended to assess classroom activities or performance of the teacher, the learner and physical structure of the classroom in English classes.

List of observation

	Observation dates	12/1/2012		18/1/2012		24/2/2012	
		Yes	No	Yes	No	Yes	No
	Teachers role						
1.1	The teacher introduces the daily lesson.						
1.2	The activities given to students are related to the text.						
1.3	The teacher allows students to form groups.						
1.4	The group's task is explained clearly.						
1.5	The size of the group exceeds six.						
1.6	The group leader and the secretary are nominated.						
1.7	The teacher moves around, monitors and helps groups during the group work activities.						
1.8	The time given for group work is sufficient.						
1.9	The teacher allows students to report comment and criticize their work.						
1.10	The teacher accepts responses positively when members try to express their idea and the group's decision.						
1.11	The teacher gives feedback at the end of the lesson.						
1.12	The teacher tells group leaders to document						

	works for grading.						
2.	Students Role						
2.1	Students understand the instruction and perform accordingly.						
2.2	Students group themselves according to the information given.						
2.3	Students have their group leader and secretary.						
2.4	The group leader monitors equal participation of member.						
2.5	Students interact actively in their groups.						
2.6	During activities, students call their teacher for help.						
2.7	At the end of the tasks, students reflect their work; accept comments given by the teacher and other members.						
2.8	Activities are performed on the given time.						
2.9	The group leader documents the works to be graded.						
	3.Classroom physical situation						
3.1	The ground rule that governs students is seen clearly on the wall.						
3.2	The classroom situation encourages learners to work in groups, (doors and windows are glazed and there is ventilation).						
3.3	The number of students in the class is manageable.						
3.4	The desks and tables are easily moveable to form groups.						
3.5	Students sit in a face-to-face position.						
3.6	There is a noise heard from outside and other classes.						
3.7	There are different teaching aids in the classroom.						

Appendix-I

Classroom observation

Grade-9 **Section—26** Actual number of students-67

Teacher----- Male (code 04) Average number of students in 3 days- 45

Topic of the lesson 1st day- expressing agreement, 2nd day-talking about future, 3rd day-comparison.

The observation checklist is intended to assess classroom activities or performance of the teacher, the learner and physical structure of the classroom in English classes.

List of observation

		Observation dates		12/1/2012		18/1/2012		24/2/2012	
		Yes	No	Yes	No	Yes	No		
	Teachers role								
1.1	The teacher introduces the daily lesson.								
1.2	The activities given to students are related to the text.								
1.3	The teacher allows students to form groups.								
1.4	The group's task is explained clearly.								
1.5	The size of the group exceeds six.								
1.6	The group leader and the secretary are nominated.								
1.7	The teacher moves around, monitors and helps groups during the group work activities.								
1.8	The time given for group work is sufficient.								
1.9	The teacher allows students to report, comment and criticize their work.								
1.10	The teacher accepts responses positively when members try to express their idea and the group's decision.								

1.11	The teacher gives feedback at the end of the lesson.						
1.12	The teacher tells group leaders to document works for grading.						
2.	Students Role						
2.1	Students understand the instruction and perform accordingly.						
2.2	Students group themselves according to the information given.						
2.3	Students have their group leader and secretary.						
2.4	The group leader monitors equal participation of member.						
2.5	Students interact actively in their groups.						
2.6	During activities, students call their teacher for help.						
2.7	At the end of the tasks, students reflect their work; accept comments given by the teacher and other members.						
2.8	Activities are performed on the given time.						
2.9	The group leader documents the works to be graded.						
	3.Classroom physical situation						
3.1	The ground rule that governs students is seen clearly on the wall.						
3.2	The classroom situation encourages learners to work in groups, (doors and windows are glazed and there is ventilation).						
3.3	The number of students in the class is manageable.						
3.4	The desks and tables are easily moveable to form groups.						
3.5	Students sit in a face-to-face position.						
3.6	There is a noise heard from outside and other classes.						
3.7	There are different teaching aids in the classroom.						

1.12	The teacher tells group leaders to document works for grading.						
2.	Students Role						
2.1	Students understand the instruction and perform accordingly.						
2.2	Students group themselves according to the information given.						
2.3	Students have their group leader and secretary.						
2.4	The group leader monitors equal participation of member.						
2.5	Students interact actively in their groups.						
2.6	During activities, students call their teacher for help.						
2.7	At the end of the tasks, students reflect their work; accept comments given by the teacher and other members.						
2.8	Activities are performed on the given time.						
2.9	The group leader documents the works to be graded.						
	3.Classroom physical situation						
3.1	The ground rule that governs students is seen clearly on the wall.						
3.2	The classroom situation encourages learners to work in groups, (doors and windows are glazed and there is ventilation).						
3.3	The number of students in the class is manageable.						
3.4	The desks and tables are easily moveable to form groups.						
3.5	Students sit in a face-to-face position.						
3.6	There is a noise heard from outside and other classes.						
3.7	There are different teaching aids in the classroom.						

Appendix -K

Classroom observation

Grade-9

Section--33

Actual number of students-68

Teacher----- Female (code 01)

Average number of students in 3 days- 59

Topic of the lesson- 1st day- Agreeing and disagreeing 2nd day- Revision , 3rd day- Present simple and present passive .

The observation checklist is intended to assess classroom activities or performance of the teacher, the learner and physical structure of the classroom in English classes.

List of observation

	Dates	12/1/2012		18/1/2012		24/2/2012	
		Yes	No	Yes	No	Yes	No
	Teachers role						
1.1	The teacher introduces the daily lesson.						
1.2	The activities given to students are related to the text.						
1.3	The teacher allows students to form groups.						
1.4	The group's task is explained clearly.						
1.5	The size of the group exceeds six.						
1.6	The group leader and the secretary are nominated.						
1.7	The teacher moves around, monitors and helps groups during the group work activities.						
1.8	The time given for group work is sufficient.						
1.9	The teacher allows students to report, comment and criticize their work.						
1.10	The teacher accepts responses positively when members try to express their idea and the group's decision.						
1.11	The teacher gives feedback at the end of the						

	lesson.						
1.12	The teacher tells group leaders to document works for grading.						
2.	Students Role						
2.1	Students understand the instruction and perform accordingly.						
2.2	Students group themselves according to the information given.						
2.3	Students have their group leader and secretary.						
2.4	The group leader monitors equal participation of member.						
2.5	Students interact actively in their groups.						
2.6	During activities, students call their teacher for help.						
2.7	At the end of the tasks, students reflect their work; accept comments given by the teacher and other members.						
2.8	Activities are performed on the given time.						
2.9	The group leader documents the works to be graded.						
	3.Classroom physical situation						
3.1	The ground rule that governs students is seen clearly on the wall.						
3.2	The classroom situation encourages learners to work in groups, (doors and windows are glazed and there is ventilation).						
3.3	The number of students in the class is manageable.						
3.4	The desks and tables are easily moveable to form groups.						
3.5	Students sit in a face-to-face position.						
3.6	There is a noise heard from outside and other classes.						
3.7	There are different teaching aids in the classroom.						

Appendix -L

Summary of classroom observation

As observed in all classrooms teachers introduce the daily lesson, which bases the textbooks. Teachers allow students to form groups but they did not limit the number in each group so some groups' exceed six. Sometimes the explanations given for the tasks were vague that students seen get confused. In rare cases teachers told students to elect group leader but the duties of the leader was not explained. But nothing was mentioned about secretary. Again in rare cases teachers were seen trying to help students in the group during the activity ,but the time they provide students for the activities was not sufficient. Teachers did not allow students to report comment and criticize their works so there was no chance for students to be encouraged or appreciated. There was no sufficient feedback given for the tasks and no document was kept to be graded.

Since the number of students in each class was unmanageable, some students did not perform activities as told by the teacher. Students tried to group themselves, but in some groups, the number was more than six and some did not elect group leader, so much noise was heard during the activity. In addition, there was a frequent L1 interference the absence of group leader make some students dominate the whole group. During the activity, some groups were seen doing different irrelevant things rather than doing the given tasks and calling their teacher for help. At the end of the task, no one was seen reflecting what the group has been doing and there was no encouragement or criticism given either by the teacher or students. The time given for the tasks was not enough that no group was seen performing the given tasks on time so no document was kept to be graded.

Concerning the classrooms which were made of corrugated iron sheets without veranda , nothing was seen on their walls that govern students. The doors and windows were not glazed and were open that the attention of students was attracted outside the noise from different corners. The neatness and colorfulness was very poor. More over the large class size and heat of the room made students to sweat and lose comfort. Since the desks did not move students were not able to sit in face-to face position. In addition, there was no teaching materials that support the teaching learning process in the classrooms.

Generally, these classrooms did not suit for teaching in. Since they hamper the teaching learning process, the concerned bodies should take a corrective measure.

Appendix – M Interview with Teachers Code 1, 2, 3 and 4

Interview with Teachers-Teacher - 01

1. Personal Information

Name: (Teacher -01)

Sex: Female

Qualification: BE.D/and have attended a year course for MA

Field of specialization: English

Year of teaching experience: 8 Years

R- Dear teacher, first I would like to thank you for your heart-felt cooperation for allowing me to observe your classes and be voluntary for the interview.

Q,1. How often do you use group work activities in your classes?

T1: I use group work most of the time in my classes.

Q,2. How do you observe the feeling of students for group work?

T1: Students have a mixed feeling for the group work. First, only few members of students were interested in the activity, then after looking at other students' participation, some were attracted and started to join. Some students seem to be confused about the tasks given, later they make themselves familiar with others and tend to take part in the group that is why I said it is mixed.

Q, 3.Do you often adapt group work activities to suit students?

T1 : Yes most of the time I adapt activities to their language level and make them to be attracted with the tasks. However, some students are totally have no interest for the lesson.

Q, 4.On what bases do you usually assign students in groups? (I.e. age, sex, interest, ability or mixed).and why do you prefer it?

T1: Most of the time I usually assign them to form a mixed groups. Because in the mixed groups all types of students, the fast and slow learners could be grouped together so one can learn from the other.

Q, 5.Do you think groups should have a group leader and a secretary. If yes, how and who elects them?

T1: Yes, there should be a leader and a secretary in the group. They could be elected either by the teacher or by the students themselves the main thing that should be focused on is the one elected to be a group leader could be somewhat better than the others to lead and make members perform accordingly. However the mandate ends with the period.

Q,6 .From your experience what are the main problems that you encountered when you assign students to work in groups?

T 1: The main problems that I usually encounter are using mother tongue, talking issues out of the topic and some sit idle or look outside through the door and windows. Moreover, most of the students lack confidence to do activities themselves.

Q, 7.Why do you think some students participate more actively than others? Has it an impact on the other students?

T1: This could be due to their educational background or the way they have been grown. Some families send their children in a better school starting from kindergarten or encourage their children to feel free and express their ideas. On the other hand, some families discourage children not to speak with people because it is seen as rude if they do so. Because of these reasons, some dare to speak freely and some do not. This practice is also reflected in the classrooms and it has both a positive and negative impact.

Q,8. Do you think that the physical structure of classroom can affect the group work activities?

T1: Yes, as you saw the classrooms in which I teach both the roofs and walls are made of iron sheets, in addition the door and windows have no glass .Because of this, in the morning shift there is a direct ray of the sun, and in the afternoon shift the heat makes the students to sweat and sleep. Moreover, students stare out while I teach and see what is going outside. In addition, the classrooms are not clean and attractive .In the case that the walls are not well built there is sound heard from other classes. All these can affect the teaching learning process.

Q,9.Do you believe that grading group work activities in continues assessment form will encourage students participate actively?

T1: Yes, what students like most is grade, so it is better if we grade their effort at the end and use it as one method of continuous assessment. It can also encourage them to participate actively. However, I have not graded their activities until now and I will do in the fut

Interview with Teacher- 02

Name: (Teacher -02)

Sex: Female

Qualification: B.E.D

Field of specialization: English

Year of teaching experience: 12 Years

Dear teacher, first I would like to thank you for your heart-felt cooperation for allowing me to observe your classes and be voluntary for the interview.

Q,1. How often do you use group work activities in your classes?

T2: I always use group work activities in my classes.

Q,2. How do you observe the feeling of students for group work?

T2: It is somewhat good, but sometimes students talk irrelevant issues during the activities. Some students have less interest for group work and prefer to do their own works.

Q, 3.Do you often adapt group work activities to suit students?

T2: Yes, based on the book I try to adapt the activities to their interest and level.

Q, 4.On what bases do you usually assign students in groups? (I.e. age, sex, interest, ability or mixed).and why do you prefer it?

T2: I allow students to form a group with mixed ability and sex to enhance them learn one from the other.

Q, 5.Do you think groups should have a group leader and secretary. If yes, how and who elects them?

T2: Yes, I do, the group members themselves select them. However, sometimes I select those who are weak to be motivated and develop responsibility for the given activity. But they serve only for a period.

Q,6 .From your experience, what are the main problems that you encountered when you assign students to work in groups?

T2: The problems that I usually face are too much noise, lack of interest to take part in the activities, be lenient to take responsibility, hiding themselves under the shade of clever

students and sometimes the topics themselves did not encourage students for group work. In addition students have poor educational background the reason is that the passing mark from grade 8 to 9 is 40%. To bring a quality of education the passing mark should be 50% to have a better student.

Q, 7. Why do you think some students participate more actively than others? Has it an impact on the other students?

T2: I think it is from their background. The way that they grew up and the School they have been attending has its own influence on their activities in the classroom. Such behavior has its own impact on slow learners.

Q, 8. Do you think that the physical structure of classroom can affect the group work activities?

T2: Definitely, teaching in those tin sheet made classrooms is similar to being in oven. I sometimes disappointed of those classrooms and dislike to enter there. In addition, the doors and windows are not glazed that a dust from outside enter the class and disturb the teaching learning process. Moreover, the sound heard from outside disturb and steal the attention of students.

Q, 9. Do you believe that grading group work activities in continuous assessment form will encourage students participate actively?

T2: Yes, it encourages students, because students need to get marks so they participate actively if it has mark. I use to provide mark for group work activities some times. But it would be done regularly in order to arouse students participant.

Interview with Teacher code 03

Name: (Teacher- -03)

Sex: Male

Qualification: B.E.D

Field of specialization: English

Year of teaching experience: 22 Years

Dear teacher, first I would like to thank you for your heart-felt cooperation for allowing me to observe your classes and be voluntary for the interview.

Q,1. How often do you use group work activities in your classes?

T3: Sometimes I use group work activities according to the nature of the tasks/activities.

Q,2. How do you observe the feeling of students for group work?

T3: As I have observed, students perceive group work positively, and negatively. It also depends on their previous experience of learning. Those who like the subject tend to take part in groups actively but some tend to be reluctant.

Q, 3.Do you often adapt group work activities to suit students?

T3: Yes, do, I try, to adapt and clarify activities on the level of their understanding.

Q, 4.On what bases do you usually assign students in groups? (I.e. age, sex, interest, ability or mixed).and why do you prefer it?

T3: I usually allow students to form a heterogeneous groups to enhance them learn from one another.

Q, 5.Do you think groups should have a group leader and secretary. If yes, how and who elects them?

T3: Yes, the group should have its own group leader and secretary who are elected by the group members themselves. In addition, the responsibility ends with the end of the period.

Q,6 .From your experience, what are the main problems that you encountered when you assign students to work in groups?

T3: In my opinion, the main problem is lack of interest to participate and to some extent some students feel shyness. Moreover, some have weak educational background that they keep silent during group work activities.

Q, 7. Why do you think some students participate more actively than others? Has it an impact on the other students?

T3: Because some students have interest for the subject and some came from private schools where there are a limited number of students to check the weak and strong sides of each students.

Q,8. Do you think that the physical structure of classroom can affect the group work activities?

T3: Yes, as obviously seen in the school there are two types of buildings, that are the old and the tin made blocks. Frankly speaking, the later once are not classrooms rather a hall for poultry keeping. When they were planned to be constructed many elders, PTA (parent teacher associations) have suggested to build a ground plus two/three normal buildings but the present officials did not accept the ideas and Made these tin blocks to be built .These classes are really problems of the school and the society.

Q, 9. Do you believe that grading group work activities in continues assessment form will encourage students participate actively?

T3: It is undoubtedly that students need mark. So for the benefit of students group work activities should be graded. However, I have not grade students' group work activity.

Name: (Teacher- 04)

Sex: Male

Qualification: B.E.D

Field of specialization: English

Year of teaching experience: 18 Years

Dear teacher, first I would like to thank you for your heart-felt cooperation for allowing me to observe your classes and be voluntary for the interview.

Q,1. How often do you use group work activities in your classes?

T4: I use group work rarely because the size of the book is too big that I do not want to waste time for group work. Nevertheless, I do not mean that group work is useless, but students are too lenient to participate in groups.

Q,2. How do you observe the feeling of students for group work?

T4: Some students are not interested. They act reluctantly even the clever students.

Q, 3.Do you often adapt group work activities to suit students?

T4: To speak the reality, the time given and the size of the text do not much, so there is no time to adapt the lesson according to the level and interest of students. Therefore, I simply depend on the text.

Q, 4.On what bases do you usually assign students in groups? (I.e. age, sex, interest, ability or mixed).and why do you prefer it?

T4: I usually use mixed ability grouping because it enhances students to share knowledge.

Q, 5.Do you think groups should have a group leader and secretary. If yes, how and who elects them?

T4: Yes, I think. The members of the group elect the group leader and secretary. The group they form ends when the period ends.

Q,6 .From your experience, what are the main problems that you encountered when you assign students to work in groups?

T4: The main problems that I observed until now are lack of interest, interference of mother tongue, much noise, lack of teachers' commitment for their profession and the classroom situation especially those that are built with iron sheet are some of the main problems.

Q, 7.Why do you think some students participate more actively than others? Has it an impact on the other students?

T4: As I think some students may have extrovert personality that they like to express their ideas because they think others can learn from them. I think it has a positive impact as others could be motivated to do similarly.

Q, 9.Do you believe that grading group work activities in continues assessment form will encourage students participate actively?

T4: Definitely, I accept this idea because it can make students participate actively in the group. As obviously known students do better in the activities that have mark so they can do regularly and strictly if a mark is provided.

Appendix- N Interview with students Code 1, 2, 3, 4, 5, 6,7and 8

Interview with student 01

Name: (student 01)

Sex: Female

Section 9-16(morning shift)

R-First, I would like to thank you for your cooperation to be voluntary for the interview.

Q1. Do you like learning through group work activities? Why

S: Yes, because I benefit more by sharing ideas from other students. In addition, I feel free to talk about the issues given.

Q2. Are there group leader and secretary in your groups? If yes, who nominate them?

S: Yes, some times the teacher makes us to form a group and elect a group leader but I have never heard of the secretary. In addition, the group that we form ends when the period.

Q3. Why do some students fail to take part in-group work activities?

S: As I have seen in our classroom, some students have no interest to learn. Some depend on their family's wealth and came to school to be seemed as a student. On the other hand, some come to school with empty belly that they became too tired and may not attend the lesson. There is also a dominance of claver students and fear of being laughed. So there are many problems that hinder students to take part in group work activities.

Q4. Do you think your classroom situation is favorable for group work activities?

S: No, I have been in private school, the classroom physical structure and the number of students there and here is very different. There, the school compound and the classrooms are clean but here, everything is to the opposite.

Q5. What is your view if group work activities are graded in a continuous assessment?

S: I think every student wants mark .Therefore, if the group work is graded, everyone could work to its effort and the number of participants will increase.

Q6. What will you suggest to challenge the constraints encountered in-group work?

S: Teachers have to encourage students and tolerate mistakes of students. Teachers should treat students friendly and time given for the tasks should be enough. Moreover, students have to be initiated with the group work grading.

Interview with student 02

Name: (student- 02)

Sex: Male

Section 9-16(morning shift)

R- First, I would like to thank you for your cooperation to be voluntary for the interview.

Q1. Do you like learning through group work activities? Why

S: Yes, because, I develop my speaking skill when I share ideas with members in the group.

Q2. Are there group leader and secretary in your groups? If yes, who nominate them?

S: The teacher usually tells us to form a group with our seats. Then, we select one whom we think is better to be a group leader. In the groups we form, the number of students exceeds to eight. However, the duty of the group leader is not clearly stated.

Q3. Why do some students fail to take part in-group work activities?

S: The group leaders that we elect do not control or lead the group properly. In addition, the teacher focuses only on clever students that the others did not feel responsible for the tasks given. On the other hand, the educational background and language use of students affects the tasks given to be done on the targeted aim.

Q4. Do you think your classroom situation is favorable for group work activities?

S: No, the classrooms we learn in are not good, there is a great problem both in the morning and afternoon shifts. In the morning, we suffer of the direct ray of the sun, and in the afternoon with a high heat and dust. The reason is that, the windows are very wide and are not glazed in addition since the walls are made of iron sheets the noise from other classes disturb frequently.

Q5. What is your view if group work activities are graded in a continuous assessment?

S: I strongly agree with the idea because if the mark is provided for the group work activities, everyone can participate actively in the group and no one could be passive.

Q6. What will you suggest to challenge the constraints encountered in-group work?

S: The tasks given should much the level of our understanding, teachers should follow while we perform the activities, to make all students equal participants group work activities should be graded. More over the classrooms, we learn in have to be improved.

Interview with student 03

Name: (student- 03)

Sex: Male

Section 9-26(morning shift)

R- First, I would like to thank you for your cooperation to be voluntary for the interview.

Q1. Do you like learning through group work activities? Why

S: Yes, I like; in-group work activities we can get a free option to speak freely and share ideas without fear, but we have not done any group work activities until now. In my previous grade, I used to do group work activities, but here things are changed.

Q2. Are there group leader and secretary in your groups? If yes, who nominate them?

S : As I have told you earlier here we haven't form a group But according to my experience either the teacher or we elect the group leader. The groups we form are mixed in sex and ability while discussing whenever we face difficulties we call the teacher for help.

Q3. Why do some students fail to take part in-group work activities?

S: Some students fear to speak in front of people, some lack interest and others lack confidence because of weak educational background.

Q4. Do you think your classroom situation is favorable for group work activities?

S : No, the classrooms we learn in are not favorable for learning since they are open, the attention of students is attracted to the activities and noise heard outside. In addition, the neatness and attractiveness of the classes is not good and in the afternoon, the heat makes us feel tired and sleep.

Q5. What is your view if group work activities are graded in a continuous assessment?

S : In my opinion grading group work activities encourage students to participate actively in their group, so it could be a better method of arousing students interest for group work.

Q 6. What will you suggest to challenge the constraints encountered in-group work?

S : Since group work is a method of teaching it should be applied by the whole teachers. Some students did not bring their textbooks, so teachers have to check the presence of at least one book in each desk. In addition, to make students fully participants the group work activities should be graded.

Interview with student 04

Name: (student- 04)

Sex: Female

Section 9-26(morning shift)

R-First, I would like to thank you for your cooperation to be voluntary for the interview.

Q1. Do you like learning through group work activities? Why

S: Yes, because I can share ideas with my friend and get new ideas. In addition, I do not fear to ask question, which is not clear for me.

Q2. Are there group leader and secretary in your groups? If yes, who nominate them?

S: We do not usually do group work activities in our classroom, most of the time the teacher gives lecture and the whole period is used by the teacher himself. In rare cases, when we form a group we select the group leader ourselves.

Q3. Why do some students fail to take part in-group work activities?

S: I think it is because of lack of interest and encouragement. The other is lack of language proficiency and the natures of the tasks themselves hinder students not to take part in activities. In addition, teachers did not check what students are doing during the activities.

Q4. Do you think your classroom situation is favorable for group work activities?

S: It is true that we are poor, however, rather than learning in these classrooms it is better to be outside under the shade of the trees in the compound. In the afternoon the heat of the classroom is similar to oven .In addition they are not clean, generally they do not suit for the teaching learning process.

Q5. What is your view if group work activities are graded in a continuous assessment?

S: I support the idea, because students work for a mark so if the group activities are graded every student could attend in the group work activities.

Q6. What will you suggest to challenge the constraints encountered in-group work?

S: There should be a permanent grouping that ends in a semester; in addition, a group leader has to records the activities of members. Finally, based on the records of the group leader group work activities should be graded. In addition, teachers should encourage and follow students' performance.

Interview with student 05

Name: (student- 05)

Sex: Male

Section 9-14 (Afternoon shift)

R--First, I would like to thank you for your cooperation to be voluntary for the interview.

Q1. Do you like learning through group work activities? Why

S : Yes because it enhances me to share ideas with different students with different skills. On the other hand, rather than speaking with teacher students feel confident to speak with their group members.

Q2. Are there group leader and secretary in your groups? If yes, who nominate them?

S: Yes, sometimes we select a group leader our selves but there is no a secretary. The groups that we form are a temporary group that ends in a period.

Q3. Why do some students fail to take part in-group work activities?

S : That is because some students have no interest for learning, so not only in group work activities, but also when the teacher teaches, they did not attend regularly. For your surprise, there are students who came to school empty handed. This is an indication of lack of interest. In addition, some teachers have no interest to teach in-group work activities.

Q4. Do you think your classroom situation is favorable for group work activities?

S : No, our classrooms are full of problems. The desks did not move, since the door and windows are without glass the dust from outside enters directly in the room, moreover in the afternoon, the heat is unaffordable.

Q5. What is your view if group work activities are graded in a continuous assessment?

S: It would be good, because students work for a mark so they can participate actively in the group work activity. In addition, class disturbance would decrease.

Q 6. What will you suggest to challenge the constraints encountered in-group work?

S : During group work activity teachers have to clarify activities clearly and control students activity in group work. The groups and group leaders should stay until the end of the semester and group work has to be graded. Moreover, teachers have to clarify the duties of the group leader and the secretary and check their performance.

Interview with student 06

Name: (student- 06)

Sex: Female

Section 9-14 (Afternoon shift)

R-First, I would like to thank you for your cooperation to be voluntary for the interview.

Q1. Do you like learning through group work activities? Why

S: Yes, I like, because it makes me share ideas with others and gain knowledge. In addition to these, it enhances me to feel free to talk without fear.

Q2. Are there group leader and secretary in your groups? If yes, who nominate them?

S: Yes, sometimes we select a group leader our selves but there is no a secretary. The group that we form is temporary and the group leader's responsibility ends in a period.

Q3. Why do some students fail to take part in-group work activities?

S: I think it is because of lack of interest and encouragement. Because of their lack of language proficiency some students hate those who participate actively, in addition, the natures of the tasks can also hinder students not to take part in activities. Moreover, teachers did not check what students are doing during the activities.

Q4. Do you think your classroom situation is favorable for group work activities?

S: No, the classrooms we learn in are not good, there is a great problem both in the morning and afternoon shifts. In the morning, we suffer of the direct ray of the sun, and in the afternoon with a high heat and dust. The reason is that, the door and the very wide windows are not glazed, in addition, since the walls are made of iron sheets the noise from other classes disturb frequently. Sometimes some students took our materials through the opened windows. Therefore, our classrooms are said to be better than nothing.

Q5. What is your view if group work activities are graded in a continuous assessment?

S: I support the idea, because students work for a mark so if the group activities are graded everybody can take part in the group work activities.

Q6.What will you suggest to challenge the constraints encountered in group work?

A: Ample time should be given for group work activities and students should present their discussion agreements for the class. Permanent group and group leader should be formed .

Interview with student 07

Name: (student- 07)

Sex: Female

Section 9-33 (Afternoon shift)

R- First, I would like to thank you for your cooperation to be voluntary for the interview.

Q1. Do you like learning through group work activities? Why

S : Yes, students can share ideas from each other in a mixed ability groups, especially weaker students can benefit more. When I was in elementary school, I used participate in groups especially in science subjects, but here we have not done more group work activities.

Q2. Are there group leader and secretary in your groups? If yes, who nominate them?

S: As I have said earlier, we have not done group work activities and we have no group leader.

Q3. Why do some students fail to take part in-group work activities?

S: As I think, it is because of lack of interest and leniency to take part in activities and leave activities to be done by some active students. Sometimes the topics given are vague that students prefer to sit quit. In some cases, the shortage of books can also be a problem however; most of the students in the class have taken books but they did not bring them to classes.

Q4. Do you think your classroom situation is favorable for group work activities?

S: In my opinion, our classrooms might suit for poultry keeping than learning in.

Q5. What is your view if group work activities are graded in a continuous assessment?

S : I think it would be good because students could be encouraged with the mark that they could participate actively.

Q6. What will you suggest to challenge the constraints encountered in-group work?

S: To avoid the dominance of clever students, group leaders have to be elected and perform their duties regularly. Teachers have to provide enough time for group work activities and grade activities. In addition, a strict measure s has to be taken on students who came to school as a tourist.

Interview with student 08

Name: (student- 08)

Sex: Male

Section 9-33 (Afternoon shift)

R-First, I would like to thank you for your cooperation to be voluntary for the interview.

Q1. Do you like learning through group work activities? Why

S :Yes , because I can get ideas from the group members and also I share my knowledge for others.

Q2 . Are there group leader and secretary in your groups? If yes, who nominate them?

S: we have no group leader or secretary, because we did not do group work activities.

Q3. Why do some students fail to take part in-group work activities?

S : I think it is because of lack of interest and confidence in their language use that they did not participate in groups. In addition, some students seem to be hopeless, and came to school aimlessly. On the other hand, some teachers are lenient for group work activities that they do not watch their students' activity rather they sue the whole period for lecture.

Q4. Do you think your classroom situation is favorable for group work activities?

S : No, it is not, it is a very hot and dusty classroom. In addition, the desks are not movable. Since the doors and windows are not glazed, the direct rays of the sun, dust and noise usually disturbs us.

Q5. What is your view if group work activities are graded in a continuous assessment?

S : Grading group work activities is very important for two reasons. First for the sake mark, students could take part in-group work activities. Secondly, during the discussion they could improve their speaking ability.

Q.6. What will you suggest to challenge the constraints encountered in-group work?

S : Teachers have to give a brief explanations on the activities to be performed. Enough time should be given and teachers have to observe students while they are discussing in groups. Mark should be provided for group work activities. Finally, misbehaved students should be penalized.

Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university and that all sources of materials used for this thesis have been duly acknowledged.

Name- Mesfin kedede

Sign -----

Place - Addis Ababa University; Faculty of language studies –Department of Language studies –Department of English.

Date of Submission –April 2012

This thesis has been submitted for examination with the approval of the University advisor

Name- Taye Regassa (Ph.D)

Sign-----

Date-----