



**College of Humanities, Language Studies,
Journalism and Communication
Department of Foreign Language and Literature**

**Investigating Effectiveness of Group Work
Implementation in EFL Classes: The Case of Grade 10
Students at Gute Secondary School**

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2024 E.C

Addis Ababa, Ethiopia



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A Thesis Submitted to Department of English for

*Partial Fulfillment of the Requirements of Degree of Masters of Arts
in ELT*

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Department of Foreign Language and Literature Department of Foreign Language and Literature In Fulfillment of Master's Degree English Language Teaching

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Abstract

According to Brown (2014), language teaching has shifted towards authentic use of language in classrooms, emphasizing interpersonal relationships and cooperative strategies. Organizing and implementing group work enriches students' language knowledge and use in daily life. It enables students to communicate genuinely, spontaneously, and meaningfully in a second language, facilitating interactive language acquisition. This study was done on investigating of group work the implementation in EFL classes at Gute Secondary School, focusing on Grade 10. It was aimed at assessing students' interactions and participation in performing group work activities in language teaching and learning activities. The objectives of the study were focusing on how teachers were implementing and students were interacting in groups to what extent did group work develop students' communicative skills. To accomplish the study, a descriptive survey design was used to investigate the problems existing when implementing group work in teaching English, having employed both qualitative and quantitative methods, with random sampling for students and availability sampling techniques for teachers. Observation, interviews and questionnaires were used as data collection tools. The collected data were presented, interpreted, and analyzed qualitatively and quantitatively. Group work was organized to enable students to use English effectively. The result of the study revealed that learners were having low interest, shyness, and dependency on teachers observed. Performance-based communicative skill was not practiced. The teachers were challenged by classroom discipline and monitoring group work. The participants were using native language resulting to ineffective group work implementation Therefore; the researcher recommended that the students should take responsibility for their learning. Students were advised to shift their focus from language structure and knowledge-oriented goals to communicative and interactive language goals, where they could use the language effectively. Stakeholders in education were encouraged to contribute to enhancing the effective implementation of group work in language teaching and learning classrooms.

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Acronyms

CLT: Communicative language teaching

EFL: English as a foreign language

ELT: English Language teaching

ESL: English as a second language

IQ: Identity Quotient

SAT: (scholastic aptitude test in the United States).

1. To examine problems of students' effective interaction during group work activities.
2. To identify the students' participation with regards to their involvement in group activities.
3. To assess if implementations of group work activities to ELT develop students' communication

CHAPTER ONE: INTRODUCTION

1.1. Background of the study

According to Brown (2014, p. 18), language teaching and learning approaches and techniques that provide an authentic use of the second language in the classroom have activated growing interest in interpersonal relationships, the value of group work, and the use of numerous cooperative strategies for attaining desired goals. The nature of the knowledge taught to students aims to communicate genuinely, spontaneously, and meaningfully in the second language to address what necessitates communication and communicative competence, and to explain the interactive, sociocultural process of language acquisition. According to Krashen's (1982) input hypothesis theory, learners acquire language by taking adequate input of understanding messages or receiving comprehensible input of language structure beyond their level of competence, which is essential for learning a language. Adequate comprehensible input is essential to second language learning (Ellis, 2014).

According to Richards (2013), input refers to teachable and learnable units of the linguistic content of a course in language teaching, arranged and organized in a rational sequence. Linguistic knowledge reflects different understandings of the nature of language and different vocabulary, grammar, and functions, as well as views on what the essential building blocks of language proficiency are, such as text types. Issues concerning teaching methods and the design of classroom activities and materials to be addressed determine input.

The communicative approach is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. Communicative language teaching (CLT) focuses on the kinds of classroom activities that could be used as the basis of a communicative methodology, such as group work, task work, and information gap activities (Prabhu, 1987).

Teachers are responsible for the students' awareness of necessary skills for a successful classroom situation in which students perform tasks cooperatively in a group work. This includes the skills of getting information, responding to questions, and taking notes when members participate in discussions. The chances to practice in groups and internalize the usage of language in situations are important. The members of the group get equal chances if it is managed accordingly and are given equal chances to practice the language. If students are not involved in a group work, active learning is hindered. In addition, teachers need to address

this instruction to help learners become self-confident, effective users of the language to gain knowledge.

Group work is arranged to help individuals contribute their ideas and opinions to exchange views with group members and other groups. Group members discuss and share ideas that enable them to attain the objectives of the lesson. This type of classroom organization optimizes the learner-centered classroom instructional organization system. Teachers also add points, give summaries of the lesson, and finally help the group work to be successful in large classes. The size of the group depends on the task to be performed. The group can have members of two to four. Teachers, random selection, can assign groups of students or students can form their groups.

Group work is one of the most effective ways of classroom organization for teaching and learning language. The interaction of classmates in groups provides chances to hear and speak the language, find out what the members think and know, learn to respect the members' ideas, practice leadership, and empower students to exercise responsibilities in learning the language. This point shows why one organizes group work in which students practice and develop individual and social responsibilities to cooperate with one another. Richards & Rodgers (2001, p. 197) stated that a group is formed if members feel individual benefits from creating a group's positive interdependence. A group member feels that what helps one member helps the other member, and what hurts one member hurts the other group members. The group works for the mutual support of its members.

English is taught as a foreign language rather than as a second language in Ethiopia. This is because English is not frequently used in daily life outside the classroom, and students did not have the opportunity to learn the language informally. They lack communicative skill practice.

It was found that compared to teacher-fronted interaction in whole class work, both pair work and group work provide more opportunities for learners to initiate and control the interaction, to produce a much larger variety of speech acts, and to engage in the negotiation of meaning. Various kinds of 'communicative' approaches have influenced the design of materials for English language teaching (ELT) over the last three decades. As a result, the nature of language views in language learning has permeated language teaching. To learn and teach language methods used in the classroom are to work in groups as a natural, integral part of communicative methodology and language learning materials (Macdonough & Shaw, 2013).

Grouping students also encourages engagement with in-class activities. When students are given work together to play a game where they must describe an object to each other in English so their peers can guess what that object is. Having students work together not only encourages them to engage with the actual practice of learning language meaningfully, but it also holds the potential to gamify the ESL classroom and incentivize active participation.

But, in Gute Secondary School the usage of the English language is not effective. The students of the school did not use the language in the classroom or outside the classroom. Therefore, this research study is proposed to investigate the effectiveness of the implementation of group work.

1.2. Statement of the Problem

Teacher's abilities in classroom management and organization are of prime importance in promoting appropriate language teaching and learning strategies in education. To optimize learning opportunities, students should work at least in small groups. According to Atkins et al. (1996), class size is challenging teachers to manage learning and teaching in Ethiopia. The teacher needs to be able to structure students to share responsibilities for their learning. The students begin to think about group goals instead of individual goals. Teachers should aim to promote group success by encouraging the individual activities of each group member.

As McDonough and Shaw (2003) state, group work implementation functions in various classroom structures, organizations, and implications for patterns of interaction between teachers and learners and with each other. Hence, managing classes to work in pairs and groups is part of the everyday professional practice of English language teachers (McDonough and Shaw, 2004, p. 225; Long and Porter, 1985; Atkins et al., 1996). When group work is not implemented in language teaching, the result will affect the communication performance of students.

Nowadays, however, group work is given due attention to enable students to perform well, and educational materials like teacher's books and student texts are prepared in ways that enable students to work in group work learning and teaching methods. Therefore, the study is proposed to investigate how teachers implement and how students use group work to develop their language skills.

Research has not been conducted on the effectiveness, advantages, and disadvantages of pair and group work and its implementation in language learning in the area. From my practical

experience with this issue in the classroom and in the school, the implementation of group work is not seen contributing much to the students' achievement. The students of the school are not effective users of the English language for communication and lack the confidence to express their ideas. Group work implementation impacts or its management results seem to have affected the students' performance. This motivated me to investigate how group work is implemented in English language teaching to help the students perform well.

Writers such as Richards (2005), Byrne (1986), and Nunan (1991) state that people use language for various purposes. For example, they use language to express their feelings and emotions, to exchange information, to live in social life, and to have awareness about the world. These are all done mainly with speaking abilities. In Gute Secondary School, there is a significant problem with students' communicative skills during group work, especially among grade 10 students who are unable to share their ideas, feelings, and thoughts effectively using the English language. The researcher is aware of the problem during his daily teaching activities. He observed that the students lacked motivation for speaking and were careless about learning speaking skills in a group work. Therefore, the researcher was initiated to attempt to investigate the factors that determine the students' speaking skills during group work.

1.3. Research Questions

With the objectives stated above, the study aims to answer the following research questions:

- What awareness of practicing speaking skills do students have in a group work activities?
- How do students participate in learning and teaching language during group work activities?
- Does implementations of group work activities to ELT develop students' communication

1.4. Objectives of the Study

1.4.1. General Objective

The main objective of this study is to assess the effectiveness of group work implementation in English language teaching and learning classes.

1.4.2. The specific objectives of the study

1. To examine the problems of students' effective interaction during group work activities.

2. To identify the students' participation with regard to their involvement in a group activities.
3. To assess if the implementation of group work activities in ELT classes develops students' communication skills.

1.5. The Scope of the Study

The study is conceptually and geographically delimited, focusing on investigating the implementation of group work in English language teaching classes for grade 10 students at Gute Secondary School. Geographically, Gute Secondary School is located in the Wayu Tuka District of the East Wollega Zone.

1.6. Significance of the Study

The findings from this study are expected to yield significant benefits for teachers, students, and the wider community. For teachers, the study provides valuable insights into the challenges of implementing group work in English language teaching, enhancing their understanding and awareness of these issues. This knowledge allows teachers to reflect on and adapt their teaching methodologies, ultimately improving their effectiveness in fostering students' communicative skills. Furthermore, a better understanding of the specific challenges enables teachers to respond more appropriately to students' needs, creating a more supportive and productive learning environment.

For students, the study plays a crucial role in developing their communication skills through enhanced participation in group activities. By engaging more effectively in group discussions, students can practice and improve their English language proficiency, leading to increased confidence and more active classroom participation. This improved communicative competence not only benefits students academically but also prepares them for various social, academic, and professional settings, contributing to the development of a more linguistically skilled workforce. Additionally, the study's findings can inform educational policies and practices, promoting the implementation of effective group work strategies across schools, which can enhance the overall quality of English language education.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. Introduction

In language teaching, there is different assumption and theories forwarded by different scholars on how to teach and learn. For instance, the history of English language teaching tracing itself back to grammar translation method to the present new communicative approach, using languages in its contact is the fundamental focus. Language is a tool through which man shares his ideas, feeling and emotion but his ability to communication fails if he does not develop any of the four language skills, namely: speaking, writing listening and reading of these, speaking is the most important and that helps us to successful in life as well as in our education.

The purpose of studying foreign language is to make learners to be able to use the language for the variety of purposes. Effective communication requires developing speaking skills (Nunan, 1991) stated that knowing the skills of speaking has a great importance for students who learn foreign language.

According to Harmer (2001), speaking skill involves some kinds of production on the part of language user; speakers may speak to makes a definite decision to address some one for some communicative purpose.

The main goals in the teaching of the productive skills are to develop oral fluency, that is, the ability to express oneself intelligibly and without much hesitation.

Byrne (1986) also indicates that the purpose of teaching speaking skills is that students should be able to express themselves in the target language to cope with basic interactive skills like thanks, exchanging greeting, apologies, and to express their needs. However, students are not actively involving in English language during discussion period. This helps the students work together cooperatively in groups to raise their ability of expressing own self using the language.

Therefore, it is important to organize students in groups solve the problem affecting students' speaking skill during group work activities.

2.2. Definition of Group Work

Group work is an important class activity to develop communicative ability of students in language teaching classes. It refers to any classroom activity in which students are divided into group or pairs to perform activities. As Brown (1992) states, group work is helpful to provide students get involved into different interaction in language teaching classroom in which it provides a context individuals help each other.

As Mc Donough and Shaw (2003) state, group work implementation functions for various classroom structures, organization and implication for patterns of interaction between teachers and learners and with each other. Hence, managing classes to work in pairs and groups is teachers' everyday professional practice of English language teachers.

Group work is a form of learner activation to practice oral fluency to get as five many opportunities as in full class organization. It fosters learners' responsibility and independence to improve motivation and to contribute a feeling of cooperation and warmth in the class (Ur, 1996).

As harmer, (1991) pair work is a language learning method in which students study a text research language or take part in information gap activities ,write dialogues, predict the content of reading texts or compare notes on what they have listened to or seen.

Group work, one of the important class activities for development, refers to any classroom activity in which the whole class is divided into pairs or larger groups. Research reveals that the group work technique is helpful in EFL classrooms since it contributes to helping students get involved in various interaction types. It also supports a more conducive and cooperative class environment. Brown (1992) noted "group work provides a context in which individuals help each other; it is a method of helping groups as well as helping individuals; and it can enable individuals and groups to influence and change personal, group, organizational, and community problems." Group work reveals the concept of physical, mental, and social development among members, promoting significant interaction within the group. Group work encompasses a multiplicity of techniques in which two or more students are assigned a task that involves cooperation. Brown (1991) concludes that group work is the coordination of members to achieve a common objective.

Long and Porter (1985), Pica and Doughty (1985) and Foster (1998), cited in Byram (2000) According to these scholars, group work is group of people having the same purpose but doing without any interaction and cooperation to achieve their common goals. Interaction and cooperation in a group make the result of their work as effective as possible.

Group work is a pedagogical strategy that promotes participation and interaction. It fosters a deeper and more active learning process, and it provides instructors with valuable demonstrations of the degree to which students understand particular topics or concepts. In addition to exposing students to different approaches and ways of thinking, working with other students in groups can promote a sense of belonging that combats the anonymity and isolation that many students experience at a large campus. Some students may initially be reluctant to participate in a group work, so sharing the reasons for group work with your students can help to convince the reluctant ones. It might help them to know that research has shown that groups frequently devise more and better solutions than the most advanced individual (Barkley et al., 2004; Cooper et al., 2003). Working together in groups also gives students the opportunity to learn from and teach each other.

The classroom management and organizational abilities of the teacher are of prime importance (Atkins, J. et. al, 1996, P. 206). Teachers need to organize Students to work in a group to optimize learning opportunities working in groups to enable them exchange their views freely. This helps them develop their speaking skill. Group work increases the chance of practicing communicative skills of students to express their ideas.

A group work is arranged to help individuals contribute their ideas, opinions, and exchange views with group members and other groups. Group members discuss to share ideas that enable them attain objectives of the lesson. This type of classroom organization optimizes the Lerner centered classroom instructional organization system. From this, one can conclude meaningful activities and tasks teachers add points and gives summary of the lesson finally help the group work to be successful in large classes.

Pairs and group works are the most effective ways of classroom organization for teaching and learning English as a foreign language. The interaction of classmates provide chances to hear and speak the language, to find out what the members think and know, to learn and respect the members idea and to practice leadership. It empowers students to exercise responsibilities to learn the language.

This point shows why one organizes group works in which student practice and develop individual and social responsibilities to cooperate one another. Richards & Rodgers (2001, P. 197) state that group is formed if members feel individuals benefits to create a group's positive inter dependence. A group member feels what helps one member helps the other member and what hurts one member hurts the other group member. The group works for mutual support of its members.

The group members can have roles to facilitate learning in the group. The roles include group leader, noise monitor, and secretary. The members need to take turns and interact actively. Ideas generated by members are recorded and summarized. If the work is to be presented they would assign a member to present. Others can add their ideas to stabilize the tasks.

Learning requires students' active involvement and participation as stated in (Richards and Rodgers 2001: 199) participants work on specific tasks. Learning style, the individual has preferred ways of learning results from personality variables including psychological and cognitive makeup, socio-cultural background and educational experience. Individuals perceptions, own strengths and weakness also have an effect. Nunan (1991).

As stated in McDonough and Shaw (2003) learning style distinct between 'cognitive' factor (to do with the way people think and 'affective' factors (to do with emotions and what we feel). This shows that learners are unrestrictedly assumed to learn what teachers choose to teach them leaving no room for the kinds of individual differences. One can however, make a general distinction between overt behavior. What learners appear to be doing, as a group or the whole class, and covert learning processes are that not so easy to observe directly. To put group work into practice teachers need to bring these aspects to gather as much as possible.

Different researchers state group work in different ways. Wright (1987) states that group work as a relationship of individuals, groups and the whole class to the learning outcome. However, the arrangements are not static and inflexible. Classrooms can be changed during courses both physically and in terms of roles and interactions. (Cited in Atkins et al 1996.)

Long and Porter (1985) claimed group work motivates learners. It provides greater quantity and richer variety of language practice for them. As (Ur, 1996 P: 232) group work fosters learners responsibility and independence, improve motivation and contribute to a feeling of cooperation and warmth in a class. The scholar also adds that group work activities particular value in the practice of oral fluency.

Harmer, (2001) also points out that group work dramatically increases the amount of talking for individual students, encourages broader skill of cooperation and promotes learner's autonomy. Freeman (1986), Richards and Rodgers (2001), showed that it is in groups that students begin to feel sense of community, learn from each other as well as their teachers success of communicative language depends on natures and instructional organization based on the above and others. Different researchers and scholars have shown that group work has advantages and disadvantages. It is also clearly shown in their books. Here under some advantages and disadvantages of group work is shown.

2.3. Planning group Work

Successful lessons of group work implementation are based on mental plans of teachers' notes. In its planning it is not the extent and detail of teacher's plan but the extent to which the teacher has developed the ideas for turning in to potential lessons such as textbooks lesson, involving participants into effective lesson.

Richards, J (1991). Richards (1991) state that, lesson planning involves decisions of pedagogical dimensions of the lesson and management of the students during the lesson is another important concern. This includes eliciting students' attention, maintaining their engagement in the lesson, and organizing them into pairs or groups. If these aspects of a lesson are not well handled by a teacher, much of the time available for teaching can be lost in nonproductive activity. Classroom management refers to the ways in which teachers manage a class in order to make it maximally productive for language learning.

2.4. Accountabilities of Group Members

Each group member takes accountability and responsibility of his group. Members of the group cannot rely on one member or few members to do the task that group has to do. Each member should contribute reflection of the result of his or her work. The effort of each group members encourages and supports the groups' knowledge and understandings. Therefore, individual accountability helps to avoid relying on members and makes them self-reliant.

Working in groups makes helps students to get things smooth to learn and develop interpersonal social skills, which help them to be strong and cooperative beyond the group. The skills that students can develop in a group work include leadership, decision making, communication, conflict management and confidence.

Group work is implemented for its functions to achieve its objectives in effective working relationships among the members. The members shape their behaviors on what are useful changes need to be made to move the group along the complete tasks.

Brown (1991) states that, in group work learning and teaching methods students are expected to work together for the success of their goal and completion of the tasks given. Moreover, group work, which needs full cooperation and collaboration, occurs when all members of a group are aware of their responsibility and role, and when commit themselves to accomplish the task in the best way possible.

2.5. Advantages of Group Work

As Long and Porter, (1985) Atkins et al (1996), Harmer, (1991), Santrock (2010) state group work has the following advantages .Lists of Advantages of group work in ELT includes:

1. Group work increases the possibility of accommodating individual learning preferences.
2. Different tasks can be assigned to different proficiency groups, allowing the teacher to allocate according to their levels.
3. A number of potentially dynamic individuals share ideas and exchange information.
4. Each student has more chances to speak and be actively involved in using the language proportionally.
5. It promotes a positive atmosphere (affective climate), possibilities for self-expression, and cooperation in the classroom.
6. Learners favor working in small groups because it provides a variety of language practice.
7. It increases language practice opportunities.
8. It enables teachers to accommodate individual problems.
9. Students learn to respect different ideas and opinions and learn more vocabulary words.
10. Group members get chances to shift leading roles.
11. Students learn social skills for getting along with others.

2.6. Disadvantages of Group Work

As group work has advantages, it also has disadvantages that are stated in studies of the same researchers. As Woolfolk, A. (2010), without careful planning and monitoring by the

teacher group interactions can hinder learning and reduce rather improving social relations of classes. This could be because of misused rewards, misconceptions, and students dominations. The interactions can be unproductive and unreflective.

Mery Mc Caslin and Good,T. cited in Santrock (2010) list many disadvantages of learning in groups. They also forwarded some points that hinder learning. These include:

- Students often miss the process or procedures over the learning. Speed and finishing early takes precedence over thoughtfulness and learning.
- Rather than challenging and correcting misconceptions, students support and reinforce misunderstandings.
- Socializing and interpersonal relationships may take precedence over learning.
- Students may shift dependency from teacher to the “expert” in the group.
- Status differences may be increased rather than decreased. Some students loaf because of group progress with or without their contributions.
- It is likely to be noisy.
- Not all students enjoy it to focus on teacher’s attention.
- It takes longer time to organize.
- Leads to discipline problems.
- Students may not like the task set.

Mc Donough and Shaw (2003) in their book Material and Methods in ELT list the following disadvantages.

1. Students may be less language model to interact. Talkative may dominate the quieter.
2. Students may shift dependency from the “teacher” to the “expert” in a group learning.
3. Some monolingual classes may use mother tongue instead of target language.
4. Problems of group dynamics can be observed if class is divided into smaller groups.
5. The class size, challenging and correcting misconceptions, students support and reinforce misunderstandings.
6. Group members may hate peers if the organization of groups is not changed from time to time or boredom prolonged periods may happen.

Generally, as we read more about group work, we conclude its advantages and disadvantages. In learner-centered approach, group work language learning teaching contributes great advantages. The advantages enable the learner become independent and confident. The

behavioral, movement and interactional disadvantages are more the results of classroom management instruction that can be corrected. As different researchers emphasized, by applying manifestation of the active learning method teachers can maximize exposures and uses of communicative language successfully in different contexts. Therefore, they can help students develop their knowledge and skills in successful communication.

2.7. Group Work Organization

Ur, P. (1999) forwards, at the beginning of group work organization, instructions given is crucial. If they do not understand exactly what to do and how to do it will be time wasting. Harmer, (1991) also state before group work is organized, reluctant students need to be persuaded to work in groups. He again adds ensuring group work activities do well; a teacher needs to give clear ideas about how to resolve problems that may occur in the discussions.

When group work is aimed to encourage learners to discuss a topic more freely in a personalized way, a paired work format is the most useful. The choice of group or pair work and how we conduct the grouping should be based on sound principles, and the use of grouping should lead to developing real communicative competence (Mc Donough and Shaw, 2004, p.225).

2.8. Grouping Techniques

Group work allows doing a range tasks. Small groups around five members provoke greater involvement and participation than larger groups. Thus a teacher can arrange them interacting in different groups during different lessons of the course.

- **Grouping by friendship:** make sure students are friendly to work together.
- **Grouping by ability;** when students of different ability, the strong and weak students work together, they share experience and strengthen each other.
- **Grouping students by chance:** teachers can also group students by chance for no special reason of their friendship, ability, or level of participation.

2.9. Group Structure

Discussion of the nature of classroom organization also draws on very extensive research into the ‘social’ structure of groups of participants working on specific tasks. It is interesting to speculate what might happen, if we simply tell the whole class to divide into small groups in any way they choose. Will they do so randomly, with friends, or with people of similar proficiency? Furthermore, if we imagine giving a free discussion topic to a subgroup

consisting of, say, six or seven of our students, and then leave them to talk with only a small amount of monitoring, it is probable that some will talk more than others will. One or two will want to dominate and control, while others will react by withdrawing into silence, and so on.

These kinds of 'natural' grouping, and relatively spontaneous speech and behavior patterns within an unmonitored group, are clearly quite different from the other end of the spectrum of control, where the teacher specifies both the group and the nature of the task in detail (e.g. a dialogue rehearsal). The majority of the classes fall somewhere between occurred naturally and completely structured. Harmer (2007) lists the principles of friendship, streaming (by ability) and chance, as ways of dividing a class into groups. In his article titled 'Cooperative Learning: Theory, Principles and Techniques', he explains CL principles, including heterogeneous grouping (e.g. gender, ethnicity, language proficiency and diligence). He then gives advice for when students are not happy with unfamiliar members: 'Some ideas for addressing this include helping groups enjoy initial success, explaining the benefits of heterogeneity, doing teambuilding activities to promote trust and to help students get to know each other, and teaching collaborative skills'.

2.10. Learning Styles

It is often argued that, in lockstep classes, learners are unrealistically assumed to learn what teachers choose to teach them, leaving no room for individual differences. One basic distinction in learning style research is between 'cognitive' factors (to do with the way people think) and 'affective' factors (to do with emotions and what we feel). There is some attempt to relate these to different types of teaching. There is now quite a long research tradition relating to the strategies apparently used by 'Good Language Learners' (Norton and Toohey, 2001) and to the various cognitive and personality types that affect learning (Robinson, 2002; Dörnyei, 2005). A number of writers are now trying to relate methods not just to ideas about the nature of group work and pair work of communication but also to what is known about these kinds of psychological variables. Gardner (2006: 24) warns against 'any belief that all the answers to a given problem lie in one certain approach, such as logical-mathematical thinking' by drawing attention to IQ (intelligence quotient) tests and to the SAT (the college admission test in the United States). His argument seems significant when we use expressions such as 'successful' or 'unsuccessful' learners based on purely linguistic measurement.

'We are all so different largely because we have different combinations of intelligences' and puts forward arguments for multiple intelligences, including 'musical intelligence',

‘interpersonal intelligence’ and ‘intrapersonal intelligence’. If his assertions are right, there are fundamental implications for educational planning, implementation and assessment. In relation to the theme of this chapter, for example, group or pair work may possibly favors the learners with dominant ‘interpersonal intelligence’ who are good at working with other people but alienate the learners with ‘intrapersonal intelligence’ who prefer to work alone. There are other theories of learner differences behind the theories of learning styles lies an assumption that learners learn best if the ways of learning suit their own styles Gardner (2006).

Regarding learning styles, we need to be aware of the danger of carelessly labeling student failure: the real cause may be due to incompatibilities between the materials/teaching and the learners’ preferred learning routes. It is also necessary, however, to realize that there are many questions that have to be answered in relation to learning styles. So far, we have looked at group work and pair work in the classroom from a number of angles as a procedural and organizational concept, and at some of the related research background. It is now time to turn to an examination of the potential advantages and disadvantages of such procedures.

2.11. Aspects of Classroom Methods

According to Richards (2006), the information gap is an important aspect of communication in the notion of communicative language teaching. Other aspects of communicative language teaching include:

- Jigsaw activities: Typically, the class is divided into groups, and each group has part of the information needed to complete an activity.
- Task-completion activities: Puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one’s language resources to complete a task.
- Information-gathering activities: Student-conducted surveys, interviews, and searches in which students are required to use their linguistic resources to collect information.
- Opinion-sharing activities: Activities in which students compare values, opinions, or beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing a date or spouse.
- Information-transfer activities: These require learners to take information that is presented in one form and represent it in a different form.
- Reasoning-gap activities: These involve deriving some new information from given information through the process of inference, practical reasoning, etc.

- Role-plays: Activities in which students are assigned roles and improvise a scene or exchange based on given information or clues.

Important aspects of classroom tasks and activities in CLT, discussed above, reflect that they are designed to be carried out in pairs or small groups to benefit learners in several ways:

- They can learn from hearing the language used by other members of the group.
- They will produce a greater amount of language than they would use in teacher-fronted activities.
- Their motivational level is likely to increase.
- They will have the chance to develop fluency.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This chapter deals with the research methods used in the study. Both quantitative and qualitative research methods were employed. The section provides a detailed description of the research design, subjects of the study, and the research methodology. It is designed to investigate the implementation of group work in Gute Secondary School, focusing on Grade 10. This section includes the design of the study, research participants, sample size and techniques, data collection tools and procedures, and methods of data analysis.

3.2. Research Design

The research design is the plan and procedure for the study, which provides an overall framework where a descriptive survey is used to examine existing problems. This research method focuses on both qualitative and quantitative techniques. Quantitative techniques refer to gathering and analyzing data using a close-ended questionnaire, whereas qualitative techniques refer to gathering and analyzing data in a non-numerical way through unstructured interviews and class observations. To achieve this, three major tools for data collection were used: class observation, interview, and questionnaire.

The aim of this study was to investigate how EFL teachers implement group work in EFL classes. The study employs a descriptive survey research design to investigate how EFL teachers implement group work at Gute Secondary School. According to Kothari (2004), a descriptive survey design is helpful in identifying present conditions and pointing to present needs. The researcher preferred this design to observe EFL teachers while the teaching and learning process was ongoing to investigate how teachers implement group work in the language teaching classroom.

To obtain reliable data, each of the classes was observed twice. Interviews were conducted with English subject teachers of grade 10, and questionnaires were developed to confirm the data gathered in the research.

3.3. Subjects of the Study

Three EFL teachers and grade ten students of Gute Secondary School were subjects of the study. The three English language teachers and six sections, from which 8 students from each

class were selected, were the samples of the study. The sample students were selected to obtain reliable and accurate data on the implementation of group work in English language teaching and learning. All the EFL teachers were experienced in teaching English language. All the EFL teachers held Bachelor's degrees in English language teaching, with experience ranging from 16 to 35 years.

3.4. Sampling Size and Techniques

As Kothari (2004, p. 55) states, sample design is a definite plan for obtaining a sample from a given population. The procedures of data collection involved the development of sampling strategies to make decisions on the sample for the study. Two methods of sampling techniques were used in this study. The simple random sampling technique was used for sampling students to give an equal chance to the whole population. Random sampling from a finite population refers to the method of sample selection that gives each possible sample an equal probability of being picked and each item in the entire population an equal chance of being included in the sample (Kothari, 2004, p. 60). Random sampling ensures the law of statistical regularity, which states that an average sample chosen randomly will have the same composition and characteristics as the universe. This is the reason why random sampling is considered the best technique for selecting a representative sample (Kothari, 2004, p. 61).

The researcher used purposive sampling for the teachers as their number is few and random sampling for students. Probability sampling, or random sampling, is a sampling technique in which the probability of getting any particular sample is known. Simple random sampling was adopted for sampling student representatives within Gute Secondary School. According to Creswell (2009), simple random sampling ensures that every member has an equal chance of being recruited into the sample. Polit (2001) also states that sampling involves selecting a group of people, events, behaviors, or other elements with which to conduct a study.

Accordingly, the researcher used an availability sampling technique for English language teachers to gather data for the study. Availability sampling is crucial to take all available participants of the study to obtain information from the informants who have firsthand experience and are knowledgeable on the topic (Patton, 2002).

Kothari (2004) also states that the sample size is determined to be as low as 20 to 30% in descriptive survey design research. Based on this technique, the total population of grade ten students at Gute Secondary School is 232. It is too difficult for the researcher to gather data

from this entire population of the total of 232 students; the researcher roughly took 20% as a sample size. For this reason, among six sections of grade ten students, the researcher selected eight students from each section by writing each of the possible samples on a slip of paper, mixing these slips thoroughly in a container, and then drawing the lot using the lottery method. Based on the above ideas, the researcher selected 46 students as a sample for the study. The researcher assumed that the information derived from the respondents is valuable as they are directly involved in the teaching-learning process from both teachers and students.

3.5. Sample Size

The total population of grade ten students at Gute Secondary School is 232. It was too difficult for the researcher to gather data from all these students. Of the total 232 students, the researcher took 20% as a sample size based on Kothari (2004). According to this scholar, the sample size is determined to be as low as 20 to 30% in descriptive survey design research. For this reason, among the six sections of grade ten students, the researcher selected 8 students from each section by writing each of the possible samples on a slip of paper, mixing these slips thoroughly in a container, and then drawing them using the lottery method. Based on the above ideas, the researcher selected 46 students as a sample size for the study.

Generally, out of three English teachers, the researcher took all teachers as samples of the study by using the availability sampling technique. In total, 46 respondents have taken part in this study. The next section will discuss the instruments of data collection from these respondents.

3.6. Data Collection Instruments

To gather data on the contribution of implementation of group work in teaching English language, three instruments; observation, interview and questionnaire were employed.

3.6.1. Classroom Observation

Classroom observation was conducted to assess the effectiveness of implementing group work in teaching and learning methods in English classrooms. Observation is a data-gathering tool in natural sciences that involves perceiving, watching behavior, events, or noting physical characteristics in their natural setting, as part of research methodology from primary sources.

Teaching and learning represent a contract between two parties: teachers and students. Both need to agree on their own methodological beliefs and expectations. Theories encourage

students to follow what their teacher wants to do. When an accommodation is reached between the two parties, it often means initiating gradual rather than immediate change. When students are given the opportunity to practice in front of their classmates, they develop their confidence in speaking and communicating effectively. Once they have practiced, they can read their sentences aloud.

Observation is characterized by the style of recording the observed information, standardized conditions of observation, and selection of pertinent data of observation. When these conditions are met, the observation is called structured observation (Kothari, 2004, p.96). Structured observation was the main instrument employed in this study. The reason the researcher conducted classroom observations was to check whether teachers practiced learning group work strategies during the actual class lesson. Observation is a process by which the researcher learns about the behaviors and habits of the study participants by actually being with them in their natural setting.

According to Kothari (2004), the main advantage of observation is that subjective bias is eliminated if the technique is done accurately. Since a researcher does not ask language learners about their views, feelings, or attitudes, the researcher can watch what they do and listen to what they say. Based on this idea, the researcher thought that to get more information on how teachers use group work strategies in the actual classroom, interviews and questionnaires should be conducted in addition to the observation. These methods were applied based on checklists, which focused on the role of teachers in handling students' group work learning strategies in English language classes.

In fact, the observation checklist was developed to avoid potential personal bias that might occur in interpreting what was observed. Guided by the checklists, the researcher objectively observed the classrooms to investigate the teachers' practice of group work learning strategies in English classes. The following ratings or scales were used: 'applied very well,' 'moderately applied,' 'not applied at all,' and 'not applicable.'

Six sections of grade 10 (A, B, C, D, E, and F) were each observed twice. The researcher used purposive sampling to ensure personal judgment was observed. In each class, the researcher conducted two periods of 40 minutes each, totaling 1.20 hours per classroom observation. Overall, 7.20 hours were spent observing the implementation of group work in English Language Teaching classes. Similarly, the questions of each checklist were observed by the researcher. Lastly, the results of observations obtained by this instrument were used as

evidence or information. The judgments of observation is analyzed and discussed in relation of the objectives of the study.

3.6.2. Interview

The term interview is regarded as, “direct conversation between an investigator and an individual or group of individuals in order to gather information” (Nunan, 1989; Richards et al., 1992). For this reason, the researcher also used ‘unstructured interview’ as another instrument for the sample English teachers of Gute Secondary School to obtain extra information for cross-checking towards exploring the practice of teachers and students using group work as English language learning strategies. The researcher selected unstructured interviews because they do not have strict procedures and allow a free flow of information between the interviewer and the interviewee.

In fact, the reason why the researcher used unstructured interviews is to gain flexibility in rephrasing questions, modifying them, and adding new questions to the list as needed (Koul, 1988). Therefore, it is believed that better evidence was obtained when English teachers were invited to participate in the interview questions to communicate face to face about what teachers and learners do in English language teaching and learning during group work strategies. Interviews were conducted with three English language teachers who were the subjects of the study. The interview questions contained two parts for each teacher. The first part contained background information of the sample English teachers. The second part (items 1-7) of the teachers’ interviews focused on how they implement group work in ELT classes. This included strategies to discover and consolidate meanings of words. The format of the interview was designed for interaction between the interviewer and interviewee (see Appendix II).

The interview method of collecting data involves the presentation of oral verbal stimuli and the receipt of oral verbal responses. This method was traditionally used through face-to-face interviews; however, it is also possible through telephone interviews (Kothari, 2004, p. 97).

3.6.3. Questionnaire

A questionnaire is considered the heart of a survey operation, carefully constructed (Kothari, 2004) for students in addition to classroom observation. It is one of the instruments that researchers use to gather necessary data from sample teachers and students. Therefore, it is a technique that I use to gather data for the study from the respondents. This questionnaire is

designed to gather data on how group work is implemented among Grade 10 students at Gute Secondary School. It contains ten close-ended and four open-ended questions.

The questionnaire consists of three parts. The first part collects personal information about the sample student. The second part addresses the experience of students in language learning through group work. Depending on the objectives of the study, the student's questionnaire was prepared using a rating scale. The students were asked to rate their levels of agreement with the given statements as strongly agree, agree undecided, disagree, and strongly disagree, (Kothari, 2004, p.84). These categories Likert scale are assigned numerical values to reflect respondents' instructional practices (5, 4, 3, 2, and 1, respectively). The last part concerns language learning strategies in group work. Students respond using adverbs: always, usually, sometimes, rarely, and never. Similarly, these categories are assigned values of 5, 4, 3, 2, and 1, respectively, as shown in Appendix III. This section contains group work strategies to investigate the effectiveness of implementing these strategies to develop communicative competence. Finally, the respondents' questionnaire was piloted before the actual data collection process. The questionnaire items were developed based on the literature and the objectives of the study.

3.7. Methods of Data Analysis

The objectives of this study were achieved by collecting and analyzing data using both qualitative and quantitative methods. Based on the nature of the research questions in the study, the data were analyzed and interpreted in a mixed form. The data gathered through questionnaires, structured observations, and unstructured interviews were analyzed following specific procedures. The objectives of the data gathered for this study were aimed at investigating the implementation of group work in English language teaching classrooms at Gute Secondary School. The questionnaires were analyzed both qualitatively, with words describing or explaining the gathered data, and quantitatively, where data were analyzed using simple statistical techniques such as percentage, frequency, mean scores or grand mean, and tables or numerals. The intended results obtained from the questionnaires prepared for EFL teachers and sampled students were tallied and tabulated. The researcher again analyzed and presented the data obtained from classroom observations and interviews both quantitatively and qualitatively. Generally, the study was aimed to focus on qualitative and quantitative methods to identify the results of the data analysis.

CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION AND DISCUSSIONS

4.1. Data Analysis and Presentation

Classroom observations during group work implementation, unstructured interviews with teachers, and questionnaires for students were conducted to examine the process of English language teaching and learning at Gute Secondary School. The interviews were guided by a semi-structured guide prepared by the interviewer. This guide outlined issues and questions related to assessing the effectiveness of group work implementation in English language teaching contexts, with each informant responding to somewhat different questions.

To accomplish the research, data were collected using observations, interviews, and questionnaires. The data obtained through these methods were analyzed both qualitatively and quantitatively. Qualitative analysis was based on the results of the observation checklist and the semi-structured interview responses in relation to the objectives and the literature review.

4.1.1. Classroom Observation and Findings

Classroom observations were conducted to understand how teaching and learning were taking place during group work implementation in EFL (English as a Foreign Language) classes. The observations focused on classroom situations, methods of teaching and learning English in group settings, the roles of teachers, and the roles of students both as group members and individuals. The suitability of classroom layouts and seating arrangements for organizing and facilitating group work was also assessed.

According to the researcher's observations, teachers highlighted the key points of the lessons and then left the entirety of the group work lessons for students to discuss within their groups. In these classrooms, groups were organized for group work sessions. However, the size of the classes and the arrangement of desks were not conducive to effective group formations, which hindered teachers' ability to move among groups to provide support and encourage practice. As a result, teachers were often confined to the front of the room around the blackboard.

When teachers provided language items for group work, students took time to understand the aims of the tasks. Teachers attempted to make students use the allotted time effectively to practice the language items. They hoped that the students would correct their work at the end.

Students, however, tended to avoid convincing each other due to a fear of making mistakes in language structures.

Time management was frequently problematic. Students often waited for teachers to fully orient them on all aspects of the learning process. Some students remained attentive while others engaged in off-topic discussions. In some groups, dominant members caused discussions to end quickly, while other groups took longer to ensure that everyone participated in the group activities. Groups also had leaders and secretaries assigned earlier to facilitate effective group formation in the classroom.

At the end of the period, each group was required to present their discussions through their representatives. Roles were exchanged to present the theme of the lesson. When one group's representative presented, other groups were listening, asking questions if needed, and then took turns presenting. Finally, the teacher summarized the lesson, assigned individual work, and answered any questions from students.

The researcher entered the classes earlier to observe group work activities using a structured observation checklist. Teachers consistently instructed students to remain in their familiar groups. The students arranged their seats to facilitate group work for the lessons. The language used during these lessons seemed unusual, as it was only used in the context of the lessons and not in their daily lives. As the students discussed, they tried to lower their voices to avoid disturbing others and other classes. When group work was implemented in English language teaching and learning classes, students were observed to feel shy and fearful of making mistakes. There were time gaps between presenters, as the students were not actively participating in the group work.

The implementation of group work aims to help students use the language confidently both in group discussions and in their daily lives outside of school. Effective use of group work shifts teaching from a teacher-centered approach to a student-centered one, where students can help themselves extract meanings from lessons and become fluent speakers and effective users of the English language.

4.1.1.1. Strategies Pre and During Instruction

The classroom English Language Teaching (ELT) and learning practices at Wayu Tuka Woreda Gute Secondary School were observed to investigate whether group work has affected students' language acquisition. According to the researcher's observations, teachers

moderately implement group work in their English Language Teaching and Learning classes. During classroom teaching and learning situations, the teacher's organization of students is inadequate. The classrooms themselves are not conducive to effective group formation. Students were expecting more from the teacher. The teachers' planning, preparation, and orientation appear to be below the expected standard.

Students were not assisting each other in forming groups or taking turns during group discussions, which leads to significant time consumption in forming groups. Teachers spend excessive time allowing students to get into group discussions. Students wait for the teacher to provide complete instructions, but the teachers do not encourage them to feel self-confident enough to work independently. It seems that the students have not developed the habit of working cooperatively.

4.1.1.2. Teaching Strategies while Instructions

According to research observations, teachers often face challenges when students are given the responsibility to complete tasks independently. Students may become passive and wait for the teacher or more active peers to complete the work for them, rather than engaging actively in the task. Additionally, teachers frequently spend a significant amount of time organizing and arranging seating, which can detract from instructional time.

Students often exhibit a lack of enthusiasm for group work, particularly when they are required to work alone within a group. Many students feel shy or hesitant to communicate effectively due to a fear of being judged by their peers. This fear is often exacerbated by concerns that others might mock their grammatical errors or imperfect language use.

Overall, these factors contribute to a less effective learning environment, as students may not fully engage with the material or collaborate productively with their peers.

4.1.1.3. Post Lesson Activities

According to researcher's observation, teachers give summary of the lesson. Though teachers give chances to present the lessons through their representatives, most groups lack presentation qualities and hesitate to speak in front of the class. Some of them expect to gain from the others than providing them with the lesson they want to learn. They think the way teachers teach is only the correct way to learn languages. Further lessons were not given for the students to work on and the time is not sufficient enough for working on details of the lessons.

Based on researchers' observations, several issues have been identified in the classroom setting:

- Teachers typically provide summaries of the lessons. This is a common practice that helps students consolidate their understanding.
- Although teachers often give students opportunities to present lessons through their representatives, many groups struggle with presentation skills. They often feel nervous or hesitant about speaking in front of the class.
- Some students rely heavily on their peers for learning rather than actively engaging in the lesson themselves. They may believe that the only effective way to learn languages is through the methods employed by the teacher, rather than exploring alternative learning strategies.
- There is a noted absence of follow-up lessons or additional practice opportunities for students. As a result, students do not have adequate time to delve into the details of the lessons and reinforce their understanding.
- The time allocated for lessons is insufficient for addressing the finer points of the material. This limitation impacts students' ability to thoroughly work through and grasp the nuances of the lessons.

Overall, these observations highlight areas for improvement in teaching strategies, presentation skills development, student engagement, and lesson planning to enhance the learning experience.

4.1.2. Interview for Teachers

Interviewing is one of the data-gathering tools in research methodology, where verbal communication takes place between the researcher and the subject. Interviews can be unstructured, semi-structured, or structured. The purpose of this interview is to obtain information or views from teachers to investigate the extent of the effectiveness of group work in English language teaching and learning at Gute Secondary School. To check the procedures, a pilot test was also conducted at another secondary school (Ifa Secondary School) to compare and evaluate how group work is implemented to foster students' language knowledge in both schools.

All the teachers who participated in the interviews are aged over 30 years and have more than 16 years of experience in English language teaching. They all hold a Bachelor of Arts or

Bachelor of Education degree. At Gute Secondary School, the four grade ten English language teachers were purposively selected as participants for the research. Interviews were conducted with them, and their responses were analyzed and presented following each question as follows:

1. Do you use the method of grouping students in teaching English for your students? If “yes,” how often? If the response is “no,” what reasons do you provide?

Most teachers do not use group work frequently. This could be due to several factors including classroom logistics, student behavior, and lack of motivation. Teachers find that group work is challenging to implement effectively due to physical classroom arrangements and students' reluctance.

According to the respondents, physical constraints, such as uncomfortable seating arrangements, impede the ability to facilitate group work. Teachers' inability to move freely and monitor groups is a practical barrier.

Students' fear of making mistakes and shyness discourage group interactions. This suggests a lack of confidence and perhaps insufficient preparation for group work environments.

From their response, it is possible to conclude that logistical issues and student attitudes, highlighting the need for better classroom management strategies and student support to make group activities more feasible and productive, hinder the effectiveness of group work.

2. Do your students participate in group work equally? If you say “yes,” how do you describe it? If “no,” why?

Majority of the respondents revealed that participation is uneven. Active students engage more, while others remain passive. This disparity often leads to a preference for lecture-based teaching where participation is more controlled.

According to the interviewee, the imbalance in participation suggests that not all students are equally motivated or prepared for group work. This may reflect differences in language proficiency, interest levels, or social dynamics within the group.

Therefore, unequal participation may affect the overall effectiveness of group work, as it does not fully engage all students. Addressing this issue requires strategies to ensure participation that is more inclusive and to support less active students.

3. Do all students get involved in cooperative language teaching and learning and share equal roles? If your answer is “yes,” explain how. If “no,” state the reason.

Majority of the interviewee stated that active participants often dominate discussions, which can marginalize quieter students. This unequal role distribution can undermine the collaborative nature of group work.

Moreover, they stated that Effective group work requires balanced participation and role-sharing, which seems to be a challenge. Teachers need to implement strategies to ensure all students have an opportunity to contribute equally.

Therefore, from their response, it is understood that to enhance cooperative learning, it is crucial to address issues of dominance and ensure equitable participation. This may involve training students on effective group dynamics or structuring activities to balance contributions.

4. Do you frequently apply group work in language teaching in the classroom? If “yes,” how often? If “no,” why?

Some teachers use group work occasionally, recognizing its benefits when students are engaged. However, others find it impractical due to time constraints and curriculum demands.

The perception that group work is time-consuming suggests a need for balancing group activities with curriculum coverage. Teachers may feel pressured to prioritize content delivery over collaborative methods.

Thus, the balance between group work and traditional teaching methods needs careful consideration. Ensuring that group work is time-efficient and aligned with curriculum goals could help integrate it more effectively.

5. Do students practice language items exhaustively in groups when they are assigned to do so? Explain.

According to the respondents, students’ lack of experience and the perception that group work is time-consuming contribute to ineffective practice. The reluctance to engage fully in group work may stem from insufficient prior practice or preparation.

They have also stated that students struggle to manage time effectively during group work, leading to incomplete practice of language items.

Therefore, to maximize the effectiveness of group work, it is important to provide students with more structured practice and time management strategies. This may involve guided practice sessions and clear expectations for group activities.

6. Does the group work language teaching method make your teaching and learning more effective? Provide your points.

According to the respondents, group work offers opportunities for multidirectional learning and interaction, which can be beneficial. However, its effectiveness is dependent on students' readiness and willingness to participate.

The effectiveness of group work varies among students due to different learning styles and interests. This suggests that a one-size-fits-all approach may not be ideal.

From their response, it is understood that group work can be effective but needs to be tailored to meet diverse student needs. Flexibility in teaching methods and ongoing assessment of student engagement can help in optimizing group work outcomes.

7. Do students exchange their ideas and opinions effectively? State your opinion.

The respondent teachers stated that students often lack the necessary vocabulary and confidence to participate effectively in discussions. This results in ineffective communication and reluctance to take responsibility.

According to them, the fear of making mistakes inhibits students' willingness to engage and accept corrections, further hampering effective idea exchange.

Therefore, addressing vocabulary gaps and building students' confidence are crucial for improving communication during group work. Teachers may need to incorporate strategies to help students feel more comfortable and capable in sharing their ideas.

8. What guidance and aid do you provide when your students are working in groups?

The respondents stated that teachers use different methods to support group work, including moving between groups, providing written guidance, and encouraging class reflections. The variety of approaches reflects the need for adaptable support mechanisms.

According to them, the effectiveness of these strategies may vary based on the nature of the group work and the specific needs of the students.

Hence, effective guidance during group work requires a combination of approaches tailored to the students' needs. Teachers should consider implementing a range of support strategies to maximize the benefits of group activities

The interviews reveal that while group work has potential benefits, its implementation faces several challenges including logistical constraints, student attitudes, and varying levels of participation. Addressing these challenges involves improving classroom management, providing targeted support, and ensuring that group work activities are structured to engage all students effectively.

4.1.3. Questionnaire for Students

4.1.3.1. Open-ended Questions

A total of 43 Grade 10 students participated in the survey, consisting of 23 males and 19 females. The responses to the open-ended questions were analyzed and categorized to identify common themes and insights. Three (3) students didn't give back the questionnaire papers.

1. What language learning methods you prefer to learn with as a student?

Students responded differently to this question. Of the respondents, 13 (30.23%) preferred group work, 18 (41.86%) preferred the lecture method for learning a language, and 10 (23.60%) preferred working individually. Two students (4.65%) did not respond to the question.

From these responses, it can be concluded that the majority of students prefer the traditional lecture method over group work. Although a segment of students expressed a preference for group activities, the overall inclination is towards teacher-fronted methods

2. What made you like learning by the method?

In response to this question, only half of the respondents answered. Out of them, 15 respondents (34.88%) stated that the lecture method made them enjoy learning English. Six respondents (13.95%) felt that helping each other in group work was beneficial, and three students (6.98%) indicated that independent work helped them learn. Nineteen respondents (44.19%) did not answer the question, which suggests that they may not be accustomed to learning in groups.

The data suggests that while some students appreciate the benefits of group work and individual study, a significant portion of the respondents find the lecture method most effective. The lack of response from a large number of students might indicate insufficient experience or exposure to group and individual learning methods.

3. What method of teaching English do your teachers prefer? (Lecture, group work, whole class teaching method individual work)

The participants indicated their teachers' preferences: 23 (53.5%) said their teachers prefer lecturing to teach students, 2 (4.65%) said their teachers use individual activities, and 1 (2.33%) said his teacher prefers teaching through group work. 17(39.52%) didn't give answer.

The survey indicates that teachers predominantly use the lecture method, with minimal use of group work or individual activities. This aligns with the students' preference for traditional methods and suggests limited exposure to varied teaching strategies.

4. What kind of comment do you have on your experience?

Out of the total students surveyed, 23 (53.5%) commented that they experienced learning a language through the lecture method. In contrast, 3 (7%) of the students reported that they used group work as their primary method of learning. Additionally, 2 (4.6%) of the students indicated that they learned individually. Furthermore, 15 (35%) students did not respond to the question. Based on these responses, it can be concluded that the group work method is not widely practiced for teaching languages at Gute Secondary School.

The data shows that lecture-based instruction is the most common experience among students, with limited opportunities for group work or individual study. This indicates that group work is not widely practiced at Gute Secondary School, leading to a more formal approach to language instruction.

The findings suggest that students at Gute Secondary School primarily engage in formal, teacher-led instruction, with limited interaction through group work or individual study. This approach may hinder their ability to practice language functions such as communication and interpersonal interactions, which are crucial for practical language use.

4.1.3.2. Closed - Ended Questions

In order to answer the questions, participants were provided with a translated copy and clear instructions. A total of 43 participants took part in the survey. For each question, participants

were instructed to indicate their level of agreement by ticking one of the following options: 5= Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree, 1 = Strongly Disagree. Participants were asked to place a checkmark (✓) under the level of their agreement.

Table 1: Student Attitudes toward Group Work in English Language Teaching

No	Questionnaire items	Frequency in Number and in %									
		5	%	4	%	3	%	2	%	1	%
1	I feel happy when teachers implement group work in English language teaching	13	30.23	8	18.6	17	39.53	3	6.98	2	4.65

From the sample, 13 respondents (30.23%) strongly agreed, 8 respondents (18.60%) agreed, 17 respondents (39.53%) were undecided, 3 respondents (6.98%) disagreed, and 2 respondents (4.65%) strongly disagreed with the question.

This data indicates that most students prefer learning through group work. They feel more comfortable when their teachers use group work to teach language functions and content. However, 17 respondents (39.53%) undecided, and some revealed a dislike for group work.

Overall, nearly half of the respondents (48.83%) have a positive view of group work in English language teaching. A significant portion (39.53%) is neutral, which suggests that a considerable number of participants neither strongly support nor oppose the use of group work in teaching English.

Only a small percentage (11.63%) expressed negative feelings towards group work. The combined percentage of respondents who are either positive or neutral about group work (48.83% and 39.53% = 88.36%) is quite high. This indicates that group work in English language teaching is generally viewed positively or at least neutrally by the majority.

The percentage of respondents who disagree or strongly disagree is relatively low (11.63%), indicating that strong opposition is not widespread.

Given that a substantial portion of respondents remains neutral, it may be beneficial for teachers to address varying perspectives on group work to cater to diverse preferences.

Overall, the feedback suggests that while group work is appreciated by a significant number of respondents, there is also a notable portion that remains neutral, highlighting the need for flexibility and adaptability in teaching methods.

Table 2: Student Perceptions of Cooperative Learning in Language Skills Acquisition

No	Questionnaire items	Frequency in Number and in %									
		5	%	4	%	3	%	2	%	1	%
2	Students learn language skills more when they are fully engaged in cooperative learning (group work)	14	32.56	14	32.56	5	11.63	2	4.65	7	16.28

As shown in the table, 14 respondents (32.56%) strongly agree, 14 respondents (32.56%) agree, 5 respondents (11.63%) are undecided, 2 respondents (4.65%) disagree, and 7 respondents (16.28%) strongly disagree with the statement.

From this data, it can be concluded that respondents generally recognize the value of working in groups for learning language skills. A significant proportion of students (65.12%) either agree or strongly agree with the statement. Specifically, 32.56% strongly agree and another 32.56% agree, indicating a strong overall positive perception of the effectiveness of cooperative learning in language skill acquisition.

11.63% of students are neutral, suggesting that this portion neither agrees nor disagrees with the statement. This neutrality may reflect uncertainty or a lack of experience with cooperative learning methods.

A minority of students (20.93%) responded ‘disagree’ or ‘strongly disagree’ with the statement. Of these, 4.65% disagree and 16.28% strongly disagree. This indicates that there is some skepticism or negative feedback regarding the effectiveness of cooperative learning for language skills among this smaller subset of students.

Overall, the majority of students perceive cooperative learning as beneficial for learning language skills, with a strong tendency to agree or strongly agree with the statement. However, a notable minority remains neutral or disagrees, suggesting that while cooperative learning is valued by many, it may not be universally effective or appreciated by all students. This could point to individual differences in learning preferences or experiences with cooperative learning.

Table 3: The Importance of Thorough Explanations by English Language Teachers in Group Work Activities

No	Questionnaire items	Frequency in Number and in %										total
		5	%	4	%	3	%	2	%	1	%	
3	English language teachers have to explain the lesson fully for group members to help students to understand the lesson.	5	%	4	%	3	%	2	%	1	%	
		11	25.58	21	48.84	7	16.28	1	2.33	3	6.98	43

The respondents were asked whether the teacher needs to fully explain the lesson to group members in group work. As shown in the table above, 11 (25.58%) of the respondents strongly agreed, 21 (48.84%) agreed, 7 (16.28%) were undecided, 1 (2.33%) disagreed, and 3 (6.98%) strongly disagreed with the statement.

Most students prefer teachers to fully explain group work activities to help them understand the lessons better. A combined total of 74.42% of respondents gave either "Agree" (48.84%) or "Strongly Agree" (25.58%) with the statement. This indicates a strong consensus that English language teachers should provide a thorough explanation of lessons to aid student understanding.

16.28% of respondents chose a neutral position (rating 3), suggesting that while they might not strongly feel one way or the other, they acknowledge some merit to the idea. Only 9.31% of respondents said either "Disagree" (2.33%) or "Strongly Disagree" (6.98%) with the statement. This small portion indicates that the idea of a thorough lesson explanation is generally accepted.

The results indicate a clear inclination toward the belief that a thorough explanation by English language teachers is important for students' understanding. The relatively high percentage of agreement suggests that most respondents value detailed explanations in teaching. The low percentage of disagreement indicates that the concept of comprehensive explanation is widely supported, with only a few dissenters.

Table 4: Preferences for Grammar Instruction versus Group-Based Language Skills Teaching in Secondary School Students

No	Questionnaire items	Frequency in Number and in %									
		5	%	4	%	3	%	2	%	1	%
4	Teaching language grammar is more useful than teaching language skills in groups.	23	53.49	11	25.58	5	11.63	2	4.65	2	4.65

For the question, “Teaching language grammar is more useful than teaching language skills in groups,” 23 respondents (53.49%) strongly agreed, 11 respondents (25.58%) agreed, 5 respondents (11.63%) were undecided, 2 respondents (4.65%) disagreed, and 2 respondents (4.65%) strongly disagreed.

This indicates that most students at Gute Secondary School prefer traditional grammar-focused teaching methods over communicative or group-based language learning methods.

A combined total of 79.07% of respondents either strongly agreed (53.49%) or agreed (25.58%) that teaching language grammar is more useful than teaching language skills in groups. This demonstrates a strong inclination among the majority of respondents toward the usefulness of grammar instruction over group-based skill development.

11.63% of respondents were neutral, suggesting that a smaller portion of the respondents neither agreed nor disagreed with the statement. This indicates that some individuals may view both approaches as having equal merit or are uncertain about which method is more effective.

Only 9.3% of respondents either disagreed (4.65%) or strongly disagreed (4.65%) with the statement. This relatively small proportion suggests a general consensus favoring the usefulness of grammar instruction over group-based skill instruction.

Overall, the data indicates that a significant majority of respondents believe that teaching language grammar is more beneficial than teaching language skills in groups. While there is some recognition of the value in different teaching approaches, the clear trend is in favor of grammar instruction.

Table 5: Perceptions of the Effectiveness of Group-Based Language Teaching Techniques in English Language Learning

No	Questionnaire items	Frequency in Number and in %									
		5	%	4	%	3	%	2	%	1	%
5	Teaching English in groups of language learning and teaching increases proficiency than any other techniques of classroom organization.	22	51.16	9	20.93	3	6.98	5	11.63	2	4.65

The table appears to be part of a questionnaire assessing opinions on the effectiveness of teaching English in groups compared to other classroom organization techniques. Respondents were asked to rate their agreement with the statement: "Teaching English in groups of language learning and teaching increases proficiency more than any other technique of classroom organization."

For this question, 22 respondents (51.16%) strongly agree, 9 respondents (20.93%) agree, 3 respondents (6.98%) are undecided, and 2 respondents (4.65%) strongly disagree.

The respondents revealed that the cooperative language technique is considered more important for teaching English than other techniques of English language learning and teaching.

The majority of respondents (72.09%) responded either strongly agreed or agree with the statement. Specifically, 51.16% strongly agree, and 20.93% agree. This indicates a strong overall positive perception towards the effectiveness of group teaching in increasing proficiency.

A smaller portion of respondents (6.98%) are neutral on this issue, suggesting that while most have a clear opinion, a small group is unsure or indifferent about the effectiveness of group teaching compared to other methods.

11.63% of respondents disagree with the statement, and a further 4.65% strongly disagree. This indicates a minority view that group teaching is not necessarily more effective than other classroom organization techniques.

The data shows a significant inclination towards favoring group teaching methods for increasing proficiency in English. The predominant positive responses (72.09%) suggest a consensus that group-based learning is beneficial compared to other techniques. However, there is a small minority (16.28%) who are either neutral or in disagreement, highlighting that there may be varied opinions or experiences regarding the effectiveness of group teaching.

This analysis could be useful in understanding how the teaching methodology is perceived and might guide decisions on instructional strategies or further research into the effectiveness of different teaching techniques.

Table 6: The Importance of Group Work in Teaching Communicative Language Skills

No	Questionnaire items	Frequency in Number and in %									
		5	%	4	%	3	%	2	%	1	%
	Group work is the most important technique of teaching communicative language	16	37.21	11	25.58	12	27.91	2	4.65	2	4.65

Out of 43 respondents, 16 (37.21%) strongly agreed that group work is the most important technique for teaching communicative language. Additionally, 11 respondents (25.58%) agreed with this view. In contrast, 12 respondents (27.91%) were undecided. Only 2 respondents (4.65%) disagreed, and another 2 respondents (4.65%) strongly disagreed with the statement.

Overall, most respondents indicated that group work is a crucial technique for learning and teaching the English language. Specifically, a combined total of 62.79% (37.21% strongly agree and 25.58% agree) of respondents either strongly agree or agree that group work is the most important technique for teaching communicative language. This suggests a significant proportion of people place high value on group work in this context.

27.91% of respondents were neutral, which could imply either a lack of strong opinion on the matter or the view that other techniques are equally important.

Only 9.3% (4.65% disagree and 4.65% strongly disagree) of respondents disagreed or strongly disagreed with the statement. This small percentage indicates that only a few people believe group work is not important.

In summary, the majority of respondents either agree or strongly agree that group work is essential for teaching communicative language. The neutral responses suggest some indecision or recognition of alternative techniques, while only a small fraction disagrees with the importance of group work. This distribution reflects a general consensus on the value of group work, with a notable minority holding differing views.

Table 7: Teachers as Language Models in the Classroom: Perspectives on English Usage

No	Questionnaire items	Frequency in Number and in %									
		5	%	4	%	3	%	2	%	1	%
7	Teachers should talk more English than students in the class room as they have to be their models	5	%	4	%	3	%	2	%	1	%
		20	46.51	7	16.28	6	13.95	5	11.63	5	11.63

The majority of respondents (62.49%) either strongly agree (46.21%) or agree (16.28%) that teachers should talk more in English than students. This reflects a strong belief in the importance of teachers setting an example by using English in the classroom.

A significant minority (23.26%) disagrees (11.63%) or strongly disagrees (11.63%) with the idea, indicating that there is some contention or alternative viewpoints regarding this teaching approach.

The relatively high percentage of strong agreement suggests that a considerable portion of the population values the role of teachers as language models in the classroom. However, the 13.95% who are neutral also indicates that there is a notable diversity of opinions.

Overall, the data reflects a general consensus on the importance of teachers using English in the classroom to set an example, though there is also notable diversity in opinions.

Table 8: The Effectiveness of Group Learning in English Language Education: Student Perspectives

No	Questionnaire items	Frequency in Number and in %									
		5	%	4	%	3	%	2	%	1	%
8	Students learn English best when they are organized in groups.	5	%	4	%	3	%	2	%	1	%
		23	53.49	10	23.26	3	6.98	4	9.3	2	4.65

Of the respondents, 23 (53.49%) strongly agree that English is learned and taught best when students are organized in groups led by teachers. Additionally, 10 (23.26%) agree with this statement, while 3 (6.98%) are undecided. Conversely, 4 (9.30%) disagree, and 2 (4.65%) strongly disagree.

This data reveals that a significant majority of students (76.75%) believe that English is learned most effectively when organized in groups. Specifically, 53.49% strongly agree and 23.26% agree, indicating robust support for the effectiveness of group learning.

On the other hand, 6.98% of students are neutral, suggesting they are either uncertain or indifferent about the benefits of group learning. A combined total of 13.95% (9.30% disagree and 4.65% strongly disagree) do not support the idea that group organization is the best method for learning English. Although this represents a minority, it highlights that there are some differing opinions on the effectiveness of group learning.

Overall, the data indicates a strong preference for group-based learning, as evidenced by the high percentage of agreement (76.75%). However, there remains a smaller segment of students who either disagree or are neutral regarding the effectiveness of this approach. This suggests that while group learning is favored by the majority, there are varied opinions on its overall efficacy.

Table 9: Evaluation of the Effectiveness of Whole-Class Lesson Explanation in English Language Teaching

No	Questionnaire items	Frequency in Number and in %									
		5	%	4	%	3	%	2	%	1	%
9	Explaining the lesson to the whole class is the best English language teaching method.	5	%	4	%	3	%	2	%	1	%
		13	30.23	14	32.56	6	13.95	5	11.63	5	11.63

Of the respondents, 13 (30.23%) strongly agree that explaining the lesson to the whole class is the best English language teaching method, while 14 (32.56%) agree with this statement. Six respondents (13.95%) are undecided, and 5 (11.63%) disagree. Additionally, 5 (11.63%) strongly disagree.

In summary, a combined total of 62.79% (13 responses strongly agree and 14 responses agree) believe that explaining lessons to the whole class is the best method for teaching and learning English. This indicates that a majority of respondents view this method as effective.

Thirteen percent (13.95%) of the respondents are neutral about the effectiveness of this teaching method, suggesting that a small portion neither agree nor disagree with the statement.

A total of 23.26% (5 responses each of disagree and strongly disagree) do not support the statement, indicating that some respondents do not believe this method is the most effective for teaching English.

Overall, while more than 60% of respondents support the method of explaining lessons to the whole class as effective, there is a notable minority who disagree or remain neutral, reflecting a diversity of opinions on this teaching approach.

Table 10: Students’ Perceptions of Group Work Integration in Teaching Language Skills

No	Questionnaire items	Frequency in Number and in %									
		5	%	4	%	3	%	2	%	1	%
10	Language skills; listening, speaking, reading and writing are best taught in group work integrations.	5	%	4	%	3	%	2	%	1	%
		16	37.21	11	25.58	4	9.3	5	11.63	6	13.95

From the respondents, 16 (37.21%) strongly agreed, 11 (25.63%) agreed, 4 (9.30%) were undecided, 5 (11.63%) disagreed, and 6 (13.95%) strongly disagreed with the statement that language skills—listening, speaking, reading, and writing—are best taught through group work integration.

The majority of respondents believe that group work is an effective method for teaching language skills. This is evident from the combined percentage of those who strongly agree (37.21%) and agree (25.63%), totaling 62.84%.

A smaller proportion of respondents (9.30%) are neutral about the effectiveness of group work, suggesting a moderate level of ambivalence or lack of a strong opinion on the matter.

A combined total of 25.58% of respondents disagree or strongly disagree with the statement (11.63% disagree and 13.95% strongly disagree). This indicates that there is a notable minority who do not believe group work is the best method for teaching language skills.

The largest percentage of respondents (37.21%) strongly agree with the statement, indicating a strong belief in the effectiveness of group work for teaching language skills.

Overall, the responses are skewed towards agreement, with a noticeable drop in neutral, disagree, and strongly disagree responses. This skew suggests a general preference for group work as an effective method for teaching language skills among the majority of respondents.

While the majority view group works as an effective method for teaching language skills, there is significant minorities who either disagree or strongly disagree. This indicates that, although group work is favored by many, it may not be universally accepted as the best method for all learners.

Table 11 Students’ Perspectives on Encouraging Group Work in English Language Teaching

No	Questionnaire items	Frequency in Number and in %									
		5	%	4	%	3	%	2	%	1	%
11	English language teachers should encourage all students to take part in group works.	14	32.56	14	32.56	4	9.3	6	13.95	5	11.63

Fourteen respondents (32.56%) strongly agree, and fourteen (32.56%) agree that English language teachers should encourage all students to take part in group work. Four respondents (9.30%) are undecided, six (13.95%) disagree, and five (11.63%) strongly disagree with this statement.

These results show that the majority of respondents believe English language teachers should encourage all students to participate in group work. Specifically, 65.12% of respondents agree with this view, indicating a strong preference for incorporating group work into the teaching process.

A smaller proportion (9.30%) of respondents are neutral, suggesting that some individuals neither strongly agree nor disagree. Conversely, a minority (25.58%) either disagree or

strongly disagree with the statement, which may reflect differing perspectives or experiences regarding group work in the classroom.

Overall, while most respondents support the idea of encouraging group work, there is a notable minority that does not. This disparity could indicate varying teaching philosophies or experiences among the respondents. Further investigation may be needed to understand the reasons behind the disagreements and address any concerns or reservations.

Table 12: Effectiveness of Cooperative Group Learning in Enhancing English Language Skills

No	Questionnaire items	Frequency in Number and in %									
		5	%	4	%	3	%	2	%	1	%
12	Students learn English best when they are organized in groups to learn cooperatively from peers led by teachers.	16	37.21	11	25.58	6	13.95	6	13.95	4	9.30

A total of 16 respondents (37.21%) strongly agree that language skills—listening, speaking, reading, and writing—are best taught through group work integrations. Additionally, 11 respondents (25.58%) agree with the statement, 6 respondents (13.95%) are undecided, 6 respondents (13.95%) disagree, and 4 respondents (9.30%) strongly disagree.

This data suggests that students learn English best when organized in groups to learn cooperatively with guidance from teachers. A significant portion of respondents (37.21%) strongly agree that cooperative group learning, led by teachers, is the most effective approach. About a quarter (25.58%) also support this view, indicating general approval for cooperative group learning.

However, 13.95% of respondents are neutral or undecided about the effectiveness of cooperative group learning for learning English. Another 13.95% disagree with the statement, suggesting that they find it less effective. Only 9.30% strongly disagree, showing a minority who oppose the approach.

In summary, 62.79% of respondents either agree (25.58%) or strongly agree (37.21%) that cooperative group learning is beneficial for learning English. Conversely, 27.90% are either neutral (13.95%) or disagree (13.95%) with this approach. This indicates a general consensus in favor of cooperative group learning, though a notable minority either disagrees or is uncertain about its effectiveness.

Table 13: Student Responses on Equal Chances to Participate in Group Work

No	Questionnaire items	Frequency in Number and in %									
		5	%	4	%	3	%	2	%	1	%
13	Students are given equal chances to discuss and participate in group works.	12	27.91	13	30.23	6	13.95	5	11.63	7	16.28

12 (27.91%) of respondents strongly agree, 13 (30.23%) agree, 6 (13.95%) are undecided, 5 (11.63%) disagree, and 7 (16.28%) strongly disagree with the statement that students are given equal chances to discuss and participate in group work.

The majority of respondents have a positive view on whether students are given equal chances to discuss and participate in group work. Specifically, 27.91% strongly agree and 30.23% agree, resulting in 58.14% of respondents holding a positive view.

13.95% of respondents are neutral, indicating neither agreement nor disagreement with the statement. This may suggest a level of uncertainty or a lack of strong opinions about the fairness of participation in group work.

The combined total of those who disagree (11.63%) and strongly disagree (16.28%) is 27.91%. This indicates that nearly a quarter of the respondents believe that students are not given equal chances to participate in group work.

The data shows a generally positive sentiment towards equal participation in group work. However, there is a notable portion of respondents who have concerns. While the majority view participation positively, addressing the concerns of the dissatisfied minority could help in creating a more inclusive and equitable environment for all students.

Table 14: Effectiveness of Cooperative Group Learning in English Language Acquisition: Student Perspectives

No	Questionnaire items	Frequency in Number and in %									
		5	%	4	%	3	%	2	%	1	%
14	Students learn English best when they are organized in groups to learn cooperatively from peers led by teachers.	17	39.53	12	27.91	1	2.33	9	20.93	4	9.30

The table shows responses to a questionnaire item about the effectiveness of cooperative group learning for English language acquisition. The responses are categorized on a scale from 1 to 5, where 5 indicates strong agreement with the statement and 1 indicates strong disagreement.

127 (39.53%) of respondents strongly agree that students are given equal chances to discuss and participate in group work. 12 (27.91%) agreed with the statement, 6 (2.33%) were undecided. 9 (20.93%) disagreed. 4 (9.30%) strongly disagreed.

A significant majority of students (67.44%) believe that cooperative group learning is beneficial for learning English. This suggests that many students see value in learning from peers in a group setting under the guidance of teachers.

Very few students are neutral about the effectiveness of group learning, indicating that most students have a clear opinion on the matter.

A smaller proportion of students (30.23%) do not believe that group learning is effective. While this is less than the percentage of positive responses, it still represents a noteworthy portion of the student population who may prefer other methods of learning or have had less favorable experiences with group work.

The data suggests that a majority of students (over two-thirds) feel that learning English in groups cooperatively, with peer interactions and teacher guidance, is effective. However, there is a substantial minority (about 30%) who disagree with this method. This disparity highlights that while cooperative learning is favored by a significant portion of students, it may not be universally effective or preferred, and there may be a need to consider diverse learning approaches to accommodate varying student preferences.

Generally, the results from the questionnaire reveal that group work is not practiced in the classes to promote students' language communication skills. Learning outcomes are the results of what learners are able to do as a result of a period of instruction. These outcomes include various grammatical items and the ability to participate effectively in certain communicative activities. While foreign language learning was once believed to promote mental discipline and intellectual development, today it is often taught with more practical goals in mind. Desired learning outcomes are now frequently described in terms of objectives, performances, competencies, or skills (Richards, 2013).

This confirms that if students are not effectively participating in group work, they miss out on the benefits of such activities in ELT classrooms. They lack the practical performance outputs of language in their communication activities. As the educational curriculum now emphasizes language skills, competencies, and performances, important classroom activities and aspects are often not exercised, and essential language activities are not designed and carried out in small groups.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

To promote language learning and teaching effectively, various methodologies, techniques, and approaches were applied to develop students' language knowledge and skills. This study aims to investigate the effectiveness of group work implementation in language teaching and learning, focusing on Grade 10 students at Gute Secondary School.

A descriptive survey study method was employed, utilizing both qualitative and quantitative techniques for data gathering and analysis. The data collection tools included unstructured interviews with English language teachers, classroom observations, and student questionnaires to understand their perspectives on the implementation of group work in English language teaching and learning.

Unstructured interviews with English language teachers were designed to gain insights into their experiences and strategies regarding group work. These interviews provided valuable qualitative data on the challenges and successes encountered in the classroom. Classroom observations allowed for direct assessment of group work dynamics, teacher facilitation, and student engagement. The student questionnaires aimed to capture students' responses and attitudes towards group work, providing a quantitative measure of its perceived effectiveness.

The data gathered and analyzed revealed that the implementation of group work in the English language classroom at Gute Secondary School was not effective in promoting communicative language teaching and learning activities. Several factors contributed to this ineffectiveness. Firstly, there were issues related to classroom management and the organization of group activities. Teachers faced challenges in structuring group work in a way that encouraged meaningful interaction and language use among students. Secondly, there was a lack of sufficient training and support for teachers on how to effectively implement group work. This led to inconsistencies in how group activities were facilitated and monitored.

Furthermore, the classroom conditions were not conducive to productive group work. Overcrowded classrooms and limited resources hindered the ability of students to engage fully in group tasks. The physical environment did not support the necessary movement and interaction required for successful group work. Additionally, the students' varying language proficiency levels posed a challenge in forming balanced groups where all members could participate equally and benefit from the activities.

The study also highlighted that students had mixed feelings about group work. While some appreciated the opportunity to collaborate with peers, others felt that group activities were not well-organized and often led to unequal participation. Some students reported that dominant group members would take over tasks, leaving quieter or less proficient students disengaged.

In conclusion, while group work has the potential to enhance language learning through interactive and communicative activities, its implementation at Gute Secondary School was found to be ineffective due to various challenges. To improve the situation, it is recommended that teachers receive targeted professional development on effective group work strategies. Additionally, efforts should be made to improve classroom conditions and provide adequate resources to support group activities. By addressing these issues, group work can become a more effective tool for promoting language learning and student engagement in English language classrooms.

5.2. Conclusion

Based on the analysis and discussion on the effectiveness of implementing group work in the classroom, the researcher has reached several conclusions. The data tools used to study the implementation of group work at Gute Secondary School indicate that this approach is not equipping students with the intended language knowledge, communication skills, interaction skills, and overall language proficiency. Students showed a lack of interest in participating in group work, felt shy about expressing their ideas in class, and remained overly dependent on their teachers for everything related to language knowledge and use.

While many scholars agree that the implementation of group work techniques is valuable for helping students learn together, work on tasks in small teams, develop interactions and communication skills, promote learner responsibility, and foster autonomy, these benefits were not observed in this study. Instead, the group work approach was shown to be ineffective in the context of Gute Secondary School.

The goals of language teaching have evolved significantly. The focus has shifted from knowledge-based mental discipline and intellectual development to performance-based outputs and practical goals. The language curriculum has moved away from emphasizing the proficiency of knowledge and accuracy of language structure and grammatical items. Instead, the emphasis is now on the ability to participate effectively in communicative activities.

However, the process of English language teaching and learning through group work faces several challenges. These include a lack of classroom discipline control, the use of students' native language instead of English, the reinforcement of students' errors, the difficulty in monitoring all groups, and the frequent use of group work implementation in English language classrooms to promote process-oriented interactive language teaching.

In summary, the research conducted at Gute Secondary School demonstrates that the implementation of group work in English language classrooms did not achieve the intended outcomes. The students did not gain the expected language proficiency, communication skills, or interactive abilities. Additionally, the challenges associated with group work, such as lack of discipline and effective monitoring, further hindered its effectiveness. Therefore, it is crucial to re-evaluate the strategies used for group work and explore alternative methods to enhance language learning and student engagement.

5.3. Recommendation

The language teaching and learning curriculum has shifted from teacher-fronted instruction with a focus on language forms and knowledge to student-centered approaches emphasizing communicative and interactive goals. This new approach aims to help students develop their language fluency more effectively. However, in this school, students have been heavily reliant on teacher performances for learning English, lacking the necessary skills and opportunities to share responsibilities and learn the language effectively and efficiently.

To enhance the implementation of effective group work in English language classrooms, the following recommendations are forwarded:

- It is essential for students to take personal responsibility for their learning. Teachers should create an environment where students feel accountable for their progress and are motivated to engage actively in their learning process.
- Students should make transition from focusing on language structure and knowledge-oriented goals to communicative language goals. This shift will enable students to use the language more effectively in real-life situations, enhancing their fluency and confidence.
- All stakeholders in education, including administrators, parents, and policymakers, should actively contribute to enhancing the implementation of group work in language

teaching and learning. Their support and involvement are crucial for creating an environment that fosters collaborative learning and effective communication skills.

- Teachers must guide students in understanding the importance of taking responsibility for their own learning. This can be achieved through setting clear expectations, providing regular feedback, and encouraging self-assessment and reflection.
- Teachers should design activities that require students to work collaboratively, ensuring that each student has a specific role and responsibility within the group. This approach not only promotes accountability but also helps students develop teamwork and leadership skills.
- Students should be encouraged to engage in activities that promote the practical use of language, such as role-plays, discussions, and problem-solving tasks. These activities should be designed to mimic real-life communicative scenarios, allowing students to practice and develop their language skills in meaningful contexts.
- The curriculum should incorporate a variety of interactive and communicative activities that prioritize language use over the mere acquisition of grammatical knowledge. This approach will help students become more fluent and confident in their language abilities.
- Educational stakeholders should provide resources and support for the implementation of group work in classrooms. This may include professional development opportunities for teachers, funding for collaborative learning materials, and policies that encourage innovative teaching practices.
- Parents and community members should be informed about the benefits of communicative language teaching and encouraged to support their children's learning at home. This support can take the form of engaging in English conversations, providing access to language learning resources, and fostering a positive attitude towards language learning.
- By implementing these recommendations, the school can create a more effective and engaging language learning environment. Students will benefit from taking ownership of their learning, focusing on practical language use, and working collaboratively with their peers, ultimately becoming more proficient and self-reliant English speakers.

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APENDIX I

ADDIS ABABA UNIVERSITY

College of Humanities, Language Studies, Journalism and Communication

Department of Foreign Language and Literature

Classroom observation check list; The purpose of this classroom observation check list is to check methods and techniques of group work implementation in language teaching and learning classrooms in Gute secondary school. It focuses on the interactions in classrooms, in groups, the role of teacher to facilitate and how do students exercise their responsibilities in relation to the literature

Group work implementation in ELT	Elements of communicative language	Applied Very well	Moderately applied	Not applied at all	Not applicable
1.Strategies pre and during instruction	1.1 Being grouped students are given opportunities to practice oral communication				
	1.2 The lesson is already taught /learned.e.g. by discussions, questioning stated				
	1,3 the teacher has given instruction of how to do the activities				
2. Teaching strategies while instruction	2.1 Students are involved in a group and actively participated in discussion				
	2.2 Students are engaged in group work, discussion based on students interest				
	2.3 Students make decisions on ideas in communications freely				
Types of learning language	3.1 The students activities to practice ELT methods in groups e.g. gap filling, reading				
	3.2 Students are provided opportunities to practice what is learned				
	3.3 students practice in ELF group works independently				
4.Post lesson activities	4.1 The teacher summarizes the day's lesson				
	4.2 The teacher gives chances for groups to present their discussion by representatives.				
	4.3The students first present their points then teacher summarizes the lesson giving further works for students.				

APPENDIX II

ADDIS ABABA UNIVERSITY

College of Humanities, Language Studies, Journalism and Communication

Department of Foreign Language and Literature

Dear Teacher,

These interview questions are presented you on how you handle group work as EFL teacher in Gute secondary school grade 10 in focus. So, you are kindly requested to the questions accordingly.

Part I Personal Information

Age _____ Grade level and section you teach _____ Qualification _____ Marital Status _____ Working experience _____

Part II Interview Questions

1. Do you use method of grouping students in teaching English for your students? If “yes” how often? _____

If the response is “No” what reason do you forward? _____

2. Do your students participate in group works equally? If you say “yes” how do you describe it? _____

If “no”, why? _____

3. Do all students get involved in cooperative language teaching and learning and share equal roles? If your answer is “yes”, explain how? _____

If "No," state the reason. _____

4. Do you frequently apply cooperative language teaching in the classroom? If "yes" how often? _____

If "No", why? _____

5. Do students practice language items exhaustively in groups when they are assigned to do so?

Explain. _____

6. Is the group work language teaching methodology makes your teaching learning effective? Forward your points. _____

7. Do students exchange their ideas and opinions effectively? State your opinion.

What guidance and aid do you provide when your students are working in group?

APPENDIX III

ADDIS ABABA UNIVERSITY

College of Humanities, Language Studies, Journalism and Communication

Department of Foreign Language and Literature

QUESTIONNAIRE FOR STUDENTS

Dear student,

The purpose of this questionnaire is to obtain information or your views on how group work is implemented in English language teaching and learning in Gute Secondary School, classroom context.

Thank You

Part A: Personal Information

1. Name of the school you currently learn in Gute secondary school
2. Grade level you learn 10
3. Gender ; put (✓) in the box you select Male Female
4. Your age _____

Part B: Your English Language Experience

1. What language learning methods you prefer to learn with as a student? (Lecture, group work, whole class teaching method individual work) why? _____
2. What made you like learning by the method? _____

3. What method of teaching English is preferred by your teachers?

4. What kind of comment do you have on your experience? _____

Part C: The purpose of this questionnaire is to obtain about your views on how group work is implemented in teaching and learning English at Gute secondary school your classroom context.

Level of agreement: (1-5) 5= strongly agree, 4= agree, 3 = undecided, 2 = disagree, 1 = strongly disagree put (✓) under the level of your agreement

No	Item	Level of agreement				
		5	4	3	2	1
1	I feel happy when teachers implement group work in English language teaching.					
2	Students learn language skills more when they are fully engaged in cooperative learning (group work)					
3	English language teachers have to explain the lesson fully for group members to help students to understand the lesson.					
4	Teaching language grammar is more useful than teaching language skills in groups.					
5	Teaching English in groups language learning and teaching increases proficiency than any other techniques of classroom organization					
6	Group work is the most important technique of teaching communicative language					
7	Teachers should talk more English than students in the class room as they have to be their models					
8	Students learn English best when they are organized in groups.					
9	Explaining the lesson to the whole class is the best English language teaching method					
10	Language skills; listening, speaking reading and writing are best taught in group work integrations					
11	English language teachers should encourage all students to take part in group works.					
12	Students learn English best when they are organized in groups to learn cooperatively from peers led by teachers.					
13	Students are given equal chances to discuss and participate in group works.					
14	English language Communication is best taught and learned in group works.					

DABALLII IV

YUNIVERSIITII FINFINNEE

Kolleejjii Namoomaa, Qo'annoo Afaanii, Gaazeexessummaafi haasaa waliin

Muummee Hobarruu fi Afaanota biyya Alaa

Gaafannoo Barattootaaf Qophaa'e

Barattoota jaallatamoo,

Kaayyoon gaafannoo kanaa, Mana barumsa Gutee Sadarkaa lammaffaa keessatti fayyadama mala hojii gareen Afaan Inglizii baruuf barsiisuu irrati yaadaafi ilaalcha keessan hubachuuf dha.

Kanaafuu gaaffilee armaan gadii dubbisaatii deebii keessan qofaa bakka laatametti guutuun akka naaf deebistanan isin gaafadha.

Galatoomaa

Kutaa A: Odeeffannoo dhuunfaa

1. Maqaa man barumsaa: _____
2. Sadarkaa barumsaa: kutaa _____
3. Saala (mallattoo (✓) itti godhi) Dhiira Dubrab
4. Umurii: Waggaa _____

Kutaa B: Muuxannoo Afaan Inglizii barachuu

1. Afaan Inglizii Mala Baruufi barsiisuu attamiin barachuu jaallatta?

2. Maaltu akka mala baruuf barsiisuu kana fialattu si taasise ? Ibsi.

3. Barsiisonni Afaan Inglizii si barsiisan mala baruuf barsiisuu isa kamiin barsiisuu filatu?
(Ibsa, Marii hojii garee, ibsa guutummaa daree, mala hojii dhuunfaa barachuu)

4. Muuxannoo qabduun utuu mala kamiin barattee dandeettii barnoota Afaan Inglizii kee gabbisatta? _____

Kutaa C: Kaayyoon gaafannoo kanaa mana barumsaa Guutee Sadarkaa 2ffaatti Afaan ingilizii baruuf barsiisuu daree barnootaa keessatti hobannoo itti fayyadama hojii garee isin qabdan sadarkaa kamitti akka ta'e beekuufi dha. Sadarkaa itti waliigalan: (1-5), 5 = baay'een itti

waliigala, 4= itti waliigala, 3= Yaada hin kennu , 2= nan morma 1= baay'iseen morma.

Lakkoofsa filatte jalatti mallattoo (✓) guuti.

Lak k.	Gaaffii	Sdarkaa itti walii galtan				
		5	4	3	2	1
1	Gaafa mala baruuf barsiisuu hojii garee fayyadamanii Afaan Ingilizii nu barsiisani gammachuutu natti dhaga'ama.					
2	Barsiisotni Afaan Inglizii barsiisan barattoota hundaa hoji garee keessatti hirmaachisiisuu malu.					
3	Barsiisotni afaan Inglizii barsiisan barnoota hojii gareen baratamu gutummaatti barattootaaf ibsuu malu.					
4	Barnoota seerluga Afaanii barsiisuun dandeettiiwwan Afaanii barsiisuu caalaa barbaachisaa dha.					
5	Gareedhaan barchuun mala baruuf barsiisuu kamuu caalaa bu'a qabeessummaa brnoota dandeettii Afaanii ni guddisa					
6	Dandeettii waliin haasaa Afaan inglizii barattootaa guddisuuf hojii gareetiin karoorsanii barsiisuun baay'ee barbaachisaa dha.					
7	Yeroo hojii gareetiin Afaan Inglizii barsiisan barattootaaf akka fakkeenya ta'aniif barsiisotni hedduu haasa' uututu isaan irraa eegama.					
8	Barattoonni mala hojii gareen walgargaaruun barsiisotaan deggaramanii yoo baratan dandeettii afanii hedduu gabbisatu.					
9	Barsiisotni afaan Inglizii barsiisan barnoota hojii gareen baratamu caalaa gutummaa dareetiif ibsuun barsiisuutu barattootaaf irra bu'a qabeessa.					
10	Dandeettiiwwan Afaan Inglizii dandeettii Afaaniitiin baratamuu malu.Fkn.Dubbachuun waliin haasaa dhaan,dubbisuunis dubbisuu dhaan					
11	Barsiisotni Afaan Inglizii barsiisan barattootni isaanii hojii garee keessatti akka dammaqinaan hirmaatan jajjabeessuu malu.					
12	Barattoonni hojii garee keessatti walgargaaranii akka hirmaatan yoo barsiisonni taasisan afaan Inglizii sirriitti barachuu danda'u.					
13	Yeroo hojii gareen barattan barattoonni hunduu carraa walqixa hirmaatu					
14	Barattooni hojii gareetiin barachuuf fedhiif kaka'umsa guddaa qabu.					