



# JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

AN ASSESSMENT ON THE TEACHERS/STUDENTS PERCEPTIONS  
PRACTICE AND CHALLENGES OF GROUP WORK IN TEACHING AND  
LEARNING ENGLISH LANGUAGE SPEAKING SKILLS: GRADE 10  
TEACHERS/STUDENTS ANGER GUTE SECONDARY SCHOOL IN FOCUS.

BY: Ahmed Abdu

A final Research Submitted to the Department of English Language and Literature  
for Partial fulfillment of the Requirements of Masters degree in Teaching English  
as a foreign language.

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SKIL: ANGER GUTTE SECOUNDARY SCHOOL IN FOCUS

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Declaration

I, the undersigned, declare that this thesis is my original work, not presented for any degree in any universities, and that all the sources used for it are duly acknowledged. Name: Ahmed Abdu  
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## **Abstract**

*The main purpose of this study was to assess the teachers/students perception, practice and challenges of group work in teaching and learning English language speaking skills in order to examine how to apply of group work on the language performance particularly in speaking skills classroom. In the case of Grade 10 Anger Gute secondary School. Descriptive design was employed in this study. The sample sizes of the study were 4 EFL teachers and 180 students in 2011E.C. The students were selected using a random sampling. To collect data from the sample group, questionnaire, interview and observation were used. The questionnaire was the major tool and interview and classroom observation were the supporting tools that helped in the triangulation of data collected. This in turn enhanced the validity of the research. Data were analyzed quantitatively by percentage, and qualitatively by description. The findings indicated that both the teachers' and students' about the perceptions, practices and challenges of group work used in teaching and learning speaking skills perceive positively towards the uses of teaching and learning speaking skills. However, both the teachers and students were not used in authentic situation and for the targets of language practicing were poor and teachers teaching methodology also one of the problems. some students came with poor educational background and low language proficiency; as a result, they intended to use their first language or they become careless to take part in activities, there was no conducive environment and language center in order to improve their language abilities and the formed groups last only for a period, students lack experience of working in groups. particularly, in speaking lesson; some were passive for the activities were not graded , in some active learners used to dominate the group; because of fear or lack of self confidence some students failed to take part in group work or simply sit and expected to done their task from their leader. The result also revealed that instruction of group work activities through speaking lesson has a few transactions (recognizable start and finish. And lessons were not supported by visual aids. In the end, some recommendations have been given. Maximizing the students" proficiency in the language at elementary level. Student should start using the language communicatively through group work at the grass root level. Teachers and administrators should create an English environment in the school to increase students" opportunities to practice English i*

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## **Abbreviations**

- EFL: English foreign language
- L2: Second language
- ESL: English second language
- CLL: Cooperative language learning.
- ICDR: Institute for curriculum development and research
- GW: Group Work

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# Chapter One

## 1. Introduction

### 1.1 Background of the study

Group work is a student-centered way of teaching that emphasizes collaboration, cooperation, and team work. Rance-Roney (2010) describes group work as a classroom practice where “students work in teams to construct knowledge and accomplish tasks through collaborative interaction.” Sometimes teachers use groups to work on short activities in an informal way. However, a more formal structure to group work can provide many benefits for the students as well. The terms group learning and cooperative learning often are used as if they meant the same thing. Many activities can be completed in groups. For example, students can work together in conducting local surveys but it is very important to ensure that every one in the group can handle the task as sometimes a group effort ends with one or two students doing the work the entire group. Group work is useful but true cooperative learning requires much more than simply putting students in group work

Group work began to be seen as a dimension of social work in North America (perhaps best symbolized by it being accepted as a section at the 1935 National Conference of Social Work). Its potential as a therapeutic process was also starting to be recognized (Boyd 1935). As might be expected there was considerable debate around what group work was – and where it belonged (see, for example, Lieberman 1938). Although group work methodology was developed within recreation and informal education agencies it was increasingly being used in social work-oriented agencies within other institutions such as children’s institutions, hospitals, and churches (Reid 1981b: 145-6). Influential commentators such as Gertrude Wilson (1941) argued that group work was a core method of social work and not a field, movement, or agency

The emergence of the group as a focus for intervention and work within social work and informal education in Britain and North America was a slow process and initially largely wrapped up with the response of Christians, particularly evangelical Christians, to the social conditions they encountered in the late eighteenth and throughout the nineteenth century. Examples from Britain include Hannah More and Robert Raikes and Sunday schooling; John POUND and Quentin Hogg and ragged schooling; George Williams and the YMCA; Arthur Sweetman and Maude Stanley in boys' and girls' club work. Their motives were often a complex mix of concern for others, the desire to bring people to Bible truths and values, and worries about the threat to order that the masses posed.

The importance of group work groups may allow students to be more independent, because they are encouraged to teach others and also to learn from others. In contrast, in teacher-fronted

situations, students may be more dependent because the teacher is doing most of the talking. Several researchers (Brown, 2001; Foster, 1998; Ghaith & Yaghi, 1998; Harmer, 1991) have claimed that GW is efficient in language classrooms because it gives learners the opportunity to practice English with their group members. Furthermore, group work maximizes the benefits for students in the classroom. Specifically, it can be used to improve oral activities for language learners, to complete tasks that need discussion among learners, to share reading and listening activities, and to write cooperatively with other learners.

It also has the great advantage of allowing different groups of students to perform different tasks and activities according to their ability (Harmer, 1991). McDonough (2004) explored instructors' and learners' perceptions of the use of pair and small-group activities in a Thai EFL context, and examined whether the learning opportunities theoretically attributed to these activities occurred in an intact classroom. He also investigated whether learners who actively participated during the pair and small-group activities showed improved production of the target forms. The results indicated that learners who engaged in more participation during the pair and small-group activities demonstrated improved production of the target forms, although they did not perceive the activities as useful for their learning.

The basic aim of learning a foreign language is to communicate and to interact effectively inside or outside the classroom, thus, we speak more than we write. Teachers follow certain approaches to teach the English language which focus more on developing the speaking skill. One of these approaches is the communicative approach where teachers talk is reduced and learners are exposed more to the oral language for interacting with others and for developing their Foreign Language Learning. Ur and Kouicem (2010: 29 ) declares also that: Of all the four skills listing, writing ,reading, speaking, people who know a language are referred to as speakers of the language, as if speaking included all other kinds of knowing". The objective of language is achieving communication among the people and the aims of speaking promote communicative efficiency in to a context. According to Foopoli(2006)teachers want students to be the able to use language as correctly as possible in the classroom. In this process, speaking becomes an important skill for teachers and students.

Learners in EFL classes are exposed to do the speaking English more than to do the other skills when they learn because they consider the development of the foreign language depends mainly on the speaking skill. So, if they master the speaking English they can easily master all the other skills. In addition, it helps learners to express themselves, emotions, ideas, and the different other functions of the language.

Literature demonstrates that speaking can be either transactional or interactional; both have some linguistic differences in their usage. The transactional discourse involves mainly passing on information and this type of language is "message-oriented" rather than listener-oriented

(Nunan; 1989 p.27). Such speaking discourse is usually long, clear, comprehensible and planned beforehand, for example, news, instructions, documentary programs, etc (Richards;1990).

This is actually the main reason of learning any foreign language. According to Cunningsworth (1984:43) the ability to communicate effectively through spoken English enables one to be 'proficient' in various language skills. For example, when we see students' academic performance, it is highly dependent on their ability to ask questions, to discuss and to understand concepts from their teachers and peers. However, unlike the traditional way of teaching speaking, today's world requires the way of language teaching that can enable learners develop their communicative both speaking and writing competence through group work.

“Group work is an effective technique for achieving certain kinds of intellectual and social learning goals.

The term “cooperative language learning” appeared in the twentieth century. It was generally founded on the work of Piaget (1965) and Vygotsky (1962). Their theories donated much importance to the use of discussions, problem solving activities, and the role of social interaction in the learning process. Richards and Rodgers (2001) stated that the principal of CLL is that through interacting in socially and pedagogically situations with each other, learners develop their communicative competence in language. CLL developed over the years and now it became one of the most popular approaches of learning foreign languages because of its effectiveness in the learning and teaching process.

According to Hess (2001), group is a natural framework for sharing ideas in the real-world scenario, and it is ideal for a language classroom to communicate. So, in order to ponder learners in the effectiveness of group work tasks, implementation of group work, perceptions and differentiating challenges of group work in teaching and learning English language speaking skill has ample role. In addition to this, Rigg and Hudelson (1986), suggest that “Learning a language means learning to do the things you want to do with people who speak that language. From this, one can understand that working with others is important in language learning during speaking skills. Learning in-group work gives high responsibilities for learners to improve their communicative competence. Therefore, students should perform their different roles. Thus, the

study appears to be very timely in assessing on the practice, perceptions and challenges of group work in teaching and learning English language speaking skills. And in

Ethiopian context, the practice of learning English starts from grade 1, and then becomes the medium of instruction from high school onwards, but the level of students' English language has not been found to be efficient enough to help them to study. Other subjects and even students could not express their ideas in English language effectively. When considering the activities of informal educators and other workers and animators operating in local communities it is helpful to consider whether the groups they engage with are planned or emergent. Planned groups are specifically formed for some purpose – either by their members, or by some external individual, group or organization. Emergent groups come into being relatively spontaneously where people find themselves together in the same place, or where the same collection of people gradually comes to know each other through conversation and interaction over a period of

## **1.2 Statement of the Problem**

The goal of teaching a language is to enable learners to develop communicatively competence. Students in language classes are expected not only to become grammatically correct, but also to achieve the ability of use the language they learnt for various communicative purposes (Byrne, 1986) and (Byget, 1987) cited in Gebrewahid, 2011). Researchers have found that social support is important for learners to be successful in the classroom (Vygotsky, 1978). Working in groups allows students to be in an interactive environment. This interaction helps them to develop language and social skills. During group work, students are engaging with the task, increasing their confidence, and becoming responsible for their own learning (Sajedi, 2014). Working together is effective because students interact meaningfully in the target language and get helpful feedback from peers. Students develop “positive interdependence.” This means that they encourage and help each other by sharing ideas and knowledge to reach a common goal.

An important aim of group work (GW) is to encourage fluency in language. In language classes, GW is a strategy that enables students to discuss issues or to engage in joint activities with other students in a less threatening environment (Harmer, 1991). Particularly in EFL classrooms, grouping is said to be an effective method of teaching for several reasons; for instance, it maximizes the time that students can speak the target language. In addition, it minimizes the time that students spend listening to other students interacting with the teacher; furthermore, it avoids the anxiety that hinders some language learners from speaking and interacting with the teacher in front of the whole class; and it gives the teacher more opportunities to discuss with students the structure of the task (Foster, 1998). The importance of practice in learning speaking English in the world has been given much emphasis. However, in a foreign language learning students may face difficulties in getting opportunities to participate in oral language due to their limited exposure to real and interaction in the target language outside the classroom. And also they are not willing to participate actively in class speaking activities. However, in speaking classes, there are lots of activities that require students to work in groups.

From the experience of teaching English in high school level for 2 year the researcher observed that the students have low practices, perceptions about group work learning and teaching English language speaking skills in the classroom and outside the class. Even if they asked to introduce themselves, in group works or pair work and oral presentation; they are not interested to do.



Similarly, the strategy of teachers teaching group work in English language speaking skills has not effective.

In addition, national and international level several researches conducted in this issue For example, (Days, 1984 and Goodman 1986). Group work enables learners to express themselves in the language of the subject and also helps them to develop the skill of listening, presenting ideas and persuading ( Aggerwal ,1992 cited in Gebrewahid 2011). Also, different local studies conducted such as, Alamirew (1992) conducted a research on practicability of group work and found out that students achieved better communicative competence through group work than through traditional teacher-centered approach. Haregewoin (1993) also showed the importance of group work and noted that there is some resistance to get students into a group. Mulat (2007) indicated the low level of students' communicative competence due to students' negligence and lack of encouragement. Adem (2007) conducted a research on challenges and opportunities of group work, and he declared academic status differences in participation and domination as major challenges of teachers in using group work. So these previous researcher did not about perception, cannot specified in one skill and the scope of area of my study is difference. Therefore, the researcher motivated to conduct this study to investigate the learners practice, perceptions, and challenges of group work in learning and teaching English language speaking skills. Because the researcher believes that if the learners have to develop their practice, perceptions and differentiate the challenges of group work tasks in learning and teaching English language speaking skills, they are not affected by the above mentioned challenges, because practices, perceptions and challenges of group work are person give attention and effort to achieve a certain goal. So to investigate the learners practice, perceptions and challenges of group work in learning and teaching English language speaking skills are very important to eliminate the challenges of group work practices in teaching learning English language speaking skills.

Therefore, current study is planned to bridge the gap of research because it can see both an assessment on the perceptions, practice and challenges of group work in teaching and learning English language speaking skills. Besides, the potential implications of group work activities on the students' individual performance in speaking assessment will also determined. Furthermore, the factors which hamper the practice of group work were thoroughly investigated. Plus these

whether local researcher or foreign can't see the functional of group work in speaking skill or they cannot tried to see in one specific language and also the scope of the study is different from the above local researchers. This study was intended to assess the perceptions, practice and challenges of group work in teaching and learning English language speaking skill: that focuses on grade 10 students of Anger Gutte Secondary school. Therefore, the following research questions are designed.

1. To what extent EFL teachers' practices in group work while teaching the speaking skill?
2. How often do group activities be used in the classroom and help students to enhance speaking skill?
- 4 How many member of group do you work in together in speaking skill activities?
3. What are some of the main challenges encountered in group work that students might face to make the use of group work activities?

### **1.3. Objectives of the study**

#### **1.3.1 General Objective**

The overall objective of this study was to investigate the perceptions, practice and challenges of group work in teaching and learning English language speaking skill in Anger Gutte Secondary school

#### **1.3.2 Specific Objectives**

1. To identify the extent teachers have awareness in group work while teaching and learning the speaking skill
2. To explore the perception of students about group work and its benefits toward learning speaking skill?
3. To assess how frequently group activities be used and help students develop their speaking skill.
4. To examine some of the challenges (if there are any) that students might face to make use of group work activities in the EFL speaking classes.

### **1.4 Significance of the Study**

The researcher believes that the result of the study will give invaluable information that could probably help responsible parties and English teachers to take necessary strategies to improve secondary school students' learning speaking in group work during speaking session. This study also gives suggestion to ESL teachers to develop successful oral group activities as they can identify the major problems faced by their students. Thus, teachers are conscious with the advantages of group work in teaching and learning process. In addition to this, as there is little or no research done on this topic at the secondary school level, the study may serve as a spring board for other researchers who are interested in this area.

## **1.5 Limitations of the study**

In this study the researcher hope certain constrains, the sample size of the study is limit only grade 10 all English teachers and students. In case of the sample specification the researcher may not create a good generalization of the finding to other similar schools. Most of the participants were confused regarding some questions and were in difficulty to provide relevant information though it was believed that the questionnaire was standardized intentionally designed in the way it fit ESL/EFL learners' language command after field tested by the authors. They were also reluctant to complete the questionnaire during administration assuming that the study had negative side effect on them.

## **1.6 Scope of the Study**

This study was focused on Oromia region, East Wollega Zone. Specifically, in Anger Gutte Secondary school. The study was specifically focus on an assessment on the perception, practice and challenges of group work in teaching and learning English language speaking skill.

## **1.7 Operational Definitions of key terms used in this study**

In writing a research report it can be necessary to define important terms as they are used in the research work. An operational definition is a result of the process of operationalization and is used to define something (e.g. a variable, term, or object) in terms of a process (or set of validation tests) needed to determine its practical implication, existence, duration, and quantity. Since the degree of operationalization can vary itself, it can result in a more or less operational definition.

### **1.7.1 A. Definitions of operational study**

**Perception:** is the process of attaining awareness or understanding of sensory information.

**Assessment:** refers to the variety of ways used to collect information on a learner's language ability or achievement. Assessing student performance is a crucial aspect of teaching.

**English Speaking skill:** is the action of conveying information or expressing one's feelings in speech.

**Group work:** is the ability to work in group and allows for the utilization of the different skills, knowledge and experiences that people have.

### **1.7.2 B. Abbreviations of the study**

#### **Abbreviations**

- EFL: English foreign language
- L2: Second language
- ESL: English second language
- CLL: Cooperative language learning.
- ICDR: Institute for curriculum development and research
- GW: Group work

## CHAPTER TWO

### 2 Review of Related Literature

#### 2.1 Concept of Group Work

Teaching and learning in higher education are changing. Active learning has become an important focus in this time of pedagogical change. While the term encompasses a broad array of practices, collaborative learning, or small group work, remains an important element of active learning theory and practice. Research suggests that students learn best when they are actively involved in the process (Davis, 1993). According to Wasley (2006), “Students who participate in collaborative learning and educational activities outside the classroom and who interact more with faculty members get better grades, are more satisfied with their education, and are more likely to remain in college”. A collaborative learning environment, as opposed to a passive learning environment, helps students learn more actively and effectively (Murphy, Mahoney, Chen, Mendoza-Diaz & Yang, 2005). Additionally, research also shows that employers want college graduates to possess the ability to work in groups and have developed suitable teamwork skills (Blowers, 2000).

This thesis is designed to offer suggestions on how to use small groups in order to facilitate learning and instructional diversity in face to face classes. It will begin with an overview of the advantages and disadvantages of working in a group and then discuss some of the methods available to enhance group learning and communication. It will also provide some suggestions for evaluating and assessing group work. While many people detest the mere suggestion of group work, it can be an effective tool if used appropriately.

At different times, different scholars have tried to define group work in different ways. However, the general concept of their definition tends to be the same. For example, Borman (1977:12) defines group work as: “One or more meeting of small groups of people who thereby communicate, face-to-face in order to fulfill a common purpose and achieve a common goal.” Borman adds another element in his definition, that is, “one or more meetings”. By this, he means, the intended objective of the group may not be achieved in one day, thus members of the group need another meeting(s) to accomplish their ultimate objectives. As cited in

GirmaWossnie, A Dictionary of Education (1973: 187) defines group work as: A method of involvement in group discussion talking is pertinent problems either to increase the degree of participation on the part of the students or bring about decision making. From this definition what could be inferred that those who meet for group work exchange ideas on the subject matter of mutual interest to come to consensus.

## **2.2 Merits of Group Work**

Group work has a paramount importance in teaching foreign language communicatively. It encourages learner centered teaching/ learning process by increasing students talking time. In support of this, Michael (1985:46) explains the multipurpose of group discussion as follows:

Many, if not most activities in language classroom can be performed by the students working in groups. Working in this way means more students are directly involved more students talking, while the teacher talks less; students can help each other; and not least, the atmosphere is more relaxed and conducive to good language learning. Bygate (1988:96) supports the above idea by stating the following. “Small group interaction allows more talks of each of the students, and a greater variety of talk. Learners spend more time negotiating and checking on meetings in small groups...” Here what one can understand is that after intensive discussion students convince or are convinced at the end. Among the relevance of group discussion is that students feel confident in the activity they are involved in whenever they successfully complete the given activity. Alamirew (1992:33) explains the idea as follows:

Group work is used not only for its convenience to make the learners use the language but it could also raise the learners’ self esteem. They feel that they are liked by the group and give some value to themselves as they have a hand in whatever activity the group performs. This would in turn, increase their motivation to learn. Moreover, it crates good opportunities for student to learn from one another and promotes experience of learning by them.

Similarly, Eggen and Kauchack (2001:60). “Group work is a strategy that students use to work together to supplement other models.” This is to say, group work is not an instructional model purse, rather, it is a strategy designed to increase involvement when another model is used.

This discussion also elaborates the above idea. It stresses that the learner must be fully involved in the teaching learning of speaking by the context of group work which is participatory method of teaching language.

### **2.3 Group Work Activities**

Group work basically means anything done by learners in groups. The learners are working together during various activities in a given task in a form of groups or unite. Group work provides the learners with opportunity to practice their spoken language through interaction with group members. Group work reduces the time of teacher talk inside the classroom (Mackay & Tom, 1999). Bright & McGregor (1970) believe that through group work activities help learners develop their linguistic and communicative competences. It also increases collaboration among EFL learners; it makes them work as a unit to achieve a task or to solve a certain problem.

Group work can be done in various ways such as role-play and games. Role-play is an activity where a group of learners are asked to perform in an imaginary situation giving each student a specific character. Usually it is one of the favorite activities for EFL learners; they find it fun and enjoyable. Language teachers are the one who select the topic of the role-play. For a successful role-play, that teacher has to choose a topic that is in the interest of his learners in order to make them motivated and encourage hesitant students to speak and express themselves. Instead of repeating what they memorized, learners during rule-plays feel free to speak and interact between each other spontaneously as Dickson states: “Learners say what they want to say and not what someone has told them to say.” (1981, p. 382)

Another activity that can be put under group work strategy is the use of games inside the classroom. Games are effective way to engage learners to perform a specific task. They are designed to encourage interaction between learners in an enjoyable way. Learners interact with each other in order to solve a puzzle, complete gaps; find missing parts of something, draw a picture, find similarities and differences between two objects...Most of EFL learners find games a fun way of completing classroom tasks.



## **2.4 Group Size**

The dynamics of group size is an important component of group work. A small group is often considered to consist of three or more people (Beebe & Masterson, 2003). Groups of two are called dyads and are not encouraged for group work because there are not a sufficient number of individuals to generate creativity and a diversity of ideas (Csernica et al., 2002). In general, it is suggested that groups of four or five members tend to work best (Davis, 1993). However, Csernica et al. (2002) suggests that three or four members are more appropriate. Larger groups decrease each members opportunity to participate and often results in some members not actively contributing to the group. In situations where there is a shorter amount of time available to complete a group task, such as an in class collaborative learning exercise, it is suggested that smaller groups are more appropriate. The shorter amount of time available, the smaller the group should be (Cooper, 1990; Johnson, Johnson & Smith, 1991).

Group work can be especially beneficial for large classes. Wright and Lawson (2005) found that group work helped students feel that the class was smaller and encouraged them to come to class more often. The felt more invested in the course and in the class material, which promoted active learning in a large class environment.

## **2.5 Assigning a Group**

Assigning the members of the group is integral to the success of the group. Some faculty members prefer to randomly assign students to groups. This has the advantage of maximizing heterogeneity of the group (Davis, 1993) and is an effective way of assigning group member in large classrooms. If the class size is small and the instructor is familiar with most of the students, the instructor can select the group members based on known attributes of the class.

Forexample, the instructor can form the groups while taking to account performance levels, academic strengths and weaknesses, ethnicity, and gender (Connery, 1988).

Additionally, some instructors allow the class the self-select their group; however, this has some disadvantages. Self selected groups often gravitate toward friends and roommates (Csernica et al., 2002). This can result in the students self segregating and spending more time socializing than

working on the group project (Cooper, 1990). Research suggests that groups which are assigned by the instructor tend to perform better than self selected groups (Felder & Brent, 2001).

## **2.6 Monitoring the Group Process**

One method to help groups succeed is to ask each group to devise a plan of action (Davis, 1993). The plan of action involved assigning roles and responsibilities among the group members. Each member should have a role, such as the note take or the group spokesman. The instructor can review each group's written plan of action or meet with each group individually and discuss their plan.

Another method to help monitor a group's progress is to ask them to submit weekly progress reports. These reports (or weekly meeting notes) should outline what the group discussed, who attended the meeting, and the objectives set for the next week. In this manner, the instructor can monitor the group's activities and progress throughout the semester and assess the level of involvement from each member.

## **2.7 The dilemma of group work**

As all other methods of learning group work has both good and bad points. One reason why group work fails can be unclear problems; another reason can be that the group is not aware of what is expected of them when working in groups. Studies have shown that students who are taught how to work in groups are more likely to get better results. Hammar Chirac and Hempel discuss different aspects that are important for the group members to be aware of and able to perform to be successful.

To improve their group work students should know: How to take notes, how to divide responsibilities, how to break a problem into smaller parts, how to listen actively, Cooperation strategies, how to formulate ideas, how to stand for your opinion, how to make democratic decisions and how to give constructive criticism students.

Hammar Chirac and Hempel give the reason for this as if students believe that someone else is doing the work, and then they do not have to. They go on to state that researchers think that group size; how well the students know each other; trust and interest in the exercise have great

importance in whether or not social loafing occurs. The larger the group the higher the risk of social loafing, although Hammar Chirac and Hempel give some examples of how to avoid social loafing; group members that know each other, that the exercise is engaging and interesting, each individual is aware that their performance is being evaluated, and each individual has trust that the other members will do their work and that they feel the exercise is meaningful.

Using group work puts a lot of demands on both students and teachers. Students need to learn how to work in groups and teachers need the knowledge to know what material is going to stimulate the students to work together. Hammar Chirac and Hempe state that group work where the students have a need of each other has a higher likeliness of being successful. The only way for a student to do well is if all the members of the group are successful. Hammar Chirac and Hempe, discuss the two group processes social facilitation and social loafing. With social facilitation they mean that a student is affected in a positive way by the presence of the other group members either by receiving help from them or simply by their presence. One example of social facilitation can be a student presenting a topic in his or her group, the fact that the student is aware of the fact that the other students are evaluating their presentation can lead to higher motivation and greater performance by the student. Social loafing on the other hand can be viewed as the opposite, where a student instead is affected negatively by the presence of other

## **2.8 Advantage and Drawback of group work**

Many people cringe and groan when told that they will need to work in a group. This phenomenon is called “group hate.” Group hate has been referred to as the dread and repulsion that many people feel about working in groups or teams (Sorenson, 1981). However, these feelings diminish among group members who have received proper instruction about working in groups. One way to overcome group hate is to form realistic expectations of group work. According to Beebe and Masterson (2003), there are advantages and disadvantages to working in a group. By understanding the benefits and potential pitfalls, a group can capitalize on the virtues of group work and minimize the obstacles that hinder success.

### **2.8.1 Advantages:**

There are six advantages to working in a group:

1. Groups have more information than a single individual. Groups have a greater well of resources to tap and more information available because of the variety of backgrounds and experiences.
2. Groups stimulate creativity. In regard to problem solving, the old adage can be applied that “two heads are better than one.”
4. Decisions that students help make yield greater satisfaction. Research suggests that students who are engaged in group problem solving are more committed to the solution and are better satisfied with their participation in the group than those who were not involved.
5. Students gain a better understanding of themselves. Group work allows people to gain a more accurate picture of how others see them. The feedback that they receive may help them better evaluate their interpersonal behavior.
6. Team work is highly valued by employers. Well developed interpersonal skills were listed by employers among the top 10 skills sought after in university graduates (Graduate Outlook Survey, 2010).

### **2.8.2 Drawback:**

Although working in groups has its advantages, there are also times when problems arise. Beebe and Masterson (2003) list four disadvantages.

1. There may be pressure from the group to conform to the majority opinion. Most people do not like conflict and attempt to avoid it when possible. By readily acquiescing to the majority opinion, the individual may agree to a bad solution just to avoid conflict.
2. An individual may dominate the discussion. This leads to members not gaining satisfaction from the group because they feel too alienated in the decision making process.
3. Some members may rely too heavily on others to do the work. This is one of the most salient problems that face groups. Some members do not pitch in and help and do not adequately contribute to the group (Freeman & Greenacre, 2011). One solution to this problem is to make3.

People remember group discussions better. Group learning fosters learning and comprehension. Students working in small groups have a tendency to learn more of what is taught and retain it longer than when the same material is presented in other instructional formats (Barkley, Cross & Major, 2005; Davis, 1993).every group member aware of the goals and objectives of the group and assign specific tasks or responsibilities to each member.

### **A. Dominate of by Clever Students.**

In-group work activities one or two of the group members may force the passive learners to accept their ideas. This means some students are active participants than the others and these higher able students dominate the less able once. Concerning to this idea, Arends (1997:136) states that: during cooperative learning, some students dominate group activity; others may be unwilling to participate. Sometimes those who avoid group work are shy students. Shy students are often very bright and they may work well alone or with one another. However, they find it very difficult to participate in a group. The rejected student is another type of student who may have difficulty to participate in-group activity. Finally, there is otherwise typical student who chooses for what every reason to work alone refuses to participate in cooperative group endeavors. Cohen (1994) states that; students with high academic status are commonly believed by their teachers to do better in-group activity than those with low academic status. These make academically able students dominate the group alone Cohen, (1994:154) stats: High status students are generally expected to do well on new intellectual tasks, and low status students are generally expected to do poorly on the same task. When a teacher assigns a group work task, general expectations some into play and produce a self- fulfilling Prophecy in which the high status students talk more and become more influential than the low status students .

In addition, Johnson and Johnson, (1989) states that there are several ways in which group efforts go wrong. They further go that less able students sometimes leave group's task to others to be completed. Thus, the able members become 'free riders' of doing the majority of group activity. Concerning this, Waxman and Walberg, (1991:278) state: In group learning high ability group members may be differed to and may make over the important leader ship roles in ways that benefit them at the expense of the other group members ('the rich-get-rich effect').The more able group members may give all the explanations what is to be learned. Since the amount of time spent explaining correlations highly with the amount of learned, the more able members

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

## **B. Waste of Time**

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

## **C. Difficulty in Measuring Achievement**

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

## **D Anxiety**

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

## **2.9 Overview of Cooperative Language Learning**

Cooperative learning appeared in the United States on 1806 in New York City; it was brought from England to a school of Lancastrian origin (Johnson and Johnson, 1987). Because the students of this school were from different cultures and backgrounds, the primary reason of adopting this technique for this school was to increase American socialization (Marr, 1997).

The term “cooperative language learning” appeared in the twentieth century. It was generally founded on the work of Piaget (1965) and Vygotsky (1962). Their theories donated much importance to the use of discussions, problem solving activities, and the role of social interaction in the learning process. Richards and Rodgers (2001) stated that the principal of CLL is that through interacting in socially and pedagogically situations with each other, learners develop their communicative competence in language. CLL developed over the years and now it became one of the most popular approaches of learning foreign languages because of its effectiveness in the learning and teaching processes.

## **2.10 Elements of CLL**

According to Johnson and Smith (1991), Cooperative language learning has five essential elements in order to be effective:

### **3.1. Positive Interdependence**

Positive interdependence is the first and the most important element of CLL. It refers to the perception that students of the same group must believe that they ‘sink or swim together’ i.e. they are linked together and they share the same fate. One member cannot succeed unless the other members of the same group succeed too and the vice versa. Learners have to be cooperative, they bring together their efforts with the efforts of their group mates, share their knowledge, and support each other in order to complete a specific task or activity. Learners in this situation have two responsibilities: learn the given material and make sure that all of the members of the group learn the material too. When positive interdependence takes place, we can observe that each member’s effort is needed for group success and that each member has his/her own contribution in which it is joint to other members’ contributions because each member has unique resources, knowledge, role, and responsibilities (ibid).

### **3.2. Promotive Interaction**

Promotive interaction is the second element of an effective CLL suggested by Johnson and Smith. It is also called 'face-to-face' promotive interaction. It occurs when the member of a group facilitate, encourage, help, and support each other to learn or accomplish a group goal. They promote each other's learning orally. This means that learners are supposed to discuss with each other the provided learning material, cooperate in order to solve problems being encountered. They provide each other with efficient help, support, and assistance in order to facilitate the learning material. Promotive interaction results in promoting members success which, in turn, leads to high achievements as well as it enables the learners to better know each other in both personal and professional levels (Johnson and Smith, 1991).

### **3.3. Individual Accountability**

The third essential component of is what is referred to as individual accountability. This term takes place when the performance of a member of a group is being assessed by the teacher. The result of that assessment is given to the member who has been assed and to his/her group. In this way; the group is able to know which member needs more help and assistance in order to complete a given task. Individual accountability takes into account the performance of both the individual and the whole group. The learners have to be committed to the principal that there are 'no hitchhike! no social loafing' which means that they cannot spy on other groups' work and that they have to depend on each other only. Since CLL helps each member of a group to be a stronger as an individual. After completing a cooperative learning activity, learners are expected to perform the same activity or task being performed by CL on their own without any help. Individual accountability makes the teacher able to determine if the group members are strengthened through learning cooperatively. In order to assess learners individually and to check the amount of efforts a member is contributing to the his/her group's work, individual accountability can be promoted by some common ways such as: making the size of groups small, testing each learner individually, calling students randomly to present their group work orally in front of the class, and asking the learners to teach what they learned to another learner from different group (ibid).



## **2.11 The Nature of CLL**

Cooperative language learning has been defined by various researchers. Each one of them views CLL from a different angle. However, all of them share the same interest of showing its importance. Johnson et al. (1994; in Richards and Rodgers) states that: Cooperation is working together to accomplish shared goals. Within cooperative situations, individuals seek outcomes beneficial to themselves and all other group members. Cooperative learning is the instructional use of small groups through which students work together to maximize their own and each other's learning (2001, p195).

Olsen and Kagan (1992) defines CLL as an organized group learning activity in which learning relies on the social interaction and the exchange of information between learners in groups, each member of a group is responsible for his/her own learning and is motivated to improve the learning of other members of the group. Cooperative language learning is not just a matter of group work, there is a huge difference between CLL and traditional group work, the latter indicates that learners work in groups for the sake of working in groups only. However, CLL means that learners are working in groups and as groups; in this situation, group work is carefully structured, planned, and evaluated (Jacobs, 1997). Unlike traditional learning and teaching methods, CLL is viewed as a "learner centered" rather than 'teacher centered' which is the case of many traditional methods.

## **2.12 Teaching Students**

It is difficult for teachers to design and implement group work effectively, and it is difficult for students to foster the group process, especially if they do not have the skills to make effective use of group work. Many students have never worked in a group before or lack the skills to work with others. Instructors cannot assume that students know how to work together, structure time, or delegate tasks. There are several ways that instructors can help.

First, the instructor should make certain that each student understands the assignment. Students should know the purpose of the project, the learning objective, and the skills that need to be developed through group work. Successful group work is easier if the students know how the

assignment relates to the course content and what the final product is supposed to be (Davis, 1993).

Second, the instructor needs to reinforce listening skills and the proper methods to give and receive constructive criticism. These skills can be discussed in class and modeled during class activities. Some faculty use various exercises that are geared toward helping students gain skills to work in groups (Fiechtner & Davis, 1992). Small in-class group activities help reinforce cohesion and group unity. Third, the instructor needs to help the students manage conflict and disagreements. The instructor should avoid breaking up the groups (this will be discussed in more detail later in this paper). When a group is not working well together, the students need to learn how to communicate effectively and establish goals for a successful group (Davis, 1993).

### **2.13 Definition of speaking**

This chapter reviewed some selected literatures which were thought to be relevant and related to the study. This includes the definition, nature of speaking, importance of learning speaking in L2 learning class through group work, factors that hinder the practice of teaching-learning speaking, the relationship between speaking with other skills, concept of group work, merit of group work, group work activities, group size, assigning group, the group process, dilemma of group work, advantage and drawback, the teacher roles are included as well.

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. Despite its importance for many years teaching speaking has been undervalued and English language teachers have continued to teach speaking, just as repetition of drills or memorization of dialogues according to (Chaney (1998).

Speaking is a high complex skill to master for EFL students. The primary task of speaking in general is to convey messages and to express thoughts and emotions. It is not just a process of uttering words or sentences. It is not an easy task for EFL learners to speak English in the right way; one can be competent in knowing the language rules and structures but it is complex when it comes to speaking. Learners encounter many difficulties especially psychological ones due to the lack of exposure, practicing, and other aspects; they face those difficulties whenever they are asked to speak English. Language programs should focus on that skill and provide students with more speaking tasks, activities, and more exposure to the target language. The speaking skill

needs more attentions by applied linguists and teachers because learners need to overcome their difficulties in order to communicate and convey their messages more effectively. This is actually the main reason of learning any foreign language.

## **2.14 The Nature of Speaking**

Speaking latterly means producing words and sentences that represent one's thought. It is a process of constructing meaning that contains producing, receiving, and processing information (Lindsay and Knight, 2006). It is considered as a productive skill of the language. We speak for many purposes; in order to be understood by others, to share ideas and feelings, to express an opinion, and to respond to what already has been said by others. In other words, we speak in order to be sociable. Brown (2001) claims that speaking a language means that we can carry out a conversation successfully. He adds that a successful language acquisition requires being able to achieve pragmatic goals through oral interaction with other speakers.

## **2.15 TEACHING SPEAKING**

In traditional language instruction, teachers mainly focused on reading and writing whereas little attention was given to the speaking and listening skills. Only after the communicative approach had been introduced to language teaching/learning, speaking attracted more significance in language courses. Since then many language programs prioritize speaking skill over others since mastering speaking might indicate that other language skills have also been mastered. In order to find out whether somebody knows a language we often ask "do you speak English?" Thus, knowing a language is always associated with speaking in it. Celce-Marcia (2001: p. 103) states that "the ability to speak a language is synonymous with knowing that language since speech is the most basic means of communication". Teaching speaking is also crucial because it can also help improve other language skills; it can help learners build vocabulary, improve grammar, listening and writing as well. Undoubtedly, learning to communicate in the foreign language requires a lot of time and efforts. Since students already know one or sometimes more than one language, they might have some expectations about how a language

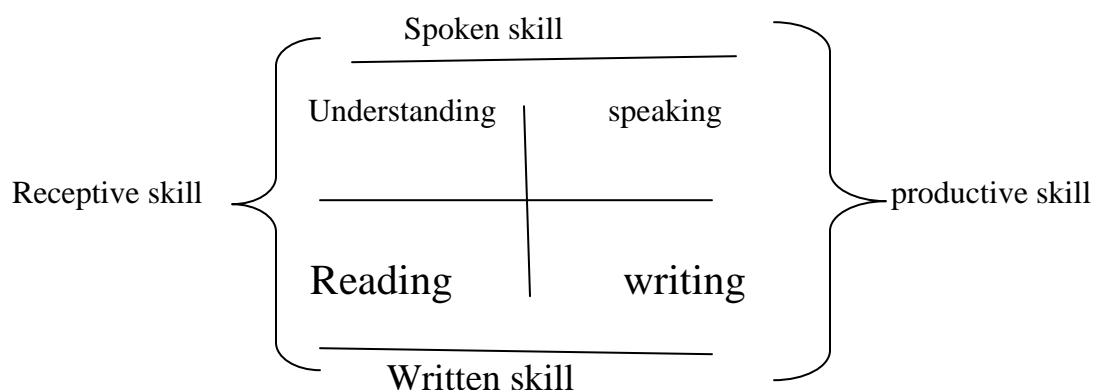
## **2.16 The Importance of Speaking**

Speaking is a very important skill for EFL learners to acquire. It is an essential skill for communication. Actually, speaking is usually a priority for most English learners (Florez, 1999). Burkart & Sheppard states that successful language learning is measured in terms of carrying out a conversation in the target language (2004). Mastering speaking skill is significant because it allows EFL learners to interact appropriately with native speakers of the target language.

Ur, (1996), claims that speaking is the most important skill among the four skills because people who use a certain language are called speakers of that language. Thus, we can say that the use of language in real life situations is much more important than knowing about it and its rules. Scrivener(1994) argue that there is no point of knowing much about a language and its rules if we cannot use it and put it into practice. Therefore, English curriculums in our educational systems must focus on developing learner's oral production because it is the most required skill for communication, learners need to know how to use the target language in real contexts and they need to feel comfortable in classroom in order to create a motivational and supportive environment that allows them to speak and express their thoughts as Willis suggest:" Learners need chances to say what they think or feel and to experiment in a supportive atmosphere using language they have heard or seen without feeling threatened".

## 2.17 The Relationship between Speaking and other Skills

Learning a foreign language requires the learners to develop their four language skills. These skills are speaking, writing, listening, and reading. The primary task of Language teachers is to develop their students' skills using different methods and techniques. Usually these skills are taught separately during language courses, the teacher focuses on speaking skill in one course, and the other course will focus on writing skill. For instance, this diagram shows the relationship between the four skills:



**Diagram 1: Interrelationship of the Four Skills, (Donn Byrne 1976)**

The diagram above shows that the four skills are related, yet it shows that they are divided into two main types. Listening (understanding) and reading are called the receptive skills because during these two skills we store information into our minds and we try to understand the message conveyed by other speakers or writers. On the other hand, speaking and writing are called the productive skills of the language. The learner provides a feedback to the teacher when he speaks or writes. Through this feedback, the teacher is able to determine to what extent the learner is competent in the target language, and this will help him select the appropriate tasks and activities suitable for the learners in order to foster the learning process of the language. .

### **2.17.1 Speaking Vs Writing**

Writing is the ability to produce a piece of language in a correct, appropriate, coherent, and a cohesive form. Klein (1985) stated that writing is the ability to express ideas and thoughts through the use of pen and paper. It is not a natural phenomenon; people learn to write at school rather than acquiring this skill naturally. Usually, writing is viewed by EFL learners as the most difficult skill to master. In the other hand, teachers find that teaching writing is the most challenging task for them. In relationship with speaking, the two skills share some characteristics. Both skills are considered as the productive skills of the language as opposed to listening and reading. They are used to express ideas, thoughts, and feelings. Lindsay and Knight (2006) suggests that speaking and writing are similar in the way that when we speak, we speak differently according to the people we are talking to. Writing in the other way also depends on the category of readers we are writing to. Both speaking and writing varies according to whom we are addressing.

In comparison to speaking, both skills differ from each other in many ways. In spoken discourse, we use simple, short sentences, without giving much importance to the rules of grammar, cohesion and coherence. Whereas in written discourse is more organized, it takes the rules of grammar, cohesion and coherence into consideration; it involves the use of long and complex sentences. Speaking depends on the context that the speakers are involved; a specific use of language and vocabulary is carried out according to the situation unlike writing which is not highly concerned with it. Another difference suggested by Harmer (2005) is that in writing, usually we write to unknown audience; we put all the information on the page. The readers cannot ask for clarification in order to have a better understanding of the written production. Whereas speaking takes place in real time situations; when we speak, we are interacting with participants, we have the ability to change or modify our speech according to the participants we are dealing with. They can even stop us and ask questions for clarification. Finally, spoken discourse is less durable than the written one. It lives for only few moments, while written discourse is more durable, it may live for a long time, since it is used to record events.

## 2.17.2 Speaking Vs Listening

Listening is a complex skill for EFL learners and it is always related to speaking. It takes place when someone is speaking. It is a process of interpreting what the speaker is trying to convey using the listeners' prior knowledge as Anderson and Lynch states: Understanding is not something that happens because of what a speaker says: the listener has a crucial part to play in the process, by activating various types of knowledge, and by applying what he knows to what he hears and trying to understand what the speaker means. (1988, p,6).According to the latter definition, we can say that listening is a process of decoding the message conveyed by the speaker. It is a highly significant skill for EFL learners because it is usually the most frequent skill that they use even in their real life when using their mother tongue.

In classroom context, usually the language teacher is the speaker and the learners are the listeners. Since primary school, listening consumes a high percentage of the learners' time in the classroom more than any other skill. Coakley & Wolvin states that listening represent a central element in the lives of learners during all the educational levels that they pass (1997). Listening is considered as the primary means of incoming knowledge and information (Gilbert, 1988). Thus, it is an important task for the language teacher to make his learners able to listen in an effective manner.

In relationship with speaking, both skills are very important for EFL learners. Listening and speaking are the two main skills that take place in a face-to-face communication, listening cannot be separated from speaking because they are interrelated. Byrne (1976) claims that listening is an essential skill; it has the same importance as the speaking one because both the speaker and the listener have a task to perform when having a conversation. Listeners usually focus on understanding the overall meaning of the speech they listen to rather than focusing on the form, i.e. they do not try to understand every single word uttered by the speaker but they attempt to obtain the general message.

## **2.18 Teaching Speaking**

The Speaking skill is viewed by EFL learners as the most important skill needed to master. They believe that being fluent in the target language will allow them to communicate effectively with other speakers of that language. The classroom usually is the only place where EFL learners find the opportunity to practice and develop their speaking skill. Thus, the task of the language teacher is to provide his learners with much opportunity to speak and guide them to be more fluent in the target language.

Teaching speaking is a highly significant task of language teacher in the classroom. According to Brown and Yule (1989), throughout history; language teaching did not put much focus on teaching spoken language. Language teaching devoted more importance to teaching writing because it was believed that it is the most important skill for language learners to acquire. Teaching speaking is not only a matter of asking the learners to produce sounds; it is much more than that. Nunan states: “Speaking is the same as oral interaction which are conventional ways of presenting information, expression our idea and thought have in our mind” (1991, p40). According to that definition, speaking is a way of expressing one’s ideas and presenting new information to others. EFL learners do not need to be aware only of the linguistic rules of the language in order to speak effectively, but they also need to be aware of the sociolinguistic aspect of the language for successful oral communication.

Language teacher has to know what to teach in order to develop his learners’ speaking skill. Nunan (2003) claims that teachers need to follow certain strategies in order to give more opportunities for learners to practice their spoken language. Nunan also suggests four conditions for the language teacher in order to teach speaking successfully: giving learners practice with fluency and accuracy, using group-work and pair-work strategies, plan speaking tasks that involves discussions, and preparing classroom activities that involve practice of speaking and guidance from the teacher.



## **2.19 Strategies for Teaching Speaking**

Teaching speaking for EFL learners is one of the most important tasks for language teacher. The teacher has to know how to make his students motivated to speak. He should use attractive and enjoyable techniques in order to engage all the learners in a speaking activity. The following represent few strategies that the language teacher can use in teaching speaking.

### **2.19.1 Group Work Activities**

Group work basically means anything done by learners in groups. The learner makes their own activity working together in a given task in a form of groups or unites. Group works provide the learners with opportunity to practice their spoken language through interaction with group members. Group work reduces the time of teacher talk inside the classroom (Mackay & Tom, 1999). Bright & McGregor (1970) believe that through group work activities help learners develop their linguistic and communicative competences. It also increases collaboration among EFL learners; it makes them work as a unit to achieve a task or to solve a certain problem.

Group work can be done in various ways such as role-play and games. Role-play is an activity where a group of learners are asked to perform in an imaginary situation giving each student a specific character. Usually it is one of the favorite activities for EFL learners; they find it fun and enjoyable. Language teachers are the one who select the topic of the role-play. For a successful role-play, that teacher has to choose a topic that is in the interest of his learners in order to make them motivated and encourage hesitant students to speak and express themselves. Instead of repeating what they memorized, learners during rule-plays feel free to speak and interact between each other spontaneously as Dickson states: “Learners say what they want to say and not what someone has told them to say.” (1981, p. 382)

Another activity that can be put under group work strategy is the use of games inside the classroom. Games are effective way to engage learners to perform a specific task. They are designed to encourage interaction between learners in an enjoyable way. Learners interact with each other in order to solve a puzzle, complete gaps; find missing parts of something, draw a

picture, find similarities and differences between two objects...Most of EFL learners find games a fun way of completing classroom tasks.

### **2.19.2. Oral Presentations**

Oral presentation is one of the most used strategies of teaching speaking in EFL classrooms. It is usually an individual activity for learners. The learner presents a topic or subject matter to the teacher and his classmates individually for a long duration of time. Oral presentations are useful for learners who study a target language for academic purposes (Thornbury 2007, p, 94). Since oral presentations are often done in an individual way, Scholnik and Kol (1999) claims that they affect positively the learning process. They states that working in an individual way increases learners' autonomy and privacy; it also helps them to depend on themselves when learning. Oral presentations can also be performed in pairs or even in groups depending on the nature of the topic and the objectives of the language teacher.

There are two main types of oral presentations: controlled, guided, and free presentations. According to Al Issa (2010), the controlled type of presentation indicates that the topic which is provided in the textbook or decided by the teacher should be easy and familiar for learners in order to make them confident to present more complex topics in the future. In the guided type, the teacher chooses the topic of the presentation suitable for his learners according to their language proficiency. While in the free type, learners have the freedom to choose a topic that they prefer, using any kind of language level suitable for them. Learners in this type of presentation are able to use high structured language and perform for a longer time than the previous types. The free type of oral presentation should be the type used in our EFL classrooms for the fact that it is preferred by EFL learners where they can decide what to present by their own, and because of its positive outcomes on the learning process.

### **2.19.3. Discussions**

Discussions are another strategy of teaching speaking that can be applied to EFL classrooms and probably the most used strategy by language teachers. It is the context when learners exchange ideas and opinions about a certain topic of discussion. The language teacher is the one who select the topic and the one who guide the learners so they will not discuss points that are irrelevant to the topic of discussion. It can be done individually i.e. each student express his own point of

view. It can be done also in a form of groups. Within each group, learners interact with each other and share different opinions coming to agree on one point of view in order to share it with the other groups.

## **2.20 Speaking and Psychology**

Psychology is the scientific study of mind and behavior. It is actually an abstract term that is difficult to be given a precise definition. The modern psychologists define it as the study of behavior and mental processes (Coon and Mitterer, 2007). Psychology is considered as a social science because it deals with thoughts, feelings, and behaviors of individuals whether alone or within a group or an environment. It is a wide range science that includes sub-fields that deals with different areas of interests. Psychology developed through history and it has different schools and theories.

The work of psychologist's can be noticed in almost every field of life such as pedagogy, medicine, sport, economy... Thus, it became of the most important science that helps us understand the human behaviors and provide us with theories of how do we think and how should we deal with other individuals psychologically. Psychology has different sub-fields, one of theme is what is referred to as "Educational psychology". Skinner (1958) defines educational psychology as a branch of psychology that deals with teaching and learning. Walter (1970) suggests another definition which says: "Educational Psychology is the study of those facts and principles of psychology which help to explain and improve the process of education". According to those definitions, we can say that educational psychology is a tool that provides the teacher with a better understanding of his learners and their differences. It allows the teacher to know all the problems that are faced by the learners and enables him to solve them effectively. Educational psychology helps the teacher improve the teaching and learning processes; it enables him to understand what factors are responsible for a better learning such as motivation, self-confidence and others, and how to increase them for the learners. It also allows the teacher to know his students' needs and how to address them. The knowledge of educational psychology is highly significant for every teacher in any course for the fact that it is one of the most important keys for better learning and teaching experiences.

In relationship with speaking, psychology plays a great role on how an individual produces an oral production. Each learner has his own psychological status and that determines how each one of them speaks. When trying to express themselves, most of EFL learners do not feel at ease, they tend to show hesitation, much repetition, pauses, unreasonable expressions, and huge difficulty to express the intended meaning (Rivers, 1968). Since the main goal of teaching oral expression is to enhance EFL learners' speaking skill, language teachers should make their learners feel at ease and provide them with comfortable environment in order to create a well-conditioned context of improving their oral proficiency.

## **2.21 Psychological Speaking Difficulties**

EFL learners face huge difficulties when speaking English; psychological difficulties are from the most encountered ones. Those difficulties make an obstacle for EFL learners in the way of reaching oral proficiency. Schwartz (2005) states that difficulties such as fear of making mistakes, anxiety, shyness, lack of motivation, lack of self-confidence, and lack of interest in the subject commonly hinder learners to speak.

### **A. Shyness**

Shyness is a feeling of fear, lack of comfort, and awkwardness. Payne (2015) defines shyness as: In EFL speaking classrooms, shyness is one of the most appearing phenomenon among learners. It represents a huge difficulty for EFL learners especially during speaking classes. Shy students tend to avoid answering questions or participating in the speaking courses which is actually a disadvantage toward developing their oral proficiency because it prevents them to perform a speaking task in the best way they can. According to Baldwin (2011), speaking in front of people is one of the most common fears for students, they face the feeling of shyness that makes them unable to think and forget what they want to say. Shy learners are exposed to the possibility of not being heard by their teachers (Freidman, 1980). However, there are learners who became orally proficient even though they are shy inside the class (Morris, 1979).

Shyness appears in EFL classrooms for certain reasons. Robby (2010) states that shyness can appear because of the nature of the learner; learners who are very quiet by their nature tend to be shy because they find that speaking in front of the class is a threatening activity. Saurik (2011)

adds that shy students avoid speaking because they are afraid to make mistakes when they speak and afraid of being laughed at by their classmates because of their low oral proficiency. Thus, shyness is a huge obstacle for EFL a learner that requires the teacher to help his/her students overcome it.

## **B. Anxiety**

According to the aims of many researchers, it is difficult to give a clear definition of anxiety as an affective variable in language learning, this is due to the description of anxiety in terms of behaviors associated with it. Brown (1987) cites that it is impossible to identify anxiety in a simple sentence, while Scovel (1978) points out that anxiety is the state of vague fear and apprehension associated mainly and indirectly with an object which is measured by behavioral and physiological tests or self-reports of internal feelings and reactions. Horwitz et al. (1986) believe that anxiety is a self-tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system. Both McIntyre and Gardner (1994) define anxiety as a state of fear and tension, which is associated especially with foreign language contexts, which, in turn, includes speaking. Taken all together, it can be said that language anxiety is the sum of feelings of apprehension, fear, tension, nervousness, responses to perceived or real threats specific to second language learning and performance. In relationship with speaking, anxiety is a common difficulty encountered by EFL learners. It affects the speaking performance of the learners and leads them to other difficulties.

Foreign language students in the University of Texas suggested some problems caused by anxiety and how can they influence the language learning. According to Howitz et al. (1986) the main cause of anxiety is speaking. Those are some difficulties suggested by the students:

- Difficulty in speaking in the classroom is the main concern of foreign language students. Students reported that they would feel comfortable if they prepare their speech before entering the classroom, in other hand, they tend to freeze in the unprepared or the free speech in the class.
- Understanding the difficultness of content input, some students reported that they barely or sometimes never understand the teacher's speech when he is talking in the target language.
- speaking in a test situation is a real difficulty for some learners; they tend to forget what they already know because they face difficulties in concentrating during the test.
- Students avoid

speaking situations to avoid anxiety. Anxious students show avoidance behavior and that can lead to escape the whole class.

### **C. Fear of Making Mistakes**

Fear of making mistakes is another common difficulty faced by EFL learners. It refers to the situation when learners are afraid to express themselves because they fear negative evaluation or criticism by the teacher and being laughed at by their classmates (Aftat, 2008) According to Robby (2010), Fear of making mistakes is of the most spread difficulties for EFL learners during speaking courses. EFL learners are worried how others will see them or judge them; they do not want to look foolish or silly in front of their teacher or classmates so they avoid participating and getting involved in classroom activities in order to escape these embarrassing situations (Kurtus, 2001).

Fear of making mistakes is a serious problem for EFL learners that are needed to be dealt with by the teachers. Language teachers need to change the learners' view of making mistakes from a negative to a positive one. They should make them believe that making mistakes is not a problem, but it is a way of learning because we all learn from our mistakes even in real life situations.

### **D. Lack of Self-Confidence**

Self-confidence is generally referred to as our beliefs towards our abilities and capabilities and how we see them. This concept is usually referred to as self-esteem. Though the two terms are close in meaning and used interchangeably they are not the same. According to Rosenberg, being self-confident means that:

The individual simply feels that he is a person of worth; he respects himself for what he is, but he does not stand in awe of himself nor does he expect others to stand in awe of him. He does not necessarily consider himself superior to others. (1979, pp 30-31)

- Performance: refers to the individual's capability to perform something.

- Emotional: refers to the individual's sensation towards the two previous aspects. According to the previous definition and the three aspects, we can say that self-confidence is knowing our abilities, how to use them, and having faith in them.

In relationship with EFL classrooms, lack of self-confidence represents a real difficulty for learners that hinders them from achieving oral proficiency. He and Chen (2010) stated that learners' low ability of speaking English is the primary reason of their lack of self-confidence. Brown (2001) claims that when language teachers are not encouraging their learners sufficiently, this also leads to learners' lack of self-confidence in the classroom. Thus, the role of the teacher is significant, as Kubo (2009) suggests: in order to increase learners' self-confidence, teachers need to provide their learners with more opportunities to practice their spoken English in the classroom.

#### **E. Lack of Motivation**

Motivation is one of the most significant key factors for successful language learning. Many studies proves that EFL learners with high motivation to learn English tend to be more successful in learning than learners with low motivation. According to Piccioli (2014), there are two types of motivation: ●Intrinsic motivation: when the learner is motivated from within, he is learning or performing a task because he has the desire to do it for his own benefit.

- extrinsic motivation: when the learner is motivated from another source, for instance: in order to pass an exam, avoid a punishment. **Diagram Shaw**

Lack of motivation characterizes another common difficulty for EFL learners in the classroom. Gardner (1994) (in Nunan, 1999) states that there are causes that leads to students' lack of motivation such as boredom, tedious way of teaching, lack of relevant materials, and lack of awareness towards the aims of the program being taught.. Badu (2010) claims that lack of motivation in the classroom causes learners' feeling of hesitation to speak English. The role of teacher is highly important, Harmer (2001) underlines the importance of the teacher in creating a helpful and pleasant atmosphere in the classroom through keeping and developing his students' motivation. Siegel (2004) (in Aftat, 2008) states that learners' motivation is the product of effective teaching; motivating EFL learners requires the teacher to inspire and interest his

students to communicate in English. Thus, learners' motivation depends on the performance of the teacher which is a fact that language teachers should consider.

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

The last difficulty that we are going to tackle is the lack of interest in the subject. It refers to the situation when EFL learners are exposed to topics that they don't have much knowledge about or they just see it as uninteresting topics to discuss. They don't have any interest to participate or to speak about those topics. Thus, language teachers should provide their learners with familiar and attracting subjects in order to encourage the learners to speak as Thornbury states: Familiarity with the topic: the greater the familiarity, the easier the speaking task ...feeling towards the topic and/ or the participants generally, if you are well disposed to the topic are talking about, and/or the other participants, the easier it is likely to be. (2005, p.25)

Indeed, unfamiliar and uninteresting subjects hinder EFL learners from speaking English because they simply do not have anything to say; consequently, they remain silent. While well-chosen topics by the teacher that suits learners' knowledge and interest have a great positive effect on learners' participation and engagement on speaking activities inside the classroom.

There are other psychological difficulties. However, the previous difficulties are the most common ones faced by EFL learners according to psychologists. Those difficulties need to be treated so learners express themselves successfully.

## **2.22 Major Factors that hinder the teaching-Learning Practice of speaking**

Researchers have different view about the main factors that hinder the practice of learning speaking. These mainly deal with (a) students, and (b) teacher (Berhanu, 2000:41).

### **A. Student Factors**

As we all know from different research findings and from our own experience as teachers that learners participate verbally in language classrooms to very different levels. Most are verbally reserved, while few tend to dominate the interaction. Some of these behaviors seem to be related to personal factors in heterogeneous classes (Alwright and Bailey, 1991:138).



## **B. Teachers Factors**

Some of the situational variables, as many scholars suggest are group factors, the nature of tasks and seating arrangements.

## **C. Personality Factors**

according to Little Wood, (1984) explains that knowledge about the complex ways in which personality factors interact with each other and influence L2 learning is indefinite. With this caution in mind, this paper will now consider some personality variables.

### **(a) Self-esteem**

Based on Brown views (1994), “self-esteem is the value we place ourselves. In specific terms, it is our attitudes, feelings and knowledge about our abilities, skills, appearance and social acceptability.” Brown (1987:102) added that it refers to the evaluation which the individual makes with regard to himself.

### **(b) extroversion-introversion**

Regarding extroversion-introversion some researchers have found the familiar division between these two kinds of personality traits. These traits suggest that in-terms of verbal performance, introverts one likely to tend towards low level of participation or silence in group interaction. Extroverts, in contrast, tend to talk a lot often more than their fair-share (Harmer 2001:135; Larsen freeman and Long 1991:86).

### **(c) Authoritarianism**

Authoritarianism is about acceptance versus opposing authority.(Davies,1994b.)cited in(Berhanu, 2000) explains that when authoritarians are in position of power, they become powerful. When authoritarians are in subordinate position, they accept this as natural and appropriate, less tend to participate in group discussion.

### **(d) Anxiety**

Anxiety can be defined as “a feeling of apprehension, worry, tensions or nervousness” Ellis (1994). He argues that learners with high level of anxiety are less likely to take risks and be

active participants. So, anxiety has a decisive effect on students' relations to others and their oral performance in group work.

**(e) Ability**

Ability or language proficiency is one of the main resources groups need to accomplish their tasks via talking Ellis (1994). Thus it is a main factor that affects the practice of students' learning speaking in small groups

## **CHAPTER THREE**

### **Research Design and Methodology**

#### **3.0 Introduction**

In this chapter the researcher was discussed the research design, the participants of the study, the study area where the current study, research setting, the sampling technique, data collection instruments, data collection procedures, analysis and controlling mechanisms of erroneous result and ethical consideration will be discussed.

#### **3.1. Research Design**

The main objective of this study was to investigate the perception, practice and challenges of group work in teaching and learning English language speaking skills. To achieve this objective, mixed approach will be applied quantitative and qualitative and also descriptive research design was used. The researcher bases the inquiry on the assumption that collecting diverse types of data best provides a more complete understanding of a research problem than either quantitative or qualitative data alone. Because quantitative data is benefit to describe in number and qualitative is important to describe a data collected through observations, interview and semi-structured tools.

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

This study was conducted using grade ten students of Anger Gutte Secondary School who were enrolled in 2018/19 academic year and EFL teachers who teach them grade ten. I was selected this area because of proximity. The school is located in East Wellega of Anger gutte woreda Ethiopia at a distance of 65km, in East Wellega Oromiya region. The school serves both students of the town and the surrounding rural areas. Most of the students who came from the rural areas speak Afan Oromo language and those of the urban students speak Amharic or both languages,

### **3.3 Target population**

The data in this study was collected from grade 10 students and English language teachers of Anger Gutte Secondary school. The school is found in Oromia regional state, Eastern wollega zone Anger Gutte woreda and in Keble 02. Totally; there are 8 sections of grade tenth in the school. Among these, four sections were selected for observation using random sampling techniques. From each of the four classes, students are selected on their better language understanding (Amharic) to fill the questionnaire. The researcher believed that all the classroom students are equally important for the study, but it is difficult to study a large number of populations. Thus, 130 students were selected from total students. The researcher was select number of section grade tenth was 6 select 16 students and 2 select 17 from each classrooms. Additionally, 3 English teacher of grade tenth was selected in the same way for interview and all to fill the questionnaires method of data gathering.

### **3.4. Sampling Technique and Sample Size**

To gather the required data from the target population easily, taking sample is very recommendable. Hence, the researcher used simple random sampling. From these sampling techniques particularly simple random sampling was used to students. Because simple random sampling was benefit to each number of populations has given equal chance to chosen being the study. The total number section of grade 10 is 8 and the total numbers of grade tenth students were 520 and the researcher was used all grade 10 English language teachers. To conduct this research upon 130(25%) of total students, the researcher was select number section of grade tenth is 6 select 16 students and 2 select 17 from each classroom. Additionally, 3 English teachers of grade tenth were selected in the same way for observation checklist method of data gathering system.

### **3.5 Sources of Data**

Both primary and secondary data sources were used to collect quantitative and qualitative data. Quantitative data is numerical data; whereas qualitative data is not described by using numbers. The researcher was collected primary data from teachers to get their views on the study and they

are key participants of this study. On the other hand, secondary data was collected from documents, school records.

### **3.6 Data collection instruments**

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

#### **3.6.1 Questionnaire**

Questionnaire was one of the important means of collecting data for this study. It is an important suitable for large scale inquiry. Additionally, the reason behind using questionnaire is, it gives enough time for the respondents to read and give well thought responses. Besides, it is economical in terms of time and energy (Best & Khan, 2006).The items in this tool were designed in line with the objective of the study, research questions and issue raised in the review of related literature. So, 25 close ended questions were designed for this study and were delivered to the subjects.

To investigate the teachers/students perceptions, practices and challenges of group work in teaching and learning English language speaking skills Twenty-five questions are included in the questionnaire for the students and four grade tenth EFL teachers. The main objective of these questions was to take out more information from the concerned research groups. Five Liker scale ranged from strongly agree to strongly disagree was used.

#### **3.6.2 Interview**

The purpose of the interview was to gather information about students" and teachers" about perceptions, practice and challenges of group work in teaching and learning English language speaking skills. In order to come up with reasonable explanation and to enrich the study, semi-structured interview was conducted with 8 students and 3 teachers. Berg (1989: 17) notes that this type of interview is conducted in "a systematic and consistent order, but it allows the

interviewers sufficient freedom to digress; that is, the interviewers are permitted (in fact expected) to probe far beyond the answers to their prepared and standardized questions". The students and teachers who participated in the interview were selected using simple random sampling method. All randomly selected participants were willing to participate in the interview; and then, the researcher discussed the objective of the study and assured them the confidentiality. It took 10-15 minutes for each interviewee to complete. 7 interviews times were used in teachers' office room. During the interview, the responses were noted down by the researcher. The researcher planned to use it to obtain responses that strengthen what has been done so far and to collect complex information. Therefore, the focus of the interview was to obtain information that helps to triangulate the data gathered through other tools about an assessment on perception, practice and challenges of group work in teaching and learning English language speaking skills and physical structure of the classrooms also find some possible ways of alleviating the issues in EFL classes

### **3.6.3 Observation**

Refers to a way of collecting data by watching behaviors or different physical characteristic in natural situations, As Pandey,P.(2015) cited the quotation of P.V young, observation is a systematic and deliberate study through spontaneous eye occurrence. And also used to qualitative and quantitative method of data collection tool. The main purpose of the observation is to have direct experience on what role EFL teachers play to maximize teachers/students perceptions, practices and challenges of group work in teaching and learning English language speaking skills. And the observation check list was prepared from the objective of the study. The observation check list contained two or more items that show the number of opportunities given for group discussion in each observed sections and three times observation was used. The classroom observation checklist was prepared based on the review of related literature of chapter two, (see Appendices A-D) which was adapted from (Donn Byrne 1976) The observation was conducted for eight periods all together; the three teachers were observed 3 each. Totally, the classes were observed for two hours. In order to be consistent between observers at each observation, average result at point was taken.

### **3.7 Procedure for Data Collection**

After the thesis researcher has selected a specific design for the study which is consistent with the objectives of the research, the next step was to collect the research data. In collecting the data, it is important to use procedures which elicit high quality data, since the quality of any research study depends largely on the quality of the data collected and the data collection procedure. In collecting the data for this study, all necessary ethical procedures were followed. Then, the selection of student samples were carried out using lists of the students collected from homeroom teachers giving equal proportion for each participant. The final draft of the questionnaire (See Appendix- B,) was administered to 130 (78 male and 58 female) grade 10 students. The questionnaire was administered on-the-spot to avoid duplication of responses and to maximize return rate of questionnaire copies.

After gathering the students in a separate room, the researcher distributed the questionnaire and read through the cover page of the questionnaire to the students and explained the objective of the study before they answered the questionnaire. Participants' confidentiality was guaranteed by using responses only for the research purpose. The students completed the questionnaire in approximately 55 minutes time. The researcher told them to complete the questionnaire carefully and honestly. They were told that every student had to work on by himself/herself without asking a friend. On the same day, the teachers were given the questionnaire and returned them the following day. All the teachers' and the students' questionnaires were returned. Place and time were arranged in accordance with the convenience of student respondents. The interview with students was conducted in Amharic with each interviewee individually. One interview session was used with one student; the interactions were played back during data analysis.

After the questionnaire data was collected, classroom observation was conducted. It took over half of one month's period beginning with administering of the questionnaire, followed by the classroom observation.

### **3.8 Methods of data analysis**

The data was collected through questionnaire were analyzed through quantitative approach, statistically using descriptive statistics such as frequency distribution; percentages, and data that collected through observation and interview content analyzed by narrative description of data and triangulated to obtain reliable data.

According to Burns (2000) data analysis means to “finding meanings from the data and a process by which the researcher can interpret the data” similarly, as noted by Marshall and Rossman (1990).The purpose of data analysis is to bring meaning, structure and order to the data. To get the percentage, mean value, standard deviation and ranking of each item, the scores of the items was organized, statistically compiled and then entered into SPSS computer soft ware program. After collected the responses of questionnaires from respondent finally the researcher was used the pilot study to pre-test in order to overcome unwanted questions from the questionnaire to re arrange questions, time schedule and materials for this study.

### **3.9 Controlling Mechanisms of Erroneous Results**

It is obvious that erroneous result may happen if controlling mechanism that is conducting pilot in order to check the validity and reliability of the instruments. In order to check the face, content and construct validity of the instruments two experienced teachers who have been teaching English at Anger Gute Secondary School, and two of my advisors were given the items of the instrument. Based on the comments given on the validity, changes in line with various types of validity of the items will be made. To check the reliability of the items, the semi-structured interview will be tested on all English language teachers. Before the actual data collection process, the questionnaire was developed primarily to meet the objectives of the study, and the items were adapted from Karavas-Doukas (1996) and Kim (1999) cited in Beyen (2008).

The adapted questionnaire was given to another grade ten school students to evaluate the items critically in terms of content validity, face validity, clarity of the items and if they fit to measure the objectives of the study. Then, the students’ questionnaire was translated in to Amharic since the questionnaire was thought to be difficult for the students to comprehend. After revising the first draft of the questionnaire, the Amharic version of the questionnaire, was piloted to the non-sample students of 30 students (20 percent of the actual sample size) with the intention of



checking the effectiveness of the questionnaire and making improvements. The reliability of the instruments was tested by Cronbach alpha method. The computed Cronbach alpha of the instrument was 0.86 and 0.88 for the perception and practice items. Thus, the instruments were found to be reliable to collect data for the main study. Similarly, pilot study on teachers' questionnaire was conducted using four teachers, of grade 10 English teachers at Tulugana Secondary School. The pilot study on teachers' questionnaire was conducted in another school since all of grade 10 teacher participants from the two government high schools in Tulugana were involved in the actual study. Following the pilot study, improvements were made in both questionnaires. Double-barreled questions, unclear instructions, ambiguous items and inadequate scales were improved. For instance, in section one items 2 and 6, in section two item no 2 of the students' questionnaire which lacked clarity were revised. The participants involved in the pilot study were not included in the sample during the administration of the final form of the questionnaire.

### **3.10 Ethical Consideration**

To get credible and ample responses and ideas, the researcher was given suffice ethics for the respondents and the concerning and targeted staffs. The researcher should give the legal letter for conducting the research on the selected topic. Additionally, the researcher was confirming the confidentiality of the data going to be collected. To this and the researcher was try to clearly inform the respondents about the purpose of the study in the introduction part of the questionnaire and interview guide to the respondents and he was confirm that subjects confidential was kept. The researcher also didn't personalize any of the respondents during data presentation, analysis and interpretation. Furthermore all the materials used for this research would be acknowledged.

## CHAPTER FOUR

### 4. Result and discussion

#### 4.0 Introduction

This chapter aims at discussing, interpreting and analyzing the data collected qualitatively and quantitatively. For the study, three data gathering instruments were used. These were classroom observation, questionnaire, and semi-structured interview. The responses which have been collected through these instruments are organized, summarized thematically, and inductively based on their similarity, and the focus of the inquiry. Hence, the presentations and discussions of the research data have been organized sections based on the research objectives. Attempts were also made to relate the results of the study to the objectives of the study. Findings and their implications are elaborated in light of the appropriate theoretical as well as empirical literature.

#### 4.1 Results

Under this section the quantitative data that collected from respondents were analyzed in frequency and percentage.

Table 4.1.1 to what extent EFL teachers do practice in group work while teaching the speaking skill?

Put the check mark in appropriate box to indicate your level. And to respond this questionnaire, please put the check mark (√) in the appropriate box to indicate your level of agreement or disagreement with the statements: 1.Strongly Agree (SA) 2. Agree (A) 3. Undecided (UD) 4. Disagree (DA) 5. Strongly Disagree (SD)

Key; 1.strongly agree 2.Agree 3. Disagree 4.Strongly disagree 5.undecided

No	1. To what extent EFL teachers do practice in group work while teaching and learning English language speaking skill?	1	2	3	4	5	Total	
			No. Of respondent					
1.1	Teachers have awareness in group work while in teaching and learning speaking skill practice.	%	33.1	66.9	–	–	100	
		F	43	87	–	–	130	
1.2	Teachers know that students often required to predictions and hypothesis about the text content through group work learning by relating new information to their prior knowledge and language use.	%	10.0	78.5	3.8	7.7	100.0	
		F	13	102	5	10	130	
1.3	The teachers teach you group work while teaching and learning English speaking skill sections of your textbook efficiently	%	3.8	67.7	23	17.7	100.0	
		F	5	88	14	23	130	
1.4	Your teachers encourage you to speak English in teaching and learning group work activities.	%	3.8	61.5	10.8	23.8	130	
		F	5	80	14	31	100.0	
1.5	Teachers are responsible for giving opportunities for students to do group work activities while teaching and learning English language speaking tasks.	%	3.1	73.8	7.7	11.5	3.8	100.0
		F	4	96	10	15	5	130

1.6	In the group work teaching and learning process teachers use types of teaching techniques and methods you use in the classroom to develop speaking abilities.	%	2.3	63.8	11.5	22.3	–	100.0
		F	3	83	15	29	–	130
1.7	Teachers have understand that why students fearing of speaking during classroom group work and discussion.	%	17.7	55.4	15.4	11.5	–	100.0
		F	23	72	20	15	–	130
1.8	Teachers' maximize their students speaking participation in group discussions using L2 English	%	6.9	56.2	33.1	3.8	–	100.0
		F	9	73	43	5	–	130
1.9	My work is more effective when I work in group work in teaching and learning English speaking activities.	%	26.2	52.3	3.8	17.7	–	100.0
		F	34	68	5	23	–	130
1.10	The teacher try to solve the problems faced during group work in speaking skill	%	3.8	76.9	19.2	–	–	100.0
		F	5	100	25	–	–	130
Total		%	8.51	5.1	9.8	8.9	–	100
		F	65	35	20	10		130

As can be seen from Table 4.1.1, 8.5% (strongly agree) /students believed that the teachers had a good practice in group work in teaching and learning speaking skills. On the other hand, 5.1 %( agree) students underlined that teachers were not have good practice about group work in teaching and learning speaking English language skills. However, the remaining 9.8 of the students disagreed and strongly disagreed to this item.

This implies that most of the teachers were not have a good practice in group work while in teaching and learning speaking skill practice. The responses of the students to item 1, in Table 1, shows that teachers were not give more emphasis practices used in teaching speaking through group work skill. According to the respondents' reflections, most of the teachers had no good awareness of their roles in speaking activities. In addition, the majority of the respondents indicated that teachers should be aware about being active agents in group work through speaking activities in the teaching-learning process. The result of the

classroom observation also indicated that most of the teachers were not practice effectively to the students of their roles in group work through speaking skills activities in English classroom this affects the effectiveness of student’s performance in actual class room. This implies that most of the teachers were not encourage their students in learning speaking through group work activities.

Table 4.1.2 Students’ responses regarding to frequency using group work activities while teaching and learning English speaking skills.

No	Items, 1.11		Always	Sometimes	Rarely	Never
1		No. respondent				
	How often do you learn using group work in teaching and learning English language speaking skills?	%	96.9	33.8	49	10.0
		F	9	44	64	13
	Total	%	7.2	2.6	3.7	7.6
		F	9	44	64	13

As can be seen in the table, 7.6 % of the respondents said that they rarely learn in-group work in teaching and learning English language speaking skills and 2.3% suggest that they sometimes learn in-group work activities. Similarly, the questionnaire for teachers also revealed that among 4 teachers, three of them said that they use group work some times. This indicates that teachers usually dominate the whole class for lecturing rather than permitting students to work in-group work activities due to the large number of students, lack of conduciveness environment, and the students’ low interest of for learning. The interviewed teachers also suggested many reasons why they do not regularly use group work. Some of the reasons were: - the nature of the tasks, shortage of time, reluctance of students for group work and the classroom situation have been mentioned as the failure to apply group work. However, according to the teachers’ response, teaching rarely in groups could not enhance students to develop communicative competence from lecture. Rather students may acquire only structures of the language than the use.

Table 4.1.3 Students' responses were concerning to the number in one group while teaching and learning speaking skills.

	Number of students in a group	Responses					
			A	B	C	D	Total
13	How many members in a group do you work together in speaking skill?		5	6	7	>11	
		F	85	45	–	–	130
		%	8.5	4.6	–	–	100

Regarding to the number of students that work together is essential for effective implementation of group work through English language speaking skills. As it can be seen, students believed that 8.5% of them revealed that they form a group that consists of 5 students. In addition, 4.6% of the respondents said that they form a group of 6 students. As it can be seen during classroom observation, teachers allow their students to form a group but any one of them limited the number in the groups. Amazingly, in one of the classes with a population of 62 students, the teacher ordered students to form two groups (two rows of desks as one) to suggest ideas with agreeing and disagreeing with the given issue, which was unimaginable for students to perform accordingly. Even though there is no fixed number for grouping that scholars agreed on, most writers suggest 4 to 5 as a preferable number. As stated in the review of literature (see 2.3) Groups of two are called dyads and are not encouraged for group work because there are not a sufficient number of individuals to generate creativity and a diversity of ideas (Csernica et al., 2002).

Larger groups decrease each member's opportunity to participate and often result in some members not actively contributing to the group. In situations where there is a shorter amount of time available to complete a group task, such as an in-class collaborative learning exercise, it is suggested that smaller groups are more appropriate. The shorter amount of time available, the smaller the group should be (Cooper, 1990; Johnson, Johnson & Smith, 1991).

Table 4.1.4 Students' response on the main challenges encountered in teaching English in-group work through speaking skill.

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

A. Student related challenges		1	2	3	4	5	Total
		No. of respondents					
1 Lack of student's experience in group work activities in speaking skill.	F	84	9	12	25	–	130
	%	64.6	6.9	9.2	19.2	–	100.0
2 Reluctance to work in groups	F	1	111	8	10		130
	%	.8	85.4	6.2	7.7		100.0
3 Lack of students language proficiency	F	88	34	8	–	–	130
	%	67.7	26.2	6.2	–	–	100.0
4 Absence of the group's leader	F	19	69	27	15	–	130
	%	14.6	53.1	20.8	11.5	–	100.0
5 Group size / large number of student in the group	F	80	32	18	–	–	130
	%	61.5	24.6	13.8	–	–	100.0
6 Anxiety	F	33	97	–	–	–	130
	%	25.4	74.6	–	–	–	100.0
7 Nature of the task	F	15	69	22	14	10	130
	%	11.5	53.1	16.9	10.8	7.7	100.0
8 Domination of active learners	F	–	39	39	37	15	130
	%	–	30.0	30.0	28.5	11.5	100.0
9 Shyness to practice the	F	32	93	5	–	–	130

language in the group	%	24.6	71.5	3.8	–	–	100.0
10 Mother tongue interference	F	3	82	29	16	–	130
	%	2.3	63.1	22.3	12.3	–	100.0
11 Unavailability of textbooks	F	8	57	51	9	5	130
	%	6.2	4.8	39.2	6.9	3.8	100.0
12 Lack of interest to share knowledge with others	F	8	95	19	8	–	130
	%	6.2	73.1	14.6	6.2	–	100.0
13 Insufficient time given for the task	F	–	30	40	20	20	130
	%	–	38.5	30.8	15.4	15.4	100.0
Total	F	25	30	25	45	5	130
	%	2.1	4.6	1.6	9.1	2.9	100.0

As it is illustrated response on the main challenges encountered in teaching English in-group work through speaking skill. 2.1% and 4.6 % of the respondents showed their „strong agreement“ and „agreement respectively. A great majority of learners i.e.90.1% (2.2 mean value) are between the continuum „strongly agree“ and agree“ and implies that almost all of the students have strong lack of experience in group work activities in speaking skills. According to the observation checklist with students classroom teaching and learning process about teachers awareness of group work perception and teaching method, teachers use different methods of teaching, some use group work frequently and some rarely, they had teach English as an object. There are also who did not use group work as a method. And also 1.6% of the respondents confirmed ‘disagree’ and strongly disagrees as it was a problem. As observed in the classrooms, students’ reluctance had a direct relation to their language use. Only few students in the group were participating actively and the rest were sitting idle. This was a result of ineffective language skill of members. On the other hand, according to teacher’s interview, since group work activities through speaking skills have no attention particularly, students did not care about. Instead some prefer to do different tasks or talk about other irrelevant topics.

Therefore, the presence of group leader should be an important for effective group activity. According to Brumfit (1984), group work is used as management device. In lockstep classes, a teacher cannot control what each student is doing. However, in-group work the group leader can



control what every individual or the group member is doing, so students cannot disturb, rather they do the task to share their works with others since group work is a positive views by many scholars. However, during the observation, few teachers made their students to have a group leader. As obviously known students have different backgrounds, characters, unless the group has someone who guides and controls the whole activity in the group, it is difficult to say group work is applied in authentic situation. The group leader and the secretary could have great responsibility of documenting the lists of daily participants if group activities need to be graded in a continuous assessment form. Teachers were interviewed concerning group leader, and one teacher replied as: item no 1.

The roles of the students were electing their group leaders themselves in speaking lesson. However, sometimes he selects those who are weak, because they he needs them to be motivated and develop responsibility for the given activity. But as it can be seen observation checklist the classroom teacher were not given to opportunity to practice in authentic situation. Even though, they cannot serve only for a period.

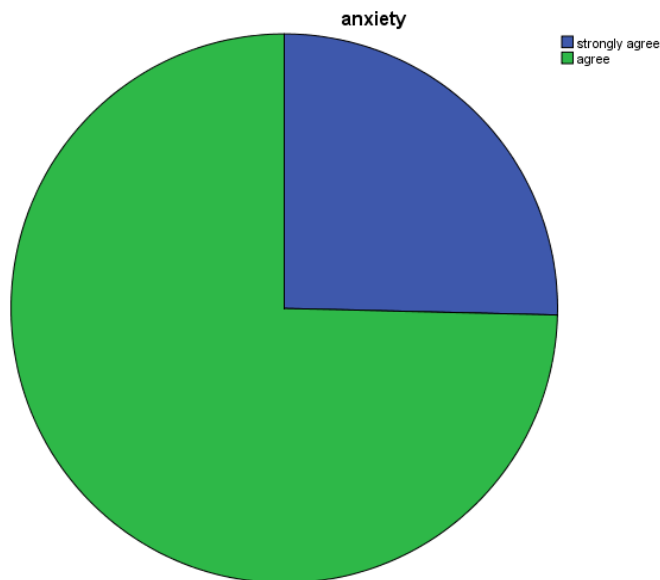
The respondents strongly believed that a small group prefers them for group discussion since they speak up and learn speaking in small groups. However, they didn't believe that large groups suit them for group work learning speaking in English language. Surprisingly, the population numbers of grade 10 were 62 in on class. So, the responses and the finding in Table 4.1.4, match with the review of related literature which discusses about "...but if group members are increased above a certain limit individual contributions will be minimized and some people may find themselves inhibited from talking." Similarly, one of the interviewed teachers, for instance, has put his view as follows:

I: How do you see your students perception towards the group work used in learning speaking skills? Is it in high group size or in less group size?

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

At the same time, during classroom observation, students in small groups i.e. four students prefer desk have been seen participating in a better way than when they were in a group more than three

or two. Likewise, the target groups strongly believed that heterogeneous groups are suitable for them to speak English and learn freely in group work.



As can be seen above in Table 4.1.4 and the diagram shows the mean value is anxiety was confirmed as one of the problems in-group work through speaking skills by 4.6% agree and 2.1% strongly agree of the respondents; on the main challenges encountered in teaching English in-group work through speaking skill. It could be caused because of different reasons like students cultural background, lack of self-confidence and fear of the group members, conducive environment and the students' low interest for learning. It could be achieved through regular practice of group work and encouragement of teachers. This shows that the respondents did not strongly agree in participating more in homogeneous groups.

Tasks given for group work activities should much the need and level of students. And also the designed textbook activities cannot motivate learners to implement their classroom communicative competence in group work. In addition, three of the interviewed teachers responded that lack of a conduciveness environment, were not suitable for different groups, in the way they like. For instance, T3 said that:

I: Do you engage your students in managing a role play activities EFL class? If you say, yes how? No. why?

T3: yes, I made to mobilize my students in order to do their roles in EFL classroom. The students' motivation to learn group work through speaking skills is high. However, due to an conducive environment the students' active participation becomes low. So this leads to factors that affect the students' weak communicative performance.

According to 2.1% of the respondents agreed on the main challenges encountered in teaching English in-group work through speaking skill group work was accept to be one of the constraints. Academic status also creates a problem when it spreads to a wide range of activities, which do not require the skill that has made up the status. Most of the students simply sit and expecting to the work of group leader. However, such kind of conditions could be improved if the group has a responsible group leader, because the group leader allows equal opportunity and time for all group members.

According to Baldwin (2011), speaking in front of people is one of the most common fears for students, they face the feeling of shyness that makes them unable to think and forget what they want to say. Shy students neither speak loudly nor stand in front of the class and express their ideas. This is because of cultural influence of the society, lack of conductively environment, teachers teaching methodology, quality of material. Similar to anxiety, it could be improved by continuous practice in-group work especially, by focused on teaching English as communicative matter. With regard to mother tongue interference, the majority of the respondents (6.1%) both the students and teachers confirmed as it were the usual problem that occurred in group work activities speaking lesson. However, in order to reduce such problems, the task should be easy and be designed to participated students using the targeted language and also the designed materials could be focused on in authentic situation. In addition to this, the use of L1 may lead to the productive use of the targeted language if handled with care .In line with this, group leaders and the teacher have to check the language used in the group and take a corrective measures.

In addition, interviews were made for both teachers and students and they explained that the problem is a usual occurrence. Nevertheless, as observed in the classrooms the average number of textbooks in each class was 1for 2.

In fact, it was difficult to judge by classroom observation unless the behavior of each of the students is well but the practicing of in actual classroom is poor. However, one of the

interviewee said that since not all of the students were participating equally, some clever students assumed that they gain nothing, so they prefer to sit quit or do activities of their own rather than participating in the group actively. However, this could be improved if group work activities are graded and by giving awareness.

Table 4.1.5 Questionnaire for Grade 10 English Teachers

Questions for teachers related to students practice of group work in teaching and learning English language speaking skill

Questionnaires for teachers related to students about GW practice in teaching and learning speaking skill			1	2	3	4	5	Total
		No. of respondent						
1.1	Students have a good <b>awareness</b> towards the advantage of group work while teaching and learning English language speaking skill.	%	25.0	75.0	–	–	–	100
		F	1	3	–	–	–	4
1.2	Students have good <b>interest</b> to do individual, pair and group activities in speaking skill.	%	75.0	25.0	–	–	–	
		F	3	1	–	–	–	4
1.3	In group of EFL speaking classroom students do not face problems of interacting in speaking skill classes and learning difficulties.	%	–	25.0	50.0		–	100.0
		F	–	1	2		–	3
1.4	Students' <b>perception</b> in the actual classroom situation is not good. Students' are incapable of participate in English in 'language teaching classrooms. There are problems to participate group work in speaking English and share ideas and experiences in the EFL classroom.	%	–	100	–	–	–	100.0
		F	–	4	–	–	–	4

1.5	The <b>attitude</b> of students towards currently teaching strategies of group work through speaking assessment is poor. Some group members don't contribute to the group project or aren't perceived to be contributing to the group. This creates tension in the group and is unfair to the group members.	%	-	75.0	25.0	-	-	100.0
		F	-	3	1	-	-	4
1.6	If it's a group assignment that everyone should participate in and learn about, it is the best to mix the groups. So every group has weak and strong student so they can learn from each other and show their skills and does not dominated by their leaders.	%	75.0	25.0	-	-	-	100.0
		F	3	1	-	-	-	4
	Total	%	2.0	3.7	1.2	-	-	100
		F	30	85	15			130

**Key: 1 Strongly Agree (SA) 2. Agree (A) 3. Disagree (DA) 4, Strongly Disagree (SD) 5, Undecided (UD)**

As can be seen from table 4.1.7, of the respondents about 25.0% believed that students“ should have a good **awareness** towards the advantage of group work while teaching and learning English language speaking skill. Whereas, 75.0 %, strongly agreed and 25.0% agreed the respondents responded Students have good **interest** to do individual, pair and group activities in speaking skill. This implies that a significant portion of students respondent have good interest to do tasks individual, pair and group activities. However, in reality the current teaching and learning in group work in speaking skills was very poor. As it is shown in the Table 4.1.7 above, the mean of item 3 is 25% agreed and 50% disagreed. This shows that teachers strongly believed that, they face problems of interacting in speaking skill classes and learning difficulties learn speaking actively in group work because of shyness while speaking English language. In items 4, 5, and 6 which have medium mean values display that there mean values are (100%, 75% and 75% respectively),the students tended to “Agree” with a statement that asked whether they have good perception towards group work and practices in actual classroom, the way they brought up and

the assumption of other students in the group discussion are by far better in English. When the interviewed teachers were asked to suggest some major personality and socio-cultural factors that affect learners speaking during group work, their responses are similar to the responses given by the students.

I: Do you think there are a ways of determinants and opportunities in group work implementation in EFL speaking classroom? If yes, what are they?

T1: She justified that, firstly, the respondents agreed that, most students grew up with in strict communities that do not allow children to participate actively during discussions with family.so both the teachers and students open language center in order to improve their communicative competence.

Another teacher (T2) also responded that for the same question:

I: Do you think there a ways of determinants and opportunities in group work implementation in EFL speaking classroom? If yes, what are they?

T2: Also responded that, he used to get such information from his students when they were talking about problems students face during the practice of learning speaking in group activities.

To item 3, (the mean value is 50%) this shows that the students incline to strongly disagree for this item that they don't speak English during group discussion. It is because there cultures do not allow them to speak English a lot in front of elders and guests and the students' interest expectation for learning is very low. So this leads the matter of the students' poor communicative performance.

Generally speaking, it can be concluded that learners' gender difference does not influence their perceptions, practice and challenges of group work in teaching and learning speaking skills. These findings of students' practices are not consistent with the findings of the study conducted in western countries.

#### 4.1.6 Classroom Observation Results

In order to find out grade ten teachers actual classroom practices in the features of promoting Communicative Language Teaching, a semi-structured observation was conducted using a checklist that consisted of four items with sub points each (See appendix-D)

No	Teachers activity	Students activity	Items	Yes		No	
				No	%	No	%
1.	At the beginning		Students participate actively in the classroom teaching-learning group work in speaking skill.	18	100	-	-

of lesson							
2. In the middle of the lesson			Having the teacher's motivation when students are losing attention and interest to participate group work while teaching and learning in speaking skill.	3	44	14	78
3. At the end of the lesson			Is there any challenges encountered in teaching English in group work through speaking skill?	2	44	10	56

Table 4.1 8 above indicates that all classroom activities are not well performed by the teachers. For instance, many teachers do not give group work activities through speaking skills, emphasis on both fluency and accuracy or activities focus on language as a medium of communication rather than teaching as communicative matter. Moreover, almost all of the teachers do not follow up students' participation and activities. According to the observation result, only 44% of the teachers use more pupil – oriented activities.

#### **4.1.7 Analysis of teachers' interview**

The analysis of data gathered through interview has also shown consistent results with findings of the questionnaires and the observation. It has also signified that both teachers and students employ the perception, practice and challenges of group work in teaching and learning English language speaking skills. As mentioned in chapter three, an interview was held with 3 teachers using a semi- structured interview schedule. In order to address these themes, the fourth leading questions presented below were raised with relevant probes.

1. What are the roles of students in group work activities in speaking skill? Are they willing to do that effectively?
2. How do you see your students perception towards the group work used in learning speaking skill?
3. Do you involve your students in speaking activities through group work? If yes, how are? Are they willing to do that?
4. Do you think that students play their roles in group work EFL class room activities to develop their speaking skill?

In this section, the interviewees' responses to the above major questions and to respective probes are described, and where possible, an attempt is made to link the findings from the interview, with the results obtained through teachers questionnaire.

The interview data proved that teachers have adequate understanding the role of students in group work activities in speaking skills. The interview participants highlighted the ability to use the language for communicative purposes. One of the teachers, for instance, defined as follows: Group work is the one of teaching methodology approach in which the main goal is defined as getting the students to communicate and the ability to deliver the intended message effectively. Here the main aim is interacting effectively.

The other teacher, in his definition of group work through speaking skills, emphasized the centrality of active engagement of students in language classroom as an important principle of group work. Group work is emphasized a communicative language learning which aims at providing learners active participation in the situation like group work and pair work which help students to communicate effectively.

The participants were convinced that group work through speaking skills, as the most recent language teaching methodology, has a great deal to offer to English teaching in classroom context. This was verified by questionnaire data when asked they have tried using group work in their classes, 70% of questionnaire participants showed positive perception respondents while the remaining 30% of them said that never used in their classrooms rather than teaching English as an object.

The third teacher believed that the willingness of the students participation through group work activities in morally is good but in authentic situation is poor rather it should be studied as a means for engaging in linguistic matter. He expressed that group work through speaking skills could make it possible to change existing attention from teaching structures as isolated items to teaching how to use the language for communication purpose.

Another teacher on the other hand put his students play the role of group work to improved their speaking skills by saying "It is more of theory than practice." And explained in detail what he feels. The researcher asked the same question: The teacher replied: I think I see group work through speaking skills differently. Some think as if it is totally practical. For example, is



theoretically very useful, but practically impossible for a number of reasons like large class size, work load of teachers, lack of teaching material, lack of interest and some complaints of both the teachers and students. The same holds true with the group work perception, practice and challenges in English language speaking skills. Therefore, provision of teaching materials, budget and technology should be considered to make it effective. In addition to the above factors, teachers' lack of interest and training on such methodology may affect its practicability. If all these problems are minimized and the teachers accept it willingly to reduce the perception, practice and challenges of group work in teaching learning English language speaking skills, may become suitable in different situations.

Additionally, it was expressed that due to the overcrowded classes, it was almost impossible to give individualized attention to each learner. Moreover, disciplinary issues were said to dominate large classes. The teachers complained much about the classroom management problems that were resulted from over-crowded classrooms. Since the classrooms are overcrowded, classroom management becomes a very serious challenge for the teachers. There is usually chaos in such large classes, when i try to use group work in my class, students become too active and really hard to control. The respondents emphasized that the role a student's plays is crucial in language classes. A teacher, in expressing his views of students' role group work tasks in order to develop their speaking skills.

## 4.2. Discussion

It is clear that most of EFL learners think that about the perception, practices and challenges of group work EFL speaking is the most important skill for them to develop. This result is a support to the work of Florez (1999) who claims that speaking is usually a priority for most English learners. To what extent EFL teachers do practice in group work while teaching the speaking skill and it was mainly about group work and speaking skills; and also one of the research objective questions; how learners evaluate their group work in EFL speaking skill and what difficulties do they face when speaking through group work. 8.5% (strongly agree) /students believed that the teachers had a good practice in group work in teaching and learning speaking skills. On the other hand, 5.1 %( agree) students underlined that teachers were not have good practice about group work in teaching and learning speaking English language skills. However, the remaining 9.8 of the students disagreed and strongly disagreed to this item.

Most of EFL learners find practicing in group work through speaking in English challenging. Only few find it easy. When learners were asked to evaluate their EFL speaking skill through group work, their answers where mainly between average and above average, therefore, they feel like they are not yet fluent and they need to develop this skill. Concerning the effects of oral expression course on the development of learners' perception, practice and challenges of group work in EFL speaking lesson, the majority of EFL learners think that oral course is helpful to them and contributes to the improvement of their EFL speaking and for our communicative competence. However, oral courses should be developed since a respected number of students do not find it helpful to them.

Most of EFL learners face difficulties when they speak in English that hinder them from achieving speaking proficiency, and this confirms what Schwartz (2005) states how learners are blocked to speak because of such difficulties. EFL learners tend to experience all the psychological difficulties mentioned in our research with different rates. 2.1% and 4.6 % of the respondents showed their „strong agreement“ and „agreement respectively. A great majority of learners i.e.90.1% (2.2 mean value) are between the continuum „strongly agree“ and agree“ and implies that almost all of the students have strong lack of experience in group work activities in speaking skills. This requires the teacher to take some actions to help his learners to overcome

these difficulties. Learners usually prefer group work activities and oral presentations in oral classes instead of other techniques with a small advantage to group work activities since it was the most selected option because they find it effective and fun. Almost half of EFL learners do not feel that they are given enough opportunities to improve their EFL speaking skill, while the other half is satisfied with their given opportunities. This fact requires the teacher to give more equal chances to EFL learners to improve their EFL speaking skill, to try methods of teaching that suits all the learners, and to provide learners with enough time to practice.

Most EFL learners find group work an easy strategy i.e. they do not face difficulties when working in groups which is another advantage for this latter and they find that their teacher is showing them the importance of this strategy. However, some learners find it difficult to work in groups and think that the teacher is not helping them with that. This requires the teacher to help them through showing them the importance of this strategy, teaching them how to work and the required skills for it before asking them to work in groups, and through guiding them while working. Thus, the role of the teacher is highly important as stated by Davis (1999) who significant the rule of the teacher and his/her tasks during group work and Cooperative group work tend to have various advantages for EFL learners as was shown in the results of the questionnaire. Most of students find that this strategy aids them in more than one way and help them with their psychological difficulties. It was obvious that the majority of EFL learners find that cooperative group work helps them overcome their psychological speaking difficulties in different ways and encourage them to speak English without any obstacles or fears. Learners in their suggestions gave some interesting ideas such as: seriousness during group work, limited size of the group members, variety of levels of members of the same group, the role of the teacher is significant, and to use this strategy more often. This indicates that EFL learners at Anger gute high school students were interested in group work strategy find it interesting and fun and most of all, they believe that it helps them face and overcome their psychological speaking difficulties. However, they were only accepting the importance of group work teaching methods rather practicing in actual classroom.

Besides, all the teachers from the interviews sessions agreed with the use of group work in teaching speaking. According to them, it was more student-centered and effective in getting every student to be involved in the tasks. Through the observation, students' engagement in the

group work was observed and a few elements were generally recorded - their ability to communicate in English, team working, interaction among members, enthusiasm as well as students' motivation in the group work activities. The functionality of the group work in polishing their speaking skills was determined in the three classroom observations.

Although Students' responses regarding to frequency using group work activities while teaching and learning English speaking skills. 7.6 % of the respondents said that they rarely learn in-group work in teaching and learning English language speaking skills and 2.3% suggest that they sometimes learn in-group work activities. Similarly, the questionnaire for teachers also revealed that among 4 teachers, three of them said that they use group work some times. This indicates that teachers usually dominate the whole class for lecturing rather than permitting students to work in-group work activities due to the large number of students, lack of conduciveness environment, and the students' low interest of for learning.

Specifically, this finding suggests that interaction in the classroom may help language learners to gain the appropriate feedback that will enable them to identify speaking through group work errors, thus leading them to produce accurate utterances in the target language. It appeared that learners experienced difficulties in contacting the teacher to clarify some points in the lesson. Previous research (Damon, 1984; Bejarano, 1987) showed the following advantages of group interaction: students can speak at a level that other students can understand; students can confront each other and try to resolve any disagreements; students can gain feedback from other students; and they can more easily accept corrections from other students. The familiarity of learners with other group members' misunderstandings of specific aspects of the target language often results in swapping assistance when learning in groups: for instance, students help other learners with specific language issues, as well as receiving help with issues that they are not familiar with.

Furthermore, GW appears to make the learning environment more enjoyable for language learners. Students' responses were concerning to the number in one group while teaching and learning speaking skills. 8.5% of the respondents said that they form a group of 6 students. As it can see during classroom observation, teachers allow their students to form a group but any one of them limited the number in the groups. Amazingly, in one of the classes with a population of 62 students, the teacher ordered students to form two groups (two rows of desks as one) to

suggest ideas with agreeing and disagreeing with the given issue, which was unimaginable for students to perform accordingly. Even though there is no a fixed number for grouping that scholar agreed on, most writers suggest 4 to 5 as preferable number. A pleasant environment in the EFL classroom may impact positively on academic achievement. This result is consistent with a previous study by Martinez et al. (2002), which investigated students' perceptions of GW: their results indicated a positive relationship between the degree of preference for GW, enjoyment of GW activities and academic results.

## CHAPTER FIVE

### 5. Summary, Conclusions and Recommendations

#### 5.0 Introductions

This study has explored the perception, practice and challenges of group work in teaching and learning English language speaking skills. The use of role plays activities. Now-a-days, language teaching has placed a great emphasis on communicative language teaching and student-centered method where the goal of teaching speaking is to improve students' communicative skills. As a result, linguists and EFL teachers agree that students learn to speak in a foreign language by communicating through that language. To explore the teaching of speaking skills the researcher considered many aspects like teachers' roles, students' roles, the implementation of role play activities, problems students face and the nature of classroom interaction. To gather reliable information with regard to the above aspects, the researcher used observation, questionnaire, and interview. In order to achieve this objective the following research questions were formulated:

3. To what extent EFL teachers have practice in group work while teaching the speaking skill?
4. How often do group activities be used in the classroom and help students to enhance speaking skill?
- 5 How many member of group do you work in together in speaking skill activities?
3. What are some of the main challenges encountered in group work that students might face to make the use of group work activities?

In order to answer these questions, descriptive survey method was employed. To this effect questionnaire, interview and classroom observation were utilized as instruments of data collection. Simple random sampling was used to select 130 subjects (72 male and 58 female) out of 520 student population. Moreover, grade ten English teachers were included in the study using the same procedure. Accordingly, these informants participated and provided dependable data. Furthermore, the obtained data were analyzed by employing statistical tools such as frequency, percentage, and mean and independent sample t-test using SPSS software.

## 5.1 Summary of the major findings

The major findings of the study are summarized as follow:

- Students' responses concerning to the teachers have good awareness about group work while learning and teaching speaking skills with regard to (33.8 strongly agreed and 66.9 agreed students for teachers' awareness of GW. This show that high school EFL teachers and students they seem to be aware of the importance of group work through speaking skills language teaching. However, the A 2-tailed independent samples t- test displays that the mean difference between teachers awareness and students perceptions to was 2.28,  $p=0.86$ ). This mean difference between teachers and students perceptions practice and challenges of GW was statistically significant. This implies that teachers perceive and teaches with better knowledge. Although, if the output is significance the teaching methodology of the teachers are very poor. They simply teach English as structural form or drills of language rather than communicative competence. So the teaching methodologies, lack of quality materials and students interest for learning are great problems to teach group work through speaking skills.
- The results of the students' response of how often do group activities be used in the classroom and help students speaking skills reveal that their students implemented group work through speaking skill principles in a very limited ways between the ranges of „sometimes“ 33.8% and „rarely“ with a ( grand mean = 49%), and this is consistent with the result of classroom observation revealed that 94% of them were ineffective which show that teachers did seem to practice form focused, teacher-centered and lecture methods as well as the grade ten English teacher teaches English as an object rather than communication in a real life situation. This result indicates that there exists a discrepancy between what teachers understand about group work and what they really practice and also we can say the time given practice was poor.
- And the groups formed were not a study team that work together for about a semester because of this, some students lack interest in group work for the reason group work through speaking skill activities were not graded, so as seen in table 4.1.4 teachers should grade group work activities to make all students participate in the groups.

- Students response about member of in group like small group size (2 to 5) students per group, the nature of tasks written in grade 10 English text book and seating arrangements especially fixed desks or students low interest of for learning in Anger gute highs school affect students' attempt to practice learning speaking effectively and successfully.
- Related to the challenges encountered in group work that students might face to make the use of group work activities teaching and learning speaking lesson; there was Lack of self-confidence to use the targeted language, frequent mother tongue interference, Aimlessness and coming to school to spend time and lack of conducive environment as well as students' poor interest for learning. Some students kept silent in fear of being laughed at and anxiety to speak in front of other people, besides, few passive participants were noticed that their own business.

## **5.2 Conclusions**

This section presents the conclusions that the researcher reached in the light of the results of this study.

- The reaction from the EFL teachers and students revealed that had positive attitude towards the perception, practice, and challenges of group work in used in teaching and learning speaking lesson even though they perceived it positively, they had difficulty in implementing their roles effectively in English class room or there was a less emphasis on use of group work in teaching and learning speaking skills in authentic situation.
- As indicated in the analysis of findings, most of the teachers and students were not capable enough to implement their roles since they have knowledge gap and low exposure on practicing group work through speaking skills. This implies that the teachers and students did not want to play the roles they were expected to play in only teaching English as structural language rather than teaching as communicative matter of classroom. Thus, the roles are not practically realized in the classroom due to lack of motivation or interest, large group size, quality of teacher and conducive environment.
- The research findings also indicated that students were not active participants, responsibility takers, and could not express their ideas during communicative activities. Hence, they were not playing their roles properly.



- As the study showed, the actual classroom group work activities were dominated by EFL teachers even though the teachers were not focused speaking skills from four kinds of language skills due to this reason the students communicative competence performance was become poor. Students did not participate in speaking in group work activities effectively. In addition, they were playing passive roles in use of strategies to learn group work through speaking skill activities in English classroom. Learners were passive participants. Therefore, students did not play their roles properly in group work activities as well as provided speaking materials.
- The result points out that almost all learners experience language anxiety and shyness, to speak in English in front of their audience. The researcher suggested that teachers should spare some of their time to advise their students on how to reduce language anxiety and their motivation of about learning.
- Group work provides the environment for ELLs to engage in social interactions and build relationships. Future research could address how ELLs and non-ELLs feel about group work and the complications of teaching social skills to ELLs in the mainstream classroom. There are various aspects and topics of group work that could be explored with not only ELLs but non-ELLs and diverse types of learners. Group work is a strategy that offers more than learning of the content; it
  - Provides a plethora of opportunities for students to develop, practice, and enhance their skills with their peers.
- ❖ The results of the findings also revealed that the implied perception, practice and challenges of group work through speaking skills in the speaking materials provided students to speak or participate in the actual class room and encourage them to express their feelings, opinions, ideas and messages effectively in English classrooms.
- ❖ Finally, as the study revealed, many factors that hindered the perception, practice of used in teaching and learning group work through speaking skills of the students. The major ones were students' background experience, mother tongue interference, and lack of confidence and fear of making mistakes, conducive environment and currently the students' low interest of for learning. As indicated in the findings of this study, these problems do not allow students to do activities and tasks communicatively. These factors

were affecting both the students' and teachers' perception, practice of using learning speaking skills. Therefore, the mismatch between the teachers and students in group work activities is the problem of teaching-learning process of English in speaking session.

### **5.3 Recommendation**

On the basis of the findings and the conclusions, the following recommendations are forwarded;

1. From the background information of teacher's questionnaire, it was observed that majority of them did not get training on group work through speaking skills and communicative language teaching or the target of the language. So it is mandatory to give awareness the students about the perceptions and challenges of group work through speaking skill. This hinders their implementation of communicative language teaching. Therefore, the Ministry of Education and other concerned bodies (e.g. ICDR) should organize successive workshops, seminars and in-service trainings so that teachers can get the chance to share experiences on how to cope with the existing problems in high schools.
2. Teachers have a shortage of practical application of group work through speaking principles and techniques. Teachers should be given the chance to play the roles of planning, monitoring and evaluating their learning. Therefore, teachers education programs, should address at in-depth training on language teaching methodologies.
3. Maximizing the students' proficiency in the language at elementary level. Student should start using the language communicatively through group work at the grass root level.
4. Teachers and administrators should create an English environment in the school to increase students' opportunities to practice English
5. To sum up, expectantly, the research findings in this paper will encourage an extension of research in to teachers' knowledge and understanding of the perceptions, practice and challenges of group work in teaching and learning English language speaking skills. A range of conceptualization, rich in detail, is further needed to provide EFL teachers with framework and models that they can follow in their own practical classes. Therefore, this study is not anticipated to make any generalization, so any concerned and interested body can make use of this study as route for further studies and is suggested to contribute a lot.

It is important to note that the constraints cited both by the students and teachers revealed the presence of the problems such as lack of conducive environment, language proficiency, interest, large class size and background were some of points. Therefore, it looks reasonable to conclude that constraints encountered in-group work activities could be obstacles for students to benefit from group work activities and impede the teaching learning process. To alleviate the problems both the teachers and students have to perform their expected roles properly and regularly. In addition, the condition of the classrooms should suit for the teaching learning process.

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## **Appendix A**

### **Jimma University**

#### **College of social sciences and Humanities**

#### **Department of English language and literature**

### **QUESTIONNAIRE TO BE FILLED BY STUDENTS**

**Dear students,**

I am conducting this research for the partial fulfillment of M.A degree in TEFL at jimma University, Department of English language and literature. The research focuses on the “An assessment on the perceptions, practice and challenges of group work in Teaching and learning English Language speaking skill in Grade 10 at Anger Gute secondary school. The aim of this study is to investigate how the problems hinder the teaching learning process of group work through speaking skill.

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

#### **Instruction**

Do not write your name. Make sure that the questionnaire has four parts in four pages. Complete all the pages and return it. If the space provided is not enough to express your idea use the backspace. And to respond this questionnaire, please put the check mark (√) in the appropriate box to indicate your level of agreement or disagreement with the statements: 1.Strongly Agree

(SA) 2. Agree (A) 3. Undecided (U)

4 .Disagree (D) 5. Strongly Disagree (SA)

Thank you in advance for your cooperation.

**PART I PERSONAL INFORMATION RELATED TO STUDENTS BACK GROUND.**

**Choose the one that expresses you.**

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

2. Age----- A. 12\_14 B. 15\_17 C. 18\_20 d. Above 20

**PART II Questions related to teachers and students perception of Group Work while teaching and learning English language speaking skill.**

Put the check mark in appropriate box to indicate your level.

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

No		1	2	3	4	5
1	1. Questions related to teachers have a good awareness about how to practice group work while teaching and learning English language speaking skills.					
1.1	Teachers have awareness in group work while in teaching and learning speaking skills practice.					
1.2	Teachers know that students often required to predictions and hypothesis about the text content through group work learning by relating new information to their prior knowledge and language use.					
1.3	The teachers teach you group work while teaching and learning English speaking skill sections of your textbook efficiently					
1.4	Your teachers encourage you to speak English in teaching and learning group work activities.					
1.5	Teachers are responsible for giving opportunities for students to do group work activities while teaching and learning English language speaking tasks.					

1.6	In the group work teaching learning process teachers use types of teaching techniques and methods you use in the classroom to develop speaking abilities.					
1.7	Teachers have understand that why students fearing of speaking during classroom group work and discussion.					
1.8	Teachers' maximize their students speaking participation in group discussions using L2 English					
1.9	My work is more effective when I work in group work in teaching and learning English speaking activities.					
1.10	The teacher try to solve the problems faced during group work in speaking skill.					

- Students' Responses Regarding to Frequency of Using Group Work Activities while teaching and learning English speaking skill.

No	Items, 1.11		Always	Sometimes	Rarely	Never
1						
	How often do you learn using group work in teaching and learning English speaking skill?	F				
		%				

- Students' Responses of Their Grouping Preference in speaking skill lesson.

No	Grouping preferences of students'		formal	informal	Study team	Others	total
1.12	What type of grouping do you prefer for group work activity while teaching learning speaking skill?	F					
		%					

Students' Responses about Number of Members in the Group while teaching and learning speaking skill.

Number of students in a group		Responses				
13	How many members in a group do you work together in speaking skill?		A	B	C	D
			2	2-3	7-10	10
		F				
		%				

- Students' response on the main challenges encountered in teaching English in-group work through speaking skill.

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

A. Student related challenges		5	4	3	2	1	Total
Lack of student's experience in group work activities in speaking skill.	F						
	%						
Reluctance to work in groups	F						
	%						
Lack of students language proficiency	F						
	%						
Absence of the group's leader	F						
	%						
Group size / large number of student in the group	F						
	%						
Group composition/the way the group is formed	F						
	%						
Anxiety	F						
	%						
Nature of the task	F						

	%						
Domination of active learners	F						
	5						
Shyness to practice the language in the group	F						
	%						
Mother tongue interference	F						
	%						
Unavailability of textbooks	F						
	%						
Lack of interest to share knowledge with others	F						
	%						
Insufficient time given for the task	F						
	%						

## Appendix B

### Jimma University

#### College of social sciences and Humanities

#### Department of English language and literature

### QUESTIONNAIRE TO BE FILLED BY STUDENTS

#### Questionnaire for Grade 10 English Teachers

##### General Instruction

1. Dear participants of this study: The purpose of this questionnaire is designed to gather data about the benefit of group work that promote students speaking skill? You are kindly requested to read the items carefully and give your genuine responses for each item. Since your responses will be treated with the strictest confidence, feel free to answer all items frankly and honestly. Don't forget that the success of this study is dependent on the care and truthfulness with which you answer each item. You do not need to write your name.

**Part one:** Background information. Select the response that describes you among the given alternatives.

##### I. Items related to demographic characteristics

1. Age a, 27 B, Below 27—30 C, 40—45 D, above 50
2. Gender. A, male B, female
3. Educational status. A, Diploma B, M.A degree C, B.A degree D, certificate
4. Teaching experience. A, below 10 years B, 10—15 years C, 20—25 years D, above 30

II: - Please read the following statements and give your genuine responses by putting a  mark under anyone of the scales given below.

1. Strongly Agree (SA)
2. Agree (A)
3. Undecided (U)
- 4 Disagree (D)
5. Strongly Disagree (SA)

	Questionnaires for teachers related to students	5	4	3	2	1	
1.1	Students have a good awareness towards the advantage of group work while teaching and learning English language speaking skill.						



1.2	Students have good <b>interest</b> to do individual, pair and group activities in speaking skill.						
1.3	In group of EFL speaking classroom students do not face problems of interacting in speaking skill classes and learning difficulties.						
1.4	Students' <b>perception</b> in the actual classroom situation is not good. Students' are incapable of participate in English in 'language teaching classrooms. There are problems to participate group work in speaking English and share ideas and experiences in the EFL classroom.						
1.5	The <b>attitude</b> of students towards currently teaching strategies of group work through speaking assessment is poor. Some group members don't contribute to the group project or aren't perceived to be contributing to the group. This creates tension in the group and is unfair to the group members.						
1.6	If it's a group assignment that everyone should participate in and learn about, it is the best to mix the groups. So every group has weak and strong student so they can learn from each other and show their skills and does not dominated by their leaders.						
1.7							

## Appendix C:

### Jimma University

#### College of social sciences and Humanities

#### Department of English language and literature

### Interview with Teachers

Good morning/afternoon: my name is \_\_\_\_\_. I came from the Department of English Language and Literature, Jimma University to study an assessment on the practices and challenges of group work in teaching and Learning English language speaking skills. I appreciate your cooperation and willingness to my interview. Your genuine opinion or response has its own contribution to my study and I kindly request you to give me the required information, therefore. I would like to thank you again for sparing your valuable time and effort in this interview. I would like to let you know that any information will be treated with the strictest confidence, feel free to answer all items frankly and honestly. Success of this study is dependent on the care and truth fullness with which you answer each item. You do not need to write your name

Sex\_\_\_\_\_Age\_\_\_\_\_ Qualification\_\_\_\_\_Teaching experience\_\_\_\_\_Code\_\_\_\_\_

1. What does role of students in group work activities in speaking skill mean for you?
2. How do you see your students perception towards the group work used in learning speaking skill?
3. Do you involve your students in speaking activities through group work? If yes, are they willing to do that?
4. Do you think that students play their roles in group work EFL class room activities to develop their speaking skill?
5. Do you think your students enjoy working in groups in activities?
6. What are the possible ways of determinants and opportunities of group work implementation in EFL speaking classroom?
7. How do you create opportunities to be asked questions for the learners in English class room?
8. Do you engage your students in managing a role play activities EFL class?

9. Have you design meaningful speaking material in order to improve students speaking skill in addition to text book?

10. Do you think that the designed textbook activities motivate learners to implement their roles?

# Appendix D

## Jimma University

### College of social sciences and Humanities

#### Department of English language and literature

#### D. Checklist for classroom observation

Observed section.....

Observed teacher (01).....

Observation date.....

Lesson duration.....

Objective of the lesson.....

.....  
 .....

Overview lesson (topic, its focus, components and etc).

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

No	Teachers activity	Students activity	Items	Yes	No
1. At the beginning of lesson			Students participate actively in the classroom teaching-learning group work in speaking skill. ..... .....		
2. In the middle of the lesson			Having the teacher's motivation when students are losing attention and interest to participate group work while teaching and learning in speaking skill. ..... .....		

3. At the end of the lesson			Is there any challenges encountered in teaching English in group work through speaking skill? ..... .....		
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