



ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND LAW
DEPARTMENT OF ENGLISH

**An Assessment on Factors that Influence Students' Participation in Group
Work in ELT Classes of Gulliso Preparatory School: Grade 12 Students in
Focus**

BY: Kebena Likasa

September, 2017
Adama, Ethiopia

**An assessment on factors that influence students' participation in Group
Work in ELT Classes of Gulliso Preparatory School: Grade 12 Students in
Focus**

**By
Kebena Likasa**

**A Thesis Submitted to Department of English in Partial Fulfillment of the
Requirements for the Degree of Master of Arts in TEFL (Teaching English as
Foreign Language)**

**September, 2017
Adama, Ethiopia**

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

AN ASSESSMENT ON FACTORS THAT INFLUENCE STUDENTS' PARTICIPATION
IN GROUP WORK IN ELT CLASSES OF GULLISO PREPARATORY SCHOOL:
GRADE 12 STUDENTS IN FOCUS

BY

KEBENA LIKASA

APPROVAL OF THE EXAMINATION BOARD

NAME

Abdi Hussein

SIGNATURE

[Signature]

DATE

01/10/17

ADVISOR

Harbu Wubshet

[Signature]

01/10/18

EXTERNAL EXAMINER

Gemechisa Mendiola (PhD) [Signature]

5/10/17

INTERNAL EXAMINER

Declaration

I, the undersigned graduate student, hereby declare that this thesis is my original work and that all source of the materials used for this thesis have been duly acknowledged.

Name: Kebena Likasa

Signature: _____

Acknowledgement

Above all, I would like to praise my Lord, Jesus Christ, who enabled me to complete my work. I am also very much grateful to my advisor, Mr. Abdi Hussen, for his constructive pieces of advice and critical comments from the beginning of this research work to the end of it. His valuable pieces of advice and comments helped me a great deal in shaping the paper in a good way.

Grateful and special acknowledgments also made to my wife, Tsige Kebena, for her extensive moral and technical support from the beginning to the end of this research work.

My sincerely thanks also go to my parents, W/ro Merta Gurmu, Ato Fikadu Taressa, W/ro Yemanash Chibsa, My brothers Abebe Likasa, Sura Likasa, Bikila Likasa, and My sister Gete Likasa should also deserve my deep honor for their valuable comments, encouragements and remarkable supports they provided me when conducting the research work.

I extend my sincere thanks to students and English language teachers at Gulliso preparatory school for their willingness to be observed, for filling the questionnaire and for spending some time for the interview.

Finally, I wish to give my heartfelt gratitude to all my colleagues for their extensive moral support from the beginning to the end of this research work.

Table of Contents

Contents	Page
Acknowledgement	i
Table of Contents	ii
List of Tables	v
Abstract	vi
CHAPTER ONE	1
Introduction.....	1
1.1Background of the Study	1
1.2 Statement of the problem.....	3
1.3 Research Questions.....	5
1.4 Objectives of the study	5
1.4.1 General objectives	5
1.4.2 Specific objectives.....	5
1.5 Significance of the Study.....	5
1.6 Scope of the Study	6
1.7 Limitation of the Study.....	6
Review of Related Literature	7
2.1 Definition of group work.....	7
2.2 Importance of group work	8
2.2.1 Pedagogical Rationale for using group work	9
2.2.1.1. Group work increase language practice opportunity	9
2.2.1.2. Group work involves the quality of students talk	10
2.2.1.3. Group work helps to individualize instructions	11
2.2.1.4. Group work promote a positive affective climate.....	11
2.2.1.5. Group work motivates learners	12
2.3.1. The use of mother tongue.....	13
2.3.2 Students fear of making mistakes.....	13
2.3.3. Lack of proficiency and motivation	14
2.3.4. Lack of clear instruction from the teachers	15
2.3 5. Group work takes a lot of time.....	15
2.3.6. Disciplinary problems and noise	16
2.3.7. All students may not participate in group work	16
2.3.8. Lack of supervision from the teacher	16

2.3.9. Students' previous experience.....	17
2.4 The role of the teacher in group work	18
2.4.1. Before the group work	18
2.4.2. During the group work	19
2.4.3. After the group work	19
2.5. The role of students in group work.....	20
CHAPTER THREE	22
Research Design and Methodology	22
3.1 Subjects of the study.....	22
3.2 Sampling techniques.....	22
3.3 Procedures	23
3.4 Methods of data collection and Instruments.....	23
3.4.1 Questionnaire for students.....	24
3.4. 2 Interview for teachers and students.....	24
CHAPTER FOUR.....	26
Analysis and Interpretation of the Data	26
4.1 Analysis of students' responses to the questionnaires.....	26
Discussions	31
4.2. Analysis of the classroom observation	36
4.2.1 Teacher's role.....	37
4.2.1.1. Organizing students in group before group work begins.....	37
4.2.1.2 Giving students clear instruction before group work starts	37
4.2.1.3 Telling students the purpose of the activity before it begins	38
4.2.1.4. Motivating students to take part in group work.....	38
4.2.1.5. Teacher's use of the target language (English).....	39
4.2.1.6. Encouraging the students to use the target language	40
4.2.1.7. Moving around the groups and supervising the activity.....	40
4.2.1.8. Giving students chance to present the result of their group discussion	41
4.2.1.9. Summarizing the main points of group discussion.....	41
4.2.2 Learners' role	41
4.2.2.1. Students participation in group discussion	41
4.2.1.2. Students use of the target language.....	42
4.2.3 Instructional activities	43
4.2.4. Instructional materials	43

4.3. Analysis and interpretation of data collected from interview.....	43
4.3.1 Teachers responses to the structured interview questions.....	43
4.3.2 Teacher responses to the semi-structured interview questions	48
4.3.3. Analysis and interpretation of data collected from interview with the students	54
`CHAPTER FIVE	58
Summary, Conclusions and Recommendations.....	58
5.1 Summary.....	58
5.2 Conclusions	59
5.3. Recommendations	60
Appendix A.....	64
Appendix B	69
Appendix C	71
Appendix D.....	75

List of Tables

	Page
Table 1: Students related factors in participation of group work activities	26
Table 2: Teacher related factors in Group Work activities.....	28
Table 3: Factors that affect students' participation in group work activity	30
Table 4: summary on students' response for their perception on group work activities	32
Table 5: Interview for teachers related to group work activities	44
Table 6: Interview on the contribution of teachers in group work activities	45
Table 7: Factors that affect students' participation in group work	47

Abstract

This study was conducted in Gulliso preparatory school to assess factors that influence group work participation in grade 12 students in ELT classes. This section describes the research methods followed in conducting the study. The study has adopted descriptive study method in which both quantitative and qualitative methods of studies are employed. In this study, three data gathering tools were used to collect the necessary information. These were observation, questionnaire and interview. Simple random sampling, particularly, lottery method was used for students and available sampling technique was employed for the teachers and data was gathered from the subjects. The collected data was tailed; the results and discussion were organized quantitatively and qualitatively. Then the final report was presented in paragraphs and tables. As the result of the study revealed, students of Gulliso preparatory school appeared to have fear of making mistakes when speaking in English, lack of motivation, proficiency, problem of mother tongue use excessively, lack of clear instruction and supervision from the teacher. In order to overcome these difficulties, it was recommended that teachers should make a great effort in assisting students to avoid or minimize the habit of fear of making mistakes and excessively use of mother tongue. In addition, they should motivate their students to participate and use English in group discussion by praising for any participation they make in the group. Moreover, teachers should give their students clear instruction before the group work activity begins and supervises them while they are working together effectively and regularly. Students must also provide input in designing group work like group size, group composition, the time needed and other related things.

CHAPTER ONE

Introduction

1.1 Background of the Study

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

English language teaching started alongside the classical languages of Greek and Latin (Brumfit, 1984; Richards and Rodgers, 1986; Brown, 1994). At the time, the method of teaching was that teachers transmit their knowledge of the language to the students and students obtain what they heard. Such method of teaching considers the teacher as an all knowing and a resource of everything, while learners were considered as passive receivers. The reason was that students were believed to be an empty vessel, which could be filled by all knowing teachers (Byrne, 1986). In such a method almost all the time is covered by the teachers and students have no time to practice the language. The main goal of lock step teaching is to make students master the grammatical aspects of the language through memorization and drill (Doff, 1990; Harmer, 1991; Cook, 2001, cited in Gebrewahid 2011). The traditional method does not provide adequate time for students to practice the target language.

In the recent years, a shift emerged to ‘what’ and ‘how’ to teach a language. So a major shift of emphasis is from concentrating and developing grammatical competence to a balance between grammatical accuracy and communicative effectiveness (Little wood, 1981; Brumfit, 1984; Brown, 1994; Yule, 1996). This change has involved students to use and practice the language in different situation in-group activities. However, it has to be noted that group work does not offer opportunities without effort.

Group method is one of the modes of classroom organization in which students are given chance to work together. It allows students for a greater quantity and richer variety of language practice which they never get this opportunity in other methods of teaching and learning process. Concerning this, different scholars put their suggestions as follows:

Mukalel (1998: 16) suggests that group methods of teaching have assumed a unique role in present day classroom practices and it is no wonder that this has become a catch-word of the day. Group method becomes unique primarily, because all other methods presumably aim at the individual learner but group work directly involves the learners not merely in responding to the techniques that the teacher employs and the learners become an integral part of the procedures.

Mukalel (1998:1) also states that group work is the most interaction oriented and dynamic of all teaching methods. This is the way that teacher leaves the responsibility of learning to the students themselves. Learning is expected to take place through production and discussion among the members of the particular group.

Moreover, Mukalel (1998: 110-111) points out that classroom interaction is seen as a concrete factors that contributes significantly to all aspects of the students developments, especially, in language development. Classroom interaction also enhances the student's exposure to the outside world.

Harmer (1991:245) states that group work seems to be an extremely attractive method for a number of reasons. It increases the amount of students talking time and we can place emphasis on the opportunities it gives students really to use language to communicate with each other. When all students in the group are working together, they will be communicating with each other and more importantly cooperating among themselves.

Students will be teaching and learning in the group indicating degree of self-reliance that simply is not possible when the teacher is acting as a controller.

In addition, Rodgers and Richards(1986:201) suggested that group work activities are carefully planned to increase student's interaction and to facilitate student's contribution to each other's learning.

Teaching and learning are complementary acts that involve a number of interpersonal processes. These processes are affected by the relationships among students and between students and teachers. This idea is supported by Schmuck and Shmuck (1971) which states that the teaching-learning process highly requires the interaction of the students with each other and through group work.

Atkins et.al (1996:218) suggested that group work is one of the most useful forms for meaningful oral communication and students perform better, so this learning strategy helps the learners to develop their communicative skills.

As mentioned by Campbel, L (1992), students must learn and understand the importance of social skills as organizing effective groups, finding the appropriate behavior, discovering effective learning skills and critiquing and evaluating ideas collaboratively. The same author suggests that when students know what is expected from them and their peers, positive relation can be developed more easily. Often the most effective rules are those initiated by the students themselves. By using democratic process to determine classroom values and appropriate conduct, students can assume responsibilities for their behavior and for successful participation as members of their group. So, when students feel they are making significant contributions to the group and other group members value these contributions, they are more likely to feel successful academically.

Generally, the above arguments show that group work is an effective method to facilitate learning, provide opportunities for members to communicate with each other effectively, promote learning through group effort contributed by each member and give learner's exposure to arrange language learning activities.

1.2 Statement of the problem

In teaching-learning process, interaction between a teacher and students and among students themselves within the group is regarded as a crucial element. Because, group work gives students a better chance to practice the language through working different activities together. As mentioned in the previous section, classroom interaction can be realized through the use of pair,

role play and group works. So, group work can be taken as the main manifestation of good classroom interaction.

As stated by Frazee and Rudmiski (1995), group work strategy centers on learner's participation with the lesson content. However, there are a number of obstacles that hinder students' participation in group work. Concerning this, different scholars suggested different idea. For example, Bennars and Biovrt (1994) described that the size of group work determines students' participation in group discussion and students may deliberately refuse to participate when group are very large. In such case, one or few students may dominate the discussion allowing no time for others to take part.

In addition, although it has continued to be taught as a subject starting from the first year of schooling, and then, become the medium of instruction from high school onwards, the level of students has not been found to be sufficient to help them study other subjects. Some studies (Stoddert, 1986, MacNab, 1989, Haile Michael, 1993, and G/Medhin, 1993) cited in Birhanu (2000) have already indicated that the English language proficiency level of the students in Ethiopia is so low that it does not allow them to follow their studies during their high school and university years.

Nowadays in Ethiopia, textbooks and other teaching and learning materials are being designed in line with the practice of group work from the researcher teaching experience. The practice of group work is also quite common in secondary schools, colleges and universities. Through this practice, students are given the opportunity to work together with their partners towards accomplishing an academic goal.

In contrast, it is evident that students in different stages of school levels are reluctant and passive to participate in discussions of group work activities. After several years of teaching English at this woreda, the researcher has found that students are not participating in group work activities during ELT classes. Certainly, students' participation can be affected by variety of factors. These factors may be: materials related factors, teachers related factors, students related factors and classroom related factors.

Therefore, the researcher of this study believes that there should be a research to be conducted to assess factors that influence students to participate in group work and why they do not use the group work activities effectively as they are expected to do in the class while the teacher assign them to participate, then, by identifying the underlying problems, the researcher of this study wanted to enable students of Gulliso preparatory school to increase their participation in group work activities which allow them to follow their studies during their college and university years by attempting to look at the following research questions.

1.3 Research Questions

The basic research questions of this study are:-

- What are factors that influence the students' participation in group work in ELT classes?
- What are the roles of the students in group work activities?
- What are the roles of the teachers in implementing group work method?

1.4 Objectives of the study

1.4.1 General objectives

The main objective of this study is an assessment of factors that influence group work participation in teaching English language.

1.4.2 Specific objectives

1. To assess factors that influence students' participation in group work activities in ELT Classes
2. To identify learners' roles in group work activities
3. To identify teachers' roles in implementing group method

1.5 Significance of the Study

The study is believed to be significant to do something useful to those who are engaged in teaching and learning in general and that of the language in particular and the school so as to give great consideration to the problem of students in group work and finding the necessary solution.

In addition, to bring awareness for the teachers to use the language effectively and encourages their students to participate in group work activities. It also initiates students of Gulliso preparatory school so that they make efforts to take part in group discussion and for further investigation in order to overcome the problem to a great extent and serves as a reference to other researchers who will study in related area.

1.6 Scope of the Study

The study was conducted at Gulliso preparatory school on the assessment of factors that influence students' group work participation in ELT classes. The School is found at the west of Wollega (Oromia region) at the distance of 500 km away from Addis Ababa. The study was delimited to the grade 12 students and teachers in the year of 2017. It was conducted with 120 students and 3 teachers.

1.7 Limitation of the Study

This study is believed to have certain constraints. Primarily it is worth keeping in mind that the sample size of the study is limited to only three English teachers and 120 students who wereselected from one school. This could often create danger on the generalizability of the study. It was better and more effective if a number of schools and participants wereincluded in the study to gather sufficient information to obtain better results.

In addition, lack of adequate reference materials to use for review of related literature was another difficulty. Students were also fear to fill the questionnaire and teachers were unwilling to give reliable information because they may have thought that the study is to assess their weakness.

CHAPTER TWO

Review of Related Literature

2.1 Definition of group work

Different authors in different disciplines and fields of study have forwarded their definition of group as well as group work.

Groups are fundamental part of social life, that can be very small just two people or very large. A group exists when two or more people define themselves as members of it and when its existence is recognized by at least one or another and group work which is a form of cooperative learning aims to cater for individual differences develop students' knowledge, generic skills (example, communicative skills, cooperative skills, critical thinking skills and attitudes, Brown 1999.)

According to Forsyth (2006), a group is defined as two or more individual who are connected to one another by social relationships and group work is a way to serving individual within and through small face to face group in order to bring about the desired change among the client participant. Group work which involves student's working collaboratively on set tasks; in or out of class, includes any learning and teaching tasks or activities that require students to work in group and any formal assessments tasks that require students to work in group.

As Brumfit (1994) states..." Group work is any form of learning activities which can be done by group of students who are working together. It is a way of dividing and organizing of students for doing various activities inside and outside classroom. Group work is students working with their peers to accomplish shared common goal. The goal is reached through independence among all group members than working alone".

In addition, Rodgers and Richards (1986:192) suggested that group work's cooperative learning activity is organized so that learning depends on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.

Moreover, Rodgers and Richards (1986:195) elaborates that group work is the instructional use of group through which students work together to maximize their own and each other's learning.

From the above suggestions given by scholars, it can be concluded that group work is an activity in which students collaboratively work together and learn from each other.

2.2 Importance of group work

As recommended by many scholars, successful academic achievement can be attained through various learning strategies. One of these strategies mainly focuses on the importance of learning to work effectively in groups in classrooms.

The importance of group work is that it provides opportunities of speaking for the learners in any class size, large or small.

Atkins et al. (1996) suggested that group work is the most useful form for meaningful communication and students perform better academically in cooperative learning programs.

Peer learning can improve the overall quality of students learning. Therefore, there are sound educational reasons for requiring students to participate in group activities. Group work enhances students' understanding. Students learn from each other and benefited from activities that require them to articulate and test their knowledge. Group work provides an opportunity for students to clarify and refine their understanding of concepts through discussion with peers (Winchester, 2002).

In addition, Girma (2003:107) stated that putting students in to small groups in the classroom will both open up for them possibilities of interaction which are not normally available in the whole class approach and make demands on them which will force a closer interaction of language with social behavior more than would otherwise be possible. Group work will help students to produce and receive language. It also contributes to both cognitive and affective developments.

In the same way, Girma (2003:104) elaborates that group work gives students ample opportunity to practice the language meaningfully and develop communicative as well as grammatical competence.

Moreover, Atkins et al. (1995:208) suggested that when students are given the opportunity to be engaged in discussion they are required to negotiate meaning through conversational modification. This is to express and clarify their intention, thought, opinion, etc.

So that it permits them to arrive at mutual understanding. The negotiation through interaction leads learners to acquire language forms.

As Cohen (1972) and Long and Poster (1985) discussed, there are some pedagogical and psychological rationales for using group work. Some of these reasons for why we use group work are discussed below.

2.2.1 Pedagogical Rationale for using group work

Different scholars tried to point out some pedagogical rationale for group work. These include: to increase the quality of language practice opportunity, to improve the quality of students talk, to individualize interaction, to improve positive affective climate in the classroom as well as to increase students motivation.

2.2.1.1. Group work increase language practice opportunity

Second or foreign language learners should have opportunities to develop their language skills both productive (speaking and writing) and receptive (listening and reading) language skills. However, language learners, especially, in language classes might not be fortunate enough to get this chance for practicing the target language skills. In this case, group work for example, can be taken as a means of providing learners with opportunities for practicing the target language as well.

Based on this point, Brumfit (1984) suggested that small group work or discussion will create possibility of interaction which is not normally, observed in a whole class approach.

The same writer said that explanation will reduce an anxiety, increase awareness of possible solutions to problems and increase commitment to learn.

From what has been explained by Brumfit, we can clearly infer that group work should be employed; otherwise, practicing the target language may not be possible.

Byrne (1987) and Harmer (1991) on their parts also declared that when learners are interacting in one another in small group, they will get freedom for practicing the language skills, and as a result of which they learn well.

2.2.1.2. Group work involves the quality of students talk

Harmer (1991) claimed that teacher (lock step) lessons only limit the quantity of students talk but the quality of the talk is also limited.

In teacher fronted classroom, student has ample chance for practicing the target language. Similarly, most of the time, in such classroom situation, students are asked questions to which there is usually one correct answer.

According to Long and Poster (1985), group work on the other hand, improves both the quality and quantity of students talk. This is because, firstly, face to face communication in small group is almost a natural setting for discussion. Secondly; when students are working in small group for some given time they are not limited to produce hurried and isolated constructions. Contrary to that, members of small group will be engaged in cohesive and coherent sequence of utterances. And through this, they can develop a good discourse competence rather than a sentence grammar.

As to the quality talk in group work, Brumfit (1984) also concluded that- "---small group work provides greater intensity of involvement, so that the quality of language practice is increased."

Group work can improves both quantity and quality of students' talk, thereby developing language skills and communicative competence in the target language.

2.2.1.3. Group work helps to individualize instructions

Long and Poster (1985) clearly state "--- The lock step rides roughshod over many individual differences inevitable present in group of students." This information tells us that inevitable in lock step classrooms individual difference are not considered and treated well. For example, among the many differences, some students might have much better comprehension than production skills.

In addition, some students might speak haltingly but accurately while another might be fluent speakers of the target language with a lot of errors. Furthermore, other kinds of individual differences like age, cognitive or developmental stage, sex, attitude, motivation, aptitude, personality interest, cultural background, etc. are ignored by lock step teaching.

However, as Long and Poster (1985) suggested, all these individual differences would be possible reflected in a certain classroom using different ways. For example, in the pacing of instruction, in its linguistic and cultural contents, in the level of intellectual challenge it poses, in the manner of presentation and in the kinds of classroom roles students are assigned.

2.2.1.4. Group work promote a positive affective climate

As far as learning environment is concerned Long and Poster (1985) stated that in lock step classrooms, many students, especially, those who are shy or linguistically insecure, face a considerable, stress when they are asked to say something in the public gatherings.

This stress might be resulted from the belief that they must respond accurately and quickly.

On the other hand, small group work can provide students a relatively intimate setting as well as a more supporting environment for learning Barnes (1973) writes.

In sum, group work interaction can provide students with a richer and more accommodative affecting set of relationship. Thus, in turn, it promotes positive affective environment and creative talk and language skills.

2.2.1.5. Group work motivates learners

When students are actively involved in group work, they will be highly motivated for learning. It allows for greater quantity and richer variety of language practice, practice that is better adapted to individual needs and conducted in a more positive climate. Students are individually involved in lessons more often and at a more personal level.

For all these reasons and because of the variety group work inevitably introduces in to a lesson, it seems reasonable to believe that group work motivates the classroom learners.

A research findings by Little John (1982), cited in Long and Poster (1985), pointed out that when students are working in group, they feel freer and less inhibited to use the target language. This makes the learners highly motivated and encouraged for learning.

2.3 Problems of group work

As discussed above, group work helps students to use the target language and encourage their cooperation and joint learning.

However, if it is not well managed and organized, it may promote errors, noise, ill-discipline, etc. (Girma 2003), and Atkins et al. (1996) states that the intended objective of the lesson may not be achieved if the activity is not appropriate to the abilities and interests of the class and if it is not well managed timely.

At the same time, as there is evidence in support of the benefits of group work for students learning, there are several factors that may affect group work negatively. Wood Ward (1995), cited in Atkins et al. (1996), Stated many practical problems related to group work.

He said that students may not like to work with the partners they are assigned with and; some groups may finish early while other groups are still working or even some others are not clear with the task given; some of them may sit in groups but work as individuals.

They may do the task without discussing and interacting; some groups may sit back and allow dominant members to do the tasks; group work may get more comparative and cause arguments

among students who are not accustomed to cooperating and may create undesirable noise and this can lead to discipline problems.

But, all the above points are not the disadvantages of group work rather they are perceived as the impediments to the implementation of group work in language classes by teachers and students. These problems include:

2.3.1. The use of mother tongue

Students may speak only in their first language. Target language use in the foreign language classroom needs to be maximized whenever possible by encouraging its use. In class where learners all share the same first language or national language, teachers need to use a range of options to encourage students to use second language as much as possible, (Nation 1997).

The same writer suggested that the reasons why students use first language (L1) in the second language (L2) classes are: low proficiency in the second language or the activity may be too difficult or too easy play. Therefore, to reduce such things, choosing activities which are interesting and fun for the students is helpful.

2.3.2 Students fear of making mistakes

When students are engaged in group discussion, they resist using English due to fear of making mistakes. They think that if they make mistakes, other would laugh at them. With this regard, Atkins et al. (1996:139) stated that most of the high school students tend to think it is bad to make mistake that will be ridiculed by their classmates.

They also think that the teacher's job is to correct any deviation from total accuracy. Therefore, they are very careful not to take any risk of making mistakes not to say anything unless it is correct.

In addition, students may pick up incorrect English from other students. As the teacher is not always on hand to correct errors and mistakes, students may use incorrect pick up unusual English from other students. However, research done by Long and Porter (1985) revealed that the amount of mistakes students make do not increase in group work.

As to Cook (2001)"Mistakes are not always mistake". This means that students do not make mistake all the time and when they are making a mistake, they learn more by correcting one another. And it is not a must for teachers to correct every mistake of the group members made. However, research finding points out that student's errors are considered as a completely normal phenomenon in the development of communicative abilities.

Students must be allowed to practice with the language and the teacher should not persist in interfering in order to correct errors. In other words, error correction should be as low process and seen as natural and valuable part of the language learning. This is because too much error correction can have a negative effect on confidence and motivation. (Atkins et al. 1996:140)

From this, it can be concluded that students do not think that making mistake is a natural part of language learning; they think that it is bad to make mistakes and teacher's job is to correct it. As a result, they resist speaking in English unless they are sure of it. Therefore, teachers should not give much focus to error correction.

2.3.3. Lack of proficiency and motivation

Students do not participate in group work activity if they lack proficiency and motivation. In connection with this, Girma (2003:117) elaborates:

Student's low motivation and poor proficiency in English were reported by 71% of the subjects as the second major impediments of the applications of group work. The teachers indicated that because of lack of motivation and low proficiency, many students are likely to remain silent when put in groups and prefer to listen to few group members who are believed to have the necessary language or coverage to carry out the group tasks.

In addition, the most proficient learners interact more frequently than their less proficient classmates. Strongly motivated students also tend to spend more time to participate more actively in the class. (Alwright and Bailey, 1991:182).

2.3.4. Lack of clear instruction from the teachers

A teacher has to give students clear instruction before group work begins so that they know what they supported to do within the groups and how to do it. But when students lack this, they fail to participate in group discussion.

Regarding this, Yunteng (2004:40) stated that clear instruction is a great importance to the success of group work. Before group work begins, the teachers' task is to make all the students know the requirement of the task and help them to get ready for it. Teacher's clear instruction will bring more language production and more modified interaction.

It also encourages students to cooperate with one another. More specific instruction and more guidance should be given to encourage students to interact effectively. On the other hand, MOE state that instruction must be explicit so that students know what they are doing. This indicates that clear instruction that the teachers give students before group work begins is very important in order to perform a given activity successfully.

2.3 5. Group work takes a lot of time

As the issue of time in group work, Byrne (1996) declares "some teachers feel dissatisfied because group work is time consuming and because they cannot see their students making obvious and measurable progress."

It is true that progress cannot be measured in the same way as it could at the practice stage, but remembers that students are not merely consolidating what they have learned but also using, perhaps for the first time, what they have learned only superficially at early stages.

This is a great motivational value and at least the apparent disadvantages that the group work is time consuming. So, from what has been discussed in the above quote, one can easily infer that time is not usefully consumed in small group discussion.

2.3.6. Disciplinary problems and noise

The teacher may feel like they are losing control of the class in group work activities because of the large number of students in one class. It may result in disciplinary problem and uncontrollable noise.

Brown (1934), cited in Abebew (2011), reports that for students and teachers, who have not a lot of experience with group work that it can be a bit frightening at first.

However, by introducing it in small doses both teachers and students will soon see the benefits of the activities that must be set up carefully and the students must have very clear instructions on how to accomplish the activity. After the activity starts, the teachers' role is to monitor the students offering assistance when necessary.

However, it can be a bit discouraging at first to try and keep an eye on several groups at once.

Cohen (1994), Byrne (1987), stated that while students are working in small group, they produce noisily sound and discipline problems. However, if the sound they produce does not disturb students of the next door, it is not a discipline problem rather it is the product of learning.

2.3.7. All students may not participate in group work

In group work, one or two of the group member might force to express their idea. This means that some students are active participants and encourage them to express their idea as freely as possible. Again, since some students work harder in group discussion and finish quickly, the teacher can join the weaker students as a group member for a short time and settle the problem (Gebre Wahid, 2011).

2.3.8. Lack of supervision from the teacher

When students are allowed to work in group, the teacher should not leave the activity to students and stay away from them. He/she needs to go around the group and supervise them. If there is no supervision from the teacher, the students are reluctant to take part in discussion.

With this regard, Makulel (1998:30) stated that one possibility of students in group is that they are relatively in a position in learning responsibility. Yet, this may not mean that the group activity is something to be left to the students only.

Indeed, what makes group work interaction different and interesting, among others, is the fact that both students and the teachers are under its circuits what and how to carry out it. Indeed, students need close support from their teacher over the time of practice.

Brown (1991) also suggested that when students are working in group the teacher should not sit at a desk and grade paper should not leave the room and take break and should not spend undue amount of time with one group at the expense of others (cited in Yunteng 2004:37).

Nevertheless, when students are working in group, the teacher must move around the class to identify the problems and help students whether individually or in groups and also should give approximately the same amount of time to each group (Atkins et al. 1996:144).

From this, it can be concluded that teachers should not leave the activity to the learners when they are working together but they need to supervise every group of students and help them as much as possible.

2.3.9. Students' previous experience

If students have experienced with teacher centered approach and teacher plays a dominant role in teaching-learning process, they prefer to listen to the teachers' lecture instead of learning interaction in group. Concerning this, Christen (1990), cited in Girma (2003:120), suggests that if students come to English or foreign language classes expecting the traditional classroom arrangement, with the teacher in front of the class and students, in straight row watching the teacher, they will be confused and hesitant. That is the students post experience of learning language can influence their present participation in group work activities.

2.4 The role of the teacher in group work

As Byrne (1987), Cohen (1972), Harmer (1991), and Atkins (1996) briefly indicated that teachers have various roles to play when they are using group work. These roles have divided under three sub-headings before, during and after group work activities.

2.4.1. Before the group work

Once teachers have decided to use group work in their classes, they are, for example, expected to engage in the following tasks before the group work.

- Designing, adapting (adopting), clear, suitable, structured and interesting tasks for the group activities.
- Preparing some more extension/reserve or tiller tasks for some groups their work so who are likely to finish their work so early.
- Determining how to group students (group composition).
- Determining the number of students in each group (group size).
- Ordering students for the group.
- Give name or table for each group.
- Appointing or getting students to appoint group leader and secretary.
- Clearly stating the duties and responsibilities of the group leader and the group secretary.
- Allocating the realistic and appropriate time for the group work tasks.
- Explaining the purpose of the group work (tasks).
- Forwarding simple, complete, concise instructions (students need to know how to do and what to do).
- If necessary, define or explain, if there exist some technical terms, concepts and ideas.
- Informing students that they finally going to report the result of their discussion.
- If necessary, demonstrate how to do the group work task to the whole class with some selected students.
- Checking whether students have understood everything expected of them before, during and after group work.

2.4.2. During the group work

During the group work, that is, when students are engaged in the work, on the other hand, teachers are, for example, expected to accomplish the following tasks.

- Giving guidance to groups or group members who are facing series problems difficulties, for example, by joining as a member rather than as a boss.
- Monitor/control the group work to check the progress of the group in the task, to check whether every group and group member is engaged in the intended task, to see how students are managing the task and problems as well.
- Move around for care full follow up and checking they need some kinds of guidance and help or not.
- Move around and listen in discretely in order to find out how the students are getting on, as well as to note down some very important, serious and/or re-current errors which can
- Providing general approval and support.
- Make round and urge groups, if they are moving slowly.
- Move round and be tactfully regulating participation in a discussion where some students over dominate the discussion and other silent.
- When one or more groups are completely on the wrong track interfere and freeze the whole group work followed by a brief guidance, with limited and necessary information.
- Stopping the group work if the allotted time is finished.

2.4.3. After the group work

Finally after the group work has finished, teachers are still expected to play certain roles. These are:-

- ❖ Getting students report their work through various techniques using poster, plenary, session, sending group messenger getting the group leader, or other report their result in front of the whole class.
- ❖ Encouraging students to comment and ask on the work of other group and on the whole of the class.
- ❖ Affirming learners that they have been beneficiary from the work.

- ❖ Forwarding specific and general feedback, for example, based on what has been recorded as serious errors while the group work was going on.

2.5. The role of students in group work

Rodgers and Richards (1996:199) suggested that the primary role of learners is as members of a group who must work collaboratively on tasks with other group member. Learners have to learn team work skills.

Learners are also directors of their own learning. They are taught to plan, monitor and evaluate their own learning, which is viewed as completion of lifelong learning skills. Thus, learning is something that requires students' direct and active involvement and participation.

Freeman (2000:129) also stated that students are communicators. They are actively engaged in negotiating meaning in trying to make themselves understood. They are seen as more responsible managers of their own learning.

Group work improves not only the quantity of student's talk, but also the quality for the following reasons.

- Face-to-face communication in small group is a natural setting for conversation.
- Students can engage in cohesive and coherent sequences of utterances, thereby developing discourse competence, not just sentence grammar.
- Students can be more autonomous and self-reliant; they can take on roles and adopt positions which are usually the teacher's preserve and can thus practice a range of language functions associated with those roles and positions.
- For example, in problem solving exercise, they can learn to suggest, infer, quality hypothesize, generalize or disagree.
- Students can develop social skills also normally practice only by the teacher such as changing topic turn taking, asking for clarification.
- Given appropriate materials to work on and problems to solve, students can engage in genuine information exchange focusing on meaning and form.

- Interact physically as a group, students are given specific instructions for carrying out the task; there is less participation by the teacher.
- Adjust to future small group; cooperative experience by breaking down students expectations of the traditional teacher controlled classroom.
- In working with the groups, students should be encouraged to be patient and listen carefully to others. The teachers should try to motivate them to see the value of group work. He or she should gather from student's opinion as to what they think about group work.
- Students must reflect on the process of cooperating. The major responsibilities teachers have in cooperative learning are to design and set up practice situations. But the students also need to process the skills they have practiced. Processing means that students need to become aware of what exactly have practiced and to evaluate how successful they have been in the practice of the language (Atkins et al. 1996).

From the above suggestions, it can be concluded that the role of students in group work is to take responsibility for their own learning and participate actively in group discussion so that they can learn from each other.

CHAPTER THREE

Research Design and Methodology

This section describes the research methods followed in conducting the study. The study has adopted descriptive study method in which both quantitative and qualitative methods of studies are employed. The researcher believes that these methods are appropriate to answer the research questions.

It, therefore, discusses the participants of the study, the data collection instruments, the development of the research instruments, the data collection procedures and the techniques of data analysis used.

3.1 Subjects of the study

Even though this research is needed at different level of educational institutions, the researcher decided to conduct the research at Gulliso preparatory School. So, the researcher focused on grade 12 to get sufficient information from their experience, since they were to join college and university.

As a result, the subjects of the study were grade twelve (12) students and English teachers at Gulliso preparatory school particularly, grade 12. The researcher took 120 students from the total number of 500 students and three English teachers who were teaching in grade 12. The researcher selected only 120 students since collecting data from all students was tiring and time consuming. As a result, 120 students were selected, 63 males and 57 females.

3.2 Sampling techniques

In this study, a sampling technique (lottery method) was used, because, dealing with all members involve tremendous amount of time and resources.

Therefore, from simple random sampling, lottery method was employed in order to select 120 sample students from among 500 students. This is to give equal chance to every student under the study.

The study also required finding out male and female students and the proportional number of students. Accordingly, grade 12 students of Gulliso preparatory school were divided in male and female strata.

The number taken from each stratum was determined to ensure proportionality. Once the number was determined, stratified sampling was employed to select the specific sample of students.

The proportion number = n/N , where n is determined sample size and N is the total number of students.

So, $n/N=120/500= 0.24$ is proportion number

Non-probability sampling, particularly, available sampling was employed for teachers since their number was manageable.

3.3 Procedures

The data collection session were arranged at times suggested by the preparatory school's permission and the willingness of the participants. It took over two months period from the beginning of administering the questionnaire, followed by the classroom observation of lessons each about three sections (a total of 120 minutes) duration and then by interview. Secondly, ten (10) students were selected using random sampling techniques from 120 students.

Then, ten students and three teachers were interviewed. Thirdly, those teachers who were selected by availability sampling for interview were also included for observation.

3.4 Methods of data collection and Instruments

In conducting research, different instruments of data gathering should be used in order to obtain adequate information. In line with this, the researcher employed questionnaires for students only, class observation and interview with both teachers and students. However, due to few numbers of teachers found in the school, the researcher did not conduct questionnaires with the teachers.

These three instruments were selected with the following general assumptions.

- They will provide the researcher with a better picture of the area of a study.
- A result failed to obtain in one method may be obtained by the other method. In other words, to affect a degree of triangulation so that cross checking will take place.

3.4.1 Questionnaire for students

The researcher used a questionnaire for the purpose of collecting data regarding the assessment of factors that influence students' participation in group work activities in ELT classes.

In addition, respondents were expected to reply the extent of agreement and disagreement based on 5 point-Likert scale.

3.4.2 Observation

Classroom observation was designed in order to collect information about the teachers and students actual performance while teaching-learning process was going on. For this matter, the researcher used a checklist which contains 28 questions to record what was going on in the actual teaching learning process.

Regarding this, Martinezver (1993:44), stated that observation can be used to discover things about students interactions, the students and teachers language, students' participation, teachers' and students' movement in the classroom. Moreover, Frank Fort (1996:206) suggested, "the main advantage of observation is its defectiveness". It enables the researcher to study behavior as it occurs." The researcher also preferred to use observation to obtain information from teachers and students actual performance throughout group work activities.

3.4.3 Interview for teachers and students

Semi-structured and structured interview types of questions were believed to be important to supplement the data obtained through the other techniques. Structured interview was employed in order to restrict the responses to get only the relevant information, whereas, semi-structured interview was used by assuming that respondents were able to talk about the subject in detail and check complex questions and issues (Gajendra and Mallick (1999) cited in Birhanu 2000:72-73).

All the target teachers, whose classes were observed, were also interviewed. In addition, sample of ten students on the bases of their gender proportion were randomly selected from those who filled the questionnaire.

3.5 Method of data analysis

To see the extent EFL teachers and students understand group work activities and the frequency that they practiced it in ELT classroom, the data gathering through questionnaire, classroom observation and interview were analyzed using the following procedures.

The data obtained from the questionnaires of learners was first tallied and tabulated and was registered as frequency that can show the number of respondents for each item.

The Likert type items which were designed to identify teachers' and learners' understanding on group work activities (method) in ELT classroom implementation, was given numerical scores (e.g. strongly agree:5, agree:4, undecided:3, disagree:2, strongly disagree:1) as stated by Taylor (1973) cited in Lakachew (2003).

Generally, the data obtained through observation, questionnaire and interview were put quantitatively and treated qualitatively. Closed ended data was put against the options, and was converted in to percentage. In addition, open ended data was treated qualitatively. Then, the result and discussions were organized and presented in paragraphs and tables.

CHAPTER FOUR

Analysis and Interpretation of the Data

As noted earlier, the main purpose of this study was assessing factors that influence students' participation in group work activities. The data obtained through observation, questionnaire and interview were tallied quantitatively and treated qualitatively which means in terms number and words respectively. Closed-ended data was tallied against the options, and was converted in to percentage. In addition, open-ended data was treated qualitatively. Then, the result and discussions were organized and presented in paragraphs and tables

Therefore, an attempt is made to offer a detailed analysis and interpretation of the collected data.

4.1 Analysis of students' responses to the questionnaires

This students' questionnaire contained only closed ended questions. This section is devoted to present the statistical findings that show the attitudes of students towards group work activities in ELT classrooms.

In this part, the responses of students towards the objectives are discussed.

Table 1: Students related factors in participation of group work activities

Item		Number of respondents		
		Option	Number	Percentage
1	Do you have the experience of working with your friends during English classes in previous grade?	Yes	38	31.67%
		No	82	68.33%
2	Does your teacher motivate you to participate in group work activities?	Yes	46	38.33%
		No	74	61.67%
3	Do you use English during group discussion?	Yes	31	25.83%
		No	89	74.17%
4	Does your teacher give you chance to present the result of your group work?	Yes	78	65%
		No	42	35%

As it is shown in table 1 item 1, 68.33% of the respondents said that they had no experiences of working with their peers during group discussion in previous grades while 31.67% of them said that they had the experience of working in group. This indicates that most students lack the experience of working with partners during group discussion.

As it is indicated in the above table item 2, 38.33% of the respondents said that their teachers motivated, praised and encouraged them during group discussion, whereas, 61.67% of the respondents said that their teacher never motivate them to participate in group work activities. This indicates that most teachers are not motivating the students to take part in group discussion.

According to item 3, 74.17% of the respondents said that they do not use English during group discussion in the classroom while 25.83% of the respondents said that they use English.

As to the respondents answer, the reason why they failed to use the target language was due to fear of making mistakes when speaking in English, lack proficiency in the language and lack of motivation. This reveals that majority of the students do not use English language during group work activities

As item 4 shows, the majority of the respondents said that their teachers give them chance to present the result of their group discussion and the minority of the students said that they do not give chance. In this case, it is possible to say that most of the teachers give their students chance in order to present the result of their group discussion.

Discussions

From the above table, majority of the teachers are not motivating their students and also students are not motivated to use the target language. When learners actively involved in-group work, they will be highly motivated for learning. To elaborate this, Long and Porter, (1985:215) stated that, several advantages have already been claimed for group work. It allows for a greater quality and richer variety of language practice that is better adapted to individual needs and conducted in a more positive affective climate.

According to Harmer (1991:247), this factor is the biggest problem in the group work activities especially by students of monolingual groups. As he argues again, if students are speaking in

their own language rather than in English during an oral communication activity, then clearly the activity is fairly pointless. From the point, one can understand that the use of mother tongue in English classroom hindered the effective communicative language skills that group work motivates classroom learner.

As Wright (1987), states teachers and students have their roles in group work implementation. The role of the teacher in-group activities is significantly different from the role that is expected of him in traditional classes. Teachers should encourage equal participation between group members to structure each activity that has various parts and sections to be performed by different group members (Richards, and Rodgers, 2001).

Table 2: Teacher related factors in Group Work activities

Item		Number of respondents		
		Option	Number	Percentage
1	How often, does your English teacher organize you in group before group work begins?	Always	49	40.84%
		Sometimes	42	35%
		Never	29	24.16%
2	How often does your English teacher give you clear instruction before group begins?	Always	39	32.5%
		Sometimes	53	44.17%
		Never	28	23.33%
3	How often does your English teacher use English in the classroom?	Always	68	56.67%
		Sometimes	52	43.33%
		Never	-	-
4	How often does your English teacher encourage you to use English during group work?	Always	18	15%
		Sometimes	32	26.67%
		Never	70	58.33%
5	How often does your English teacher go around the group and help you with your problems during group work?	Always	51	42.5%
		Sometimes	65	54.17%
		Never	4	3.33%

As it is shown in item 1 of the above table, 40.84% of the respondents said that their English teacher always organize students in group before group work begins and 35% of the respondents said that their English teachers sometimes organize them in group before group work begins while 24.16% of them said that their teacher never organized them in group before group work starts. This implies that most of the teachers always organize their students in group before they work together.

As it can be noted from the results of item 2, 44.17% of the respondents said that their English teacher sometimes give clear instructions before group work activities start, 32.5% of the respondents said that their English teacher always give them clear instruction while only 23.33% of the respondents said that their English teacher never give them clear instructions. This shows that majority of the teachers sometimes give clear instructions for the students before group work starts.

According to item 3, the majority of the respondents, 56.67% said that their English teacher always uses English in the classroom, 43.33% of the respondents said that their English teacher sometimes uses English in the classroom.

This implies that the English teachers use English frequently in the classroom. If teachers do use English frequently in the class, the students get motivation to speak in English.

Item 4 indicates that, 58.33 of the respondents said that their English teacher never encourage them to use English during group discussion. 26.67 of the respondents said that their English teachers sometimes encourage them to use in English and the rest 15% of them said that their teacher always encourage them to use English. This implies that most of the teachers do not encourage their students in order to use the target language.

According to item 5 of the above table, 54.17% of the respondents said that they are sometimes supervised by their teacher while they are working in group. 42.5% of the respondents said that they are always supervised by their teacher while only 3.33% of the respondents said that they are never supervised by their teacher. This indicates that most of the teachers sometimes supervise their students during group activities.

Discussions

As the above table indicates, most of the teachers organize their students before group work begins and they use English in the classroom. Most of them also encourage their students to participate in group work. The way in which a teacher organizes his/her class, or how they control it, will yield positive or negative consequences for their students. If a teacher is unmotivated or negative there will be a direct impact on the students within the classroom. Similarly, if teachers are motivated and positive they will likely have a beneficial impact on their students as well. It is important for a teacher to understand this cause and effect in order to understand how to organize their classroom to create a better learning environment (Raul, et al 2013).

Table 3: Factors that affect students' participation in group work activity

Item	Number of respondents		
	Option	Number	Percentage
Use of mother tongue	Yes	83	70%
	No	36	30%
Fear of making mistakes when speaking in English	Yes	99	82.5%
	No	21	17.5%
Lack of motivation and proficiency	Yes	75	62.5%
	No	45	37.5%
Lack of clear instruction from the teacher	Yes	69	57.5%
	No	53	42.5%
Lack of supervision from the teacher	Yes	12	10%
	No	108	90%
Previous learning experience	Yes	48	40%
	No	72	60%

As indicated in table 3, 82.5% of the respondents said that fear of making mistakes when speaking in English can affect their participation in group activities. 70% of the respondents said that use of mother tongue can affect their participation. 62.5% of the respondents reported that

lack of motivation and proficiency can affect their participation. 57.5% of them reported that lack of clear instruction from the teacher can affect their participation. 40% of them reported that their previous learning experience can affect their participation and 10% of the respondents said that lack of supervision from the teacher can affect their participation in group work activities. This reveals that fear of making mistakes when speaking English is the greatest factors that affect students' participation in group work activities.

Discussions

According to the above conclusions, fear of making mistakes is the greatest factor in addition to lack of supervision and use of mother tongue. Group work can be affected by many factors in different ways. These prevent both teachers and students for better application of group work in language teaching learning process.

According to Harmer (1991:247), this factor is the biggest problem in the group work activities especially by students of monolingual groups. As he argues again, if students are speaking in their own language rather than in English during an oral communication activity, then clearly the activity is fairly pointless. From the point one can understand that the use of mother tongue in English classroom hindered the effective communicative language skills.

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

As Wright (1987), states teachers and students have their roles in group work implementation. The role of the teacher in-group activities is significantly different from the role that is expected of him in traditional classes. Teachers should encourage equal participation between group members to structure each activity that has various parts and sections to be performed by different group members (Richards, and Rodgers, 2001).

Beliefs about group work in teaching English

Table 4: summary on students' response for their perception on group work activities

Item	Option										
	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total
	F	%	F	%	F	%	F	%	F	%	
1. Group method is useful not only for students but also for teachers	35	30	38	31.6	14	11.7	18	15	14	11.7	
2. Group method increases students motivation	37	30.8	62	51.7	7	5.8	14	11.7	-	-	
3. It is possible to apply group method	35	29.17	40	33.33	22	18.33	11	9.17	12	10	
4. Group work helps learners to be responsible for their learning	51	42.5	30	25	21	17.5	18	15	-	-	
5. Your teacher always comes to class with activities which invite you to participate	8	6.67	21	17.5	15	13.33	40	33.33	35	29.17	
6. Group method helps students to be active participant in their life career	55	45.83	41	34.17	24	20	-	-	-	-	
7. If there is no lecture method it is impossible	18	15	31	25.8	20	16.7	31	25.8	20	16.7	

to control the class discipline											
8. Most students hate group work and refuse, to cooperate with their friends	26	21.67	29	24.16	25	20.83	26	21.67	14	11.67	
9. Your teacher makes student to participate in the teaching learning process	12	10	14	11.7	14	11.7	22	18.3	58	48.3	
10. In group work activities some good students may dominate slow learners	42	35	26	21.7	20	16.7	18	15	14	11.6	
11.The physical environment of the school is favorable for the implementation of group work activities	26	21.7	18	15	22	18.3	36	30	18	15	
12. I am sure that group work activity has a great contribution to scale up the quality of education	51	42.5	25	20.83	16	14.17	11	9.17	16	13.33	

As presented in table 4, item 1 was designed to check students' attitude whether group method is useful for students and teachers. As showed, 61.6% agreed, 26.7% no responses and 11.7% remained uncertain.

Item 2 was designed to investigate if group method increases students motivation and 82.5% agreed, 11.7% disagreed and the rest 5.8% remained undecided.

Item 3 was designed to detect if their classroom is appropriate to apply group method (work) activities. A large number of participants agreed that their classroom was favorable to implement group method, while conversely, a total of 19.17% of the respondents disagreed and the remaining 18.33% undecided.

Item 4 was designed to detect the share that group work has in helping learners to be responsible for their learning. Sizable number of students agreed that group method helps learners to be responsible for their learning. On the other hand, 15% disagreed and 17.5% decided.

Item 5 was designed to check if the teacher always comes to class with activities which help students' participation. 62.5% of the respondents did not agree, 24.17% agree and the rest 13.33% remained undecided.

Item 6 was designed to detect the students' confidence to handle future career. Most of the students were quite sure about their efficiency and none of the respondents disagreed and the rest 20% couldn't decide.

Item 7 was designed to know students stand on lecture method as a method which helps to control class discipline. Only 40.8% agreed, 42.5% disagreed and 16.7% couldn't decide.

Item 8 was designed to check if the students hate group work activities and refuse to cooperate with their friends 45.83% agreed, 33.34% disagreed, and 20.83 couldn't decide.

Item 9 was designed to investigate if their teachers involve them in the teaching learning process 21.7% agreed, 66.6% disagreed and 11.7% couldn't decide.

Item 10 was asked if in group work activities some students may dominate slow learners. 56.7% of the respondents agreed, 26.6% disagreed and 16.7% undecided.

Item 11 focuses on if the school environment is favorable for the implementation of group work activities. 36.7% of the respondents agreed, 45% disagreed and 18.3 couldn't decide.

Item 12 is about the share group work activities contribute to quality of education. 63.33% of the respondents agreed, 14.17% disagreed and 14.17% undecided.

Generally, the questionnaire tried to ask and recheck the intention of students towards group method. As a result indicates, the majority of the respondents suggested group work motivates students and it is collaborative learning to study independently.

However, the major problems that impede the implementation of group work activities mentioned were lack of materials, lack of teacher preparedness in use of this method during ELT classes, students' fear of making mistakes to speak in this language and large class size.

Discussions

As recommended by many scholars, successful academic achievement can be attained through various learning strategies. One of these strategies mainly focuses on the importance of learning to work effectively in groups in classrooms.

Atkins et al. (1996) suggested that group work is the most useful form for meaningful communication and students perform better academically in cooperative learning programs.

Peer learning can improve the overall quality of students learning. Therefore, there are sound educational reasons for requiring students to participate in group activities. Group work provides an opportunity for students to clarify and refine their understanding of concepts through discussion with peers (Winchester, 2002).

In addition, Girma (2003:107) stated that putting students in to small groups in the classroom will both open up for them possibilities of interaction which are not normally available in the whole class approach and make demands on them which will force a closer interaction of language with social behavior more than would otherwise be possible.

As Little Wood (1981:48) states, group discussion provides learners to express their own personally and experience through foreign language. It also gives valuable experiences in using the language as a means of handling their own social relationship.

Group work requires groups to straggle on using the target language freely on their own, talking and making mistakes, without immediate supervision of the teachers Cohen, (1972). In line with this, Richards and Rodgers, (2001) says that language learning is something that results from the learners' direct involvement.

Brown (1991) also suggested that when students are working in group the teacher should not sit at a desk and grade paper should not leave the room and take break and should not spend undue amount of time with one group at the expense of others (cited in Yunteng 2004:37).

In group work, one or two of the group member might force to express their idea. This means that some students are active participants and encourage them to express their idea as freely as possible. Again, since some students work harder in group discussion and finish quickly, the teacher can join the weaker students as a group member for a short time and settle the problem (Gebre Wahid, 2011).

According to Newman (2002), in performing group work, teacher must choose a topic which is meaningful and promote interaction between learners while doing the activity. This will initiate the students for further discovering and working towards achieving expected goal.

4.2. Analysis of the classroom observation

As Martinezver (1993) states, group work results in better students' performance as it provides them with better opportunities to practice the target language. In this study, the classroom observation was used as an instrument in order to gather firsthand information about interaction in the class while teaching process was going on. There were 28 questions in the classroom observation checklist with the choices given for each question and what was observed during the presentation was ticked on the checklist by the researcher.

The observation was made in nine classes of grade 12 students in Gulliso preparatory school. The three teachers were observed while they were teaching using group method. Each teacher was observed three periods in different sections.

The aim of the observation was to assess factors that influence students' participation in group work activities in ELT classroom. Therefore, the researcher tried to present the result of the observation made as follow:

4.2.1 Teacher's role

This part deals with teacher's role including the expression of the result of the observed teachers.

4.2.1.1. Organizing students in group before group work begins

When a teacher wants his/her students to work in group, he/she has to organize the students in group before group work starts. This will make the activity effective. With this regards, Harmer (1991: 124) states that before asking students to work as a whole class, put them in group to try out the topic.

This ensures the success of the group discussion but lack of it leads to failure. From the classroom observation, it was seen that one of the observed teachers tried to organize his students in group effectively before the group work began. On the other hand, two of the observed teachers organized their students in group but not effective. As they observed, the two teachers simply order their students to form group and students were grouping themselves as they like. Some of them were in group of three; others were in group of four, five or six. The teachers also did not assign group leader thought it was important. Thus, it can be concluded that most of the teachers do not organize their students in group effectively.

4.2.1.2 Giving students clear instruction before group work starts

Clear instruction is very important for students before they begin to work in group. It helps learners to perform the activity with greater ease. If clear instruction is not given, the learners may fail to do the activity. According to Harmer (1991:240), the instruction that the teacher gives of vital importance since if the students have not understood clearly what they have to do, they not able to perform the task effectively.

The result of the classroom observation revealed that the three observed teachers attempted to give instructions. However, it was not enough.

This was because, as the researcher observed, the teachers failed to give the students the procedures they follow, the language they use, and how to interact in the group. In addition, it was observed that when the teachers were giving instructions after the group work has already begun. This makes the activity difficult for the students and also consumes their time given for discussion. This implies that most of the teachers do not give clear instructions effectively before group work begins.

4.2.1.3 Telling students the purpose of the activity before it begins

Students have to know the purpose of the given activity so that they enthusiastically participate in it. However, if the teachers fail to tell the purpose of the activity, students may lack interest to do it. Concerning this, Harmer (2001: 58-59) pointed out that when organizing the students for group work, the teachers need to make clear that the activity will be enjoyable, interesting or good for them.

The teacher should give a rationale for the activity students are going to perform. This instead of just doing something because the teachers say so, they need to understand the purpose of the activity so that they prepare themselves hopefully with some enthusiasm.

As it was seen in the classroom observation, one of the sample teachers told his students' the purpose of the group work before it begins. This encourages students to participate actively in the group discussion.

On the contrary, two of the observed teachers never told their students the purpose of the group activities. They simply allowed them to discuss in the group on the given topic without telling them the purpose of the activities. This affects the student interest and willingness to take part actively in group discussion. From this, it can be concluded that the majority of the teachers do not tell their students the purpose of the activity.

4.2.1.4. Motivating students to take part in group work

Teachers should motivate their students so that they can participate in group work activities. This is because if learners get motivated, they make effort to perform the activity.

Regarding this, Harmer (2001:68) stated that motivation is some kind of internal drive which pushes someone to do something in order to achieve something. It is essential for the success of learning without motivation, students certainly fail to make necessary effort.

Thus, according to Freeman (2000: 168) "Each group member should be encouraged to feel responsible for participating and for learning."

An attempt was made to check whether the sample teachers motivate their students to take part in group work activities. It was found out that only one of the observed teachers was trying to motivate the students. It was observed when the teacher praised the active students for their participation and also motivated students who were passive in the given activity while moving in the class.

On the other hand, though two of the observed teachers were trying to motivate their students it was not adequate since they only focused on certain groups of the students. The teacher also did not praise students for every contribution they made in the class. This may make the learners silent in the activity. This indicates that most of the teachers try to motivate their students to take part in group work even though they focus on certain groups.

4.2.1.5. Teacher's use of the target language (English)

Teachers should use the target language (English) and be good models for the students. In this case, students understand that the target language is very important in order to communicate with each other during group work activity.

Concerning this, Freeman, (2000:132) indicates that the target language should be used by teachers in every activity. This makes students realize that the target is a vehicle for classroom communication.

As it was seen, in the classroom observation, all of the observed teachers were trying to use the target language. They used English during every activity carried out in the classroom. This enhances the students' interest to use the language. This shows that all of the teachers speak in English during the group work activity.

4.2.1.6. Encouraging the students to use the target language

Students need encouragement from the teacher in order to use the target language since they may feel afraid to speak in English. So, the teacher should encourage every group of the students during group discussion so that they can use the target language for communication.

As the researcher observed the classroom during the group discussion, two of the observed teachers did not encourage their students to use English.

Although the teachers were moving around the group and telling the students to do the activity, it was not observed while they motivated the learners to use English. On the other hand, one of the observed teachers was trying to encourage his students to use English, but it was not effective. It was observed that the teachers simply encourage the students as a whole though it was necessary to encourage every group when moving around the class. This implies that most of the teachers do not encourage their students to use English.

4.2.1.7. Moving around the groups and supervising the activity

Supervising students while they are working in group is crucial. Teachers need to go around every group to identify the students' problem and provide help accordingly. This helps the learners to perform the activity effectively. In connection to this, Mukalel (1998: 31) suggests that "Group work should be supervised by the teacher to ensure the best results."

As classroom observation indicates, one of the sample teachers was trying to supervise his students effectively during the group discussion. He was seen when he was moving from one group to another group and guiding the students for the activity, answering their questions and motivating them. This increases the students' participation in the activity.

On the other hand, even if two of the sample teachers were attempting to supervise their students, it was not very effectively made. This was because they were dealing with some of the groups of students, especially those who were active in the class, and forget the others.

It was observed that the students, who were not supervised very well, were passively participating in the group activity. From this it can be concluded, most of the teachers try to supervise their students though their focus is given to active students.

4.2.1.8. Giving students chance to present the result of their group discussion

It is obvious that if students are given the opportunities of presenting the result of the group discussion, they can be motivated for the next group activity. It was observed by the researcher that two of the teachers tried to give chance to the group of the students, but focus was given to those who were actively participating in the class. However, one of the teachers was trying to give chance to every group of the students and encourages them in order to present the result of the discussion even if some groups of the students were unable to present it.

This reveals that majority of the teachers try to give students chance to present the result of their group discussion though they focus on active students.

4.2.1.9. Summarizing the main points of group discussion

When group discussion is over, it is very important to summarize the main points. In doing so, the teacher gives some comments to the students so that they can improve their language and develop confidence to participate in the next activity. According to Harmer, (2001: 59), when group discussion is coming to an end, the teacher needs to give some summarizing comments.

As it was seen in the classroom observation, two of the observed teachers tried to summarize the group discussion by raising the main points and some comments on the students' errors. On the other hand, one of the teachers did not effectively summarize the group discussion since all the necessary points are not touched. This implies that majority of the teachers tried to summarize the main points of the group discussion when it comes to an end.

4.2.2 Learners' role

4.2.2.1. Students participation in group discussion

When students are engaged in group discussion, they need to participate in the activity which can be performed successfully. But, if students fail to participate, the activity becomes pointless.

Regarding this, Harmer (1991: 49) suggests, "If students do not want to involve in the communication, the communication will probably not to be effective."

In the classroom observation, it was seen that minority groups of the students were participating in the group activity. These students were observed when they interact with each other and also present the results of their discussion. On the contrary, majority of the students were passive participants in the activity. Some of them were talking about irrelevant topic, others were carelessly talking about the issue and the rest were keeping silent. This will negatively influence the development of the learners' language and their academic performance as well.

This indicates that most of the groups of the students are passive participants in group discussion.

4.2.1.2. Students use of the target language

When learners use their first language during the group discussion instead of using English, the activity is ineffective since it prevents them not to practice using the target language.

Concerning this, Harmer (1991: 150) states "most of the activities will be ineffective if students use their own language." Therefore, according to Harmer (1991: 152), students should use the target language to achieve the objective.

As it was seen through classroom observation, only a few students were trying to use English when they were doing the activities. As the researcher observed sitting at different places in the class, these students tried to speak in English during group discussion. They also used to ask their teacher question and present about their discussion. On the other hand, most of the students were using their mother tongue during the discussion. Such excessive use of first language prevents the learners to improve their target language. This shows that majority of the learners do not use English language when they work together in the classroom.

In addition, we can deduce from the results that the learners were devoted to non-group work activities and were reluctant to involve in the group work activities during ELT classroom going on and as in participation in group work rather they were highly devoted to listening to the teacher's explanation, taking notes of what teachers had written, doing individual work.

Therefore, result concerning teacher's and students' role indicated that teachers were still reluctant to practice the communicative language teaching by using different principles, such as group work, pair work, role play, etc. in ELT classes and emphasized on the traditional way of teaching and learners on the other hand are tuned to be indicated by the teachers and not to involve in learner-centered classroom activities. As the researcher observed, they were not good participants in group work activities in ELT classroom.

4.2.3 Instructional activities

The result obtained from instructional activities, generally, implies that the majority of teachers are not giving due attention to communicative activities which are based on group work and rather they focus on teacher led classroom practices. This result again indicates that there exists discrepancy between what teachers understand about group activities in ELT classroom and what they really practice.

4.2.4. Instructional materials

The results of the observation about the instructional materials indicates that all the teachers were seen to utilize only the students' text book in the language classrooms and did not make use of other supportive materials like audiovisuals, magazines, newspapers, pictures, maps, charts, and other duplicated materials.

This implies that still the teachers are in tune with practicing teacher led (traditional views) of classroom activities and neglects student-centered which makes students work in group as they contribute their idea in the teaching learning process.

4.3. Analysis and interpretation of data collected from interview

4.3.1 Teachers responses to the structured interview questions

I. In this part, the responses of teachers towards eleven structured interview questions are discussed.

Table 5: Interview for teachers related to group work activities

Item		Number of respondents	
		Option	Number
1	Do you have the experience of making students in group during ELT classes?	Yes	2
		No	1
2	Do you motivate your students to take part in group work?	Yes	1
		No	2
3	Do you use English language when you organize group work?	Yes	3
		No	-
4	Do your students use English language during group work activities?	Yes	1
		No	2
5	Do you allow your students to present the result of their group discussion?	Yes	3
		No	-

As it is indicated in table 6, item 1, two of the respondents said that they had the experience of making students in group discussion during ELT classrooms. This indicates that most teachers have the experience to make students in group discussion during ELT classes.

Item 2 designed to identify if teachers motivate their students and two of the respondents said that they did not motivate, praised and encouraged their students, whereas, one of them said that he motivated his students during group work activity was going on. This indicates that most teachers are not motivating, praising and encouraging the students to take part in group discussion.

As item 3 indicates, all of the respondents said that they always use English language when they organize group work activities in ELT classes. This implies that the English language teachers do use English language frequently in the class. If the teachers do use English frequently in the classroom, the students get motivation to speak in English.

According to item 4, two of the respondents said that their students did not use English language during group discussion while one of the respondents said that they use in English.

As the respondents answer, the reason why students failed to use target language was due to fear of making mistakes when speaking in English, lack of proficiency in the language, they had learnt in their previous experience, they did not have willing and interest to speak the language and so on. This reveals that majority of the students do not use English language while group work is going on.

As item 5 shows, all of the respondents said that they give chance to present the result of their group discussion. In this case, it is possible to say most of the teachers give chance to their students in order to present the result of their group discussion.

Table 6: Interview on the contribution of teachers in group work activities

		Number of respondents	
Item		Option	Number
1	How often do you organize your students in group work before group work begins?	Always	1
		Sometimes	2
		Never	-
2	How often do you give clear instructions to your students before group work starts?	Always	1
		Sometimes	2
		Never	-
3	How often do you encourage your students to use English during group work?	Always	1
		Sometimes	2
		Never	-
4	How often do you go around the students and supervise them during group work activities take place?	Always	-
		Sometimes	3
		Never	-

As it can be seen from item 1, two of the respondents said that they sometimes organize their students before the group work begins while one of the respondents said that he always organize his students before group work starts. This implies that most of the teachers sometimes organize their students in group before students begin to work together.

As it can be noted from the result indicated on item 2, one of the respondents said that he always give clear instruction to his student before group work begins while two of the respondents said that they sometimes give clear instruction to their students before group work starts. This shows that the majority of the teachers sometimes give clear instruction to their students before group work begins.

Item 3 indicates that two of the respondents said that they sometimes encourage their students to use English during group discussion. Whereas only one teacher said that he always encourages his students while group activities were going on.

This implies that most of the teachers sometimes encourage their students, whereas, some of them always encourage their students in order to use the target language.

According to item 4, all of the respondents said that they sometimes supervised their students while they are working in group work activities, whereas, most of the time students practice the discussion without supervision from the teachers.

Discussion

According to Newman (2002), in performing group work, teacher must choose a topic which is meaningful and promote interaction between learners while doing the activity. This will initiate the students for further discovering and working towards achieving expected goal.

As Davies, (1980:262) pointed, “In the class room the only practical way to allow several pupils to talk at once is through group work...” which enhances learners develop oral communication skills. So, it is important for a teacher to understand this cause and effect in order to understand how to organize their classroom to create a better learning environment (2013).

Teachers need to go around every group to identify the students' problem and provide help accordingly. This helps the learners to perform the activity effectively. In connection to this, Mukalel (1998: 31) suggests that "Group work should be supervised by the teacher to ensure the best results."

In addition, Harmer (2001: 58-59) pointed out that when organizing the students for group work, the teachers need to make clear that the activity will be enjoyable, interesting or good for them.

Table 7: Factors that affect students' participation in group work

Which of the following factors do you think can affect your students' participation in group work activities?	<i>Number of respondents</i>	
	<i>Option</i>	<i>Number</i>
Use of mother tongue	<i>Yes</i>	<i>2</i>
	<i>No</i>	<i>1</i>
Fear of making mistakes	<i>Yes</i>	<i>3</i>
	<i>No</i>	<i>-</i>
Lack of motivation and proficiency	<i>Yes</i>	<i>1</i>
	<i>No</i>	<i>2</i>
Lack of clear instruction	<i>Yes</i>	<i>2</i>
	<i>No</i>	<i>1</i>
Lack of supervision from the teacher	<i>Yes</i>	<i>1</i>
	<i>No</i>	<i>2</i>
Lack of previous teaching experience	<i>Yes</i>	<i>2</i>
	<i>No</i>	<i>1</i>

As indicated in table 8, all of the respondents said that fear of making mistakes during group discussion is taken place in ELT classrooms; two of the respondents said that use of mother tongue, lack of instruction, and lack of previous teaching experience.

However, one of the respondents said that lack of motivation and proficiency and lack of supervision from the teachers can affect the students' participation in group work activities. This

implies that fear making mistakes when speaking English is the greatest factor that affects students' participation in group work activities.

Discussions

Group work can be affected by many factors in different ways. This prevents both teachers and students for better application of group work in language teaching learning process.

According to Harmer (1991:247), this factor is the biggest problem in the group work activities especially by students of monolingual groups. As he argues again, if students are speaking in their own language rather than in English during an oral communication activity, then clearly the activity is fairly pointless. From the point one can understand that the use of mother tongue in English classroom hindered the effective communicative language skills. Moreover, the use of L1 may lead to the productive use of the targeted language if handled with care Wilkins (1974).

Girma (2005) also investigated factors that impede teachers' group work implementation. He then, found out students' use of mother tongue, disciplinary problems, motivation and fear as factors negatively affecting group work.

4.3.2 Teacher responses to the semi-structured interview questions

The respondents responded to nine open ended questions. These open ended questions also attempted to provide responses to questions that I rose in chapter one. This technique was used to get firsthand information on face to face basis. Three teachers were interviewed and analysis of the interview is presented as the following.

1. Do you think group work helps learners in language learning?

The three respondents said that group work helps students to share their ideas, opinions and feelings. In doing so, they practice the language and also develop confidence in order to speak in English.

2. In what ways do you think your students have benefited from the deployment of group work in ELT classroom?

Teacher 1: "I believe that students will be more beneficial when they take part in group works rather than the former method of teaching."

Teacher 2: "They will be benefited if they have a clear discussion without any fear about anything with friends or parents."

Teacher 3: "In my opinion students will benefit if they are given the chance to practice and get feedback from their teachers."

3. Do you find group work helpful in identifying the level of students' language abilities? How?

Teacher 1: "Definitely, the student-centered teaching methodology helps to identify their language abilities i.e. using teacher centered reveals that the students' language ability is poor. Most of the students express their idea in English during group work and pair work but only able students dominate the others."

Teacher 2: "Yes, it helps to express their idea by presenting what they read so at this moment they were supposed to develop their speaking and reading ability."

Teacher 3: "To some extent, students' group presentation has become fertile hunting ground to hit their target. In most cases, only one hard working student will does the work while the other the other studentswaste their time talking different issues out of content."

4. How important do you perceive/ think group work is in promoting students' communicative competence in English?

Teacher 1: "Group work plays a great role for students' communicative competence in English. As we know, skills develop only through practicing opportunities or chances to talk in class. This is to mean, the more they talk, the more they will be competent. In short, teachers use different strategies to enhance students' language proficiency by facilitating different activities."

Teacher 2: "As I expressed in the previous questions this type of learning helps them to speak so that they develop their communicative competence."

Teacher 3: "If we properly use the method I think it has a promoting value on students' language competence."

5. Have you ever had any on job training or work shop on group work method and alternative teaching method? If yes how did you find it?

Teacher 1: "Yes I had got a lot of sense from that training. So far I am attempting to that in my class. Anyway, I feel that the respective body should provide that kinds of training in a large scale periodically."

Teacher 2: "Yes, when I learned I have got it very good. That means, this kind of learning method helps both teachers and students because it enforced teachers to find out the students' problems and giving them the actual lesson to all students easily."

Teacher 3: "No, until now I haven't got any training on group method activities."

6. Does your school implement group work activities on the moment, if so, how do you evaluate your implementation of group method in general?

Teacher 1: "Yes, I attempted to do all my best so far. This in turn helps some students to improve their speaking skill."

Teacher 2: "In my opinion, my school is not implementing this method so far."

Teacher 3: "No, the principals are striving to implement the government's policy. They believe and want to believe what the authorities said is true. However, I am exerting my own effort.

For example, twice a week Tuesday and Thursday, I am teaching them by giving them group work activities so as they develop their language. Even I prepared the panel discussion and encourage students to practice conversation."

7: What are all the major constraints that can impede the effective implementation of group work?

All of the respondents claimed "lack of interest from both teacher and students" to be the major obstacles for effective implementation of group work activities. Actually, if people have no interest or motivation on something, it is difficult to expect a fruitful result from their performances.

The second major problem raised by teachers was large class size, as a problem for its implementation. In line with this, the researcher obtained data on these issue according to which average number of students in Gulliso preparatory school is found to be so. These in fact can be factors for its poor implementation. The other constraints raised by the teachers to impede the successful implementation of group work are:

- Lack of awareness on the part of school management about the implementation of group work.
- Lack of adequate perception of both teachers and students towards group work.
- Lack of instructional materials
- Students' poor performance in the medium of instruction
- Students' poor background of education
- Students' less participation
- Shortage of time expressed as a main problem and
- Lack of commitment from teachers to implement.

Generally, the above major problems or constraints were raised by Gulliso preparatory school teachers as obstacle for their low implementation of group work activities in ELT classroom. Teachers also strongly believe that their students' poor education performance in lower grades attributes a lot for their poor performance in implementation of group work activities. They explained that majority of their students are not given opportunity for group discussion, peer assessment, oral presentation etc.

8. What do you think should be done for the successful implementation of group work in ELT classroom?

The researcher asked open ended questions in order to know how they perceive or think about the successful implementation of group work. All of them responded to the questions:

- Reducing class size; they suggested that class size should not exceed 24-30 students.
- Preparing the moveable chairs.
- Create awareness about group work on the part of teachers and students.
- Provide sufficient training for teachers to make teaching materials.
- Creating incentives so as to make teachers committed to their work and exerted their potential properly.
- Enhance the interest of students and improve achievement.
- Provide appropriate ground for the teacher.

Furthermore, it needs counseling to arouse students' motivation on English language because it has paramount factors for their success in academic endeavor. Moreover, the respondents suggested that they need to create a better ground on students towards group work together with teachers and should have work on improving students' performance using appropriate teaching materials.

The researcher was able to know from their response that most Gulliso preparatory school teachers didn't have adequate perception about group work and those teachers who have positive attitude but lack commitment to improve their performance. School has to be able to provide the facilities in order to reach the standard required.

9. Do you get your students reflect on their performance or learning? So, state briefly how and when you demand their reflection?

The data obtained from teachers regarding whether they make reflection on their learning and the response indicates one of the teachers have got the reflection attempting to identify strengths and weakness, and then to take measure to improve their performance on English learning.

If all of the teachers had such kinds of attitude and practice, it would help the learners to improve their language ability. However, two teachers did not demand their students' reflection neither on language performance nor in the teaching learning process.

The information that was gained from interviews helped me further understand of assessing factors that influence group work participation in ELT classes.

In addition, the observation I made directly in the classroom helped me to cross check the data I found from questionnaire and interview. For this reason, the data were collected from three instruments discussed and analyzed.

The first question that I raised in semi-structured interview for the teachers was concerning their belief about group method (group work activities) to which they responded in the following way; one of the teachers said, "Group method means the procedure of the learning process and it is student centered method."

The other teacher also defines group method as "assessing the status of our students' performance." In addition, the third teacher explained that group method is a way of following up our students' continuous performance.

I also asked them if students benefited from the deployment of group work. However, they did not provide sufficient justification for the question. Their response was "it builds their confidence that help to develop their skill." From this response, it is possible to conclude that these teachers lacked clear understanding on the way their students benefit from the deployment of group work.

In addition, I asked the teachers to tell me their experience about the major constraints that impede the implementation of group work in their school.

The first teacher responded, "There is a wrong assumption prevailing among teachers about group work method." He added the teachers perceive group method as providing activities continuously, but this does not mean group work method. The other obstacle mentioned by the teachers was in appropriate way of teacher assessment. That means, in our school, teachers are accustomed to assess the high skills, but our students are lower in performance. As a result, teachers and students do not agree about their views of students' competence in language and teachers attitude towards their students.

In addition to this, the number of students in their school was also raised as factor. Moreover, teachers' carelessness, scarcity of materials, lack of students' interest, lack of conducive school environment. These points listed by the teachers negatively affect their implementation.

In review of related literature, the researcher raised several scholars point of view on different group work activities, tools that are employed in ELT classes.

In line with this, Gulliso preparatory school teachers reply the tools they have employed currently are: discussions, assessment, exercise and peer discussion.

Those tools are not adequate enough to evaluate their students' performance on the basis of scholars view.

The other question that the researcher raised was, about the successful implementation of group method, what should be done?

Gulliso preparatory school teachers suggest the following: teachers need to change their consideration towards group method. The school community must have a positive attitude towards group method.

They also added teachers need to identify their weakness and strengths, then, give more emphasis for their weakness. They admitted that, in their school, group work activity is not implemented appropriately because of wrong perception. In addition, any concerned body should provide training on group method for teachers before engaging them to employ it.

Moreover, Gulliso preparatory school teachers added their point of views for successful implementation of group work activity which are:

- ❖ Development of self-learning's style on the part of teachers
- ❖ Enthusiasm on the part of teachers about the subject they teach
- ❖ Love of the profession, not the money. It needs a commitment (they should be devoted for the profession).

4.3.3. Analysis and interpretation of data collected from interview with the students

This technique was used to get firsthand information on face to face basis. Ten students were interviewed and the analysis of the interview is presented as the following:

1. Do you think that group work helps you to improve your language learning?

The ten respondents said that group work help students to share the ideas, opinions and feelings. In doing so, we practice the language and also develop confidence in order to speak in English.

2. Does your teacher use group work method in ELT classroom?

Six of the respondents said that their teacher uses group work sometimes during ELT classes. Most of the time, they used to teach the language through giving more explanation. The rest four students said that their teacher uses group method when he taught them English language.

3. Do all the students participate in group during group discussion?

Eight of them said that the students passively participate in group work activity due to fear of making mistakes, lack of proficiency in English and so on. However, two of the respondents said that the students actively participate in group work activity.

4. If the students' participation in group work is passive, what hinders them not to be active participant?

All of the interviewed students said that different conditions make the students not to participate actively in group work activity. Of these, fear of making mistakes, lack of motivation and proficiency, lack of experience in their previous classes were the most among others.

5. What mechanisms the teachers use to motivate students as they participate in group work activity?

All of the respondents said that he/she has to come to the class with the very interesting topic which attract the learners and motivate them as they participate in group work activities.

7. Does the school administration make awareness for the teachers and students on the use of group work?

All the respondents said no.

8. Is there any resistance/refusal to group method from the teachers, school administration and students?

Seven of the respondents said yes, lack of teacher interest and lack of students' willingness to participate in group work to support students.

9. How do you think the students' participation in group work become effective?

All the respondents said that a lot of things are expected from teachers. He/she has to make the classroom situation conducive and also encourage students to take part in group work activity.

10. What is your comment concerning the importance of group work activities?

Concerning this, all the interviewed students said that they believed that group work is very important for students' language practice. So, a teacher needs to give a greater emphasis in helping learners during group work. He/she has to give clear instruction, supervise the students very well and give any other necessary assistance while they are working together.

Discussion

To discuss with the interview for teachers and students, Language learning takes place when the learners are involved in process of learning the language. Several studies are in favor of group work, which promote language teaching (Cohen, 1972).

English language teaching started alongside the classical languages of Greek and Latin (Brumfit, 1984; Richards and Rodgers, 1986; Brown, 1994). At the time, the method of teaching was that teachers transmit their knowledge of the language to the students and students obtain what they heard. Such method of teaching considers the teacher as an all knowing and a resource of everything, while learners were considered as passive receivers. In such a method almost all the time is covered by the teachers and students have no time to practice the language.

According to Newman (2002), in performing group work, teacher must choose a topic which is meaningful and promote interaction between learners while doing the activity. This will initiate the students for further discovering and working towards achieving expected goal.

During the group work, students are expected to play different roles. As Harmer, (2001), suggests these roles include different activities such as: group leader, who is responsible for all the discussion in the group; keeping the group task for each assignment and ensuring everybody assumes his share of the work involved. In general, members in the group have to contribute different roles to perform the task.

As students do not have ample chance for practicing the target language and if students are asked questions where there is only one correct answer. Students discussing in small groups can use language meaningfully for communication purpose, Ur (1981). This is what Long and Porter (1985) refer to as quality of students talk and this is not possible in the match inhabiting teacher-fronted classes. Members in the group can perform different roles. They can use the language to ask, explain, apologize, promise, suggest, agree and internalize a wider range of language use. Therefore, group work improves both the quality and quantity of students talk.

CHAPTER FIVE

Summary, Conclusions and Recommendations

This chapter deals with the summaries, conclusions and possible recommendations identified in the analysis, interpretation and discussion of data in the study.

5.1 Summary

The main objective of the study was to describe factors that affect students' participation in group work activities in ELT classrooms, particularly, at Gulliso preparatory school. In addition, it aimed to know teachers' awareness to what extent they make their students' reflection on teaching and learning process and the major constraints that can impede the effective implementation of group work.

In order to achieve the objectives of the study, three sets of instrument were employed; questionnaire, observation and interview. Several questions were launched to know the factors that impede students' participation in group work activities. Three of the teachers were directly observed in their classrooms three times each to have data about how group work tools are employed in English classrooms.

In order to find answers the questions, related topic in the literature were reviewed. The study was conducted in one school which was found in Gulliso district in western wollega. The required data for the study were gathered through the questionnaire filled by 120 students of grade 12, selected using random sampling. In addition, classroom observations in the actual teaching-learning and interviews with 3 teachers and 10 students from grade 12 were used.

In the questionnaire, the subjects were asked to rate the statements on a 5 point-Likert scale in terms of frequency activities and the extent they agree and disagree to the statements given for them in addition to the closed-ended items.

Then their responses were put in the table quantitatively (see table 1-4), the observation classrooms was summarized in table(see table 5). In addition, the semi-structured and structured interviews were quantified (see table 6-8) and structured interviews for teachers and students were presented qualitatively (see 4.3.2 & 4.3.3).

Using frequency and percentages, the responses of teachers and students to each item were analyzed. Then, transcriptions of the interviews from teachers and students were summarized.

5.2 Conclusions

Generally, after closer investigation of the result found through questionnaire, observation, and interviews in the previous chapter, the following conclusions were drawn.

Grade 12 students of Gulliso preparatory school seem to have fear of making mistakes when speaking in English during group discussion. The analysis of the data collected through observation, questionnaire and interview indicated that the students had fear of making mistakes in order to speak English. Since they focused on the correctness of the language, they are very careful not to say anything unless it is accurate. So, they prefer being silent.

In addition, they seem to have lack of motivation and proficiency so as to participate in group work activities. The students had lack motivation and proficiency in order to take part in group work activities as the analysis of the data collected revealed. Because of they had very little motivation and proficiency, they resisted to use English and felt shy to participate in group discussion.

The other one is, this school seem have to resort to excessive use of their first language during group work activities in English classroom.

The students predominantly use their mother tongue in English classes when they discussed certain activities in group. This regular use of mother tongue seemed to arise from lack of encouragement from the teacher to speak in English as well as lack of experience in speaking English during group discussion.

As the analysis of the data revealed, the students at the school seem to have lack of clear instruction from the teacher.

When students were engaged in group discussion, the teachers failed to give clear instruction to their students regularly and effectively.

They also sometimes didn't give the instructions of the right time so that the students know well what and how to do the activity before group work begins. They also didn't tell the purpose of the activity.

The students of the school also seem to have lack of supervision from their teacher. According to the analysis of the data, the students lacked regular and effective supervision from their teacher. In addition, students have poor performance in the medium of instruction, lack of commitment from teacher to implement the recommended activities.

On the other hand, Gulliso preparatory school teachers and students have a good attitude on group work activities. They reported that it helps students to share their ideas, opinions and feelings. In doing so, they practice the language and also develop confidence in order to speak in English. They also believed that group work helps the learners to motivate them to be engaged in their learning.

Generally, this research work has provided sufficient understanding about factors that influence students' participation in group work activities in ELT classrooms. As a result, the researcher recommends the following for teachers and students or any other body interested to make future study regarding the assessment of factors that influence students' participation in group work activities and the implementation of it in ELT classes.

5.3. Recommendations

Based on the findings of the study the following recommendations were given:

Very great effort is expected from the teachers in order to make students avoid the habit of fear of making mistakes when speaking in English during group discussion. They should tell their students that mistakes are inevitable and sign of progress. They must also make clear to the students that attaining accuracy at once is impossible, but it is simple through continuous practice. Therefore, the learners need to be convinced that when they make mistakes during the practice, they are in the process of attaining accuracy.

The teachers should motivate their students to speak in English and participate actively during group by praising the students. When they go around the groups they should praise the students for any contribution they make in the group discussion.

Even though use of mother tongue is possible, the students shouldn't use their first language excessively since the disadvantage weighs the advantages. Therefore, to avoid the excessive use of mother tongue, teachers have to tell their students the disadvantage of the excessive use of first language and at the same time, tell them the advantages they will gain if they use the target language.

In other words, teachers need to make clear that the learners learn effectively about English language when they take part actively in communication with the language. The teachers should also remind and encourage students to use English particularly during supervision. The teachers should give students clear instructions before the group work begins. When they organize their students to work in group, first, they should give the students the necessary information regularly and effectively so that the learners carryout the activities.

The teachers should supervise their students effectively and frequently while they are working in group. When students are working in group, the teachers should go around and help them accordingly instead of spending undue amount of time on certain group.

The teachers should give their students clear explanation of the tasks purpose so that the students know the benefit they will get and then participate actively.

The teachers should also organize their students in group before group work activities begin. In sum, teachers, especially language teachers should exhaustively tell the students to practice the language everywhere even out of the school compound.

This is because of the best way of developing language skills and to overcome the problems mentioned above through the collected data is practicing the languages. Students must also provide input in designing group work like group size, group composition, the time needed and other related things.

Finally, the research finding in this paper will encourage and extension of research mentioned in the above sections in to teachers' and students' attitude and knowledge and understanding of group work activities in ELT classrooms. A range of conceptualization, rich in detail, is further needed to provide ELT teachers with framework and models that they can follow in their own practical classes. Therefore, this study is not intended to make any generalization, so any concerned body can make use of this study as a venue for further studies and is suggested to contribute a lot.

References

- Abebaw, A. (2011). *EFL Learners' Attitude towards Group Work*. The Case of High and Low Achievers'. Unpublished MA Thesis: Addis Ababa University.
- Alwright, D. and M, Baily. (1991). *Focus on the Language Classroom*. Cambridge.
- Atkins, J. Hailom, B. And Nuru, M. (1995). *Skills Development Methodology* (Part One): Department of FLS and LAAU. AA: AAU Printing Press.
- Bennars, G. Otiende, J. and Biosvert, R. (1994). *Theory and Practice of Education*: Nairobi: East African Educational Publisher, Ltd.
- Birhanu, B. (2000). *The Verbal Participation Behavior of First Year Students in Group Work*: Unpublished PhD Dissertation. Addis Ababa.
- Brown, R. (1999). *Group Work Process: Dynamics Within and Between Groups* (2nd Ed). Oxford: Wiley Black Well.
- Brumfit, C. J. (1984). *Communicative Approach in Language Teaching*. The Roles of Fluency and Accuracy: Cambridge: Cambridge University Press.
- Byrne, D. (1986). *Teaching Oral English, (Nee Ed.)* London: Longman.
- Byrne, D. (1973). *Language in the Classroom*: Bletchely: Open University Press
- Cambell, D. and Dickson, D. (1992). *Teaching and Learning through Multiple Intelligence*, Washington: New Horizon for Learning
- Christisen, MA. (1990). "Co-Operative Learning in the EFL Classroom;" (Pp. 139-147).
- Thomas K. (1994.) (Ed), *Teachers Development*. Making the Right Moves, Selected Article from the English Teaching Forum, (1989-1993) Washington, D.C; United States Information Agency.
- Cohen, E.G. (1972). *Designing Group Work: Strategies for Heterogeneous Classroom*. New York: Teachers College Press.
- Cohen, L And L. Memion. (1994). *Research Methods in Education*: Longman: Routledge.
- Cohen, V. (2001). *Second Language Learning and Language Teaching* (3rd Ed.): New York: Hodder Arnold.
- Dubson, J.M. (1988). *Effective Technique for English Conversation Groups*: Washington DC: Bureau of Educational and Cultural Affairs.

- Forsyth, R.(2006). *Group Dynamics: (4th Ed.)* Belmont CA. Thomson Wadsworth Publishing
- Frank Fort (1996). *Research Methods in Social Sciences*:University of Wisconsin, Milwaukee.
- Freeman, L. (2000). *Techniques and Principles in Language Teaching*: Oxford: Oxford University Press.
- Gebrewahid,T. (2011). "A Study on Perception and Roles of EFL Students in Group Work Implementation: Grade 9 Rama Senior Secondary School in Focus." Addis Ababa University (Unpublished MA Thesis).
- Girma, G. (2003). *In-Service English Language Teachers' Perception of the Factors that Influence the Implementation of Group Work Activities in ELT Classes*: The Ethiopian Journal of Education. Vol. Xxiii. No.2
- Girma, G. (2005). *A Study of Secondary English Language Teachers Implementation of Mythological Innovations*: The Teaching Grammar in Focus. PhD. Dissertation.
- Harmer, T. (1999).*The Practice of English Language Teaching*: London: Longman.
- Krashen, D. (1985). *The Input Hypothesis, Issues and Implications*: London: Longman.
- Lakachew, M. (2003). "*Teachers' Attitude towards Communicative Language Teaching and Practical Problems in Its Implementation*:" Unpublished MA Thesis. Addis Ababa. Addis Ababa University.
- Little Johan, Andrew, P. (1982).*Teacher less Language Learning Groups*: An Experiment. TESOL Quarterly 17 (4): 595-608.
- Little Wood, W.T. (1991).*Communicative Language Teaching*: Cambridge: CUP.
- Long, Michael, H. (1977).*Group Work in Teaching and Learning of English as a Foreign Language Problems and Potential*: English Language Teaching Journal 31 (4): 285-292.
- Long, M. H. (1985)."*Group Work, Inter Language Talk, and Second Language Acquisition*." TESOL Quarterly, 19/2: 207-227.
- Martinez, I. H. (1993).*Learning from Learners: A Forum Electronic Journal*, Vol, 31.No.2: 10-15.
- MOE. (1999). *Teachers Hand Book*: Addis Ababa, Institute of Curriculum Development and Research,
- Mukalel, C.J. (1998). *Creative Approaches to Classroom Teaching*: New Delhi: Discovery Publishing House.

- Nation, P. (1989). "*Group Work and Language Teaching*:" (Pp. 160-169.). In Thomas, K. (1994) (Ed). *Teacher Development: Making the Right Moves, Selected Articles from English Teaching Forum (1989-1993)*. Washington, D.C. United States Information Agency:
- Newman, J. (2002). *Effective English Language Talk and Second Language Teaching*:
San Francisco Companies.
- Nunan, D. (1989). *Designing Tasks For Communicative Classroom*: Cambridge: CUP.
- Wright, T. (1987). *Roles of Teachers and Learners*: Oxford: Oxford University Press.
- Richards, J. C. And Rodgers, T. S. (1996). *Approaches and Methods in Language Teaching*.
Cambridge: Cambridge University Press.
- Ruel, G. Bastiaans, N., & Nauta. A.(2003). Free riding and team performance in project education: *International Journal of Management Education*, 3(1), 26–38.
- Yuteng, Z. (2004). *Task Type and Teacher Role*: Two Important Factors in Effective Group Learning. *Thinking Classroom Journal*, Vol, 6. No.3: 36-41.

Appendix A

Adama Science and Technology University

School of Humanities and Law

Student's Questionnaire

Dear student,

This questionnaire is designed to collect information for a study on assessing factors that influence student's participation in group work in English language teaching (ELT) classroom. This questionnaire is one of the instruments which the researcher uses to gather the necessary data for his MA thesis in teaching English as a foreign language (TEFL). Thus, the researcher kindly requests you to give the required information in the space provided. Your contribution is highly important for the success of this study. The researcher would like to assure you that all the response you give will be confidential and kept safely according to the details on consent form that is given to you on the separate signed sheet. Your name is not necessary in this information.

Thank you in advance for your cooperation!

The researcher

Part I: Personal information

Direction:-1 please, give information about yourself for each of the categories below.

Put a tick (✓) mark in the appropriate box where necessary.

1. Your age a. 16-17 ☐ b. 18-20 ☐ c. 21-22 ☐ d. above 23 ☐

2. Sex: a. Male ☐ b. Female ☐

3. Grade and section _____

4. Average number of students in your class:

a. 30 and less than ☐ b. 31-40 ☐ c. 41-50 ☐ d. 51-60 ☐ e. above 60 ☐

Direction 2:- Choose the option you agree on for each question and put a tick (✓) mark in the box in front of the option you agree on. In addition, write your answer where necessary.

1. Do you have the experience of working with other students in group during English classes in previous grades?

a. Yes ☐

b. No ☐

2. Does your English teacher motivate you to take part in group work?

a. Yes ☐

b. No ☐

3. How often does your English teacher organize you to work in group before group work begins?

a. always ☐

b. sometimes ☐

c. never ☐

4. How often does your English teacher give you clear instruction before group work?

a. always ☐

b. sometimes ☐

c. never ☐

5. How often does your English teacher use English in classroom?

a. always ☐

b. sometimes ☐

c. never ☐

6. Do you use English during group work activity? a. Yes ☐ b. No ☐

7. If your answer for question number 6 is no, why? Would you explain it, please?

8. How often does your English teacher encourage you to use English during group discussion?

a. always ☐

b. sometimes ☐

c. never ☐

9. How often does your English teacher go around the group and help with problems during group work?

- a. always ☐ b. sometimes ☐ c. never

10. Does your English teacher allow you to present the result of your group discussion?

- a. Yes ☐ b. No ☐

11. Which of the following factors do you think can affect your participation in group work?

- a. Use of mother tongue
- b. Fear to make mistake when speaking in English
- c. Lack of proficiency and motivation
- d. Lack of clear instruction
- e. Lack of supervision from the teacher
- f. your previous learning experience

Part II: Beliefs about group work in teaching English

Please take a few minutes to reflect on your views about group methods. Think about the extent to which you agree or disagree with the statements below and put a tick (✓) mark in relevant box. For this questionnaire, the following five alternatives are prepared.

Strongly agree (SA) Agree (A) undecided (U) Disagree (D) strongly disagree (SD)

No	Statement	Option				
		SA	A	U	D	SD
1	Group method is useful not only for student but also for teacher					
2	Group method increases students' motivation.					
3	It is possible to apply group work method in your classroom.					
4	Group method helps learners to be responsible for their learning.					
5	Your teacher always comes to class with activities which invites you to participate.					
6	Group method helps students to be active participatory in their life career.					
7	If there is no lecture method it is impossible to control the class discipline.					
8	Most students hate group work and refuse to cooperate with their friends.					
9	Your teacher makes students participate in teaching-learning process.					
10	In group work activities some good students may dominate slow learners.					
11	The school environment of the school is favorable for the implementation of group work activities.					
12	I am sure that group work method has a great contribution to scale up the quality of education.					

Appendix B

Classroom activities observation check list

School: _____ Lesson: _____

Grade and Section: _____ Date: _____

Teacher: _____ Time: _____

No	Activities to be observed	Choice		
		Yes effectively	Yes but not enough	Not at all
	1. Instructional Activities			
1.1	Classroom activities maximizing communication opportunities such as: role play, drama, dialogue, problem solving, pair work, etc.			
1.2	Focus on language as medium of communication.			
1.3	More emphasis on group work and pair work.			
	2. Teachers' Role			
2.1	Lecturing method.			
2.2	Facilitating and monitoring class activities.			
2.3	Organizing group before group work begin.			
2.4	Give clear instruction before group work starts.			
2.5	Tell students the purpose of group activities			
2.6	Motivate students to take part in group discussion			
2.7	Use the target language during the process			
2.8	Encourage students to use the English language during the discussion			
2.9	Move around the students and supervise the activities			
2.10	Give students chance to present the result of group			

	discussion			
2.11	Summarizing the main point of group discussion at the end of the lesson			
	3. Learners' Role			
3.1	Listening to teacher's explanation			
3.2	Take clear instruction from the teacher			
3.3	Organizing in different groups and contribute their idea			
3.4	Taking notes during discussion take place			
3.5	Asking questions to each other and their teacher			
3.6	Doing individual work			
3.7	Using English language during group discussion			
3.8	Use their mother tongue in group activities			
	4. Instructional materials			
4.1	Text book			
4.2	Duplicate materials			
4.3	Audiovisual material			
4.4	Magazines			
4.5	News papers			
4.6	Pictures, maps, charts, tables, etc.			

Appendix C

Adama science and Technology University

School of Humanities and Law

Department of English

Interview with Teachers

I. Structured Interview

Good morning/good afternoon? My name is _____. I came from the department of English, Adama Science and Technology University to assess factors that influence the participation of students in group work activities in ELT classroom.

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. 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 kept confidential and use only for this study.

Part I: personal information

Direction 1: please give information about yourself for each of the categories below.

1. Age: a. 20-29 ☐ b. 30-39 ☐ c. 40-49 ☐ d. 50 and above ☐
2. Sex: a. Male ☐ b. Female ☐
3. Field of study: Major ☐ Minor ☐
4. Qualification: a. Diploma ☐ b. Degree ☐ c. MA ☐ d. PhD ☐
5. Total years of teaching experience
a. 5 and less than ☐ b. 6-10 ☐ c. 11-15 ☐ d. 16-20 ☐ e. 20 and above ☐

6. Your teaching loads in periods per week:

- a. 10 and less than ☐ b. 11-15 ☐ c. 16-20 ☐ d. 21-25 ☐ e. 26-30 ☐

7. Average number of students in one class

- a. 30 and less than ☐ b. 31-40 ☐ c. 41-50 ☐ d. 51-60 ☐ e. above 60 ☐

Direction 2: Please listen the following items carefully and give the appropriate answer.

1. Do you have the experience of making students in group during English classroom?

- a. Yes ☐ b. No ☐

2. Do you motivate your students to take part in group work activities?

- a. Yes ☐ b. No ☐

3. How often do you organize your students in group before group work begins?

- a. always ☐ b. sometimes ☐ c. Never ☐

4. How often do you give clear instruction to your students before group work starts?

- a. always ☐ b. sometimes ☐ c. Never ☐

5. Do you use English language when you organize group work?

- a. Yes ☐ b. No ☐

6. Do your students use English language during group work activity?

- a. Yes ☐ b. No ☐

7. If your answer for question number 6 is no, why? Would you explain it, please?

8. How often do you encourage your students to use English during group work?

- a. always ☐ b. sometimes ☐ c. Never ☐

9. How often do you go around the group and help your learners with the problems during group work activity?

- a. always ☐ b. sometimes ☐ c. Never ☐

10. Do you allow to your students to present the result of their group discussion?

- a. Yes ☐ b. No ☐

11. Which of the following factors do you think can affect your students' participation in group work activity?

- a. Use of mother tongue
- b. Fear to make mistake when speaking English
- c. Lack of motivation and proficiency
- d. Lack of clear instruction
- e. Lack of supervision from the teacher
- f. Your previous teaching experience

II. Semi-structured Interview Questions

1. Do you think group work helps students in language learning?

2. In what ways do you think your students benefit from the deployment of group work in ELT classroom?

3. Do you find group work helpful in identifying the level of students' language abilities? How?

4. How important do you perceive group work in promoting Gulliso students' communicative competence in English?

5. Have you ever had any on job training or work shop on group work method and alternative teaching method? If yes, how did you find it?
6. Is your school implementing group work activities on the moment, if so, how do you evaluate your implementation of group method in general?
7. What all the major constraints that can impede the effective implementation of group work?
8. What do you think should be done for the successful implementation of group work in ELT classroom?
9. Do you get your students reflect on their performance or learning? If so, state briefly how and when you demand their reflection.

Appendix D

Interview guide for students

Good morning/good afternoon? My name is _____. I came from Adama Science and Technology University, Department of English, to access factors that influence the participation of students in group work in English language teaching (ELT) classroom.

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 me the required information. I would like to thank you again for sparing your valuable time and effort in this interview. I would like to let you know any information will be kept confidential and used only for this study.

1. Do you think that group work helps you to improve your language learning?
2. Does your teacher use group work method in ELT classroom?
3. Do all the students participate in group during group discussion?
4. If the students' participation in group work is passive, what your teacher doing so?
5. What mechanism the teacher uses to motivate students as they participate in group work activities?
6. Does the school administration enforce the use of group method in the school compound?
7. Does the school administration make awareness for the teachers and students on the use of group work?
8. Is there any resistance to group method from the teachers, school administration and students?
9. How do you think the students' participation in group work become to be effective?
10. What is your comment concerning group work activities?