

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

POST GRADUATE PROGRAM

**STUDY ON CHALLENGES IN IMPLEMENTATION OF GROUP WORK IN EFL
CLASSROOM: YEMANE SENIOR SECONDARY SCHOOL GRADE ELEVEN
STUDENTS IN FOCUS**

BY:

GEREZGIHER TADESSE

June, 2015

ADAMA

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

June, 2015

ADAMA

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

As members of the board of examiners of the M.A. thesis open defense, we certify that we have read, evaluated the thesis prepared by GerezgiherTadesse and examined the candidate. We recommended that the thesis be accepted as fulfilling the thesis requirement for the degree of Master of Arts in TEFL.

Signed by the Examining committee:

_____	_____	_____
External Examiner	Signature	Date
_____	_____	_____
Internal Examiner	Signature	Date
_____	_____	_____
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Name: GerezgiherTadesse signature: _____

Place: Adama Science and Technology University, Adama.

Date of submission: _____

Submission of approved sheet

This thesis has been submitted for examination with my approvalas university advisor

Name MekuriaAbera(PhD)

Signature _____

Date of submission _____

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Abstract

The study sought to investigate the challenges in implementation of group work in EFL classroom. The study was conducted in Yemane Senior Secondary Schoolgrade 11 in focus with a population of five English teachers and 118 students.To achieve the intended goal, the study has used descriptive study design.All 118 students of the two sections were selected as sampling using purposive sampling technique because they are small in number. A total of 118 students responded to the questionnaire, all five English teachers responded to the interview and 4 classroom observations were observed. Triangulation involved in different research instruments like, questionnaires, interviews, and classroom observations. 26 closed ended and one open ended questionswere administered to all sample students using purposing sampling. In addition, interview was used with five English teachers and six questions were admistered using semi-structured types of interview.The data for the study was collected using quantitative and qualitative research methodologies. Data obtained through the questionnaires were analyzed using descriptive statistics such as mean values, grand mean percentage and frequency. The finding of this research revealed that theteachers and the students had obstacles toward the implementation of group in English language classrooms. Based on the data gained it is concluded that classroom setting , class size, contents of the material, students and teachers related factors were among the main challenges that faced in implementation of group work in EFL classroom. It is recommended that teachers of English should incorporate group work activities in their teaching strategies by taking all necessary preparations.

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CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Learning another language apart from the mother tongue has always been important for people, because of the reasons such as knowing other cultures, traveling, trade, and religion and for other reasons. Even though, we know why people want to learn other languages, the way how they learn these languages is another important point.

Many approaches, methods, and techniques have been developed for the needs of English language teaching. Brown (1994) has stated that, “as the field of second language pedagogy has developed and matured over the past few decades, we have experienced a number of reactions and counter reactions in methods and approaches to language teaching.” Likewise, as Richards and Rodgers (1987) have tried to illustrate, a Communicative Language Teaching approach started its movement from a theory of language as communication away from traditional lesson formats where the focus was on the mastery of different items of grammar and practice through controlled activities such as memorization of dialogues and drills, towards the use of pair work activities, role plays, group work activities and larger project works.

Communication activity involves at least two or more people who interact with each other. It is inevitable that the emphasis should be on pair work, role play and group work activities i.e., most descriptions of Communicative Language Teaching encourage teachers to use pair work, role play and group work during their lessons by taking the situation, the students’ ability & interest, and the availability of teaching materials in to account.

The shift in language classroom organization from teacher-fronted to student group work has received a growing amount of theoretical and empirical support as the idea behind group work is that by allowing students to work together to solve problems; the teacher facilitates the development of cooperation and teamwork skills.

Al- Hamash (1985:88) states, "more than one group of students can be engaged in language use simultaneously .The teacher just assists in facilitating the work and in solving some of the problems that might arise in the course of action.” The above ideas indicate that the teacher arousing the students in the actual work activities and supporting if any ambiguity occur in the discussion.

Group work is a collaborative work in the given task to achieve the intended objective successfully. It is a way of organizing students into group of three to nine members of a group for purposes of self-help toward a better way of teaching.

According to Finocchiaro and Brimful (1983 : 219) define group work as "work in which the class broken into small groups of form three to eight students they work simultaneously on the some task , or be given different tastes of varied types or levels." It implies that group work is performed by splitting the students in to small group like three to eight to accomplish the given task activity.

Group Work is the most satisfactory method for teaching oral work and for more oral practice; it is an attempt to solve serious linguistic and pedagogical problems. In addition, different researchers and experts in the field of language teaching and learning have considered that there are a number of merits of using group learning.

According to Lewis (1977: 289) suggests that the group work technique has been utilized effectively to facilitate individual growth and to give students a chance to help one another, to learn from one another, and to communicate with one another. Each group member, the group leader, and the group as a whole set specific objects for the group process and reach agreement on the kinds of help that they will try to provide for one another.

In line of the above, Harmer (1991) and Long & Porter (1987) said that group work increases the amount of student talking time and gives opportunities to students in order to use the target language to communicate with each other.

Generally, different sources argue that students learn a language best from tasks that involve group work can be an effective method to motivate students, encourage active learning, and develop key critical-thinking, communication, and decision-making skills as well as diminishes the work load of teachers as it is student center learning activity .

However, the teachers and the students could not use this technique of teaching and learning practically rather as form. The reasons can be lack of awareness how to implement group work and how they overcome the obstacles that face in the implementation of group work activities. Besides it may be not giving pay attention for the technique specially the teachers as they have learned in the pedagogy and also it may be scarcity of school facilities in education such as classrooms, furniture, authentic materials and task clarity. That is the reason that the researcher

evokes to study on challenges in implementation of group work in EFL classroom at Yemene Senior Secondary School grade eleven in focus.

1.2. Statement of the Problem

The students and teachers of high school have challenges in implementation of group work in EFL class room. Since interaction between a teacher and students and among students themselves is regarded as a crucial element in language learning, giving a considerable attention to classroom interaction in a language classroom is very important. As mentioned in the previous section, this 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. And it is true that if a teacher is constantly talking, learners of English as a second/foreign language may not get a chance to practice, so group work gives students an opportunity to practice the language.

Nowadays in Ethiopia, textbooks and other teaching and learning materials are being designed in line with the practice of role play, pair work and group work. 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. However, there is a big problem in implementation of group work in teaching and learning EFL in the classroom.

A number of local researches were conducted on the practice of group work. For instance, Mulat (2007) conducted a kind of descriptive study on teachers' roles in implementing group work in DebreBerhan College of Teachers' education basically to know whether teachers employ group work in their classrooms, factors that hinder the use of group work, and the roles they are expected to play. He revealed that although pair and group work learning should be included in almost every classroom based on the situations and contexts, some teachers struggle with having students work cooperatively. This can be caused by the problem of developing good group lessons and assessing the individual performance of the group members. This is where understanding how to teach effective group work becomes a crucial task for the teacher.

In addition, Gatachew (2008) studied some major factors that can affect EFL learners' verbal participation in group work activities, plasma TV and the roles expected from teachers in maximizing the students' verbal participation in group work. At the end, his study revealed that

the time given for group work activities, the size of a group, composition of learners within the group, and seating arrangements as the major factors that affect the students' participation in group work activities particularly in English classes.

Besides, Gebrewahid (2011) studied about the attitude of learners in using group work in EFL classroom. The finding of this study revealed that the students have shown negative attitudes towards group work since they have not awareness about the relevance of group work in EFL classroom.

In group work activities, all students within the group are expected to participate actively for their own learning. According to Charness, et al (1994) students in a given group have the roles of "initiating, giving and asking for information and for reactions, restating and giving examples, contrasting, clarifying, synthesizing, summarizing, evaluating and diagnosing activities with in the group." In contrast, it is evident that in different stages of school levels some students were reluctant and passive to participate in discussions of group work activities while some others were active participants.

Some external studies were carried out to see the challenges in implementation of group work in teaching and learning English foreign language. However, it is believed that the result of these studies could not assure the level of Ethiopian learners specially how to implement group work practically as well as the relevance of group work. Besides, the researchers conducted areas are not closed to the area of the study that the researcher currently conducted.

Therefore, being different from the aforementioned studies, the current study is focused on challenges in implementation of group work in EFL classroom in Yemane senior secondary school grade eleven students in focus.

1.3. Research Questions

*The following questions are **Research Questions** that are raised to be discovering in the research.*

1. What challenges the students and teachers do in implementation of group work in EFL classroom?
2. How the teachers and students implement group work in EFL classroom?

3. What are the challenges face related to the material and classroom setting in EFL classroom?

1.4. The Objectives of the Study

1.4.1. General Objectives of the Study

The major objective of the present study is to investigate the challenges in implementation of group work in teaching and learning in EFL classroom.

1.4.2. Specific Objective of the Study

The specific objectives of the study are:

- ✓ To find out the challenges that the students and teachers do in implementation of group work in EFL classroom.
- ✓ To find out how the teachers and students implement group work in EFL classroom.
- ✓ To discover the challenges that face related to the material and classroom setting in EFL classroom.

1.5. Significance of the Study

It is believed that the results of this study would help teachers and learners to overcome the challenges that faced in implementation of group work in EFL classroom. It would help for the students and teachers to know how group work implements in teaching and learning EFL classroom. It will help for the students and teachers to use group work technique of teaching in the classroom properly. This will enable students to focus on the group task rather than individual learning in the class room and outside the classroom.

1.6. Scope of the Study

The study was conducted in Eastern Zone of Tigray Region and limited to Wereda Gulomekeda at Yemane Senior Secondary School. Besides, the focus of the study is on challenges in implementation of group work in teaching and learning EFL class room grade eleven in focus. It is delimited to teachers' and students' views towards using group work.

1.7. Limitation of the Study

To investigate the challenges in implementation of group work in EFL classroom, it needs many facilities like computer, internet access; documents like materials or reference books which are related to the study but in my wereda. It has big shortages of facilities such as enough reference, internet access. The study was confined to two classes since the numbers of students was small in number. Besides since the researcher is a teacher, he had got a shortage of time to conduct this research by adding society, management and cultural factors.

1.8. Operational Definitions of Terms

Group work: is defined as small groups of learners working together as a team to solve a problem, complete a task, or accomplish a common goal that requires student cooperation and interdependence

Challenges are things that block one's way or prevent, hinder progress, barrier. Those mean Factors that make difficult to do something in a given activity.

Implementation is the carrying out, or practice of a plan, a method, or designing for doing something. It is the act of implementing, or putting into effect.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This chapter presents review of research findings and scholarly experiences concerning the definition of group work, types of group work, characteristics of group work, advantages of group work, disadvantages of group work, the role of teacher and students in group work, the process of forming group work, important consideration in implementing of group work, language learners, teaching contents, and teaching context of group work were examined.

2.1. Definition of Group Work

Different authors in different disciplines and field of study have forwarded their definition of group as well as group work. In part differences in definition occur because writers often select those things that are of special importance in their work and then speculate these as the criteria for group existence.

Saleh, S (2012) defined that, “group work is one of the most important class activities for developing students’ communicative ability, is gradually being applied to teach English as a Foreign Language (FEL).” This revealed that group work system is helpful in EFL classrooms since it contributes to assist learners in sharing their knowledge through interaction and increases cooperative work with fruitful result. Brown (1992) noted that ,”group work provides a context in which individuals help each other; it is a method of helping groups as well as helping individuals; and it can enable individuals and groups to influence and change personal, group, and organizational and community problems.” It indicates that group works is a way of interdependence to achieve the target of the group task activities.

Burdett and Hastie (2009) noted that group work is a technique followed to provide an opportunity for students to engage in peer-to-peer learning. The researcher defines group work in this study as an effective method to motivate students, encourage active learning, and develop communication in the EFL class.

Groups are a fundamental part of social life. As we will see they can be very small - just two people - or very large. They can be highly rewarding to their members and to society as a whole, but there are also significant problems and dangers with them. A group exists when two

or more people define themselves as members of it and when its existence is recognized by at least one other, and group work which is a form of cooperative learning, aims to cater for individual differences, develop students' knowledge, generic skills (e.g. communication skills, collaborative skills, critical thinking skills) and attitudes (*Brown 1991*).

In addition, according to Forsyth (2006), a group is defined as two or more individuals 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 participants. Group work which involves students working collaboratively on set tasks, in or out of the classroom, includes any learning and teaching tasks or activities that require students to work in groups and any formal assessment tasks that require students to work in groups. That implies that group work is a cooperative work among the students on the given tasks to perform the target of the activity. It is a way of harmonica work among the students to achieve concrete knowledge by sharing their knowledge.

Basically, group work is based on the concept that shows the physical, mental and social developments of men through necessary and significant interaction with other men i.e. he is shaped by others and is shaping others. Brown (1991) also defined group work as a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves a cooperative work. This author has also shown the importance of cooperation among members to deal with the given task. Simply a collection of individuals sitting together without any coordination and common objectives may not mean group work. In order to say the collection of individuals group work learning, there must be a link among all group members that shows cooperation and collaboration to achieve a common goal of their learning.

In the definition of group work, Long and Porter (1985), Pica and Doughty (1985) and Foster (1998), cited in Byram (2000) highlighted the importance of making clear cut distinctions between working in a group and working as a group. According to them, “working in a group is mainly a matter of location.” In this case a certain number of students may sit together in a common area, but doing independent activities (simply a group of people without the same purpose), or they may sit together having and working on the same task but without any force for everyone to participate (a group of people having the same purpose but doing without any interaction and cooperation to achieve their common goal/s). On the other hand, “working as a

group presupposes a task in common.” It implies that a group of students sitting together, having the same purpose and show some sort of interaction and cooperation amongst group members to make the result of their work effective as possible. A task obliges each member to make a contribution.

2.2. Elements of group work

Johnson, D.W & Johnson, R.T (1989) has listed out the following five essential elements in order to have effective cooperative group work learning: individual accountability, positive interdependence, face-to-face interaction, group processing, and interpersonal and small group skills.

Positive Interdependence

This point of group work indicates that each group member depends on each other to accomplish a shared goal or task i.e. students need each other to complete the groups task with the help of all members, and the group may not able to reach the desired goal without the participation of all members. Therefore, in order to strengthen such kind of link among students, teachers may structure positive interdependence by establishing mutual goals, joint rewards, shared resources and assign roles. It means that, the teacher can make a hot discussion among the learners on the task activity by creating good atmosphere in the classroom.

Face-to-face Interaction

This has a decisive role in promoting success of group members by praising, encouraging, supporting, or assisting each other. This shows that in the context of group work, students promote each other’s learning by helping, sharing, and encouraging efforts to learn and discover new ideas and innovations within the group. So students explain, discuss and teach what they know to classmates with the help of their teacher. Teachers are also expected to structure the groups so that students seat together and discuss through each aspect of the task given.

Individual Accountability

Each group member is accountable and responsible for his/ her own learning. Members of a given group cannot rely on one or few students to do the total work of the task. The result of their effort should reflect a balance of contributions from all members of the group, and also each member’s effort to the group could be assessed so that assessment needs to be shared to continue to support and encourage each member of the group. Therefore, this individual accountability helps to avoid members from merely relying on other group members’ efforts.

Social Skills

Group work makes things smooth for students to learn and develop different interpersonal and social skills which will help them to build stronger cooperation among group members and beyond the group. These skills include leadership, decision making, trust building, communication, and conflict management skills.

Group Processing

This refers to the ongoing assessment of how groups are functioning to achieve their group goals or to complete the tasks. So groups need a specific time to discuss on how well they are achieving their goals and maintaining effective working relationships among members, to describe and decide on what behaviors are useful or not and what changes need to be made to move the group along and complete tasks.

In the system of group work learning and teaching, Brown (1991) states that students are expected to work together for the success of their goal and completion of the tasks given. And group work, which needs full cooperation and collaboration, occurs when all members of a group are aware of their responsibility and role, and when they commit themselves to accomplish the task in the best way possible. It indicates that the best way for initiating collaborative work is rendering know-how for the students and teachers about group work merits as promoting cooperative work, knowledge and language skills.

2.3. Types of Group Work

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

Students who work in collaborative groups also appear more satisfied with their classes.

There are three general types of group work: informal learning groups, formal learning groups, and study teams (Brumfit, 1984, and Johnson, Johnson, & Smith, 1991).

2.3.1. Informal Learning Groups

Informal learning groups are extemporized clustering of students within a single class session which can be formed by asking students to turn back to a neighbor and spend some two or three minutes discussing on a question the teacher has risen. The teacher can also form such kind of

groups having three to five members to solve a problem or pose a question. In order to check the students' understanding of the material being learned, and to give students opportunities to apply the learned content in to practice, the classroom teacher may form this kind of group at any time and without worrying much on the size of the group. In this case the teacher can appoint the students to learn additional knowledge and to make sure whether the students achieve the target of the task activities or they sit as passive listener and far away from the target of the task activity.

2.3.2. Formal Learning Groups

Formal learning groups are established to complete a specific task such as write a report, carry out a project, or prepare a position paper which can be completed in a single class session, or in days and weeks. Here students work together until the task is finished.

Groups typically meet regularly over an extended period of time. This allows for continuity of interaction among group members and creates the opportunity for social cohesion and bonding to develop among group members. It elicits on the actual learning and teaching in the classroom. So formal learning is a way of learning focusing on rule and regulation of the school based on the curriculum study of ministry of education.

2.3.3. Study Teams

Study teams are long-term groups that need a semester and more time to complete the requirements and with equitable members who has the responsibility of providing members with support, encouragement, and assistance throughout the time. This kind of groups share some features with the formal groups. Besides, the group work is focused as a tutor work by assign the learners in the classroom, and the teacher gives them as lecture method.

Besides, group work could be classified into two types: heterogeneous grouping and homogenous grouping. Heterogeneous means grouping students of different ability levels together while homogenous grouping means grouping together students that are similar.

2.4. The Purpose of Using Group Work in the Classroom

As can be understood from the above parts of this section, the main goal of group work can be achieved through the combined efforts, talents, ideas and knowledge of group members.

Therefore, apart from the end product of students' work, the aim of engaging students in group work activities includes the following points as Exley and Dennick (2004:4-5) has listed out.

First, the development of intellectual understanding and of intellectual and professional abilities: by thinking and problem solving, e.g. analyzing, evaluating evidence, logical reasoning and synthesizing, by clarifying concepts and theories through discussing and accepting and seeing interrelationships and connections.

Second, the development of communication skills and of group work skills: working in a group gives an opportunity to practice a variety of group management skills and group roles including leadership, planning and organization, giving support and encouragement to others, setting tasks, monitoring progress. Through discussion practicing, giving explanations, listening, questioning, presenting and defending a position and giving constructive feed-back.

Third, personal growth and support for independence: by taking part in debate and discussion students can test their values and attitudes while developing self esteem and confidence and by preparing for and taking part in small group teaching discussions and activities students accept their personal responsibility for the progress and direction of their own learning.

Finally by reviewing and reflecting on their actions, students can learn from their successes and failures and so develop their skills and understanding, and plan future learning.

As stated by Exley and Dennick, students can foster their mental activity or intellectual capacity by thinking and internalizing the task through interdependence among the students. Meanwhile, the learners can advocate their knowledge by practicing the task in the real context/world.

2.5. Advantages and Disadvantages of Group Work

2.5.1. Advantages of Group Work

In the teacher-fronted classroom, which is a typical format in most Ethiopian secondary school classrooms, the learner's opportunities for participating in classroom communication are very limited. Teacher talk dominates the lesson, and students rarely participate in classroom communication. Even if the students are allowed time for discussion or answering the teacher's questions, the time is shared among forty or more learners. In fact, such a teacher-led classroom format is not unique to Ethiopia. It is also a very common classroom management device in many ELT classrooms in other parts of the world.

Since the 1960's, there have been many discussions on the value of group work for language learning (Brumfit, 1984, p.76). Recent research and literature have confirmed the advantages of group work.

Group work promotes a positive affective climate. According to Dunn and Dunn (1993), many exceptional students have difficulty in socializing with peers and they may feel intimidated when asked to participate in whole class activities. Structured group work techniques alleviate much of the anxiety of participation and also provide opportunities for exceptional students to practice social skills. They also said that when mutual goals are established, and ideas, material and information are shared, a collaborative partnership also develops in which students learn how to learn with one another. Students can develop social skills which were normally practiced only by the teacher such as changing topic, turn-taking, asking for clarification and so on. Given appropriate materials to work on and problems to solve, students can engage in genuine information exchange. As indicated in the above the learners can get ample knowledge about the task/activity by working together and sharing their experience what they know before. Besides the teacher should create conducive classroom condition and select a topic which is related with their background knowledge or schemata.

Group work increases language practice opportunities. Long and Porter (1985) explained that group work motivates learners and allows for a greater quantity and richer variety of language practice, and lack of clear and open opportunities to practice the new language system may be associated with low achievement of students on the target language. Thus, in such narrow situations to practice the target language, group work is a key to engage learners in real like situations through the target language.

Group work improves the quality of student talk and increases their talking time. Long and Porter (1985) reported that learners have more opportunities and speaking time which allows them to use a greater variety of English to express what they really want to communicate. This type of work usually motivates students because it is quite simply more fun to work and talk with your classmates than it is to do tasks individually. They estimated that in a 50 minute lesson with 30 students, if the students talked only to the teacher, they would get 30 seconds of talking time per lesson which equals “just one hour per student per year” (p. 208). Therefore using group work and pair work substantially increases the opportunities which students get to speak English.

Group work encourages students to become more engaged in material through discussion, debate, and the opportunity to articulate explanations to their peers (Michael 2006). Such classroom practices allow students to check their understanding and construct new knowledge

through interactions with each other and with course material which are the most important aspects for meaningful learning. He added that it may represent one of the most accessible methods for converting a classroom from a teacher-centered setting to an active, learner-centered environment.

Group work allows students a far greater degree of autonomy. According to Exley&Dennick (2004) and Sharan&Shaulov (1990) it enhances students' decision making power by involving them in the selection of the learning tasks from a variety of alternatives as well as in deciding who in the group will study which features of the group topic and how the groups' work will be reported to the class as a whole. Students can be more autonomous and self reliant; they can take on roles and adopt positions which are usually the teacher's preserve. So that they can practice a range of language functions associated with those roles and positions, e.g. in problem solving exercises, they can learn to suggest, infer, qualify, hypothesize, generalize, or disagree.

Generally, the use of group-work is potentially beneficial to many EFL teachers and learners. The teacher can foster his/her knowledge or capacity by participating, sharing and accepting ideas with teachers or students. And also the students can increase their knowledge or capacity by interchanging their ideas especially from their selves." Unity makes success" working cooperatively leads marvelous result and avoids constraints through easily. Besides the teacher has the time to assess the effectiveness of his/ her lesson as students work on language learning tasks and he/she can accommodate individual problems.

2.5.2. Disadvantages 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, frustration and anxiety (Atkins, Hailom and Nuru 1996). In addition, 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 and organized timely.

Whilst there is evidence in support of the benefits of group work for student learning there are several factors that may impinge negatively on group work. More importantly, Woodward

(1995), cited in Atkins, Hailom, and Nuru (1996), stated many practical problems related to group work. He said that students may not like to work with the partners they are assigned to work 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 the group but work as individuals. They may do the task without discussing and interacting; some groups may discuss their own things, which have nothing to do with the task; some groups may sit back and allow dominant members to do the task; group work may get over-competitive and cause arguments among students not accustomed to cooperating, and may create undesirable noise, and leads to discipline problems.

Students may speak only in their first language (L1). Second language use in the foreign language classroom needs to be maximized wherever possible, by encouraging its use. In classes where learners all share the same first language or national language, teachers need to use a range of options to encourage learners to use the L2 as much as possible (Nation 1997). There are several reasons why learners use the L1 when they should be using the L2 like low proficiency in the L2, the naturalness of using the L2 to do certain jobs, shyness in using the L2, or simply a lack of interest in learning the L2, or the activity may be too difficult, too easy or it may be just plain boring for the students. Therefore to reduce such things choosing activities that are relevant, interesting and fun for the students has a great result. Another occasion when students may use too much L1 is when they do not understand the instructions.

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 or pick up unusual English from other students. However, research done by Long and Porter (1985) revealed that the amount of mistakes students make does not increase in group work.

The teacher may feel like they are losing control of the class. Brown (1994) reported that for students and teachers who have not had 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 these activities. The most important aspect to remember is the activities must be set up carefully and the learners must have very clear instructions on how to accomplish the activity. After the activity starts, the teacher's role is to monitor the students, offering assistance when necessary. However, it can be a bit daunting at first to try and keep an eye on several groups at once.

Generally, even if group work has merits, it has drawbacks due to various reasons. Group work may be difficult to control in large class hence there may appear too much noise, and lack of discipline. Some talkative learners may dominant over the class discussion task and block the ideas of their members. The teacher may delay to give constructive feedback at the end of the discussion as well the students can make inevitable mistakes. In addition, qualified furniture and authentic materials that are crucial for group work discussion in the classroom may appear scarcity. Similarly, the nature of the content can be mismatch with the students' background knowledge and times allocate to be complete the task activity. Like wise, students' speaking first language makes too many mistakes in the foreign language as they learn in group technique of learning.

2.6. The Role of the Teacher and Students in Group Work

According to Atkins, Hailom and Nuru (1996) students come to the classes with their own backgrounds, personal relationships, and personality, all of which affect the way learners interact. And also since individual achievement is the top priority in many educational settings, collaboration is often something that students may not used so that it might take time for them to accept collaborative tasks and learn how to perform them successfully. Since the students do most of the activities in pairs and group work systems, teachers are expected to plan and organize group work activities properly to be effective and productive. Actually both students and teachers role can affect the group work task whether it is completed the task properly or not. The teacher anticipates designing the task activity based on the students' background knowledge of the students that is easy to understand and form a group by mixing students' ability to be fruitful and productive work.

Long and porter (1985) stated that socialization in the classroom will be increased as group work increases opportunities to practice in the target language. But this effective out put of group work can be determined by the proper management and organization skill of the teacher, and the students' willingness and interest to do in groups. Therefore, teachers do play an important role in shaping these students' experiences and persuading them about the importance of working in a group to the development of their interpersonal, academic and social skills.

According to Harmer (1991), language teachers have different roles in whole class (lockstep) and in small group teaching. Long (1987) has also listed out different points that a teacher might ask before embarking on what could otherwise be a wasteful expenditure of time and energy. He/ she has to think of the number of students that he/she want to work in each group, the number of groups that he/she want in each class of students, the formation and composition of groups, the advantage of imposing a particular structure on the groups, the kind of work that the students do in groups, the relationship between the result of group work and the rest of the teaching and learning in the class, and finally the roles of the teacher and that of the students. As indicated in the above to be effective and productive work, the teacher should play a great role in managing the classroom adequately and harmonically and the students have to willingness and interest to work in the group task.

In line of the above Mulat (2007) has also explained different roles of a class room teacher when using group work. Those roles can be recognized before the group work is put in to practice, during the group work and after the group work is finished. Before the group work is practiced, teachers have very crucial roles like deciding the content and the task, the size of the each group, the way of assigning/ grouping students, and other necessary things. While students are already doing the given activity or task, the teacher is expected to give a kind of guidance and support to groups or members of a group, to move around and appreciate each student's participation in the discussion. Finally, after groups have finished their work, the teacher may get them report what they have done, encourage them to ask questions and give comments on the work of others, and give specific and general feedbacks which are very important in the teaching learning process and the content of the lesson.

As stated in the above the teacher can ask questions before starting the work such as the number of students in the class in relation to the class size, the way of forming group and the types of task activity. Ultimately, the teachers and students go to their daily lesson activity.

On the other side, students in a classroom and particularly in a given group may show different behaviors as Charness, et al (1994) classified them as productive and non productive behaviors. According to these authors, "productive behaviors" of students are important roles and skills which would be encouraged and appreciated as they are the means to maximize the learning potential of both the group and the individual. These behaviors or roles of students required

while working in groups include: initiating, giving and asking for information and for reactions, restating and giving examples, contrasting and reality testing, clarifying, synthesizing, summarizing, gate keeping and expediting, timekeeping, evaluating and diagnosing activities with in the group.

In contrast, Charness, et al (Ibid) reported that “non productive behaviors” which are also common in a given classroom can hinder the dynamics of group discussion. Such behaviors include being silence which can be caused by lack of knowledge of the subject, by confusion as to group process, by not understanding the discussion, by members' slowness in phrasing his or her thoughts in quick talking group, or by shyness; over participants, the repeater, the wanderer, the story teller, or other non significant behaviors of students. According to them, a good group handles the problems that arise and realizes the potential of the members in order to enhance learning. Each group involves properties and strengths of its own that encourage learning. It should also promote a warm, friendly atmosphere that encourages all members to participate.

As indicated in the above generally, the teacher organizes the learners in to group and selects a group leader that can manage the members of the students in the required task. When the students participate and discuss on the task, the teacher guides, direct, facilitate and manage the classroom situation properly. If the pupils get problems about the task activity, he/ she helps them how they do the tasks by giving legible clarification and illustration. As the students finish their task in group discussion, the teacher makes the learners to report the final discussion to the class. Finally the teacher gives clear feedback about the report of students.

2.7. Characteristics of the Group Work

The size of the group may be limited in order to provide better conditions; and special features of the group are the degree to which members come to know one another in the context of particular learning with the group concerned.

Gray (2000: 1), in a recent articulated "Group Work: Using Job Duties in the Classroom", summarizes the following steps to introduce group work:

Group consists of 4-5 students and each student must choose a job for group projects. The duties each job should be carried out to the best of the student's ability. Students should choose a different job for each group activity in order to give them a broader experience.

The jobs and their responsibilities are as follows:

1. **Leader:** this person is responsible for leading a group discussion. They should call on individual (speakers for the group), and make sure that everyone is included in the discussion. The leader also reports group progress to the teacher.
2. **Secretary:** this person writes down details of the discussion.
3. **Timekeeper:** this person keeps the group on task, and reports the time left for finishing the task.
4. **Barnstormer:** when needed, this person leads the group in brainstorming session as well as recording outlines for the group.
5. **Co-leader** (optional): If the group consists of five members, this person will aid and assist the leader when needed. Thus, 4-5 members are ideal for group work-but when necessary group activities can also be achieved with as few as three students with two of them taking more than one job.

2.8. The Process of forming Groups

The size of each group and the selection of members for each group are some of the most important aspects that an ESL/EFL classroom teacher needs to consider when forming groups.

2.8.1. Group Size

Most researchers define a small group as having at least three and no more than twelve or fifteen members. A group needs to have at least three members; otherwise it would simply be a dyad.

With three members, coalitions can be formed and some kind of organization is present. Too large of a group (more than twelve or fifteen members) inhibits the group members' ability to communicate with everyone else in the group. According to Welton and Mallan (1992,p: 400) the purpose of the teaching and learning process has a decisive role in determining how a group should be and for most purposes, three to eight students per group is acceptable.

Actually, giving a serious attention for group size is a crucial point. In teaching and learning process to form a group considering the number of students with atmospheric condition like classsize, furniture qualities and the air condition of the place is another advisable ideas that shouldtake in to consideration in implementation of group work in EFL classroom. Hence the number of students in a group six up to nine can be necessary to form a group. In fact too small or too large members may be fed up for both students and teacher. If the number of students are

too small, the students can get scarcity in sharing their knowledge capacity, and if the number of students are too large, the learners may not participate equally as time is limited for the task activity. There for, it is better to make a group six students in group as well as nine students may not intensify problem.

Parker and Jarolimek (1997), on the other hand, stated that the number of students in a certain group can influence the goal of the teaching learning process that can be accomplished. They clarify this as follows:

The size of a small group affects its achievement both of academic knowledge and cooperative skills. If groups are too large, there may be duplications of responsibilities, less opportunity for individuals to carry their share of the group effort, difficulty achieving face to face interaction, and a tendency for some members to fade out of the group activity. On the other hand, if groups are too small, there may be insufficient division of labor to warrant group work and too few opportunities to cooperate. In general, however, groups should be kept small from two to five children, with four to five as the optimal size (p: 305).

According to Byrne (1987), four to eight students in each group is an acceptable size although there is no one and clear group size. Groups with smaller number of students are better for some activities like games, but a larger number may be also better if the teacher needs students to share ideas and experiences with their group members. He finally, says that the size of each group can be decided based on the nature of the classroom furniture.

Harmer (1991) also shows “Groups of more than seven students tend to be less than totally appropriate since the amount of student participation obviously falls and the organization of the group it self may start to disintegrate”. According to this author deciding the number of students in a certain group much depends on the activity being performed. With respect to group size, the larger the group, the broader the range of experiences, expertise, skills and interests to contribute to the learning activity. However, larger groups have the potential for members to be uninvolved or to dominate others.

A number of studies argue that learning through group work works best when group size is smaller where students are grouped in clusters of three to five. The larger the group size the more difficult to organize tasks, to manage different skills, and reach in a consensus though good to make diversity in the group. The amount of materials, classroom furniture, and the

amount of time allocated for the learning activity, the type and the size of the task may determine the size of each group. More over, group work can be arranged based on the class condition, class size, and number of furniture. Really, in most of the schools students' sitting tables have the same designing with the umber of students contain per one table. In one table is allowed to sit only three students. To make a group the tables can be arranged in 'V' shape that involves nine students and 'L' or 'I' shape that consist of six students. Thus, from these forming a group 'L' or 'I' shape with six students can be available for active learning as the students can share their knowledge effectively and complete the task punctually. How ever, forming a group more than nine can invite disturbing and miss the objective of the task activity.

2.8.2. Selection of Group Members

According to different experts in the field of language teaching, there is no one single way of allocating students into groups since there are a number of practices that the teacher can use depending on the task set for the group, the expertise of each student in the class and the learning objectives for the subject.

With regard to the learners i.e. their ability of language use and achievement, age level, gender, intimacy, sitting arrangement are some of the important points that the teacher should take in to account while forming groups (Cohen, 1972; Byrne, 1987; and Richards and Rodgers, 2001).

Therefore, considering the aforementioned and other important variables, the teacher may select students in a certain group through random appointment, self-selection, and selective appointment. Random appointment methods are often employed as they are relatively easy to administer with little preparation, break up friendship groups and allow people to work with people they ordinarily wouldn't and are criticized as students have the chance to be assigned to a group with unsuited members and this can directly affect their interaction in the group discussion. In this method, Gower & Walters (1983) suggest several ways of assigning learners in to groups. For example, the teacher can give each student a number and then ask all the same number to sit together, or by dividing the class on the basis of likes and dislikes, color of clothes, hobbies, gender, or the teacher can give out to each student at random a card with a word written on it.

With respect to assignment by ability, the teacher may want to place students through two ways (Byrne, 1987; Harmer, 1991 ;Slavin, 1991).

1. with students of similar ability levels in one group (same ability or homogeneous grouping).

It is the placement of students of strong students into one group and the weak ones in another group. It has always been a topic of debate among academic researchers and child psychologists whether students should be differentiated and grouped according to their academic achievement, ability or their participation in the classroom. Many believe that homogeneous groups created based on achievement would be more effective and worthwhile. Other experts believe that this may create a feeling of inferiority, depression, lack of concentration, and other destructive symptoms among students who are not in the "smarter" group.

2. The teacher may structure each group with a representation of mixed ability students of fast and slow members together (mixed ability or heterogeneous grouping). It refers to the whole group of students of varying intellectual ability learn together. The grouping practice is associated with efforts to allow all students the benefits of access to high-level instructional practices. This kind of grouping is "better for fluency work" and also selective where the larger the class size prohibits moving the students around. As the nature of the task needs cooperation and collaboration, mixed ability grouping helps students to assist and help one another and also correct each others' mistakes by themselves with less effort of the teacher.

Research shows positive effects of mixed ability grouping on achievement, self-esteem, and inter-group relations (Slavin, 1991). For example, if the teacher wants the groups to develop sketches, then he/she would probably need one or two creative individuals in each group. Thus, it is important for the teacher to consider diversity in group composition. But there are conditions where mixed ability grouping is difficult as the best students may dominate the rest members and do all the work. There seems, however, to be "no firm research to give an ideal answer to the ideal combination of students of mixed levels. Teachers have to decide whether they will put strong students with weak students or whether they will vary the combination of the pairs from class to class" to fit their needs (Harmer, 1991).

In fact, as explained in the above section heterogeneous and homogenous ways of selecting a group are very common. In addition of them based on the seating arrangement of forming a group is another system of selection. However, heterogeneous (mixed ability) can be dispensable for selecting and forming a group. The students who have low and middle level of ability will achieve constructive knowledge from the higher ability learners since the main purpose of grouping is to share ability or experience especially lower achievers from higher achievers.

2.9. Important Considerations in Implementing Group Work

In implementing grouping for the ESL classroom, important considerations should be given to three main aspects. They are the teaching context, the teaching content and the individual learner.

2.9.1. Language Learner

In a group work activity individual differences can be clearly observed especially in their participation and the kind of roles they play in different classroom activities. Thus, by varying student roles and the types of student involvement the teacher can accommodate these learner differences through different grouping arrangements.

A group's members must be able to communicate freely and openly with all of the other members of the group. Groups will develop norms about discussion and group members will develop roles which will help the group's interaction. According to Freiberg and Driscoll (1992), group work learning strategies can offer alternative choices by allowing for varied roles for different experiences in the same activity. Through this, the range of roles can be expanded and used in different grouping arrangements. Some examples of the varied roles of students in groupwork activities are a direction giver, a summarizer, a generator, an observer, a record keeper, a reader, an evaluator and a resource person.

This also allows students to change roles. They act both as students and teachers by "exhibiting a degree of self reliance that simply is not possible" (Harmer 1991) in teacher centered environments.

A teacher can accommodate learner diversity by varying the types of involvement in groups. In learning EFL using group work, learners initiate to participate and communicate the language of the task activity by implementing their role on the task activity practically. Some students can behave as writer, evaluators, speakers and editors. Students can forward ample knowledge or information on the task activity by bringing their schemata, and as they interchanging their role in the group discussion may foster the habit of cooperative work.

2.9.2. Teaching Content

In application of group work, the teacher may consider the content of teaching first by identifying the intended outcomes in cognitive, affective or psychomotor skills, or other related goals which can be achieved through working in groups. As clearly described in the previous

parts, grouping provides the opportunity for peer interpretation collaborative work and sharing of experiences and insights.

In small groups, Freiberg & Driscoll (1992) added that students are engaged in paraphrasing, explaining, describing, asking for clarification, and talking about content than what whole class interactions may provide. They have also the opportunities to contribute experiences and insights.

Therefore, the teacher should select activities that will encourage the students to use the target language freely and he/she should also make based on the students level of understanding and on what they can discuss openly. On the other hand, the activities which have frustrating or embarrassing content may make them silent and passive participants of the discussion (Byrne, 1987).

Thus, in implementing of group work in EFL classroom, the teacher is anticipated to select content which is related with the learners' background knowledge. Unless the content is familiar with the students' prior knowledge and social activities, the learners can fail in to temptation and frustration of learning the task rather than good atmospheric learning. Ultimately the intended out come of the task will fail.

2.9.3. Teaching Context

In fixed classrooms a teacher's grouping arrangement and the way how the students' seats are arranged depends on a number of factors like the size of the class, the size of the groups, the types of activities and the layout of the furniture (Gower & Walters, 1983). As it is important in engaging all members of a group in a discussion or activity being accomplished, they should face each other rather than sitting only on one side of a table. Separating the members of a group too far can also make talking and discussing easily difficult for them. To be sure about such things the teacher can assign informal committees of students who go into action when a different arrangement is needed.

According to Freiberg & Driscoll (Ibid), time is another contextual matter which should be taken in to account while implementing group work. The teacher should make decisions about pace and schedule. Grouping is best scheduled in short time periods, with opportunity for movement around the room between activities. Time periods may vary as there are time limits in terms of student attention and interest. Byrne (1987) also states that the teacher "will not be

able to do group work every lesson”, but in order to enable “students really get a chance to use what they have learnt”; doing group work once a week is advisable.

In addition, well organized and managed classrooms best support grouping practices in which students develop socially and emotionally. Weber (1994) said that for students’ interaction there must be frequent opportunities which can be resulted from several planned activities and assignments. In this respect, the classroom teacher should help the group establish, accept and maintain productive group norms and consider the norms of the class to determine its cohesiveness.

Definitely, all the contents of English language subject can not be available to use group work activity. Thus, the teacher should study the context of the task group activity such as time consuming, students’ need, the condition of seating arrangement, class size, group size, content and learning experience of the English foreign language.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter focused on the research design, sources of data, sample and sampling techniques, instruments for data collection, procedures of data collection and method of data analysis.

3.1. Research Design

As stated in the first chapter, the main objective of the current study was to explore the challenges in implementation of using group work in EFL class room. Therefore, the study employed a descriptive survey. Because it is more appropriate to identify students' and teachers' responses opinions and views about the challenges in implementation of group work in EFL class room and to see their effectiveness in the actual practices of teachers and students. By employing this study design, both quantitative and qualitative data were used because they are useful to draw from the strengths and minimize weakness of both in single research studies and across studies.

3.2. Sources of Data

In conducting the research, the sources of data were grade eleven students, class room observation and all English teachers of the school. The students forwarded their views on challenges that face in implementation of group work in EFL classroom and how they implemented in the actual classroom in teaching and learning process. Meanwhile, the teachers rendered their opinions how they implemented group work in teaching English language and what problems they faced in implementation of group work in EFL class room.

3.3. Sample and Sampling Technique

The school had a total number of 118 grade 11 students who were assigned in two sections. In one section, there were 70 natural science students and in the other section there were 48 social science students. The researcher used all 118 students for the study. Questionnaires were administered to all the sample students. The researcher used purposive sampling by taking all the students. The reason why, the researcher used purposive sampling technique from other sampling technique is because grade 11 students were small in sections and in number. Besides, purposive sampling method is appropriate with the given amount of time and number of the

population size which were taken for conducting the study. In this respect, for all the sections of grade 11 students questionnaires were distributed. In order to get more relevant information an interview questions were prepared for all English teachers. All the English teachers of the school were taken as a sample for interview since they were small in number.

3.4. Method of Data Collection

In order to gather relevant, reliable and valid information for the study, the researcher employed three data gathering instruments namely: questionnaires, interviews and class room observations.

3.4.1. Questionnaire

With regard to the students' questionnaire, the researcher prepared 26 close ended questions and 1 open ended question. The questionnaire was prepared for the students because this technique helps to collect information in short time from large population and helps the researcher to explore the view of all the sampled population easily. In addition, the technique is extremely flexible and can be used to gather information from students' views on challenges in implementation of group work in EFL class room.

3.4.2. Interview

Interview questions were designed to get more relevant information. Six questions were prepared for English teachers participants. The researcher employed semi structured types of interview and purposefully selected for all English teachers who were assigned to teach for all grade levels in the school. The numbers of English teachers were five. This instrument helps the researcher to get the views of English teachers about the challenges in implementation of group work in EFL classroom. This technique is important to collect different complex views of English teachers regarding the challenges in implementation of group work in EFL classroom. The reason why the researcher uses semi-structured type of interview is to rephrase the questions or to modify for more clarity and to get relevant information that consolidates the objective of the study.

3.4.3. Classroom Observation

To triangulate with questionnaire and interview results, class room observation was used using observation check list. Classroom observation helps in order to get first hand information and

see the practical implementation of teachers in teaching the lesson of the English language and students' participation in a group. Observation is an instrument that can show the real situation of the learners and the actual work of the teachers in the classroom. An observation was conducted in advance and noted carefully for four lessons in the classroom.

3.5. Data Collection Procedure

After the questionnaire, interview questions and check list were accepted and corrected; the researcher went to the study area to collect data. First questionnaire was distributed to the participants and collected. Next, the researcher conducted an interview with all English teachers. Finally, classroom observation was made using the check lists. The data collections took for more than a month to administer and gather the information. All these procedures were conducted after getting permission from the school principal and having willingness of participants to give their ideas on the prepared items.

3.6. Method of Data Analysis

Once data were collected through the instruments from the target population, quantitative and qualitative data analysis were used to analyze the collected data. Therefore, to achieve the designed objectives of the study, the raw data gathered through questionnaire of students were tabulated and analyzed quantitatively using descriptive statistics, such as frequency, percentage, mean and grand mean. The data collected through open ended question's questionnaire, interview and observation were analyzed qualitatively.

The data obtained from the close ended questions were tabulated and registered with frequency that could show the number of respondents' response for each item. Likert scale was used in the data analysis procedure by rating scales namely: Strongly Agree (SA), Agree(A), Undecided(U), Disagree (D) and Strongly Disagree(SD).)

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF DATA

The purpose of the study was to investigate the challenges in implementation of group work in teaching and learning in EFL classroom. The data collected through questionnaire, interview and classroom observation were presented, analysed in words and in numbers to be interpreted as well as analysed thematically.

To calculate the obtained data from close ended questions, Likert scale rate was used. The Likert **scale** rate was expressed for strongly agree = 5, agree = 4, undecided = 3, disagree = 2 and strongly disagree = 1

4.1. Analysis and Interpretation of Students' Responses of the Questionnaire

Questions were designed to get information from the participants that relied on challenges that face in implementation of group in EFL classroom. These questions were distributed to all grade eleven students in Yemane Senior Secondary School. To make the analysis easier, the items of the students' questionnaires are categorizing in to eight thematic items and stated as follows:

1. Challenges in relation to contents of the textbook
2. Challenges in relation to time of work
3. Challenges in relation to teachers
4. Challenges in relation to the students' role and decision made
5. Challenges in relation to their relationship with group members
6. Challenges in forming a group
7. Challenges in relation to classroom setting
8. Other challenges

4.1.1. Challenges in Relation to the Contents of the Textbook

Contents are one of the crucial points for the students in order to participate in group about English language in the classroom. Familiar activities help for the students to foster their

communication in pair or group using the target language. If the activities of the contents are not beyond the knowledge of the students, the students may fail to communicate with their partners or groups using the target language. To strengthen that idea Byrne, (1987) stated that the activities which have frustrating or embarrassing content may make the students silent and passive participants of the discussion. Therefore, three items were designed to gather relevant information regarding the contents of the material.

Table (1) Students' Challenges in Implementation of Group Work in Relation to the Contents of the Text Book.

N o	Items	Fr/ %	5	4	3	2	1	Total	Mean
1	The textbook creates interest and motivation to work collaboratively since most of the contents are focused with what I know in the real situation.	Fr	6	12		58	42	118	2.04
		%	5.08%	10.17%	-	35.6%	49.15%	100%	
2	Most of the contents of the activities are not suitable for different learning style and participation in group.	Fr	40	58	6	12	2	118	4.05
		%	33.9%	49.15%	5.08%	10.17%	1.7%	100%	
3	The contents and sub contents of the textbook are not explained clearly with examples so that I may not understand the task in group work	Fr	40	60	4	10	4	118	4.03
		%	33.9%	50.85%	3.4%	8.47%	3.4%	100%	
Grand mean								3.37	

As can be seen from table 1, item 1 the respondents were asked if the textbook creates interest and motivation to work collaboratively since most of the contents are focused with what they know in the real situation. The majority of the respondents 100 (84.65%) replied their disagreement where as the minority of the respondents 18 (15.35%) showed their agreement. From the figure it can conclude the textbook does not create interest and motivation to work collaboratively since most of the contents are not focused with what students know in the real

situation. In item 2, the respondents were asked if most of the contents of the activities are not suitable for different learning style and participation in group. From the respondents 98 (83.05%) replied their agreement, 4(3.4%) said undecided and 14 (12.87%) indicated their disagreement. From the result, it shows that most of the contents did not synchronize with the real life of students so it hinders them to communicate in group using the target language.

In item 3, the respondents were asked whether the contents and sub contents of the textbook are not explained clearly with examples so that they may not understand the task in group. The majority of the respondents 104 (84.75%) replied their agreement, very few of the respondents 4(3.4%) said undecided and other few of the respondents 14(12.87) replied their disagreement. This shows that the contents and sub contents are not clearly explained to the students by bringing in to the context. So the contents and sub contents cannot motivate to the students to do in group.

Skimming at the mean values of item 1 calculated result is 2.04 and that shows its mean value is less than the grand mean 3.37. This implied that the text book does not create interest and motivation to work collaboratively since it is not focused with the students' real life usage. Item 2 and 3 in the same table their mean values are 4.05 and 4.03 respectively depicted that they are greater than their grand mean 3.37. These two items revealed that most of the respondents agreed on the statements since the mean results are above the grand mean result.

Generally, it can conclude students' response on the contents of the material related factor have negative effect to work the task in group since most of the contents were not designed regarding to students' real life situation. In addition, most of the contents were not suitable to different learning style using group work.

4.1.2. Challenges in Relation to Time of Work

Many studies and academic texts show that a task completed as group work will take more time than the same task completed individually because the group has to establish effective group processes before the task can be tackled. To be effective group work, the tasks should design according to time given to complete the lesson punctually. Having this idea in mind, this study has raised some questions through close ended

questionnaire to see students 'challenges in implementation of group work in relation to the time of the task.

Table 2 Students' Challenges in using Group Work in Relation to the Time of the Work

N o	Items	Fr %	5	4	3	2	1	Total	Mean
1	I don't like group work as it takes more time to complete the task.	Fr	40	43	3	20	12	118	3.7
		%	33.9%	36.4%	2.5%	16.91%	10.17%	100%	
2	I hate doing group work because the contents are not designed according to time allotting.	Fr	36	40	10	22	10	118	3.6
		%	30.5%	33.9%	8.47%	18.64%	8.47%	100%	
3	I do not enjoy working in groups as tasks remain incomplete.	Fr	30	54	15	10	9	118	3.7
		%	25.42%	45.76%	12.71%	8.47%	7.63%	100%	
4	I like working in groups because I do not spend much time talking about other things rather sharing knowledge.	Fr	8	12	5	53	40	118	2.1
		%	6.78%	10.17%	4.24%	44.91%	33.9%	100%	
Grand mean						3.27			

In table 2 item 1, the respondents were asked whether they do not like group work as it takes more time to complete the task. 83 (70.33%) of the respondents expressed their agreement, 3(2.5%) said undecided and 32(27.17) of the respondents showed their disagreement. This shows that most of the students are not interest to learn using group work as it takes more time to complete the task the task given. Similarly item 2 the respondents were asked if they hate doing group work as the contents are not designed according to the time allotting. 76 (64.4%) of the respondents indicated their agreement, 10(8.7%) said undecided and 32(27%) expressed their disagreement. From the result discussion can be concluded that most of the contents were not designed according to the time consuming of the lesson. Item 3 the respondents were asked if they did not enjoy working in groups as tasks remain incomplete. 84 (71.18%) of the respondents responded their agreement, 15(12,7% said undecided and responded their disagreement. This indicates that the students do not enjoy working in groups as tasks remain

incomplete. Similarly, item 4 they were asked if they like working in groups since they do not spend much time talking about other things rather sharing knowledge. The majority of the respondents, 93 (78.81%) gave their disagreement, very few of the respondents 5 (4.24%) said undecided and a few of the respondents 20 (16.88%) indicated their agreement. This implies that the students do not like working in groups because they spend much time talking about other things rather than sharing their knowledge using the target language.

The mean values of the items are greater than the grand mean (3.27) shows the positive implication to the response except for item 4 (2.1) which shows negative response to the statement. This implies that the students did not like group discussion as the tasks take many times to complete hence it remains incomplete. Besides most of the students talking about other things rather sharing their ideas based on the activity given.

Generally, the contents or tasks are not designed according to the time of work, so it cannot initiate for the students to learn in groups as time taking and task remains incomplete.

4.1.3. Challenges in Relation to Teachers' Role

To have a brief discussion in group, teachers play a great role in creating discussion in the given group task. Students alone cannot be doing without supports from teachers in practicing the task in group. Teachers also can create a harmony task discussion in teaching and learning process such as by directing, facilitating, giving clues about the task activity through circulating in the class.

Table 3 Students' Challenges in using Group Work in Relation to Teachers' Role

No	Items	Fr /%	5	4	3	2	1	Total	Mean
1	I dislike group work because it makes the teacher sit idle.	Fr	36	40	8	30	4	118	3.63
		%	30.5%	33.9%	6.78%	25.42%	3.4%	100%	
2	I agree with group work learning as our teacher gives us a clue and awareness on how to do the task.	Fr	20	10	4	50	34	118	2.59
		%	16.95%	8.47%	3.4%	42.37%	28.81%	100%	
3	I am not happy in working in group	Fr	50	42	10	16	-	118	

	since our teacher is not a facilitator, director and advisor for us.	%	42.37 %	35.6%	8.47%	13.56%	-	100%	4.06
Grand mean								3.43	

As can be seen in table 3 item 1, the respondents were asked whether they dislike group work because it makes the teacher sit idle. 76 (64.4%) of the respondents responded their agreement, 8(6.78%) said undecided and 34 (28.82%) responded their disagreement. This implies that the students were bored with group work learning as the teacher is not motivated properly. Item 2 the respondents were asked whether they agree with group work learning as their teachers give them a clue and awareness on how to do the task. 84 (71.18%) of the respondents responded their disagreement, 4(3.4) said undecided and 30(25.42%) expressed their agreement. This depicts that most of the students disagreed with group work learning as their teacher does not give them a clue and awareness on how to do the task.

Item 3 the respondents were asked whether they are not happy in working in group since their teacher is not a facilitator, director and advisor for them. The majority of the respondents 92 (77.97%) said the students are not happy in working in group since their teacher is not facilitator, director and advisor for them. The remaining 16(13.56%) showed their disagreement and 10(8.47%) were undecided. This indicates that the teacher was not a facilitator, director and advisor for the students in the class due to this the students were not happy learning in group.

The mean value of 1 and 3 (3.63 and 4.06) respectively and they are more than the grand mean (3.43). They are inclined positively and item 2 mean value is 2.59 since it is less than grand mean it inclined negatively.

Generally, the teacher is not facilitator, director, and advisor as well as he did not give awareness about the relevance of group work. Besides he do not give clue how they do the task in group. Simply he presented as lecture method rather giving for the students to do the task.

4.1.4. Challenges in Relation to the Students' Role and Decision Made

A sense of individual responsibility to the group may be increased if each group member has a specific and essential role to play in achieving the group's final goal or product. For instance, individuals within the group could be assigned to the following interdependent roles: group manager--who assures that the group stays on task and that all members actively contribute; group recorder--who keeps a written record of the group's ideas; group spokesperson--who is

responsible for verbally reporting the group's ideas to the instructor or other groups; and group processor who monitors the social interaction or interpersonal dynamics of the group process.

Table 4 Students' Challenges in Implementation of Group Work in Relation to Their Role and Decision Made

No	Items	Fr %	5	4	3	2	1	Total	Mean
1	I do not enjoy group work because there are conflicts over the ideas among us.	Fr	12	20	-	50	36	118	2.34
		%	10.17%	16.95%	-	42.37%	30.5%	100%	
2	I like to learn individually since in group work activities students do not talk in English rather they talk in L1 about other issue.	Fr	41	53	6	10	8	118	3.92
		%	34.75%	44.91%	5.08%	8.47%	6.78%	100%	
3	I hate group work as I have phobia to speak in English with my group members.	Fr	40	45	10	9	14	118	3.75
		%	33.9%	38.3%	8.47%	7.63%	11.86%	100%	
Grand mean								3.34	

Table 4 in item 1, the respondents were asked whether they did not enjoy group work because there are conflicts over the ideas among them. The majority of the respondents 86(72.87%) indicated their disagreement and the minority of the respondents 32(27.13%) responded their agreement. This reveals that they had no conflicts over the ideas among them since there is an interaction in groups. Item 2, the respondents were asked if they like to learn individually rather than in group work since most of the students talk in their mother tongue about other issue. 94 (79.66%) of the respondents showed their agreement, 6(5.08) said undecided and 18 (15.18%) showed their agreement. This indicates that the students like to learn individually since in group work activities, students do not talk in English rather they talk in L1 about other issue. Item 3, the respondents were asked they hate group work as they have phobia to speak in English with their group members. 85 (72.03%) showed that the students have phobia to speak in English with their group members. 10(8.47) said undecided and 23(19.49) showed their disagreement. This can be concluded the majority of the students have phobia to speak in English with their

group members. This can be due to lack of having competence in speaking English language since the majority of students were low in speaking English language.

Looking at the mean values of the three items, mean value of 1 (2.34) is less than the grand mean (3.52) and item 2 and 3(3.02, 3.75) respectively are greater than the grand mean. From this can be concluded that the respondents were negatively inclined to item (1) and positively inclined to items 2 and 3.

Generally, the students did not have conflict over the ideas or the task discussion. However, the students like to learn individually rather than in group because most of the students speak in first language about the other things or on the activity. Besides they have phobia to speak in English language in group as they have shortage of speaking the target language.

Table (5) Students' Response to the Frequency of using Group Work

No	Item	Response	Fr	%
5	How often do you use group work in learning English in the classroom?	A. Always		
		B. Usually		
		C. Some times	24	20.3%
		D. Rarely	94	79.7%
	Total		118	100%

In table 5 item 5, the respondents were asked how often they use group work in learning English language in the classroom. The majority of the respondents, 94(79.7%) said group work use rarely in learning English language classroom and the minority of the respondents, 24(20.3%) said group use sometimes in learning English language classroom.

From the above figure, it can be concluded that students do not use group work in learning English language properly in order to share their ideas among them and to improve their English language competence in level of communication.

4.1.5. Challenges in Relation to Students' Relationship with Group Members

Another significant issue pertaining to a group is the interpersonal interactions that develop among its members. As stated in the literature review section, group work encourages students to become more engaged in material through discussion, debate, and the opportunity to articulate explanations to their peers. Such classroom practices allow students to check their understanding and construct new knowledge, through interactions with each other and with course material. While individual projects are usually the sole responsibility of one person and the consequences of the project are directly linked to that individual, group projects are the joint responsibility of several individuals and the consequences of the quality of the project are thus suffered or enjoyed by all. The nature of group work can lead to increased effectiveness and more creative solutions, but the unique conditions imposed by such work can also be conducive to negative, undesirable consequences (Houldsworth & Mathews, 2000).

Table (6) Students' Challenges in Implementation of Group Work in Relation to Their Relationship With Group Members.

N	Items	Fr %	5	4	3	2	1	Total	Mean
1	I do not enjoy working with the students since I am assigned as presenter in most case.	Fr	10	11	10	41	46	118	2.14
		%	8.47%	9.3%	8.47%	34.75%	39%	100%	
2	I do not like group work as my group members do not respect my opinion and care about my feelings when I made a mistake.	Fr	33	43	6	24	12	118	3.31
		%	27.96%	36.44%	5.1%	20.33%	10.17%	100%	
3	I disagree with group work because I am shy when I am assigned with opposite sex.	Fr	40	27	10	14	27	118	3.33
		%	33.9%	22.88%	8.47%	11.86%	22.88%	100%	
4	It is good to do in groups since every one help each other or has interdependence.	Fr	18	23	4	33	40	118	2.54
		%	15.25%	19.5%	3.4%	27.97%	33.9%	100%	
Grand mean =								2.83	

Table 7 in item 1 the respondents were asked whether they do not enjoy working with the students since they were assigned as presenters in most cases. 87 (73.75%) of the respondents showed their disagreement. 10 (8.47%) of the respondents said undecided and 21(17.5%) of the respondents expressed their agreement. This implies that most of the students were not assigned as presenter in most case and they did not like to work in group because they did not assign all the students equally in the discussion. In item 2 the respondents were asked if the students do not like group work as their group members do not respect their opinion and care about their feeling when they made mistake. 76(64.4%) of the respondents showed their agreement in the statement. 36 (30.5%) of the respondents showed their disagreement. 6(5.1) of the respondents said undecided. This indicated that the students are not aware of their members' ideas and they did not respect for the ideas of their members. Besides the students did not have awareness as error is tolerable rather than avoidable. Item 3 the respondents were asked whether they are shy when they assigned with opposite sex. 67(56.78%) of the respondents responded their agreement. 10 (8.47%) of the respondents said undecided. 41 (34.75%) of the respondents forwarded their disagreement in the given statement. This indicated that majority of the students were shy when they assigned with opposite sex to work collaboratively. Item 4, the respondents were asked if it is good doing in group since every one helps each other or has interdependence. 73 (61.87%) of the respondents showed their disagreement. 4 (3.4%) of the respondents said undecided. 41 (34.75%) of the respondents showed their agreement. This shows that most of the students did not know about the relevance of group work. As a result, they fail to work activities collaboratively.

The mean value of items 1 and 4 are (2.14, 2.54) respectively and they are below the grand mean (2.83) so they inclined negatively. Whereas the mean values of 2 and 3 (3.31 and 3.33) respectively are above the grand mean and inclined positively.

It can be concluded that some of the students were assigned as presenter and dominated by few students. Meanwhile most of the students did not make group heterogeneously in sex rather homogonously in sex. This can be due to cultural background that they felt shy when they assign a group with opposite sex. Even when they make a group discussion, they demoralize as theymade a mistake from their members as result they hate group work.

4.1.6.Challenges in Forming a Group

Knowing the ways of forming a group is an important point to implement group work properly. Forming a group means organizing students into a team work or collaborative work. Students can be organized in to group based on various systems such as mixed ability, the same ability, seating arrangement etc. Having this in mind, this study has raised some questions through close ended what kinds of forming a group that the students are formed and like.

Table 7 Students' Need in Forming Group Work in EFL Classroom

No	Items	Fr %	5	4	3	2	1	Total	Mean
1	I like to form a group based on my interest because I can share my knowledge through easily.	Fr %	43	33	4	20	18	118	3.53
			36.44%	27.96%	3.4%	16.95%	15.25%	100%	
2	I want to form a group focused on similar ability to get enough knowledge especially with outstanding students.	Fr %	20	17	10	66	5	118	2.82
			16.95%	14.41%	8.47%	55.93%	4.24	100%	
3	Group work must be formed based on mixed ability to support for lower achievers/ability learners.	Fr %	55	40	-	10	13		4.05
			46.61%	33.9%		8.47%	11.2%	100%	
Grand mean								3.46	

Table 7 item 1 the respondents were asked whether they like to form a group based on their interest. 76 (64.4%) of the respondents showed their agreement, 4 (3.4%) undecided, and 38(32.2%) showed their disagreement . The results indicate that the students like to make a group based on their interest to share their knowledge freely. Item 2 the question was asked if they want to form a group focused on similar ability. 71 (60.17%) of the respondents indicated their disagreement. 10 (8.47%) of the respondents said undecided. 37 (31.36%) of the respondents showed their agreement. It implies that the students did not like to form a group based on similar ability.Item 3 the respondents were asked whether they want to form a group based on the mixed ability. The majority of the respondents, 95 (80.51%) responded their

agreement. The minority of the respondents, 23 (19.49%) of the respondents showed their disagreement. From the above figure, it depicts that mixed ability grouping is important in order to help specially for lower achievers.

All the mean values of the items except item 2 are above the grand mean (3.46) and positively inclined. Item 2 (2.82) is below the grand mean (3.46). So it inclined negatively.

Generally, the students mainly want to make a group based on the mixed ability even if they want to form a group based on their own interest in order to share their knowledge freely without fear. However, the majority of the respondents were not interested to form a group in a similar ability.

Table (8) Students' Response in Forming a Group in Learning English Language

No	Item	Response	Fr	%
4	How do you form group work when you learn English language in the classroom?	A. Mixed ability	90	76.3%
		B. Seating arrangement	16	13.5%
		C. Similar ability	6	5.1%
		D. Needs of the students	-	-
		E. Needs of the teacher	6	5.1%
Total			118	100%

In table (8) item 4 students were asked how they form a group when they learn English language in the classroom. 90 (76.3%) of the respondents said they formed group based on the mixed ability. 16(13.5%) of the respondents said they formed a group based on the seating arrangement. 6(5.1%) of the respondents said based on the similar ability that means higher achiever, medium achiever and lower achiever separately(homogenous). 6(5.1%) of the respondents said they formed a group based on the needs of the teacher.

From the above table result, it can be concluded the teacher formed the students in to group based on the mixed ability. As the majority percentages indicated, the teacher followed heterogeneous group and the students will not have problem in forming a group. Especially for

lower achievers is important to use mixed ability grouping since they can get ample knowledge from higher and medium achievers.

Table (9) Students' Response in using Group Work

No	Item	Response	Fr	%
4	Do you use group work in learning English language in the classroom?	A. Yes	10	8.5%
		B. No	108	91.5%
Total			118	100%

In table nine item four students were asked if they used group work in learning English language. Most of the respondents 108(91.5%) said group work is not implementing in EFL classroom. On the other hand, the minority of the respondents 10(8.5%) said group work is implementing in EFL classroom.

This reveals that group work is not implementing in EFL classroom because the difference between the respondents who agreed and disagreed is very big. Generally, the students do not use group work in learning English language lesson properly.

4.1.7. Challenges in Relation to Classroom Setting

Good classroom condition initiates for the students to learn in a good situation. But if the classroom has shortage of materials and broken furniture, the students may not learn collaboratively. Besides, class size is another crucial point for learning ELF using group work. If the number of students is too much when it is compared with class size, the students may not participate in group about the given task rather disturbance and noise occurs. In fixed classrooms a teacher's grouping arrangement and the way how the students' seats are arranged depends on a number of factors like the size of the class, the size of the groups, the types of activities and the layout of the furniture (Gower & Walters, 1983).

Table 10 Students' Challenges in Implementation of Group Work in Relation to Classroom Setting

No	Items	Fr /%	5	4	3	2	1	Total	Mean
1	I like group work because the class size match with the number of students.	Fr	51	40	7	10	10	118	2.04
		%	43.22%	33.9%	5.9%	8.47%	8.47%	100%	
2	I am not interest to learn EFL using group work as the classroom has shortage of enough furniture.	Fr	53	40	3	10	12	118	3.9
		%	44.91%	33.9%	2.54%	8.47%	10.17%	100%	
3	I dislike learning using group work since some of the tables are old and broken down.	Fr	43	37	13	13	12	118	3.47
		%	36.44%	31.35%	11.02%	11.02%	10.17%	100%	
Grand mean =									3.14

As can be seen in table 10, item 1, the respondents were asked if the class size matches with the number of students in the classroom. 91(77.1%) of the respondents showed their disagreement. 7 (5.9%) of the respondents said undecided. 20 (16.94%) of the respondents showed their agreement. From the above results, it can be concluded the numbers of students are too much when they compare with the class size.

Item 2, the respondents were asked whether they were not interested in learning EFL using group work as the classroom has shortage of enough furniture and flexible desks to form a group. 93(78.81%) of the respondents responded their agreement. 3 (2.5%) of the respondents said undecided. 22(18.64%) of the respondents indicated their disagreement. From the above results the students have shortage of enough furniture and flexible desks for group work discussion. In item 3, the respondents were asked whether or not they like learning using group

work since the tables were worn out and broken down. Accordingly, 80 (68.79%) of the respondents showed their agreement. 5(21.19%) of the respondents showed their disagreement. 13(11.02%) of the respondents said undecided. It implies that the students did not like group work as some of desks or tables are worn out and broken down.

The mean value of item 1 (2.04) is less than grand mean (3.14) and inclined negatively where as the mean values of item 2 and 3 (3.9, 3.47) respectively are above the grand mean (3.14) and they inclined positively.

Generally, imbalance of the class size and the number of students, lack of enough facilities such as chair and desks, worn out and broken desks are among the challenges that faced in implementation of group work in EFL classroom.

4.1.8. Other Challenges that Faced in the Implementation of Group Work

In item (8) the respondents were asked if they have other challenges that face in the implementation of group work in English language classroom. Most of the respondents mentioned that lack of interest of students in learning using group, and most of the students speak in L1 and disturb in the group discussion as well as in the classroom and external disturbance especially around the corridor. The discussion is dominated by the leader of the group task and decided the answer by the leader. The teacher facilitates for top learners rather than medium and lower achievers. Besides students do not have awareness about the advantages of the implementation of group work since they leave the work only for group leader or clever students. The textbook English grade eleven is a bulk material so that it affects for the students and teachers to complete the contents in the given time using group work.

From the above discussion it can conclude that the students have not interest to learn in group due to disturbing outside and inside of the classroom. Even the discussion is dominated by L1 rather than English foreign language. Similarly the discussion is dominated by the clever or leader of the group as a result the students became passive listeners and disturbers.

4.2. Analysis and Interpretation of Data from Teachers' Interview

In order to gather information regarding teachers' view on teaching students on challenges that faced in implementation of group work in EFL classroom, interview was conducted with English teachers. The interview questions were focused on material, students, classroom condition, forming a group, implementation of group, and the rate of using group work.

4.2.1. Challenges Related to Class Room Setting

Item 1 all the five English teachers were asked what the challenges they faced in implementation of group work in teaching English language in the classroom regarding to the classroom setting. The responses of the interviewee teachers were almost similar. They said that although group work is important to teach EFL and have a genuine communication, they have challenges especially in class size and environmental condition.

One of the interviewed teachers strengthened, "The imbalance of class size to the number of students and the influence of external environment that means around the corridors are the factors that affect in implementation of group work."

Most of the respondents also said that the facilities and qualities of desks were among the challenges. One of them has strengthened this by saying:

The desks are not enough for the students because some of the students sit for four in one desk but it is not allowed to seat four students rather allowed for three students and some of the desks are old and broken down. Besides, the desks are not important to have flexibility in forming a group.

Generally, it can be concluded that numbers of students with the class size were imbalance. The classroom had not enough desks or tables and some of the desks were broken and old. These were among the challenges that faced beyond the classroom setting.

4.2.2. Material Related Factor

In item 2 the interviewees were asked about if the material is designed according to the students' context and time allowed for group work teaching. The response of the five interviewees on this issue was similar. They said that the material is not simple to effectively apply the contents in an interactive way of teaching. This can be seen in words taken from one interviewee:

Most of the group work contents are vast and inconvenient with the students' context and time allocated of periodical lessons hence it cannot covered no specific time using group work. Mean while most of the contents are hidden and vague for the students to work in group because the contents of the textbook are not all clearly explained rather most of the topics.

To strengthen the above ideas one of the interviewees said, "The contents of the text book are mostly difficult when weighed with consideration of the level of students. Besides I do not think I present the contents attractively since they have less interest on the task to do in group and the textbook is a bulk material."

Generally, from the above discussion showed that the text book is a broad material and most of the contents are far away from the context of the students. Similarly, the tasks are not designed according the time given periods.

4.2.3. Implementation of group work in the classroom

Item 3 teachers were asked how they implemented group work in teaching EFL classroom. The respondents of the five teachers interviewed on this idea were almost similar. One of them said:

To apply a group work in each class once I organize students based on the mixed abilities and I select class which is suitable to teach inside and outside classroom atmosphere. Mostly I prefer the first three periods and the fifth to apply group work but I cannot use it on fourth and sixth periods as they have many disturbances inside and

outside the classroom. Besides when there is a group work I inform the students before a day to be ready for it and apply it properly.

In addition of the above one of the teachers said,

“First I select a topic which is easy for students; then, I organize the students to work the task collaboratively and I move around to motivate the students if they get difficult questions. However, I do not work properly as class size leads to noise and disturbance of students.”

According to the response from the interview, the teachers implemented group work by selecting a time since there were noises inside and outside the classroom. The teachers try to teach using group work; however, they do not teach using group work properly as the class size is not balanced with the number of students. Hence, the students facilitate to disturb and make noise in the class room.

4.2.4. The Rate of Using Group Work in EFL Classroom

Item 4 teachers were asked how often they use group work in teaching English language in the classroom. The response of the five teachers showed that they use sometimes group work when they teach English in the classroom. One of them reason out:

I sometimes use group work when I teach EFL lesson because I have many challenges such as class size, internal disturbances of students, noises, external disturbances, bad attitudes of students to ward group work, unready of students to the task activity students' low ability of speaking English language, broadness of the material were among.

Generally, the teachers used group work sometimes due to overcrowded of students in the classroom. Especially low level of students' proficiency in speaking English language was the main factor that tackled to implement group work in the classroom.

4.2.5. Challenges Related to Students

In item 5, all the teachers were asked whether the students are challenged in the implementation of group work in EFL classroom. The entire English teachers responded almost the same ideas.

Since the students are too many in number and unaware of the relevance of group work, the students do not like to learn properly.

One of the interviewees said, “The students did not have the proficiency to speak English rather they speak in their first language about the other issues or the topic. They disturb in the class when I try to teach using in group.”

Meanwhile, one of the respondents strengthens by saying:

Since the number of the students and the class size are imbalances, it is very difficult to teach using group work. The students disturb in the class and have not interest in using group work in EFL classroom. Besides, most of students are low level in speaking English language as well as when they assigned to present in the class they feel shyness rather they want to learn as teacher centre.

In addition, one of the interviewed said, “Most of the students did not like to form a group with opposite sex. Especially, female students were not allowed to form a group with male counterparts.” This implies that they have not good integration between the two opposite sex.

Generally, it can be concluded that humiliation of students, negative attitude toward group work, low level of students in speaking English language, disturbance of students, and using their first language rather than EFL in the classroom are among the challenges that faced in implementation of group work related to the students.

4.2.6. Challenges in Forming a Group

Item 6 entire English teachers were asked how they form a group in English language classroom. Almost all teachers responded the same ideas.

One of the teachers said, “I follow based on the mixed ability that means heterogamous way of grouping but most of the students are not interest. Some of the students like to form group based on seating arrangements and some of them like to form group based on their interest.

To strengthen the above ideas one of the interviewees said:

Mixed ability is best especially for lower achiever but most of the students need is unlimited because some they want mixed ability, some seating arrangement, some based on their interest and some of them like to work individually especially top learners. Never the less, teaching in group is not implementing on the ground rather form due to the class size, material broadness, low level of students in speaking English and unawareness of students about the relevance of group work. .

It can be concluded that, all the English teachers followed based on the mixed ability of grouping; however, the students have multiple interest rather one need. Top learners are not focusing on the majority of students' background and capacity level rather they like to work based on their need. But this way of grouping is not usually implementing practically as class size and bad attitudes of students.

4.3. Data from Classroom Observation

Classroom observation was needed to get the first hand information regarding students' activities in group at pre task, while task and post task.

As to the specific information, this study was concerned with observation checklist, (Appendix C) with items stated under each activity.

4.3.1. Analysis of the Classroom Observation

Under this section, the analysis and interpretation of data gathered by a check list together with points assigned by the observer were presented. The analysis and interpretation were made up on each observation separately for four classroom observation. The results of the analysis were interpreted as follows:

4.3.1.1 . Observation One

Date: 9, March 2015

Number of Students in Classroom: 65

Time : 2:40-3:20 Local Time

Unit 8 : Water

Topic : Speaking: Role-play- the Ola Dam Meeting (p216)

Section 11A Natural Science Students

Pre- task

Classroom 11A is natural science of grade 11 students in Yemane Senior Secondary School. The classroom is physically located at the middle of the three rows of building blocks. The room was fair in equipment and sanitation. It has big black board, few broken desks and the remains are qualified desks for students. The teacher wore white gown as well had duster and chalk. The students wore red sweaters, black trousers and skirts for male and female students respectively with no exceptions. The students sit on desks in three columns when the observer arrived. Each desk contained three students at most. The students also seemed to sit purposefully. However, the desks did not seem to provide flexibility to form groups for discussions. The lesson was started with an introduction and explanation the topic by the teacher.

According to data recorded in the checklist at the pre task item 1 stated that the teacher related the topic with the students' real life usage and it was graded 'below average'. In item 2 the level of students' interest in the topic activity was also indicated 'below average', for item 3

the students formed a group before the task discussion starts similarly indicated 'below average'. The class is suitable for group item 4 'graded below average'.

This indicated that the students are not aware of the relevance of learning in the particular lesson by bringing from their real life or environmental background. It indicated that the teacher gave some explanation about the relevance and purpose of the lesson but he did not clarify the topic relating to the context of students. The topic should change in to the students' context because the task is not suitable to the students' background. The observer observed that the students were not formed a group before the task was started. Even if as task started, the students were not all grouped properly. Some of them sit individually and most of them are silent listeners. This implies they have lack of awareness about the advantages of learning in group. The number of students with the class size is mismatch.

While task

In item 1 to which students understood the task and was graded 'below average'. The EFL lessons presented naturally in group item 2 rated 'below average'. In item 3 students get adequate practice with the task of EFL similarly indicated 'below average.' Mean while students are interested in practicing in a team work rated 'below average' item 4. While teacher try to facilitate to the students to practice the task in group below average item 5, item 6 students are sharing their knowledge within the group indicated 'unsatisfactory'. Item 7 the teacher has adequate knowledge how to implement group work in teaching EFL indicated 'average' , where as the students have ample knowledge on how to implement group work in learning EL lesson 'below average' item 8 . The teacher moves around and monitoring the class item 9 and in item 10 students were offered with encouragement to practice the task in group were indicated 'below average'.

The observation showed that the teacher didn't give the students enough time to practice the task as well as the lesson didn't present naturally in group due to the fact that the students did not understand and were not interested in the task activity in a team work. Since the teacher did not facilitate and encourage the students by making the task easy and bringing in to the context of the students, the students failed to share their ideas and knowledge as well to practice the task properly. Even if the teacher had knowledge on how to implement the group work and the

relevance of group, he did not implement practically on the ground. The students have not awareness how to implement group work and the relevance of group work. These were the main problems that the observer observed during the task activities in EFL classroom.

Post- task

In item **1** the teacher ability in grouping and sub grouping of the students was scaled as ‘below average’. Item **3** the teacher controlled and managed the class effectively, the teacher uses variety way of grouping based on the lesson **6**, students completed the activity punctually item **8**, students use English to carry out the discussion **9**, the learners achieve the target of the lesson in the given task **10**, learners learn in a context of the real world **11**, the students are given sufficient assistance in group work activity item **4** and the classroom discussion is suitable to work in group **12** were all graded as ‘below average’.

The remaining items there was a genuine communication in group **2** , students enjoy with interaction in group **5**, students got feedback properly **7**, groups present their report to the classroom and exchange the written report and compare the results item **13** were indicated ‘unsatisfactory’.

During the post task observation, the students were not communicating in smooth reaction and did not finish the activities on the given time. The discussion results were not being reported by the students and proper feedback was not given to them from the teacher as time completed. The teacher could not use the time for each section properly. These were the main challenges that faced in implementation of group work.

Moreover, as the researcher observed most of the students were slow and noisy when being grouped for discussion. The students had lack of support from their teacher. Students’ have not interest in discussion activities and the discussion was dominated by the leader. These were among the challenges that occur in implementation of group work in EFL classroom.

Generally, it was observed that students were not ready to the task discussion and the teacher did not prepare properly to the daily lesson. Students were seen for example copying the language items either from chalk board or their text book rather than communicating and sharing their knowledge in groups. Mean while the observer has understood that the teacher

lacked in designing the lesson to be clear for the students by modifying the content or the task to the context of the students.

4.3.1.2 . Observation two

Date: 9, March 2015

Number of Students in Classroom: 45

Time: 2:40-3:20 Local Time

Unit 8: Water

Topic: Speaking: Role-play- the Ola Dam meeting (p216)

Section 11 B Social Science Students

Pre- task

Classroom 11B is social science of grade 11 students in Yemane Senior Secondary School. The classroom is located in the first room of the second building block. The room was fair in equipment and sanitary. It has big blackboard. It is not painted black colour or ink properly; few broken desks and the remains are qualified desks for students. The teacher wore white overcoat as well as had duster and chalk. The students wore red sweaters and black trousers and skirts for male and female students respectively with no exceptions. The students sit on desks in three columns when the observer arrived. Each desk contained three student s at most. The students also seemed to sit purposefully. However the desks did seem to provide flexibility to form groups for discussions. The lesson was started with an introduction and explanation the topic by the teacher.

The observer filled and recorded the checklist according to the running of the lesson between the teacher and the students at the pre task. Item 1 stated that the teacher related the topic with the students' real life usage and it was graded 'below average'. In item 2 the level of students' interest in the topic activity was also indicated 'below average', for item 3 the students formed a

group before the task discussion starts similarly indicated 'below average'. The class is suitable for group item 4 'graded below average'.

The observation took during the pre-task activities showed the teacher gave some explanation about the relevance and purpose of the lesson orally. But this was not enough for the students to grasp the intended relevance and purpose of the lesson. The teacher did not make the topic clear and precise by relating to context of students due to this they failed to have interest on the task. The students did not make a group as they had not awareness about the relevance of collaborative work. The students did not make group to start the task. Even the task is not suitable for group work since the topic is out of the context of students.

While task

In item 1 to which students understood the task and was graded 'below average'. The EFL lessons presented naturally in group item 2 rated 'below average'. In item 3 students get adequate practice with the task of EFL similarly indicated 'below average'. Mean while students are interested in practicing in a team work rated 'below average' item 4. While teacher try to facilitate to the students to practice the task in group below average item 5, item 6 students are sharing their knowledge within the group indicated 'unsatisfactory'. Item 7 The teacher has adequate knowledge how to implement group work in teaching EFL indicated 'average' , where as item 8 the students have ample knowledge on how to implement group work in learning EL lesson below average'. Item 9 the teacher moves around and monitoring the class and in item 10 students were offered with encouragement to practice the task in group and it was indicated 'below average'.

The observation showed that the teacher didn't give the students enough time to practice the task as well as the lesson didn't present naturally in group due to the fact that the students did not understand and were not interested in the task activity in a team work. Since the teacher did not facilitate and encourage the students by making the task easy and bringing in to the context of the students, the students failed to share their ideas and knowledge as well to practice the task properly. Even if the teacher has knowledge how to implement the group work in EFL and the relevance of group, he did not implement practically on the ground. The students have not

awareness how to implement group work and the relevance of group work. These were the main problems that the observer observed during the task activities in EFL classroom.

Post task

In item **1** the teacher ability in grouping and sub grouping of the students was scaled as ‘below average’. Item **3** the teacher controlled and managed the class effectively, the teacher uses variety way of grouping based on the lesson **6**, students use English to carry out the discussion item **9**, the learners achieve the target of the lesson in the given task **10**, the students are given sufficient assistance in group work activity item **4**, learners learn in a context of the real world **11**, and the classroom discussion is suitable to work in group **12** were all graded as ‘below average’.

The remaining items there was a genuine communication in group item **2** , students enjoy with interaction in group **5**, students got feedback properly **7**, students completed the activity punctually item **8**, some groups present their report to the classroom and exchange the written report and compare the results were indicated ‘unsatisfactory**13**’.

During the post task observation the students were not communicating in smooth reaction and did not finish the activities on the given time as teacher could not use the time for each sections properly. The discussion results were not being reported and exchange the written report by the students and the teacher did not give constructive feedback to them as time was completed. He did not give another task to ready for the next period. That is blind ending of the task. These were the main challenges that face in implementation of group work.

Mean while students being slow and noisy when being grouped for discussion, lack of support from their teacher and students’ have not interest in discussion activities and dominant the discussion by the leader were among the challenges that occur in implementation of group work in EFL classroom.

To conclude, it was observed that students’ unready to the daily lesson and teacher ill preparation were the dominant problems in the classroom. Students were seen for example copying the language items either from chalk board or their text book rather than communicating and sharing their knowledge in groups. Besides, the observer understood that

the teacher lacked in making the lesson easy to the students by modifying the content or the task.

4.3.1.3 . Observation Three

Date: 20, March 2015

Number of Students in Classroom: 66

Time : 3:20-4:00 Local Time

Unit 9 : Disability

Topic : Language Focus :Ability (p.227)

Section 11A Natural Science Students

Pre- task

Classroom 11A is natural science of grade 11 students in Yemane Senior Secondary School. The classroom is physically located at the middle of the three rows of building blocks. The room was fair in equipment and sanitary. It has big black board is not bright colour rather seems ash, few broken desks and the remains are qualified desks for students. The teacher wore white gabon as well had duster and chalk. The students wore red sweaters, black trousers and skirts for male and female students respectively with no exceptions. The students were sitting on desks in three rows and columns when the observer arrived. Each desk contained three students at most. The students also seemed to sit purposefully. However, the desks did not seem to provide flexibility to form groups for discussions. The lesson was started with an introduction the topic by the teacher.

The observer filled and recorded the checklist according to the running of the lesson between the teacher and the students at the pre task. Item 1 stated that the teacher related the topic with the students' real life usage and it was graded 'below average'. In item 2 the level of students' interest in the topic activity was also indicated 'below average', for item 3 the students formed a group before the task discussion starts similarly indicated 'below average'. The class is suitable for group item 4 'graded 'average'.

This indicated students were not aware of the relevance of learning how to understand the meaning of ability: future, present and past. The teacher did not explain the lesson by relating to the context of the students. Actually there is no explanation about the topic of the content rather exercises but the teacher can give explanation. As a result the students failed in to dilemma and frustration as the teacher enforcing the students to do the exercises but it is better to explain and give high light for the students. The class is imbalanced with the number of students.

While task

In item 1 to which students understood the task and was graded 'unsatisfactory'. The EFL lessons presented naturally in group item 2 rated 'unsatisfactory'. In item 3 students get adequate practice with the task of EFL similarly indicated 'unsatisfactory'. Mean while students are interested in practicing in a team work rated 'unsatisfactory' item 4. While teacher try to facilitate to the students to practice the task in group 'below average' item 5, item 6 students are sharing their knowledge within the group indicated 'unsatisfactory'. Item 7 the teacher has adequate knowledge how to implement group work in teaching EFL indicated 'below average', similarly item 8 the students have ample knowledge on how to implement group work in learning EL lesson 'below average'. Item 10 the teacher moves around and monitoring the class and in item 11 students were offered with encouragement to practice the task in group and it was indicated below average'.

The observation showed that the teacher followed blind teaching simply forwarding the exercise to the students. The teacher didn't give the students enough time to practice the task as well as the lesson didn't present naturally in group due to the fact that the students did not understand and were not interested in the task activity in a team work. Since the teacher did not facilitate and encourage the students by explaining the task and bringing the explanation as high light in to the context of the students, the students failed to share their ideas and knowledge as well to practice the task properly. Even if the teacher failed in implementation of group work and stating the relevance of group work in EFL classroom. Also the students have not awareness how to implement group work and the relevance of group work in EFL class. These were the main problems that the observer observed during the task activities in EFL classroom.

Post task

In item 1 the teacher ability in grouping and sub grouping of the students was scaled as 'unsatisfactory'. The teacher uses variety way of grouping based on the lesson item 6, students use English to carry out the discussion 9, the learners achieve the target of the lesson in the given task 10, learners learn in a context of the real world item11 'unsatisfactory' Similarly there was a genuine communication in group item 2 , students enjoy with interaction in group 5, students got feedback properly 7, the students are given sufficient assistance in group work activity item 4, some groups present their report to the classroom and exchange the written report and compare the results 13were indicated 'unsatisfactory'.

The remaining three items the teacher controlled and managed the class effectively rated 'below average' item 3, the classroom discussion is suitable to work in group item12 and students completed the activity punctually item 8, were graded as 'below average'.

During the post task observation the students were not communicating in smooth reaction and did not finish the activities on the given time as teacher could not use the time for each sections properly. The discussion results were not being reported and exchange the written report by the students and the teacher did not give constructive feedback to them as time was completed. He did not give another task to ready for the next period. That is blind starting and ending of the task lesson. He answered the exercises by himself. These were the main challenges that face in implementation of group work.

Besides, students being slow and noisy when being grouped for discussion, lack of support from their teacher, the students' have not interest in discussion activities and dominant the discussion by the leader were among the challenges that occur in implementation of group work in EFL classroom.

To conclude, it was observed that students' unready to the daily lesson and teacher ill preparation were the dominant problems in the classroom. Students were seen for example copying the exercises from their text book rather than communicating and sharing their knowledge in groups. Besides, the observer understood that the teacher lacked in making the lesson easy to the students by explain the content or the task.

4.3.1.4 . Observation Four

Date: 20, March 2015

Number of Students in Classroom: 45

Time: 4:15-4:55 Local Time

Unit 9: Disability

Topic: Language Focus: Ability

Section 11B Social Science Students

Classroom 11B is social science of grade 11 students in Yemane Senior Secondary School. The classroom is located in the first room of the second building block. The room was fair in equipment and sanitary. It has big blackboard that seems ash that is not painted black colour or ink properly, few broken desks and the remains are qualified desks for students. The teacher wore white gabon as well as had duster and chalk. The students wore red sweaters and black trousers and skirts for male and female students respectively with no exceptions. The students were sitting on desks in three rows and columns when the observer arrived. Each desk contained three student s at most. The students also seemed to sit purposefully. However the desks did seem to provide flexibility to form groups for discussions. The lesson was started with an introduction by the teacher.

The observer filled and recorded the checklist according to the running of the lesson between the teacher and the students at the pre task. Item 1 stated that the teacher related the topic with the students' real life usage and it was graded 'unsatisfactory'. In item 2 the level of students' interest in the topic activity was also indicated 'below average', for item 3 the students formed a group before the task discussion starts similarly indicated 'unsatisfactory'. The class is suitable for group item 4 'graded average'.

The observation took during the pre-task activities showed the teacher gave some explanation about the relevance and purpose of the lesson. But this was not enough for the students to grasp the intended relevance and purpose of the lesson. The teacher did not make the topic clear and precise by relating to the context of students. As a result, the students failed to have interest on

the task. The students did not make a group as they had not awareness about the relevance of collaborative work.

While task

In item **1** to which students understood the task and was graded 'below average'. The EFL lessons presented naturally in group item **2** rated 'below average'. In item **3** students get adequate practice with the task of EFL similarly indicated 'below average'. Mean while students are interested in practicing in a team work rated 'below average' item **4**. While teacher try to facilitate to the students to practice the task in group below average item **5**, item **6** students are sharing their knowledge within the group indicated 'unsatisfactory'. Item **7** The teacher has adequate knowledge how to implement group work in teaching EFL indicated 'average' , where as item **8**the students have ample knowledge on how to implement group work in learning EL lesson below average'. Item **9**The teacher moves around and monitoring the class and in item **10** students were offered with encouragement to practice the task in group and it was indicated below average'.

The observation showed that the teacher didn't give high light about the task to be done collaboratively as well as the lesson didn't present naturally in group due to the fact that the students did not understand and were not interested in the task activity in a team work. Since the teacher did not facilitate and encourage the students by giving high light about the task and bringing in to the context of the students, the students failed to share their ideas and knowledge as well to practice the task properly. The teacher did not guide the students how they do the task in group and he did not state the relevance of group work. The students have not awareness how to implement group work and the relevance of group work. These were the main problems that the observer observed during the task activities in EFL classroom.

Post -task

In item **1** the teacher ability in grouping and sub grouping of the students was scaled as 'unsatisfactory'. The teacher uses variety way of grouping based on the lesson item **6**, students use English to carry out the discussion **9**, the learners achieve the target of the lesson in the given task **10**, learners learn in a context of the real world item **11** 'unsatisfactory' Similarly there was a genuine communication in group item **2** , students enjoy with interaction in group

5, students got feedback properly 7, the students are given sufficient assistance in group work activity item 4, some groups present their report to the classroom and exchange the written report and compare the results 13 were indicated 'unsatisfactory'.

The remaining three items the teacher controlled and managed the class effectively rated 'below average' item 3, the classroom discussion is suitable to work in group item 12 and students completed the activity punctually item 8, were graded as 'below average'.

During the post task observation the students were not communicating in smooth reaction and did not finish the activities on the given time as teacher could not use the time for each sections properly. The discussion results were not being reported and exchange the written report by the students and the teacher did not give constructive feedback to them as time was completed. He did not give another task to ready for the next period. That is blind starting and ending of the task lesson. These were the main challenges that face in implementation of group work.

Similarly, students being slow and noisy when being grouped for discussion, lack of support from their teacher and students' have not interest in discussion activities and dominant the discussion by the leader were among the challenges that occur in implementation of group work in EFL classroom.

To conclude, it was observed that students' unready to the daily lesson and teacher ill preparation were the dominant problems in the classroom. Students were seen for example copying the language items which is the exercises their text book rather than communicating and sharing their knowledge in groups. Besides, the observer understood that the teacher lacked in making the lesson easy to the students by modifying the content or the task.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes, draws conclusions and makes recommendations.

5.1. Summary

As indicated in the introductory part, the main objective of this study was to investigate the challenges that faced in implementation of group work in EFL classroom of grade eleven students at Yemane Senior Secondary School.

Material related, classroom setting, time related, students related, teacher related and way of forming of a group and the rate of using group work were discovered to know the challenges faced in implementation of group work in EFL classroom.

Both students and teachers were delayed in implementation of group work due to the material and classroom setting. All the teachers replied that the textbook of grade 11 English is a bulk material to complete in given periodical lesson and it is difficult to teach in group as task remains in complete. Similarly, the majority of the students said English textbook of grade 11 is big material and most of the tasks are not related to the students' real situation. Most of the students and both teachers said the number of students and the class size is mismatch so it affected in implementation of group work in EFL classroom. The majority of students were passive listeners or disturbing and the discussion is dominated by top students. The students were unaware about the relevance of group work and they have problems in forming a group because top students want to learn individually or grouping based on their interest. In addition, teachers are not designers and facilitators for the students to learn the lesson in group by restating the topic in to the context of the students.

The majority of the students have shortage of speaking English language in the classroom and they feel shyness to forward their ideas. Most of the students said in implementation of group work discussion they speak about other things and some about the issue using first language rather than the target language.

There was no a genuine communication in a group and the students did not report the final written text. Simply the top learners presented orally without writing and they dominant to the whole discussion. Mean while the group forming and organizing is for a form rather than practically implementing as observed from classroom observations. These negatively affect to the implementation of group work in EFL classroom.

5.2.Conclusions

This section is going to present the conclusions that the researcher reached in the light of the results of this study.

- Most of the contents of the material are not beyond the students' background knowledge or context. As the text book is too broad, it is very difficult to complete the task in the given time. In one content, they have many activities so it can not complete the task using group work in the given time.
- The number of students and the class size are imbalance because they had too much number of students, particularly natural students. Some of the desks were broken down, old and it has scarcity of desks in the classroom since some students sit for four in one desk.
- The students have low proficiency in speaking English language, so they cannot make a genuine communication in the group task discussion. Most of the students are silent and passive listener in group discussion as the students had shyness and low level of speaking English language.
- The teachers did not have interest to teach the students based on student centre using group rather they like to teach using lecture-method because the students had low ability of speaking in EFL, material broadness, class size, and far away of the topic from the students' context.
- The teachers were not facilitator, director and advisor during the group discussion properly. They were also weak in rephrasing the topic into students' background knowledge or real life situation.

5.3 Recommendation

The researcher suggested the following list of pedagogical implications under the light of the conclusions of this study:

- The number of students per class size should be balanced and also the desks should be appropriate and flexible to form a group in learning English language.

- The students should get adequate assistance and awareness about the relevance of group work by guiding, directing and facilitating to do the task through integration.
- The students should be given tutorial lessons which aim at improving their speaking skills since the students have low proficiency in speaking English language.
- Teachers should create harmony condition on the task through bringing the activity in to students' background knowledge so that the students can speak using the target language without fear and phobia in group.
- It is also recommended that teachers should plan group work activities in line with the time available to make student interactions productive.

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Appendix I

Adama Science and Technology University

School of Humanities and Law

Department of English

Questionnaires for Students

Dear student, a questionnaire is designed to elicit information for the purpose of Master of Art (MA) research on English language teaching and learning in the classroom. Its main purpose is to obtain information on the challenges in implementation of group work in English as a Foreign Language (EFL) classroom in Yemane Senior Secondary School grade eleven in focus. The questions are regarding to your learning process in using group work in English language and are designed to solve problems on the subject. There are questions that contain 26 close ended and 1 open ended.

Please indicate your opinion genuinely for the following items that focus on the challenges that faced in implementation of group work in English language classroom based on the following scales of agreement: SA (strongly Agree), A(Agree) , U (Undecided) , D (Disagree), and SD (Strongly Disagree. Please put a tick mark (√) in the provided box.

Sex: Male ☐ Female ☐

Grade level: Eleven ☐ Age: 15-17 ☐ 18-20 ☐ 20-22 ☐ above 22 ☐

4.1. Teachers' Challenges in Implementation of Group Work in Teaching English Language in Relation to Material and Contents

No	Items	SA	A	U	D	SD
1	The textbook creates interest and motivation to work collaboratively since most of the contents are focused with what I know in the real situation.					
2	Most of the contents of the activities are not suitable for different learning style and participation in group.					
3	The contents and sub contents of the textbook are not explained clearly with examples so that I may not understand the task in group work					

6. Do you use group work in learning English language lesson?

Yes ☐ No ☐

4.2. Students' Challenging in Implementation Group Work in Relation to the Time of the Work

No	Items	SA	A	U	D	SD
1	I don't like group work as it takes more time to complete the task.					
2	I hate doing group work because the content is not designed according to the time taking.					
3	I do not enjoy working in groups as tasks remain incomplete.					
4	I like working in groups because we do not spend much time talking about other things.					

4.3 Students' Challenges in Group Working in Relation to Teachers

No	Items	SA	A	U	D	SD
1	I dislike group work because it makes the teacher sit idle.					
2	I agree with the group work as our teacher give us a clue on how to do the task.					
3	I am not happy in working in group since our teacher is not a facilitator, director and advisor for us.					

4.4 Students' Challenges in Implementation of Group Work in Relation to Their Role and Decision Made

No	Items	SA	A	U	D	SD
1	I don't enjoy group work because there are conflicts over the ideas among us.					
2	I like to learn individually since in group work activities students do not talk in English rather they talk in L1 about other issue.					
3	I dislike group work as I have phobia to speak in English with my group members.					

6. How often do you use group work in learning English language in the classroom?

A. Always B. Usually C. Sometimes D. Rarely

4.5 Students' challenges in Implementation of Group Work in Relation to Their Relationship With Group members.

No	Items	SA	A	U	D	SD
1	I do not enjoy working with the students since I am assigned as presenter in most case.					
2	I do not like group work as my group members do not respect my opinion and care about my feelings.					
3	I disagree with group work because I am shy when I am assigned with opposite sex.					
4	It is good to do in groups since every one help each other or has interdependence.					

4.6 Students' Response in Forming Group Work in EFL Classroom

No	Items	SA	A	U	D	SD
1	I like to form a group based on my interest because I can share my knowledge through easily.					
2	I want to form a group focused on similar ability to get enough knowledge especially with outstanding students.					
3	Group work must be formed based on mixed ability to support for lower achievers/ability learners.					

4. How do you form a group work when you learn English language in the classroom?

- A. Based on mixed ability
- B. Based on seating arrangement
- C. Based on similar abilities
- D. Based on the needs of students.
- E. Based on the needs of the teacher.

4.7 Students' Challenges in Implementation of Group Work in Relation to Classroom Setting

No	Items	SA	A	U	D	SD
1	I like group work because the class size match with the number of students.					
2	I am not interest to learn EFL using group work as the classroom has shortage of enough furniture.					
3	I dislike learning using group work since the tables are worn out.					

1. Are there any challenges that faced in implementation of group work in EFL classroom? If you say yes please explain.

Appendix (B)

Adama Science and Technology University

School of Humanities and Law

Department of English

Interview for Teachers

I would like to inform you that all the information that you will give in this interview will be kept strictly confidential; and will only be used for purpose of this research. This interview session will focus on your view on challenges in implementation of group work in EFL classroom. If you do not understand any of the questions, please feel free to ask or interrupt me during the interview.

1. Is the classroom setting is suitable to teach in group in English language classroom?
Please justify.
2. Is the material designed according to students' context and time allowed for group work teaching? Justify with reasons.
3. How do you implement group work in teaching EFL classroom? Please specify.
4. Do you use group work frequently when you teach English language in the classroom?
Please specify.
5. What are the challenges that face you on students in implementation group work in teaching and learning English language in the classroom? Please justify.
6. How do you form a group when teach English language in the classroom?

Appendix (C)

Adama Science and Technology University

School of Humanities and Law

Department of English

Classroom Observation Check List

The classroom observation check list includes general and specific focused items to be observed at different points in the classroom.

I: general issues

1. Name of school _____
2. Sections _____
 - 2.1 Section observed _____
 - 2.2. Section size _____
3. Date and day of observation
 - 3.1. Date _____
 - 3.2. Day _____
 - 3.3. Time _____
4. Text book used
 - 4.1. Unit _____
 - 4.2. Page _____
 - 4.3. Title of the lesson _____
 - 4.4. Title of the task/activity _____
5. Authentic materials used
 - 5.1. Real objects _____
 - 5.2. Pictures _____
 - 5.3. Newspapers _____
 - 5.4. Magazine _____
 - 5.5. Charts and diagrams _____

II. Specific issues

Pre task

No	Item	Opinions				
		Out standing	Above average	Average	Blow average	Unsatisfactory
1	The teacher related the topic with the students' real life usage.					
2	The students are interested in the lesson.					
3	The students form a group before the starting the actual discussion.					
4	The classroom setting is suitable for group work.					

While task

No	Items	Opinions				
		Out standing	Above average	Average	Blow average	Unsatisfactory
1	The students understand what they are learning in the given task/activity.					
2	The EFL lessons presented naturally in a group.					
3	The students get adequate practice with the task of EFL.					
4	Students are interested in the practice in a team work.					
5	Teacher facilitates to the students to practice the task in group.					
6	Students are sharing their knowledge with in the group.					
7	The teacher has adequate knowledge about how to implement group work in teaching EFL.					
8	The students have ample knowledge on how to implement group work in learning English language lesson					
9	The teacher moves around and monitoring the class.					
10	students were offered with encouragement to practice the task in group					

Post task

No	Item	Opinions				
		Out standing	Above average	Average	Blow average	Unsatisfactory
1	Students' grouping and sub grouping are appropriate.					
2	There is a genuine communication in group.					
3	the teacher controlled and managed the class effectively					
4	Students are given sufficient assistance in group work activity.					
5	Students enjoy with interaction in the group.					
6	The teacher uses variety way of grouping based on the lesson The activities are suitable for group work.					
7	Students get feedback properly.					
8	Students complete the group activity punctually.					
9	students use English to carry out the discussion					
10	The learners achieve the target of the lesson in the given task.					
11	Learners' learned in a context of the real world.					
12	the classroom discussion is suitable to work in group					
13	The groups present their report to the classroom and exchange the written report and compare the results.					

