

Assessment of Challenges Affecting Teaching of Speaking Skills in Group Work Activities in EFL Classes; The Case Study of Ginchi Secondary School in Focus.

Olansa Duguma Daba

Ph.D. Candidate, Department of English, Andhra University, India

Prof. Rajendra Karmarkar

Principal Research Guide, Department of English, Andhra University, India

Dr. N. Solomon Benny

Co-author, Joint Guide, Department of English, Andhra University, India

Abstract

The main objective of this study was to identify determinants that influence the effective practice of learning speaking in group work regarding grade twelve students in Ginchi Secondary School. This study employed a descriptive survey design that includes quantitative and qualitative methods. Taro Yemane's (1967) formula was used to determine the sample size. Thus, using a simple random sampling selection process, 274 students and five teachers were chosen based on the available sampling method. The data collected via a questionnaire were filled into SPSS, and then, different statistical analyses such as frequency and percentage were computed from the data in the SPSS. The results of the statistical analysis are presented in tables. Besides, data obtained from the interview were transcribed and categorized according to related themes. Accordingly, the research revealed that personal factors like low self-esteem, language anxiety, low English ability, and culture were some of the challenges that hinder the effective practice of speaking in group work. Besides, the finding also depicted situational factors like group size, group composition, group cohesiveness, quality of speaking tasks and seating arrangements, and the teachers' failure to play their roles are found to be the other challenges that hinder the effective practice of learning speaking in group work. Based on the findings, it was concluded that students' personal and situational factors and again teachers' deviation from performing their roles are some factors that affect the effective practice of learning speaking during group work. Therefore, course designers and particularly English teachers should consider these factors and exert their maximum effort to alleviate students' problems during speaking in English class through group discussion.

Keywords: determinants, Group work, Practice, Speaking

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I. Introduction

Background of the Study

In language education and learning, one of the most important abilities is speaking. For a student to succeed in academic pursuits, they must be able to communicate in English. According to Cunningsworth (1984:43), being proficient in diverse language skills requires speaking well in spoken English. When we look at learners' academic performance, we see how much they rely on their abilities to ask questions, discuss, and grasp concepts from their teachers and classmates. Unlike conventional methods of teaching speaking, today's environment necessitates a method of language instruction that allows students to improve their communicative competence through group work. The value of practicing speaking in the world has received much attention. Long and Porter (1985) and Michael Swan (1985), for example, suggest that one of the main challenges faced by language learners is that they are not given the opportunity to practice the new language. In India, speaking begins in grade 12 and subsequently becomes the medium of instruction from primary school onwards; however, the level of students' English language has not been proven to be sufficient to assist them in their studies. Other topics, as well as students, were unable to adequately communicate their views in English.

According to Abernash (2005:36), students in India have a low English language proficiency, which prevents them from continuing their education during their secondary school and university years. Most language courses today place a greater emphasis on group discussion than on correct sentence construction to promote learners' capacity to communicate in a foreign language. There is a proportional rise in the amount of

time and energy provided for speaking exercises in the classroom. It is worth emphasizing, however, that speaking practice is one of the most crucial aspects of the language teaching/learning process, as well as one of the most difficult for students in the language classroom. Furthermore, several research findings demonstrate that group activity improves speaking skills. Group activities, according to Reynolds (1994:26), make learning more memorable because they are more engaging. Participating in group activities includes not only thinking but also ideals and sentiments. Learning is more likely to stick under these circumstances.

Statement of the Problem

The use of group work in language classes is advocated by communicative language teaching and learning approaches. Brumfit (1984), for example, views group work to be an essential aspect of this strategy. The value of group work is that it ensures that all members participate completely in learning activities. However, the teacher's teaching technique, students' lack of English experience, or difficulty such as language anxiety may obstruct learners' successful engagement in speaking skills in the setting of group work. Rivers (1987: 22) argues that circumstances or people prevent students from actively participating in learning activities. Her simple remarks are as follows: Unless pupils are comfortable with their teachers and peers, as well as within themselves, they will refrain from expressing themselves in another language. Hence, she suggested that anxiety is one of the issues. These days, it is common to observe pupils working in small groups in class. There are also many activities in speaking lessons that demand students to work in groups. However, very little research has been done to evaluate the usefulness of speaking practice in group projects. As we all know, English is an essential school subject that must be taken in addition to other topics to enroll in a higher education institution. Nonetheless, the following was reported in a report to the Ethiopian Ministry of Education about the use and study of English in Ethiopian school children (1986: 6):

The English possessed by most students at all levels is inadequate to learn other subjects. Students do not have sufficient English to understand what they hear from their teachers or read in their textbooks, let alone participate actively through their speaking and writing.

As a result of students' incapacity to function in English, the quality of teaching and learning in school has suffered significantly. Aberash (2005,37) also noted that secondary school pupils' engagement in classroom speaking exercises was poor. She also established a lack of interest in the learners in a group discussion. Finally, she suggested that the hurdles to students' engagement be researched more thoroughly. "The thesis closes by discussing the implications of the findings for improved or more equitable verbal involvement among students in group discussion and the necessity for study into internal and external variables impacting participation," Berhanu (2000) said in his abstract section. He also discovers a significant disparity in verbal involvement among students during group talks. Aberash and Berhanu's researches, on the other hand, were done in a different environment, methodology, and context than this one. Similarly, students at Ginchi Secondary School in Focus have experienced difficulties learning to speak the English language. The researcher is an English teacher who spends a year teaching pupil at this institution. When teachers assign group speaking activities, students begin by conversing in English, then switch to their mother tongue (L1) or choose quiet, according to the researcher's teaching experience. Learners may also use their mother tongue if they cannot express themselves in English or are concerned about making mistakes. Making errors is the best instructor when it comes to learning a language or speaking. However, when asked to communicate in a second language (foreign language), L2 language learners are often apprehensive. Their first language can cause them to make inaccurate assumptions about how L2 language works (Ellis, 1986). Overall, while using the first language has many advantages, excessive use of the first language during L2 learning might interfere with the target language and impair learners' motivation to acquire the L2. Based on these assumptions, the researcher is motivated to assess challenges that affect the effective practice of speaking in group work activities in EFL classes at Ginchi Secondary School in Focus.

Objectives of the study

General Objective

The study's main objective is to assess factors that affect the effective practice of speaking in group work activities in EFL classes at Ginchi Secondary School in Focus.

Specific Objectives

1. To explore how teachers maximize their students' speaking participation in group discussions using L2 English.
2. To investigate personal and situational factors affecting students' participation in speaking skills throughout the discussions.

II. Review of Related Literature

The Concept of Group Work

Different scholars have attempted to characterize group work in various ways at various times. The general premise of their definitions, though, is often the same. Borman (1977:12) describes group work as "one or more meetings of small groups of people who communicate face-to-face in order to accomplish a common purpose." Borman expands on his concept by including "one or more meetings." By this, he indicates that the group's stated goal may not be fulfilled in a single day, necessitating additional meetings for members to attain their ultimate goals. Group work, according to GirmaWossnie's Dictionary of Education (1973: 187), is "a way of involvement in group discussion talking over topical problems either to improve the degree of participation on the side of the students or to bring about decision making." It can be deduced from this definition that those who meet for group work share ideas on a topic of mutual interest in order to reach a consensus.

Merits of Group Work

When it comes to teaching foreign languages communicatively, group work is crucial. By expanding students' talking time, it promotes learner-centered teaching and learning. In support of this, Michael (1985:46) discusses how group conversation can be used for a variety of purposes: Many, if not all, language classroom exercises can be completed by students working in groups. Working in this manner means that more students are directly involved, and that the teacher speaks less; students can assist one another; and, last but not least, the atmosphere is more relaxed and favorable to good language acquisition. Bygate (1988:96) backs up the previous point with the following. "Small group engagement allows each student to speak more frequently and about a wider range of topics. In small groups, learners spend more time negotiating and checking on meetings..." What this means is that students persuade or are persuaded at the end of a lengthy discussion. One of the benefits of group discussion is that students gain confidence in the task they are participating in when they do it well. According to Alamirew (1992:33), the concept is as follows: Group work is employed not just to make it easier for students to use the language, but it can also boost their self-esteem. They believe they are loved by the group and that they have some worth since they participate in whatever activity the group does. This, in turn, would boost their desire to learn. Furthermore, it provides an excellent opportunity for students to learn from one another and enriches their learning experience. Eggen and Kauchack are in a similar boat (2001:60). "Group work is an approach that students utilize to supplement other models by working together." That is to say, group work is not an instructional model, but rather a tactic for increasing participation when another model is being employed. This talk also expands on the preceding concept. It emphasizes the importance of the learner's complete participation in the teaching-learning of speaking in the context of group work, which is a participatory style of language instruction.

Determinants in teaching speaking skills in Groups

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

Group Factors

Group Size

Different writers present different perspectives on the average number of students who will participate in each group. "There is no magic number for the group," Byrne (1987:78) said, "but four to eight pupils in each group is a reasonable general guide." Dennick and Exley (2004:17), on the other hand, proposed an optimal group size with brief explanations. They write: Two persons can clearly have a fair discussion, but what they discuss will be restricted to their own knowledge and experience: Increasing the number of people involved will provide more variation to the debate and expose them to a range of different points of view that they may not have considered before. Individual contributions will be minimised if the number of group members is expanded beyond a certain point, and some persons may find themselves unable to speak. Ur (1996) proposes that a group of five students is a good size for this problem. Overall, the nature and goal of the group activity, the nature of the furniture or desks, and the class size should all be considered when deciding on group size. And these circumstances have an impact on group members' ability to use the language.

Group Composition

A wide range of intellectual and social abilities should be considered when forming a group, and the group should be diverse in terms of sex and ethnicity (Brubacher, Payne and Prickett, 1990: 215). According to Cohen (1972), a good mix can be obtained by mixing pupils in terms of performance, sex, age, ethnicity, status, and other factors...

Group Cohesiveness

How a learner feels about the other students in the group can have an impact on language acquisition. According to several studies, if students in a group are unfamiliar with one another, there may be a lack of response and reduced participation in group activities. "If group members like one other, their engagement and fruitful communication will be increased," writes Knight and Lindsay (2006:9). This viewpoint implies that teachers should consider group cohesiveness while organizing group learning because it has a significant impact on students' participation in group work.

Nature of the Task

The nature of the tasks is another aspect that influences why students do not speak English in group work discussions. Tasks that aren't interesting or motivating, for example, may prevent students from participating in group discussions (Nunan 1998). Furthermore, the complexity level of assignments assigned to students in group cooperative learning should be appropriate for the level of comprehension of the learners. Group activities, according to Ur (1996), should be easy, exciting, demanding, and encouraging.

Seating Arrangements

Group members must be situated close enough to one another to see and hear each other, preferably in a circular arrangement of chairs, in order to successfully cooperate and engage with one another. And, depending on the nature of the furniture, group size, task type, and available space, classroom setup necessitates rearranging seats and tables (Cohen, 1972).

Teachers' Role in Maximizing Students' Speaking Participation

Learners' hesitation or unwillingness to participate in a group activity using the English language is determined to be a severe problem in foreign language classrooms, as the researcher said before (in unit one) based on his teaching experience and classroom observations. Many experts recommend forming cooperative learning groups as a solution to such an issue. For example, Richards and Rodgers (2001) explain that the success of maximizing learners' vocal engagement in group work is highly dependent on the nature and organization of group activity. This is due to the fact that well-organized group activity improves the number of pupils who participate verbally.

III. Research Design and Methodology

The main objective of this study was to assess factors that affect the effective practice of learning speaking in group work activities in EFL classes at Ginchi Secondary School in Focus. Hence, this research was designed to describe, analyze and interpret the conditions that exist in relation to teachers' perceptions, classroom practices, and challenges regarding learning speaking in group work activities in EFL Classes. As a result, a descriptive survey design that includes both quantitative and qualitative was employed. According to Best and Kahn (2003), descriptive research design enables the researcher to examine the present situation and identify some of the major problems in the area of the study.

Participants of the study

This study was intended to investigate determinants that hinder the effective practice of learning speaking in group work activities in EFL classes at Ginchi Secondary School in Focus. Thus, English language teachers and students were selected as the major participants of this study. In this school, there were five English language teachers who were teaching grade 12 students. The target populations of this study are grade 12 Ginchi secondary school students and English language teachers of the 2021/22 academic year. Accordingly, there were 2762 students in GinchiSecondary School. Only grade 12 students were taken as the participants of the study because it is believed that they can provide the data needed for the study. Samples were selected from the target population using different sampling techniques described in the next subsection.

Sample Size and Sampling Techniques

There were 2762 students attending their class in 39 sections based on the information obtained from the record office of the schools. Considering each section with an assumption that may have a different learning experience, the researcher selected 274 students by using Taro Yamane's (1967) sample size determination formula at a 95 % confidence level. The sample size is calculated based on the formula:

$$n = \frac{N}{1 + N(e^2)}$$

Where, n = is the sample size

N= is the population size, and

e = is the level of precision or sampling error

$$n = \frac{2762}{1 + 2762(0.05)^2} = 274$$

Finally, 274 students were selected as a sample population for the study by using a simple random sampling technique. Besides, to select the teacher participants, an available sampling method was employed because all the available English teachers for grade twelve at Ginchisecondary school were taken as the participants.

Source of Data

In this study, data was gathered from the primary source. These are Ginchisecondary school grade 12 Students and teachers. The data were collected by questionnaire, classroom observation, and interviews with some English teachers.

Instruments for Data Collection

Questionnaires, interviews, and classroom observations were used to collect data. In addition, the tools were pilot tested to ensure that the questions to the respondents were clear. It was also aimed to see if the instruments were appropriate and relevant to the research's objectives. Based on the findings of the pilot project, required adjustments and modifications to the data-collecting tools were produced, and the tools were then utilized to gather data for the full study. A questionnaire allows a researcher to obtain data from a large number of people in a short amount of time (Kothari, 2004). It was created using the fundamental questions as well as the information that was accessible. The survey includes both closed-ended and open-ended questions. It was utilized to collect data from children who were randomly selected, as well as to triangulate the information collected from the interview and classroom observation. The researchers also employed interviews as a common method of gathering qualitative data since it allows them to get firsthand knowledge from individuals (Burns 1999). In addition, semi-structured interviews were performed to gain firsthand knowledge from a few individuals (Kumar, 2005). The researcher utilized a semi-structured interview to get personal knowledge from some of the participants (Kumar, 2005). As a result, a semi-structured interview was used to gather information from the English language instructors who were sampled. The results from the questionnaire and classroom observation were triangulated using the interview. The researchers created four primary elements that corresponded to the study's stated aims. Based on a literature review, the interview items were developed. As a result, ten English teachers were interviewed. Face-to-face interviews were conducted, and just one interview appointment with a single instructor was held. During information extraction, the exchanges were tape-recorded and replayed. The captured material was then transcribed and analyzed. Finally, a classroom observation was conducted to see what was going on in the real classroom (Kumar, 2005). Observation in the classroom may also be a useful strategy for gaining insight into circumstances (Kothari, 2004). Merriam (1998) stated that classroom observation is a form of data triangulation in this case in order to confirm the findings. Classroom observation allows the researcher to see what is going on in a real-life classroom environment (Kumar, 2005). Observation in the classroom is also a useful strategy for gaining insight into situations (Kothari, 2004). As a result, classroom observation was employed in this study to see if instructors and students have favorable opinions in real-life classroom circumstances. Data from classroom observation was collected over a four-month period, beginning with three classroom observations of five teachers and their lessons. The observation was taken using a notepad that had been prepared beforehand. The observer's notebook was created in accordance with the study goals and the literature review. Furthermore, data was acquired in the form of note-taking to observe English language instructors' practice of classroom interaction to improve students' skills. To perform the classroom observation, the researcher first obtained permission and learned the instructors' schedules. The researcher then looked at the general state of the classes.

Procedures of Data Collection

The following procedures are conducted to collect data. First, the questionnaire was administered to a sample of 274 students, after explaining the purpose of the study to the subject in each section. Second, the observations were made using a checklist. Third, five teachers in the sample sections were interviewed and the interviews were audio-taped and transcribed into interpretations and analyses. F

or the sake of clarity, the five-point Likert Scale collapsed into the following use of the frequency range used by Tibebu (2011,35) was adapted for the purpose of identifying the most and least commonly used strategies. Thus, the Mean value between 1.0- 2.49= low, 2.5-3.49 = medium, and 3.5-5.0= high. The data collected through these three tools were carefully analyzed and interpreted together. Finally, based on the findings, a summary, conclusions, and implications were made.

Data Analysis

The information acquired through questionnaires and classroom observations was examined in a variety of ways utilizing qualitative and quantitative methodologies. The data from the questionnaire was then backed up with classroom observations. The questionnaires were initially reviewed for consistency and completeness before being used to gather data. The questions were coded and entered into SPSS version 26 in a consistent and thorough manner. The SPSS data were then subjected to various statistical analyses such as frequency and percentage. Tables were used to display the results of the statistical analysis. Finally, questionnaires were validated and substantiated using observation data. During the analysis, findings from the questionnaire, and classroom observations were presented interactively in a way that they could complement and confirm one another.

IV. Results and Discussions

In this part, the researcher tries to find information that could tell us whether or not personality and socio-cultural factors affect students to speak out in the English language during the group discussion. Mean values of each item may indicate whether the factors are the most significant one or not.

Table 1: Personality and socio-cultural factors

No	Items	N	Mean	Std. Deviation
1	I fear my English teacher.	274	2.83	1.171
2	Worry to speak	274	2.83	1.322
3	am shy so that I often use my mother tongue when I talk to peers.	274	3.05	1.390
4	I feel that other students are better in speaking English language.	274	2.62	1.335
5	My culture doesn't allow me to speak English a lot in front of elders and guests.	274	2.22	1.348
6	I don't have good speaking ability.	274	2.79	1.246
7	The way I was brought up influences me to be silent in front of groups.	274	2.38	1.171
GRAND MEAN		274	2.65	Total Std.= 1.316

As it is indicated in the Table 1 above, the mean of item 3 is 3.05. This revealed that students strongly believed that, they do not learn speaking actively in group work because of shyness while speaking English language. In items 1, 2, 4, 6 and 7 which have medium mean values display that their mean values are (2.83, 2.62, 2.79, and 2.38 respectively), the students tended to “Agree” with a statement that asked whether they have language anxiety, the way they brought up and the assumption of other students in the group discussion are by far better in English. The interview responses from teachers also support that personality and socio-cultural factors that affect learners speaking during group work, match to the responses given by the students. To item 5, (the mean value is 2.22) this shows that the students incline to strongly disagree for this item that they don't speak English during group discussion. It is because their cultures do not allow them to speak English a lot in front of elders and guests. In general, the finding obtained from students' questionnaire, teachers' interview and classroom observation showed that there were lack of self-confidence, low ability in English, low self-esteem. Hence, it can be concluded that the factors mentioned above are the most important factors so far as they affect large number of students.

Group Formation Factors

Situational factors Items 8, 9, 10, 11, 12, 13, 14, and 15 were prepared to draw out information on the way that the learners were affected to speak the English language when they discuss in groups. The analysis of each item is illustrated in Table 3 below.

Table 3: Situational factors

No	Items	N	Mean	Std. Deviation
8	In my English textbook, speaking tasks are interesting, using group work and inviting to speak in English.	274	2.87	1.273
9	I choose small group sizes (2-5). Because my participation in speaking English increases in small groups	274	3.22	1.286
10	I don't prefer large group (6 and above) for discussion in order not to miss the opportunity of practicing speaking.	274	3.12	1.236
11	I participate better in homogenous groups (groups with similar ability).	274	2.22	1.348
12	I participate actively when group members are my friends	274	3.99	1.174
13	I participate more in heterogeneous groups (mixed ability group).	274	3.49	1.238
14	Speaking ability in the English textbook is suitable to my age, background knowledge and level of understanding.	274	2.89	1.224
15	Seating arrangements like the immovable desks affect our communication competence in group work	274	3.04	1.395
GRAND MEAN		274	=3.55	Total Std.= 1.453

As demonstrated in Table 3 above, the mean value of item 12 is 3.99. So, the subjects in the study strongly agree that they participate more and practiced learning to speak actively when the group members were friends to each other. Additionally, the students preferred items 9, 10, 11, and 13 which have 3.22, 3.12, 3.49, and 3.04 consecutively inclined to "Agree." These items affect the learners' effective use of the English language in group work. The respondents strongly believed that small groups suit them for group discussion since they speak up and learn to speak in small groups. However, they didn't believe that large groups suit them for learning speaking in the English language. So, the responses and the finding in Table 3, match with the review of related literature which discusses "... but if group members are increased above a certain limit individual contribution will be minimized and some people may find themselves inhibited from talking." Similarly, the responses gained from teachers' interviews and classroom observation strengthen this idea. The mean values of items 8 and 14 are 2.87 and 2.89 respectively. These values are inclined to "Agree." This means the respondents believe that the speaking tasks in the new English grade 12th textbook are interesting and inviting to learn to speak in English while participating in group activities. In the same manner, respondents believed that these tasks were appropriate to their age and level of understanding.

Teachers' Role in maximizing learners' Speaking Participation A classroom English teacher

In this section, an attempt was made to gather information about important roles, the classroom teacher plays for the purpose of maximizing learners' participation in group activities. (Items 16 to 25 were included in this section.)

Table 4: Classroom English Teacher

No	Items	N	Mean	Std. Deviation
16	introduces the topic of the lesson in English.	274	3.80	1.131
17	gives an explanation in English when the textbook's presentation is not clear.	274	3.51	1.287
18	encourages us to speak English in group discussions.	274	3.36	1.314
19	uses different methods of group formation.	274	2.47	1.173
20	goes around during discussion to observe groups.	274	3.39	1.316
21	facilitates group discussion	274	3.34	1.281
22	intervenes and helps us when it is necessary.	274	3.43	1.259
23	evaluates our group performance.	274	3.27	1.309
24	suggests his/her opinions when students stop speaking in English or shift to their mother tongue (L1) during discussion.	274	3.21	1.372
25	gives us feedback (correction).			
GRAND MEAN		274	3.40	Total Std.= 1.408

As indicated in Table 4, above, the mean value of item 16 is 3.80. This shows that the participants responded "strongly agreed" about their English teacher introducing the topic of the lesson. The mean value of item 17 is 3.51, which displays the subjects strongly believed that their class room teacher gives more explanation when the textbook presentation is not clear. In response to item 18 (the mean value is 3.36.) indicates, the respondents strongly believe that their classroom English teachers encourage them to participate in the English language in group discussion. Concerning assigning groups (item 19) the mean value is 2.47. These show the participants didn't strongly believe that their classroom English teachers use different methods to assign students into groups. As to the researcher's observation, it was contrary to T1 and T2 not seen presenting the activities that they mentioned as if they did. Therefore, the finding of this research may explain why classroom teachers' effort in maximizing learners' speaking participation in group discussions is very low.

Regarding teacher's movement, item 20, (A mean value =3.39), indicates, the students are inclined to "Agree" that their classroom English teachers move from place to place to observe groups. With regard to item 21 which concerned facilitating group discussion, the mean value, 3.34 reveals majority of the respondents also tended to 'Agree' that their English teachers facilitate group discussion. Concerning item 22,(A mean value =3.43.) the students accepted that, their classroom English teachers intervene and help them when it is necessary. Results of the teachers' interview responses to questions related to the above items (16-22) show that teachers' activities during the practice stage vary based on the exercises given to the students. As it was noted during observations, T1 seemed eager to monitor group discussion though he didn't do many important activities. But he seemed to be keen on the time given to group tasks. The same was true for T2 and T3. In general, the results from students' questionnaires, teachers' interviews, and classroom observation or the row data, (items 16-22) may indicate that there are negative relationships to the items raised with teachers' performance in the classroom. For item 23, the mean value is 3.27. (Which inclines to "Agree") shows that the target groups believed their teachers evaluate their performances. Similarly, the mean of item 24 is (3.21.) It approaches "Agree" that the teacher suggests his/her opinions when students stop speaking in English or shift to their mother tongue (L1) during group discussions. However, the observation result shows that the observed teachers were not seen evaluating group performances and they didn't encourage them to use only the English language while they were speaking in group discussions. Item 25, has a 3.41 mean value revealing that the respondents are inclined to "Agree" with the statement that their classroom English teachers give them feedback. And during the interview, three teachers said that they sometimes give them feedback at the end. However, the observation contradicts the teachers' responses to the interview questions. In short, the results of the above data (From items 23 to 25) may imply that English teachers do not give attention to the three important roles (evaluate, suggest their opinion, and give them feedback) when they manage to let learners practice speaking in group work activities. As a result of these, group members may be discouraged that there is no difference between sitting passively and being an active speaker if a teacher does not evaluate group discussion and does not give attention to giving feedback.

V. Discussion

This section is the place where the researcher discusses the important issues raised using the three tools and their analysis above. The following findings are extracted from the analysis.

The questionnaire reported that there are some factors that impacted the effective practice of learning speaking related to students, teachers, and course designers themselves. These are first, the students indicated that the following personal factors highly impacted their' learning speaking practice in group discussions. This is to say most students do not speak English throughout group discussions in group work because of their shyness or lack of confidence while speaking. And the students' willingness and motivation to use English in the group discussion can have a positive impact on students' learning and speaking. However, students' resistance, language anxiety, low-English proficiency cultural influence or upbringing (the way the learners were brought up in the strict family) weaken their speaking practice and shift to L1, or they prefer silence. Second, the students were influenced not only by personal factors but also by situational factors. They resist participating in English during group discussions. The questionnaire, interview, and classroom observation reported another explanation for the student's unwillingness to use English and not to speak English effectively in group work. The data pointed out that students speak up in small group sizes (1-5) while they decrease learning speaking in English in large group size discussions (6 and above). They also revealed that their learning speaking practice increased when they were assigned to heterogeneous groups better than in homogenous groups. Likewise, learners' interaction could be high when they are in a highly cohesive group. Third, the nature tasks in grade 12 English textbook were not attractive and participatory to the expected level. And again, the findings from the three tools justify that fixed desks and immovable chairs in Ginchisecondary school are obstacles to learning to speak in group discussions. Finally, the data display that the teachers' role in maximizing learners' participation in a group discussion using English is very high. Teachers usually introduce topics of discussion and give more explanations when the text approach is not clear and to their best abilities they should speak English during any activities at the presentation stage. But, they do not make use of these activities at the presentation stage. Moreover, English teachers don't pay attention to the use of different methods of grouping. In addition, they don't give feedback or comments and suggestions for group performances at the end stage.

VI. Conclusions

Based on the outcomes of the study, the researcher come up with the following conclusions:

- From the findings, the researcher reached the conclusion that most of teachers disregard the following important activities. These are specifying objectives of group tasks, using different techniques to form groups, and creating a cooperative environment during the presentation stage.
- The investigation points out that almost all learners experience language anxiety and shyness, to speak in English in front of their peers.
- The study discloses that learners fail to sustain their learning speaking in English language group discussions beyond a few sentences. And they don't generate meaning. So, teachers should strictly monitor their group discussions and play a facilitative role to use English in group discussions thoroughly.

VII. Implications

Considering the conclusions, the study has made the following implications:

- ✓ The teachers who teach English in secondary school ought to present interesting and motivating speaking activities that appeal to learners' age and interest. They should also motivate and encourage learners to speak in English in group discussions. Moreover, they should give encouraging feedback for students' speaking participation.
- ✓ Teachers should pay attention to different grouping techniques. Accordingly, they should try to assign students to relatively small and mixed-ability groups as there help students in relatively small and mixed-ability groups help students to learn to speak better in group discussions. Teachers should also make some learners a highly cohesive group since it is comfortable for high interaction.
- ✓ Education Bureau and other concerned bodies should help Secondary schools to arrange seating arrangements in the classroom in accordance with the language teaching approach used. Besides, course designers should also consider the seating arrangements when they design speaking tasks using group work. For instance, as teachers explained, a group of three and a group of six are the only possible group sizes that can be used in other classes.
- ✓ Group participation in Teaching-learning speaking class should be given attention and given credit to it or rewarded in marks.
- ✓ As much as possible, teachers ought to organize their learners on the basis of mixed-ability groups to increase students' involvement in speaking.
- ✓ The teacher should give enough feedback and follow students' progress regularly to the needed standard during learning speaking in group discussions.
- ✓ Finally, this study suggests that additional research should be conducted to come up with full comprehension on factors that hinder the practice of Teaching-learning speaking in group work and teachers' best role in maximizing learning potential in speaking English using group work.

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