

**PERCEPTIONS AND PRACTICES OF TEACHERS  
TOWARDS THE USE OF GROUP WORK IN  
ENGLISH LANGUAGE CLASSROOM**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfilment for the Master of Education in English**

**Submitted by  
Gyan Bahadur Rana Shrees**

**Faculty of Education  
Tribhuvan University, Kirtipur,  
Kathmandu, Nepal  
2017**

**PERCEPTIONS AND PRACTICES OF TEACHERS  
TOWARDS THE USE OF GROUP WORK IN  
ENGLISH LANGUAGE CLASSROOM**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfilment for the Master of Education in English**

**Submitted by  
Gyan Bahadur Rana Shrees**

**Faculty of Education  
Tribhuvan University, Kirtipur,  
Kathmandu, Nepal**

**2017**

**T.U. Regd. No.: 6-1-53-166-2005**

**Second Year Examination**

**Roll No.: 280523-2069**

**Date of Approval of the**

**Thesis Proposal: 2071-05-22**

**Date of Submission: 26-04-2017**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Gyan Bahadur Rana Shrees** has prepared this thesis entitled **Perceptions and Practices of Teachers Towards the Use of Group Work in English Language Classroom** under my guidance and supervision.

I recommend this thesis for acceptance.

---

**Mr. Laxmi Prasad Ojha** (Supervisor)

Teaching Assistant

Department of English Education

T.U., Kirtipur, Kathmandu, Nepal

Date: \_\_\_\_\_

## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following **Research**

**Guidance Committee:**

**Signature**

**Dr. Anjana Bhattarai**

Professor and Head

Department of English Education

T.U., Kirtipur, Kathmandu

---

Chairperson

**Bhesh Raj Pokhrel**

Lecturer

Department of English Education

T.U., Kirtipur, Kathmandu

---

Member

**Mr. Laxmi Prasad Ojha (Supervisor)**

Teaching Assistant

Department of English Education

T.U., Kirtipur

---

Member

Date: 2071-05-22

## EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis**

### Evaluation and Approval Committee:

### Signature

**Dr. Ram Ekwel Singh**

Professor and Head

Department of English Education

T.U. Kirtipur, Kathmandu

---

Chairperson

**Dr. Anju Giri**

Professor

Department of English Education

T.U. Kirtipur, Kathmandu

---

Member

**Mr. Laxmi Prasad Ojha** (Supervisor)

Teaching Assistant

Department of English Education

T.U., Kirtipur

---

Member

Date: 26-04-2017

# **DEDICATION**

*Dedicated*

*to*

*My parents who spent their whole life to make me what I am today.*

## **DECLARATION**

I hereby declare, to the best of my knowledge, this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

---

**Gyan Bahadur Rana Shrees**

Date: \_\_\_\_\_

## ACKNOWLEDGEMENTS

I avail this opportunity to express my sincere and profound gratitude to my thesis supervisor **Mr. Laxmi Prasad Ojha** who helped me from the beginning to the end by providing his valuable time, different kinds of ideas, techniques and information necessary for carrying out this research work on time. His encouragement, inspiration, co-operation, constructive suggestions are ever memorable.

I am highly indebted to my Guru **Dr. Ram Ekwel Singh**, Reader and Head, Department of English Education, T.U. Who guided me very much in this research work. I always remember her invaluable suggestions and encouragement. I would like to extend my sincere gratitude to my Gurumas

**Dr. Anju Giri** and **Dr. Anjana Bhattarai**, Prof. at department of English Education for their kind cooperation and suggestion.

Similarly, I cannot forget my honorable guru **Prof. Dr. Chandreshwar Mishra** for his regular inspiration and enthusiastic encouragement in my academic life. I gratefully acknowledge my guru **Prof. Dr. Govind Raj Bhattarai** for his academic support to carry out this research work.

I would like to express my gratitude to **Prof. Dr. Trith Raj Khaniya**, **Prof. Dr. Tara Datta Bhatta**, **Prof. Dr. Vishnu S. Rai**, **Prof. Dr. Laxmi Bahadur Maharjan**, **Mr. Raj Narayan Yadav**, **Mr. Prem Bahadur Phyak**, **Mr. Bhesh Raj Pokhrel**, **Mrs Hima Rawal**, **Mr. Ashok Sapkota** and **Mr. Khem Raj Joshi** for their direct and indirect encouragement and valuable academic support.

Similarly, I cannot forget my friends who helped me in course of this research work.

**Gyan Bahadur Rana Shrees**



## **ABSTRACT**

The present research study entitled “Perceptions and Practices of Teachers towards the Use of Group Work in English Language Classroom” aimed to explore secondary level English teachers' perceptions and practices towards the use of group work in English language classroom and to find out the challenges that they face while using this technique. To meet the objectives of this research study, I purposively selected 20 secondary level English teachers from 20 schools of Baglung district as sample for this study. Questionnaire and classroom observation checklist were used to collect the data for this study. Twenty classes of the secondary level English teachers were observed. The findings of the study showed that secondary level English teachers had positive perception towards the use of group work as it develops students' communicative competence and fluency in learning. Similarly, it was found that all the teachers used group work according to the nature of the topic as it develops self-confidence in the students. It was reported that all the teachers faced challenges like noise in the class and time management.

This thesis is organized into five chapters. The first chapter deals with the background of the topic, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter includes review of related theoretical literature, review of related empirical literature, implication of the review for the study and conceptual framework. The third chapter covers methodology. Likewise, the fourth chapter presents the analysis and interpretation of results and the fifth chapter includes conclusions and recommendations at three different areas (policy related, practice related and further related). This chapter is followed by references and appendices used for the study.

# TABLE OF CONTENTS

	Page No.
<i>Declaration</i> .....	i
<i>Recommendation for Acceptance</i> .....	3
<i>Recommendation for Evaluation</i> .....	4
<i>Evaluation and Approval</i> .....	5
<i>Dedication</i> .....	6
<i>Acknowledgements</i> .....	8
<i>Abstract</i> .....	9
<i>Table of Contents</i> .....	10
<i>List of Tables</i> .....	12
<i>List of Symbols and Abbreviations</i> .....	14
<b>CHAPTER ONE: INTRODUCTION</b> .....	<b>1-4</b>
1.1 Background of the Study .....	<b>Error! Bookmark not defined.</b>
1.2 Statement of the Problem .....	<b>Error! Bookmark not defined.</b>
1.3 Objectives of the Study .....	<b>Error! Bookmark not defined.</b>
1.4 Research Questions .....	<b>Error! Bookmark not defined.</b>
1.5 Significance of the Study .....	<b>Error! Bookmark not defined.</b>
1.6 Delimitations of the Study .....	<b>Error! Bookmark not defined.</b>
1.7 Operational Definitions of the Key Terms	<b>Error! Bookmark not defined.</b>
<b>CHAPTER TWO: REVIEW OF RELATED LITERATURE AND</b> .....	
<b>CONCEPTUAL FRAMEWORK</b> .....	<b><u>6-24</u></b>

2.1	Review of Related Theoretical Literature	<b>Error! Bookmark not defined.</b>
2.1.1	English Language Teaching in Nepal	<b>Error! Bookmark not defined.</b>
2.1.2	Perception .....	<b>Error! Bookmark not defined.</b>
2.1.3	Language Teaching Techniques...	<b>Error! Bookmark not defined.</b>
2.2	Group Work.....	<b>Error! Bookmark not defined.</b>
2.3	Review of Related Empirical Literature .....	19
2.4	Implications of the Review for the Study .....	22
2.5	Conceptual Framework .....	24

### **CHAPTER THREE: METHODS AND PROCEDURES OF**

#### **THE STUDY ..... 26-29**

3.1	Design and Method of the Study .....	<b>Error! Bookmark not defined.</b>
3.2	Population, Sample and Sampling Strategies	<b>Error! Bookmark not defined.</b>
3.3	Study Area.....	<b>Error! Bookmark not defined.</b>
3.4	Data Collection Tools and Techniques...	<b>Error! Bookmark not defined.</b>
3.5	Data Collection Procedure .....	<b>Error! Bookmark not defined.</b>
3.6	Data Analysis and Interpretation Procedure	<b>Error! Bookmark not defined.</b>

### **CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF**

#### **RESULTS .....31-43**

4.1	Analysis of Data Collected through Questionnaire	<b>Error! Bookmark not defined.</b>
4.1.1	Perception of Suitability of Group Work technique at this Level	<b>Error! Bookmark not defined.</b>
4.1.2	Importance of Group Work Teaching Techniques at Secondary Level .....	<b>Error! Bookmark not defined.</b>
4.1.3	Demerits of Group Work technique	<b>Error! Bookmark not defined.</b>
4.1.4	Teachers' Practices of Involving Students in Group Work .	<b>Error! Bookmark not defined.</b>

4.1.5	Teachers' Activities when the Students do not Understand the Instruction While using Group Work.....	<b>Error! Bookmark not defined.</b>
4.1.6	Roles performed by the Teachers while Students Work in Group Work .....	<b>Error! Bookmark not defined.</b>
4.1.7	Challenges Faced by the Teachers while Involving Students in Group .....	<b>Error! Bookmark not defined.</b>
4.1.8	Overcoming the Challenges while Involving Students in Group Work .....	<b>Error! Bookmark not defined.</b>
4.2	Analysis of Information Collected from Classroom Observation Checklist	<b>Error! Bookmark not defined.</b>
4.3	Summary of Findings .....	<b>Error! Bookmark not defined.</b>
4.3.1	Teachers' perception to group work.....	<b>Error! Bookmark not defined.</b>
4.3.2	Practice of group work.....	<b>Error! Bookmark not defined.</b>
4.3.3	Challenges related to group work.....	<b>Error! Bookmark not defined.</b>

## **CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS ....44-46**

5.1	Conclusion.....	<b>Error! Bookmark not defined.</b>
5.2	Recommendations.....	<b>Error! Bookmark not defined.</b>
5.2.1	Policy Related Recommendation .....	<b>Error! Bookmark not defined.</b>
5.2.2	Practice Related Recommendation .....	<b>Error! Bookmark not defined.</b>
5.2.3	Further Research Related Recommendation	<b>Error! Bookmark not defined.</b>

**References .....**

**Appendix-I .....**

**Appendix-II .....**

## **LIST OF TABLES**

- Table 1: Perception of Suitability of Group Work Technique Secondary Level
- Table 2 : The Importance of Group work Techniques at Secondary Level
- Table 3: The Demerits of Group Work Technique
- Table 4: Teachers' Practices of Involving Students in Group Work
- Table 5: Teachers' Activities when the Students do not Understand the Instruction while Using Group Work
- Table 6: Roles performed by the Teachers while Students Work Group Work
- Table 7: Challenges Faced by the Teachers while Involving Students in Group Work
- Table 8: Overcoming the Challenges while Involving Students in Group Work
- Table 9: Data Collected from Observation Check-list

## LIST OF SYMBOLS AND ABBREVIATIONS

/	-	Slash
CUP	-	Cambridge University Press
Dr.	-	Doctor
e. g.	-	For example
EFL	-	English as a Foreign Language
ELT	-	English Language Teaching
ESL	-	English as a Second Language
ESP	-	English for Specific Purpose
etc.	-	Et cetera
i.e.	-	That is
M.Ed.	-	Masters of Education
No.	-	Number
NESP	-	National Education System Plan
NELTA	-	Nepal English Language Teachers' Association
Regd. No.	-	Registration Number
S.N.	-	Serial Number
T.U.	-	Tribhuvan University

