

CHAPTER ONE

INTRODUCTION

This is the study on **Perceptions and Practices of Teachers Towards the Use of Group Work in English Language Classroom**. This is the first part of the study which consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

English language has become the most important language of the world. It is used all over the world for the purpose of communication. According to Huebner (1990, p. 5), Language is essentially speech, and speech is the most used skill by people rather than the three other skills. People who know a language are referred to as, speaker of that language, as if speaking including all other kinds of knowing and many, if not most, foreign language learners are primary interested in learning to speak. Likewise, Language is species specific and species uniform possession of human beings. It is the most advanced and powerful means of human communication. The vast knowledge in different fields of human activity is accumulated and stored by the use of language. It is the universal medium to express human thoughts, feelings, ideas and emotions. Most of the activities of the world are carried out through language such as transmitting human civilization, literature, political and diplomatic activities and human achievements.

Technique refers to the classroom procedures/ activities that we implement to carry out certain task effectively. Technique is implementational which actually takes place in a classroom. Likewise, technique must be consistent with method and harmony with approach as well. Revel (1997, p.16) says "Techniques of classroom management are very important to involve many students participant in learning process of English. Many classroom managements can be used in

teaching speaking, such as using group work, class work, pair work, games, role play and audio visual aids"

Group work technique is a technique that gives students far more a chance to use the target language to communicate with each other. It encourages students to be more involved and concentrated on the task given to them. According to Brown, (2001) it (group work) is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self initiated language. It implies small group work, that is, students in groups of perhaps six or fewer (p.177). Likewise, Harmer (2008) says "Group work is more dynamic than pair work. There are more people to react with and against in a group and therefore there is a greater possibility of discussion"

During the last few decades, teacher-centered teaching style has been replaced by learner centered teaching style in higher education (Weimer, 2002).

Learner-centered instruction is most suitable for the more autonomous, and more self-directed learners who not only participate in what, how, and when to learn, but also construct their own learning experiences. So, the present study is concerned with the findings of secondary level English teachers' perceptions, practices towards the use of group techniques in English language classroom.

1.2 Statement of the Problem

English language teaching in the present context has become more challenging because of the issues of methodological, individual diversity and multilevel of students have made the teaching and learning English more complex. In Nepal, due to the lack of sufficient knowledge and appropriate use of techniques there is not much use of group work. So, students do not get chance to interact with each other while working in group. While using group work technique, noisy class, limitation of time and difficult to poor students are taken as a issue of using group work technique. On the other hand, what challenges faced by the teacher while involving students in group?, why this technique is important?,

what should be the role of teacher in this technique ?are the issues to be considered in this research study. As an another issue is real application of this technique in classroom practice.

Hence, I have selected this topic because it has always been the matter of my interest to explore in the use of group work technique in teaching. So, I was interested to find out the actual perception and practice towards group work technique in Baglung district of secondary English teachers.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i. To explore secondary level English teachers' perceptions towards the use of group work in English language classroom.
- ii. To explore secondary level English teachers' practices towards the use of group work in English language classroom.
- iii. To find out the challenges that secondary level English teachers face while using group work in English language classroom.
- iv. To suggest some pedagogical implications.

1.4 Research Questions

The research questions of my study were as follows:

- i. How do the teachers perceive the use of Group Work in English language classroom?
- ii. Do secondary level English teachers use group work technique in English language classroom?
- iii. What are the challenges that secondary level English teachers face in using group work technique in English language classroom?

1.5 Significance of the Study

This research work will be significant for language teachers, curriculum designers, textbook writers, educational administrators, policy makers, teacher trainers and specifically for those who are interested in carrying out researches on English language teaching. It will be equally helpful for those who want to study further in this field in future. It is hoped that the findings and recommendations will provide significant support in order to improve teaching methodologies in language teaching and learning. Particularly, through the findings of this study secondary level English teachers will be greatly benefited. They will be familiar with the importance of group work technique and some of its challenges in using ELT classroom.

1.6 Delimitations of the Study

This study was limited to:

- i. This study was limited to the secondary level English teachers' perceptions, practices and challenges in using group techniques in ELT classroom.
- ii. Similarly, this study was limited to the twenty secondary English teachers, teaching at the secondary level schools of Baglung district.
- iii. Likewise, this study was limited to the twenty secondary schools of the same place.
- iv. It was limited to the data collected through questionnaire and classroom observation checklist.

1.7 Operational Definitions of the Key Terms

Challenges – Simply, refers to a difficulty that someone faces while carrying out any activities. In challenge there is always opportunity for development. In this study, challenge is related to the use of group work technique in ELT classroom.

Learner-centered Techniques- The language teaching techniques in which learners play dominant roles are called learner-centered techniques. Learner-centered techniques mainly focus on the individual characteristics of the learners.

Group work- Group work involves students working collaboratively on set tasks, in or out of the classroom

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This part consists of the review of related theoretical and empirical literature as well as their implications to the present study. Moreover, theoretical and conceptual framework are also included under this part.

2.1 Review of Related Theoretical Literature

This part deals with the different literature related to the study.

2.1.1 English Language Teaching in Nepal

Teaching is purely an academic profession. It is a very challenging social profession; in the past, it was believed that teaching means just filling the child's empty mind. Brown (1994) defines language teaching as “Showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge causing to know or understand” (p. 7). Similarly, Stern (1983) mentions language teaching “as the activities which are intended to bring about language learning” (p.21). By his definition, teaching and learning are the two sides of the same coin. Stern (ibid) also extends the concept of teaching as:

The supporting activities such as the preparation of teaching materials, as well as making the necessary administrative provision inside or outside the educational system, they all fall under the concept of teaching. A good language teaching theory would meet the condition and needs of learners in the best possible way. (p.21)

Regarding the principles of language teaching, Brown (ibid) mentions the following factors: Who to teach? What to teach? How to teach? Why to teach? When to teach? and, Where to teach? A good language teaching theory should address the above mentioned factors. In the same way, Harmer (2008, p.1) gives the following tentative reasons for learning the English language: target language community, ESP, school curriculum, culture, advertisement and miscellaneous.

Similarly, regarding the status of English, Harmer (2008) says "The status of English as one language is challenged by many different English being used around the world and the ownership of English has shifted dramatically" (p.13). English language teaching has now become a world-wide profession. Many journals and books are published day by day related to ELT. Different seminars, workshops and meetings are held in different parts of the world to enhance ELT professionalism. As we have seen English as a lingua franca in the world, we need to see its situation in the developing countries like Nepal. ELT situation in Nepal is not so good due to many internal and external reasons. According to Education Act (2028) the educational trend has been divided into two opposite polar in Nepal. They are government- aided schools and private Schools.

Regarding the position of English in Nepalese educational system, Awasthi (2003) says "English has occupied a prominent position in the total education system of Nepal" (p.22). Nepalese people have positive attitude towards the English language. The government has given a high priority to develop the quality of ELT in Nepal. The reason behind this is that on the one hand, it is helping them to grow and grab different opportunities available within and beyond the borders; it stands synonymously with quality of education, and the knowledge about the wider world.

Thus, from the above description, it can be illustrated that English has higher importance in ELT pedagogy. There is no alternative to English, a language of

global importance, diplomacy, business, education, employment and the promotion of human rights and establishment of democracy.

2.1.2 Perception

Perception refers to the way that one thinks about someone or something or the impression one has of it. To be precise, it means the understanding of somebody about something. Oxford Advanced Learner's Dictionary (7th edition) defines perception as “an idea, a belief, or image you have as a result of how you see or understand something”. In the same way, according to Hochberg (1964, p. 669), “perception refers to both the experience of gaining sensory information about the world of people, things and events and to the psychological process by which this is accomplished”. Thus, it is concerned with the deeper or natural understanding of something or the way of understanding and interpreting something. It also refers to the sensory experience of the world around us and that it involves both the recognition of environmental stimuli and actions in response to these stimuli. Through perceptual process, we gain information about properties and elements of the environment that are critical to our survival. Perception not only creates our experiences of the world around us; it allows us to act within environment.

Perception is based on the experiences of previous knowledge. It refers to awareness, understanding and interpreting something very deeply and closely. Perception develops from organization of present and past experiences about subject matter. Perception of teachers and students on different aspects of English language teaching and learning is important factors for smoothly teaching and learning process.

Thus, perception is a powerful device or key that can change the way of language teaching and learning. From this sense, the teachers as well as students need positive perception towards learner-centered techniques, specially, group work and English language learning respectively.

2.1.3 Language Teaching Techniques

Technique is used to refer to the activities which are used in the classroom in order to achieve the immediate goal of teaching and learning as guided by given method and approach. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Anthony (1963) defines technique as, " A technique is implementation that which actually takes place in a classroom. It is a particular trick, stratagem or contrivance used to accomplish an immediate objective. Techniques must be consistent with method and therefore in harmony with an approach", (as cited in Richard and Rodgers, 2010,p. 19).Thus, a technique is actually applied in the classroom. It is also called implementation. The appropriate selection of technique is determined on the basis of the subject matter, teacher's experiences, teachers' belief, composition of the class, availability of the teaching materials and so on.

Various techniques are being practiced in the field of language teaching. They can be categorized as teacher-centered techniques and learner-centered techniques. (Sharma & Phyak, 2006)

2.1.3.1 Teacher-centered Techniques

The techniques in which a teacher becomes the central authority and plays a dominant role are teacher-centered techniques. Students' interest and activities are given less importance than the subject matter and educational requirement. Teachers emphasize the product than process. So, it is more logical than psychological. Some of the teacher-centered techniques are described below:

i. Lecture

Lecture, as a technique, is a pedagogical device in which the teacher gives lecture on the subject to be taught. According to Lea (2003), "The lecture is a pedagogical technique whereby the teacher formally delivers a carefully planned expository address on some particular topic or problem" (as cited in Phyak and Sharma 2006, p.110). It can be used to present the topic, to clarify

certain problem, to motivate students, to interpret data, to express and expand personal anecdotes and to tell story. In this technique teacher is more active and learner is passive however teacher uses question-answer technique to keep learner attentive in class.

ii. Explanation

Explanation refers to explicit descriptions or definition of some concepts or processes. The teacher explains the new material to be taught and also explain what the students are going to perform to learn the new language items. Trevor (2002, p.21) argues "An explanation to be good the explanation must be valid in the context in which it is used and must also be understood by the listener." The better we explain the things, the more successful our students will be in learning. The explanation can be done in various forms. It can be in the form of acting, defining, using a sentence, stating synonyms, telling origins, using antonyms.

iii. Demonstration

Demonstration is a teacher centered technique. Chikuni (2003, p.6) states "Demonstration is where the teacher shows how something is done by actually doing it, a child learns better through imitating." It involves presentation of pre-arranged series of events or equipments to a group of students for their observation accompanied by explanatory remarks. It depends upon needs, ideas, materials, procedures and techniques. For the effective use of demonstration, the teacher should plan all the activities relating to demonstration in greater detail and rehears it. They should keep all the equipments and materials serially and intact. Teacher can make demonstration more effective by breaking down the demonstration into step by step pattern and by participating students in demonstration wherever possible.

iv. Elicitation

Elicitation is a language teaching technique in which the students are first expected to present their own ideas and suggestions. Normally, the teacher does not explain anything first. Rather, s/he encourages the students to express their own opinion. The students can tell a story or describe a picture or complete an incomplete sentence. Darn (2008, p.7) states "Elicitation is preferable method that helps promote students involvement in the lesson and develops learner centered classroom." In elicitation, the students are called to be involved in the presentation of the materials. It encourages the students to draw on what they have already known partly.

2.1.3.2 Learner-centered Techniques

Learner-centered technique or student-centered technique is widely used concept in the field of English language teaching. Learners play dominant role in learner-centered techniques. Learner-centered technique mainly focuses on the individual characteristics of the learners. They are more process oriented rather than product. Teachers function as the facilitator or as a guide. Learner-centered techniques also focus on the psychology of the learners. Learning by doing is the major principle of learner-centered techniques. Gibbs (2010, p.1) also emphasizes learners' activeness rather than passivity, process and competence, rather than content; where the key decisions about learning are made by the student through negotiation with the teacher.

Lea, Stephenson and Troy (2003, p.322) summarizes some of the features of learner-centered techniques in the following points:

-) The reliance on active rather than passive learning.
-) An emphasis on deep learning and understanding.
-) Increased responsibility and accountability on the part of the student.
-) An increased sense of autonomy in the learner.
-) Interdependence between teacher and learner.

-) Mutual respect within the learner teacher relationship.
-) And a reflexive approach to the teaching and learning process on the part of both teacher and learner.

There are various learner-centered techniques which are discussed below:

i. Individual work

Individual work is a student centered technique. In individual work technique learners are given a measure of freedom to choose how and what they learn at particular time and there is some attempt to adopt or select tasks and materials to suit the individuals. According to Chikuni (2003, p.54), "Individualized learning generally means a one to one learning process. There is less direct supervision and more learner authority and responsibility for learning." In individual work, objectives are based on the needs of individual learners. The allowances are made in the design of a curriculum for individual differences in what students wish to learn, how they learn, and the rate at which they learn. In this technique, teacher can provide different kind of supplementary materials like, books, tapes, cassettes and so on. The teacher can also provide project work to the students. Practices of individual learning foster learners' autonomy.

ii. Group Work

Group work is another important learner-centered technique of language teaching. It is a learning activity which involves a small group of learners working together. (Payne et al., 2004, p.31) say "Group work helps students develop teamwork skills and social interactions as well as learning about various backgrounds, culture, beliefs, and attitudes."The group may work on a single task or on different parts of a larger task. The teacher should divide the class into different groups on the basis of the students' number, their cognitive and linguistic levels, and teaching items. Group work is one of the important techniques to develop communicative aspect of language in students.

iii. Pair Work

Pair work is also one of the important learner-centered techniques which is often used in a communicative classroom. Cross (2003, p.49) says, “Organization of pair work is a management task, but one which presents no real difficulties.” Pair work makes students engage in interaction to each other. During pair work, teacher performs two roles; one is as a monitor, listening to a few of the pairs and noting any persistent errors while second role is that of a resource person, providing help, information and feedback.

iv. Project Work

One of the learner-centered techniques in modern language teaching scenario is the project work. It is one of the important techniques of promoting students' achievement, enlarging students' thinking, developing confidence, engaging in task and so on. According to Richards and Schmidt (1999, p. 295) “Project work is an activity which centers around the completion of a task, and usually requires an extended amount of independent work either by an individual student or by a group of students”. In project work, students collaborate and work together. The role of teacher is as a facilitator. Richards et al. (1999) give three stages of project work; they are classroom planning, carry out the project and reviewing and monitoring.

v. Strip Story

Strip story is one of the learner-centered techniques of language teaching and learning, particularly developed as an activity for reading skill. It is a kind of teaching and learning procedure used to help the teachers and students to make teaching and learning process more communicative. Sloan (1991, p.2) says "Strip stories means a cooperative learning group that given one or more segments of a story” It is an adaptation of scrambled sentence type of exercises. A technique of presenting a story in different sheets of paper is called strip story. These strips are given to an individual group requiring them

to organize the strips in a proper sequence so as they reconstruct story allowing to discuss the materials of the slips. But the students do not know the whole story and each learner is given one sequence of story and they have to make the whole story by finding out which sentence comes first and which comes second and so on. Thus, each student has one sentence, one particular piece of information and they have to put the sentence in order. They do this work by asking each other through verbal interaction in the classroom. According to Sharma and Phyak (2006, p. 141), procedures of using strip story in language classroom are as follows:

- i. Select a story.
- ii. Cut the story into strips (strips may be written sentences or pictures) and numbers of sentences should be equal to the number of students.
- iii. We either can distribute these sentences randomly or we put strips in a box and ask students to draw one sentence each.
- iv. Each student memorizes the sentence.
- v. The teacher collects the strips.
- vi. Students move around and ask questions until they reconstruct a whole story.
- vii. The teacher facilitates, whenever necessary.

The most notable point is that the teacher must remember while selecting the story whether it is suitable and relevant to the level of students or not. It would be better if the story is interesting and if it could be related to students' practical life, society and culture.

vi. Discovery Technique

Discovery technique is very useful for language teaching. According to Harmer (1987, p.29), “Discovery technique is the technique where students are given examples of language and are told to find out how they work to discover the grammar rules rather than be told them”. This type of language teaching

technique aims to give students a chance to take charge earlier i.e. before explaining the language by the teacher. Discovery activity invites the students to use their reasoning process. In discovery technique, teacher can give students a listening or reading text or some examples of English sentences and s/he asks them to discover how the language works. Thus, the activities which fall under discovery technique make students active and thoughtful and invite them to use their cognitive powers. Discovery technique supports inductive approach to language teaching. It helps to teach vocabulary materials which allow students to activate their previous knowledge and to share what they know. According to Richards et al. (1999, p.297) discovery technique is based on the following principles:

- i. Learners develop processes associated with discovery and inquiry by observing, inferring, formulating hypothesis, predicting and communicating.
- ii. Teachers use a teaching style which supports the processes of discovery and inquiry.
- iii. Textbooks are not the sole source of learning.
- iv. Conclusions are considered tentative and not final.
- v. Learners are involved in planning, conducting and evaluating their own learning with the teacher playing a supportive role.

vii. Role Play

Role play technique is also an important technique in which students take the roles of different participants in a situation and act out small scenes using ones own ideas and information on role cards. Rintell, and Walters (1980, p.140) say "Role-play is an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners, and make the language acquisition impressive." It is simple and brief technique to organize the classroom. Role play is a classroom activity which gives the students an opportunity to practice the language, the aspect of role behaviour, and the actual role may need outside

the classroom. Role play is highly flexible and can be used successfully at any level of language teaching.

2.2 Group Work

Group technique is a technique that gives students far more a chance to use the target language to communicate with each other. It encourages students to be more involved and concentrated on the task given to them. According to Olsen and Kagan (1992, p.12), positive interdependence, group formation, individual accountability, social skills and structuring are the key elements of successful group based learning (as cited in Richards and Rodgers 1986, p.196). It is a learning activity which includes a small group of learners working together. It is the way of organizing class. In this activity, the teacher divides the whole class into small groups in which the students work together. Everyone succeeds when the group succeeds. This technique essentially seems to be a suitable technique in our context where crowd students sit in a class i.e. students have to learn in a large class and a single teacher has to handle the class. In such a situation, it is almost impossible to make personal contact with individual student for a teacher because of the limitation of time. So the teacher splits the class in several small groups so that he can control the class and assign the task effectively, and also instead of an individual speaking at a time, all the members of a group take part in conversation.

Brown (1992) states " ...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, organizational and community problems." Group work activities demand that the teacher prepares all materials in advance and plans group assignment well, so students perform their tasks efficiently. If group work is not well planned, students become confused and demand a great deal of attention simply because they are trying to understanding the task. The classroom becomes quite chaotic when ten or more groups are demanding

clarification or additional directions for a task. Under such circumstances, it becomes virtually impossible for the class to work or for the teacher to move around the room and check each group's progress. So, attention should be paid on planning the group work effectively which assists the teacher in the classroom.

Regarding the role of the teacher in group work, Cross (2003,p.32) states "The teacher is the manager of the activity and must plan it, organize it, start it, monitor it, time it and conclude it." During group work activities the teacher stays mainly at the front of the class, making a rapid check on a group or two to see that all is well. The leader-secretaries report to the teacher's table with assignment or with queries. Corrections are made on the spot and any new instructions issued to the leader. The corrected copy and instructions are carried back to the group by the leader.

According to Beebe and Masterson (2003), there are advantages and disadvantages to work in a group. By understanding the benefits and potential pitfalls, a group can capitalize on the virtues of group work and minimize the obstacles that hinder success. Beebe and Masterson (2003) list six advantages to working in a group:

- i. Groups have more information than a single individual. Groups have a greater well of resources to tap and more information available because of the variety of backgrounds and experiences.
- ii. Groups stimulate creativity. In regard to problem solving, the old adage can be applied that "two heads are better than one."
- iii. People remember group discussions better. Group learning fosters learning and comprehension. Students working in small groups have a tendency to learn more of what is taught and retain it longer than when the same material is presented in other instructional formats.
- iv. Decisions that students help make yield greater satisfaction. Research suggests that students who are engaged in group

problem solving are more committed to the solution and are better satisfied with their participation in the group than those who were not involved.

- v. Students gain a better understanding of themselves. Group work allows people to gain a more accurate picture of how others see them. The feedback that they receive may help them better evaluate their interpersonal behavior.
- vi. Team work is highly valued by employers. Well developed interpersonal skills were listed by employers among the top skills sought after in university graduates

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

- i. There may be pressure from the group to conform to the majority opinion. Most people do not like conflict and attempt to avoid it when possible. By readily acquiescing to the majority opinion, the individual may agree to a bad solution just to avoid conflict.
- ii. An individual may dominate the discussion. This leads to members not gaining satisfaction from the group because they feel too alienated in the decision making process.
- iii. Some members may rely too heavily on others to do the work. This is one of the most salient problems that face groups. Some members do not pitch in and help and do not adequately contribute to the group. One solution to this problem is to make every group member aware of the goals and objectives of the group and assign specific tasks or responsibilities to each member.
- iv. It takes more time to work in a group than to work alone. It takes longer to accomplish tasks when working with others. However,

the time spent taking and analyzing problems usually results in better solutions.

Overall, effective student participation in group work is an important learning outcome for students. Although many students feel as though they can accomplish assignments better by themselves rather than in a group, teachers find that group work helps the students apply their knowledge in practical way. However, merely assigning a group does not itself create critical thinking outcomes.

2.2.1 Steps in Using Group Work

Group work is a student centered technique which follows certain steps. There are different views regarding the steps of group work technique by different scholars. According to Brown (2001) suggests a series of steps:

- i. **Introduce the Technique:** Students need a clear explanation of the activity they will carry out. Learners must know the topic, the number of members they will work with, the time allotted to make the activity, what their responsibilities are.
- ii. **Model the Technique:** The teacher should model or exemplify what students will do, if possible.
- iii. **Give explicit Instructions:** Before starting the group work instructions must be clear. They should be short, precise, and with simple words.
- iv. **Divide the Class into Groups:** In this stage whole number of students are divided into several subgroups on the basis of the number of students, interest, sex, roll number etc.
- v. **Assign the Rolls:** After dividing the whole group sub groups into the different rolls are assigned.
- vi. **Check for Clarification:** It is very important to verify that whether the students have understood their roll to be performed or not.

- vii. **Set the Task in Motion:** Once steps 1 to 6 have been completed, the teacher asks students to start the activity.
- viii. **Monitor the Tasks:** The teacher should constantly walk around the room to monitor what students are doing. Students usually like to ask questions and clarify doubts.
- ix. **Set a Time for Debriefing and feedback:** This last step is fundamental to make an activity valuable. Students' preferment different feedbacks are also provided.

According to Beebe and Masterson (2003, p. 23) there are four stages of group work. First, the teacher must decide that she/he wants to incorporate group work into the class. The group work should be designed into the syllabus. The second stage involves teaching the students to work in a group. Teachers cannot assume that students know how to work together, structure time, and delegate tasks. The teachers must be able to teach the students how to work proactively in groups. This leads to the third stage, which involves monitoring the groups. The last stage and the most important to the students, is the assessment of the group. The teachers must develop a concrete rubric for grading the students.

2.3 Review of Related Empirical Literature

Each and every research work requires the knowledge of previous background to obtain the targeted objectives and to validate the study. Here, this section is an attempt to review the related studies, articles and reports. Some of theses have been reviewed considering them as related literature and also as evidence to the present study.

Rimal (2004) carried out a research on “Effectiveness of Group Work Technique in Learning Writing Skill in English” The main objective of the study was to find out the effectiveness of group work technique in learning writing skill. He used both primary and secondary sources for data collection and selects one school of Lamjung district as the population of the study. The

researcher used pre-test and post-test for primary data collection. It was found that group work technique in learning writing skill was slightly effective than the usual classroom teaching.

Bhandari (2005) carried out a practical research entitled “The Effectiveness of Pair Work Technique in Teaching Communicative Functions of English” The objective of the study was to compare the effectiveness of the two techniques; pair work and group work in teaching communicative function selects a public school of Kathmandu as the population of the study. He used two groups, i.e. experimental and controlled group. The study concluded that the pair work technique was found more effective for teaching communicative functions of English in general.

Baniya (2009) carried out a research entitled “Teaching techniques used by English teachers”. The main objective of the study was to find out the techniques used by the teachers to teach English language in public and private schools. He used both the primary and secondary sources for data collection. The primary source of data was 40 English teachers teaching at secondary level. He used purposive non-random judgmental sampling procedure to select the sample population for this study. The main tool of data collection was observation. The findings of the study showed that teachers of private schools used more teacher-centered techniques than the public one.

Sharma (2009) carried out a research entitled “Teachers knowledge of teaching techniques and their application”. The objectives of this study were to identify teachers' knowledge of teaching techniques and their application in English language classroom and to compare such knowledge with actual applications in classroom. He selected 12 English teachers from 12 government-aided secondary school as sample using purposive non-random judgemental sampling procedure. He administered questionnaire and classroom observation checklist to collect data. The findings of this study showed that almost all the teachers had knowledge about teaching techniques but all the techniques were not

effectively applied by those teachers in actual classroom. Mostly, lecture technique in classroom was found to be applied but other techniques were not found being practiced.

Khadka (2010) conducted a research entitled “Classroom performance of trained teachers at secondary level”. The aims of this study were to find out the classroom performance of trained teachers of English regarding students' motivation, presentation in the class, practice in the class, method and technique used in classroom, evaluation of the students and to find out the teachers' perception towards teacher training. He selected 20 secondary level English teachers using purposive non-random judgemental sampling procedure as the sample of this study. He administered classroom observation checklist and questionnaire to observe classroom behavior and practices of those selected teachers. The finding of this study showed that trained teachers were not implementing what they had learnt from the training in actual classroom.

Kafle (2011) carried out an experimental research on “Effectiveness of discovery technique in teaching causative and modal verbs”. The objective of this study was to find out the effectiveness of discovery technique for teaching causative and modal verbs. He used both primary and secondary sources for the data collection. He selected 40 students of grade ix studying at Panchakanya Higher Secondary School of Syangja district using purposive non-random judgemental sampling procedure. The main tool of data collection for this study was test items. The finding of the study showed that discovery technique was relatively more effective than explanation technique.

Poudyal (2012) carried out a survey research on “Beliefs of English Teachers in using Pair Work” The main aim of the study was to find out the beliefs to English teachers in using pair work technique in their language classes. The area of his study was Ilam district at secondary level of English language Teachers, and the population of his study were 40 English language teachers. Questionnaire was the major tool for data collection in his study. He has

concluded that, the teachers have very positive belief about using pair work and all kinds of language skill and aspects can be taught using pair work technique.

Subedi (2012) carried out a research entitled “Trained teachers' beliefs towards the teaching techniques”. The main objective of her study was to find out the teachers' beliefs towards the teaching techniques in ELT classroom. The sample population of her study was 10 English teachers teaching from 10+2 to bachelor in education or at master level in education. She selected five colleges from Kathmandu valley and from each college two teachers as sample using purposive non-random sampling procedure. Interview was used as a tool of data collection for this study. The finding of her study showed that all the teachers hold beliefs that more the amount of exposure the learner gets for language skill and aspects, more they developed it. Similarly, many teachers (7 out of 10) believed that to teach English pronunciation in Nepalese context, teachers have to be the model speaker.

Likewise, Subedi (2015) has carried out the research on " Effectiveness of Discussion Technique in Teaching Speaking" His main objective was ?, to find out the effectiveness of discussion technique in teaching speaking. He selected Shree Nava Jagrit Secondary School, Tilahar Parbat as a research area of the study. He followed random sampling procedure. He used pre-test and post-test as data collection tools. He found that discussion technique was more effective than other teacher centered technique to teach speaking. He showed that experimental group was able to make better progress than that of controlled group.

After reviewing all those research works, I came to the conclusion that previous researchers have missed the investigation on secondary level English teachers' perceptions and practices on the use of group work in ELT classroom. Moreover, this research work seeks to find out challenges that the secondary level English teachers face while using group work in ELT classroom.

Therefore, I claim that this research work will be new and different from others in terms of title, objectives, methodology, research areas and field.

2.4 Implications of the Review for the Study

Literature review proves to be important for conducting research studies in any field. In course of this research, a number of books, articles, reports etc. have been reviewed. These entire courses have helped me bring the clarity and focus on research problem, select methodology and estimate the findings. After reviewing the related theoretical literature, I formulated clear concept about my research. They have helped me to filter some more basic concepts to be included in my present research work.

To be specific, the review of empirical literature like researches carried out by Rimal (2004), Bhandari (2005), Baniya (2009) Sharma (2009), Khadka (2010), Kafle (2011) Poudyal (2012) and Subedi (2015) helped me a lot in both theoretical and methodological part. They are to some extent related to my work in the sense that they are related to teachers' professional development and teachers' personal principles of teaching and so is mine. They are based on the teachers' reflection of their own teaching and developing images for improving their profession further. They followed survey research study design and the same is the case with me.

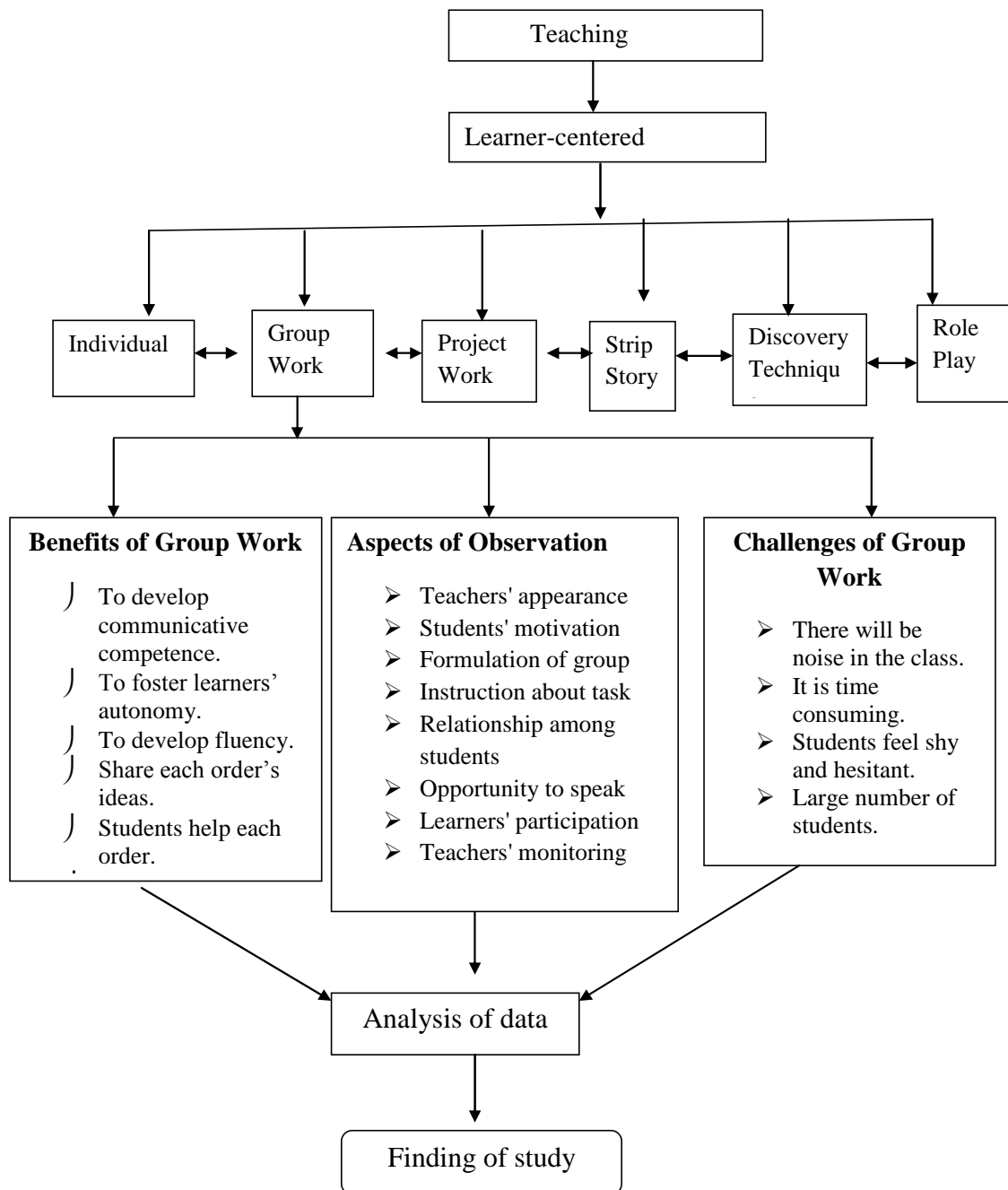
This study is different form other existing studies in the sense that those studies have not investigated teachers' perception on the group work. They also did not say anything about teachers' actual practice in classroom. But what they have done is that they have just collected data on effectiveness of different techniques. In this study, I have also tried to find the challenges faced by the teachers in using group work. Teachers often point out the problems in noisy classroom, disruptive behavior of students, large classroom, limitation of time and different level of students.

To be more specific, Sarma and Baniya (2009) help me to formulate the methodology of my study, Rimal (2004) also helped in understanding the background of this study. Likewise, Bhandari (2005), Khadka (2010), Kafle (2011) Poudyal (2012) and Subedi (2012) gave me the clear vision to enrich the background of my study, to formulate methodology, to contextualize the finding and to suggest necessary recommendations being based on the finding. Hence, they have been supportive for this research study.

2.5 Conceptual Framework

A conceptual framework is the representation of the understanding of the theories by the researcher and his or her own conceptualization of the relationship between different variables. According to Miles and Huberman (1994, p. 18), "Conceptual framework is a written or visual representation that explains either graphically or in a narrative form. The main things to be studied, the key factors, concepts, or variables and the presumed relationship among them" (as cited in Ojha and Bhandari, 2013). While carrying out this research, I also consulted different theories related to this study and literature review and develop by my conceptual framework. Thus, present study is based on the following conceptual framework.

Conceptual framework



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The following methodology was adopted to process this study ahead and to fulfill the objectives:

3.1 Design and Method of the Study

The design of this study was survey research. Survey research studies large and small population or universe by selecting and studying sample chosen from the population. According to Cohen and Manion (2010):

Survey are the most commonly used descriptive method in educational research and may vary in scope from large scale government investigations through small scale studies carried out by a single researcher. The purpose of survey research generally to obtain a snapshot of condition, attitudes and /or events at a single point of time.

We can use survey research design to get factual information regarding various subjects. It is a non-manipulative study in the sense that the researcher does not control the situation. Therefore, it is also known as natural study. Normally, it is carried out to test the hypothesis rather than constructing hypothesis. In this research design, researcher constructs the hypothesis before collecting the data. Therefore, it is also known as hypothetical-deductive method. Researcher collects the data by using any research tool to test the hypothesis at a single point of time. Thus, it can use triangulation approach. This is a descriptive study not explanatory study in the sense that researcher does not go beyond the data collected. Sample size in this research is often larger than other types of research. It is not a recursive study because all research tasks do not go

simultaneously but it is a stepwise study. Thus, Nunan (2010, p. 141) suggests the following eight-step procedures of survey research design:

Step 1: Defining objectives

Defining objectives is the first and most important thing in any research design. Therefore, the first task of any researcher is to define objectives of the study. What does he/she want to find out? should be clearly written in their research work. If they carry out research work without defining objectives it will lead them nowhere.

Step 2: Identify target population

This is the second step of survey research design under which target population of the study should be mentioned. For example, students, teachers, etc.

Step 3: Literature review

Under this step, related literature should be reviewed. It helps to know about what others said / discovered about the issues.

Step 4: Determine sample

In this step, we need to be clear about the total population that we are going to survey. At the same time what kinds of sampling procedure we are going to use to select those study population, e.g. random sampling, non-random sampling, or mixed sampling are also important.

Step 5: Identify survey instruments

In this step, we have to generate instruments for data collection, e.g. questionnaire, interview, observation checklist, etc.

Step 6: Design survey procedures

After preparing appropriate tool for data collection the process/ways of data collection should be mentioned. Thus, in this step we need to be clear regarding the systematic process of data collection.

Step 7: Identify analytical procedures

After collecting raw data it should be analyzed using appropriate statistical and descriptive tools like mean, mode, median and so on.

Step 8: Determine reporting procedure

Finally, after analyzing the data we have to prepare the report of our research. It can be written in narrative way with description.

The discussion above shows that survey research design follows a systematic process. If survey research is used in systematic way, people's attitudes, opinions and behaviors can be studied in a small group (sample) and the findings can be generalized in a large group of population. Here, I attempted to find out teachers' perception and practice on group work technique conducting research in a selected sample and generalized it as the current perception and status of secondary level English teachers of Baglung district.

3.2 Population, Sample and Sampling Strategy

Survey research demands a large number of populations. So, the population of this study consisted of all the secondary level English teachers of Baglung district. Since it is a small-scale study, it is difficult to collect data from each and every member of the respondents. So, the required sample consisted of twenty secondary level English teachers and twenty secondary level schools of the same place. From each school, one secondary level English teacher was selected. Purposive non-random sampling procedure was used to select the sample for this study.

3.3 Study Area

The research area of this study was Baglung district, secondary level English teachers. In particular, altogether twenty teachers were selected from government-added school being based on the purpose of the study. The field was related to teaching techniques which was concerned with the English teachers' perceptions and practices on the use of group work technique and the challenges that they face in English classroom.

3.4 Data Collection Tools and Techniques

Two types of research tools were used in this study. They were classroom observation checklist and questionnaire. Questionnaire was used in order to find out secondary level English teachers' perceptions and the challenges they face towards the use of group work technique in ELT classroom and the classroom observation checklist was used in order to find out teachers' actual practices on group work.

3.5 Data Collection Procedures

I went to the selected secondary level schools and built rapport with the concerned people. Then, I explained to the selected English teachers about the purpose of my study. I also asked for permission to observe his/her classes. Then, I observed the selected English teachers' classes and collected the data through classroom observation check-list. Altogether twenty classes of the English teachers were observed. Similarly, I requested the selected teachers to fill in the questionnaire and to return it as soon as possible.

3.6 Data Analysis and Interpretation Procedures

The process of data analysis started with the coding and minute analysis of the collected data. Data analysis can be seen as the process of bringing order, structure and meaning of the mass of collected data. In this research study, data analysis involved breaking the data into manageable themes, patterns and

relationship to understand the various elements of the raw data collected in course of the research study. In this study, questionnaire and classroom observation checklist were used as research tools in order to collect the data for this study. Thus, the collected data were put under different headings and then analyzed and interpreted descriptively.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This section is mainly concerned with the presentation, analysis and interpretation of the results. The collected data from the 20 secondary level English teachers were presented, analyzed and interpreted. In this study, respondents were selected using purposive non-random sampling procedure. Similarly, questionnaire and classroom observation checklist were used as research tools for the collection of data.

4.1 Analysis of Data Collected through Questionnaire

A set of questionnaire was distributed to the secondary level English teachers in order to find out their perceptions and challenges towards the use of group work in ELT classroom. And then, those collected data were analyzed and interpreted. Therefore, the following section consists of the analysis of the data that I found in my study.

4.1.1 Perception on Suitability of Group Work Technique at this Level

The respondents were asked the questions whether the group work technique is suitable or not to teach English language at secondary level in order to find out their perception. The information received from the respondents were analyzed and interpreted using following table;

Table 1

Perception on Suitability of Group Work technique at this Level

S.N.	Responses	No.	%
1.	Yes	18	90
2.	No	2	10

The above table shows that out of 20 secondary levels English teachers, 18 (90%) teachers said that group work technique is a suitable technique to teach

English. They claimed it is learner friendly technique, it provides equal opportunities and provide effective learning. Similarly, 2 (10%) teachers said that it is not suitable because it needs enough time. Thus, it can be concluded that group work technique is suitable in teaching English.

4.1.2 Importance of Group Work Teaching Techniques at Secondary Level

The respondents were asked about the importance of group work technique in English classroom. I found the different responses from different respondents which are presented as bellow;

Table 2
Importance of Group Work Technique at Secondary Level

S.N.	Responses	No.	Percent %
1	Communicative competence	16	80
2	Foster learners' autonomy	15	75
3	Develop fluency	11	55
4	Share each other's ideas	10	50
5	Students help each other	8	40

The above table shows that out of 20 secondary level English teachers, 16 (80 %) teachers said group work technique is important for developing learners' communicative competence. Likewise, 15 (75%) teachers responded that group work technique is important for fostering learners' autonomy. Similarly, 11 (55%) teachers perceived that group work technique as an important technique to develop fluency. In the same way, 10 (50%) teachers responded that group work is important for students to share each other' ideas and 8 (40%) teachers responded that group work is important for students to help each order. Hence,

it can be concluded that group work technique is an important teaching technique which can be used for developing communicative competence, fostering learners' autonomy and to develop fluency.

4.1.3 Demerits of Group Work technique

The respondents were provided with an opportunity to put their views about the demerits of group work technique. These views were noisy class, limitation of time and difficult to poor students. The responses obtained from them have been presented as follow.

Table 3
Demerits of Group Work Technique

S.N.	Responses	No.	%
1	Noisy class	20	100
2	Limitation of time	20	100
3	Difficult to poor students	17	85

Above table shows all respondents responded that noisy class and limitation of time are the demerits of the group work technique and 17 (85%) respondents responded that using the group work technique is difficult to the poor students. Therefore, it can be concluded that the demerits of group work technique are noisy class, limitation of time and difficult to poor students.

4.1.4 Teachers' Practices of Involving Students in Group Work

To find out the practices of teachers for involving the students in group work, they were asked to respond to the question "How often do you involve your students in group work?" The responses obtained from the teachers have been presented in the following table.

Table 4
Teachers' Practices of Involving Students in Group Work

S.N.	Responses	No.	%
1	Sometime	-	-
2	Always	-	-
3	According to the nature of the topic	20	100%
4	Never	-	-

The above table shows that, all 20 teachers responded that they used group work technique according to the topic. So, it can be concluded that, all of the teachers used group work technique according to the nature of the topic in class room.

4.1.5 Teachers' Activities when the Students do not Understand the Instruction While using Group Work

The question, " what can teachers do when the students do not understand the instructions while using group work?" was asked in order to find out secondary level English teachers' practices on the use of instruction in classroom. I got the data which are given in the following table:

Table 5
Teachers' Activities when the Students do not Understand the Instruction while using Group Work

S.N.	Responses	No.	%
1	Use of gestures	18	90
2	Use of simple language	17	85
3	Use of mother tongue	15	75
4	Use of pictures	12	60

Table shows that out of 20 secondary level English teachers, 18 (90%) of them used gestures, 17 (85%) used simple language whereas 15 (75%) teachers used

mother tongue and 12 (60%) teachers used pictures if the students do not understand the instruction. Thus, it can be concluded that majority of the teachers used gesture, simple language and mother tongue when the students do not understand the instruction while using the group work.

4.1.6 Roles performed by the Teachers while Students Work in Group Work

The teachers were asked about the role of the teachers while students work in group. They gave different views like, facilitator, monitor, guide, manager promoter, resource person and instructor. Regarding the role of teacher while students working in group the following responses were responded which are presented as the following table;

Table 6

Roles performed by the Teachers while Students work in Group work

S.N.	Responses	No.	%
1	Facilitator	20	100
2	Monitor	20	100
3	Guide	18	90
4	Manager	9	45
5	Prompter	7	35
6	Resource person	4	20
7	Instructor	2	10

The above table shows that out of 20 secondary level English teachers, all teachers responded that facilitator and monitor are the role of teacher. Likewise, 18 (90%) responded that role of teacher is guidance. Similarly, 9 (45%) teachers responded that the role of teacher is manager. Likewise, 7 (35%) teachers responded that the role of the teacher is promoter. Likewise, 4 (20%) teachers responded that resource person is the role of teacher and 2 (10%) teachers responded that instructor is the role of teacher. On the basis of the above data, It can be concluded that majority of the teachers responded that the teachers' role should be as a facilitator, monitor and guide.

4.1.7 Challenges Faced by the Teachers while Involving Students in Group

This section is concerned with the challenges of using group work in the English language classroom. Regarding the challenges faced by the teachers while involving students in group work, I got the following data from the secondary level English teachers.

Table 7

Challenges Faced by the Teachers while Involving Students in Group

S.N	Responses	No.	%
1	There will be noise in the class.	20	100
2	It is time consuming.	20	100
3	Students feel shy and hesitant.	18	90
4	Large number of students.	14	70
5	To address individual differences in the class.	13	65
6	Obligation to finish course on time.	9	45

The above table shows that out of 20 secondary level English teachers, all teachers responded that noise in the class and time consuming are the challenges of involving students in group work. Likewise, 18 (90%) teachers responded that the students' shyness and hesitation are the challenges of involving the students in group work. Similarly, 14 (70%) teachers faced challenge due to the large number of students. Likewise, 13 (65%) teachers replied that it is challenging due to individual differences in the class and 9 (45%) teachers responded that involving the student in group work is challenge due to the obligation of teachers to finish course on time. From the above analysis it was found that most of the English teachers of Baglung district are facing different challenges like, noisy class, limitation of time , students feel shy and hesitant, large number of students.

4.1.8 Overcoming the Challenges while Involving Students in Group Work

This section is concerned with the techniques of overcoming challenges of involving students in group work. The respondents were asked the question "How do you overcome the challenges of involving students in group?" I got the following answers from the secondary level English teachers which are given in the following table:

Table 8

Overcoming the Challenges while Involving Students in Group Work

S.N.	Responses	No.	%
1	Encouraging shy students and admiring their responses.	20	100
2	Addressing the students' individual differences.	17	85
3	Discussing the importance students' fluency in English.	11	55
4	Using simple language and vocabularies.	9	45

The above table shows that out of 20 secondary level English teachers, all teachers replied that shy students should be encouraged and admired their responses for overcoming the challenges of involving students in group work. In the same way, 17 (85%) teachers focused in addressing the students' individual different. Likewise, 11 (55%) teachers responded that discussing the importance of students' fluency in English is another idea to overcome the challenges and 9 (45%) teachers said that use of simple language and vocabularies is also helpful to overcome the challenges of involving students in group work. Thus, Sit can be concluded that majority of the teachers responded that encouraging shy students, admiring their responses and addressing the students' individual difference were found the ways of overcoming the challenges of involving students in group work.

4.2 Analysis of Information Collected from Classroom Observation Checklist

The following section consists of the analysis and interpretation of the data that I found from the classroom observation checklist.

4.2.1 Group Work Technique Really Used in the ELT Classroom

While observing the selected secondary level English teachers' classroom, I observed 20 classes of 20 secondary level English teachers in order to find out the teachers' practices in the group work activity. These activities are observed being based on following eleven aspects. Each of the aspects are rate by using three rating scales likes; good, satisfactory and poor. These rating scales are presented in the percentage. The following table shows that teacher's practices regarding the use of group work.

Table 9
Data Collected from Observation Checklist

S.N	Aspects	Good		Satisfactorily		Poor	
		No.	%	No.	%	No.	%
1	Teacher's appearance	10	50	7	35	3	15
2	Students' motivation	7	35	11	55	2	10
3	Formulation of group	16	80	4	20	-	-
4	Instruction about task	15	75	5	25	-	-
5	Relationship among students	10	50	7	35	3	15
6	Opportunities to speak	6	30	13	65	1	5
7	Learners' participation	3	15	8	40	9	45
8	Teachers' monitoring	4	20	16	80	-	-
9	Teacher's facilitator	6	30	14	70	-	-
10	Students' performance	6	30	11	55	3	15
11	Feedback	6	30	9	45	5	25

The above table shows that 10(50% teachers appeared good whereas 7 (35%) of them appeared satisfactory. Three (15%) teachers appeared poor while entering in the classroom. Thus it can be concluded that most of the teachers had good or satisfactory appearance while entering in the classroom.

Likewise, 11(55%) teachers motivated their students satisfactorily whereas, 7 (35 %) of them motivated well. Two (10%) teachers did not motivate their students well. Thus it can be concluded that majority of teachers motivated their students satisfactorily or well in English classroom.

Similarly, 16 (80%) teachers were found good in formulation of group whereas 4 (20%) teachers were found satisfactory while formulating of group. Thus it can be concluded that most of the teachers had formulated groups well.

Regarding the instruction about task, 15 (75%) teachers were found good for providing the instruction about task and 5 (25%) teachers were found satisfactory for providing the instruction about task. On the basis of data, it can be said that all the teachers instructed about the tasks properly.

Similarly, 10 (50%) teachers were found with good relationship among the students, whereas, 7 (35%) teachers maintained relationship among them satisfactorily. Three (15%) had poor relationship among the students. Thus most of the teachers were able to maintain strong relationship among the students.

Likewise, 13 (65%) students got opportunities satisfactorily to speak in group while, 6 (30%) students got good opportunities to speak and 1(5%) students were far from speaking opportunities. Thus it can be concluded that 19 (95%) students were provided speaking opportunities in the classroom.

In the same way, out of the total teachers, 9 (45%) teachers' classroom, learners' participation was poor whereas, 8 (40%) teachers' classroom, learners' participation was satisfactory. And students were provided good opportunities

for learners' participation by only three (15%) teachers. Thus it can be concluded that majority of the teachers created participative environment.

In case of teachers' monitoring, 16 (80%) teachers' monitoring was found satisfactory while 4 (20%) teachers' monitoring was found good. Thus it can be concluded that all the teachers monitored the students properly.

Similarly, above table shows that 14(70%) teachers played the role of facilitator satisfactorily, whereas, 6 (30%) teachers of them played the role of good facilitator. Thus, it can be concluded that, majority of the teachers showed the role of real facilitator.

Regarding the students' performance, students performed satisfactorily in the class of 11(55%) teachers and students' performance was good of the 6 (30%) teachers' classes. In the class of 3 (15%) teachers, students' performance found poor. Hence, it can be concluded that 17 (85%) teachers' classes were with students' performance.

At last, the above table presents, 9 (45%) teachers provided feedback to the students satisfactorily whereas, 6 (30%) of the teachers provided good feedback to the students. Remaining one, i.e. 5 (25%) teachers were poor in giving feedback. Thus, it can be concluded that 15 (75%) of the teachers found to provide feedback to the students.

4.3 Summary of Findings

After the analysis and interpretation of the data, it was found that the teachers have positive perception about using group work technique in their classes. Likewise, most of the teachers found to be practiced the group work technique in teaching classes. This study was carried out considering that it would add a brick in the field of teacher development and ELT by helping English teachers to make their teaching learner-friendly, effective, systematic and lively. The summary of the findings are presented below:

4.3.1 Teachers' Perception to Group Work

-) Teachers responded that group work technique is suitable at secondary level English teachers to develop students' communicative competence and fluency in learning.
-) Majority of the teachers 16 (70%) responded that group work technique is an important teaching technique which can be used for developing communicative competence, fostering learners' autonomy and to develop fluency.
-) All teachers replied that the demerits of group work technique are noisy class, limitation of time.
-) In the same way, out of 20 secondary level English teachers, all of them used group work according to the nature of the topic as it develops communicative competence in the students.
-) Majority of the teachers 17 (85%) used gesture, simple language and mother tongue when the students do not understand the instruction while using the group work.
-) All of the teachers responded that the teachers' role should be as a facilitator, monitor and guide.
-) Majority of the teachers 19 (95%) responded that encouraging shy students, admiring their responses and addressing the students' individual difference are found the ways of overcoming the challenges of involving students in group work

4.3.2 Practice of Group Work

-) Most of the teachers 15 (75%) had good or satisfactory appearance while entering in the classroom.
-) Majority of teachers 18 (90%) motivated their students satisfactorily or well in English classroom.
-) All of the teachers had formulated groups well.
-) All the teachers instructed about the tasks properly.

-) Most of the teachers 15 (75%) were able to maintain good or satisfactory relationship among the students.
-) Majority of the students 19 (95%) were provided speaking opportunities in the classroom.
-) Majority of the teachers 11 (55%) created participative environment.
-) In case of teachers' monitoring, all the teachers monitored the students properly.
-) Majority of the teachers 17 (85%) played the role of real facilitator.
-) Regarding the students' performance, 17 (85%) teachers classes were with students performance.
-) Most of the teachers 15 (75%) found to provide feedback to the students.
-) Although there are many benefits of group work it was not found to be used by all secondary English teachers.

4.3.3 Challenges Related to Group Work

-) Most of English teachers responded that they faced different challenges like, noisy class, lack of time, students feel shy and hesitant, large number of students.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and findings of the study drawn from the close analysis of the collected data and its recommendation on the different levels.

5.1 Conclusion

The thesis entitled **Perceptions and Practices of Teachers Towards the use of the Group Work Technique in English Language Classroom** was an attempt to find out teachers' perception towards the group work. This study was also an attempt to find out the teachers' practice of group work technique. Another concern of this study was to find out what kind of challenges teachers face while using group work technique.

In order to meet the objectives of the research, 20 English teachers who were teaching in different schools of Baglung district at secondary level were selected using purposive non-random sampling. Their views and practice were collected through questionnaire and observation checklist.

From the above study, I found that group work is very suitable technique in English teaching, why because is it can be used for developing communicative competence, fostering learners' autonomy and to develop fluency. Similarly in response to the questionnaire, it was found that majority of the English teachers used a group work technique according to the nature of the topic in class and they perceived their role as a facilitator, monitor and guide. In practice, most of the teachers had good or satisfactory appearance while entering in the classroom. In the same ways, it is found that, majority of the teachers motivated their students, provided good speaking opportunity in the classroom, monitored students properly and showed the role of facilitator. Although there

are many benefits of group work it was not found to be used by all secondary English teachers in Baglung district.

5.2 Recommendations

On the basis of analysis and interpretation of the information obtained, the following suggestion and recommendation have been drawn being related to policy, practice and further research area.

5.2.1 Policy Related

The main recommendations of the study at this level are as follows.

-) NCED should design textbooks and teaching materials considering the group work technique.
-) The textbook writers should include many group based exercises in their textbook so, that teachers can present subject matters by involving the students in group work.
-) To make ELT teaching technique effective, the teacher should be trained and provided with sufficient teaching materials.

5.2.2 Practice Related

The following practice related recommendations are made on the basis of obtained through the analysis and interpretation of the data.

-) While using group work teacher might have to face various problems. If group work is not chosen according to the level of students they may lose their interest. So, they are suggested to form adequate number of group and manage the task accordingly.
-) Teachers should use group work technique in order to make the students active participant in the English language classroom.
-) English teachers should apply group work activities to develop their students' speaking performance.

) I would like to suggest that if all English teachers, involved in secondary schools apply the group work activity in their teaching, it helps then to motivate the students and get them involved in practice and to control the large class effectively as it is a student centered technique.

5.2.3 Further Research Related

) Since research was limited only to 20 English teachers of Baglung district. It can not be, how ever, claimed that the findings of this study are applicable for all secondary level school of Nepal. In order to test the validity of this research finding, it is desirable to carry out further research in this area involving more number of school teacher.

) Researchers can compare the perception and practice of new teachers and experienced teachers on group work technique, and its use in English Language classroom by carry out similar research on similar title.

Appendix-I

Questionnaire for Teachers

Dear Sir\Madam

This questionnaire is a part of my research study entitled **Perception and Practice of the Teachers toward the Use of Group Work in the ELT Classroom** under the supervision of Mr. **Laxmi Prasad Ojha**, Teaching Assistant, Department of English Education, TU., Kirtipur. Your cooperation in completion of the questionnaire will be of great value to me. I will assure you that responses made by you will be exclusively used only for the present study.

School's Name:

Address:

Teacher's Name:

Teaching Class:

Unit/Lesson/teaching Item:

1 Do you think group work is a suitable technique for this level? Why?

1. Yes

2. No

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

2 Mention the importance of group work technique.

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

3 What can be the demerits of group work technique?

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

4 How often do you involve your students in group work?

a. Sometimes

b. Always

c. According to the nature of the topic

d. Never

5 If the students do not understand your instruction, what do you do?

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

6 What type of roles do you perform while students work in group ?

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

7 What are the challenges you face while using Group Work technique?

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

8 How could you overcome these challenges?

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

Appendix-II

Checklist for Class Observation

School's Name:

S.N.	Aspects	Good		Satisfactorily		Poor	
		No.	%	No.	%	No.	%
1	Teacher's appearance						
2	Students' motivation						
3	Formulation of group						
4	Instruction about task						
5	Relationship among students						
6	Opportunities to speak						
7	Learners' participation						
8	Teachers' monitoring						
9	Teacher's facilitator						
10	Students' performance						
11	Feedback						

Address:

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