

Isolating Factors Which Hamper the Practice of Group Work Assignment in Foreign Language Classroom: SodoBer Secondary School Grade Nine in Focus

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Abstract

The purpose of the study was to isolate factors that hamper the practice of group work assignment in foreign language classroom. The study was conducted in SodoBer Secondary School in the case of grade nine. To attain this objective, Mixed Method Research Design was used. Both quantitative and qualitative analysis methods were used. The participants of the study were seven purposively selected English language teachers from grade nine. In addition, one hundred forty four grade eleven students were randomly selected for the study. The required data for the study were collected using questionnaire, semi-structured interview and focus group discussion. The result indicated that teachers' and students' did not realize the practice of group work assignment because there were various factors that hampered the practice of group work assignment in foreign Language classroom in SodoBer Secondary School. These include: students' poor background experience, students' poor participation, reliance of low achievers on high achievers, unpunctuality and lack of sufficient materials. Moreover, the findings pointed toward that many English language teachers did not check the participation of the students properly because the students have lack of interest and motivation; large numbers of the students in the classroom, students are less effective in language ability and teachers overloaded work. Based on the findings suitable recommendations were made.

Keywords: Group work, factors, assignment, assessment, Isolation

1. Introduction

Teaching and learning processes highly changed with active learning that has become an important focus in this time of pedagogical change. While the term includes a broad selection of practices, collaborative learning, or small group work, remains an important element of active learning theory and practice. Research advocates that students learn best when they are actively engrossed in the process (Davis, 1993). In keeping with Wasley (2006), "Students who participate in collaborative learning and educational activities outside the classroom and who interact more with faculty members get better grades, are more contented with their education, and are more likely to remain in college" (p. A39). A collaborative learning environment, as opposed to unreceptive learning environment, helps students learn more actively and effectively (Murphy, Mahoney, Chen, Mendoza-Diaz & Yang, 2005).

Therefore, group work is one of the best approaches for developing students' communication skills and acquiring knowledge. This concurs with the results from the study by Smith and Bath (Smith & Bath 2006), who told that interaction of members engaging in group work assignments would develop generic skills, such as communication and critical thinking. Group work become visible to offer teachers an effective way to engage students, to increase the complexity and challenge of the tasks that students gain experience of working on, to offer students the opportunity for collaborative working, and to offer the possibility of reduced marking loads (Gibbs 2009).

Group learning, which is often used interchangeably with collaborative learning, cooperative learning, peer learning, community learning and constructive learning, environment than solitary work (Gupta, 2004; Schofield, 2006). In group learning, students are divided into small groups to learn content knowledge, to explore or discuss an assigned topic, or to complete cases, projects and group work assignments, to answer a few challenging questions, to exchange ideas, and share some insights with group members (Holter, 1995; Porter, 2006). This shows that teachers should give more attention to group work and assignments which are the focus area of this study.

Group work and assignment has great value to give your support to students' engagement in meaningful activities through which they share ideas, values, experiences and the likes.

On the other hand, teachers and students do not employ the group work assignment in English Language classrooms effectively. Due to this reason, the study focused on identifying factors that hamper the practice of group work assignment in English language classroom in SodoBer Secondary School. Therefore, the researcher studied by assessing various factors like students' lack of interest and motivation, students' poor participation, reliance of low achievers on high achievers, lack of commitment among teachers to implement group work assignment effectively in English lesson, lack of sufficient reference materials and large number of the students

in English classroom.

2. Statement of the Problem

According to Farrant (1980), assessment is the process by which the quality of individuals' work or performance is judged. In schools, assessment of learning is usually carried out by teachers on the basis of impressions gained as they observe their pupils at work or by various kinds of tests given periodically. When practiced as an ongoing process or on a day-to-day basis such assessment is known as continuous assessment. It is an assessment system aimed at deriving students' final examination marks and based upon a number of previous assessments on selected syllabus objectives. Continuous assessment in academic and practical subjects, including skill tests will be conducted to ascertain the formation of all round profile of students at all levels. It is also expected to make use of different approaches and evaluation tools in the process of assessing the learners such as, tests, quizzes, home work, and group work assignment to obtain information. Group work assignment in a cooperative learning environment can help to improve student learning while developing essential teamwork, communication, and leadership skills. The students believed that the group work helped them accomplish more and understand concepts better than by working alone.

A few local studies have been conducted on the areas of group work and assignments to solve the problems. From these one of them is 'exploring teachers' and students' attitude towards group work assignment in English language classroom' by Amanuel and Muluken (2016). The findings indicated that most of the teachers' and students' had negative attitude towards group work assignment in English language classroom. Therefore, they did not act according to their attitudes due to students' lack of interest, students' lack of motivation and students' lack of awareness. Tolessa, et.al (2015) conducted a study that Student perception on group work and group assignments in classroom teaching and learning. The findings also showed that those students' perceptions and attitudes towards the usefulness of group work mainly, and how the students evaluate factors that may affect their participation specifically.

However, these former researchers mainly focused on 'exploring teachers' and students' attitude towards group work assignment in English language classroom' and student perception on group work and group assignments in classroom teaching. These local studies did not identify factors which hamper the practice of group work assignment in foreign language classroom because teachers' and students' factors are one of the main processes for teaching and learning.

3. Objective of the Study

The general objective of the study was to isolate factors which hamper the practice of group work assignment in foreign language classroom: the case of grade nine at SodoBer Secondary School, Wolaita Zone in Southern Ethiopia.

4. RESEARCH METHODOLOGY

4.1. Research Design

In order to achieve the intended objectives of the study mixed method approach in which the researcher incorporates qualitative and quantitative methods to answer the research question was required. This research design was required because social phenomena are so complex and different kinds of methods are needed to best understand these complexities. It helped researcher to freely use different research methods so as to get comprehensive information in studying the proposed problem than either quantitative or qualitative method alone (Onwuegbazie and Leech 2004).

4.2. Research of the setting

This study was conducted in SodoBer Secondary school, Wolaita zone in southern Ethiopia. Wolaita zone is one of Zones in Southern Nations and Nationalities of Ethiopia commonly known by its oral tradition and population density. The zone has twelve Woredas and three City Administrations. The major economic activities of Wolaita are mixed agriculture and trade. Sodo Bere Secondary school is found in Wolaita Sodo town 330kms far away from Addis Ababa in the Southern direction through Hossana and 160kms from Hawassa.

4.3. Population, Sample and Sampling Techniques

4.3.1. Participants of the Study

As the primary concern of the current study is to identify factors that obstruct the practice of group work assignment in foreign language classroom, the participants of the study were seven English language teachers and one hundred forty four students from Sodo Bere Secondary school in Wolaita Sodo town in Wolaita zone in South of Ethiopia.

4.3.2. Sample Size and Sampling Techniques

The researcher selected the proposed school purposively because the researcher was teaching in the proposed

school and he thought that it enabled him to stay in the area to make reliable inquiry. Meanwhile, there hasn't been any significant research conducted concerning the current study in the proposed school. The school proposed for this study includes Secondary school. For the purpose of this study Secondary school (grade 9) was taken as a sample. Purposive and random samplings were employed to select sample respondents. This is because of the nature of mixed method approach. Accordingly, sample respondents for questionnaire were selected using random sampling. This was done by arranging all grade nine students alphabetically. However, respondents for interview and focus group discussion were selected purposively. This was done to make the activities manageable.

4.4. Data Collecting Instruments

In order to collect the required data for this study, three types of data collecting tools namely, questionnaire, semi-structured interview and focus group discussion were used as data gathering instruments.

I. Questionnaire

The data collection instrument used in this study was students' questionnaire. It was designed for one hundred forty four students to generate the data on identifying factors that influence the practice of group work assignment in foreign language classroom. Krathwohl (1998) stated that the advantages of using questionnaires as data collection tools mainly comes from the fact that with the help of questionnaires large amount of data can be collected quickly and economically from a sample. Therefore, questionnaire was used in this study in order to validate the information. The items in the questionnaire were first prepared in English based on review of related literature. Then, they were translated into Amharic so that students couldn't misinform the researcher because of language barrier. The questionnaire consisted of different items depend on close-ended question. Close ended questions are quick to complete and straightforward to code.

Therefore, the researcher used close ended questions to get information concerning feeling, attitude or perception to certain questions that was distributed for randomly selected one hundred forty four students from the total of seven hundred twenty students. The distribution of the questionnaire was made by the researcher in collaboration with the unit leaders and subject teachers of the particular school. It was employed to collect data from students regarding their practice of using group work assignment. Accordingly, some students asked questions for clarification on certain items as they filled out the questionnaire. Lastly, all the questionnaires distributed to students were entirely returned and analyzed.

II. Semi Structured Interview

Semi structured interview was prepared for English language teachers teaching in the proposed school to identify factors that obstruct the practice of group work assignment in foreign language classroom. According to Selinger and Shohamy (1989) the use of interview as a data collecting instrument permits a level of in-depth information, free responses, and flexibility that cannot be attained by other instruments. Interview with seven purposively selected teachers was held. There were five basic guiding questions from which the researcher generated many other follow up questions. This helped the researcher to identify factors that obstruct the practice of group work assignment in foreign language classroom.

III. Focus group discussion

In addition to questionnaire and semi- structured interview, focused group discussion which included four open-ended questions were prepared to identify factors that obstruct the practice of group work assignment of the learner and teachers used the words in the actual situation. The purpose of the discussion with seven teachers was to cross check the information they filled in the questionnaire.

4.5. Data Collection Procedures

Data for the study was collected using questionnaire adapted from Likert Scale, interview and focus group discussion. Before the distribution of the questionnaire, each participant (students) was given code on the mark compiling sheet and the subjects were advised to complete the questionnaire genuinely. Then, the questionnaire was administered to one hundred forty four students who were selected using random sampling. Semi- structured interview was also distributed to seven purposively selected students who were the subjects of the questionnaire. Finally, from one hundred forty four students, twelve students were selected for focus group discussion through purposive sampling techniques. Due to this reason, the researcher used data collection procedures to triangulate the data.

4.6. Data Analysis Procedures

The collected data were analyzed using both quantitative and qualitative methods of data analysis. For this reason, the data collected through questionnaires that is to say the collected data were tabulated and simple statistical techniques which are percentages and frequencies were used for the numerical interpretation. The percentages and frequencies were used to show the proportion of the responses by using Likert Scale. On the other hand, because semi-structured interview and focus group discussion were basically used to triangulate the

data obtained through questionnaires, the data gathered through focus group discussion checklist were described in connection with the data gathered through questionnaires. The data collected through the qualitative method or interview was systematically summarized, analyzed and interpreted according to the specific research questions. Finally, the researcher made a brief summary, drew conclusions and suggested relevant recommendations based on the findings.

5. Results and Discussions

5.1. Analysis of the Impediments of Group Work Assignment in Foreign Language Classroom

The researcher wanted to know and analyze the major factors that hinder teachers and students to perform group work assignment properly. Just before this end, the researcher asked teachers and students to share their experiences to this item. The data obtained from questionnaire, semi-structured interview and focus group discussion for teachers and students indicated, there were various factors which hinder teachers and students mostly face in the practice of their attitudes in group work assignment. Hence, their responses are analyzed as follows.

Table 1: Students' response to item 1 - 3

Items	Statements	Response Alternatives					Total	
		5	4	3	2	1		
1	The students are punctual in time when they do group work assignment	f	13	16	15	46	54	144
		%	9.03	11.11	10.42	31.94	37.5	100
2	The students have poor background about group work assignment.	f	44	54	11	19	16	144
		%	30.56	37.5	7.64	13.19	11.11	100
3	Many students do not like to do group work assignment together.	f	62	40	16	18	8	144
		%	43.6	27.78	11.11	12.5	5.56	100

5= Strongly Agree (SA) 4= Agree (A) 3= Undecided (UN) 2= Disagree (D) 1= Strongly Disagree (SD) f= Frequency %= Percentage

In the first item of table 1 above, as to whether the students are punctual in time when they do group work assignment. Thus, while 54(37.5%) of the respondents strongly disagreed and 46(31.94%) disagreed, 13(9.03%) of the participants strongly agreed and 16(11.11%) agreed, and 15(10.42%) of the respondents undecided to the idea of the statement. As it is clearly seen, 100(69.44%) of the respondents showed their disagreement which means that they are not punctual for joining their groups and doing group work assignment.

Regarding item 2, which reads, "The students have poor background about group work assignment", 44(30.56%) of the respondents strongly agreed and 54(37.5%) agreed while 16(11.11%) students strongly disagreed and 19(13.19%) disagreed, and 11(7.64%) remained undecided. From the above responses, we can say that students' poor background negatively affects the success of students' group work assignment in one group.

To the statement, "Many students do not like to do group work assignment together", 62(43.06%) of the respondents strongly agreed and 40(27.78%) agreed. On the other side, 18(12.5%) students strongly disagreed and 8(5.56%) disagreed, and 16(11.11%) learners were undecided. This indicates that learners like the mark that is given to the group work assignment but have less interest to do the activities. From these responses, the majority of the respondents, 102 (70.84 %) shows agreement responses on the idea so that students do not like to do group work assignment, and they do not want to display it in the class.

Table 2: Students' response to item 4 - 6

Items	Statements	Response Alternatives					Total	
		5	4	3	2	1		
4	Reliance of low achievers on high achievers affects performance and success of group results.	f	64	42	8	18	12	144
		%	44.44	29.19	5.56	12.5	8.33	100
5	Some students do not have good input and they just do simply what they are told.	f	38	44	13	32	17	144
		%	26.39	30.56	9.03	22.22	11.80	100
6	A small number of students like to do group work assignment.	f	47	62	8	18	9	144
		%	32.64	43.05	5.56	12.5	6.25	100

5= Strongly Agree (SA) 4= Agree (A) 3= Undecided (UN) 2= Disagree (D) 1= Strongly Disagree (SD) f= Frequency %= Percentage

With regard to item 4, states, "Reliance of low achievers on high achievers affects performance and success of group results". Concerning this, 64(44.44%) of the respondents strongly agreed and 42(29.17%) agreed. However, 12(8.33%) students strongly disagreed and 18(12.5%) disagreed, and 8(5.56%) of them undecided to the idea of the statement. From this point, it is clear that a majority of students 106(73.61%) showed their agreement to this issue. This implies that it favors low achievers to get good grade without exerting efforts and makes high achievers who do group work assignment by giving more time.

Concerning item 5, which reads, "Some students do not have good input and they just do simply what they

are told”, 38 (26.39%) responded strongly agree and 44(30.56%) of the students responded agree. Whereas, 17 (11.80%) learners strongly disagreed and 32(22.22%) disagreed, and 13(9.03%) of the respondents were undecided to the idea of the statement. This indicates that students do not have good knowledge about group work assignment for doing their activities. In general, a large number of respondents said that students who are dependent on other students trying to get good grade without their contribution in their group. Therefore, students do not have good knowledge about group work assignment.

In responding to item 6, states, “A small number of students like to do group work assignment together”, 47(32.64%) of the respondents strongly agreed and 62(43.06%) agreed. In contrast, 9(6.25%) learners strongly disagreed and 18(12.5%) disagreed, and 8(5.56%) of the students were undecided of the statement. From this point, we can understand that a few students responded that they liked to do group work assignment because 109(75.7%) of them agreed with the idea in the item. This points out that learners have less interest to do the activities except a few students.

Table 3: Students’ response to item 7 - 9

Items	Statements	Response Alternatives					Total	
		5	4	3	2	1		
7	The students use their time properly when they do group work assignment.	f	26	24	16	41	37	144
		%	18.06	16.67	13	28.47	25.69	100
8	Our teachers check every group member’s equal participation in doing group work assignment.	f	12	13	11	44	64	144
		%	8.33	9.03	7.64	30.56	44.44	100
9	Many students lack good social skill when they do group work assignment.	f	48	50	14	17	15	144
		%	33.33	34.72	9.72	11.81	10.42	100

5= Strongly Agree (SA) 4= Agree (A) 3= Undecided (UN) 2= Disagree (D) 1= Strongly Disagree (SD) f= Frequency %= Percentage

As can be seen from table 3 item 7, 37(25.69%) of the students responded strongly disagree and 41(28.47%) disagree. On the other hand, 26(18.06%) of the students responded strongly agree and 24(16.67%) agreed, and 16(11.11%) students were undecided to the statement. As it is clearly seen, 78(54.16%) of the participants showed their disagreement and which means that they did not use their time wisely while they were doing group work assignment.

Coming to item 8, 64(44.44%) of the students responded strongly disagree and 44(30.56%) of the informants responded disagree. However, 12(8.33%) of the participants responded strongly agree and 13(9.03%) agreed, and 11(7.63%) of the respondents were undecided. From this analysis, we can see that the majority of the students 108(75%) complained that their teachers do not check equal participation of students.

To the last item of the table 3 which says “Many students lack good social skill when they do work assignment”, 48 (33.33%) of the respondents “strongly agreed” and 50 (34.72%) of the respondents “agreed” indicating that many students lack good social skill when they do group work assignment. In contrast, 15(10.42%) and 17(11.81%) strongly disagreed and disagreed respectively, and the rest of the students or 14(9.72%) were undecided to the idea of the statement. This indicates that many students lack good social skill that supports students to do group work assignment efficiently. As suggested by Richards and Rodgers (2001: 198) “Good social skills determine the way learners interact with each other as teammates. Usually some explicit instruction in social skills is needed to ensure successful interaction.”

During the semi-structured interview sessions, teachers were inquired the factors that hinder the successful implementation of group work assignment in English language classroom. Regarding this point, one of the teachers contended that:

The significant problem in our school is that there are many students in one class. It means that they have more than sixty students in the class. I think it is difficult to check students’ participation in doing group work assignment. So, large number of student is one of the factors that impede the successful implementation of group work assignment.

From teacher’s response, one can infer that large number of students can play crucial role for implementing group work assignment in English language lesson. In addition to this, the amount of period (credit hour) can help teachers to check students’ participation in group work assignment because they do not worry about covering the portion. Her expression matches with the idea of Strevens (1988) who confirmed that overcrowded classes reduce teachers’ attention per pupil and produce real physical discomfort and distraction.

On the same issue teachers also expressed his feeling as follows:

Well, my students have unwillingness to take part in discussions and help each other. This means that they have lack of interest for group work assignment to present their assignment report in the classroom and to do it with in the group members out of the class. Eh...my experience should be aware of the fact that the students had lack of interest is the biggest problem that they have in doing group work assignment.

The above factors hinder them from involving in group work assignment and they do not participate in

group work assignments. Therefore, the responses indicated that students had lack of interest and motivation of group work assignment.

Another teacher's response to the semi-structured interview question revealed that:

Okay, what I observed from my experience reliance of low achievers on active students, unequal participation of students, copying from other (plagiarism), unpunctuality, lack of enough access to resources like sufficient reference materials are the major factors that hinder the successful implementation of group work assignment in English language lesson.

Therefore, based on the semi-structured interview reflections of research subjects, one may conclude that most of the students do not know the topics or the subject of discussion well or attend preparation of assignment given. In addition, it favors low achievers to get good grade without exerting efforts and makes high achievers who do group work assignment. And, the other problem is students' poor participation and less effort is seen by teachers to ensure this equal participation among group members. This may result from lack of interest and lack of enough access to resources of the assignments.

During the focus group discussion sessions, the researcher also observed the lack of interest and responsibility, reliance of low achievers on active students and copying from other groups. Some students also lacked of commitment to their group members and were not punctual. That means they were seen as being in conflict while they were doing group work assignment within their groups because most of the time they were late comers. In addition to this, further results of the focus group discussion showed that the reported problems by English teachers were exiting on the side of the students. In connection to this, Ford and Morris (2003) pointed out those learners' factors such as low language proficiency, lack of interest and motivation may affect group work assignment teaching and learning. Over and above, the result of the findings obtained from focus group discussion indicated that almost all students responded that they have fewer accesses to different resources like different reference materials and the likes. On the whole, they complained newly about the lack of sufficient reference materials access that helps them.

5.2. Analysis of Teachers' and Students' Responses Concerning how Students Participate in Doing Group Work Assignment in Foreign Language classroom

The researcher also wanted to know to what extent teachers and students are practically applied in group work assignment in foreign language classroom. To get their views, the researcher required them to express their ideas through questionnaire, semi structured interview and focus group discussion. At this place, the researcher analyzed and interpreted their attitudes as follows:

Table-4: Students' participation in doing group work Assignment in English language lesson

Items	Statement		Response Alternatives					Total
			5	4	3	2	1	
1	Group members feel responsibility equally in doing group work assignment together.	F	22	24	8	53	37	144
		%	15.28	16.67	5.56	36.81	25.69	100
2	I enjoy the interaction and the input others can bring to the students.	F	62	47	11	11	13	144
		%	43.05	32.64	7.64	7.64	9.03	100
3	I usually like to present group work assignment in the classroom.	F	16	20	14	46	48	144
		%	11.11	13.89	9.72	31.95	33.44	100
4	Success of group work assignment depends on the cooperation of all group members.	F	52	38	12	24	18	144
		%	36.11	26.39	8.33	16.67	12.5	100

5= Strongly Agree (SA) 4= Agree (A) 3= Undecided (UN) 2= Disagree (D) 1= Strongly Disagree (SD) f= Frequency %= Percentage

From the table above, for item 1(Group members feel equal responsibility in doing group work assignment together), 37(25.69%) of the students responded that they strongly disagreed and 53(36.81%) of the students disagreed with the item. On the contrary, 22(15.28%) and 24(16.67%) of the respondents strongly agreed and agreed respectively that students feel equal responsibility in doing group work assignment, and moreover this, 8(5.56%) of the respondents were undecided to the statement. This shows unequal feeling of group members in doing group work assignment. From these responses, the majority of the respondents, 90 (62.54%) shows disagreement to the idea so that students do not feel equal responsibility in doing group work assignment.

With reference to item 2, which reads, "I enjoy the interaction and the input others can bring to the students", 62 (43.05%) of the participants responded that they strongly agree and 47(32.64%) of the learners agree with the item. Therefore, they get pleasure from the interaction as well as from the contribution others bring to their group. This means that 109(75.69%) of the respondents have the benefit of the interaction in the group work assignment. However, 13(9.03%) and 11(7.64%) of the respondents strongly disagreed and disagreed respectively, and only 11(7.64%) of the respondents were undecided to the statement. This implies that students get pleasure from the interaction as well as from the contribution others bring to their group. Actually,

group work in general and group work assignment specifically supports learners to learn from each other.

Similarly, with the question (3) “I usually like to present group work assignment in the classroom”. As shown in the table, 48(33.33%) of the respondents strongly disagreed and 46(31.95%) disagreed that they have less interest to present their work in the classroom. On the contrary, 16(11.11%) students strongly agreed and 20(13.89%) agreed that they liked to present group work assignment from their report, and the remaining 14 (9.72%) of the learners undecided to the statement. Based on these data, it can be concluded that, the majority of the students do not have high interest to present their group work assignment in the classroom.

To the last item of table five which says “Success of group work assignment depends on the cooperation of all group members”, 52(36.11%) of the informants responded strongly agree and 38(26.39%) agree with the item. Then again, 18(12.5%) of them strongly disagreed and 24(16.67%) disagreed, and 12 (8.33%) of the respondents undecided to the statement. When we bring together the responses of the students agreement, 90(62.5%) of the respondent accept that success in group work assignment depends on the cooperation of all group members.

One of the teachers said:

All right...I see my students' participation in doing group work assignment is low in the English language teaching and learning. That means they have lack of interest to do group work assignment. I think that the students are aware of group work assignment but they were not interested to do so. As I think students are not participated in doing group work activities together.

To conclude, what teachers said and during focus group discussion; the results indicated that many English language teachers did not check the participation of the students properly because the students have lack of interest and motivation; large numbers of in the classroom, students are less effective in language ability and teachers overloaded work. Likewise, some teachers use unplanned questions, asking students to present their group report suddenly and the likes. Normally, teachers should find time to check students' participation and then to give them a grade that matches their effort.

Another teacher said:

Well... my students are lack of willingness to carryout group work assignment. Because they expect everything to deliver from the instructor and they are passive. In addition to this, they are less effective in the language ability which a barrier to succeed a given activities.

From the above responses one can infer that students were less effective in the language ability. Accordingly, other remaining teachers, significantly, expressed that many students are unwilling to participate in group work as a part of the English teaching and learning process. As Jacobs and Ratmandia (1996), associate lack of language proficiency as reason for the students' failure to function well in groups.

Over all, from the above data obtained through the questionnaire, semi-structured interview, and the focus group discussion we can conclude that the result of students participation in group work assignment reveals that group work assignment is mostly done and presented by high achievers which results in heavy burden over them and makes others free riders to get good grade without much effort. Besides, the effort seen from the side of teachers to ensure equal participation of students is less according to table 3 item 8 in which 108 (75%) of the respondents noted that their teachers fail to ensure whether group members honestly participate in doing group work assignment or not. Furthermore, most of the qualitative data result backs up the above issue. For example, most of the participants of focus group discussion showed that the majority of group members in a given assignment contribute only in paying the necessary budget required for writing in computers, which demoralizes active students and affects their later performances as well as the quality of their teaching in future. However, scholars like Richards and Rodgers (2001) stress those members of a given group.

6. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the study, draws conclusions on the basis of the findings and finally recommendations.

6.1. Summary

The main aim of this study was to identify the factors that impede the practice of group work assignment in foreign language classroom at SodoBer Secondary School. To achieve this aim, research questions were formulated. The data required to answer these questions were collected using questionnaire, semi-structured interview and focus group discussion. The data gained through these instruments were quantitatively and qualitatively analyzed and discussed based on the research objectives.

The result indicated that teachers and students didn't realize the practice of group work assignment because there were various factors that hampered the practice of group work assignment in foreign Language classroom in SodoBer Secondary School. These include: lack of interest and motivation, students' poor background experience, students' poor participation, reliance of low achievers on high achievers, unpunctuality and lack of sufficient materials. Moreover, the result showed that many English language teachers did not check the participation of the students properly because the students have lack of interest and motivation; large numbers of

the students in the classroom, students are less effective in language ability and teachers overloaded work.

6.2. Conclusions

The following conclusions could be drawn from the discussions in the preceding sections of this study.

- The result indicated that teachers' and students' didn't realize the practice of group work assignment because there were various factors that hampered the practice of group work assignment in foreign Language classroom in Sodo Bere Secondary School. These include: lack of interest and motivation, students' poor background experience, students' poor participation, reliance of low achievers on high achievers, unpunctuality and lack of sufficient materials.
- The research findings also showed that students were dissatisfied with the result given for group work assignment because it does not discriminate the ability of students well. According to the participants' responses, students who get good mark in group work assignment fail to pass many of the exams given and get poor grade in their individual assignment. As a result, grade for group work assignment could not satisfy students as it cannot clearly indicate adequately the ability of high and low achievers.
- The result also pointed out that many English language teachers did not check the participation of the students properly because the students have lack of interest and motivation; large numbers of the students in the classroom, students are less effective in language ability and teachers overloaded work.

6.3. Recommendations

Based on the study and the above conclusions, the researcher would like to forward the following recommendations:

- Language teachers should recognize the main factors that impede his/her students' group work assignments practice problems in order to help their students in practicing their group work assignments.
- The school administration should take to minimize the constraints teachers and students face while they act their group work assignments in English language lesson.
- It would be advisable for students to accept equal responsibility, have commitment, and develop a sense of positive interdependence that enables them to succeed in doing group work assignment as the contribution of each member has great value for common success.
- Teachers should help learners by raising their motivation and interest to do their group work assignment in participating within the group members out of the class and to present their assignment report in the classroom.
- Teachers should feel responsible to check equal participation of students.

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