Analysis of Determinants and Opportunities of Group Work Implementation in EFL Speaking Classroom: The Case of Kambata Tambaro Zone,Ethiopia

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Abstract

The main purpose of this study was to assess determinants of teacher's implementation of group work in EFL speaking classroom In Angacha General secondary school. The study aimed at revealing factors that hamper the implementation of group work in EFL speaking class room. To attain the set objective 174 students of the school and 4 EFL teachers of the school were selected as participants of the study. In addition, questionnaire, interview, and classroom observation were used to collect data from the selected participants of the study. To analyze the collected data both qualitative and quantitative methods were used. Thus data collected through close –ended questionnaire, classroom observation were interpreted using number and percentages. On the other hand the data collected through open-ended items of questionnaire and interview were described and discussed. From the analysis of data different findings were achieved. The study reveals that teachers had little understanding of group work in EFL speaking classroom, teachers were not using group work in EFL speaking classroom as a result of less attention & lack of awareness. The study also sought that the lack of resources, bulkiness of textbooks, inhibitions of learners, fear and students background are the result of the study that factors impede the implementation of group work in EFL speaking class room. It is hoped that the result of this study could help EFL teachers, school supervisors, materials designers, and other concerned bodies Based on the finding of data analysis conclusion are made and recommendation are forwarded

Keywords: Group works: determinants, opportunities Kambata Tambaro Zone

1.INTRODUCTION

Even though traditional teaching methods and strategies are advantageous to handle large number of students in a classroom, it has different constraints. For instance, it focuses largely on providing theoretical knowledge to students. In addition, the organization of the contents for such classroom is fixed (Ellington, 2005). The teacher also chooses the teaching methods to deliver the selected content, which is selected by him /her. That may be inappropriate for making students attain the desired knowledge and attitudes (Ellington, 2005). In terms of language learning in speaking classroom, traditional approach failed to make students to practices speaking, to improve the quality of students talk, decreases students talking time, discussion and debate. Therefore it can make students less autonomous and not to be self reliant to speaking in English.

To overcome the perceived weakness of traditional approach of teaching English as a foreign language, communicative language teaching (CLT) was emerged as major language teaching approach. CLT uses various techniques. One of these techniques developed by scholars as a new strategy is known as group work (Johnson and Smith, 1991). Thus, group work in EFL classroom is a classroom strategy during which students share aims and responsibilities to complete a task assigned by their teacher in groups (Bejarano, 1987). In group work, students learn to listen to different ideas, discuss the listened ideas and negotiate the listened ideas meanings.

Besides, students take part equally, feel comfortable to experiment what learners ideas are, be happy in speaking in their target language (Fushimo, 2010). This means that the more confident students feel in their group, the more willing they are to communicate in the target language during group work in EFL speaking classroom.

The reputable Brazilian educator Paolo Frère in his master piece, "Pedagogy of the oppressed", proposed that students should be free to learn in group and to do activities with teachers and other learners in order to construct their own reality and reach the level of critical thinking (Freire, 1970). It has been claimed that group work among individuals can increase motivation considerably (Dornyei, 2005).

More recently, output (developing speaking skill by oral interaction) in group work has gained popularity and some researchers across the world have tried to show outputs' positive effects when learnt in group (Swain, 2005). When the learners work in group and without expectation of teachers and independently, they will be more inclined to progress (Brown, 2007).

In a classroom where there is group work, students are not any more dependent on the authoritative role of the teacher rather they try to learn from each other since they understand that they should relay on their own abilities (William and Burden, 1997). Teaching requires teachers to be more than a person transferring knowledge to students mind. This idea is rooted in Krashen's input hypothesis in which he believed that "the

only causative variable in foreign language learning is to provide comprehensible input" (Krashen, 1986).This means tasks and activities in the teaching and learning materials should match the level of learners. This can be expressed by using I+1 (Krashen, 1986).

Moreover, group work in EFL speaking classroom provides various advantages for students. It is the strategy where students develop their communicative competence, learn to formulate questions of their own, answer question by the group members, solve problems, debate different issues among group members. It also brainstorms points at the beginning of each lesson to have wide and deep understanding of course materials. In addition, it develops critical thinking, promotes experience for creative problem solving and develops confidence in their knowledge & skills (Doff, 1988)

As foreign language teaching strategy in EFL speaking classroom, group work provides the aforementioned benefits for learners. However, these advantages are achieved if and only if group work is effectively implemented in EFL speaking classroom being free form different challenges that impede its implementation and meeting use of opportunities that promote use of group work. However, based on his many years of EFL teaching experience, the researcher realized that there are challenges that students and teachers face in using group work in EFL speaking classroom at Angacha General Secondary School. That is why the researcher planned to conduct this study.

1.1 Statement of the Problem

In a classroom where there is no group work strategy, students are encouraged to memorize theoretical knowledge transmitted by their teachers (ICDR, 1999). By doing so, learners lack mental creativity, practical knowledge and problem solving ability as it is given little or no attention for students to do their tasks (LivingStone, 2001). In such classrooms students are given little freedom to express their own ideas and opinions. Furthermore, it is criticized for its tendencies to see learner's uncritical recipients of knowledge (Living Stone, 2001).

In a country like Ethiopia where English is used as a subject in most of regions from grade 1-4 and a medium of instruction from grade 5-8, in a secondary schools, colleges, Universities, teachers need to have the knowledge and skills to properly use group work in EFL speaking classroom. They are also expected to identify the opportunities of group work in EFL speaking classroom, identify factors that facilitate group work and implement it (ICDR, 1999).

In this regard the crucial questions posed here are Do EFL teachers have clear understanding of how to use group work to teach speaking lesson? To what extent do EFL teachers use group work for teaching speaking in EFL classroom?

The common practice in Ethiopia is that teachers tend to address English as an object of study rather than promoting the use of language for communication. More widely, it is about to have clear understanding of group work in EFL speaking classroom, having the knowledge, it is about the willingness of teachers to use group work in EFL speaking classroom, and the skill to employ the group work strategy in FFL speaking classroom, as distinction from traditional teacher fronted instructional practices. However, it seems that problems to employ group work in EFL speaking classroom. This is particularly noticeable in secondary schools (ICDR, 1999).

According to the syllabus and curriculum-guide of grade 10 which is being used, group work is strongly suggested as a strategy to promote communicative language learning. Therefore, the English syllabus of grade 10 is designed to develop the communicative ability of the learners through speaking by using group work. It also requires the students to use listening, writing and reading skills. Teachers are also expected to emphasize the communicative skills of English by using English themselves in the classroom at the appropriate level of difficulty for their students (ICDR, 1999).

1.2 Research Questions

This study was intended to answer the following research questions.
1. Do EFL teachers of grade 10 have clear understanding of group work to use it in speaking   classroom at Angacha General Secondary School?
2. Do EFL teachers of grade 10 use group work to teach speaking skill at Angacha General Secondary School?
3. What is the perception of students of teacher about benefits of group work provide for students in speaking classroom?
4. What are the factors that facilitate the use of group work in EFL speaking classroom at Angacha General Secondary School of grade 10?
5.   What are the factors that impede the implementation of group work in EFL speaking classroom at Angacha General Secondary School of grade 10?

1.3 Objectives of the Study

The main objective of this study was to analyze factors impede the Implementation of group work in EFL speaking classroom at Angacha General Secondary School.

2. METHODOLOGY OF THE STUDY

2.1 Research Design

The main purpose of this study was to assess opportunities and challenges of group work in EFL speaking classroom of grade 10 at Angacha General Secondary School. The study employed descriptive research design as it is suitable to describe the challenges and opportunities of group work in EFL speaking classroom. Besides, both qualitative and quantitative methods of data collection and analysis were used to collect and analyze the data needed for the study.

2.2 Research Setting

This study was conducted at Angacha General Secondary School which is found in Kambata Tambaro Zone, Southern Nations, Nationalities and Peoples Regional State. It is located about 260 kms away from Addis Ababa, 24 kms away from Hossana and 31 kms away from Durame and 121kms away from Wolaita Sodo University. The school was established in 1969 E.C.

Regarding the socio linguistic composition of the school community (population of the interest), almost all of the students and staff community (both academic and administrative) were native speakers of Kembatissa (Kembata language). English is used as a medium of instruction for other subjects, except for Kembatissa and Amharic languages, they were taught as major subjects at secondary school level. Furthermore, this school was selected purposively for this study because it is the school where the researcher has been working as an academic staff member, so that it enabled the researcher to stay in the setting for long period time to collect pertinent data thoroughly.

2.3 Participants of the Study

The participants of this study were grade 10 EFL teachers and students of Angacha General Secondary school. The total numbers of students in grade 10 was 690. From this, 348 were females and 342 were males. The total numbers of EFL teachers who were teaching English at grade 10 was four. Out of these teachers, 3 were males and 1 was female. One of the teachers had 8 years experience in teaching English, the second had 9 years of experience in teaching English, the third had 16 years and the last one had 29 years respectively. Educational qualification of the teachers, 1 was graduate of MA in TEFL, 1 of them was MA students in TEFL and 2 of them were BA graduate. They were selected as the participants of this study, because they were directly involved in the teaching learning of group work in EFL speaking classroom. As a result they provided all necessary information for the study.

2.4 Sampling Techniques

There were a total of 690 grade 10 students at Angacha General Secondary School. The students were in 12 sections. Among 12 sections, 6 sections were randomly selected because the students share similar experience on various issues such as they come from farming community, share similar culture, language and religion. Hence, the selection of 6 sections helped the researcher to get overall impression about all of grade 10 students. Then, to select sample students from the 6 sections, systematic random sampling was used. That was, 29 students were selected from each section. This was to gate half of the students from the sample section. To do so, first the researcher obtained the list of the students from each section.. Then, the first sample was randomly taken from one up to three. Finally, every 3rd of the number was selected and involved as a sample by using K=N/n

For example if 2 was the first number then, every 3rd of number from 2 was selected

$2+3 = 5$ $\qquad$ $11 + 3 = 14$ $\qquad$ $26 + 3 = 29 \dots up\ to\ 174\ students$

From each class 29 students were selected. The total was $29 \times 6 = 174$ sampl was selected.

Numbers of EFL teachers for grade ten in the school was only four. Therefore, all of them were directly involved as participants because of their small number. Using systematic sampling was, the way assumed to have data needed for the study. Thus, the students' selection using systematic sampling helped the researcher to achieve the basic objective of the study. Besides, the numbers of the Teachers were small and as result it was possible to collect data from all of them. Consequently, teachers were selected purposively.

2.5 Instruments of Data Collection

In order to gather valuable information for the study, the researcher used questionnaire, semi- structured interview, and classroom observation.

2.5.1 Questionnaire.

Questionnaire was used to gather data regarding the students' opinion about the group work activities, the

opportunities they get, the challenges they face while learning speaking via group work. For the purpose of data collection, a set of questionnaire with likert scale questions, yes/No questions, open-ended questions and closed ended questions were designed. The questionnaire has different sections. The first section intended to collect data pertaining to respondents' personal details – sex, age educational background. In the second section students were required to answer the questions by circling the appropriate scales to determine their awareness in group work EFL speaking classroom. The last section was focused on open-ended questions which required the students to give their personal opinion regarding the group work activities. The privacy for students was given and they were able to provide the required response to facilitate the study. Time was arranged efficiently; the questionnaire was prepared in English and translated to Amharic so that students could respond them with less difficulty in understanding. To enable students fill the questionnaire, appropriate orientation was given by the researcher before and during the completion of the questionnaire.

2.5.2. Semi-structured Interview

Another important instrument used for this research is semi- structured interview. According to Moser and Kalton (1971), interview is described as a means of eliciting relevant information and personal opinion from the respondents. Its advantages are the ability to examine the respondents' responses, take notes of their ideas and investigating their feelings about teaching speaking using group work activities. The interview was conducted with 4 EFL teachers of grade ten and 12 students who were selected using simple random sampling (lottery method). The interview was semi-structured, where by 21 questions were prepared for students and seven questions for teachers before the interview and some additional questions were asked on the spot. This tool was used to collect qualitative data by setting up the question items that allows the respondents to talk about their opinions on group work in EFL speaking classroom.

2.5.3 Classroom Observation

Classroom Observation was used to examine the students' participation in group work in EFL speaking classroom activities and the extent to which teachers use group work to teach speaking skills. Therefore, observation provided the researcher immediate information needed in the study.

The classroom observation was made in actual classroom while EFL teachers were teaching the students speaking via group work. To conduct classroom observations, check list was prepared. This classroom observation checklist helped the researcher to clearly note what was performed by students and teachers in EFL speaking classroom.

Eight observation sessions were conducted with four teachers from 4 sections each twice out of 12 in total. The researcher focused on the extent how much group work was used to teach speaking skill, factors impede the implementation of group work in EFL speaking classroom at Angacha General Secondary school, and benefits that students get from the use of group work in EFL speaking classroom. The observation was conducted for forty minutes in each session. Each observation was recorded by using detailed note taking.. The information collected via observation checklist were used to triangulate the results of questionnaires and interviews; for the study about critical analysis of opportunities and challenges associated with using group work in EFL speaking classroom.

3. Techniques of Data Analysis

To analyze the data which were collected through the aforementioned instruments, both qualitative and quantitative methods of data analysis were used. That is, for the analysis of data collected through interview, classroom observation, and open-ended parts of the questionnaire, the researcher used qualitative method of data analysis. This method is relied on linguistic data (text/ non numerical in the form of description) rather than numerical data; employ meaning based rather than statistical forms of data analysis. Qualitative data emphasized on understanding phenomena in their own right rather than from some outside perspectives. Whereas for data collected through close-ended parts of questionnaire, quantitative method of data analysis was used. To analyze such the quantitative data, descriptive statistics (frequency and percentage) was used..

3.1. Analysis of Students' Questionnaire The student's questionnaire was composed of 22 open and closed-ended items. It has two sections. The first section contained questions in order to gain information about the student's personal information. Analysis of this section is presented below.

Table 1 . Background information of students.

Sex		Age		
Male	Female	13-19	20-29	Above 30
92(52.873%)	82(47.126%)	166(95.4.20%)	7(4.022%)	1(0.57%)

As can be observed from the above table, the survey included one hundred seventy four students. Ninety-two students were male (52.78%) and eighty-two students were female which is (47.12%).Concerning to the age of respondents from table one 166(95.40%) of the students were in their teens although they differed on their age and gender only 8(4.59%) of students were above twenty

Table 2- Students Responses on Teachers' Implementation of Group Work in EFL   speaking Classroom

No.	Items	Responses		Remark
		Frequency	%	
1	How do you like to learn speaking in your EFL classroom?			
	a. individually	8	4.597%	
	b. with a partner	41	23.563%	
	c. in group	77	44.252%	
	d. in whole class discussion	48	27.586%	
	Total	174	100%	
2.	Does your English teacher arrange the classroom for group work in EFL speaking classroom?			
	a. Yes	60	34.482%	
	b. No	114	65.517%	
	Total	174	100%	
3	If your answer for question no. 2 is' No', what do you think about its reason?			
	a. Less attention	44	25.287%	37(21.264%) responded by saying 'yes'
	b. Lack of awareness	63	36.206%	
	c. Time consuming	17	9.770%	
	d. classroom size	13	7.471%	
	Total	137	78.734%	
4.	Does your English teacher encourage group work activities in EFL speaking classroom?			3(1.72%)had not given any response.
	a. Yes	47	27.011%	
	b. No	124	71.264%	
	Total	171	98.275%	
5.	How often do you do different activities which encourage you in EFL speaking classroom?			
	a. Always	23	13.218%	4(2.302%) no response
	b. Usually	18	10.344%	
	c. Some times	101	58.045%	
	d. never	28	16.091%	
	Total	170	97.698%	

As can be observed from the above table, nearly (77) 44.25% of participants said that they wanted to learn in groups in their speaking classroom. Besides 48(27.58%) of respondents want to learn in whole class discussion. On the other hand 41(23.56%) of respondents responded as they want to learn with a partner. Only 8(4.6%) of respondents want to learn individually.

With regard to the item inquired whether or not their English teacher arrange the class for group work in EFL speaking classroom to facilitate interaction between students, majority of students said 'No' (65.9%). On the contrary few of them answered the opposite (34.48%).

Item three in the table two asked students a reason (s) why their English teacher do not arrange them for group work. 36.2% of respondents indicated that teachers have lack of awareness of group work, 9.77% of students that teachers' reason out that group work is a strategy which was time consuming. Only 7.47% of respondents indicated as classroom size as problem and 22.28% of respondents responded as the less attention of teachers.

 Item four was specifically asking students whether or not their teacher encourage group work activities in speaking classroom. Only 47 respondents (27%) said 'yes', but 71.26% respondents replied the opposite. The last item inquired of the students the extent to which they do different activities which encourage them to come to group in speaking classroom. More than half of the respondents indicated that they ''some times'' do (58.04%). On the other hand 16.09% of respondents indicated that they never do activities which can encourage group work in EFL speaking classroom. On the other hand 10.34% of respondents indicated as they usually work and 13.2% of respondents indicated as they always work in group

Table 3. Benefits of group work in EFL speaking class room and students responses

	No	Items	responses									
			Strongly disagree		disagree		Undecided		Strongly disagree		Agree	
	No	Items	No	%	No	%	No	%	No	%	No	%
Students' involvement	1	Group work in EFL speaking classroom keep students interested	10	5.74	7	4.02	30	17.24	27	15.51	100	57.47
	2	It gives learners the opportunity to use target language	20	11.49	30	17.24	15	8.6	30	17.24	79	45.40
	3	It makes all the student participate in the activities	57	32.75	63	36.20	9	5.17	22	12.64	21	12.06
Monitoring learning	4	Group work in EFL speaking classroom accounts for different individual learning	27	15.51	19	10.91	2	1.14	66	37.93	60	34.48
	5	It monitors learner's progress	17	9.77	10	5.74	-	-	100	57.47	47	27.01
	6	It support teachers to provide feedback	80	45.97	20	11.49	4	2.28	40	22.98	30	17.24
	7	It helps to identify learners' difficulties	96	55.17	30	17.24	1	0.57	7	4.02	40	22.98
Classroom management	8	Group work in EFL speaking classroom helps to manage discipline	76	43.67	27	15.51	2	1.4	53	30.45	16	29.88
	9	Managing time effectively is easy	87	50	39	22.4	1	0.57	27	15.51	20	11.49

As can be seen from the table three item no 1, 57.47% of students had claimed that group work in EFL classroom keep students interest. But 17.24% undecided, 15.51% respondents strongly agree 4%diagreee and 5.74% strongly disagree.

The item no 2 group work gives learners the opportunities to use target language, 45.40% of respondents strongly agree, 17.24% agree, 8.6% undecided, 17.24% disagree and 11.49 strongly disagree. During the interview most of the students responding as group work in EFL class room increases sheer amount of learners talk, going on a limited period of time, lower the inhibition of learners who are an willing to speak in front of full class.

Item no 3 is about group work in EFL speaking class room makes all the students to be participated in the activities. Only 12.06% agree and 12.64 % strongly agree. But more than half of the respondents disagree and strongly disagree.

Item no 4-7 is group work in EFL speaking classroom monitors' learning, the first item 'accounts for various learning styles' 37.93% of respondents strongly agree and 34.48% agree. Concerns to student's progress 57.47% of respondents strongly agree the issue. But during the interviews, the respondents strongly forwarded their opinion as if it was used properly; it is a strategy to make learners active and to promote the interaction in the classroom.

The items no 8 'is the category of classroom management to learners' in the table three how responded as they have difficulties to manage discipline. Concerning to managing time effective its difficulty is high 87(50%) of respondents reflect as it is difficult

3.2 Discussion of students responses about the opportunities of group work in EFL Speaking classroom.

As it is stated in the responses of students above, many students had clear understanding about the opportunities of group work. However, teachers were not implementing group work in the classroom. It was also noted in the observation and interviews that teachers were completely using teacher-fronted method of teaching .Therefore, students might not get chances to interact.

The last item of the questionnaire was intended to explore the factors that impede the implementation of group work in speaking classroom. As data reveals above, many students mentioned the factors even if teachers tried to implement group work in speaking classroom.

3.3. Teachers' interview

For the questions which requests the respondents whether the trainings the had taken in in-service mode brought any changes in teaching of EFL in speaking class room, all of the teachers received training on teaching methodology, claimed that the training helped them to improve their class room practices.

Teacher one listed down the benefits of the training as follows. It helped him to allow learners to their learning preference, he has got some additional knowledge to teach his students, It motivated him to do more, It helped him to improve the teaching/learning process in his classrooms. Teacher one expressed that he likes not only teaching English in speaking classroom, but also the teaching profession. Teacher two, three and four were responded as they like teaching in EFL speaking classroom. One of the teachers responded for the interview

about the strategy he mostly used responded pair works, another one responded group work but two of the teachers answered cooperative learning. To a question which asks to know whether or not the teachers encourage group work activities in their classes in speaking skill.

Another teacher who responded pair work reasons out as follows. He usually selects pair work because it is safe to manage time in the class room without moving from place to place. But for those who answered cooperative learning even though each strategies has its own advantage and disadvantages, the type of strategies depends on the kind of activity given to learners. To them cooperative learning is a group learning activity which is organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is responsible for his own learning, and motivated to enhance the learning of others.

On the same item the last question required the teachers' views regarding the benefits of their goals of their choices. The entire teacher's lean towards cooperative learning. Because slow learners in the group may have an opportunity to learn from others who are brighter. They also noted that students can develop confidence to improve the speaking skills regardless of the differences in their proficiency level.

3.4 Discussion on the result of observation stated in the checklist
In the classrooms observed the teachers were unable to help learners to relate the content with their experience. The observation lessons also revealed that the teachers made no attempt to pave the way for the effective   and efficient implementation of group work in EFL speaking classroom stated in the checklist. We can say most of the observed lessons were devoid of communicative activities. This could mainly be attributed to the strategies employed by the teachers.

When the teachers were observed however, their classroom practices didn't match with the principles of communicative approach, most of the lessons were traditional and teacher centered. The lessons were also characterized by being grammar-oriented as the focus of the teachers was on the form rather than on the communicative aspect of the language. All in all the teachers' questionnaire indicated that they received training on the current approach in language teaching despite the variation teaching experience. However, the classroom practices show that most of the teachers had not been sufficiently trained on effectively implementing group work in EFL speaking classroom.

4. Discussion of findings of the study
The study shows that for the items which asked for the teachers' level of understanding of the group work strategy, in which all the teachers responded as they know how to employ group work teaching strategy in EFL speaking classroom. But they had little understanding of group work in EFL speaking classroom. As a result the little application of the strategy is made.

Classroom observation, students' questionnaires, and students' interview revealed that teachers were not using group work in EFL speaking classroom

Concerning to the teachers use of group work in EFL speaking classroom, as can be seen from students' responses from table two large number of student want to learn speaking in group. But teachers were not using this strategy as a result of less attention and lack of awareness. As it was observed from actual classroom, even if the topic leads to speaking, teachers' are not using it in class. Students also responded in the questionnaires as teachers were not giving due attention to group work in EFL speaking classroom. If students learn speaking in EFL in group, as the responses given to the interviews, students can practice language without fear, embracement, help learners to take responsibilities, to solve the problems on their own.

According to the responses given by students and teacher during interview factors that facilitate the use of group work in EFL speaking classroom are the arrangement of seating, the presence of an intact group. But during class room observation, the researcher observed that seating's were not arranged properly, students seat individually.

As it was responded by student some of respondents mentioned the following factors that hinder group work in speaking classroom .Lack of resources, bulkiness of text books, large classroom size, students' disciplinary problems inhibition of learners, fear, anxiety of learners and students back ground. Some of the teacher reasoned out why they were not using group work as difficulty of time to cover the book, students concern to national exam and others.

5.2 Conclusions
Based on what has been found out form the result of research study and the summary stated above the following conclusions are drawn
1. The teachers assigned to teach grade 10 were qualified. However their awareness to the   group work in EFL speaking classroom is very less.
2. None of the teachers used group work in EFL speaking classroom. The instruction was dominated by teacher,

which give less attention to student instruction through group work.

3. The lecture mode of delivery was common practice in the school during EFL speaking classroom, may be common too for Ethiopian schools.

4. Students see teachers as the only responsible bodies for the teaching-earning process and all the classroom activities and strategies.

5. Textbooks are crowded with concepts, bulkiness in size and less discussion activities. In addition, their design doesn't consider the students and   learning styles.

5.4 Recommendations

Based on the research findings of this study, the following recommendations are made. The use of group work strategy in EFL speaking classroom in grade 10 in Angacha General Secondary School is almost much less used than traditional language teaching.Therefore;

- There should be training for teachers which should focus on exposing teachers to have adequate awareness and understanding of group work in EFL speaking classroom.
- Teachers should participate in workshops, seminars, and different training in in-service mode so that not only their level of understanding of the group work strategy in speaking classroom will be increased, but also they will use group work in EFL speaking classroom effectively and efficiently.
- Teachers should give to student helpful, supportive feedback in order to support their speaking in EFL classroom.
- Teachers' training institutions should ensure that trainee teachers are with the necessary knowledge, skills and attitudes to provide feedback on oral errors of students in group work and to identify factors affecting students' participations in learning speaking in group.
- Teachers should give more attention to learners talk, even participation (classroom participation is not dominated by minority talkative participants), high motivation and acceptable level of language.
- Teachers training institutions should equip trainee teachers to identify students' problems with speaking activities like inhibition (nothing to say), low or uneven participation, mother tongue use and others to find solutions to the problems.
- Teachers should make careful choices of topic and task to stimulate interest, give some instructions in discussion skills and keep students speaking the target language.
- The textbook designers should consider the size of book with the given time, include different types of discussion activities during group work in EFL speaking classroom like describing pictures, pictures differences, things in common, shopping lists and solving problems and should create good bases for classroom interaction like discussion tasks tend to be based on transactional talk, short turns and long turns, varied situations, feeling and relationships.

The effective application of group work strategy in speaking classroom is also linked with learners training. Therefore, it is important that the foundations should be present in teachers training institutions.

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