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CLASS ROOM MANAGEMENT DURING A GROUP DISCUSSION IN ENGLISH; THE CASE OF MADA WALABU UNIVERSITY FIRST YEAR ENGLISH LANGUAGE AND LITERATURE STUDENTS

Samuel Leykun[1, 2], Negash Demise[1]

ABSTRACT

The main purpose of this study was to assess class room management during group discussion in English in the case of Madawalabu university first year English language and literature students and to suggest ways of improving class room management while group discussion in English . The study has both general and specific objectives so as to achieve its goal and purpose. For the effectiveness of the study both primary and secondary data collection tools wave applied. Questionnaire and class room observation were used to collect data from the subject of the study. In order to collect data, the researcher used random sampling method. From the subject of the study 10 students and 4 teachers generally 14 respondents were selected to fill the questionnaire. In addition to this, classroom observation was conducted by the researcher to strength then the results of the questionnaire, qualitative and quantitative data analysis were used to analysis the data. Following data analysis, interpretation, conclusion and recommendations were given based on the research findings. From this findings and suggestions some ways of improving class room management during group discussion in English has been drawn.

Keywords: *Madawalabu, Quality education, group discussion*

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Corresponding Author: Samuel Leykun

Email: slekun.leykun455@gmail.com

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[1] Department of Linguistics Ambo University Ethiopia.

[2]PhD Candidate at University of South Africa.

1. INTRODUCTION

Classroom management has been defined by different scholars and researchers based on their understanding and perception. According to Everston and Weinstain (2006) cited in website http://www.apa.org/education/k12/classroommanagementaspox "classroom management is a crucial and positive part of educators professions. Classroom management has two distinct purposes. It not only seeks to establish and sustain an orderly environment, so students can engage in meaningful academic learning, it also aims to enhance student's social and moral growth." However, classroom management was not well known in Ethiopia before certain years: especially during group discussion in English lesson. During curriculum of old education policy, teaching based only on delivering from teachers to students. One of the most common and traditional form of classroom management is corrective discipline, in which the classroom teacher deals with problems once they occur. There is a little or no attempt at prevention often corrective discipline involves some form of mild punishment such as time out, respond cost or social disapproval. Historically in classroom management, the teacher was thought of as a director. However, in a new curriculum of education policy, students centered and classroom management become essential. In the current learner –centered trend in classroom management, the teacher is more of guide, coordinator and facilitator.

1.1. Statement of the problem

Many scholars work have so for been dedicated to the study of various aspects of classroom activates. Even so, there are many reasons that made the researcher choose classroom management during group discussion in English. Among these, most classes at my high school, preparatory and even at University level there were problems concerning to classroom management, especially during group discussion in English. Due to these, the researcher wants to conduct a research in order to dig out the reason behind. Classroom management is the most important activity to be address education into the goal. The most effective activity can be made almost useless if the teacher does not organize classroom and students properly, and disruptive behavior can disturb the best classes if it is not checked. Teachers who do not use variety of students grouping may be missing valuable opportunities to create cooperative atmosphere in the class and maximize students practice. For some teachers, some sort of classroom management problem is a daily occurrence. These problems may include simple infractions of school, classroom rules, they may involve more serious events including disrespect, cheating, laughing, using mother tongue and acting out of instructions during group discussion in English. Therefore, the researcher wants to discover the factor the affecting classroom management during group discussion in English at Mada Walabu University first year English language and literature students and find out possible solution for the problem based on the findings.

1.2. Objective of the study

The general objective of this study is to find out the factors that affect classroom management during group discussion in English at Mada Walabu University first year English language and literature department students and search out ways of improving classroom management during group discussion to make the classroom better and active pace of learning.

The specific objectives of this study are:-

i. To identify students and teachers related problems that hinder the classroom management during group discussion in English.
ii. To distinguish factory that motivate students to come out of classroom discipline while discussing in the classroom.
iii. To propose ways of improving students' bad behavior during group discussion in English.
iv. To identify the role of group work in education
v. To find out the attitude of students to ward having group discussion in the classroom.

2. THE CONCEPTUAL FRAME WORK

Different scholars and educator define classroom management in different ways. According to Wright (1987) and Harmer (1991) citied in At kin 1996:181

> *Classroom management refers to the ability of a teacher to create healthy conditions of learning in the classroom use appropriate strategies for managing classroom tasks and activities; and assess and evaluate teaching activities effectively in terms of learning out comes.*

This quoted notion implies that controlling classroom and using the healthy conditions or comfortable condition for the teaching and learning in academic performance is based on the ability of teacher and also teacher assess and evaluate tasks, and activities in terms of learning out comes. As this scholar, class room management is a very broad term that one cannot give a precise and clear definition. Berhanu and Boko 2007:136 defined classroom management as the following based on their perception:

> *Classroom management is multi-faceted activities it extends beyond some of the more traditional behavior managements techniques frequently recommended to deal with students disruptive behavior classroom management involves teacher actions to create learning environment that encourage positive and social interaction active engagement in learning and self-motivation.*

Berhanu and Boko discuss that classroom management is a crucial activity in the teaching learning process and advice students who discreet classroom and then encourage positive attitude to engage students into active learning. In addition to these Mohanty 2007:253 explained classroom as the following: "classroom is a place where the future citizens of the county trained and enabled to meet the new challenges and to face the challenging situations in their life." This implies that classroom is a place where the new generation of the country gets knowledge, share experience and bring attitudinal change of students. Moreover, according to cited in website http://www.opa.org/education/k12/classroom management as pox.

> *Classroom management often called classroom discipline has been priority for teachers for nearly 40 years. Or for as long as there have been opinion surveys of educational priorities. Teachers went to assistance which classroom management because of their concerns about students safely and their desire for strategies to deal effectively with students disruptive behaviors. Educators have consistently rated discipline as one of the most serious obstacles to promoting effective teaching additionally, classroom management has been cited as one of the most prevalent reasons for burn out and teachers concerns over their own safely directly related to the use of effective classroom management program.*

Having says these much regarding to classroom management, let me hasten to how making transition cause difficult to control students in the classroom during group discussion in English. Classroom management have been studied from different disciplinary perspectives by many scholars; Educational psychologist, pedagogies curriculum designer and so forth. Some difficulty of classroom management is occurring during transitional activities takes place. Everston and Emer stated their ideas about problems of transition citied in Borich 1982:176 as the next:

> *Transition is one of the main difficulties to keep students' attention during transition from one instructional activity to another. Moving the entire class from one activity to another in timely and orderly manner can be a major undertaking. These problems are at the first time learners are not ready to perform the next activity. Then learners have unclear expectations about appropriate behavior during transition. When students are uncertain or un aware of what is coming next. They naturally become anxious about their ability to perform their transition. This is the time when transitions can get noisy.*

The above text contains dual aspects; the first one is that when moving an entire classroom from a given activity to another at the sometime. It is difficult to control the students' attention. The other aspect is students are act of control and then they make noisy in the classroom. Not only transitional activity that can make problem in classroom activity. But also using mother tongue during group discussion in English is another main problem. We will see its impact under the next topic.

2.1. The impact of using mother tongue during group discussion in English

Many scholars and researchers discussed that using mother tongue or native language brings tremendous impact on English language during group discussion. During learning in English, majority of students use their first language when they discuss on a given issue. However, using this mother tongue would have many problems on learning and practicing the rule and regulation of English language. To strength this notion Harmer 1991:247 states that:

> *One of the biggest problem in the used of pair work or group work is the use of mother tongue by students in monolingual groups. It sometimes seems that they are unable or un willing to take part in activities in English. When students respect in their own language rather than English during group discussion activity in the classroom, then, clearly the activity is fairly pointless.*

This view indicates that most students use their native language during group discussion rather than in English language. While the students are discussing in their first language the opportunity of improving English language is very narrow. A part from this their linguistics competence is become less. According to Katz and Skele

cited in Karunaratne 1998:167 touches up on the impact of using mother tongue in group discussion as "the use of mother tongue by teachers and students seemed to fulfill a number of classroom requirement." This idea indicates that when both teachers and students are use native language they take as all matters that required from them are completed. In order to overcome this problem and minimize the use of mother tongue during group discussion in English teachers have to contribute their endeavor as much as possible. Harmer 1991:217 states his view as the following:

> *Teachers play a great role in minimizing the use of mother tongue during group discussion in English. To prove teaching learning process. To be more appropriate to teach English successfully. The major part of teachers' job is to assess the students' work to see how well they are performing or how well they done a given task using English language.*

Harmer states that teachers have to take in to account the work of students as well as the language they use during group discussion. Teachers control what the students do as well as what language they use in the period of group discussion. Due to this, the researcher expects that teacher has great role to minimize the use of mother tongue in English lesson.

Sofar, we have seen how transition and using mother tongue made great problem in the time of group discussion in English. Besides to these, large class size has also its own impact on group discussion. Let see its impacts under the next topic.

2.2. The Impact of Large Class Size during group discussion

Many scholars and researches were listed the large class size challenges that faced teachers during classroom management and teaching English. Especially during group discussion in large class size. Refers to this view Atkins 1996: 181 discuss the effects of large class size on teachers during teaching English language and managing classroom based on his perception as follow:

> *Creating healthy conditions of learning in large classes is a serious challenge for the teacher of English as a foreign language. Thus, classroom management is a crucial issue in the English language teaching class in Ethiopian Schools where the average class size is wider.*

Atkins indicates that making motivation and good condition for learning in large classroom is so challenging while teaching English language. On the other hand, teachers face various challenges when they are teaching in large class settings. For example, difficulty in maintaining good discipline, students may fell discomfort problems in giving equal attention for all students. Regard to this, the British Council teaching English methodology in the Website http://www teaching English org.uk underlines. "It is difficult to keep good discipline in a large class and teacher cannot easily give each student the individual attention they need." This indicates that in large class a number of students are occur so in such class it is so difficult to control all class students discipline as well as given attention to all students work appropriately. In order to strength the above view A.K Nayaka and V.K Rao 2004:227 state their idea about large class size as follow:

> *Learning occurs in proportion to class size large class has its own affect on group discussion and has negative effects on student's behavior and learning. However, the smaller class and the more students learn small classes provide more*

> *opportunity for feedback and discussion than large classes as well as greater students satisfaction.*

This quote implies that large class size has a number of impacts on students and teachers particularly during group discussion in the classroom. In such classes the disciplines of classroom become uncontrollable. But, in small classroom, students can get good opportunity for feedback and satisfaction. Even if, in large classis, students may fail to get equal change for language practice. According to Marry under Wood cited in Horrington 2006:52 support this idea. "---- in large class it is easy to miss some students out when doing different language practice" Marry wants to discuss that in large class the teacher easily miss some students when he made students language practice, because large class size and a number of students occurs in the classroom. On the other hand in such large class, students' participation is low and they copy each other's work. Even, technical problems can be face the teacher during working with such class like monitoring of attendance can be difficult, thus encourage students to cut classes. In general, Atkins (1996): 215 try to list the main problems of large class size as the following.

i. Students make a lot of noise and it is difficult to keep discipline.
ii. Evaluation of each individual student's progress cannot be done.
iii. Teachers find it difficult to know who is who in the class.
iv. The needs of individuals' students cannot be met.
v. Challenging and demanding exercises that are valuable for language learning cannot be used in large classes.
vi. Students' participation is low and
vii. Students' copy each other's work.

We have seen that how large class size brings impact while teaching and learning and also during group discussion. Now let us proceed to look disruptive behavior in the classroom during group discussion in English.

2.3. Disruptive behavior in the class room during group discussion

Classroom discipline is another major factory that affects the creation of healthy conditions of learning. Different scholars are agree on personality of teacher is more important as a factor in successful discipline in the classroom, others are agree on kinds of learning tasks are more important as factor in successful discipline in the classroom. Many writers argue that the relationship quality of the relationship in the classroom is the major contributing factory in class room discipline and that this basically depends on the personality of the teacher. For example, as Ur(1981) cited in Atkins (1996):190 says,

> *As regards discipline, this basically depends on the personality of the teacher and relation between classroom and teacher not on the type of activity on the whole, it is safe to say that a class which is controlled in teacher fronted work will be controlled in group work.*

Ur explains that the relationship between teachers and students are the major contributory factors which help the teachers to manage the discipline that occur in the classroom.

On the other hand, as Wright (1987) cited in Atkins (1996): 190 argues, the above idea as the next opinion:

> *It may be true that teachers who are predisposed towards communicating with others, and who are interested in learners as people, are more likely to succeed in the classroom than those who regard teaching only as the routine transmission of knowledge. On the other hand, a teaching style that is centered on personal relationships rather than on learning tasks can only succeed if the learning group accepts such a strategy or the school authorities sanction such behavior or parents and other sponsors believe this to be in the interests of the learners.*

Wright (1987) wants to discuss that the tendency of teacher to ward communicating with others and has interest of learner are more contributing factors in the classroom discipline succeed rather than only continuously delivering knowledge to students. Among the writers, the researcher also supports the Wright's opinion. Because, to be manage the discipline in good manner, it is appreciable if the teacher have good relationship with students and excellent at teaching. There are various matters which disturb classroom in the time of group discussion. According to Smith and Webb cited into Marshal etal 2004:86 they describe some matters which bring disturbance in the classroom as the follow.

> *Some students use mobile phone for text message stand out as a new form of disruption to enter the classroom. Furthermore, while lecturing and group discussion some students are chat to each other, send each other written text. More extreme form of disruptive behavior, students throwing dirty papers of engaging in heated shouting matches with lectures are rare but common. These behaviors can be disconcerting for the lectures and disrupting for these students who do want to learn. While students are chatting during group discussion lecturers may be reluctant to ask for advice in how to deal with it as there is a perception that 'good' lecturers.*

Smith and Webb say matters with can be making reason to disturb the classroom during group discussion and while lecturing. Some students are use mobile phone and some others are chatting each other, while others are discussing in the classroom. When some of them chatting and others are shouting the discipline of classroom is become out of rule and regulation of classroom.

Similarly, as Morand described in Jagannath (2007) "….. Excessive taking, passing notes or using and passing electronic devices and disturb the lecture and learning environment during classroom time." Morand try to states more talking in classroom and using electronic devices are considered as factors that can affect classroom. These all what the researcher tries to discuss so far are the main factor that affecting classroom management during group discussion in English. Later on, the researcher is on traveling to proceed to discuss how motivate students to engage in classroom activities.

2.4. Motivating students to engage in classroom activity

The term motivation is defined by many scholars and researchers in different words. According to G.M Blaire et al (1947) quoted in Berhanu and Boko 2007:114 "motivation is a process in which the learners' internal energies or needs are directed toward the desired goal." This notion implies that motivation is a process in which facilitate students to ward activities. In other words, motivation is a major determining

factor in promoting healthy conditions of learning. Learners maybe motivated to learn English because they would like to integrate with the culture and community of the target language. In this sense students would like to be considered as, or approximating to the ability of, native speakers. Thus, they maximize their efforts to learn the language in order to achieve integration. When students are motivated, they may enjoy to some degree with native speakers of the language and also to use the language for academic and vacation purposes. Motivation is the main and essential parts for practical and engagement of language and during group discussion. Stella R. 2006:135 states her ideas as this: "motivation and engagement are essential for effective learning and everyone knows it but it has not always been easily to demonstrate how students influence learning and achievement." This quoted view implies that facilitating and encouraging students toward education is the better. However, it is difficult to in which ways it will be happened and implement. On the other hand, "less motivated students are passive, do not try hard and give up easily in the face of challenges" (ibid). This means if students are not motivated during group discussion and other activities, students are not satisfied and not become hard workers students. Regarding to this Wright (1987) contributed his opinion in Atkins (1996): 183 as the next one.

> *The primary function of a teacher's management role is to motivate those learners who are demotiveted and to nurture those who are already well motivated to the task of the learning a foreign language.*

Wright indicates, the primary goal of teacher is to motivate students as they engage to practice English language. Therefore, as a researcher motivation has great role in the promotion of students' attention, attitude and relation toward group activities in order to address their Endeavour into the goal.

After we have seen the role of motivation in group activity then the researcher would like to invites the readers to look over the students centered learning in short. Many scholars define the term students centered in different ways based on their perceptions students centered is the modern mechanism of learning in which students are co-operate and do the different activities by getting teacher's facilitate with great responsibility in the hands of students. On the other ways the term students-centered leanings is widely used in the teaching learning techniques. Many terms have been linked with students centered learning like self-directed learning and experiential learning. Refers to some of the literature on students centered learning Stella R.2006:100 states that following ideas.

> *Student centered reliance on active rather than passive learning, increase responsibility and accountability on part of the students, inter-dependent between teachers and students create mutual respect within the learners' teacher relationship.*

This indicates that, students centered learning is move facilitate students and make them active rather than passive during learning in the classroom. Moreover, students centered make students independent and relationship among students. In other words, students should be encouraged to participate activity in group discussion and co-operative learning activities. Therefore, the role of students' participation to. Enhance the teaching and learning process can be valued from different angles. Generally, the

main strategy of students centered is to make active in a queering knowledge, share skills and make students move aware of what they are doing and why they are doing. The last point but not the list on which the researcher attempt to discuss is the advantage of group discussion.

2.5. The advantage of group discussion

Before directly hasten to the advantage of group discussion, let me touch up on the definition of group discussion. Different scholars and researchers define the term group discussion indifferent ways based on their perceptions. Rao and Nayako, 2004:229 define group discussion in this ways:

> *Group discussion is the major device of language teaching this method of language teaching is very essential for various purposes: to increase students' participation, to treat psychological problem of students and minimize one way communication in language teaching.*

For Rao and Nayako group work is the appropriate way to teach and learn language and facilitate students' participation and practice of language. A student has some responsibilities in order to maximize their own learning and that of others in group discussion. Teachers also need to assign students to learning group activities and sometimes give students specific roles to undertake in the group as well as monitor the functioning of the group as students are not out of instruction. In order to make acceptable the above idea, Atkins (1996): 206 state his opinion as the following:

> *Group discussion allow students to use language encourage students cooperation and joint learning. However, if they are not well-managed they may promote: errors, noise, ill-discipline, frustration and anxiety. Moreover, if the activity to be performed is not appropriate to the ability and interests of the class, if is not well timed and well prepared, the activity may not help to meet the intended objective. If pairs are not organized according to students' preferences, some students may not like to work with the students they have been assigned to work with.*

For Atkins, group discussion is assist students to promote the ability of language. But students need good management in order to succeed, unless and other ways they may come out of classroom discipline, and create noise, frustration and others else. On the other ways, Atkins believes that, to be performed group discussion is better if it is based on the interest of students, it not based on the students interest, and they make only shallow discussion, which is not touch up on the core issue or intended objective. Harmer 1991:249 contributes his view again about the importunity of group discussion as follow:

> *In learning second language, group work is crucial for students to share their experience freely and confidentially to teach each other. In some way of group work, there are make people to react with and against in group and therefore, there are greater possibility to discussion; a greater chance that at least one member of the group be able to solve a problem, when it arise, and working in Paris on students ability to cooperate closely with only one person.*

Harmer, wants to discuss that, when move students come together and make discussion on a given task, they react each other and against in group. During this period, the members are discuss widely and then come across with solution. Because of this, being in group is better than being alone. Besides to these, to be cooperative a group may

have positive interdependence. Members of the group promote each other's learning and assess face to face use the hope full internal persona skills to be effective group discussion. Others scholars highly support this view. A.K Rao and A.V. Nayaka. 2004:229 point out as follow:

> *Group discussion and interaction challenge students thinking and encouraging them to consider issues from different point of view. Group work develops cooperative, attitude and behavior; students learn the value of sharing and helping each other as well as tolerance and resections.*

This implies that, group discussion can make students make and more thinkers and create habit of sharing good experience as well as tolerance among students.

3. METHODOLOGY AND RESEARCH DESIGN

This chapter deals with the methods and techniques that are used to conduct the study and overall design of the data collection. Generally, under this chapter the sub-title to be considered is: population, sample and sampling techniques, data collection tools and methods of data analysis and interpretation.

3.1. Population

The target population of the study was focused on Mada Walabu University first year English language and literature students who enrolled in the academic year of 2004 E.C. they were selected as subject of the study because classroom management was not actively involved in English according to the researcher observation. Due to this, the researcher selects Mada Walabu university first year English language and literature students as subject of the study and also took a sample of teachers to fill the questionnaire.

3.2. Sample and Sampling technique

To gather than data from the population of Mada Walabu university first year English language and literature students random sampling techniques used. Because, this method is simple to use save time as well as budget. By using random sampling technique from total number of 30 students, only ten students were selected as a sample to fill the questionnaire. There are four English major course teachers who teach first year English language and literature students. The other two teachers give common courses. In order to get real information, the researcher gave equal chance for all English major courses teachers to fill the questionnaire:

3.3. Data collection Tools

The researcher used both primary and secondary data collection tools for the effectiveness of the study. Observation and questionnaire are used as primary and secondary data collection respectively.

3.3.1. Observation

Observation is the most commonly method in qualitative research for the purpose of gathering full range and depth of information or data relevant to the study. There for, the researcher select observation as a primary data collection to see the actual problem. To observe the classroom management the researcher used five observation check lists.

These observation checklists are focuses on class room management during group discussion in English and attached an appendix part.

3.3.2. Questionnaire

Questionnaire is also a popular form of secondary data collection tool consisting a number of questions printed or typed. For the purpose of conducting this research, the researcher developed the questionnaires. The reason why the researcher used questionnaire is due to the fact that it is less expensive, produce quick result, filled at the respondents' convenience and wider coverage of data. The researcher administered a questionnaire for both students and teachers which consists open and closed ended questions. For the sample of ten students, five close ended and two semi-close ended were used. In general, twelve questions were used to get the required data. The secondary data also used to get actual data for the success of the research project entitled classroom management during group discussion in English at Mada Walabu university first year English language and literature students.

3.4. Method of data Analysis and Interpretation

After collected the necessary data with the help of questionnaire and observation methods the data have been analyzed. This was done first by editing the collected data to avoid some errors in the data collection. Then, the researcher classified the responses according to their similarity to defined groups and described the relationship and also strengthened the result by using observation and questionnaires. Based on the nature of research and types of data gathered qualitative method was used. Then, the analyzed data was organized in tables containing items variables, number of respondents and percentage.

4. ANALYSIS AND INTERPRETATION

After the data were collected, they were analyzed by using the procedure of quantitative and qualitative data analysis. The analysis and interpretation is about classroom management during group discussion in English at madawalabu university first year English language and literature students. The analyzed data obtained through students and teachers questionnaires. As well as classroom observation.

4.1 Analysis of students questionnaire

TABLE 1: STUDENTS' PREVIOUS EXPERIENCE OF HAVING GROUP DISCUSSION WITH THEIR FRIENDS.

Reflections	Respondents in number	Percentage
Most of them	2	20
Sometimes	5	50
Rarely	2	20
Not at all	1	10
Total	10	100

As the above table shows, 50%of the respondents reflected that they have past experience of making group discussion. With their friends in English. But, this is practiced sometimes 20%of the respondents suggested that they were previously

making group discussion most of the times. The remaining 20% and 10% of the respondents have responded rarely and not at all respectively. This clearly indicates that the previous experience of students having group discussion was limited.
Generally, having previous experience is very important in order to improve group discussion process in the classroom.

TABLE 2: STUDENTS INTEREST ON MAKING DISCUSSION DURING LEARNING IN ENGLISH.

Item	Like very much		Like		Dislike		Dislike very much	
Do you like making group discussion when you learn English?	No	%	No	%	No	%	No	%
	7	70	2	20	1	10	-	-

As one can see from the above table, 70%of the respondents reflected that they are very much interested to make group discussion when they learn English. 20% of them suggested that, they like to do it sometimes and the remaining 10% proposed that they dislike making group discussion in English. Whatever their reflections are the respondents mentioned different reasons. Those who suggested they are very much interested mentioned different reason. These are:-

i. I prefer learning English using group discussion because it helps me to get the concept of the lesson
ii. I like making group discussion in learning English. Because it helps me to develop confidence.
iii. I like making group discussion because it makes me participator in the classroom.
iv. Similarly, respondents who responded ‘like’ also stated their reason as the following.
v. I like making group discussion because; it helps me to know what I do not know before.

The rest 10% of the respondents who dislike making group discussion in English. But, they have not mentioned any reasons for that. The above result implies that, most of the respondents seem very much interested in making group discussion when they learn English. However, it is necessary to give attention for about 10% of the respondents who preferred dislike learning English using group discussion.

TABLE 3: FREQUENCY OF PRACTICING ENGLISH LANGUAGE IN GROUP DISCUSSION.

Item	Most of the time		Some time		Rarely		Not at all	
How often you are practice English language in group discussion?	No	%	No	%	No	%	No	%
	2	20	6	60	1	10	1	10

As vividly seen from the above table, majority of respondents that is 60%, agreed that they have the chance of practice English in group discussion some times. And 20% of said most of the time.10% responded rarely and the remaining 10% reported that, they

do not practice English at all. The above result suggested that, the majority of the students practice speaking English in group discussion is sometimes. Knowing students' interest and preference on making group discussion while they are learning English have great value to the lesson learner centered, interesting and attractive.

TABLE 4: GROUPING MECHANISM FOR EFFECTIVE GROUP DISCUSSION IN ENGLISH.

Item	Whole class		Group work		Pair work	
	No	%	No	%	No	%
What kinds of mechanism you use in learning during group discussion?	3	30	5	50	2	20

As clearly shown in the above table, 50% of the respondents are reflected that making discussion in group work has more advantageous to make effective discussion. Taking this in mind, the following are the basic reasons for their responses and many of the respondents share their reasons.

i. If the discussion is whole class, the class will be disturbed and turn taking and giving chance for others may not be fully delivered. Due to this reason, I prefer group work.
ii. Group work is the prefer way for effective discussion. When we compare group work with whole class discussion, introduce disturbance in the class room.
iii. In contrary, other group of respondents, which is 30% suggested that using whole class for discussion has great value. According to the respondents, the following are the basic reasons.
   a) I prefer discussion with whole class to develop my language Skill. Because, language is a skill that can be developed only through practice and the whole class discussion gives a chance to do so.
   b) It helps us to develop confidence.
   c) On the other hands, the other respondent, which is 23%, suggested that using pair work for discussion has great value. According to the respondent:
   d) I like pair work because in pair discussion the class will not be disturbed and helps us to understand each other.

From this table, it is possible to for caste that the majority of the respondents prefer group work. Additionally, as the researcher observed group work did not create disturbance in the classroom. Because, the output of the researcher indicates that group work is great valuable rather than whole Class and pair work discussion.

TABLE 5: FREQUENCY OF TEACHERS' USE GROUP DISCUSSION IN ENGLISH

Item	frequently		sometimes		Rarely		Not at all	
How often does your teachers conduct group discussion during teaching learning process?	No	%	No	%	No	%	No	%
	1	10	7	70	2	20	-	-

This table indicates that, 10% of the respondent reported that their teachers are frequently arranged and conduct discussion where 70% said that their teachers conduct discussion some times. 20% of the respondents responded that their teacher arrange

discussion. In general, we can clearly say the teacher does not make group discussion frequently, but they prepare group discussion sometimes more. To make sure that the researcher observed the classroom continuously in order to cross check whether the teacher makes group discussion frequently or some times. As a researcher it is better and valuable if teacher use frequently group discussion. Because through frequently using group discussion, students become active participator, fluent at speaking and became effective group discussion in the classroom.

TABLE 6: USING MOTHER TONGUE DURING GROUP DISCUSSION IN ENGLISH

Item	Strongly agree		Agree		Disagree		Strongly disagree	
Using mother tongue during group discussion in English	No	%	No	%	No	%	No	%
	8	80	2	20	-	-	-	-

As can be seen from the above table, 80% of the respondents strongly agreed that using mother tongue during group discussion in English is wrong. And 20% of the respondents agreed that using mother tongue while discussing in English is wrong no one of the respondents said disagree and strongly disagree respectively. From this finding, the researcher clearly observed that using mother tongue during group discussion is completely wrong. Because, using mother tongue during discussion in English is make trap to students and also it affect English learners as they not improve English language and perfect at speaking skill due to these, using mother language during English class is for bidden.

TABLE: 7 MAKING DISCUSSION IN LARGE CLASS SETTING

Item	Strongly agree		Agree		Strongly disagree		Disagree	
Making discussion in large class setting is boring.	No	%	No	%	No	%	No	%
	4	40	3	30	1	10	2	20

This table report that, 40% of the respondents strongly agreed that making group discussion in large class setting is boring. 30% of the respondents agreed that making group discussion in large class setting is boring. The remaining 20% and 10% of the respondents have responded disagree and strongly disagree respectively. From this result, one can understand making group discussion in large class is boring. This may arise from the classroom misbehavior and other else.

Generally, making group discussion in large class has multiple impacts on learning and teaching process. In wide class the discipline of class room is not respected and has effect on teaching process.

TABLE 8: FEEL AFRAID DURING GROUP DISCUSSION AND PRESENTATION

Item	Most of the time		sometime		Rarely		Not at all	
	No	%	No	%	No	%	No	%

Do you feel afraid when you speak in English during group discussion and Presentation	4	40	3	30	2	20	1	10

This table indicates, 40% of the respondents reflected that they felt afraid when they are make presentation in English and 30 % of the respondents said they are also afraid some tome. The rest 20% and 10% are responded rarely. And not at all respectively. To realize what the respondents were responded whether the respondents are felt afraid or not during group discussion and presentation, the researcher observed the classroom and proofed that they are feel afraid most of the time. In short, from this data the reader is understand the respondents have no confident while they are speaking in English during group discussion and presentation.

4.2 Analysis of teachers' questionnaire

The researcher included four from other common course teachers. Four of them were male and their year of teaching experience ranges from 1-2 and 6-10 years.

TABLE 9: TECHNIQUES IMPORTANT TO FOSTER EFFECTIVE DISCUSSION IN THE CLASSROOM

Activities	Respondents in number	Percentage
Groping students according their academic ability	-	-
Grouping students from different category of talents	4	100
Grouping slow learners together	-	-

This chart reflect that 100% of the respondents agreed with grouping students from different category of talents that means from active, medium and slow learners is effective was of grouping. No one of the respondents was agreed with other techniques of grouping students. From this result, it is possible to understand grouping students from different category of talents would be effective in order to foster effective group discussion. In addition to the above technique, the researcher also observed the classroom to cross check whether the learners are grouped according to their academic ability or from different category of talents as well as slow learners together, then proved that they were grouped according to category of talents. Concerning to these all, the researcher wants to suggest that grouping students from different of talents are more valuable rather than grouping according to their academic ability and slow learners together. Because, they share ideas, knowledge, experience and make effective group discussion.

TABLE10: FACTORS THAT AFFECTING CLASSROOM MANAGEMENT DURING GROUP DISCUSSION IN ENGLISH.

Activities	Respondents in number	Percentage
Using mother tongue	1	25
Large class size	3	75
Difficulty of topic	-	-

This table reflected that, 75% of the respondents agreed upon large class size have effect on classroom management during group discussion. Bearing this in mind, the following are the basic reasons for their respond.

i. Whenever I teach a large class size though the topics is not difficulty. I usually face difficult in managing the classroom situation.
ii. Usually in group discussion, student group should face each other, so that they can pay attention to other groups' discussion. Is not possible in large class.
iii. Teacher loses control over what other group is doing when some other group discussion.
iv. Large class is difficult to maintaining good discipline.
v. Unable to promote students interaction.
vi. Unable to observe and monitor all groups.
vii. Difficulty to reach at certain agreement on the same issue.

The other respondent agreed that using mother tongue during group discussion in English is more affect classroom management. However, the respondent did not state his idea about it and nobody said difficulty of topic. From this finding, the researcher suggests that since large class has great impact on teaching and learning process, it is better to teach students in small class. Because, small class contain small number of students and help them to share ideas, knowledge and experience.

what is the disruptive behavior in the classroom during group discussion in English?

Concern this question respondents gave different reasons. These are: the difficulty of topic (sometime), large class size, seating agreements, and exhaustiveness among the students particularly during the last periods and others. Not the only the above about disruptive behavior in the class room but also, there are others according to respondents:

- One's message may not be comprehendible to other members because of communicative language errors.
- Students do not voluntary to speak up.
- Hesitation, fear, lack of confidence that they may do mistakes.

From this result, it is possible to understand that bring different matters of disruptive classroom during group discussion are arise from lack experience of speaking language. Due to this it is essential to reduce the disruptive behavior in the classroom to be engaged in good classroom management.

TABLE 11: TEACHERS' ATTITUDE WHETHER LARGE CLASS HAS MERIT AND DEMERIT DURING GROUP DISCUSSION IN ENGLISH.

item	Do you think large class size has merit and demerit during group discussion in English?					
Variable	Merit		Demerit		Not sure	
	No	%	No	%	No	%
	1	25	3	75	-	-

As can be seen from the above table, 75% of the respondents agreed that large class size as no merit during group discussion in English. For this matter, the respondents shared their reason as follow:

i. Inability to control the class as the number of students per class increase, some students tends to engaged themselves on trivial affairs. There is also a problem of mother tongue inference when the group or class is large sized.
ii. There is nothing gained from large class size because, it is only convenient to make a lecture.
iii. The teacher may not give the required feedback for students.
iv. The teacher may not easily identify the skill and knowledge of his students.

On the other hand, 25% of the respondent supported large class size during group discussion in English and reflected his opinion as the following.

i. There is a lot of discussion and exchange of ideas or experiences.
ii. There is more brainstorming.

From the above result, anybody can understand as majority of respondents agreed upon demerits of large class size. As the researcher suggestion, in order to engage students and improve them academically teaching in small classroom with small number of students becomes more preferable.

4.2 Analysis for classroom observation

TABLE 12: ANALYSIS OF CLASSROOM OBSERVATION

No	Activities	yes	No
1	Do students have interest for group discussion?	√	
2	Do students use mother tongue during discussion in English?	√	
3	Does the teacher monitor all groups similarly?		√
4	Do students have confidence during speaking in English and group discussion?		√
5	Does the teacher conduct group discussion in the classroom?	√	

Class room observation table indicates that students have interest toward group discussion. Also the researcher observed the class room and proved they have interest of group discussion. Not only this, but also the students were use mother tongue during group discussion in English. However, while the students were using their native language, the teacher did not monitor and follow-up all groups in the same manner. In addition, even if the teacher conducts group discussion, students have no confidence during speaking in English. As the researcher suggestion, to build self-steam students have to practice English language and teachers also motivate them again and again. Generally, classroom observation of thee researcher helps to observe directly the actually problems and proved the results gained through students and teachers questionnaire.

5. CONCLUSION AND RECOMMENDATIONS

From the analysis obtained through teachers and students questionnaire as well as class room observation. It is possible to conclude as the following:-

i. This study indicates classroom management during group discussion in English at madawalabu university first year English language and literature students.
ii. The study result demonstrate that, group work has more advantageous then whole class and pair work in order to make effect and success full discussion, it enable the students to share ideas, knowledge and promote common good.
iii. The result of the study reveals that using mother tongue during group discussion in English is wrong. However, students use it when the topic is difficult to them as well as when lack of words faced them.
iv. The other major finding of the study shows that, making group discussion in large class setting is boring. This arises from suffocation of classroom and misses behavior. In addition, large class size is difficult to form groups immediately as the teachers gives instruction, difficulty in maintaining good discipline and unable to promote students interaction.
v. The result of the study described that different disruptive behavior have seen during group discussion such as students laugh at students to whom make grammatical mistake and noisy of the group can disturb the discipline of classroom.
vi. Finally, the study revealed that 100% of the target teachers agreed that grouping students from different category of talents that is active, medium and slow learner is the most important in order to share experiences, knowledge and to promote the ability of speaking and participation in the classroom during group discussion.

Recommendations

The study was conducted to look into class room management during group discussion in English. Furthermore, it aimed to forward possible solutions that enable manageable classroom management during group discussion in English. Therefore, the teacher has suggested the following constructive recommendations based on the findings.

i. It is recommendable that, at the start of group discussion the teacher should inform the students' clear rule of behavior that they must follow during group discussion in English.
ii. Teachers have responsible to manage all groups properly as they not use their mother tongue during group discussion in English.
iii. It is advisable that students have practice English language always to develop the language in order to speak fluently. To do this, students should be joining to English language improvement center.
iv. It is recommendable that teachers have responsible to conduct always group discussion in the classroom. Because, it help students to share ideas, experience and expand students' knowledge.

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