MORAY HOUSE COLLEGE

SCOTTISH CENTRE FOR EDUCATION OVERSEAS

SOME SUGGESTIONS FOR ADAPTING GROUP AND PAIR WORK TECHNIQUES IN TEACHING ENGLISH AS A SECOND LANGUAGE IN TANZANIA

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DEDICATION

to my beloved wife Lucy,

despite the unpleasant life she was experiencing without me, her constant encouragement and comforting love has been a tremendous support throughout my stay here.
I should like to thank Mr. D.J. Carver my B.Ed.ELT course leader for without his constant encouragement, inspiration and guidance, this piece of work would not have materialised. Also I owe a debt of gratitude to Mr. R.H. Thornton (Bob), my project supervisor, for his friendly and encouraging advice that made the task less tedious and less confusing.
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SECTION 1

1.0 BACKGROUND TO ELT IN TANZANIA

English is regarded as a second language in Tanzania (according to Richard's definition) for it is the major language of law, government, education, business and industry. Although Kiswahili ranks first in terms of the number of people who use it in everyday life, English is still and will continue to be a necessary medium of communication not only among Tanzanians, but also to people whose language is not Kiswahili. Because of that it is so important that it is a compulsory subject in the curriculum - from primary to tertiary education level.

In primary schools English is first taught in Standard Three (3rd year of primary education). This means pupils start learning the language at the average age of nine. However, there are problems that confront those teaching and learning English in our primary schools. One of the problems relates to class management techniques.

In this paper therefore the central point for discussion will be on that problem - the class management problem. It seems that the present discouraging results of English language teaching in our primary schools are due to inappropriate techniques used by most of our teachers.
Most of them still use the old-fashioned techniques of lockstep and individual study in language teaching. Few, if any, teachers attempt to apply group or pair work in the teaching practices. Harmer is quick to point out that, 'A teacher who always teaches to the whole class (e.g. who does not use group work) is wasting valuable opportunities for students to get maximum practice and for learning to be more efficient' (Harmer, J. 1988).

The current primary school curriculum in Tanzania puts great emphasis on the communicative approach to English language teaching. This change of emphasis has in actual fact put many teachers into a problematic situation in that they find it difficult to change their style of teaching. It is for this reason that this paper tries to give some justification for and practical examples of how to conduct group and pair work activities in classrooms. It is hoped that in the end these teachers will be able to change their old techniques through careful explanations to them of how these 'new' techniques fit the 'new' approach to language teaching mentioned above.

The main core of this paper is concerned with the exemplification of group and pair work which is discussed more fully in section five. Most of the activities presented in that section are communication oriented although there are few group/pair activities based on the
traditional structural approach, but these are meant to combine with language functions in order to achieve a more complete communicative perspective later on. This gives a fuller account of what pupils have to learn in order to use the language as a means of communication.
2.0 STATEMENT OF THE PROBLEM:

It has been pointed out in the background to this discussion that the present unsatisfactory English language teaching situation in our primary schools can be attributed to inappropriate techniques (the indiscriminate use of lockstep and individual study). While the current curriculum and of course the syllabus emphasise the communicative approach which entails a radical change in the techniques as well, teachers still cling to the old traditional techniques which do not at all fit the 'new' approach.

2.1 The Lockstep Technique In Audio-Lingualism:

In every respect the old techniques are the product of audio-lingual method based on the behaviourist theory of learning which assumes that language learning can be broken down into series of individual habits, which in turn can be formed by reinforcement of correct response and rejection of/punishment for incorrect response. In the lockstep technique, for example, pupils are drilled and made to repeat in chorus in order to develop habits or to internalize certain target language items. In that approach the teacher is the controller of the whole learning process; s/he dictates what is to be learnt by the pupils.
When the teacher plays the role of the controller s/he not only controls what the pupils do, but also when they speak and what language they use. Teachers who favour that technique argue that pupils are able to learn new language more accurately when they eventually need to produce it freely. They believe, though erroneously, that language can be learnt by internalizing language forms and meanings, hence the repetitions and drills performed by the whole class.

It is important to realise, however, that this class control by the teacher is not necessarily the most effective technique to adopt. Indeed if the teacher wishes the pupils to use the language in any way, then the control should be relaxed or done away completely. If all the language used in the class is determined by the teacher, then the pupils will never have the opportunity to learn properly. This is where the lockstep and the individual study techniques fail to achieve the desired goal of language learning (which is communication) among the learners. Realising the shortcomings of the lockstep and teacher-centred techniques, Harmer cautions teachers by saying that, 'Most seriously, though lockstep, where the teacher acts as a controller, cannot be the ideal grouping for communicative work' (Harmer, J. 1988).
Another reason as to why lockstep is not satisfactory is that it is impossible for every pupil in the class to get a chance to practise to talk even if the teacher wishes them to do so. Worst of all is the fact that the teaching speed of the teacher does not take into account the differing learning pace of the pupils. Either the teacher is too slow for the good pupils who might get bored by the speed, or s/he is too fast for the weak pupils who might panic and not learn what is being taught. Moreover, lockstep for shy and nervous pupils might not be comfortable when they are asked to express themselves in front of the whole class while being under the control of the teacher. Group and pair work therefore appear to be the most appropriate techniques to deal with pupils of different styles and abilities i.e. pupils who would prefer learning in groups and those with low and high learning paces.

However, this paper does not suggest that lockstep activities should be abandoned completely. It has its use. When feedback is needed after reading or listening, for example, clearly it will be advantageous to have the whole class involved at the same time, both so that pupils can check their answers and so that the teacher can assess their performance as a group.
2.2 The Disadvantage of Teaching The Whole Class:

The problem of teaching the whole class can be recognised through the disadvantages which accompany the technique. The following are among the serious disadvantages of the lockstep:

(a) The large size of the class limits the ability of the teacher to make contact with individual pupils.

(b) Class teaching forces the teacher to direct his teaching to the level of the average pupil and much of what he is teaching will be beyond the ability of some and below the ability of others.

(c) Frequently there are not enough books or pieces of equipment for every member of the class and some methods of sharing what is available has to be found.

(d) Class teaching should try to interest all members of the class, but this is clearly an impossibility since even the most experienced teacher cannot interest all the pupils all of the time.

(e) Class teaching makes the assumption that the teacher is the source of all knowledge which is/he
transmits to his pupils. The child, with her/his natural respect of authority and desire to learn, expects this of his/her teacher, but this is a view of teaching which is being challenged by modern discovery techniques. Therefore breaking the class down into groups helps to overcome some of these disadvantages.

Furthermore Chilver and Gould (1982) note that it is difficult to conduct discussion in the whole class because of the inevitable hierarchical difference between teacher and pupils. This means that free discussion and hence free use of language becomes rather difficult in the presence of the teacher who is regarded by his/her pupils as the authority and the source of all knowledge. This state of affairs inhibits greatly the pupils' use of the language whose forms they are trying to learn and apply.

Therefore group work breaks the traditional pattern of a lockstep, teacher-centred classroom and paves the way for more communicative use of language in personalised peer-centred exchanges. If the teacher has carefully tailored the language items to the level of the class, successful performance can have an exhilarating effect on the pupils.

According to Tony Wright (1987), teachers have essentially two major roles in the classroom:
1. To create the conditions under which learning can take place. He terms this role as 'management function'. It is the role that enables the learners to use their mental and physical abilities to learn more effectively. 2. To impart, by a variety of means, knowledge to their pupils (learners). This is the task-oriented side of teaching which he terms it as 'instructional function'. The two roles of the teacher complement each other. In actual fact the 'instructional function' cannot operate satisfactorily if the 'management function' is not effected perfectly. In other words, the two functions should not be separated in the classroom situation.

Unfortunately the lockstep technique reveals unsuitable 'management function' as far as communicative approach to teaching is concerned. It only tends to perpetuate the attitudes and beliefs in which both teachers and learners consider the teacher in Dyskstra's perspective that he is ... 'autonomous who stands up, calls rolls, talks a lot, gives cues, asks simple content questions, checks for comprehension, checks for recalls, keeps records, disciplines students, bestows grades, and generally carries on with clerical tasks far below what their own level of ability might be' (Dyskstra quoted in Wright, T. 1987). Certainly, as a result of this pupils are rarely involved in the classroom process in activities that demand inter-pupil communication and cooperative effort on
their part. Group work and simulations could improve the situation.

Furthermore, motivation in lockstep or in any other old traditional techniques (other than group/pair work), is difficult to achieve as pupils (learners) are not introduced to the concept of self-appraisal and self-evaluation through discussion. This is made possible in group/pair work techniques.
3.0 LITERATURE REVIEW

The field of teaching English as a second language has entered a period of controversy and rapid change. Many of the ideas which were accepted virtually as dogma in the past are now being rejected or put into question. In recent years there has been an increasing concern for communication in English teaching. According to Abbott, 'Communication not only means passing on what one wants to say, instead of what one is told to say, but also to say that is true rather than just what is linguistically correct' (Abbott, G. et. al. 1987). It goes without saying therefore that in the classroom situation where learners normally learn English for no specific reason - TENOR, to use Abbott's abbreviation for Teaching English for No Obvious Reason - a realist approach should be a matter of necessity. Unlike students who study English for specific purposes e.g. doctors, engineers etc, primary school pupils' needs are imposed by the syllabus designers. To them, they learn English because, the language is one of the school subjects and it is one of the examination papers. Therefore the teaching approach should be that which can provide authentic English rather than textbook-based language. This is where group and pair work techniques come to take their legitimate role in language learning.
3.1 *Group and Pair Work as Motivating Agents*

The importance and indeed the necessity of group/pair work is clearly and convincingly expressed in Saville-Troike's own words as, 'Much of the motivation of learning a language comes when that language is needed to communicate. This need is not only fostered by heterogeneous assignment of the students to classes, but also by seating arrangements and groupings within the classroom which create the opportunity for students of varies language backgrounds to talk to each other, and group assignments which create the need for them to do so' (Saville-Troike, 1976). The idea behind Saville-Troike's assertion is simply that since the language learnt is used in real communication in groups or in pairs, then learners become highly motivated to communicate and thereby learn more.

In their research findings with thirteen-year olds about working in small groups, Barnes and Todd (1977) confirm that pupils can work together and in discussing a topic with one another can collaborate in clarifying their own and one another's understanding of it. This urge for clarification which the pupils develop in the process of group discussion engages them in communication - and hence the use of the language in a real situation. Moreover in a pupil-centred classroom, interaction is accomplished by
structuring work in small groups or in pairs. This is an important point as P. Vogel, et. al. (1982) stress that in the discussion process the learner gradually acquired language.

So far the discussion has centred on the use of group and pair work in the communicative learning of a language. It is also worthwhile to mention here that group/pair work can be applied to junior classes who are being first introduced to the language. To use Littlewood's words, ... 'that the learner is generally prompted to use these forms by the teacher's instruction (as in drills). In other words the teacher may have designed the activities to provide an opportunity for the learners to produce language that they had recently learnt (e.g. through open or cued dialogue). In this case the teacher's overall purpose is to prepare the learners for later communicative activity by providing them with the necessary linguistic form (Littlewood, W. 1988).

3.2 Group and Pair Work Can Be Applied in Large Classes

In the introduction of this paper it was stated that the current English language teaching in our primary schools in Tanzania is alarmingly discouraging, and that was due to the application of inappropriate techniques by teachers
rather than anything else. However the physical constraints of the classrooms in terms of the classroom sizes and the number of pupils in most primary schools in the country have been mentioned by teachers as one of the contributing factors which prevent the use of group work. Taska comments on the African situation in the following words:

'One problem facing teachers in the ESL classes which are burgeoning throughout the developing world is the shear number of students per class they are required to teach. These teachers are often afraid to experiment with group work or other techniques which they think might result in loss of control in the classroom. The problem is particularly acute for teachers who are non-native speakers of English. As a result, students especially at the lower level where class size tend to be largest, rarely have the opportunity for any meaningful practice of the language. Rather, they are restricted to regimented oral drilling, rote memorization and tedious copying of material written on the blackboard.'

(Taska, B.K. 1978)

While the factors mentioned are indeed constraining, a closer investigation in the issue reveals that group/pair
work could be organised with large classes nevertheless. It is certainly much easier to organise group work in a spacious room with light, movable furniture that can be rapidly rearranged to isolate each group from its neighbours. But even in old-fashioned classrooms (as is the case with most primary schools in Tanzania), where long desks and benches are fixed to each other (sometimes they are fixed to the floor), it is possible to form groups if pupils in one row of benches simply turn round to face the row sitting behind.

3.3 **Group Forming:**

In addition, it is important also to consider whether groups should be formed on friendship or ability basis. Most writers would prefer the friendship basis to, say, ability or random groupings. While there may be genuine reasons for this, it is worth remembering that it all depends on the nature of the task assigned to the learners (pupils). Mixed ability, for example, is advantageous to the pupils who are weak because the strong members of the group will act as leaders and guides of others - especially if the teacher has instructed the strong pupils to do so beforehand. On the other hand, the mixed ability grouping might not be really challenging for the strong pupils as their pace of learning is held back at the level of the weak pupils. Those who advocate the use
of ability groups point out that pupils learn language at their own pace. In this case therefore the higher ability groups are given more advanced tasks which are appropriate to their linguistic level.

The most interesting in this aspect, perhaps is the observation made by Barnes and Todd (1984) about group work. In that observation it was found that many children in their early teens were slightly more comfortable and less challenging atmosphere in single-sex groups as - to quote their own words - 'Given choice, most groups would end up a single-sex one because children at this age seem to define 'friends' as members of their own sex only' (Barnes, D. and Todd, F. 1984). However, this paper does not suggest that teachers should group their pupils according to their sex. The nasty result of single-sex grouping is the possible polarisation into girls versus boys and the group participation or discussion may become competitive rather than cooperative. For that reason therefore it is suggested that mixed sex grouping should be adopted.

3.4 Group And Pair Work Help Solve Learners' Problems:

It was noted in the previous sections of this paper that it is the job of the teacher to provide the learners with opportunities to use the language for themselves; to say
what they want to say rather than what they are directed to say. However, it is worth noting that at the stage of language production pupils are confronted with problems that might hinder satisfactory performance. In this subsection we discuss these problems and how group or pair work could be used to solve them.

(a) Linguistic problem: some writers argue that the pupils do not know enough of the language to express themselves with ease. As a result free expression will simply strain their limited language competence and result in errors. Therefore, they suggest, in order to avoid this problem, the pupils should be guided in what they say. From the point of view of communicative approach this assertion is quite irrelevant. By giving the pupils the opportunity to try out language for themselves and to make the best use of what they know in a variety of situations, it is when the learners learn more effectively. Furthermore the teacher actually does not leave his learners without help. He is important in the whole learning process in the classroom in that he is the one who chooses, selects and plans suitable materials for relevant communicative activities to be performed by the learners in groups or in pairs.

(b) Psychological problem: Although it appears that many pupils are happy to speak in chorus under the teacher's
guidance when doing some kind of class drills, they are in actual fact inhibited when they are asked to express themselves freely because they have never been given the chance to do so without worrying about mistakes. On the other hand this may be due to the fear of being corrected several times and in front of other pupils.

To deal with this problem, first of all is to avoid unnecessary correction and when it is necessary to do so, it is advisable to do it obliquely rather than directly or by using the peer-correction technique. Secondly, provision should be made on an increasing scale for the pupils to work on their own either in groups or in pairs. The problem related to motivation could be dealt with by the teacher selecting activities which will arouse the interest of the pupils and that will make them want to talk.

(c) 'Cognitive' problem: The learners should be provided with something to talk about; e.g. a topic, a theme or a problem of some kind. These provide stimuli for language learning, for example, pictures can be more effective in conveying ideas for the pupils to talk about in groups or in pairs. The topics and the themes chosen for the purpose should not call for specialised knowledge. The main concern should be to evoke the pupils' opinions and reaction so that they can effectively use their ability in
expressing themselves in English. However, the information could be provided through a pictorial aid.

3.5 **Error Correction in Group and Pair Work:**

Mistakes and errors made by pupils should not be taken as serious problems. Both teachers and learners need not worry too much about them because they, in a way, are useful to occur in the classroom where they provide feedback for remedial teaching. It should be remembered that learning rarely takes place so easily.

However, error correction has been described by many writers as a sensitive issue, if carelessly done can bring harm to learners as far as learning is concerned. This sub-section will concern itself with suggesting ways of correcting errors that will help rather than hinder the pupils' learning process. The most important thing in this issue is first of all the teacher should develop a positive attitude towards the pupils' errors.

It is no longer believed that language is learned by repetition of correct forms until they become automatic and so repeating incorrect forms would be harmful. It is now widely agreed that language is not learnt that way; rather it is a system of rules that the learner has to acquire, and that 'trying out language and making errors
are a natural and unavoidable part of the process' (Byrne, D. 1988). In addition it can be said that pupils' errors are a very useful way of showing what they have not learnt. So instead of seeing errors negatively, we can see them positively as an indication of what we still need to teach.

However, this does not mean that there should be no correction at all. Of course most teachers would agree that we need to correct some mistakes or errors to help the pupils learn the correct forms of the language. The best way of doing this is through peer-correction approach which can be effectively done in pair or group work.
SECTION 4

4.0 SOLUTION TO THE PROBLEM

The purpose of this paper is to show that group and pair work is more effective in language teaching than the traditional techniques of lockstep and other teacher-centred techniques. In other words, it attempts to answer the question 'Why is this so?'

Although the lockstep techniques have been in use since time immemorial, many scholars and educationists alike have come to appreciate group and pair work as the most effective techniques to rely upon if language learning is to be achieved. The recent shift of emphasis from grammar/structure oriented to functional language teaching has added credibility to the group/pair work techniques. It is through these techniques that pupils can learn the function of the language in communicating among themselves in groups or pairs in the classroom situation. Language learning is a gradual process and as such opportunity for practice needs to be provided regularly for learners at all levels throughout their courses. They should be given ample chance to use the language for themselves; to say what they want to say rather than what they are directed to say. The only way to achieve this is certainly by group and pair work.
4.1 Assumption About Learning

Therefore, not only will this paper show the effectiveness of group/pair work, but also it will eventually propose how our pupils could be helped to learn the language by using the techniques associated with group and pair work. Consequently the discussion in the paper is based on the following three assumptions:

(a) group and pair work techniques create opportunities for learners to use the language in real communication;

(b) group and pair work instil in learners a sense of self-reliance and independence as there is no direct teacher control;

(c) through group participation learners become stimulated in discussion and as a result learning becomes lively and fruitful.

From the above assumption it can be said that group work distributes the responsibility for learning among the pupils and that the teacher is no longer the controller of everything in the classroom. Instead he/she gives the impetus to what is largely a self-sustaining process of learning. In his book 'New Teaching Skills', Collins
observes that, 'The students (in group work) may look to the teacher for help or information, but they are also able to seek help and information from each other' (Collins, 1986). Group/pair work has an added advantage in that it frees the teacher to concentrate his energy where it will be more effective.

4.2 **Group And Pair Work Create Opportunities For Communication**

Furthermore, group or pair work makes it possible for pupils to learn to listen and express ideas clearly as communication through talking is paramount in the technique. Most appropriately however, groups and pairs should be employed at the production stage where pupils could be provided with an environment within which they can work together with only the minimum direction from the teacher. It has been demonstrated that pupils are motivated by this technique to go on learning because they are made aware that they can use for themselves the language they are learning. For many learners, especially children and adolescents, group work activities offer the only opportunity for putting the language to real and immediate use.
4.3 **Setting Up Of Groups And Pairs**

However, the most important thing to note is how the teacher sets about organizing group and pair work. He has to present and if necessary explain or demonstrate the activities which the pupils are required to do in their groups, but once this has been done, the pupils should be allowed to work to a large extent on their own. Under normal circumstances it is advisable for the teacher to form groups on the basis of mixed ability, i.e. bright and weak pupils should be together as one of the aims of group work is to enable weak pupils to participate actively in learning by putting them in a group with bright ones. Bright pupils, however, should be instructed beforehand that they must try as frequently as possible to involve the weak ones in the discussion.

Barnes and Todd (1984) suggest that the number of group members should range between two to four. To have more than four pupils to a group often results in one or more members remaining silent, rather than participating. In addition where the time available for the discussion is itself limited, the addition of an extra person to the group means less time available for each group member to talk. Where possible, it is recommended that the best way of forming groups is to allow pupils themselves to form their own groups. However, Chilver and Gould (1982)
observe that there are situations where some pupils would not like to work with any group (these pupils are known as 'isolates') or alternatively there may be pupils who are not wanted by any group (these are 'rejects'). If this happens, then the teacher should try to persuade or induce one group to assimilate somebody else (those 'rejects' and 'isolates').

When the class is not used to group or pair work pupils should be allowed to choose friends to work with and the teacher should see to it that each group task arises out of the shared class work and provides feedback which is dealt with appropriately. Once pupils are accustomed to working in this way they will be able to sustain longer periods of independent group work, and to cope with classmates with whom they are not on close terms. One important thing for the teacher to remember after forming groups is to encourage the pupils' interest in the whole idea of talk and discussion. Chilver and Gould note this point as, 'Discussion is a fundamental use of language and that as pupils discuss, so they also extend their language, mastering more complex grammatical forms and being able to hold forth at greater length, to listen for longer periods of time, and to participate in more extended conversations' (Chilver, P. and Gould, G., 1982).
Finally, the physical constraints should be considered when forming groups. This means that group work will inevitably involve some rearrangement of classroom furniture such as tables and chairs so that suitable groupings can be set up. In most cases fixed seating arrangements are disadvantageous to group work, but they do not at all prevent group/pair work to be organised. This is explained fully in exemplification section (Section 5).
5.0 EXEMPLIFICATION

The main purpose of teaching English as stipulated in the primary school English syllabus is to enable learners to ... 'speak, read, understand and write good English' (Ministry of Education Tanzania, 1986). It is for this reason that the need for appropriate techniques arises to secure these goals. Noting the difficulties of teaching a (foreign) language, Byrne has this to say, 'We are attempting to teach in the classroom what is normally - and perhaps best - learned outside it. The classroom is of course a convenient place for imparting information and developing many educational skills, but our main concern as language teachers is not to inform our students about the language but to develop their ability to use the language for a variety of communicative purposes' (Byrne, D. 1988).

Group and pair work techniques seem to be more suitable to develop the learners' ability to use the language they learn to real communication. In the following paragraphs an attempt is made to show how group and pair work could be used to facilitate language learning in the classroom situation. Therefore the paper discusses and exemplifies group and pair work in communicative activities.

Although group/pair work techniques can be used in audio-lingual method (where the teacher drills the pupils in
small groups), this paper will solely concern itself with the techniques in the communicative approach rather than in the grammar/structural one as exemplified by audio-lingualism. Group/pair work as a technique of class management can be used in any theory, approach or method known to teachers. Taska (1978) for example suggests that drills, if well-defined, could also be done independently, in small groups, with student leaders taking a turn. Repetition, substitution, transformation and question/answer drills and dialogues could be practised in groups or in pairs.

Categorically, the underlying position of this paper does not conflict with the whole idea of drills and other related methods characteristic of behaviourism, provided they are meant to facilitate communication in the long run, for the arguments in this discussion are based on the assumption (under communicative approach) that:

(i) group and pair work create opportunities for learners to use the language in real communication,

(ii) group and pair work instil in learners a sense of self-reliance and independence necessary for effective learning, and

(iii) group participation stimulates learners in discussions making learning meaningful and lively.
5.1 How Group and Pair Work Can Achieve Communicative Competence For Learners

Group and pair work techniques are capable of achieving communicative competence for the learners as they create a learning environment in the classroom which true authentic communication can be realized. 'The learning environment is the arena wherein a pattern of relationships is woven to create a context within which exchange occurs' Vogel, P. et a. in Clarke, A.M. and Handscombe J, (ed.) (1983).

I adopt the diagram from Phyllis Vogel et. al. in Clarke and Handscombe (1983) to explain how group and pair work are crucial in establishing communicative programme in the classroom. The pattern of the communicative programme involves six components namely; input, interaction, demand of the task, materials, techniques and tasks. These are shown as follows:
CHARACTERISTICS OF A COMMUNICATIVE PATTERN

LANGUAGE INPUT
Focuses on ideas and information

INTERACTION
Determines dynamics of classroom communication

MATERIALS
Interesting, intellectually stimulating

TECHNIQUES
Promote interaction through pupil-centred classroom

DEMANDS OF THE TASK
Meets real-world criteria

TASKS
1) Information-gathering activities
2) Create information gap
3) Promote development of skills and strategies

N.P. Adapted from Clarke, A.M. and Handscombe, J. (ed) (1983)
Input: the authentic communication in the classroom requires an input of ideas and information which the pupils can exchange and discuss. This input may come from a variety of reading and listening sources. However it is important to note that the input must be interesting and intellectually stimulating. It should also be challenging so that the learners can expand the limit of their capacity to understand.

Interaction: 'Language learning is an interactive process. It is posited that in this process the learner formulates, confirms and disconfirms hypothesis about the structure and meaning of the language s/he is trying to learn' (Clarke, A.M. and Handscombe, J. 1983). In a pupil-centred classroom, it can be argued that interaction is accompanied by structuring work in small groups or in pairs. As mentioned previously, pupils receive rich and varied input. In addition they need to discuss the input and in the process of discussion, the learners gradually acquire language.

Demands of the task: Tasks provide the opportunity for interaction within the structure of small groups or pairs. They provide a focal point around which learners concentrate. They should therefore, be designed so that the learner is able to build the repertoire of skills and strategies needed to manage challenging input and to meet
the real-world criteria of authentic communication. In other words tasks establish a context of meaning and purpose within which interaction takes place.

**Techniques, materials and tasks:** Group and pair work provide opportunities for authentic communication by providing rich and varied input and by the way in which tasks are structured. For instance in the exchange of information, the focus in the classroom is on information - tasks which are realistic in the sense that, ... 'we often seek out information we do not have at our disposal and share this information in communicative exchange' (Clarke, A.M. and Handscombe, J. 1983).

Furthermore, Vogel, et. al. in Clarke and Handscombe (1983) argues that the materials that most interest our pupils are those intellectually stimulating and focus on topic of current, almost universal interest. Therefore the best materials are those which are drawn from authentic sources. These may include newspaper, magazine, films, current events programmes from radio, etc.

However interesting materials only furnish the information needs of the classroom. In order to satisfy the demands of the real-world criteria in promoting language learning, the information needs to be presented and exploited
carefully. This is accomplished by designing tasks in which an information gap has been created. The example which follows illustrates one task which lends itself to exploring differences in information input - I call it 'retell'. Retells involve providing different groups of pupils with different information. This creates an authentic situation for sharing and exchanging information. The task is designed around two texts, both of which are thematically related. Pupils are then presented with one of these two texts and form pairs or small groups to complete the question task. The pupils proceed through the texts and complete the related task, looking for specific information. An additional purpose for this activity is also to provide an opportunity to develop learning skills, i.e. skimming and putting down information in note form.

The pupils are also encouraged to discuss their information with others in their groups, and in so doing they are developing speaking skill - and of course listening skill as speaking involves listening by the other partner of the interaction. The next stage of the task involves reforming group to include other pupils with different information from different text and exchanging information using their notes. The plan of the activity for accomplishing this task is shown in the example below:
Example 1: Communicative activity based on information gap:

Text A is given to half the class; and Text B is to the other half.

Procedure 1: In groups.
The pupils with the same text work together by the following stages:

- Pupils read the text
- Pupils answer questions
- Then make up some notes.

Procedure 2: In pairs.
A pupil with Text A gets together with a pupil with Text B. They follow these stages:

- Pupil with Text A explains that text using notes only while pupil with Text B listens and jots down notes. He may seek clarification and ask for additional information if he so wishes.
- Pupil with Text A asks his partner questions to see if he has understood.
- Pupil with Text B presents his notes while pupil with Text A listens and takes notes. In short the
procedure is repeated with both pupils taking turns.

5.2 **How Group and Pair Work Could be Used in Teaching Language Skills**:

Group and pair work techniques can also be used for training learners in the four language skills (which are very essential in communication). The following example attempts to show how this could be realised.

**EXAMPLE 2:**

(a) **Activities for developing listening skill**

(i) **Sound and Spelling.**

Pupils work in small groups with lists of minimal pairs of words provided by the teacher. The group leader says each pair in this manner:

'I said "cat" not "caught"'
'I said "noe" not "who"'
'I said "horse" not "hot"'

Other pupils in the group write down the two words. When the list is complete, they compare their spellings. The pupil with the most words spelled correctly wins, or
(ii) **Spelling**
The group leader gives a word from a list to each pupil in turn who must spell it and use it in a sentence. The other pupils in the group listen for errors.

(b) **Speaking skills**
This is done in pairs.

- **Dialogue**
Three or so topics are written on the blackboard, along with possible vocabulary and structures needed for them. Each pair writes an original dialogue which the teacher corrects. Pupils then present their dialogue orally before the teacher only (all other pupils are working on their own dialogues, not listening). The teacher then gives two grades, one for the written work and one for oral presentation to each pair.

- **Discussion**
In groups of six, pupils are given a choice of topics from a list on the blackboard. Each group chooses a chairman and a secretary. The groups are given ample time for preparation (two to three lesson periods will probably suffice). When each group's turn comes, the chairman gives the opening
expose and then guides the discussion during which each member of the group sets forth his opinions. The duty of the secretary is to record or summarize the discussion.

(c) **Reading Skill:**

Group reading is normally effective only if pupils are reading at approximately the same level. Therefore it is better to divide the class into groups according to ability, with poor pupils together. The tasks can be assigned within the range of each group's ability. For example, in an eight-paragraph text;

- Groups 1 and 2 (weak), to read the first two paragraphs and answer two to five questions.

- Groups 3, 4 and 5 (average), to read paragraphs one to five and answer six questions.

- Groups 6, 7 and 8 (strong), to read all the paragraphs, discuss and write a short summary.

However, group work can occasionally be useful to assign a strong reader to a weak group. In this case the intention is to use the strong reader to monitor and guide the weaker readers. But under this circumstance the
target is the weaker readers as the strong reader does not actually benefit because the reading level is not challenging for him.

(d) **Writing Skill:**
The class is divided into groups of four or five pupils each. Each group then writes an essay on a different topic. They must first discuss the topic, outline ideas, and organise the paragraphs.

By using the peer correction procedure, the composition of each group is exchanged amongst the groups who try to find and correct errors of grammar and vocabulary, improve construction, rhetoric and style and eventually rewrite the essay. The rewritten version is then returned to the original group which discusses the changes (and may challenge any).

5.3 **How to Cope with Physical Constraints of the Classroom**

The prevailing conditions of the teaching situation have to be taken into consideration where the pupils' population is outgrowing the capacity of existing facilities to accommodate the children. It is also the purpose of this paper to show that group or pair work could be organised even in a large class - a common
phenomenon in most schools in Tanzania. It is possible to form groups in a large class as the diagram of a typical classroom illustrates:

```
Row 1
    ___ ___ ___ ___ ___
     xxx xxx xxx xxx

Row 2
    ___ ___ ___ ___ ___
     xxx xxx xxx xxx

Row 3
    ___ ___ ___ ___ ___
     xxx xxx xxx xxx

Row 4
    ___ ___ ___ ___ ___
     xxx xxx xxx xxx
```

This is a typical classroom of 48 pupils. The physical set-up of the classroom includes fixed benches and desks which render the rearrangements of seating impossible. How could groups or pairs be formed under such circumstances? If row one turns and faces row two, row three turns to row four, groups of six each are formed automatically. If, on the other hand the arrangement into groups involves any movement other than that of turning to
face one's neighbour as illustrated in the diagram is needed, then it will take a period of trial and error before a speedy, efficient rearrangement procedure can be established. Therefore it is suggested that classes begin with the easiest arrangements with varying group sizes and memberships.

5.4 **Types of Groups**

The classification of groups in this discussion follows Bickerstaffe's model (1975). He suggests that there are five types of groups which could be formed according to the types of tasks the teacher would like to assign to his learners.

(a) **Similar ability groups:**

The grouping is best suited for joint assignments in language lessons, where certain skills such as reading, speaking and writing can be acquired.

(b) **Mixed ability groups:**

This is intended to help the weaker pupils in the group. The stronger pupils (of course under the teacher's instruction) in the group therefore monitor and guide their fellow pupils who have learning difficulties.
(c) **Interest groups:**
In tasks related to research work, it is advisable to form groups of pupils of similar interest as cooperation in this type of group is usually very high.

(d) **Random groups:**
In a situation where the class is too large and that the furniture (benches and desks are fixed to the floor), the random grouping seems to work satisfactorily. Pupils who sit next to each other form groups (see illustration on page 30).

(e) **Social groups:**
The criteria for forming the social groups are friendships. If this is possible without facing the problem of the 'isolates' and the 'rejects', then teachers are advised to follow this way for forming groups. Otherwise the teacher should ask the groups to accommodate other members of the class who are either 'isolates' or 'rejects'. However, it is important that teachers should observe the following guidelines when thinking of forming groups or pairs;

(i) The purpose and composition of the group/pair should be made clear beforehand.
(ii) The materials required for group or pair work must be prepared and placed in the position where they could be easily reached for use.

(iii) Groups should be placed in such a way that the circulation of the teacher while monitoring the groups' activities is not hampered.

(iv) The information of groups, if any, should be organised with the minimum disturbance in the classroom as possible.

(v) The teacher must make sure that groups should help pupils both as individuals and as groups.

(vi) The setting of tasks should be clear and according to the pupils' linguistic level.

5.5 Characteristics that Might Happen Within the Groups

In the study of problem-solving groups, Tuckman (1965), quoted in Wright (1987), establishes that a small group goes roughly through four stages:

Forming: Pupils for the first time become anxious and they are greatly dependent on the teacher. It is at this stage that the teacher takes closer supervision and
monitoring of the groups because the pupils are not yet used to group work activities.

**Storming:** At this stage pupils might be in conflict between each other as a result of different opinions. There is a lot of resistance to the demand of the task. This stage may prompt noise and argument in the course of discussion.

**Norming:** The group in this stage develops some kind of cohesion. Norms of behaviour emerge and participants begin to accept group control. Conflicts are therefore forgotten. This is a cooperative stage.

**Performing:** At this stage solutions to the problems of the tasks are found and all efforts are devoted to completing the task as individuals' conflicts of opinions are resolved and there is a great deal of interpersonal activity.

The importance of this study for us as teachers is to enable us to understand the behaviour of groups so that we can possibly avoid embarrassment when first experiencing group work in the classrooms.
5.6 **Group and Pair Work in Drama and Games:**

Drama and games are meant to be enjoyed by the learners and at the same time they contribute to language proficiency in some way by getting the learners to use language in the course of the games and participation in drama. The paragraphs that follow are devoted for the exemplification of the drama and game activities.

(a) **Games:**

Games are governed by rules or conventions. They are important in language teaching in that they can be used to improve the learners' command of a particular item or items of language. In addition games can be used to provide the learners with opportunities to use language rather than simply practise it. In other words games can provide opportunities for both accuracy and fluency.

**EXAMPLE 3**

- **Fluency-focussed games**

Divide the class in groups of four or six pupils as certain activities will be done in pairs within the groups (e.g. taking turns, sharing decisions). In the game 'Describe and Draw', one pupil describes the picture; the others, who cannot see the
picture, draw. The seating could look like this below:

```
D.   A
    B
    C
```

Pupil D describes the picture while pupils A, B and C listen and then draw the picture. The following are guidelines for the activities:

1. Selection of the appropriate game: Take into consideration the pupils' linguistic level and that the game should be that which could put the players under pressure to communicate.

2. Explain the game carefully; Present the rules of the game orally to the whole class. Or more appropriately the teacher can prepare what is known as self-access form. The self-access form contains instructions for the game (as shown in the Appendix A).
Provide adequate rehearsal: This is necessary if the pupils are introduced to the game for the first time. But when they become used to the game, it becomes possible for them to play without any instruction from the teacher.

Monitor the pupils' performance: The teacher goes round and listens to what is going on in the group. But in general he should not interfere with the game while it is in progress.

Provide feedback: On a class basis, the teacher should tell the pupils how well they have done. However, the teacher should use what he has learned of the pupils' performance while monitoring in order to shape the future teaching.

Keep a record: The record that shows the game they have done, how well it was done and the reaction of the pupils should be prepared.

Accuracy focussed games:
The game is first performed with the whole class and then the pupils can be divided in pairs or small groups to play it. The purpose of the game is to reinforce or extend the pupils' command of
specific language items. The following procedures are suggested for this type of game:

- Choose games carefully on the basis of suitability both in terms of language and the pupils age and interests.

- Explain the game carefully (if necessary in the L1).

- Give the pupils one or more trial runs so that the teacher can sort out any problems.

- Pupils should be involved.

Below is an example of the game focussed on accuracy:

EXAMPLE 4

- **Guessing game:**

1) Let the pupils think of their favourite colours and they then take it in turns to find out about each other's colours by asking

'Is it red?'

or
2) The pupils are told they are going to emigrate and they have to decide which country they are going to live in. They take turns to find out the names of each other's country by asking:

'Are you going to live in Ghana?'

N.B. The pattern used can vary e.g.

'Is it ... ?'
'Would you like to ...?'
'Have you decided to ...?'

(b) Drama:

EXAMPLE 5

Everyone in the class is given several copies of a questionnaire. They are told that in the space of fifteen minutes they have to gather the information required by interviewing as many people in the room as possible.

Anyone who agrees to be interviewed has the right to interview in turn. Besides giving the opportunity to exchange information, this exercise also offers practice in various ways of asking
information, e.g. 'Would you mind telling me ...?' I wonder if I could ask ...?' etc. Later the pupils could be asked to devise their own questionnaires to obtain different information (a sample of the questionnaire is shown in Appendix B).

5.7 **Using Group and Pair work in Introducing New Language:**

One of the major roles of the teacher in the classroom is to 'impart knowledge to the pupils' (Wright, T. 1987). He usually does that by the aid of teaching materials. He presents the pupils with clear information about the language they are learning. In other words what the teacher does is 'fine-tuning' the input. This stage of the lesson is often called presentation (where new language is first introduced to the class). The aim of this sub-section is to show how group or pair work can be used to teach new language by devising what Littlewood (1981) terms 'pre-communicative' activities.

In order to understand the language use, it is essential for the teacher to create a context and situation in which a real language can occur. To put it in other words, the presentation of meaning and use should take place in some
context, either provided by materials the class is using or created by the teacher.

The context for introducing new language should show what the new language means and how it is used. This could be in a written text or in a dialogue. The usefulness of the context is that pupils can see or hear the new language at the same time as they understand what it means and how it is used. The example that follows is meant to clarify the point in question.

**EXAMPLE 6:** Formulation of information.

The purpose of this activity is to teach new language (perfect tense: goes, stops, leaves, arrives).

**Procedure:**

(i) The teacher provides the pupils with the 'Flight Timetable' as shown in the Appendix C. Note: the teacher must make sure that the pupils know what the words destination, via, departure and arrival mean.

(ii) To ascertain whether the pupils understand the meanings of the above mentioned words, the teacher tells them to listen to sentences and label them
appropriately; $D = \text{destination}, V = \text{via}, \text{Do} = \text{departure}$
and $A = \text{arrival}$. The following are the sentences:

1. Flight 309 goes to Kinshasa - D
2. Flight 873 stops in Mogadishu - V
3. Flight 714 arrives in Dar-es-Salaam at 11.45 - D
4. Flight 312 stops in Kigali - V
5. Flight 603 goes to Addis Ababa - D

(iii) Pupils in pairs practise the new language in question/answer exercises e.g.

1. Where does flight 309 stop/go to? etc.
2. What time does flight 714 leave/arrive? etc.

This activity is very useful to the learners as it gives them ample listening practice and it tells both the teacher and the pupils (during the feedback session) whether the pupils understand the new language or not.

(iv) The activity may lead to a written task if the teacher so wishes. In groups the pupils are asked to do the following exercise:
Instruction:

Read the following sentences and complete them appropriately according to the departure board (see Appendix C).

(a) Flight ... goes to Kinshasa. It stops in ...
(b) Flight ... at 14.30 and it ... in Nairobi at 16.45.
(c) What time ...? At 13.10
(d) Does flight 309 ... Cairo? Yes, it does.
(e) Does flight 603 ... No, it stops in Addis Ababa.
6.0 IMPLEMENTATION

In this section we discuss the implementation of the proposal - the group and pair work teaching techniques - within the framework developed by Barbara Horvath in Kennedy (1989). Therefore clarifications of the innovation will be given as to what stage the innovation process has reached, who are the participants in the process and what strategies are most appropriate in instituting the change. Given the understanding of our situation and the understanding that comes from research into change processes it is hoped that the implementation of group and pair work techniques will be carried out successfully in our schools.

6.1 Process Of Innovation

In the preceding sections of this paper, it was noted that the main problem of ELT lies with the teachers, not with the syllabus, or the curriculum for that matter. Therefore it is assumed that the education authority, be it at national, regional or district level, is aware of the problem. I suggest that the innovation in our case is already through the pre-adoption stage in that the problem has been recognized officially (of course taking
documents from the departments of education on the need to teach communicative language to our children as evidence).

Obviously the proposal begins at the adoption stage where plans for implementation are worked out by the education authority at the district level. Moreover the proposal will be given as a whole package of innovation instead of breaking it into separate bits as suggested by Lambright and Flynn quoted in Kennedy (1989: p. 63) in the following words:

Technologies that are separated tend also to be incremental. They are easily understood, or at least not perceived as threatening.

(Kennedy, C. 1989).

This means the techniques in question should be taught and eventually implemented as a whole.

6.2 Participants In The Change Process

Horvath in Kennedy (1989) identifies five types of participants in the innovation process, viz. adopter, implementer, supplier, client and entrepreneur. According to her the adopter is the policy maker. In our system it is the Ministry of Education. But because policies issued by the Ministry usually are general
statements and as such are vulnerable for a variety of interpretations, in this case, the adopter is the district education officer in collaboration with the district chief inspector of schools. These people take the role of the adopter jointly for they have the power to institute changes in their schools within the broad guidelines set by the Ministry of Education.

The implementers in our case are the teachers. They are the ones who are supposed to carry out the change i.e. the implementation of the group and pair work in the classroom situation. Unless the teachers are convinced with the new ideas and are well oriented through seminars, etc. the implementation of these techniques will not be successful. Therefore the first target will be to get the teachers to participate in the initial seminars organised by the district education authority.

The ultimate goal of the innovation is to enable the learners (pupils) to learn more effectively with the help of comparatively realistic techniques involving group and pairs work which will help to establish the ability to communicate with language. Horvath, in Kennedy (1989) calls the group of participants 'clients'. The needs of the clients, as spelt out by the Ministry of Education, are the acquisition of language skills - reading, speaking, writing and listening - for communication.
The supplier and the entrepreneur are inevitable in the change process. In this discussion, I suggest that the supplier is the district education authority (the DEO) which is responsible for the provision of teaching resources to schools. It should be remembered that among the points put forward earlier in this paper was that the physical constraints of the classrooms were important in deciding whether group work can or cannot be organised easily. It was also noted that furniture may determine the possibility of forming groups. The district education authority will be required to provide schools with desks or tables and chairs which can be easily moved for group/pair work activities in the classroom. In addition to that the district education authority is the one which brings the other participants together to accomplish the task before them. In that capacity it plays the role of the entrepreneurs. The district education officer (acting on behalf of the education authority) organises seminars, meetings etc. At the school level on the other hand, it is the headteacher who organises the teachers and resources and sees to it that the proposals are really put into practice.
6.3 Strategies For Changes

I suggest that two strategies will be employed; the rational-empirical strategy and the normative-re-education strategy. In line with the rational-empirical strategy, the teacher will be made to appreciate the rationale of group/pair work techniques in seminars, conferences, meetings etc. where knowledge will be imparted about the techniques. As Horvath in Kennedy (1989) puts it:

A change is proposed by some person or group which knows of a situation that is desirable, effective and in line with the self-interest of the person, group, organisation or community which will be affected by change (Kennedy, C. 1989).

Because teachers, like any other persons, are assumed to be rational and are moved by self-interest, it is hoped that they will adopt the proposed change if it can be rationally justified and if it can be shown clearly by the proposer that the proposal is practicable. Brown and McIntyre also observe that ... 'teachers' attitudes toward an innovation are an important factor in its implementation' (Brown, S. and McIntyre, D. 1982). Evidence shows that teachers can and do effectively prevent the introduction of innovations which they see as impracticable or to which they are not committed. It is
in these seminars, meetings etc. that teachers will be exposed and subjected to a variety of literature including research papers on the subject (this paper is also a contribution).

Another strategy I suggest is the normative-re-educative. The importance of this strategy can be well expressed in the following quotation (words in brackets are mine):

Change in pattern of practice or action, according to this view (normative-re-educative), will occur only as the persons (teachers) involved are brought to change their normative orientation to old patterns (the lockstep technique) and develop commitments to new ones. And changes in normative orientations involve changes in attitudes, values, skills ...

(Kennedy, C. 1989)

The normative-re-education will allow teachers to take part in their own re-education. In other words action-research will be encouraged. The action-research emphasises on collaborative relationship between participants e.g. the proposer of the idea, teachers, administrators, inspectors and the pupils in the classroom. Furthermore, central to action-research is its emphasis on 'experienced-based learning as an
ingredient of all change in human system' (Kennedy, C. 1989). The diagram that follows attempts to clarify the process of implementation by indicating the stages and the general flow through which it will pass to the clients — the pupils in the classroom.
STAGES AND FLOW OF IMPLEMENTATION

1. Adopters
   - District Education Authority
     - DEO accepts proposal

2. District School Inspectorate
   - Chief Inspector accepts proposal

3. DEO as supplier
   - DEO as supplier and entrepreneur

4. DCI as supplier
   - DCI as supplier

5. Implementers
   - Headteacher, at school level acts as an adopter
     - and Teachers
   - Clients benefit from implementer directly

6. Clients
   - Pupils as beneficiaries
   - Clients benefit from seminar indirectly
SECTION 7

7.0 EVALUATION OF GROUP AND PAIR WORK

It was stressed earlier in this paper that the overall purpose of using group/pair work techniques in ELL is to make pupils' learning as effective as possible so that they can eventually use the language for communicative purposes. In other words besides acquiring accuracy, pupils will also have to acquire fluency.

In this section attention will be directed towards evaluating the effect these techniques have on learning. It is suggested therefore the evaluation will be made by considering the following questions as criteria:

(i) What objectives are the techniques going to achieve?

(ii) What are the strengths and weaknesses of the techniques?

(iii) How do we measure the success of the techniques in achieving the objectives? (i.e. evaluation of the techniques).
7.1 **Objectives to be achieved by group and pair work**

Group and pair work are techniques meant to facilitate pupils' learning by creating conducive atmosphere and situation, whereby pupils cannot only practise, but also use the language learnt in real communication in the classroom. For that reason therefore group/pair work should enable the following objectives to be achieved:

- Ability for pupils to use the language in communication and as a result increase pupils' communicative competence.

- Create a sense of self-reliance and independence among pupils in the learning process as there is little or no direct teacher control.

- Stimulate learning thus making it more lively and interesting to pupils.

7.2 **The Strengths And Weaknesses Of Group And Pair Work**

In this section we anticipate the likely strengths and weaknesses of the group/pair work techniques.
Most educationists and teachers alike believe that group/pair work techniques facilitate learning in a number of ways, such as the creation of a less stressful atmosphere and situation in which pupils can learn best when they are interacting with one another. Not only that, but also group/pair work provide an opportunity for the teacher to pay more attention to those pupils who need assistance from him while the rest of the class are engaged in group activities. Normally group/pair work are task-oriented, therefore in that case learning becomes more purposeful, stimulating and intellectually challenging especially when the tasks are clearly defined and well understood by the pupils.

However, group/pair work can sometimes have shortcomings. Groups can easily become out of control. As regards class management, this technique needs a lot of teacher’s preparation in terms of resources and time beforehand as compared to the lockstep. This means that it requires a high degree of organisational standard in the classroom to ensure discipline; otherwise the STT (student talking time) may degenerate into some sort of noisy chaos and to much use of LI (Kiswahili).
7.3 How The Group And Pair Work Could Be Evaluated

Communicative competence is achieved by a learner if only s/he can use the language both accurately and fluently whether in writing, reading or speaking. To evaluate group or pair work technique in light of these language skills, some kind of testing devices are necessary, before, during and after the application of the techniques.

Before beginning to use the techniques, the teacher should first ascertain his/her pupil's level of language. The best way to do this, I suggest, is by using a profile system of testing in which separate skills are tested. We can add to the four skills a test of grammar based on an objective approach using discrete-point items. This may be expressed with a different score for different skills as shown below:
(scores are over 10)

<table>
<thead>
<tr>
<th>Pupil's Names</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
<th>Grammatical Accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musa Abdalla</td>
<td>5.5</td>
<td>6.2</td>
<td>7.0</td>
<td>4.5</td>
<td>6.0</td>
</tr>
<tr>
<td>Stefano</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maganga</td>
<td>6.0</td>
<td>4.8</td>
<td>5.2</td>
<td>6.1</td>
<td>4.5</td>
</tr>
<tr>
<td>Zuhura Isaya</td>
<td>8.2</td>
<td>9.0</td>
<td>6.5</td>
<td>8.0</td>
<td>6.2</td>
</tr>
<tr>
<td>Mary John</td>
<td>4.3</td>
<td>5.1</td>
<td>3.4</td>
<td>4.2</td>
<td>3.5</td>
</tr>
<tr>
<td>Uwesu Faki</td>
<td>2.0</td>
<td>1.5</td>
<td>1.2</td>
<td>1.5</td>
<td>1.2</td>
</tr>
</tbody>
</table>


Although this type of profile tends to be subjective, nevertheless its results reflect closely the learner's communicative needs by testing the abilities that learners will need to acquire. This type of testing may perform a diagnostic function in that it shows the teacher where a particular student's strengths and weaknesses lie. The important thing to note with the testing before the application of the techniques is that it can be used later to compare the progress of the pupils at the end of a given teaching period (e.g. a month, term or a year).

Progress tests will be administered by the teacher during the application of the techniques using the profile testing approach. This testing has the advantage of
enabling the teacher to monitor the pupils' performance and progress they are making.

Evaluating during the learning process is very important for learners and teachers alike. It aids the teacher to reflect back and try to criticize constructively the way and manner the techniques have been used to achieve his/her goals. The results thus obtained can be used for further improvement of the techniques in that specific teaching situation.

With regard to evaluating the second and third objectives, i.e. the creation of the sense of self-reliance and independence on the one hand and the stimulation of learning in the learners on the other, the evaluation aims at assessing the established fact that pupils learn more when they are in groups or pairs. To put it in Byrne's words, 'Pupils are inhibited when they are asked to express themselves freely in the presence of the whole class' (Byrne, D. 1988). This situation can be set right by providing increasing demand for the pupils to work on their own - in groups or in pairs. Here I propose the use of action-research method to evaluate group/pair work.

By using the observation procedure, the teacher is able to collect relevant information which can indicate whether the expected objectives have been achieved or not. The
use of observation is very important and Harris and Bell (1986) describe this thus, 'Teachers take notice of events while teaching, and modify what they do in the light of what they see' (Harris, D. and Bell, C. 1986). The information thus collected from the classroom is used to discuss alternatives for the purpose of improving the application of the techniques. The observer (who now focuses upon the organisation of the group/pair work) continues to report back to his/her fellow teachers or to the proposer of the idea, on apparent successes and failures of various ways of using group/pair work.
APPENDIX

A. Self-access form:

DESCRIBE AND DRAW

Instruction for Player A

READ THESE INSTRUCTIONS CAREFULLY!

1. You will find a picture in this envelope. 
   Do not show it to the other players.

2. Tell the other players that they will need paper, 
   pencil and a rubber.

3. Describe the picture. You may give a general 
   description first. Tell the player to draw what 
   you describe. They may also ask questions. Do 
   not look at what they are drawing.

4. When the players have finished drawing, show them 
   your picture. Compare pictures and discuss any 
   differences - and problems.
B. Questionnaire for Drama activity

QUESTIONNAIRE

First name(s)..........................................

Surname.............................................

Address.............................................

Tel. No..............................................

Married/Single....................................

Occupation........................................

Favourite spare time occupation..........

..................................................
### C. FLIGHT TIMETABLE

<table>
<thead>
<tr>
<th>Flight No.</th>
<th>Destination</th>
<th>Via</th>
<th>Departure</th>
<th>Arrival</th>
</tr>
</thead>
<tbody>
<tr>
<td>714</td>
<td>Dar-es-Salaam</td>
<td>Lilongwe</td>
<td>08.15</td>
<td>11.45</td>
</tr>
<tr>
<td>603</td>
<td>Nairobi</td>
<td>Addis Ababa</td>
<td>14.30</td>
<td>16.45</td>
</tr>
<tr>
<td>309</td>
<td>Kinshasa</td>
<td>Cairo</td>
<td>23.30</td>
<td>16.40</td>
</tr>
<tr>
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