



FACULTY OF EDUCATION
Department of Applied Education

**A STUDY OF HOW CLASSROOM GROUP DYNAMICS AFFECT
SECOND LANGUAGE ACQUISITION AND LEARNING IN A
BILINGUAL SETUP: A CASE OF LOWER GWERU
SECONDARY SCHOOLS.**

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Approval Form

The undersigned certify that they have read and recommended to Midlands State University for acceptance a research project entitled:

HOW CLASSROOM GROUP DYNAMICS AFFECT SECOND LANGUAGE ACQUISITION AND LEARNING IN A BILINGUAL SET UP: A CASE OF LOWER GWERU SCHOOLS.

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In Partial Fulfillment of the Requirements of the Bachelor of Education Degree in English

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Dedication

This research project is dedicated to Welter Ruzwidzo, my husband who had faith that I will pursue my studies despite the financial constraints we went through and to my sons Ryan, Rylie and Reinard for their love, support and tolerance.

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I would like to express my sincere gratitude to Mr Nyoni my supervisor for his constructive criticism, dedication and positive encouragement during the time he supervised me for my research study. I learnt a lot from him and would like to say thank you. This research project became a possibility because of him.

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I give thanks to the Lord Jesus Christ for uplifting me academically and intellectually by giving me this opportunity to complete my studies. To my parents and sisters thank you for your unwavering support.

Abstract

The choice of the research topic was influenced by personal interest in the field of linguistics. The aim of the study was to highlight *How classroom group dynamics affect second language acquisition and learning in a bilingual setup*. It presents the factors that affect quality contact and quantity contact between groups in the classroom. Different theoretical constructs were applied in the discussion of the research topic and this includes Schumman's Acculturation theory. Two schools were used as a sample. Random sampling was used which resulted in a sample of forty students, eight teachers and two HODs. The data collected proved beyond reasonable doubt that factors like social dominance, enclosure and cohesiveness and size affect quality and quantity contact between groups. The results also revealed that the teacher has power to influence quality and quantity contact between groups by employing teaching strategies which include cooperative learning methods, group work, pair work, avoiding rigid sitting positions among others. The study also recommends that teachers should exercise equality among students so that all forms of dominance are eradicated. Cohesiveness should be maintained to ensure that there is quality interaction between students in the classroom to facilitate second language acquisition and learning. This study of classroom group dynamics highlights other important factors which affect second language acquisition in a classroom set up which are often overlooked. The research also highlights how a second language support system can be developed in a classroom by enhancing quality and quantity contact.

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List of acronyms

HOD - Head of department

L1 - First language

L2 - Second language

Chapter one

Background to the study

1.0 Introduction

This research project is aimed at establishing how classroom group dynamics affect second language acquisition in schools in a bilingual setup. It focuses on how a second language can be acquired naturally when a language learner is exposed to language input through interaction. It seeks to unveil how group processes and characteristics contribute to achievement or failure in an L2 environment. Above all the research also interrogates the factors which affect quality and quantity contact between speakers of English who come from different linguistic backgrounds.

The first chapter gives the overview of the topic under study and contains the following subheadings, background to the study, statement of the problem, research question, aims and objectives, significance of the study, limitations of the study, delimitation of the study, definition of key terms and the conclusion.

1.1 Background to the study

In an environment where two languages are spoken a plethora of factors affect the acquisition of a second language. Group formation is inevitable and these groups are formed on the basis of religion, home background, culture and in most cases language. Therefore, when groups are formed conflicts and rebellious attitudes arise and in most cases students fail to cooperate and consequently second language teaching becomes impossible. At this juncture the solution lies with the question ‘why should second language teachers have vast knowledge of group related matters?’

According to Navratilova (2009) when discussing group dynamics we follow the use of the term established in social psychology and he goes on to state that group dynamics is a young discipline that can be traced back to the 1950s. This statement proves beyond reasonable doubt that group dynamics and language learning are interrelated because they all occur in a social context consequently it is vital to investigate how group dynamics contribute to achievement or failure in second language acquisition in a bilingual setup. There are various factors which affect quality and quantity contact between groups .These factors include motivation and attitudes, identity and ethnic group affiliation and learner beliefs among others and these affect contact between English language learning groups and these emanate from social dominance ,enclosure and cohesiveness and size.

Schumman's Acculturation model seeks to explain the connection between second language acquisition and socio-psychological factors. According to Chizzo (2002) Schumann's acculturation model provides a valuable context theory that accounts for second language acquisition. Factors like social dominance, enclosure and cohesiveness and size in Schumann's theory are crucial to this study as they unveil reasons why different groups would or would not want to interact and learn a second language. Schumann (1986) claims that acculturation or integration of the L2 learner into the target linguistic community is not a direct cause of second language but rather it is a first in chain of factors which results in natural second language acquisition.

Obviously when two languages meet strategies should be put in place so that second language acquisition is optimized. The teacher as a role model and significant person in the school is the one who can initiate second language acquisition and learning. A number of strategies can be put

in place by the teacher and these enclosing the promotion of classroom interaction, preventing rigid sitting positions during lessons and motivating students among others.

1.2 Statement of the problem

The factors which affect second language acquisition in a bilingual set up are often overlooked. Exposure to a second language is an inconsistent cause for second language acquisition. In addition there are factors which affect quality contact and quantity contact between groups. These factors hinder or facilitate the acquisition and learning of an L2. Learners bring in their first language, second language and English is learnt as a second language and this affects the language learning process.

Students in schools form groups according to different characteristics they see in each other. Some may feel that they have social dominance and may develop attitudes towards the others and hence the problem is without quality and quantity contact it is difficult for one to learn a second language.

The above observation led the researcher to undertake this study on how classroom group dynamics affect second language acquisition in a bilingual setup.

1.3. Assumptions of the study

This study assumed that there are factors which affect quality contact and quantity contact between groups and these affect second language acquisition and learning in a bilingual set up. Its assumption also states that the teacher can play a significant role by putting into place strategies which can guarantee that the second language is acquired and learned.

1.4 Main research question

1. How do classroom group dynamics affect second language acquisition and learning in a bilingual set up?

1.4.1 Sub research questions

1. To what extent does social dominance influence quality contact and quantity contact between classroom groups?
2. To what extent does enclosure inhibit quality contact and quantity contact between the learners of English as a second language?
3. Does cohesiveness and size negatively or positively affect quality and quantity contact between groups in the classroom?
4. What strategies can be put in place to ensure that second language acquisition is optimized?

1.5 Objectives of the study

- I. To establish the factors which affect quality contact between groups.
- II. To establish how these factors affect the acquisition of a second language in a bilingual set up.
- III. To highlight strategies that can be employed by teachers to ensure that second language acquisition is inevitable.

1.6 Significance of the study

The significance of the study is that it seeks to illuminate the factors that affect quality and quantity of contact between the groups that develop in the classroom which have always been overlooked in the field of linguistics. This is important because it sheds more light on how

different factors inhibit or enhance the learning of English as a second language as the study was embarked on in a bilingual set up and it offers strategies which language learners can employ to facilitate second language learning. The study also seeks to highlight social factors which affect the acquisition and learning of a second language. .

1.6.1 To the researcher

The study assisted the researcher to account for the factors that affect quality and quantity contact in a bilingual set up. Moreover it will also equip the researcher with knowledge of the advantages of being bilingual and this is very important as Zimbabwe in a country with linguistic diversity. Also the study will also equip the researcher with solutions on the effects of different social factors on second language acquisition.

1.6.2 To language teachers

The study however will be beneficial to teachers as well as it will suggest the strategies that can be put in place by the teacher to ensure that second language acquisition is optimized. Teachers will also be equipped with information about group related materials which is one of the important aspects which either affect or enhance second language acquisition.

1.6.3 To Midlands State University

The research will be of great importance to the institution as the research will also be used by other students in the department as they will be able to cite the researcher as a source in their studies. Gaps will also be identified in the study and this paves way for further research in the field of linguistics.

1.7 Delimitation of the study

The research focused on how group dynamics affect second language acquisition and learning in an environment where two languages are spoken, the socio-psychological factors that affects quality and quantity contact of groups and the strategies that can be put in place by the teacher to ensure that second language acquisition is facilitated. Reference was also made to other related studies in the field of linguistics. Information concerning the study was obtained in Lower Gweru an area located 20 kilometers from Gweru occupied by native Shona and Ndebele speakers.

Two questionnaires were prepared for teachers and students. 10 students responded to the questionnaire for students in each school and 4 teachers responded to the questionnaire for teachers in each school. An interview guide was prepared for the Head of Departments and two HODs in each school.

1.8 Limitations of the study

The research process had its limitations which were inevitable. The researcher encountered different challenges listed below;

- I. Financial constraints were encountered because for a research project to be successful money is required and the researcher as a full time student had no source of income. Money was required for printing, transport for data collection and other expenses.
- II. Another challenge was that the heads of schools were not willing to provide information that was required for the research because they felt that they will be breaching official secrecy even though anonymity is emphasized.

III. During the process the researcher also encountered respondents who were reluctant to participate in the study and some saw it as a waste of time.

However despite these challenges the researcher was able to counter them and dedicated ample time for the study to be a success

1.9 Definition of key terms

- Language acquisition

According to Ellis (2002) Language acquisition is implicit, informed and natural way of learning in which one picks a language. There it is the natural way of acquiring a language.

- Mother tongue

Mother tongue which is also referred to as to as a first language. UNESCO (1953) in Hammer and Blanc (2000) states that Mother tongue is the language that a person acquires in early years and which normally becomes the natural instrument of thought and communication

- Group dynamics

According to Dornyei and Maldrezi (1997) Group dynamics branch established in social psychology which concerns with the analysis of small groups which is applied to the analysis the behaviors of groups that develop in the classroom.

- Groups

Groups are two or more individuals who are connected to one another by social relationships (Griffin and Moorhead 2007). Rogers (2002) propounds that a group has to

fulfill the following features; a common identity for all its members, some interaction between the members and some sort of development structure.

1.10 Conclusion

The first chapter gave the highlights and focus of the research project. It reflects on how classroom group dynamics affect second language acquisition and puts Schumann's Acculturation model to a trial. Chapter one comprised of background to the study, assumptions of the study, objectives of the study, research questions definitions of key terms, delimitations of the study and the limitations of the study.

Chapter two is the flesh of the study and contains the conceptual and theoretical framework. It will be giving a broad discussion of the topic under study and acknowledgement was made to authorities in the field of linguistics who have contributed to research in second language acquisition and learning and bilingualism.

CHAPTER TWO

Review of related Literature

2.0 Introduction

The previous chapter was an introduction to the research as it highlighted the main points to be addressed in the research project. Chapter one contained the statement of the problem, research questions, limitations of the study, delimitation of the study, significance of the study and most importantly the research questions to be addressed by the research. In a nutshell chapter one is a skeleton of the research.

In a bid to unveil the factors which affect the quality and quantity of contact with the target language in a bilingual set up and how classroom group dynamics affect second language acquisition and learning, this chapter contains the conceptual framework and the theoretical framework. The conceptual framework outlines definition of some important terms, interrogate the social variables which inhibit and sustain acquisition of a second language, highlight other contributing factors in the acquisition of a second language and also the strategies that a teacher can employ to ensure that acquisition of a second language is facilitated.

2.1 Conceptual Framework

As the study is focusing on *how classroom group dynamics affect second language acquisition and learning in a bilingual set up* it is vital to give a broad definition of some important concepts in this area of study. The important terms which are to be defined are bilingualism, group dynamics and also a broad distinction between second language acquisition and second language learning is provided in this chapter.

2.1.1 Group dynamics

According to Aronson (2008) every human being is a social animal therefore socializing is a central feature of human life hence the formation of groups in any given society and this includes schools. Usually groups are formed by people who have the same characteristics and Feldman (1992) states that a group status can only be achieved when members of the group consider themselves as one. Taking into consideration the delimitation of the study that is Lower Gweru where two languages are spoken students tend to group themselves according to the languages they speak as communication will be easier as well as other characteristics which authorize to group formation. At this juncture it becomes inevitable to include the concept of classroom group dynamics and its importance to second language acquisition. Group dynamics is mainly concerned with scientifically analyzing small groups and for the purposes of this study in the classroom or school context.

Classroom group dynamics are important in the study of second language acquisition especially in a situation where two languages are spoken. Many scholars in the area of psycho-linguistics have contributed greatly to the importance of groups in a language classroom. The benefits of groups on second language learning are that group related issues are very much at the heart of the affective dimension of the L2 learning process and can be translated into pedagogical realities. According to Douglas (1983) a group is a resource pool in the classroom that can be manipulated for second language teaching. This shows that a group of learners in a classroom set up has extremely large resources that can be used and exploited for the teaching and learning process of a second language.

Also groups that develop in the classroom can be a substantial source of motivation to learn an L2. Finally groups can directly facilitate L2 learning due to group processes being greatly responsible for;

- I. The quality and quantity of interaction between members.
- II. The cooperation of students during the learning process.
- III. Control of student behavior, order and discipline in the classroom.
- IV. The relations of students with their peers and the teacher.
- V. Establishment of confidence and satisfaction between the teacher and students.

The above proves beyond reasonable doubt that success of L2 learning depends less on teaching materials, teaching strategies and linguistic analysis, and more on what goes on inside and between the students in the classroom (Stevick 1980).

In a classroom context group dynamics can either be negative or positive. According to Hadfield (1992) cohesive groups are successful with a supportive and cooperative atmosphere and the students tend to be tolerant towards each other and this in turn yields team work and quality interaction is maintained. On the contrary a group which is not cohesive has students who are not willing to interact and have lack of interest in other students.

Therefore if a teacher encounters an unsuccessful group facilitation of second language learning is limited. Dorneyi (1994) describes cohesiveness as an adhesive that holds the group together. Therefore when group is cohesive, second language learning is facilitated.

2.1.2 Bilingualism

The research is conducted in a bilingual set up where two languages are spoken and it is important to highlight what bilingualism is and without highlighting the benefits of bilingualism this research becomes useless. Bilingualism according to Merriam Webster online dictionary is the ability to speak two languages or the frequent use (as by a community) of two languages as in the case of the area where the study is to be conducted two languages are spoken (i.e Shona, Ndebele) and English is used in the educational circles therefore it is imperative for students to have knowledge of these languages for educational and communication purposes. Being bilingual has long term benefits and these include;

- i. Cognitive benefits – Biatystok et al (2007) bilingualism strengthen the brain's executive control system and in doing so, protect it from ageing. This is so because bilingual students are able to switch to two different languages hence the brains becomes explicitly active and flexible.
- ii. Social benefits –Hakuta (1986) states that bilinguals have unique metalinguistic knowledge about languages. This enables communication and also knowledge about other cultures as language is a carrier of culture (Ngugi 2010). Also bilingual children are also able to make new friends as they can communicate in any language
- iii. Economic benefits – in Zimbabwe many languages are spoken, therefore, if one speaks more than one language he or she becomes competitive on the job market because he or she will be able to use any language and can be employed in any part of the country.

2.1.3 Second language acquisition versus Second language learning

The focus of this study is on acquisition and learning of English as a second language in a bilingual setup. The differences between second language acquisition and second language

learning should also be highlighted. According to Krashen (1987) second language acquisition is a subconscious way of acquiring a language and when it occurs we are not aware the knowledge that it is happening.

This is the same way children acquire their first language but Krashen (1987) argues that both children and adults can subconsciously acquire a language. On the other hand language learning is a conscious process of acquiring a language (Krashen, 1987) for example the learning of English in schools. Correction of errors is vital in the learning process. Thus language acquisition is subconscious while language learning is conscious. The differences between the two processes of acquiring a language are further highlighted in the table below;

Table 2.1 Differences between first and second language acquisition.

First language acquisition	Second language learning
Occurs at the stage of cognitive development and is genetically triggered.	It is not genetically triggered, usually language is learnt through instruction
There is no resistance to L1 since it occurs naturally.	There is great resistance to L2 learning and L2 acquisition is affected by different socio-cultural and psycholinguistic factors
It occurs subconsciously.	It occurs consciously
There is no need for correction	Correction is an important aspect of the language learning process.

2.1.4 How quality contact and quantity contact affect second language acquisition.

In any environment, interpersonal skills are language related mainly for social interaction and communication. Therefore in a bilingual setup it is very vital for one to speak both languages because in every activity that occurs language becomes a barrier. This is so because when one cannot speak a language he cannot or she cannot communicate effectively. Therefore, quality contact and quantity contact refers to the amount and quality of interaction and the amount and quantity of language input that the language learner is exposed to. Social interaction is key to the language learning process.

Language learning opportunities reach their optimums in a bilingual setup when language learning groups have face to face interactions (contact) with other students. According to Wong and Fillmore (1985) language learning opportunities are richly present when there is social interaction as students will mainly focus on communicating with each other and naturally make use of all their resources to do so, and these resources include facial expression, dramatization, repetition and so on. This shows that students who live in an environment where a target language is spoken have the advantage of being surrounded by opportunities to hear it and speak it.

If the language social environment features are present not only in the school but also in the media, shopping malls and even churches the larger the opportunities for language learning (enclosure). Second language acquisition is then facilitated by the rich language exposure and the inherent need for communication to take place. According to the interactionist theory of language acquisition the communicative give and take of natural interaction between speakers is a crucial element of language learning and acquisition process.

22. Factors which affect quality contact and quantity contact between language groups in a bilingual set up.

Although **social** interaction enhances quality and quantity contact and highlight an important cornerstone in explaining second language acquisition. However there are factors which affect quality and quantity between the two language learning groups. Immersion into an environment where a language is spoken does not guarantee social interaction and second language acquisition. It is very important to investigate closely at the broad social and political context in which students live and learn. Stereotypes, attitudes and status power differences result in the impossibility of interaction in the classroom. According to Schumann (1978) living in an environment where a language is spoken is not a direct cause for second language acquisition and gives social variables which affect quality and quantity contact and three of them are discussed on this study and these include social dominance ,enclosure and cohesiveness and size.

2.2.1 How social dominance affect quality and quantity contact

Social dominance is one of the factors that influence quality and quantity contact between the groups. According to Schumann (1978) when a second language learning group is politically, culturally, technically or economically superior to the target language then there will be resistance on learning the target language. IN other words if the language learning group is superior in any way attitudes and prejudices arise and quality and quantity contact between the language groups is decreased. Economic dominance is having financial wealth and resources, social dominance is having contacts or social connection with individuals who confer benefits at the presenter in the future and cultural dominance is when one is equipped with knowledge of advantageous behavior like taste of current fashion trends. These affect quality and quantity contact in different ways. The fact is no one wants to learn the language of the inferior group.

This is also true of the Lower Gweru situation both the Ndebele and the Shona are superior in different ways. In Zimbabwe the Shona people are somehow historically considered politically superior in that the VaShona people were the owners of the land who built the Rozvi and the Masvingo empire and the Ndebele came from the South escaping from the Mfecane (Moyana, 2003) and basing on this history the Shona people regard themselves superior and feel that they should not learn the language of the inferior group. On the other hand English language is superior in that it was declared the official language by the government in the Education Act of 1987 and its amendments and is used in all formal sectors of the economy therefore it is given superiority among other languages used in the area. On the other hand three quarters of the population in Lower Gweru are Ndebele and most of the business communication is done in Ndebele making it economically superior. Also when the target language group's culture is inferior quality and quantity contact is affected. This is interesting in a way that "language is a carrier of culture" Ngugi (2002) meaning that one acquires a culture when he or she acquires a language. According to Hamer and Blan (2002) for dominant groups acquisition of a new culture and a new culture undermine their original identity.

Because of political, economic and cultural dominance it becomes difficult for students to interact as they will be undermining each other. Attitudes and prejudices arise and this may results poor quantity and quantity contact between the groups in the classroom. According to Shaw (1981) in Dornyei and Malderez (2002), initial interpersonal attraction characterize physical attractiveness, perceived ability of the other person and similarities in attitudes and personality and economic status. This is to say that students with same attitudes, personality and economic status will tend to form rigid groups thereby quality and quantity contact will be

improved and resulting in students being exposed to language input which is adequate for second language acquisition which can be acquired through interaction.

2.2.2 The extent to which enclosure affects quality and quantity contact between the language groups

Enclosure is also one of the factors that affect second language acquisition and learning in a bilingual setup. When groups in the classroom are enclosed there would not want to incorporate new members in the group hence quality and quantity contact is affected. A second language support system however has to be developed to ensure that students interact. This can be done through the sharing of recreational facilities like clubs, sporting grounds, and swimming pools. According to Schumann (1978) when the language groups share the same constructs such as schools, churches and recreational facilities they will tend to interact. Schumann (1978) also states that if the two language groups share these social constructs enclosure is said to be low and L2 acquisition is facilitated. According to Cole (2002) if members of a group are involved in different crafts and if they attend churches, recreational facilities and schools which are different enclosure is said to be high and quality and quantity contact is restricted between groups. Enclosure results in quality and quantity contact in a way that when students share recreational facilities they are forced to interact and the most important thing to note is that all forms of communication are done through language therefore the students will be exposed to rich language input which enables them to acquire English as a second language.

Translations are offered in churches in Lower Gweru and in schools rules and regulations are written in all languages used. The advantage of this is that when translations are offered social dominance is eradicated and people will feel that they are one and equal. This will enhance

quality contact and quality contact and above all the two language groups will also be exposed to language input required for second language learning to occur.

2.2.3 How cohesiveness and size affect quality contact and quantity contact between the language groups

Cohesiveness and size are also in the chain of factors that affect quality contact and quantity contact in a bilingual setup. According to Forsythe (1990:10) group cohesion is “the strength of the relationship linking the members to each other and to the group itself”. It is also defined by Dornyei and Murphey (2003) as the closeness or the oneness feeling in the group. Therefore cohesiveness refers to the 'unity', 'oneness' which is characterized by commitment, interpersonal attraction and group pride. Thus a cohesive group is unbreakable. Freud (1921) stipulates that group cohesion evolve from psychological factors. However Freud’s position on group cohesion is juxtaposed to the concept of libido. Freud (1921) states libido is the energy of the instincts to do with love and goes on to say that the binding force emerges from emotional ties.

Cole (2001) states that if members of the group interact exclusively with the members of their group only then the groups said to be cohesive again this disrupts opportunities for quality and quantity contact and interaction with members of other groups is diminished. According to Schumann (1978) if the language learning group is cohesive it will separate from the target language group thereby compromising quality contact and quantity contact between the two groups. Cohesiveness can only ensure that second language acquisition is facilitated when the groups that emerge in the classroom are combined into one cohesive group. Clement, Dornyei and Noels (1994) suggest that group cohesion create large opportunities for language acquisition therefore it is the role of the teacher in the school to create one cohesive group by modelling supportive and friendly behavior between students, promoting proximity and avoiding rigid

sitting patterns among other things and when the two groups become one cohesive group quality and quantity contact is inevitable.

Size refers to how big or small something is. Size is one of the items which affect group processes. Handy (1981) the optimum size for best results and highest all-round involvement is five to seven. On the other hand for quality interaction to take place in the classroom the group has to be considerably large hence the larger the group the greater the diversity of language skills and knowledge. This shows that size does not only enhance quality contact and quantity contact but also facilitates second language learning through sharing of skills. According to Schumann (1978) if the language learning group is large the intragroup contact will be more frequent than contact with the target language group. This means that there is no contact at all if the other group is larger than the other.

2.2.4 Strategies to be put in place by the teacher to improve quality contact and quantity contact between groups

According to the interactionist perspective the significant other plays a significant role in language acquisition and in schools the teacher becomes the significant person to facilitate second language acquisition. Therefore strategies can be put in place by the teacher to ensure that there is quality and quantity contact between students.

2.2.5 Use of cooperative learning methods

Cooperative learning is one of the instructional methods which can be used to promote group cohesion and to ensure that there is quality and quantity contact. Slavin (1990) states that cooperative learning is when pupils are put into small groups and cooperate with each other to complete a task for example students may be put in groups and asked to fill in sentences on work

cards. Cohen (1994) also defines cooperative learning as a social process which enables knowledge to be acquired through quality interaction between group members. The two definitions prove beyond reasonable doubt that cooperative learning improves quality and quantity contact between students. Johnson and Johnson (1995) state that cooperative learning is effective on creating group cohesion hence it can also be used to promote cohesion between the two groups in the classroom. With cooperative learning to achieve a common goal the teacher has to ensure that students are rewarded as a group not individually to create that feeling of oneness. When the feeling of oneness is created there will be quality and quantity contact between the students and SLA is facilitated. Sudzina (1993) postulate that cooperative learning is effective for eliminating prejudices amongst pupils in a classroom hence factors like social dominance will be eradicated as students begin to see each other as equals. Also cooperative learning ensures that students support each other during the learning process, they learn to accept differences amongst themselves and they also learn to work as a team. Another benefit of cooperative learning is positive intergroup relations hence Slavin (1990) stipulates that cooperative learning is an ideal solution of solving the problem that arise from students who come from ethnic groups with opportunities for non-superficial cooperative interaction

2.4.5.2 Use of group work

In a classroom the teacher can also employ the use of group work to ensure that there is quality contact and quantity contact between groups. Group work attracted attention of educationists in the 1970s due to the overuse of the lecture method which allowed the teacher to be the only active individual in the classroom. Through the use of group work students interact as they are assigned to work on a task and they work together to successfully complete that task. Gower (1987) notes that with group learner's experience is stimulated through various type of

interaction which results in a very composed and cooperative atmosphere. Whenever interaction is stimulated quality and quantity contact is inevitable and this result in second language acquisition is optimized. It is the responsibility of the teacher to group individual with different levels of capabilities so that different learning experiences are shared.

2.5.3 Avoiding rigid sitting positions

Organization of the classroom can play an enormous role in student discipline and control of the learning process. In every classroom some pupils enjoy sitting at the front, some in the middle and usually those who feel inferior, the lazy ones and the mischievous ones enjoy being back benchers and these sitting positions become rigid. When sitting positions are rigid opportunities for student to interact are reduced. According to Hannah (2013) seating arrangements can be modified by organizing desks into a circle and he states that this works excellently when conducting debates or group work in the classroom. Resultantly students view each other as members of one group and they feel invited to share opinions without being prejudiced. Hannah (2013) also states that organizing students randomly can be beneficial in a way that does not personalize their seating arrangements.

2.4.6 Promoting classroom interaction

When pupils from different language backgrounds, attitudes and prejudices arise and this result in no contact at all. Therefore a teacher should ensure that there is group cohesion. According to Dornyei and Murphy (2003) group cohesion is something which can be cultivated and they go on to say that, cultivation starts with getting to know each other so that they will be able to accept and welcome each other. The teacher should make sure that language learners interact with each other. This can be done by the use of proximity that is ensuring that students are physically close

to each other and this encourages them to interact in turn having access to language input. The teacher can also enhance quality and quantity contact between language groups by encouraging student cooperation and modeling friendly behavior. This can be done by setting ground rules and creating group norms. Students can be included in setting ground rules so that they will not feel intimidated and will abide by those rules because they also played a part in implementing them. Also interaction can be established by rewarding group experiences and organizing co-curricular activities like debate and public speaking. On the other hand the teacher should note the strategies might need time to be implemented as Dornyei and Murphy (2003) state that the building of cohesion within a group is a long term process.

2.5 Summary

This chapter discussed the topic under study. It highlighted on the factors that affect quality and quantity contact between groups that progress in the classroom in a bilingual setup and also emphasized on the techniques that can be put in place by the teacher to facilitate second language learning. Chapter intends to object the elaboration of the research design, sampling and sampling techniques and data collection procedures. As the groundwork of the research study it will be geared on elaborating how data will be collected.

Chapter 3

Research Methodology

3.0 Introduction

This chapter picks up from chapter two which is the backbone of the research and contains theoretical review of literature and the discussion of the topic under study. Chapter three focuses on elaborating the research design, sample and sampling methods. It also spells out clear justification of research instruments and how they effectively address the research questions and also highlight how ethical issues and principles are adhered to. Finally, the data collection procedures and data analysis plan are also discussed to show how they also aid in addressing the research questions.

3.1 Research design

According to Selitz et al (1981) in Tobaiwa (2012) research design refers to a systematic attempt to generate evidence to answer the research question. For this study a Descriptive survey research design was used. According to Deliver and Shohamy (1995) descriptive research refers to investigation which utilizes already existing and non-experimental research and they go on to state that a descriptive study might describe an aspect of second language or focus on the description of specific constituent of the process. In this study the researcher used the descriptive survey research focuses on the description of the factors which affect quality and quantity contact between groups in a bilingual set up.

The researcher decided the research questions in advance and these questions were the guidelines of the study. Quantitative research methods were also used by the researcher after data collection. Seliger et al (1995) states that quantification of data takes place after data of a general

nature have been collected and in some cases categorized. Data was collected from a sample of three out of 6 secondary schools and a data analysis plan was put into place. Lower Gweru schools were used as a case study as it is an area where two languages are spoken. Descriptive research was vital for this study because it provided a true picture of how classroom group dynamics are connected with second language development.

3.2 Population, sample and sampling techniques

3.2.1 Population

Best and Khann (1998) defines population as a group of Individuals which has one or more similar characteristics in common that the researcher is interested in. Taking into consideration the above definition the research obtained data form students who attend school in Lower Gweru Secondary schools both males and females doing O'Level and teachers in the language departments.

The researcher targeted the mentioned population because language teachers have vast knowledge of factors that affect language acquisition and can assess behaviors that the researcher was looking for and the students come from different linguistic backgrounds which also have an effect on second language acquisition.

Table 3.2.1 Characteristics of the population

Characteristic	Number	Percentage
First language : Shona	25	50%
Ndebele	25	50%
Level of education:		
✓ Teachers and HODs- diploma ,degree masters	10	20%
✓ Students- form 3/4	40	80%
Sex : male	25	50%
Female	25	50%

3.2.2 Sample and Sampling

Because of the time factor the research was not able to include the whole population for data collection therefore a sample of the population was used. Vakeviser et al (1999) in Tobaiwa (2012) state that a sample is a subset of the whole population which is actually investigated by a researcher and will be generalized to a whole population. The researcher used two out of seven secondary schools as a sample for the research. On administering the research instruments the researcher used the random sampling method. According to Cohen et al (2010) random sampling

is when each member of the population has an equal chance of being selected. Random sampling was used because all the members of the population possessed the same characteristics that the researcher regarded significant.

Table 3.2.2 characteristics of the sample

School	Number of students	Number of teachers	Number of HODs
Lower Gweru high school	20	4	1
Maboleni High school	20	4	1
Total	40	8	2

3.3. Instrumentation

The researcher designed two types of instruments for the purpose of this study that is two questionnaires and one interview guide. The questionnaires were administered to the teachers and students who were included in the sample and the interview guide for the Heads of departments.

3.3.1. Questionnaire

According to Seliger et al (1995) questionnaires are printed forms of data collection which include questions or statements to which subjects are expected to respond anonymously. Questionnaires were designed for data collection on a phenomenon not easily observed, that is how quality contact and quality contact of different language groups is affected by social dominance, enclosure and cohesiveness and size. The questionnaires' were prepared in line with

the research questions. It contained four items on demographic data, four items on social dominance, three items on enclosure, three items on cohesiveness and size and four items on strategies that can be employed by the teacher. The question served the rightful purpose and was an effective means of collecting data as it was administered to a large group in a short space of time and also because anonymity was assured the respondents shared information freely. Also due to the fact that the questions were designed in line with the research questions data collected was uniform and standard.

The questionnaire had the following advantages and disadvantages to the researcher;

Advantages

- 1) Large amounts of information were collected at the same time as questionnaires can be administered to a large group. Twenty five questionnaires were respondent to in less than two hours at each school
- 2) Information was collected in a short space of time hence they were not time consuming
- 3) Questionnaires are objective and data is obtained in a standardized way. This was due to the fact that the researcher prepared the questionnaires in line with the research questions.

Disadvantages

- 1) In some cases respondents were not willing to respond to the questionnaires. The teachers felt that it was a waste of time and that their lessons were being disrupted
- 2) In most cases respondents may not be comfortable with giving an honest opinion. Respondents felt like their privacy was being invaded.
- 3) Standardized questions make it impossible for respondents to explain any points

3.3.2. Interview guide

An interview is a way of collecting data by obtaining information by actually talking to the subject Seliger et al (1995). For the research the researcher used a structured interview guide with a series of questions which was prepared in advanced and were responded to by the HODs. Six questions were prepared, two on demographic data, one each on social dominance, enclosure, cohesiveness and size and strategies which can be employed by the teacher.

The interview was used to obtain data on covert variables toward the target language and strategies which can be employed to ensure that there is quality and quantity contact between two language learning groups.

3.2.1. Advantages

- 1) Face to face interaction enables the researcher to read non-verbal cues. The researcher was able to take note of some non-verbal cues, in cases were the respondent acted uncomfortably the researcher rephrased or moved to another question.
- 2) When questions or statements are obscure the interviewer can clarify them
- 3) The interview can be recorded for future use. A recording of the interviews was made.
- 4) The interviewer has a chance to add or subtract questions as the interview progresses

3.2.2. Disadvantages

- 1) Interviews are time consuming. It took time for the researcher to set up the interview and the interview took up to one hour because in some cases the respondents kept on asking for clarification.
- 2) Respondents may possibly feel uncomfortable even when anonymity and confidentiality is assured. Although this was the case the researcher ensured that the respondents feel

comfortable by smiling and using examples which are closer to home so that they won't feel intimidated.

Research Ethics and Considerations

When research is carried out the researcher should ensure that the respondents are protected from any form of harm or pain hence the researcher designed the research instruments putting into consideration research ethics and principles. Anonymity was observed as no names or any form of identification was to be mentioned and this was specified at the beginning of the questionnaire and interview. Nachmias (1992) in Cohen (2007) underlines the need of confidentiality of the people's identities. Confidentiality was also specified as the information collected were to be used for the purposes of the research only. Also participants were informed about the research and were allowed to withdraw if they were not interested.

3.4. Data collection procedures

After the researcher decided on the data to be collected and preparing the instruments data collection procedures were put in place. After the research instruments were approved by the supervisor, the researcher was given an introductory letter from the faculty of Education. This letter was to be handed over to the Ministry of Primary and secondary education together with an application letter and sample research instruments to seek permission to collect data in schools.

The researcher was interested in highlighting how classroom group dynamics affect second language acquisition in a bilingual setup, she was to distribute questionnaires and carry out interviews at Lower Gweru mission school, Maboleni Secondary school. Twenty students at each school responded to questionnaire for students, eight language teachers responded to the

questionnaire for teachers at each school and two HODs were interviewed at each school and recordings for the interviews were made

Conclusion

The chapter was aimed at highlighting the research design and justifying its appropriateness and highlighting the choice of instruments and also showing how they adequately address the research questions. Data collection procedures and data analysis plan were also discussed in full detail. The following chapter will be focusing on analysis of data.

CHAPTER FOUR

Data presentation, analysis and discussion

4.1 Introduction

The previous chapter highlighted the methodology of the research study and the instruments employed in data collection. The thrust of this chapter is data presentation, analysis and discussion. The research instruments discussed in the previous chapter were put to use to show how classroom group dynamics affect second language acquisition in a bilingual set up. Two questionnaires were administered one for teachers and the other for students and an interview guide for HODs. The data was presented in line with the research questions. The data was to answer the following research questions;

- I. *To what extent does social dominance influence quality and quantity contact between English language learning groups?*
- II. *To what extent does enclosure inhibit quality contact and quantity contact between English as a second language?*
- III. *Does cohesiveness and size negatively or positively affect quality and quantity contact between language learning groups in the classroom?*
- IV. *What strategies can be put in place to ensure that second language acquisition is optimized?*

4.1 Personal demographics of respondents

Table 4.1 Demographics for students

Table 4.1 represents the demographics of the students who constituted the sample.

Table 4.1 Demographics for students

Characteristic	Responses	Responses
Age	Range 16-19	Mean 17.5
Sex	20 female	20 males
First language	21 Shona	19 Ndebele
Language of instruction	English and Shona	English and Ndebele

A total of 30 students responded to the questionnaires in the two schools which were used as a sample (16 females and 14 males). The Ndebele language has the large number of occupants in Lower Gweru as they were 21 Ndebele speakers and 19 Shona speakers.

The above demographics were an integral part of the study as they specified the characteristics of the respondents. The demographic data also assisted in showing the homogenous nature of the sample. The information also assisted the researcher to assess if the differences in the personal background of the students had an effect on the responses that were given.

4.2 Demographics for teachers

Table 4.2 personal demographics for teachers.

Table 4.2 represents data collected on personal demographics of teachers.

Table 4.2 Demographics for teachers

N=8

Characteristics	Responses	Responses
Sex	5 females	4 males
Years of experience	Range 1-12 years	Mean 6.5 years
First language	6 Ndebele speakers	2 Shona speakers

Eight teachers were used as a sample (i.e. 5 females and three males). The teachers' years of experience ranged from 1 to 12 years. The demographics that the researcher was looking for were sex, years and first language.

The teacher's demographics were vital for the reason that they also highlighted the heterogeneity of the respondents included in the sample. Personal information also assisted the researcher to analyse the characteristics of the teachers who participated in the study. The different years of experience also assisted the researcher to analyse the different responses that the teachers gave. Having presented the demographics of students the research goes on to present the data on *how social dominance affect quality and quantity contact between groups*.

4.2 To what extent does social dominance influence quality contact and quantity contact?

4.2.1 Students responses to awareness of existence of social groups

Table 4.2 is a representation of the students' responses to the question if there were aware of the existence of social groups in the classroom. The students gave the following responses.

Table 4.3 Responses to existence of groups in the classroom

Table 4.3 represents the responses to the existences of groups in the classroom.

Response	Number of responses	Percentage
Yes	27	67.5%
No	13	32.5%

Most students confirmed the existences of groupings in the classroom set up as 67.5% acknowledged that they are aware of the social groups that exist within the classroom. Only 32.5 % denied the existence of groups. This shows that pupils form social groups in the classroom. These groups can inhibit or enhance English language learning in different ways that will be discussed later in the chapter. It is the role of the teacher to manipulate these groups to facilitate language learning and improving quality and quantity contact between groups. The students also highlighted that there are certain characteristics which attract them to a group.

4.3.2 Nature of dominance in the classroom

Fig 4.1 represents responses on the nature of dominance in the classroom.

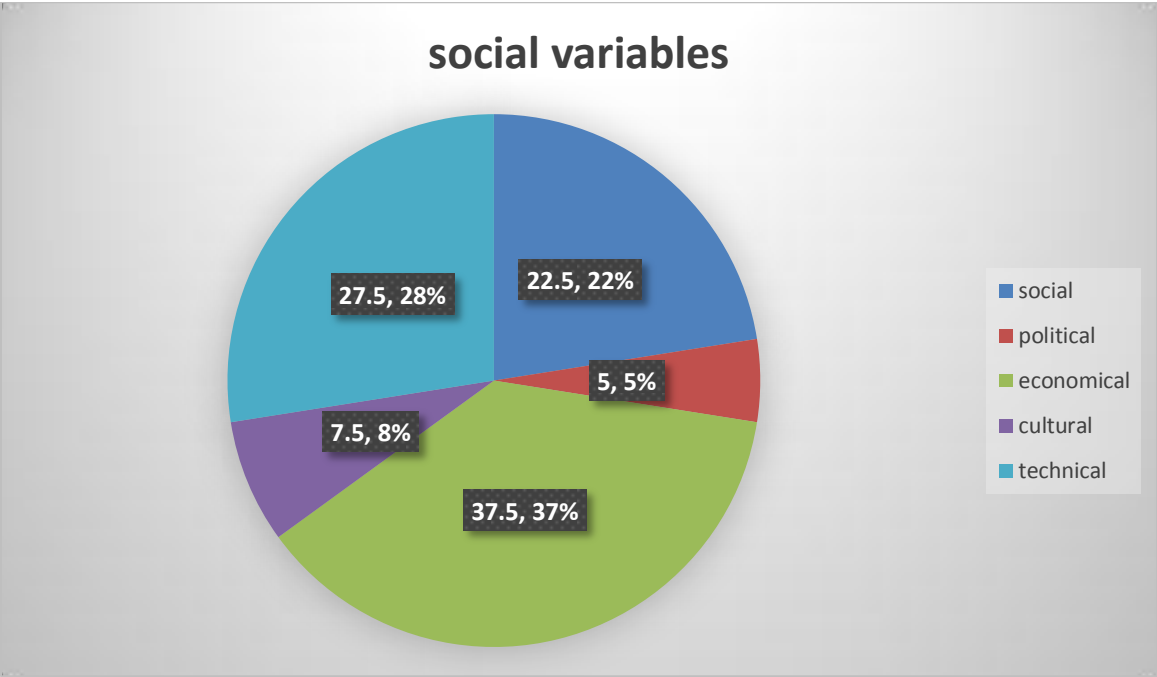


Fig 4.1 Pictorial representation of responses by teachers and students to social dominance

The nature of dominance includes economic, social, technical, political and cultural. Through this the researcher was able to identify the main nature of dominance and what attracts members to create a group.

Responses showed that all the types of dominance are present in the bilingual setup. Economic dominance is the one which is most prominent with 50% of responses from teachers' and 37.5% responses from students indicating that because students group themselves according to what they own (material things) and because the nature of dominance is economical students group themselves according to the technical gadgets they own. Some bring laptops others bring tablets and they would not want to associate themselves with those who do not have. This affects quality and quantity contact between groups in the classroom leading to poor language learning support

system. Responses also showed that cultural dominance also affect quality and quantity contact between the groups. Cultural dominance refers to having knowledge or possessing characteristics of the latest social and cultural trends like fashion, jewellery or even music. Responses showed that this type of dominance was more familiar with female students rather than male students. The nature of dominance results in prejudices and stereotypes and this in turn affects quality and quantity contact between the groups. Qualitative data was also collected to show how social dominance affects quality and quality contact below is the analysis of the responses by HODs on social dominance.

4.2.3HODs responses to how social dominance affects quality and quantity contact

The HODs were asked the following question by the researcher “*in what ways do you ensure that social dominance is eliminated to create a second language support system?*”

KEY: HOD1 – HOD for school number 1

HOD2-HOD For school number 2

HOD1 “*The nature of dominance is mostly technical or economical therefore the school policy does not allow students to bring gadgets to school and we also supervise the teaching process to ensure that equality is maintained in the school*”

HOD2 “*as a capitalist society those who have always dominate but we don’t allow that at school as a department we ensure that there is equality among students in the classroom.*”

The HODs’ responses show that students group themselves according to the material things they own therefore economic dominance is most prevalent in school. The HODs further highlighted that there is economic dominance in the school because we live in a capitalist society. Those who

are prejudiced would not want to incorporate themselves into the dominant group and this affect quality and quantity contact between groups. All the other types of dominance root from the economic aspect because the financial background has an effect on the day to day lives of individuals. The HODs in their responses also suggested that if the nature of dominance is eliminated quality and quantity contact is enhanced and second language acquisition support system is optimized. The HODs highlighted that school policies do not allow cell phones or any technological gadgets and also equality among students is maintained so that no student feels superior to others.

The HODs were asked the question that *“taking into consideration that social dominance affects second language acquisition how can quality and quantity contact be enhanced?”*

Key; HOD1 – HOD for school number one

HOD2 – HOD for school number two

HOD 1 *“if dominance is absent students will interact because they will be seeing each other as equals and our school policy advocates for equality among students therefore all students are treated equally”*

HOD2 *“When pupils feel that they are equal in any way they tend to interact smoothly hence dominance of any kind should be eliminated in the classroom”*

Therefore it is the role of the teacher to ensure that there is equality among students so that they interact and second language acquisition is optimized. When students are treated as equals all forms of prejudice and stereotyping are eliminated. Hence when a classroom environment is free of prejudice and stereotypes quality contact and quantity contact is inevitable and the language

teacher can manipulate this to her/his teaching of English as a second language. Given the analysis of data on the effect of social dominance on quality and quantity contact between language groups the researcher goes on to analysis data on how enclosure affects quality and quantity contact between groups.

4.3How does enclosure affect quality contact and quantity contact?

Table 4.3 represents the responses on the extent to which the sharing of recreational facilities like playing fields, swimming pools and clubs like debate and public speaking and drama club improves interaction between students.

Table 4.3.responses to the effect of sharing of recreational facilities improve interaction.

Response	Number of respondents	Percentage
To a greater extent	30	62.5%
To a lesser extent	12	25%
Not at all	6	12.5

The responses in Table 4.3 show that sharing of tennis and basketball courts enhance quality and quantity contact in a way that when a group is enclosed new members cannot be incorporated into the group but when they share social constructs interaction is inevitable. The question required both teachers and students to indicate the extent to which enclosure enhances quality and quantity contact.

The responses show that when students share recreational facilities they become one family therefore quality and quantity contact is enhanced. This creates a strong second language support

system. Even when they cannot speak the other's L1 they can communicate in English therefore second language acquisition is facilitated. Qualitative data on how sharing of recreational facilities improves interaction was also collected and analyzed in 4.3.2 below.

4.3.2 HODs responses to how enclosure affects quality and quantity contact

The researcher asked the HODs *“in what ways does the sharing of recreational facilities like basketball and tennis courts and sharing of social constructs like debate and public speaking clubs improve interaction between groups?”*

The following responses were given by the HODs:

HOD1. *“When students share the same recreation facilities there is maximum interaction because recreational facilities are social places.”*

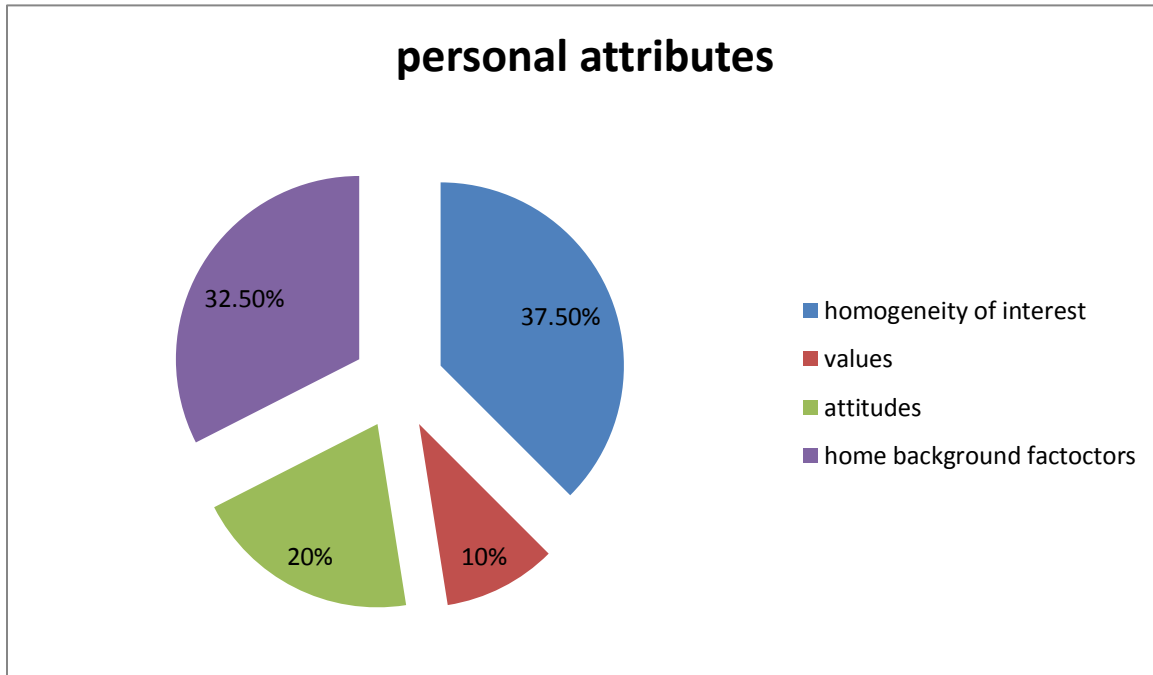
HOD2. *“There is no way that students fail to communicate when they meet in social places, they are forced to interact”*

Both responses by the HODs proved beyond reasonable doubt that enclosure has a great effect on quality and quantity contact between students. This shows that when students meet in social places they are forced to interact. Thus the HODs suggested that the time that students spend outside the classroom should also be valued as it aids in enhancing interaction that will also take place in the classroom. Also the teachers should use teaching strategies that ensure that the classroom becomes a social place. Having analyzed the data on how enclosure affects quality and quantity the researcher goes on to analyze the findings on how cohesiveness and size affect quality and quantity contact between groups.

4.4 Does cohesiveness and size affect quality and quantity contact between groups?

The following pie chart shows the responses on which attributes that attract pupils to a group.

Fig4.4 representation of attributes that attract students to a group



There are different personal attributes which attract a person to a group and these attributes makes the group cohesive. The personal attributes that the researcher was looking for include homogeneity of interest, values, attitudes and home background factors. Homogeneity of interest refers to having the same kind of interests and pupils with same interests like playing netball or swimming or those who enjoy reading group themselves according to their interests. The term values refer to having the same principles of standard behavior thus students who share the same values also group themselves together. An also home background factor also plays a part in group formation and also plays an important role in second language acquisition. The responses show that certain personal attributes attract students to be members of a group and these

attributes make a group cohesive as students will be aiming to achieve the same goals. The responses show that homogeneity of interest influences group formation with 37.5%. Home background also influences group formation with 32, 5% of responses. Home background factors are related to social dominance in a way. Values which had 10% of the responses and attitudes which had 20% of the responses also have an effect on group formation but their influence is low. Taking into consideration the above responses it can be concluded that groups can be formed according to the same characteristics resulting in the groups being enclosed. This in turn affects quality and quantity contact between groups. The researcher then goes on to analyze qualitative data on how cohesiveness and size affect quality and quantity contact between the groups.

4.4.2 HODS responses to how cohesiveness affects quality and quantity contact between students.

The researcher asked the HODs the following question; *“how does teachers in the English department use cohesiveness to the advantage of creating a second language support system.”*

The following responses were given by the HODs

HOD1 *“when a group is cohesive it is hard to break therefore we encourage teachers to create one cohesive group so that interaction is inevitable”*

HOD2 *“when a group is not cohesive it pulls in different directions henceforth it is the role of the teacher to ensure that an L2 classroom is cohesive”*

Both responses by the HODs show that if a group is cohesive L2 learning is facilitated. Group cohesion attracts members to belong as there will be sharing the same characteristics. The result of group cohesion internal success and social emotional support this enhances quality and

quantity contact but only if the classroom becomes one cohesive group. Therefore the teacher can come in as a facilitator of group cohesion. This can be done by creating group norms and which the students can identify with. The norms become the attributes that the students will be attracted to in the group and the norms and values will become the adhesive that keeps the group together. The responses also highlighted an important factor that teachers have a role to play to ensure that cohesiveness results in quality and quantity contact. Having analyzed the data on the effect of cohesiveness on quality and quantity contact the researcher goes on to analyze how size affect quality and quantity contact.

4.4.3 How size affects quality and quantity contact between groups

The researcher asked the HODs the following question on size “*which group size is manageable in second language teaching?*”

The following responses were given by the HODs

HOD1- “*when we consider a class as group the manageable size is 30 to 40 students per classroom but when assigning group tasks ,a group should have a maximum of 4to 5 students per group.*”

HOD2-“*A large group of students is difficult to manage therefore we have a limit of students per classroom so that teachers will facilitate language teaching smoothly*”

The above responses show that size also affects group cohesion. The HODs highlighted in their responses that small groups are easier to manage than larger groups. This is so because students are not able to get the recognition there are looking for when the group is large. These results in students pulling in different direction as a result the group becomes less cohesive and quality and

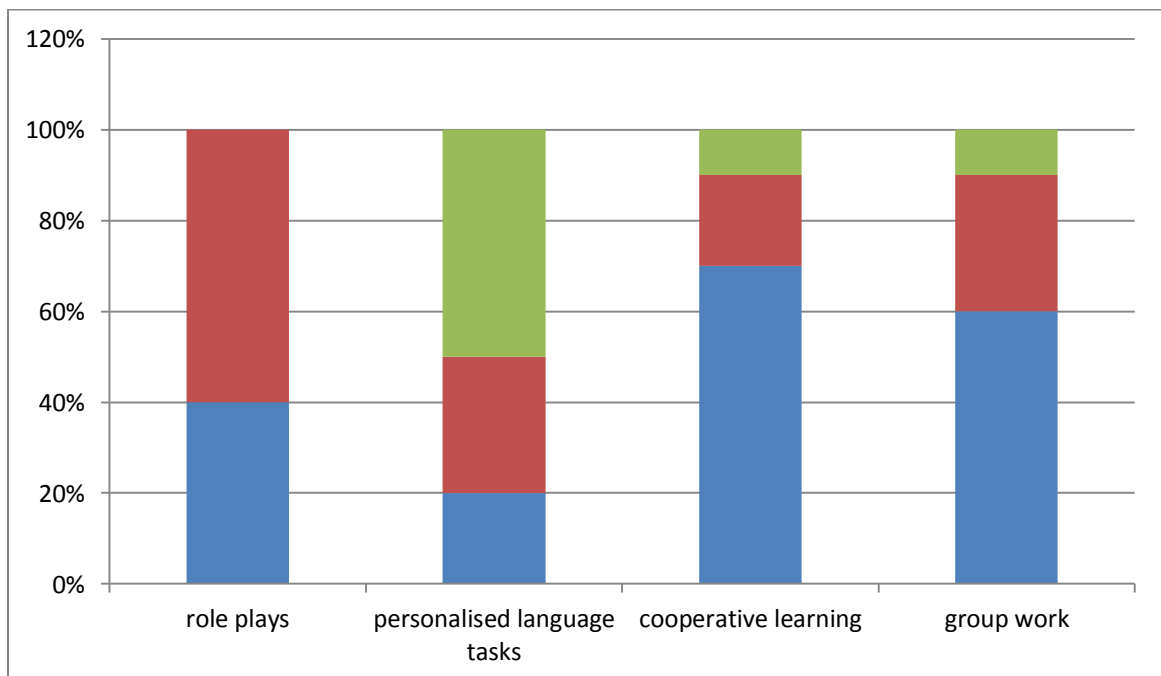
quantity contact is compromised. The HODs also recommended a school policy which allows only few students per classroom. As data on how size affects quality and quantity contact the researcher goes on to highlight strategies that enhance quality and quantity contact between groups.

4.4.4 What strategies can be put in place by the teacher to ensure that second language acquisition is optimized?

4.5.1 Teachers' responses to the extent to which teaching strategies enhance quality and quantity contact

The following graph represents the teachers' responses to the extent to which different teaching strategies enhance second language acquisition. The following teaching strategies were used by the researcher to role plays, cooperative learning, group work and pair work.

Fig 4.5 representation of teaching strategies that can be employed to enhance quality and quantity contact between groups.

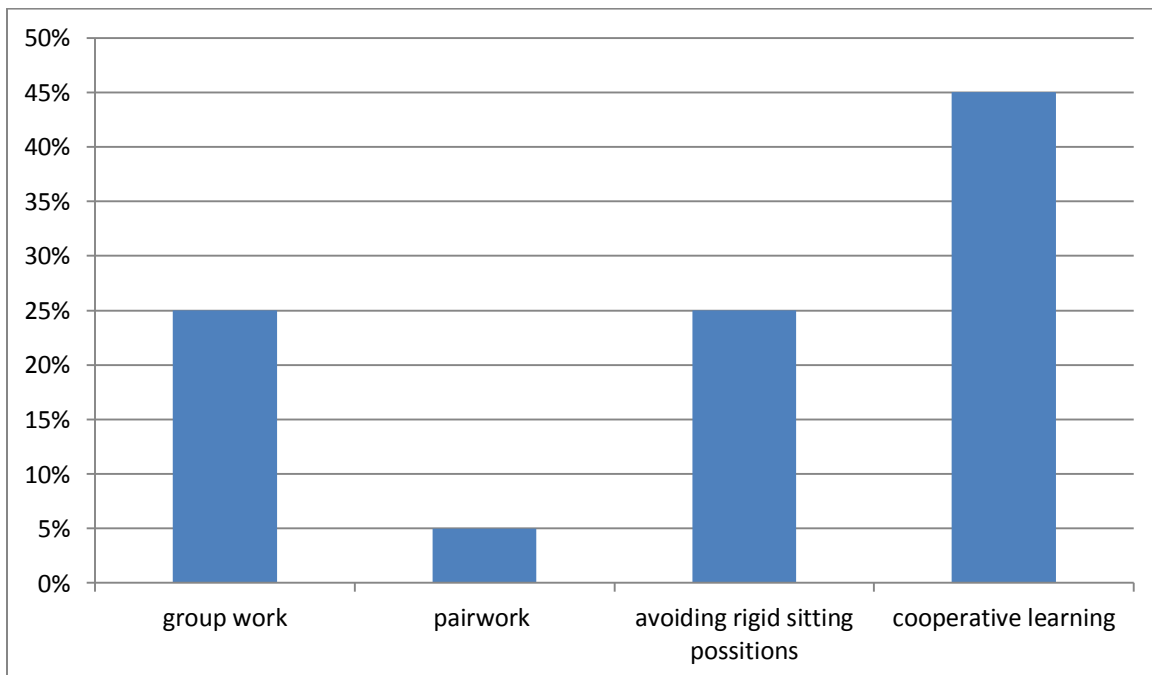


The responses show that not all teaching strategies can enhance quality contact and quantity contact between groups. Most responses were in favor of cooperative learning strategy which had more than 60%. Although this is the case the HODs in the interview revealed that the schools encourage the use of the strategies combined to ensure that all the learners are catered for.

4.5.2 Suggested teaching strategies

The following graph represents the data collected on the teaching strategies that can be put in place to enhance quality and quantity contact between students to ensure that second language is optimized. The teaching strategies that were suitable for this study included cooperative learning, group work, pair work and avoiding rigid sitting positions.

Fig 4.6. Representation of suggested teaching strategies



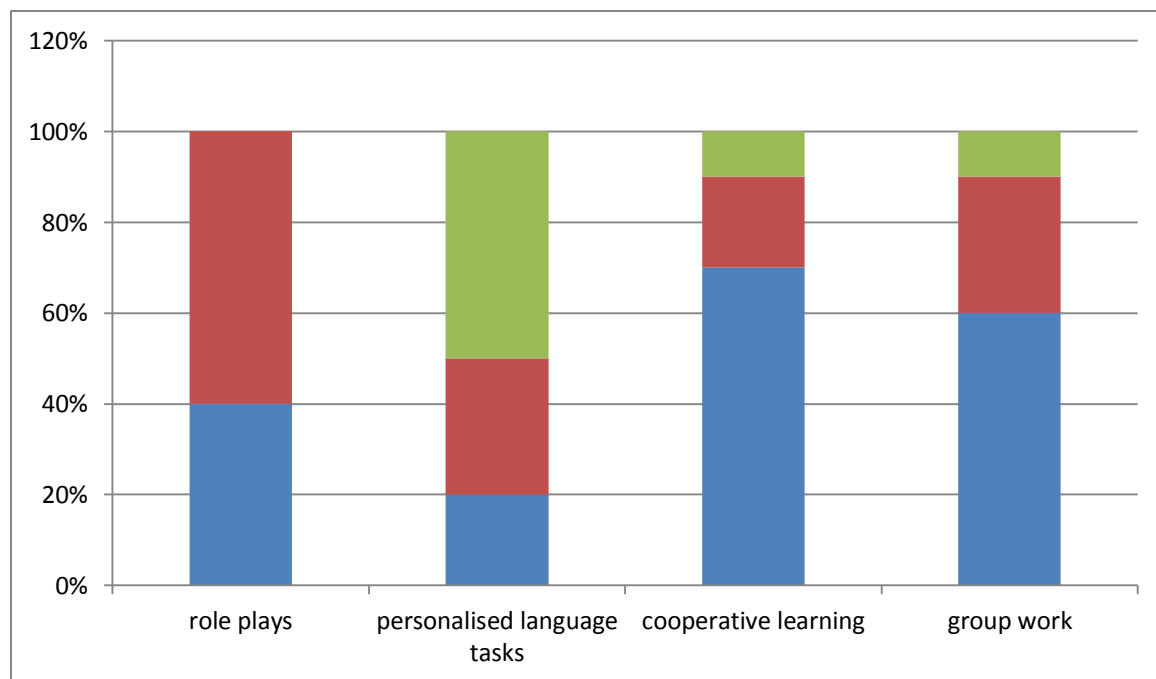
The teaching strategies suggested by participants included cooperative learning, group work, pair work and avoiding rigid sitting positions.

The responses were in favor of the view that teachers can influence relations between students in the classroom hence teachers have a role to play to enhance quality and quantity contact between the groups.

4.5.2 Teachers' responses to the extent to which teaching strategies enhance quality and quantity contact

The following graph represents the teachers' responses to the extent to which different teaching strategies enhance second language acquisition. The following teaching strategies were used by the researcher to role plays, cooperative learning, group work and pair work.

Fig 4.5 representation of teaching strategies that can be employed to enhance quality and quantity contact between groups.



The responses show that not all teaching strategies can enhance quality contact and quantity contact between groups. Most responses were in favor of cooperative learning strategy which had more than 60%. Although this is the case the HODs in the interview revealed that the schools encourage the use of the strategies combined to ensure that all the learners are catered for.

4.5 Discussion

Having analyzed the data the researcher goes on to discuss the findings obtained from the participants. The discussion of the findings was done in line with the research questions to show how *classroom group dynamics affect second language acquisition in a bilingual setup*.

4.5.1 To what extent does social dominance influence quality and quantity contact between English language learning groups?

Social dominance negatively affects the quality and quantity of contact between the groups in a classroom. Most responses show that economic dominance is the one which is most prevalent in the classroom. The HODs in the interview disclosed that most pupils group themselves according to what they own and sideline those who come from disadvantaged backgrounds. In this case prejudices, stereotypes and attitudes arise and this results in social categorization. According to Stangor (2002) one should be viewed as a unique individual but as a member of a group of people therefore those who are members of a group of economic dominance would not want to accommodate an individual from disadvantage backgrounds as they will feel that they will be incorporating all members of the inferior. This affect the quality and quantity contact between groups. The responses also show that the nature of dominance is technical. This is due to the fact that we are living in a world of technological advancement but it is not everyone who owns a

laptop, a tablet or even a cell phone. So those who have will not be willing to associate with those who do not have.

Although this is the case the teachers and the HODs responses showed that if the nature of dominance is eradicated quality and quantity contact is enhanced. Pupils can incorporate other members of the group if they feel that they are equal. Thereby creating a second language acquisition support system.

Because of the fact that students learn to prejudice and stereotyping from the social environment, teachers can break this chain by promoting interaction of the groups.

4.6.2 To what extent does enclosure inhibit quality contact and quantity contact between groups?

Enclosure refers to the state of being enclosed. The data collected showed that students share the same social constructs regardless of their first language, what they own and they interact. Therefore the sharing of recreational facilities like basketball and tennis courts and golf course and also the sharing of social constructs like churches and clubs enhances quality contact and quantity contact. This results in a strong second language acquisition support system. The data collected proved beyond reasonable doubt that if students share recreational facilities they will be adequate contact between groups. Graham and Brown (1996) in their research also highlighted that the sharing of recreational facilities such sporting facilities and churches and clubs plays a significant role in the acquisition and learning of English as a second language.

The responses highlighted that students share the same social constructs such churches, clubs and schools and through this quality and quantity contact is enhanced. At Lower Gweru Adventist

school pupils attend their church service at the school and opportunities for quantity and quality contact are optimized.

4.6.3 Does cohesiveness and size negatively or positively affect quality and quantity contact

Cohesiveness of a group depends on different personal attributes that attract an individual to a group. The response indicated that there are characteristics that members of a group and these create oneness. For the study the researcher selected four qualities which can result in group cohesion. These include homogeneity of interest, values, attitudes and home background factors. According to the students' responses homogeneity of interest and home background factors seem to be factors that attract an individual to a group according to the responses given. The responses showed that these attributes keeps the group together and the more group stays together the more quality and quantity is enhance and second language acquisition is optimized. Teachers in the school should create positive feelings among students to ensure that the classroom becomes one cohesive group. This can be done by creating group norms and goals. When a group is cohesive there is more interaction thus second language acquisition is optimized through quality and quantity contact. This also creates a second language acquisition support system in which teachers and students are the main sources.

Also when looking at group dynamics size matters pupils responses brought to light the fact that students usually create groups of four or five members therefore the teacher should factor in the numbers when assigning group tasks to students during English lessons. Also the HODs responses showed that a small group is easier to manage and they also highlight that size also affects group cohesion in a way that when a group is large the members loose the sense of belonging and this in turn affects quality and quantity contact between groups.

4.6. What strategies can be put in place to ensure that quality and quantity contact is optimized?

The responses given by the respondents highlighted that pupils create groups prejudices and attitudes arise as some students feel superior and would not want to incorporate other members into the group. At this juncture the teacher is required to intervene to ensure that there is quality and quantity contact between groups. Responses on intervening strategies were in favor of cooperative learning. This is so because cooperative learning is an effective tool for eliminating prejudice among students at the same time meeting social and academic needs of students (Sudzina 1993). Through cooperative learning students support each other, to deal with heterogeneity in a group, to work as a team and also to deal with perspectives of others.

Group work also proves to be a tool for enhancing quality and quantity contact among groups. This is so because group work creates optimum opportunities for social interaction due to the fact that when pupils are given tasks to complete they are forced to interact. Gower (1987) stipulates that group work cultivate learner's experience of various types of interaction and creates a relaxed and cooperative atmosphere.

Other strategies which can be utilized are avoiding rigid sitting positions, using pair work and role play. It is imperative to discuss that the use of the above mentioned teaching strategies does not dismiss the use of other teaching strategies in the language classroom. Some strategies can be combined with these strategies. The above mentioned strategies were only studied in relation to group dynamics in a language classroom

4.7 Summary

The chapter was aimed at analyzing the data collected using the questionnaire for teachers and students and an interview guide for the HODs. It also contains the discussion of the data findings

in order to answer the research questions. The following chapter will be concluding the research and it also offer recommendations.

CHAPTER 5

RESEARCH SUMMARY, CONCLUSION AND RECOMENDATIONS

5.1 Introduction

The forgoing chapter focused on the interpretation of data collected in schools in the Lower Gweru area and the discussion on the findings. The thrust of this chapter is to present the research summary on how classroom group dynamics affect second language acquisition and learning in a bilingual set up. It also presents the conclusion and recommendations.

5.2 Summary

The highlight of this study was to assess how classroom group dynamics affect second language acquisition and learning in a bilingual setup. The main focus in research on second language acquisition is on the socio-cultural factors and psycho-linguistic factors and what occurs in the classroom is often overlooked.

Chapter one gave the overview of the research on classroom group dynamics. It introduced the topic understudy by giving the background of the study, statement of the problem, research questions, significance of the study, limitations of the study, delimitation of the study and definition of key terms. The main aim of chapter one was to justify why this research on *How classroom group dynamics affect second language acquisition and learning in a bilingual setup*.

The chapter also contain the sub research questions which were the guide line of the research and these include

- I. To what extent does social dominance affect quality contact and quantity contact between groups?

- II. How enclosures inhibit quality contact and quantity contact between groups?
- III. How cohesiveness and size negatively or positively affect quality and quantity contact between language learning groups?
- IV. What strategies can be put in place to ensure that second language acquisition is optimized?

Limitations of the study which include financial constrain, the unwillingness of the respondents was also highlighted and the researcher also notes how the limitations were overcome. Delimitations of the study were also highlighted to show the physical boundary and the sample to be used in the research.

The second chapter discusses the topic under study it as it contains the conceptual framework and the theoretical framework. It brings to light how factors like social dominance cohesiveness and size and enclosure affect second language acquisition and learning. Chapter two also suggests strategies which can be put in place to overcome the factors that affect quality contact and quantity between language learning groups to ensure that second language acquisition is facilitated. Second language theories which include Schumann's Acculturation model were used to highlight how factors like social dominance which can be technical, economic, social, cultural and religious. Also factors like enclosure which refers to and cohesiveness which is the unity or the oneness feeling which is characterized by interpersonal attraction and group pride. Theoretical pinning was also used to highlight the effectiveness of teaching strategies in enhancing quality and quantity contact between groups.

Chapter three elaborated the research methodology by discussing the research design, sample and sampling methods. The chapter highlights the advantages of the research design used. The

descriptive survey design and the advantage of the descriptive survey design is that it uses both quantitative and qualitative methods of collecting data and this was effective on analyzing how classroom group dynamics affect second language acquisition and learning. The chapter also highlighted the target population which were students in Lower Gweru secondary schools, English language teachers and HODs in the English language department. Sample and sampling methods were also discussed to justify its appropriateness to the study. The research instruments used in the study were also highlighted. Two questionnaires were prepared one for the students and another for the teachers and an interview guide for the HODs. The data collection procedures were also discussed to show how the researcher was going to collect data.

The following chapter focused on data presentation, analysis and discussion. At this point the data collected using the research instrument and data collection procedure discussed in chapter three. Data in this chapter was both qualitative and quantitative in nature. The data was analyzed in line with the research questions. For quantitative data, information was presented using tables and graphs. The discussion on the findings followed the data presentation and analysis and the discussion was important in the way that it discusses how the findings highlight how quantity and quality contact is affected between groups in the classroom.

The research study not only highlight the how classroom group dynamics affect second language acquisition but it also offer recommendations on how quality and quality contact between language learning groups can be enhanced so that second language acquisition is optimized.

5.3 Conclusions

5.3.1 Factors which affect quality contact and quantity contact between groups.

Basing on the findings, it can therefore be concluded that there are factors which affect quality contact between groups in the classroom and the school at large. These factors include social dominance, enclosure and cohesiveness and size.

The findings showed that there are some pupils who dominate over others culturally, socially, technically and economically. When students feel that they dominate others in any way they become unwilling to accommodate the other students in their groups and this affects quality and quantity contact between the groups. This in turn affects the acquisition and learning of a second language due to the fact that quality and quantity contact is optimum for second language acquisition. Also the findings shows beyond reasonable doubt that if the nature of dominance is eradicated students will treat each other as equals in turn quality and quantity contact is enhanced and second language acquisition is optimized.

Enclosure is also one of the factors that affect quality contact and quantity contact. The term enclosure means the state of being enclosed. This means that if students do not socialize with other students they won't be able to incorporate new members into the group. The responses showed that the students share recreational facilities, clubs churches and schools regardless of their family background and languages they speak. This in turn improves quality contact and quantity contact in a way that when students share social institutions they are forced to interact with other students other than members of their group. When they interact socially they view each other as one family. In other words enclosure both inhibit improves social interaction.

Second language acquisition is enhanced because in cases where students cannot speak the indigenous languages spoken they interact in English.

Cohesiveness and size is also another factor which affect quality contact and quantity contact. When the groups are cohesive it is difficult for the teacher to break them. According to the students' responses students are not willing to be separated from their groups and this makes teaching a second language classroom a nightmare. Also cohesiveness and size are intertwined responses also highlighted that when a language learning group is large as members will not be able to identify the recognition and attention they are looking for. Thus it is the role of the teacher to create one cohesive group so that second language acquisition is optimized and also to use manageable groups in the teaching and learning process of a second language.

5.2.3 Strategies to be employed by the teacher to ensure that quality and quantity contact is optimized

The responses by both teachers and students showed beyond reasonable doubt that the teacher can improve quality and quantity contact between groups. The teacher can do this by employing teaching strategies such as group work, pair work, role plays and cooperative learning. Many of the responses were in favor of cooperative learning. This is so because cooperative learning improves intergroup relations and it encourages positive social interaction among students from diverse backgrounds as well as reducing stereotyping, discrimination and prejudice. Group work also encourages quality contact and quantity contact because it promotes positive interdependence, individual accountability and face to face interaction. Strategies like pair work and role plays are also effective especially when they are used combined with cooperative learning and group work. Also teachers should avoid rigid sitting positions as the responses highlighted that there are rigid sitting position in the classroom. Students' responses showed that

in a classroom there are front setters and back benchers and these sitting positions seem to be permanent and it is the role of the teacher to ensure that these sitting positions are not personalized.

5.4 Recommendations

Basing on the above mentioned findings, the researcher suggested the following recommendations

- The teachers in schools should ensure that all students are treated equally so that no student will feel dominant over the other.
- Schools should hence interaction by encouraging pupils to participate in clubs, and sporting activities and this will enhance quality and quantity contact between students and this in turn will be extended to the classroom.
- English teachers should cultivate positive attitudes in the classroom by eradicating all forms of prejudices and stereotypes that arise due to social dominance
- Teachers should also be encouraged to vary methodology in the classroom to enhance quality and quantity contact
- Pupils should be encouraged to share ideas even outside the classroom.
- Schools should develop norms and values that encourage interaction in the school as this will in turn enhance quality and quantity contact in the classroom.
- Both teachers and students are sources of a second language support system therefore quality and quantity contact should be optimized for second language acquisition to be facilitated.

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QUESTIONNAIRE FOR STUDENTS

My Name is Lena Vongai Gundani a bona fide student at Midlands State University, currently studying BED English. I am kindly inviting you to take part in my research on a study of **How classroom group dynamics affect second language acquisition in a bilingual setup**. I strongly assure you that the information you provide will be used for the purpose of the study only and for the sake of anonymity **NO NAMES** must be included in this document.

Thank you for your cooperation.

Section A: Demographic data (tick appropriate)

Sex	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>	
Age	14-16	<input type="checkbox"/>	16-18	<input type="checkbox"/>	
Form	3	<input type="checkbox"/>	4	<input type="checkbox"/>	
Length of residence	1 year	<input type="checkbox"/>	2 years	<input type="checkbox"/>	other /specify.....

Which Language is your mother tongue?

Shona

Ndebele

Section B

1. Are there any social groups in your class?

YES

NO

2. Do you feel that some pupils are dominant in your class? In what ways do they dominate?

.....
.....

3. Are you motivated to interact with the dominant group? Why?

.....
.....

4. In your opinion if you share recreational facilities like clubs, churches and sports ground at school will you be motivated to interact with your other peers?

.....
.....

5. In what ways does the sharing of recreational facilities and social constructs enhance quality and quantity contact between groups

.....
.....

6. Do pupils share social and recreational facilities regardless of the language spoken? (Tick appropriate)

YES

NO

7. In your opinion does living in the confines where a second language is spoken has a direct influence in one's learning of that language? Give reasons to support your answer

.....
.....
8. Which personal attributes attract you to be a member of a group?

Homogeneity of interest

Values

Attitudes

Home background factors

10. During the learning process, in what ways do teachers encourage second language learning

.....
.....

11. During the English language lessons which teaching method results in interaction? (Tick appropriate)

Role plays

Cooperative learning

Group work

Pair work

QUESTIONARE FOR TEACHERS

My name is Lena Vongai Gundani a bona fide student at Midlands State University Doing a Bachelor of Education Honours in English. I am currently inviting you to take part in my study on **how classroom group dynamics affect second language acquisition in a bilingual set up.** For the sake of anonymity **NO NAMES** are inserted on this document.

Thank you for your cooperation.

Section A: Demographic data

Sex

Male

Female

Years of experience

5yrs

10yrs

15yrs

Which Language is your first Language?

.....

SECTION B

1. What is the nature of dominance in your school (Tick appropriate)

SOCIAL

CULTURAL

ECONOMICAL

TECHNICAL

2. In your opinion if the nature of dominance is eradicated will this improve the quality and quantity of contact between L1 groups and L2 groups.

.....
.....
3. What is the largest size of the groups in the classroom and how enclosed are these groups?

.....
.....

4. Do pupils share sports recreational facilities regardless of the language spoken?

.....
.....

5. How does sharing of social institutions affect the quality and quantity of contact between two language groups?

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

6. Which personal attributes attracts students to a group?

.....
.....

7. Is there a feeling that the different language group works smoothly as a unit or pupils pull in different directions?

.....
.....

8. Are there groups which are larger than the others? In what ways does this improve the quality and the quantity of contact between the two language speaking groups?

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

SECTION C

9. As a teacher do you think you can influence the relationship between groups?

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

10. In your opinion which of the following strategies improve the quality and quantity of contact that the second language learners have with the target language group.(TICK APPROPRIATE)

Role plays	<input type="checkbox"/>	
Personalized language tasks	<input type="checkbox"/>	
Cooperative learning	<input type="checkbox"/>	
Other /specify	<input type="checkbox"/>

13 . What other strategies can you employ as a teacher to improve the quality and quantity of contact between groups?

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

INTERVIEW GUIDE FOR HODs

1. How long have you been heading the department?
2. Which measures have you put in place to ensure that social dominance that characterize groups in a classroom is eliminated?
3. In what ways does your department ensure that there is quality and quantity contact through co-curricular activities?
4. Which teaching strategies do you mainly encourage teachers in the English department to use to improve quality and quantity contact between students?
5. Do you have any suggestion on how teachers can use the factors that affect quality contact to create a language support system?