Learner-centered Group Work in Multi-level EFL Classes

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Abstract

Multi-level classes pose a formidable challenge to EFL teachers. Many researchers suggest group work as a solution but, in its traditional form, it may not lead to effective learning because some important decisions and arrangements are under the teacher's control. Taking essay writing and translation as examples, this study aims to propose some general and other course-specific measures whereby group work can be made more learner-centered. It constitutes a five-point departure from traditional group work: the decision to do group work has to be based on the students' attitudes towards it and they have to form their own pairs and groups, choose a group leader by themselves, use L1 for asking for and offering assistance, and interact across groups. Further research is needed to verify the findings of this study and to explore ways of using learner-centered group work in teaching other EFL skills.

Key words: group work, learner-centered teaching, multi-level EFL classes

Cite as: Mahmoud,A. (2016). Learner-centered Group Work in Multi-level EFL Classes. *Arab World English Journal*, 7(2). DOI: <https://dx.doi.org/10.24093/awej/vol7no2.1>