Using Group Learning Strategies to Enhance the Acquisition of English in Saudi Arabia

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Abstract

This research is an attempt to promote using group learning strategies in the Saudi classroom. The article reports a qualitative case study of the use of group learning strategies in an English-Arabic, Arabic-English translation class in King Abdelaziz University/ Women Campus during the first semester of the year 2012-2013.The test group is composed of 14 female students between the ages of 19-21of various English language abilities. The researcher aims to identify best practices for group work application in Saudi Arabia and to investigate the inhibiting factors and limitations against its use in order to create awareness of the validity of using group work strategies as a learning model. By doing so the research hopes to suggest ways to make group work operative and proposes some application models including specific worksheet models.

Key words: Group Learning, involvement, motivation, enhancement, learner-centered approach

Introduction

Group learning is an approach to teaching that has become an important learning modality especially with the advent of Internet and smart phones. Despite the fact that group learning has been acknowledged and tried for a long time in different parts of the world, it has only been recently explored in Saudi Arabia (SA hereafter). When effectively employed, group work can be instrumental in overcoming some of the inhibiting constraints Saudi Students face when learning English academically. As a learner centered approach (Blumberg & Weimer, 2008, p.3), it has the capacity to empower the learning of English language in SA where the implementation of some group work learning strategies is feasible and in sync with the current tendency to emphasize the importance of learning English in SA.

This paper reports a case study that focuses on group learning initiated in class and followed up outside the classroom using Internet and mobile technology to create life-long English language learning experiences. It address the current situation of English language learning conditions in SA that are not conducive to group work, the various constraints on the use of group learning in SA, which must be identified in order to make group work effective, discuss its advantages and proposes ways of applying group-learning strategies efficiently.

After presenting the constraining problems, the article proposes some solutions that are mainly based on the learners' familiarity with electronic tools such as the Internet and smart phones, both being broadly available to learners for the past five years in SA. Young Saudis' familiarity with social media can be employed as a tool for group learning inside and outside the classroom to enforce Internet based methodology of learning English by initiating a peer group follow up system and by creating communities of practice(Adler et al. 2008, p.1-7; Barkley et al., 2004, p.9-16; Stehlik & Garden, 2005, p. 1-8). Furthermore, 'new literacies' cohere with group learning because, unlike "convntioal literacies", they are "participatory, collaborative, and distributed in nature"(lankshear & knobel, 2007, p. 9). This corresponds to the social conditions of the new generations of SA students as it makes an innovative use of their familiarity with mobile and Internet technologies to support a new system for learning English that uses the Internet to establish a virtual emersion environment, which mimics natural language acquisition (Stehlik & Garden, 2005, p. 1-8).

The experiment aims at investigating group work constraints and at testing the proposed group work strategies. The article and the experiment on which it is based aims to help SA students become effective learners capable of assimilating, disseminating, using and producing their expertise of the English language.

Methodology

This article gives an expose of a qualitative case study of the use of group learning strategies in a translation class of the department of European Languages and Literatures at King Abdelaziz

University in Jeddah, Saudi Arabia in the first term of 2012/ 2013. The course is taught as a department of English specialization course after the students finish their prep year in which they study 15-18 hours of English per semester. The responses and observations made attest not only to the current situation but also to students' memories of the way they have been taught English. The trial group, students' English language fluency is as follows: one student was lower advanced, one was upper intermediate level, eight are low intermediate-to-intermediate, three were low, and one was very low. The learners understudy were females between the ages of 19-21. The total number of students in this group was fourteen. The researcher has been teaching general English language and general English courses to English Department students as well as specialized courses in English literature courses and translation for over 20 years so this case study culminates many years of non structured-observation and experiments of the method that studies the effect of group learning on improving English language acquisitions and of the implementation of group work strategies as a tool to enhance the learning of English language in SA.

Method of data collection

The author conducted semi-structured observation, comparison of pre and post course tests, semi-structured and open-ended focus group discussions

Results

Observation and comparisons with previous results indicates a clear improvement in how the learners responded to group work. Observation and focus group discussions pointed to various constraints on the use of group learning in SA, which must be identifiedin order to make group work effective, such as time and space limitations, quota of material to be covered in the classroom as well as students' reticence and their pre-existing learning conditions and, teacher/student relationships, current assessment strategies and the problems of high and low achievers.

Focus groups discussions emphasized that student's usually appoint the high achiever(s) among them to do the required task (s). This inhibits English Language learning because the less achieving students do not experience the language and the high achievers are overburdened and resentful. Some students expressed their concern that the same grade is eventually allotted to all members of the group equivalently regardless of their participation or their language acquisition.

The respondents also pointed out that there was a dependency on root memory crash-study prior to exams. This strategy in particular is known,and almost required,by students, teachers and parents because it is safe and momentarily reliable. However, root memorization defies the gradual and scaffold nature of the language learning acquisition process and inhibits the internalization of English language structures and vocabulary. I also found that the student's memory of the way they were taught English in schools and their prep year at the university along with the how group work was conducted influenced their attitude to it initially. One of the upper level students rejected participation then later agreed to it after finding out that there is a system to work division and that she would not have to do all the work by herself.

Discussion

A preview

Group work as an educational strategy has not been sufficiently explored in SA; therefore, there are no papers or academic research on it. However, the concept of group learning is not new. Group work drew attention since the beginning of the 1990s. Some authors have argued that group learning is specifically effective for English Language teaching (Exley & Dennick, 2004*;* Michaelsen, Knight , & Fink, 2004). Scholarship in the field studied group work practices, examined methods of application to specific areas like reading and writing English. In the 2000s, it has investigated and is still investigating internet and mobile technology and the use of electronic advances to enhance different aspects of group learning. (Gundher et al. 2004, p. 69-82). Furthermore, literature in the field have explored different group work practices (Toseland & Rivas, 2011), examined earlier *Strategies* in second language learning including direct vs. imbedded instruction (O'Malley & Chamot, 1990), pointed out difficulties in teaching English that call for group learning strategies,the importance of group learning, the theory behind it and its various techniques including how to form groups, assign roles, solve problems and assess students (Barkley, 1& Major, 2004, p. 9-16) and presented different ways of implementing pair and group learning strategies(Scrivener, 2005, p. 43-45;2011, p. 40-51). The interest in group-learning intensified towards the mid 2000's because of the new trends in learning and the increasing possibilities of distant and online learning that changed the definition of boundaries and locale. Kukulska-Hulme and Traxler have investigated the educational foundations and effectiveness of mobile learning and the issues of accessibility, assessment, training teachers for mobile technology, student support and student-authority relationships (Kukulska-Hulme&Traxler, 2005,p. 1-7). Sugiyama and Kawanabe explored learning by using machines focusing on the non-stationary nature of electronic machines and on the types of learning activities that can be developed using technologies such as Internet and mobile communication (Sugiyama & Kawanabe, 2012, p. 3-6, 45-46, 70-72).Gundher et al. discussed both the teacher and student experiences and preparations and the organization of time and space and examined the role of the teacher as a facilitator of group activity, which shifts the position of the teacher to one of assisting students' natural learning potential by preparing them for in and out-class learning and by supporting their formal and extended informal language learning (Gundher et al., 2004, p. 1-13, 21-36,). Daradoumis et al. investigated the importance of scaffolding in learning and presented innovative methods for developing technological frameworks and infrastructures that enable e-collaboration settings in order to enhance collaborative on-line learning. They, as well as Falchikovstipulated tools for assessing student's interactions. (Daradoumis, Demetriadis&Xhafa2012; Daradoumis, Caballé& Xhafa 2011; Falchikov 2005).

SA is an interesting case for group learning because it is far more advanced in regard to technology than in the implementation of student centered learning strategies such as group

learning or in the concept of communities of practice. Internet is available almost everywhere and most school and university students use both Internet and smart phones regularly and with ease. Such a combination facilitates out of class group learning and makes it possible to move into electronic group learning strategies after basics are set and clarified.

Some critics argue that language learning happens mostly outside the classroom (Adler & Rodman, 2008, 1-7). I agree yet I contend, based on student's responses in focus groups and on observation, that group activities must be experienced in class first to be emulated outside of class, so neither the student nor the teacher are left in a chaos. I also maintain that, though group activities outside the classroom are not controllable, certain strategies and models can be set to ensure their usefulness and approximate measurability. In other words, group activities must be designed well to suit the students and their environment in order to be effective. To do so, we need to keep the main objectives of why we learn English in mind and to ask basic questions such as: What do we need from learning English? How can we achieve our goals? Do we need as much memorization as used to be required in the past? Do we coerce students to draw within the lines and think within the box? Do we equalize the concepts of memorization with hard work and joy of learning with laziness? Do we penalize creativity and make students lose their personalities in their attempt to get good grades? How do we motivate our students and awaken their creativity and desire to learn and how can we re-instill joy into the learning process? Finally, how can we transfer our educational environment from teacher centered to learner centered and what is the role of the teacher in an autonomous learning environment? Some of these questions do not pertain only to learning English as a second language yet they are important to ask in this context because second language learning, like a first language learning is a circular rather than a linear activity. As such, the activity may well include processes that are not exclusive to it.

Limitations and constraints of Group learning

This part of the article explores some limiting factors of group learning in SA. In spite of its advantages, group work can be constrained with certain teacher and student or classroom arrangement factors that limit its application scope such as students' reticence to change their learning mode and to participate in new activities because of earlier learning experiences, achievement and assessment problems along with teachers' reaction to group activity, time limitation vis-a-vis the amount of material to be covered, classroom seating arrangements, teacher/student relationships, current assessment strategies and the problems of high and low achievers. These issues are interrelated so though they can be theoretically singled out I may not do   so   when   this   contradicts   with   practicality. One of the major concerns the respondents expressed is that students end up depending on each other and appointing the high achiever(s) among them to do group task (s); students may also get apprehensive about their own performance and about making mistakes in front of their colleagues, so they may assign tasks that require response to the more fluent in the group, which

can seriously impede the process of learning. Another student's problem is their dependency on root memory crash-study prior to exams, a strategy well known to students, teachers and parents.

Both modes are destructive to English Language learning because language learning is involved, gradual and scaffold. Group activity is a qualitative activity that does not focus on grades so the grading system is not as clearly delineated as in memory root learning, which can be minimized significantly by giving clear grading criteria. However, This means that the teachers will have to put extra out of class time to prepare for the initial setting up of group work but when they do not have the time, they may get too stressed; which can affect their performance.

As such, group work can be threatening to students when it moves away from the familiar zones of grade accumulation attained by the memorization of allotted material. Teachers and educators may contribute to this, despite good will, by giving tasks and quizzes that focus on root memory learning and by enforcing standardized exams.

Standardized and memorization based assessments are the preferable form of assessment these days in SA, yet group work and langauge learning are qualitative activities that do not adhere well to standadized assessments. Group learning, which is qualitative in nature, is constrained by the quantative and standardized assessment methods in Saudi Universities and schools. This creates a dilemma that has to be delicately resolved when introducing group learning in SA

Furthermore, teachers are sometimes threatened by group activities because of their elusive nature. They are commonly concerned with time because there are usually demanded by management to cover a certain quota of the course's syllabus per class. Thus, the teachers may not be at liberty to cover the quota in whichever way they see fit to spare the time to negotiate new strategies with their students and to incorporate enough practice time to internalize new activities and proper Language learning.Moreover, teachers are typically assessed on their ability to fulfill requirements, good student results and lack of students' complaints. If the overall assessment is not satisfactory, competent teachers can be threatened with contract terminations.

Hence, some teachers may perceive group work and student centered learning in general as threatening to their authority. In group activities that focus on the learner, the role of the teachers is mainly one of assisting the students' natural learning potential by preparing them for in and out-class learning and by supporting their formal and informal language acquisition. This involves a certain level of risk taking because it automatically requires teachers to forfeit some of their   control.
Along with the previous limitations, shortage of practice time generates feelings of frustration and inadequacy among both students and teachers, which results in student's blaming teachers for not giving them enough time and teachers blaming students for not trying hard enough. Furthermore, when teaching academic English, compound skills are forced together either without scaffolding or with inadequate scaffolding. Educators tend to force together listening, speaking, reading and writing activities at an early stage of language acquisition when the

students should just listen to the language and learn to understand and produce it orally. This has a very serious negative effect on many students because facing such obstacles; a psychological barrier against learning a new language is subtly created. Any task of learning English then is looked upon as too hard a task so most students close in and aspire to achieving grades rather than learning.

Recommendations: shifting towards effective group learning strategies in the English language classroom

Group learning, even when **d**one in a limited way can positively enhance the teaching/learning environment, and effective use of group activities within classes can resolve some of English language learning limitations in SA by generating ways to target and solve typical classroom problems that inhibit learning. However, in order to use group activities to enhance language learning, students, teachers and administrators have to consciously collaborate.

Group work must have parameters that make it effective for the acquisition of English as a second language. One of the first parameters that need to be addressed across the range of strategies, activities and skills is to decipher and disentangle the different skills to teach at an early stage then group them again in a scaffold method that mimics the natural process of first language learning. Scaffolding is very important because the learner needs to internalize the vocabulary and structures in order to be able to automatically produce them. The internalization process typically takes time that varies from one learner to another. Therefore, learners and teachers need to be patient in order not to impede the learning process with negative feelings of incompetence and fear.

Natural language acquisition is scaffold but when learning English in a society where the learner does not hear or repeat the language, a major part of the language infrastructure is usually missing. Therefore, to make English language learning effective in SA, we must pay attention to pacing, which imbued with group learning can be a useful tool to efficiently learn English. It is important is to have realistic expectations Therefore, in the early stages of implementation, pacing is particularly important to change behavioral patterns (Schacter, 1997, p. 5-7).Part of pacing would be the pacing of the phasing out of older educational strategies built primarily on quantative measures and on memory learning.

Instructors must also be clear and must use guiding and organizing forms so the students can experience a smooth transition to the new modality of learning. The teacher can introduce certain group activity's 'rules' at the beginning of a group's life to establish the norms explicitly. Furthermore, it is better to focus on attainable short objectives and to start implementing group work to reinforce rather than initiate learning.

End of class group summarizing activity can work well as an initiation strategy to establishing group work patterns because it uses group learning to reinforce prior knowledge (appendix 3).

Including activities that lead to the successful completion of whole-group tasks or involve small-group competition games usually motivate students and create a positive sense of accomplishment. Generating an end of class summery encompasses all these factors.

Classroom seating arrangement can be problematic too but group learning can be employed effectively in spite of limiting classroom seat distribution. Most classrooms at King Abdelaziz University, including the one the experiment was conducted in, have seats that are fixed to the floor which is not conducive to group work. To overcome logistic constraints such as the way the seats are arranged in class the teacher may ask the students to set in blocks of four. In small classes like the experiment class, the students were divided into two groups of three and two of four.   In the case where groups consist of four students, two were seated front raw and two exactly behind them. In the cases of groups of three students were divided to two and one whereby those in the front turn around to face those at the back.It was also beneficial that the groups left empty seats all around them so the groups do not merge together.

Advantages of Group Work

> *a.   Benefits of group work to SA students in learning English*

Group work can radically change the learning and teaching environment. Group activities help minimize the pressure by dividing language learning activity and making it less strenuous and by providing peer contact and support. When done effectively, group work transfers the teaching environment into a learning environment wherein the student becomes a learner rather than a receiver and the teacher a facilitator rather than an all-knowing instructor. It also reinforces learning because it demands students' contribution, while it respects student's individuality and autonomy because it does not demand contribution in a superimposed way. Consequently, group work personalizes the classroom because it is based on students' needs and their individual learning pace. It encourages students' autonomous thinking and self-control and prevents the emergence of rigid educational patterns and enforces a culture of sharing which is important to build since language is a sharing activity. Furthermore, Group work breaks the monotony of classes because it allows students physically and mentally to move, which is specifically useful in long sessions.

Furthermore, group work draws on the student's desire to learn, so it has a lot to do with motivation. The typical motivation strategy model used in SA is the model of the carrot and stick epitomized in the 'grade system'. However, if we motivate students to learn for other rewards, we will get a better leaning outcome and we will move from surface impersonal motivational strategies to deeper personal ones.

Moreover, group-learning activities combined with using electronic facilities mimics first language acquisition, enable self paced learning and take language learning beyond the limits of the classroom sessions. It makes possible a condition of immersion that used to be impossible

unless the learner lives in native speaking environment, which can be costly and almost unfeasible for the majority of learners.

b.   *Creativity, standardization and group work*

Though we formally demand creativity in SA, we tend to penalize as well and stigmatize kids who do not do well in standardized exams. This holds true when it comes to learning English as a second language. Language learning by default is elusive therefore it does not flourish in distilled standardized environments. Group work defies limited standardization. This is not to say that all forms of standardization have a negative impact on learning English. Standardization can be a useful tool to ensure quality but problems occur when standardization shifts from being a tool to becoming an objective for which teachers and learners are pressured with curriculum and time limitation in ways that do not leave scope for a relaxed qualitative group learning.

c.   *Benefits of group work to teachers*

Teachers can also benefit from group work in two ways at least: better student learning which means better student's grades; and a break for not having to continuously speak and instruct the class. In a group learning environment, the teacher delegates the task of learning to students which means she/her only has to supervise, go among groups and answer questions which is a break for the teacher form the intense delivery mode.

Group work changes the nature of the relationship between the teacher and the students so the teacher's role becomes one of a facilitator rather than an instructor and teachers need to negotiate their class control when implementing group learning. New literacies are less "expert dominated" by default(lankshear & knobel, p.9).However, teachers still retain some control. They decide on the amount of group activity that can be incorporated in a certain class or as a follow up to it but they should be willing to forfeit some of their control to boost the student's autonomy. Once the teacher is comfortable with forfeiting some of her/his control, she/he will find task delegation beneficial because teachers are usually relieved form the task of spoon-feeding their students and from having to speak every minute of the class time.
Furthermore teachers have a powerful role in motivating or demotivating the learners into using group learning strategies. The teacher can start motivating learners and inspiring their primitive tendency for learning by engaging them and by involving them in thinking about group learning and assessing its problems (appendix 2). The teacher can elicit suggestions from the learners about making decision of how to conduct group activities. Teachers should explain the importance of the norms they mandate and how they expect the activities to enhance learning, and should provoke learners' agreements or propositions. However, provoking student's positive responses is not synonymous with luring them; the teacher has to be explicit about her/his role and goals to foster understanding and build trust between her/him and the learners(Coleman & Klapper, 2005, p. 29-30).

d. *Assessment and achievements*

There are ways to effectively incorporate the assessment of group activities into English learning. Falchikov explored why and how we assess and the problems with traditional assesment patterns. and investigated assessment as measurment, procedure, enquiry, accountability, and as a quality control measure and examined student's involvemnet in assessment and computer assisted assessment (Falchikov, 2005, p. 32-40, 60-64,112-117, 222-228).Pergum suggests "forms of group, peer and self-assessment" (Pergum, 2011, p. 13). Daradoumis et al. also discussed assessment. Their inputs are specifically important for SA context because they can be applied in environments that still maintain standardized assessments (Daradoumis et al., 2012).

Moreover, group work has to be set up so it does not impose on high achievers to support low achievers. Therefore, we have to be aware of the Saudi students' tendency to delegate the task to the higher achiever who becomes individually responsible for accomplishing the work for the group and assuring that all the members of the group have the desirable score. Grades sometimes are given to the group as a whole which means that high achivers could get a lower grade than their average while low achivers can get a higher grade. This does injustice to bothhigh and low achievers as well. Consequently, high achivers can resist group activity because of the burden it presents and because of its grade risk. Delegating the tasks to high achievers also harms low acheivers because it fosters dependance and possible future disappointments.Therefore, group activities have to be designed and implemented properly so they neither mislead low achievers about their outcomes and their abilities nor impede high achievers.

Rotating and designated tasks and roles assigned to each member of the group may present a way to resolve this dilemma. The teacher's task, in this case, would be to monitor and ensure the rotation process (appendix 4).Another solution is to allot separate grades for group achievements and for individual achievements within the group.

e. *Using the Internet and phone technology to establish out of classroom group activity*

Saudi Students are faced with the problem of lack of listening and speaking world around them that can help them pick up vocabulary, grammatical patterns to enable fluency.The emergence of new Internet and the mobile technologies infused with group learning would enable a simulation of the natural language learning process and offers the potential to provide a virtual immersion world through which the learner can acquire English vocabulary and patterns (Blattner & Fiori, 2011,p. 24-43) and internalize them to acquire fluency, which in turn is crucial for transferability of both knowledge and strategy (Schacter, 1997, p. 5-7; Coleman & Klapper, 2005, p. 29-30).

   The Internet and smart phones also enable peer and teacher follow up on the group. Group follow up is important because the learners need other people to dialogue with who can also follow up with/on them. Simple charts can be generated for follow up. These can be general or

targeted. For example easy to follow up on weekly, monthly or yearly charts can be generated for vocabulary build or for reading activities for both learner and monitoring or supporting person. As such new technologies offer opportunities that can augment group collaboration and provide new models for English language learning as well (Daradoumis et al., 2012, p. 157-178).

Furthermore, group-learning strategies are integrally individualized activities that demand qualitative rather quantitative measures. Therefore, educators must make the material meaningful and teachers should give tasks that are neither too easy nor too difficult; they should also be liberal; for example, they should allow movement in class because a free interactive learning environment creates non-threatening conditions that make the learners feel safe and eliminate or minimize inhibiting fears and enable learners to internalize English language vocabulary and structures.

Conclusion

A priori, group learning empowers students' involvement and autonomy and motivates them because they become involved as active members of the learning process and not just as receivers of knowledge (Ambrose et al., 2010, p. 68- 90).When effectively employed, group work enables independence because it puts the students in charge of their learning and encourages wider class participation and one to one peer learning.
Incorporating group work in and out of class can effectively break the psychological barriers Saudi Students develop towards learning English because it makes learning English as a second language self-paced, attainable, and autonomous. However, when setting up and implementing group work models to enhance English Language learning, the models must adhere to the student's specific conditions to be truly effective. We need to think about the big picture and develop the details but we should not get lost in them.
The researcher hope that investigating group learning strategies would enhance the learning of English both in the classroom and outside of it in SA and that it can break the psychological barriers most Saudi students have in regard to learning English. This entails training both teachers and students, creating administrative and educational support bodies, and a fresh look at assessment in order to establish some learning strategy the group members can refer to and some model patterns for group activities that ensure efficiency.

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Appendix 1

Conducting in-Class Group work

Guidelines for Teachers

[To Teachers:The worksheets and forms I suggest here are by no means inadaptable. Play with them, find out what works for you and your students, and adapt them to your specific situation]

   I. Announce to students the time allotted for each activity before they start. Allotted time depends on the group]
  II. Divide the class into groups of 3-5 depending on the class size.
 III. Hand the students the worksheets
 IV. Ask students to fill the sheets individually (in erasable pencil).
  V. Ask the students to share their ideas with the person next to them.
 VI. Ask the groups to collectively share their ideas and writes them down in an organized, possibly linear pattern (in erasable pencil).
VII. Ask the group to choose a representative to speak for it
     Record the name of the representative:

     Group representative: ---

VIII. Collect responses from the group and write them in a way that enables all to see.
 IX. Have a few minutes for recording information and for open discussion

Appendix 2

Worksheet for Group Work

Encouraging Students' Involvement in Group work Learning

- Please list at least three factors that constrain group work in the classroom?
   1.
   2.
   3.
- Share your ideas with the person next to you and then with group

- Discuss possible solutions to at least three problems, Record solutions.

Problem no.	Solution
1.	
2.	
3.	

- Choose a representative to speak for the group. The teacher asks each group to present one problem and its solution and records the problem and solution in front of the groups thengives the groups time for in-group discussion and writing.

Appendix 3

Worksheet for Group Work

Using Group learning Strategies to Reinforce and Summarize Context
[To teachers: this activity can be used at the end of every session. It helps students recall the main ideas and important details presented in the session. Ideally the teacher follows the presentations of the ideas in the session linearly, and calls on semi-volunteer participation of the groups. This means that group representatives raise their hands to present the next idea. However groups are requested, in advance, to participate and should be given time to prepare. The teacher should nudge reticent groups to participate]

Course details [Name, number and section]
Instructor: **Student:**
Activity: **Student no.:**
Date:

Instructions: on this sheet record, in linear order, what you remember from this session.
Information & activities
1.
2.
3.
4.
5.
[Add more if you wish]

Impressions [if you have any]

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-
-
-
    [Add more if you wish]

Appendix 4

Out of-Class Group Meeting Record

Course details [Name, number and section]
Instructor: **Student:**
Activity: **Student no.:**
Date:

Topic of the meeting:

Meeting place:

Length of session:

Group members' information

Student name	Student number	Phone number	Email	Role

[Add more if you wish]

Proceedings

-
-
-
-

[Add more if you wish]

If a second meeting is required, the next meeting is:

About:

In: **At (date):**

Signatures

- **Group Leader**
- **Group member 1**
- **Group member 2**
- **Group member 3**

[Add more if you wish]