

**ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES
AND LITERATURE
(GRADUATE PROGRAMME)**

**AN EXPLORATION OF TEACHERS' ROLE IN
IMPLEMENTING GROUP WORK WITH PARTICULAR
REFERENCE TO DEBRE BIRHAN COLLEGE OF
TEACHERS EDUCATION**

MULAT ADANE

JULY16, 2007

**An Exploration of Teachers' Role in Implementing Group Work
with Particular Reference to Debre Birhan College of Teachers
Education**

**BY:
Mulat Adane**

**A THESIS PRESENTED TO THE DEPARTMENT OF
FOREIGN LANGUAGES AND LITERATURE
(GRADUATE PROGRAMME)**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS IN TEACHING
ENGLISH AS A FOREIGN LANGUAGE**

JULY16, 2007

**ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGE AND
LITERATURE**

**AN EXPLORATION OF TEACHERS' ROLE IN
IMPLEMENTING GROUP WORK WITH PARTICULAR
REFERENCE TO DEBRE BIRHAN COLLEGE OF TEACHERS
EDUCATION**

**BY:
MULAT ADANE**

APPROVAL OF THE EXAMINATION BOARD

Name

Signature

Advisor

Examiner

Examiner

ACKNOWLEDGMENTS

Above all, I would like to praise Jesus Christ, who enabled me to succeed in my work. I am also very much grateful to my advisor, Dr Gessesse Tadesse, for his constructive pieces of advice and critical comments from the beginning of this research work to the end of it. His valuable pieces of advice and comments helped me a great deal in shaping the paper in a good way. Moreover, his fatherly approach also played a role in making the paper successful at the end.

Equally, I wish to give my heartfelt gratitude to my colleague Ato Molla Tsegay for his endless advices and fruitful comments regarding the research work.

Grateful and special acknowledgements also made to my girl friend Million Aregay (Mille) for her extensive moral support from the beginning to the end of this research work.

My sincere thanks also go to my friends Yonas Bogale and Tesfaye Behayelu (Butta) who helped me a lot especially in duplicating and administering the questionnaires and other documents.

My parents, Ato Adane Abay and W/ro Mulu Baraki, my brothers, Zerihun Adane and Solomon Adane, as well as my sisters Alemneshe Desse and Meseret Desse should also deserve my deep honor for their valuable comments, encouragements and remarkable supports they provided me when conducting the research work.

I extended my sincere thanks to English Language Teachers at Debre Birhan Teachers Training College for their willingness to be observed, for filling the questionnaire and for spending some time for the interview.

Last but not least, my thanks go to my secretaries, Rahel and Haymanot, for typing as well as editing the research paper.

TABLE OF CONTENTS

| | Page |
|---|------|
| Acknowledgements ----- | i |
| Table of Contents ----- | ii |
| List of Tables ----- | iv |
| Abstract ----- | v |
| CHAPTER ONE | |
| 1. INTRODUCTION ----- | 1 |
| 1.1. Statement of the Problem ----- | 1 |
| 1.2 Objectives of the Study ----- | 4 |
| 1.3 Significance of the Study ----- | 5 |
| 1.4. Delimitation of the Study ----- | 5 |
| 1.5. Limitation of the Study ----- | 6 |
| 1.6. Operational Definition ----- | 6 |
| 1.7. Organization of the Study ----- | 6 |
| CHAPTER TWO | |
| 2. REVIEW OF RELATED LITERATURE ----- | 7 |
| 2.1. Definition of Group Work ----- | 8 |
| 2.2. Advantages of Group Work ----- | 9 |
| 2.2.1. Pedagogical Rationale for using Group Work ----- | 10 |
| 2.2.1.1. Group Work Increases Language Practice Opportunities ----- | 10 |
| 2.2.1.2. Group Work Improves the Quality of Student Talk ----- | 11 |
| 2.2.1.3. Group Work Helps to Individualize Instruction ----- | 12 |
| 2.2.1.4. Group Work Promotes a Positive Affective Climate ----- | 12 |
| 2.2.1.5. Group Work Motivates Learners ----- | 13 |
| 2.2.2. Psycholinguistic Rationale for using Group Work ----- | 14 |
| 2.3. Some Problems with Group Work ----- | 16 |
| 2.4. Roles of Teachers in Group Work ----- | 18 |
| 2.4.1. Before Group Work ----- | 19 |
| 2.4.2. During Group Work ----- | 19 |
| 2.4.3. After Group Work ----- | 20 |

| | |
|---|----|
| 2.5. Group Size and Ways of Forming Groups----- | 21 |
| 2.6. Some Factors which might hinder the Incorporation of Group Work and the Effective Utilization of Teachers' Role ----- | 23 |
| CHAPTER THREE | |
| 3. RESEARCH METHODOLOGY ----- | 26 |
| 3.1. Sampling ----- | 26 |
| 3.1.1. Determining the Target Population ----- | 26 |
| 3.1.2. Determining Sample Size----- | 27 |
| 3.1.3. Method of Sampling----- | 27 |
| 3.2. Instruments for Collecting the Data ----- | 28 |
| 3.2.1. The Questionnaire ----- | 29 |
| 3.2.2. Observation ----- | 29 |
| 3.2.3. Interview ----- | 29 |
| 3.3. Instrumentation Procedure ----- | 30 |
| 3.4. Techniques of Data Analysis ----- | 30 |
| CHAPTER FOUR | |
| 4. PRESENTATION AND ANALYSIS OF DATA----- | 31 |
| 4.1. Using Group Work ----- | 32 |
| 4.2. Teachers' Role in Implementing Group Work----- | 36 |
| 4.2.1. Teachers' Role before starting the Group Work ----- | 36 |
| 4.2.2. Teachers' Role while the Group Work is going on ----- | 39 |
| 4.2.3. Teachers' Role after Group Work ----- | 43 |
| 4.3 Grouping Preference----- | 45 |
| CHAPTER FIVE | |
| 5. CONCLUSIONS AND RECOMMENDATIONS ----- | 51 |
| 5.1. Conclusions ----- | 51 |
| 5.2. Recommendations ----- | 53 |
| BIBLIOGRAPHY ----- | 55 |
| Appendices | |
| Appendix-A- Questionnaire for Teachers | |
| Appendix-B - Questionnaire for Students | |
| Appendix-C - Interview for Teachers | |
| Appendix-D - Interview for Students | |
| Appendix-E – Classroom Observation Checklist | |
| Appendix-F – Results of the Classroom Observations | |

LIST OF TABLES and FIGURE

| | |
|---|----|
| Fig.1: Summary of individuals taken from each year----- | 28 |
| Table 1: The Frequency of Using group Work by English Language Teachers ----- | 32 |
| Table 2: Frequency of Teachers' Expected Role Implementation before Group Work ----- | 36 |
| Table 3: Frequency of Teachers' Expected Role Implementation while the Group Work is going on ----- | 40 |
| Table 4: Frequency of Teachers' Expected Role Implementation after the Group Work ----- | 43 |
| Table 5: Teachers' Grouping Style and Students' Preference----- | 45 |

ABSTRACT

The main objective of this study was to explore teachers' role in implementing group work. To this end, Debre Birhan College of Teacher Education was selected as a study area.

To gather information from the subjects (6 English Language Teachers and 75 students from Language Department) three instruments (questionnaire, class room observation and interview) were used.

All English Language teachers who were giving any English Language courses as well as 30% of the total number of the students (75 in number) were taken as a subject.

Simple random sampling was used to select the sample students; besides, to ensure proportionality of the two sexes as well as to take the proportional number of students from each batch stratified sampling was also employed.

The result of the study clearly showed that all the teachers were frequently incorporating group work when teaching English. Furthermore, from the students' questionnaire, it was found that the majority of the students wanted to learn through group work and they had the experience of learning through it. In addition, it was found that the majority of the teachers appeared to have adequate understandings about the various roles they were expected to play when using group work. However, from the classroom observations and the students' response, it was found that the majority of teachers were not efficiently playing their expected roles in group work. And, though the study showed some factors which hinder teachers from playing their expected roles effectively in group work, it was also concluded that the major factor is negligence.

Finally, based on the result obtained through the three instruments, it was concluded that group work was not properly implemented by the majority of English Language teachers. Hence, the importance of preparing short or long term trainings regarding group work especially for teachers by any concerned bodies as well as some other possible solutions were recommended to alleviate the problems regarding group work.

DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any University. Moreover, I declare that all the sources of materials used for this thesis have been duly acknowledged.

Name: Mulat Adane

Signature: _____

Place: **ADDIS ABABA UNIVERSITY**
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE

Date of Submission: **July 16, 2007**

CHAPTER ONE

1. INTRODUCTION

1.1. Statement of the Problem

After a long period of time, these days, in addition to the mastery of knowing a language ("usage"), considerable attention is also given to the mastery of using it ("use") in social interactions. This in turn can tell us that foreign/second language learners are not only expected to master the target Language forms but they are also expected to apply/use this mastery in negotiating meaning during social interactions (Freeman, Y.S. and Freeman, D.E. 1998; Larsen-Freeman, 1986; Brumfit, C.J. 1979).

Various Scholars tried to point out the importance of social interaction from different angles. They strongly believe that social interaction is critical for effective language learning. For example, Rigg and Hudelson (1986), cited in Freeman, Y.S. and Freeman, D.E. (1998), clearly stated the importance of social interaction as follows:

- A) Learners can develop their second language, when they feel good about themselves and their relationship with the near by people in the second language setting.
- B) A certain language will develops when its learner focuses on performing something together with other rather than on the language it self.

Similar with the second point above, Rigg and Allen (1989), cited in Freeman, Y.S. and Freeman, D.E. (1998), comment that "*learning a language means learning to do the things you want to do with people who speak that language*". From this expression one can infer that working with others is very important in language learning.

The above brief explanation clearly tells us how social interaction is very vital in language learning. Thus, giving a due consideration for social interaction in language learning seems to be indispensable. In addition, scholars strongly suggest that this interaction, especially student - student interaction, in the classroom is highly realized and manifested more through the use of *group work*. Group work has a number of merits if property handled.

According to Long and Porter (1985), for example, Group work increases language practice opportunities so that socialization will be increased. It motivates learners for better learning. Thus, does our language teachers incorporate group work as teaching technique in their language classes so that, the fore mentioned and other benefits of group work would be achieved?

One point we should bear in mind here might be the mere incorporation of group work in language teaching, with the absence of proper organizations, is unlikely to lead us to an effective utilizations of its benefits. Indeed, a poorly organized and managed group work can be regarded as ineffective as badly run lock step/teacher centered lesson; moreover, if group work is not properly planned and organized, students may develop negative attitude to it. (Long, M.H. and P.A.Porter, 1985).

Thus, to take the advantages out of group work, it should be properly planned and organized, and this may ask language teachers to play various roles before, during and after the group work. *So, do our language teachers play these roles effectively, therefore?*

As it is understood from literature, for example Wright(1987), among the various roles teachers play before group work, one is determining how to group students , thus do teachers' grouping technique consider students' grouping preference?

Actually, there were a number of studies conducted on group work. It is not the first of its kind in Ethiopia. Berhanu (2000), for example, studied the verbal participation behavior of first year students at Addis Ababa University. In his study, he, finally, comes with a conclusion that there was a great variation among the students in terms of how they make the group discussion (from being silent to active participants). Basing our selves on this research finding, we may raise one basic question with regard to teachers' role: what teachers do to eliminate if not minimize such kind of variation?

Amanuel (1996) also studied the possible relationship between assertiveness and participations in group discussion of college English classes at Addis Ababa University. According to the finding of this study, there was no significant difference between the participation behavior of learners and assertiveness.

Similarly, Alamirew (1992) conducted an experimental research to assess the applicability of group work in learning English in our high schools. He found out that there was a significant improvement in the written examination due to the use of group work; in addition, he also concluded that group work could be applicable in high schools and thus it could be much better than the traditional method.

Aynaebaba (1993) also studied "The effects of Teachers' and Learners' educational and cultural expectations on innovating within the learning process." For this study, she selected different tasks and oriented teachers how they could teach these tasks using group work. She finally deduced that it was possible to achieve a significant degree of modification of perceptions and behavior in a fairly short period of time and with a relatively little need for persuasion in making teachers use group and pair work.

Girma (2003) also conducted a research to investigate in-service English Language teachers' perceptions of the factors that either enhance or hinder the effectiveness of group work.

In this study, Girma came with a finding that majority of the students feel that group work is not appropriately and effectively implemented in their schools. Moreover, the teachers listed out some factors which are inhibitory to the implementation of group work. Furthermore, the finding of this study also showed that "teachers' resistance to the new instructional procedure is most likely to be attributed to their lack of adequate training and the skills necessary to device and manage group work activities".

Zelege (2006) also conducted a research aimed at finding out how teachers of EFL manage group work in secondary school English classes with particular reference to grade 10. The result of this study showed that teachers do not pay a due attention for students' understanding of various procedures as well as responsibility at the beginning of the group work. In addition, according to the finding, teachers were not managing and monitoring group work properly. Here, we might ask one question which asks why such teachers were not properly managing and monitoring the group works.

Even though it is not their major issue of investigation, there were other researchers who tried to report their observations in group work.

Sissay (1999), for example, on his way of investigating "The classroom interaction and its influence on the development of students' speaking skill in English at grade 11 level..." reported that "organizing group work has not become practical by the majority of the teachers yet".

This finding in turn suggests a point to know that group work is not yet applicable. Nevertheless, his study does not show that why it is not yet applied effectively.

Hargewoine (1993), on her way to know whether using role play is feasible and valuable to improve communicative skills in Ethiopian senior secondary schools, also reported that she faced resistance to get learners form mixed sex groups.

To the best knowledge of the writer, the studies surveyed so far are some of the local studies made on the issue group work. However, none of the previously conducted studies assume a similar purpose with the intention or objectives of this study. The major intention or objectives of this study were, therefore, to respond the following basic research questions.

1.2 Objectives of the Study

The major objectives of the study were to answer the following specific research questions:

1. Do English language teachers use or incorporate group work as one technique of teaching English?
2. If yes, how often do the teachers use group work?
3. If no, what factors hinders teachers from using group work?
4. Do teachers know what they should do to make group work effective?
5. If teachers incorporate group work, do they effectively play their various roles? (Before, during and after group work)
6. If no, what factors do contribute for the ineffective performance of roles in group work?
7. If teachers incorporate group work, do their grouping techniques match with learners' grouping preference?

1.3 Significance of the study

The researcher hopes that this study will be significant in that:

- It may help teachers to be cognizant of whether the roles expected of them matches with what they actually do in group work. This awareness in turn may make them either to continue, modify or totally change their role in group role.
- It may help teachers to know their students' grouping preference so that they would group them accordingly.
- It may provide the necessary feedback regarding group management, application and any other related issue to both pre- service and in- service teachers, trainers, so that they would probably take any relevant remedial actions.
- It may also be beneficial for textbook writers. For example, they may be well aware of the appropriate tasks to be included in the textbook for group work. In addition, they may think over whether they include some guidelines for group work (e.g. role to play) both in student's textbook and instructors' guide or not.
- Probably, it may also serve as a stepping stone for a larger scale study on related areas.
- It may also fill the gap that has not been seen and investigated by the previous studies on group work.

1.4. Delimitation of the Study

As it is obviously understood from different literature, teachers may get their students to work in group outside of their classroom. However, this study was restricted to group work held in the classrooms.

In addition, teachers and their students may have their own different roles in classroom in general and in group work particularly. But this study aimed at investigating only teachers' role before, during and after group work.

Furthermore, the study is delimited to Debre Birhan College of Teachers Education. Again, the study comprised only the two batches (first and third year students), because second year students

were not in the campus; they are out of the college for practicum. Besides, in the college there are two different (Certificate and 10+3 diploma) programs. However, the study was also limited to those who were in the 10+3 diploma program.

1.5. Limitation of the study

It would be a more comprehensive study if it included more Teachers Training College from the region and/or from other regions of the country. However, the research work is restricted in terms of area of preference, programs (Certificate or 10+3 Diploma), batches and sample size due to time and financial constraints. So, the findings of the study might not be necessarily applicable to other colleges/areas.

1.6. Operational Definition

The researcher was well aware of the difference between pair work and group work. But in this study, group work subsumes pair work, as well. Besides, the teachers may get students to work in groups out side of their classroom. Yet, group work, in this study, applies only to what was done in side of the classrooms.

1.7. Organization of the Study

This research paper is organized into five main Chapters. The first Chapter is the introduction which comprises statement of the problem, objectives of the study, significances of the study, delimitation and limitation of the study as well as operational definition. In the second Chapter literature review is presented well. On the other hand, the third Chapter is all about research Methodology. Under this Chapter, the target population, sampling method, sampling size, instruments, instrumentation procedure and data analysis techniques are treated. Moreover, the fourth Chapter tries to declare the presentation and analysis of the data gathered through the three instruments. Finally, conclusions and some possible recommendations are presented in the last Chapter.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This unit discussed some relevant points about group work under various headings and sub-headings.

In the traditional classrooms, learners were only considered as an empty vessel which can be filled by the all knowing teacher. However, nowadays it is believed that learners have to learn by themselves ---- opportunity should be given for learners so that they can be encouraged to use the target language.

To put it another way, after a long period of time, there is a shift of focus from the mastery of knowing a language (“usage” or form based) to the mastery of using it for meaningful interaction (“use” or using the language).

This, in turn, can tell us that language learners are expected both to master the target language’s forms as well as applying this mastery in negotiating meaning. And, this may demand language instructors to use certain teaching methods/techniques which let learners use the target language in any possible way (Freeman, Y.S. and Freeman, D.E. 1998; Larsen-Freeman, D. 1986; Brumfit, C.J. 1979).

As it is clearly indicated by Davis (1993), Brumfit (1984) as well as Nolasco and Arthur (1988), among the various teaching methods/techniques, group work can be taken as one of the ways which can possibly encourage active learning ---- letting learners use the target language for meaningful interaction.

In other words, working in group would make learners to be actively involved in the process of learning. Furthermore, group work seems to be a better way to teach language communicatively by providing learners with ample chance of using the target language, for example, for expressing their own feelings and emotions (Cohen, E.G. 1972; Davis, B.G. 1993; Hill, D. 1995).

2.1. Definition of Group Work

The term group, as it is defined by Brumfit (1984: 72), refers to “a number of people who interact with one another, who are psychologically aware of one another, and who perceive themselves to be a group.”

Brumfit (Ibid) further explains that groups can either be formal or informal. These two different types of groups have their own functions and features. For example, formal learning groups are more or less permanent or temporary with some defined and clearly stated roles over a long period of time. Such learning groups are made when learners are expected to complete a specific task like producing a term paper and writing a report. The group members work together till the task is finished.

Informal learning groups, on the other hand, are made primarily for carrying out some social purpose activities whenever people interact in any situation. For instance, students might discuss with their near by for a very short time on issues raised by their teacher.

In addition to the above two type of groups, Smith (1986), cited by Davis (1993), also came with one additional group type --- study teams.

This type of learning group share some features with the formal learning group discussed above. According to Smith’s (ibid) explanation, study teams usually need a semester and more time as well as fixed group members so as to complete course requirements and assignments.

Group work, as it is described by Harmer, 1991; Brunner, 2004; Brumfit, 1984; Ur, 1996; Gall, 1987 as cited by Bowd, McDougall and Yewchuck, 1998; Cohen, 1972, is any form of learning activity which can be done by groups of learners who are working together. It is one way of organizing the class for doing various tasks inside and outside of the class. Furthermore, when learners are doing tasks together in group, there will be communication through language skills like speaking and listening as well as some other non-verbal expressions.

In a very similar way, Scrivener (1994), Richards and Rodgers (2001) described group work as one of the natural ways of learning a language where learning depends on exchange of important information among the members of the group.

Though some scholars consider pair work as the smallest group work, there are some differences between pair work and group work. For example, in some occasions group work becomes more dynamic than pair work. This is because, as opposed to pair work, there are more people to involve in group work so as to discuss on certain issue or to solve a problem of any kind by helping one another. This in turn makes group work as one of the interesting and attractive form of learning activity. In other words, there will be greater opportunity for discussion as well as more relaxation in group work (Harmer, J. 1991; Cushner, McClelland and Stafford, 2000; Byrne, 1987).

Furthermore, as to pair work and group work, McDonough and Shaw (1993) also pointed out that though both these two terms reflect social patterns, they are not synonyms. For instance, group work probably requires greater role differentiation among the members of the group. And, this feature can make group work to have a more complex structure unlike pair work which requires little organization.

Generally speaking, one can possibly summarize that group work is one way of organizing a class for doing tasks of different types. Through group work, foreign/second language learners could exercise more using the target language in a meaningful way.

2.2. Advantages of Group Work

Group work, as one way of organizing a classroom, has several advantages if it is properly handled and organized. For example, Ur (1996), Sprenger (1973), Freeman and Freeman (1998), Celce-Murcia (1980), Nation (1989), Cohen (1972), Brown (1989), Slavin (1992), Harmer (1991), Johnson and Johnson (1975), McDonough and Shaw (1993), and mainly Long and Porter (1985) have discussed that there are some pedagogical and psycholinguistic rationales for using group work. Some of these reasons for why we use group work are discussed below.

2.2.1. Pedagogical Rationale for using Group Work

As indicated above a number of scholars, especially Long and Porter (1985), tried to point out some pedagogical rationales for group work. These include: for increasing the quantity of language practice opportunities, for improving the quality of student talk, for individualizing instruction, for increasing a positive affective climate in the classroom, as well as for increasing students motivation.

2.2.1.1. Group Work Increases Language Practice Opportunities

Second/foreign language learners should get ample opportunity to develop their language skills__ both productive and receptive language skills. However, language learners, especially in large classes, might not be fortunate enough to get this chance for practicing the target language skills. In this case, group work, for example, can be taken as a means of providing learners with opportunities for practicing the target language as well as ways of managing large classes.

As to this point, Brumfit (1984) suggests that small group discussion will create possibility of interaction which is not normally observed in a whole class approach. Such things in turn, according to Brumfit's (Ibid) explanation, will reduce anxiety, increase awareness of possible solutions to problems, and increase commitment to learning.

From what has been explained by Brumfit (ibid), we can clearly infer that group work should be employed; otherwise, learners might not be in a position to have an ideal situation for practicing the target language.

Byrne (1987) and Harmer (1991) on their part also declared that when learners are interacting one another in small group, they will get a freedom for practicing the language skills, and as a result of which they will learn best.

Similarly, Christison (1990) tried to indicate the value of small group interaction using the following Chinese proverb:

Tell me, and I'll forget.

Show me, and I'll remember.

Involve me, and I'll learn.

2.2.1.2. Group Work Improves the Quality of Student Talk

Harmer (1991), Ur (1996) and others vividly claimed that teacher fronted (lockstep) lessons not only limits the quantity of student talk but the quality of the talk is also limited. In a teacher fronted classroom, students do not have ample chance for practicing the target language. Similarly, most of the time, in such classroom situations, students are asked questions to which there is usually one correct answer. It is almost rare to have genuine communication in teacher fronted classrooms.

Unlike these facts, according to Long and Porter (1985), group work, on the other hand, improves both the quantity and quality of student talk. This is because, firstly, face to face communication in a small group is almost a natural setting for discussion. Secondly, when students are working in small group for some given time, they are not limited to produce hurried and isolated constructions. Contrary to producing such types of sentences, members of the small group will be engaged in cohesive and coherent sequences of utterances. And, through this, they can develop a good discourse competence rather than a sentence grammar.

Thirdly, unlike in lockstep work where the teacher practice a range of language functions associated with different roles, when students are working in group, they can take a number of roles and adopt various positions, as a result of this, they will use the target language in various situations. Hence, the quality of their talk will be improved.

As to the quality of student talk in group work, Brumfit (1984: 77) also conclude that “small groups provide greater intensity of involvement, so that the quality of language practice is increased....”

By and large, group work can improve both quality and quantity of student talk, thereby developing language skills and communicative competence in the target language.

2.2.1.3. Group Work Helps to Individualize Instruction

As to this advantage, Long and Porter (1985: 210-211) clearly stated that "... the lockstep rides roughshod over many individual differences inevitably present in a group of students." This information can tell us that in lockstep classrooms individual difference is not considered and treated well. For example, among the many differences, some students might have much better comprehension than production skills.

In addition, some students might speak haltingly but accurately, while others might be fluent speakers of the target language with a lot of errors.

Furthermore, other kinds of individual differences like age, cognitive/ developmental stage, sex, attitude, motivation, aptitude, personality interest, cognitive style, cultural background, native language, prior language learning experience, and target language needs are ignored by lockstep teaching.

However, as Long and Porter (1985) clearly suggested, all these individual differences would be possibly reflected in a certain classroom using different ways (e.g. in the pacing of instruction, in its linguistic and cultural content, in the level of intellectual challenge it poses, in the manner of presentation, and in the kinds of classroom roles students are assigned to...).

And, unlike the lockstep teaching, group work can possibly used to handle the differences among learners stated above. For example, different small group of learners can work on different sets of materials inline with their needs and interests. Generally speaking, group work can be the first step toward individualization of instruction.

2.2.1.4. Group Work Promotes a Positive Affective Climate

As far as learning environment is concerned, Long and Porter (1985) vividly explained that in lockstep classrooms, many students, especially those who are shy or linguistically insecure, face a considerable stress when they are asked to say something in the public arena. This stress might be resulted from the belief that they must respond accurately and quickly.

Contrary to the public atmosphere of the lockstep instruction, small group work can provide students a relatively intimate setting, as well as a more supporting environment for learning.

As to this issue, Barnes (1973), cited in Long and Porter (1985: 211), wrote that:

An intimate group allows us to be relatively inexplicit and incoherent, to change direction in the middle of a sentence, to be uncertain and self contradictory. What we say may not amount much, but our confidence in our friends allows us to take the first groping steps towards sorting out our thoughts and feelings by putting them into words. I shall call this sort of talk “exploratory”.

A research finding by Barnes (1973) also clearly declared that whenever students are talking in small group, there is a high incidence of pauses, false starts, hesitations, expressions of doubt and the like. And, these things might indicate the existence of meaningful communication among group members; and this might be resulted from the comfortable learning environment they are in. However, these features might not be observed in a full class interaction session where lockstep teaching is used. This might be because of the audience effect of the large class, the perception of the teacher as judge, the need to produce a refined and polished product and so on. And these reasons which predominantly occurred in lockstep teaching inhibit the students from using the target language for various functions freely. Hence, the learning situation in lockstep teaching, in turn, might not be as such encouraging and positive.

To sum up this sub-section, group work interaction can provide students a richer and more accommodating set of relationship. This in turn promotes a positive affective environment; and hence developing creative talk and various language related skills.

2.2.1.5. Group Work Motivates Learners

Several advantages have already been claimed for group work. It allows for a greater quantity and richer variety of language practice, practice that is better adapted to individual needs and conducted in a more positive affective climate. Students are individually involved in lessons more often and at a more personal level. For all these reasons and because of the variety group work inevitably introduces into a lesson, it seems reasonable to believe that group work motivates the classroom learners (Long and Porter, 1985: 212).

So, as it is vividly observed in the above directly quoted information from the work of Long and Porter (ibid), when students are actively involved in group work, they will be highly motivated for learning.

A research finding by Littlejohn (1982) as cited by Long and Porter (1985) pointed out that students felt less inhibited and more freer to use the target language as well as not discouraged when they are working in small group. These things in turn made learners to be highly motivated and encouraged for learning.

2.2.2. Psycholinguistic Rationale for using Group Work

Once there are some pedagogical rationales for using group work, nowadays, there is also independent psycholinguistic evidence for group work in second/foreign language teaching classrooms.

As it is clearly indicated by Long and Porter (1985), the psycholinguistic evidence has emerged from the recent works on the role of comprehensible input in second language acquisition and on the nature of non-native conversation.

For example, Jolly and Early (1974) as cited by Brumfit (1984: 77), declared that:

Psychologically, group work increases the Intellectual and emotional participation or involvement of the individual pupil in the task of learning a foreign language. Some pupils are more intelligent than others, while some (not necessarily the same ones) are more gifted in learning languages, some pupils are out going, communicative, have extrovert personalities, while others are shy, withdrawn introverts. In small groups, all these types of learner can meet and mix, compensating for one another's strong points and deficiencies as language learners.

So, one clearly infer from the above information that when students are working in small group, they will exchange information; as a result of which they will get comprehensible input which is important for producing the comprehensible output.

Comprehensible input in Second Language Acquisition

As many research findings pointed out, the language addressed to second language learners by native speakers or by non-native speakers but who are more proficient than the learners is modified in a number of ways so as to make it comprehensible. This modified and simplified speech (linguistic input) is like the speech that caretakers address to young children who are learning their mother tongue (Freeman, Y.S. and D.E. Freeman 1998; Krashen.S.D. and D. Terrell 1983).

For example, to present the language in a more simplified and modified way, native speakers and non-native speakers who are more proficient than the language learners use various devices like clarification requests, confirmation checks, comprehension checks, as well as repetitions and rephrasing of utterances.

Furthermore, it is said that when the above linguistic adjustments are made, the concentration of the speakers will be drawn to the communication which is going on. In other words, the focus is on what participants are saying rather than on how they are saying the issue.

A research finding by Chaudron (1983) as cited by Long and Porter (1985: 214) support what has been said above that “there was a clear improvement in comprehension among groups of non-native speakers as a result of speech and global speech modifications.”

From this research finding, one can vividly infer that group work can let participants get comprehensible linguistic input when they are trying to exchange information for completing certain given task successfully. This in turn leads them to focus on communication__ what to say about the issue raised in the discussion.

To put it another way, the more comprehensible input learners receive the faster and the better they will learn. And, this can be achieved through the use of group work.

However, there are also some research findings, for example, Swain (in press), cited in Long and Porter (1985) which has argued that learners must also provided with an opportunity which let them produce the new forms__ Comprehensible output. This in turn can tell us that learners should also be in a position of being able to negotiate the comprehensible input as much as possible.

Generally speaking, when students are working in small group, they can do some activities to modify the language they are using for communication. And, this might demand them, for example, to summarize, to clarify, to ask and other. These and other things in turn will let

students engage in more negotiation for meaning. In other words, such a situation will have a psycholinguistic purpose on the side of the students.

2.3. Some Problems with Group Work

As tried to briefly discuss in the above section, group work, if it is properly handled and organized, it has a number of advantages. However, it is not also without problems. For example, Ur (1981: 8) has tried to forward some questions in relation with the problems of group work as follows:

Don't students get out of control?, Don't they tend to lapse into their native language when not under the teacher's eye?, Isn't the organization in to groups time-consuming, noisy and disruptive?, what do you do with students who won't take part?, or with a group that finishes too early?...

Moreover, Ur (Ibid) further explained and suggested for example, that whenever there are groups who finishes their work so early than some others, they can be given further work (additional reserve tasks) to do till all or most of the groups finishes their work.

Similarly, Sprenger (1973), McDonough and Shaw (1993), Byrne (1987) as well as Rodgers (1988) as cited by Jacobs and Ratmanida (1996) have also summarized some of the problems in using group work along with some suggested solutions as follows:

A. Some or all students might use their mother tongue instead of the target language

It is true that when students are discussing in small group, they might use their mother tongue. And, it is very natural to have such a situation. For example, they might use their mother tongue in time of frustration. But, to reduce such problem it is highly advisable to design the task for group work in such a way that it invites participants to use the target language. And, it is more fruitful to encourage students to consult their teacher in time difficulties. Moreover, it is also argued that sometimes the use of mother tongue might lead to the productive use of the target language.

B. Some students might be over dominated by more talkative individuals

Of course, some students might not be active participant in small group discussion. One or two other group members might force the passive members to accept their ideas.

In such cases, the group leader in a certain group might play one crucial role --- assuring equal opportunity for all participants and encouraging them to use the target language for expressing their ideas as freely as possible.

In addition, it is highly believed that most students work harder in small group discussion. And, once the teacher thinks that something is going seriously wrong in the group discussion, he/she can join the group as a member for a short time so as to settle the problems.

C. Group work takes up a lot of time

As to the issue of time in group work, Byrne (1986: 78-79) declared that:

Some teachers feel dissatisfied because group work is time consuming, and because they can't see their students making obvious and measurable progress. It is true that progress can't be measured in the same way as it could at the practice stage, but remember that students are not merely consolidating what they have learned but also using, perhaps for the first time, what they have learned only superficially at earlier stages. This is a great motivational value and offsets the apparent disadvantage that group work is time-consuming.

So, from what has been discussed in the above directly quoted information, one can easily infer that time is not uselessly consumed in small group work discussion.

D. In group work, there will be too much noise and discipline problem

It seems that there would be a problem of discipline in small group discussion. However, this problem is not a bad behavior – it can be detected and corrected with ease. As a result of this, it tends to eliminate when students are more involved in the group discussion.

E. Students will make mistakes and the teacher won't be able to correct them

It is true that in small group discussion students might make more mistakes. They might make these mistakes whenever they are trying to express their feeling and ideas about the issue raised in the group discussion. However, students will not go on to make such mistakes all the time. And, whenever they are making the mistakes, they will learn more by correcting one another. Besides, it is not a must for the teacher to correct every mistake of the groups/ group members.

F. When students are working in small group, they are being provided poor models of the target language one another. This will lead to fossilization of some non-target forms

However, it can be said that in a communicative focused classroom, more attention will be given for encouraging students to use the target language than for accuracy.

Generally speaking, as discussed in the previous section, group work has a number of advantages. However, as different literatures clearly stated, it has also some drawbacks. Hence, properly organizing and handling of it, as well as taking some remedial action would reduce its problems thereby it will pave the way for a good end in language learning.

2.4. Roles of Teachers in Group Work

As indicated in the previous section, if group work is properly planned and organized, it will have various advantages. However, its proper plan and organization which might lead to effective outcome, for example, may demand teachers to play various roles at different stages of the group work.

To put it another way, the above briefly stated benefits of group work can be achieved only when it is properly and effectively organized. And, this asks teachers to play a number of roles.

Actually, the roles of teachers in small group are not the same with their roles in lockstep teaching. In small group discussion, the teacher is no longer to be lecturer or transmitter of knowledge; rather he/she is a facilitator of learning (Murdoch, 1990; Harmer, 1991; Littlewood, 1981).

Furthermore as to teachers' role in group work, for example, Freeman and Freeman (1998), Byrne (1987), Wright (1987), Ur (1981 and 1996), Cohen (1972), Littlewood (1981), Harmer (1991), Rabow et al (1994), Richards and Rodgers (2001) as well as Atkins, Hailom and Nuru (1996) briefly indicated that teachers have various roles to play when they are using group work. For example, we can look at these roles under three sub-headings: before, during, and after the group work.

2.4.1. Before Group Work

Once teachers have decided to use group work in their classes, they are, for example, expected to engage in the following tasks before the group work.

- Designing, adapting or adopting clear, suitable, structured and interesting tasks for group work.
- Preparing some more extension/'reserve' or 'filler' tasks for some groups who likely to finish their work so early.
- Determining how to group students (group composition).
- Determining the number of students in each group (group size).
- Ordering students to form group.
- Giving names/labels for each group.
- Appointing or getting students to appoint group leader and secretary.
- Clearing the duties and responsibilities of the group leader and the group secretary.
- Allocating realistic and appropriate time for the group work task.
- Explaining the purpose of the group work task.
- Forwarding simple, complete, clear and concise instructions (students need to know what to do, how to do...).
- If necessary, define or explain if there exist some technical terms, concepts and ideas.
- Informing students that they finally going to report the result of their group discussion.
- If necessary, demonstrate how to do the group work task to the whole class with some selected students.
- Checking whether students have understood everything expected of them before, during and after the group work.
- Informing the students that the teacher is always available for consultation.

2.4.2. During Group Work

During the group work, that is, when the students are engaged in the group work task, on the other hand, teachers are, for example, expected to accomplish the following tasks:

- Giving guidance for groups/group members who are facing a serious problems/difficulties, for example, by joining as a member rather than as a boss.

- Monitor/control the group work to check the progress of groups in the tasks, to check whether every group and group member is engaged in the intended task, to see how students are managing the task and/or problem as well as to identify re-current errors.
- Move around for careful follow up and for checking whether they need some kind of guidance and help or not.
- Move around and listen in discretely in order to find out how the students are getting on, as well as to note down some very important, serious and/or recurrent errors which can be used as a base for providing feedback at the end.
- Providing general approval and support.
- Move around and urge groups if they are moving too slowly.
- Move around and tactfully regulating participation in a discussion where some students over dominate the discussion and other silent.
- When one or more groups are completely on the wrong track, interfere and freeze the whole group work, followed by a brief guidance, with limited and necessary information.
- Stopping the group work if the allotted time is finished.

2.4.3. After Group Work

Finally, after the group work has finished, teachers are still expected to play certain roles. These include:

- Getting students report their work through various techniques (using poster, plenary session, sending group messenger, getting the group leader or other report the result in front of the class...).
- Encouraging students to comment and ask on the work of other group and on the whole of the work.
- Affirming learners that they have been beneficiary from the work.
- Forwarding specific and general feedback, for example, based on what has been recorded as serious errors while the group work was going on.

2.5. Group Size and Ways of Forming Groups

As it is clearly indicated in section 2.4 above, whenever teachers decide to use group work in their classes, they should also be ready to play various roles before, while, and after the group work. For example, before the group work starts, teachers should decide the number of participants in a group, and the way how different groups are formed.

As to the average number of students who are going to participate in group, different writers forward different views. Byrne (1987: 75), for example, declared that “there is no magic number for groups but four to eight students in each group is a good general guide.” However, the typical group size according to Richards and Rodgers (2001), is from two to four.

Furthermore, for Cohen (1972) the optimal size of a group is four or five. Zander (1982) on the other hand suggested that group discussion will going better if the members are closer to seven.

In addition to the above writers, Brumfit (1984) on his part regards the range of group size from three to fifteen persons.

All the above information can vividly tell us that different writers have different views about the average size of a group.

Moreover, in line with this point Harmer (1991), Byrne (1986; and 1987), as well as Richards and Rodgers (2001) suggested that there might not be a clearly pointed out number of students who are going to participate in a group. The number of participants in a group can be depend on various factors such as the task (activity) being carry out in the group work, the age of the learners, the time limit, the number of students in the class (class size), and the class room furniture.

But, one thing teachers should bear in mind is that whenever there is more number of students in a group, it might hinder each member’s opportunity to participate actively and frequently in the group work. That is, in larger groups it will be too easy for students to become passive observers than to be active participants. Similarly, whenever there is more groups in a class, it will be more

difficult for teachers to control what is going on in each group. Generally speaking, groups with large size and classes with more groups tend to be unmanageable (Harmer, J. 1991; Byrne, D. 1987; Cohen, E.G. 1972; Cartwright, D. and A. Zander 1968).

Once group size is decided, what teachers can do next is deciding how to set groups.

As far as the formation of group is concerned, different variables might be considered when forming groups. For example, Cohen (1972), Byrne (1987), Harmer (1991), Richards and Rodgers (2001) pointed out that variables like age, past achievement (ability level), sex (gender), friendship, background, sitting arrangement, social class, and ethnicity (race) can be taken as means of dividing students in to different groups.

However, if students are always asked to choose with whom they want to work in group, there might exist too much socialization as a result students will self segregate. Furthermore, in such situation, students tend to think of group work in terms of play rather than work — a tendency to play than to work (Cohen, E.G. 1972).

Cohen (Ibid) further explained that whenever students are asked to form group with other students which are not of their own choice, they tend to be rebellious. However, such kind of feeling might not exist if teachers vividly explain the purposes of doing in group to the students.

Furthermore, as it is indicated by different writers, on the whole, mixed ability grouping (heterogeneous group) is considered to be better and normal way of practicing the target language. Such type of grouping, for example, is advantageous for the reason that it encourages students to help one another — promoting interaction among members of the group (Byrne, D. 1986; and 1987; Cohen, E.G. 1972).

It is for the above briefly stated benefit that Byrne (1986) advised teachers to set groups of students with different backgrounds, skills, abilities, and attitudes. To do this, before forming groups, teachers should conduct a short survey to identify the levels, background and other of the students.

As to the nature of heterogeneous group, a research finding by Webb (1982a and 1982b) declared that in a mixed sex group, males tend to participate more actively than females. This might happen because, firstly, in a mixed sex group discussion males tend to dominate females; secondly, females tend to be more responsive to emotional atmosphere rather than to forward questions.

Besides, according to the above research finding, in a mixed ability group, high ability level members tend to give more clarifications and explanations; as well as low ability level members will receive more explanations.

Actually, as indicated by Harmer (1991) there might be a danger in mixed ability grouping. For instance, high ability level students might overpower the low and medium ability level students.

In addition to mixed ability grouping, as Byrne (1987) clearly suggest, sometimes teachers can also group slow and fast students separately. In such cases, teachers are expected to design various group work tasks according to the ability level and interest of the students.

By and large, looking at the above discussion, one can clearly infer that there is no a general formula for deciding the size of groups as well as for grouping students in to different groups. As a result, this can in turn tell us about the necessity of varying group size as well as the way students are grouped according to the goal of the group work task and the general situation where the group work is going to be performed.

2.6. Some Factors which might hinder the Incorporation of Group Work and the Effective Utilization of Teachers' Role

As discussed in section 2.2, properly organized and planned group work has a number of merits. This might in turn encourage teachers to take the advantages out of group work by using it properly in their classes.

However, though properly planned and organized group work has various advantages, some teachers might not use it for various reasons. In other words, there might exist some potential factors which might inhibit teachers not to use group work.

Furthermore, as tried to discuss in section 2.4, effective use of group work demands teachers to play various roles in different stages of group work. But, once teachers have decided to use group work, there might be some factors which might contribute for inhibiting them not to effectively perform the roles expected of them.

For example, McDonough and Shaw (1993), Rivers (1987), Byrne (1987), Freeman and Freeman (1998), Nolasco and Arthur (1988) as well as Jacobs and Ratmanida (1996) have discussed some possible factors which might inhibit teachers not to use/incorporate group work in their classes. These include:

- The physical condition of classrooms (e.g. nature of chairs and tables).
- Teachers' previous educational orientation/background
- Teachers' teaching style preference.
- The syllabus (e.g. nature of tasks/activities in text book).
- Teachers' perception or attitude towards group work (e.g. group work is noisy, it creates disciplinary problem, it is time consuming, it demands extra labor from teachers, use of mother tongue...).
- Cultural expectation.
- Students' attitude and perception about group work. (e.g. students might complain they are 'not being taught').
- College/school authorities or other colleagues might react negatively.
- The confront of tradition.

In addition to what has been said above, a research finding by Girma (2003) has also come with some factors for inhibiting teachers not to use group work. These include:

- Lack of adequate training for teachers.
- Students' previous learning experiences.
- Students' lack of proficiency and motivation to learn through group work.

- Teachers' lack of the skills necessary for devising and managing group work tasks/activities.
- Teachers' fear of mistakes made by students.

Moreover, as it is discussed by Harmer (1991) and Byrne (1987), teachers may not play their expected roles in different stages of group work effectively due to:

- Lack of awareness of the various roles.
- Inappropriateness of tasks for group work.
- The nature of the classroom setting.
- Lack of commitment to work...

CHAPTER THREE

3. RESEARCH METHODOLOGY

Under this Chapter, the subjects along with their size and sampling techniques, instruments for collecting data, instrumentation procedure and techniques of data analysis are described vividly.

3.1. Sampling

3.1.1. Determining the Target Population

The study selected English language teachers and Language department students from one Teachers' Training College found in Amhara region, Debre Birhan .This is because:

- A) The researcher felt that many researches under various issues were conducted here around Addis Ababa as a result, teachers and students in many of the colleges around Addis Ababa might have been fed up with being observed, interviewed and filling questionnaire by previously conducted studies. Hence, they may not take the study seriously and behave naturally.
- B) The researcher also felt that the target area can be a fertile place for conducting a research of any kind; it is also felt that the target teachers may be more cooperative to be observed and fill the questionnaire as the researcher has more acquaintance with them.
- C) Finally, the area was suitable for the researcher to work at for various reasons such as finance and time.

College students are selected:

- A) because the students at this level (college), as compared to high school levels may not be under pressures of wash back effects of national examinations, which usually lead to individual works, and therefore may be willing to work in groups.
- B) the newly designed Educational policy of our country (10 + 3 diploma program) encourage college teachers to use Group work as one of teaching techniques. So, teachers may employ group work to implement the policy and take advantages out of doing it.

By and large, as the writer of this paper has the experience, these days, it is very common to see college students working in group.

3.1.2. Determining Sample Size

There were six different sections of Language department at the target college. Of these, two sections were first year and the rest four sections were third year students (**82** in first year and **168** in third year; a total of **250** students). In each of the sections there were about 41-45 students. Moreover, there were eight English language teachers where two of them were not giving any English courses. As a result, it is felt that a total of 75 students (30% of the total n₀; $250 \times 30/100$) and six teachers were sufficient for conducting the study. This is because:

- The aim of the study is not to generalize but to describe the situation.
- The study required conducting a number of observations, and therefore the number determined above were enough after considering the time and fund budget for the research.

3.1.3. Method of Sampling

The writer believed that all students in the department are equally important for the study. Therefore, so as to ensure equal chance of selection, simple random sampling was employed. And, all the teachers (Six in n₀) were taken using available sampling.

The study also required finding out male and female grouping preferences as well as the proportional n₀ of students from each batches. Accordingly, students of the department in the different batches were divided in male-female strata. The number taken from each stratum was determined to ensure proportionality. Once the number is determined, stratified sampling was employed to select the specific sample student subjects from each batch.

To put other words, in addition to the six teachers, 75 students were included in study using stratified and simple random sampling.

| No | Year | Total No | No of students included from each batch (proportion no x total no of students in each batch) | Male-Female proportion |
|----|-------|-------------------------------------|---|------------------------------------|
| 1 | First | 82 Male=30 Female=52 | 25 (0.3 X82) | 9 Males (25/82 x30) |
| | | | | 16 Females (25/82 x52) |
| 2 | Third | 168 Male=106 Female=62 | 50 (0.3 X 168) | 32 Males (50/168 x 106) |
| | | | | 18 Females (50/168 x 62) |

Fig.1 Summary of individuals taken from each year

NB: poportation $N_o = n/N$, where ‘n’ is the determined sample size and ‘N’ is the total number of students.

Thus, $75/250 = 0.3$ is the product of poportation number.

3.2. Instruments for Collecting the Data

The study employed three data gathering instruments (questionnaire, observation and interview).

These instruments were selected with the following general assumptions:

- They will provide the researcher a better picture of the area of study.
- A result failed to be obtain in one method may be obtained by the other method. In other words, to effect a degree of triangulation so that cross checking will take place.

3.2.1. The Questionnaire

The questionnaire consisted of:

A) Ratings ---- to know how often teachers use group work in their classrooms, to assess teachers' role when using group work, as well as to identify teachers' usual grouping style and students' grouping preference.

B) Open and closed ended questions --- to collect information about what teachers and students regard as advantages and disadvantages of group work, to identify factors contributing for not using group work, to gather some information regarding grouping preference and to collect other information related with group work.

The questionnaire both for the teachers and students were written in English language. The researcher was able to collect all the questionnaires given to teachers and students after being filled out. Besides, while the students were filling the questionnaire, the researcher was also with them for any kind of clarification.

3.2.2. Observation

This instrument was used:

- ☞ To record the roles teachers manifest in group work, using an observation checklist developed by the researcher on the bases of literature.
- ☞ To record if other unexpected teachers' roles are observed in group work.

Two first year sections and four third year sections were observed at least two times. To increase its reliability, the observations were conducted by the researcher and two other co- observers.

3.2.3. Interview

Semi – structured and structured interview type questions were believed to be important to supplement the data obtained through the other techniques.

All the target teachers, whose classes were observed, were also interviewed; in addition, sample of ten students on the basis of their gender proportion were randomly selected from those who filled the questionnaire. The interview with teachers and students were audio recorded.

After developing the instruments and getting some feedback from advisor, to assess the content and reliability, a pilot study was conducted at the target area (Debre Birhan College of Teacher Education). For the pilot study ten students and two teachers were selected randomly. Besides, two classroom observations were made. Lastly, based on the result of the pilot study, the necessary feedbacks (re-write instructions, addition and deletion of certain items) were taken so as to improve the quality of the instruments.

3.3. Instrumentation Procedure

In order to avoid any contaminations of the data, the researcher first informed the sample teachers clearly the objectives of the study ahead of time. Then, observations were held initially. And, administration of questionnaires followed latter. Finally, the interviews were conducted at the end. Conducting the interviews lastly were advantageous both to prevent contamination of the data and give the researcher a chance of raising question from the preceding instruments.

By and large, to ensure the effectiveness of all the instruments, the researcher were trying to give them for experts to get constructive criticism, and then amendment were taken before they are conducted.

3.4. Techniques of Data Analysis

In this study, qualitative method of data analysis was used. In other words, the data procured through the questionnaires, observations and interviews were qualitatively analyzed. The data collected through the questionnaires was tabulated. And then, since the study was descriptive type, percentage method was used in the analysis of the data. Moreover, the information gained through interview and the classroom observations were analyzed together with the data obtained through the questionnaires.

CHAPTER FOUR

4. PRESENTATION AND ANALYSIS OF DATA

As indicated in the previous chapter, the main purpose of the study was to explore teachers' role in implementing group work. To achieve this purpose, the researcher formulated the following research questions:

1. Do English language teachers use or incorporate group work as one technique of teaching English?
2. If yes, how often do the teachers use group work?
3. If no, what factors hinders teachers from using group work?
4. Do teachers know what they should do to make group work effective?
5. If teachers incorporate group work, do they effectively play their various roles?
(Before, during and after group work)
6. If no, what factors do contribute for the ineffective performance of roles in group work?
7. If teachers incorporate group work, do their grouping techniques match with learners' grouping preference?

To find out answer for the above research questions, data were gathered through questionnaire, observation and interview. Besides, 75 students from language department and six English language teachers were included in the study. Moreover, to select the 75 students, stratified and simple random samplings were used.

The data gathered through the questionnaire, therefore, is tabulated and analyzed as follows. Furthermore, to avoid a bulky report and unnecessary repetition that might reduce the quality of the research work the researcher has omitted presenting separate analysis of the data obtained through the three instruments. Hence, the data collected from the interview as well as from the classroom observation is also presented and analyzed together as well.

4.1. Using Group Work

Table 1: The Frequency of Using group Work by English Language Teachers

| Subjects | Responses | | | | | | |
|----------|-----------|----|--------------------|------------|-----------|--------|-------|
| | Yes | No | If yes, how often? | | | | |
| | | | Very frequently | Frequently | Sometimes | Rarely | Never |
| students | 75 | 0 | 25 | 45 | 5 | 0 | 0 |
| | 100% | 0% | 33.34% | 60% | 6.67% | 0% | 0% |
| Teachers | 6 | 0 | 1 | 4 | 1 | 0 | 0 |
| | 100% | 0% | 16.67% | 66.67% | 16.67% | 0% | 0% |

In the first and second items (in III) of the questionnaire, and in the interview, teachers were asked to respond as to whether they use group work and its frequency respectively. Accordingly, all of them respond that they use group work in their English classes as one teaching technique. And, as can be seen from the above table, majority of the teachers do this frequently.

All of the students, too, assured that their English teachers incorporate group work almost frequently. This could be because of the fact that the teachers have a better understanding or perception about group work.

The teachers' response to items 1 and 2 (in II of the questionnaire) and item 1 in the interview also proved this. Because, the majority of the teachers responded that group work has many pedagogical, linguistic and psychological benefits. According to them, the benefits and other group work related issues are summarized below:

- Group work increases language practice opportunity; as a result, quality and quantity of students' talk will be improved.
- Group work highly motivates students to learn.
- Group work increases the socialization skills of the students.
- Group work helps students to get more input/knowledge. As a result, unlike in teacher- centered classroom, when students are working in group, their achievement will be improved.

- Group work creates conducive environment for learning. In other words, it encourages Co-operative learning.

Similarly, to assess the students' interest to learn through group work, an item was included in the students' questionnaire and interview. As to this item, 82.67% of them responded that they like to learn through it. However, the rest 17.33% of the students do not like it.

Furthermore, as to the experience of learning through group work is concerned, 86.67% of the students have explained that they have the experience in learning through group work. The remaining 13.33% of them do not have the experience.

With regard to courses or trainings related with group work, 68% of the students responded that they haven't taken any course/training regarding group work. The remaining 32% of them, on the other hand, replied that they have taken a course or training regarding group work. As to the teachers, while, 50% of them replied that they have taken a course/training regarding group work, still there are other (50%) who claimed that they didn't take such courses/training before.

Here, it seems that not taking any course/training regarding group work might be the reason for some students not to have positive perception and good understanding about group work.

Moreover, an item (no 1 in the teachers' interview) was raised in the interview session to know teachers' understanding about group work. This question demands teachers to forward their opinion about some issues regarding group work. Accordingly, what has been forwarded by the majority teachers are presented below:

- Teachers should consider the students grouping preference when forming different groups.
- It is possible to use group work in a class where there are no movable chairs.
- Tasks for group work should be designed inline with the students' level and interest.
- When students are working in group, teachers should go around for effectively controlling and helping the students.
- Teachers shouldn't correct every mistake of the students when they are working in group.

However, there were also some teachers who at least agree at most strongly agree with the following statements.

- Group work is noisy and causes discipline problems.
- Group work is not good because students will use their first language in the group work or students might not use the correct language. Moreover, it is no it advisable to use group work as there might be one or two students who tends to dominate the discussion.
- It is impossible to use group work in large classes.
- Group work is time consuming.
- Group Work causes conflict among group members
- When a group member commits a mistake /error, teachers should correct it on the spot. Besides, every mistake should be corrected.

Contrary to what has been said by some teachers, for example, as to the noisy classroom and the discipline problems in group work, McDonough and Shaw (1993) and Byrne (1987), discussed that when students are working in group, there might be a problem of discipline. But such a problem can be easily detected and corrected so long as teachers play their roles properly and effectively. Furthermore, according to the above scholars, the disciplinary problems observed in group work tend to eliminate when students are more and more involved in the group work.

Furthermore, opposing with what some teachers said above, Ur (1981) and Harmer (1991) declared that though it is easy to use and manage group work in classes where there is small number of students, it doesn't mean that we can't use group work in large classes. By using different ways of forming groups, one can possibly use group work in large classes.

Similarly, with regard to using mother tongue instead of the target language, Ur (1981), Byrne (1987) and Sprenger (1973) declared that the use of first language than using the target language in a certain group work is very natural. In such cases, to reduce the problem of the use of first language, tasks should be designed in such a way that it encourages students to use the target language as well as students should be encouraged to ask any question for clarification than using their first language. Furthermore, students should be informed that they are working in group, for

example, to develop their proficiency in the target language, as a result, they might be encouraged to use the target language.

By and large, as said before, it seems possible to say that though some teachers do not have good understanding about group work, the majority of them tend to have better understanding and/ or good perception about group work.

However, many writers like Wright (1987), Harmer (1991) and Cohen (1972) commented that regardless of understanding and perception towards group work, some teachers may not effectively implement the different roles expected of them. What about our target group? Let's proceed to the following tables which discuss some of the teachers' role in group work.

In other words, after knowing that teachers frequently use group work, an attempt has been made to see to what extent does teachers play their various expected role in different stages of the group work.

As indicated by Harmer (1991), using group work in and out of the formal classroom has a number of advantages. However, to achieve these, teachers should play various roles before, while, as well as after the group work has finished.

Furthermore, as indicated by Byrne (1987) and Harmer (1991), unlike the teacher fronted classroom where there is no language practice opportunity for students, in group work students will be provided with ample chance for using the target language. This in turn demands teachers to play a number of roles at different stages of group work. If this is not to happen, the possible outcomes of using group work might not be achieved at the end.

4.2. Teachers' Role in Implementing Group Work

4.2.1. Teachers' Role before starting the Group Work

Table 2: Frequency of Teachers' Expected Role Implementation before Group Work

| No | Roles | Teachers' Response | | | | | Students' Response | | | | |
|----|--|--------------------|------------|-----------|--------|--------|--------------------|------------|-----------|--------|--------|
| | | Scale | | | | | Scale | | | | |
| | | Very frequently | frequently | sometimes | rarely | never | Very frequently | frequently | sometimes | rarely | never |
| 1 | Designing, adapting or adopting clear, suitable, structured and interesting tasks for group work. | 0 | 4 | 2 | 0 | 0 | 13 | 22 | 30 | 8 | 2 |
| | | 0% | 66.67% | 33.33% | 0% | 0% | 17.33% | 29.33% | 40% | 10.67% | 2.67% |
| 2 | Preparing some more extension/'reserve' or 'filler' tasks for some groups who likely to finish their work so early | 0 | 0 | 2 | 3 | 1 | 3 | 12 | 14 | 36 | 10 |
| | | 0% | 0% | 33.33% | 50% | 16.67% | 4% | 16% | 18.67% | 48% | 13.33% |
| 3 | Determining how to group students (group composition) | 0 | 4 | 2 | 0 | 0 | 5 | 22 | 38 | 9 | 1 |
| | | 0% | 66.67% | 33.33% | 0% | 0% | 6.67% | 29.33% | 50.67% | 12% | 1.33% |
| 4 | Determining the number of students in each group (group size) | 1 | 3 | 2 | 0 | 0 | 12 | 10 | 39 | 9 | 5 |
| | | 16.67% | 50% | 33.33% | 0% | 0% | 16% | 13.33% | 52% | 12% | 6.67% |
| 5 | Appointing or getting students to appoint group leader and secretary | 1 | 3 | 2 | 0 | 0 | 7 | 15 | 12 | 34 | 7 |
| | | 16.67% | 50% | 33.33% | 0% | 0% | 9.33% | 20% | 16% | 45.34% | 9.33% |
| 6 | Clearing the duties and responsibilities of the group leader and the group secretary | 1 | 2 | 3 | 0 | 0 | 8 | 11 | 15 | 32 | 9 |
| | | 16.67% | 33.33% | 50% | 0% | 0% | 10.67% | 14.67% | 20% | 42.67% | 12% |

| | | | | | | | | | | | |
|----|---|--------|--------|--------|--------|----|--------|--------|--------|--------|-------|
| 7 | Allocating realistic and appropriate time for the group work task | 1 | 2 | 2 | 1 | 0 | 4 | 12 | 22 | 30 | 7 |
| | | 16.67% | 33.33% | 33.33% | 16.67% | 0% | 5.34% | 16% | 29.33% | 4% | 9.33% |
| 8 | Explaining the purpose of the group work task | 1 | 1 | 2 | 2 | 0 | 1 | 13 | 18 | 36 | 7 |
| | | 16.67% | 16.67% | 33.33% | 33.33% | 0% | 1.33% | 17.33% | 24% | 48% | 9.33% |
| 9 | Forwarding simple, complete, clear and concise instructions (students need to know what to do, how to do...) | 1 | 4 | 1 | 0 | 0 | 13 | 14 | 21 | 22 | 5 |
| | | 16.67% | 66.67% | 16.67% | 0% | 0% | 17.33% | 18.67% | 28% | 29.33% | 6.67% |
| 10 | If necessary, define or explain if there exist some technical terms, concepts and ideas | 1 | 3 | 2 | 0 | 0 | 11 | 13 | 22 | 27 | 2 |
| | | 16.67% | 50% | 33.33% | 0% | 0% | 14.67% | 17.33% | 29.33% | 3% | 2.67% |
| 11 | Informing students that they finally going to report the result of their group discussion | 1 | 3 | 2 | 0 | 0 | 13 | 22 | 13 | 25 | 2 |
| | | 16.67% | 50% | 33.33% | 0% | 0% | 17.33% | 29.33% | 17.33% | 33.34% | 2.67% |
| 12 | If necessary, demonstrate how to do the group work task to the whole class with some selected students | 0 | 1 | 2 | 3 | 0 | 6 | 6 | 17 | 39 | 7 |
| | | 0% | 16.67% | 33.33% | 50% | 0% | 8% | 8% | 22.67% | 52% | 9.33% |
| 13 | Checking whether students have understood everything expected of them before, during and after the group work | 1 | 3 | 2 | 0 | 0 | 8 | 12 | 17 | 32 | 6 |
| | | 16.67% | 50% | 33.33% | 0% | 0% | 10.67% | 16% | 22.67% | 42.67% | 8% |
| 14 | Informing the students that the teacher is always available for consultation | 1 | 2 | 3 | 0 | 0 | 3 | 13 | 22 | 35 | 2 |
| | | 16.67% | 33.33% | 50% | 0% | 0% | 4% | 17.33% | 29.33% | 46.67% | 2.67% |

Table-2 aims at knowing the frequency with which the teachers implement their expected roles before group work. To this end, the respondents were asked to rate, according to the given scale, to the given 14 potential roles before group work. Accordingly, as can be seen from the above table, out of the 14 roles, the majority teachers contended that they implement eight of the roles at least frequently. It is only the three roles stated in the three items (item 2, 8 and 12) which are not implemented frequently by the majority of the teachers. These three roles are about:

- Preparing some reserve or ‘filler’ group work tasks
- Explaining the purpose of the group work task and
- Demonstrating how to do the group work task to the whole class.

This seems to show the majority of the teachers are claiming that they perform their expected roles before group work. However, this tends to be inconsistent with the students’ response in that almost all the students said that their English teachers do not implement all the roles frequently or very frequently. According to the students’ response, their teachers sometimes or rarely if not never implement the stated roles. The data gathered through the observation also appears to prove this. That is, the majority of the teachers were not observed playing the majority of the roles before group work. For example, some teachers were not preparing effective tasks for group work. This is because, as observed, the groups work tasks were not encouraging discussion among the group members. It seems that the tasks were composed of questions which have only one right answer.

Contrary to this fact, as indicated by scholars, group work tasks should be designed in such a way that it encourages a hot discussion among the members. It should raise a question with varied possible answers or solutions (Harmer, J. 1991; Cohen, E.G. 1972; Wright, T. 1987; Ur, P. 1996).

Besides, the classroom observation also proved that all the teachers were not preparing some more additional tasks for group work. This is because, some groups, after they finished their group work, were observed doing nothing in their classes. And, the teacher said nothing to such groups.

By and large, in the interview (refer to question no 9 in the teachers' and no 7 in the students' interview), majority teachers and some students replied that teachers do not play their roles before group work because of the fact that:

- The large number of students in a class inhibits them not to move around the groups; as a result, they tend not to play their roles before group work.
- Though some teachers have good understanding and positive attitude towards group work, they might not play their expected role before group work. And, this might be because of the reason that such teachers might be too much careless and/or they might lack commitment for their work.
- Some teachers, thinking that playing all of their expected roles before group work needs more time, might not play their roles.

So, one would say that there is no congruency between what the teachers preach in the questionnaire and what they practically do in the classroom. This might be again because they exaggerated the way they perceive what they actually perform before group work. Thus, it appears possible to deduce that the majority of the teachers do not implement their expected roles before group work.

In other words, based on the obtained data from the teachers' and students' questionnaire, interview as well as from the classroom observation, it seems possible to say that many of the teachers' roles before group work are not properly implemented by most teachers. As a result, as discussed above, the possible advantages of using group work might not be achieved__ it might end with negative outcomes. This might be because, firstly teachers are not well aware of their expected role before group work; secondly, they might not be willing to implement their role or there might be some other possible factors.

4.2.2. Teachers' Role while the Group Work is going on

As teachers have some basic roles that they are expected to play before group work, there are also some roles of teachers which are expected to be played or implemented while the group work is going on. Table- 3 below presents some of the basic teachers' role when the group work is going on.

Table 3: Frequency of Teachers' Expected Role Implementation while the Group Work is going on

| No | Roles | Teachers' Response | | | | | Students' Response | | | | |
|----|---|--------------------|------------|-----------|--------|--------|--------------------|------------|-----------|--------|--------|
| | | Scale | | | | | Scale | | | | |
| | | Very frequently | frequently | sometimes | rarely | never | Very frequently | frequently | sometimes | rarely | never |
| 1 | Giving guidance for groups/group members who are facing a serious problems/ difficulties, for example, by joining as a member rather than as a boss | 1 | 5 | 0 | 0 | 0 | 0 | 13 | 20 | 32 | 10 |
| | | 16.67% | 83.33% | 0% | 0% | 0% | 0% | 17.33% | 26.67% | 42.63% | 13.33% |
| 2 | Monitor/control the group work to cheek the progress of groups in the tasks, to check whether every group and group member is engaged in the intended task, to see how students are managing the task and/or problem as well as to identify re-current errors | 0 | 5 | 1 | 0 | 0 | 4 | 7 | 21 | 33 | 10 |
| | | 0% | 83.33% | 16.67% | 0% | 0% | 5.34% | 9.33% | 28% | 44% | 13.33% |
| 3 | Move around and listen in discretely in order to find out how the students are getting on, as well as to note down some very important, serious and/or recurrent errors which can be used as a base for providing feedback at the end | 1 | 4 | 1 | 0 | 0 | 6 | 10 | 16 | 40 | 3 |
| | | 16.67% | 66.67% | 16.67% | 0% | 0% | 8% | 13.33% | 21.33% | 53.33% | 4% |
| 4 | Providing general approval and support | 1 | 4 | 1 | 0 | 0 | 6 | 25 | 32 | 9 | 3 |
| | | 16.67% | 66.67% | 16.67% | 0% | 0% | 8% | 33.34% | 42.67% | 12% | 4% |
| 5 | Move around and urge groups if they are moving too slowly | 1 | 4 | 1 | 0 | 0 | 2 | 8 | 21 | 40 | 4 |
| | | 16.67% | 66.67% | 16.67% | 0% | 0% | 2.67% | 10.67% | 28% | 53.33% | 5.34% |
| 6 | Move around and tactfully regulating participation in a discussion where some students over dominate the discussion and other silent | 0 | 4 | 2 | 0 | 0 | 6 | 9 | 10 | 44 | 6 |
| | | 0% | 66.67% | 33.33% | 0% | 0% | 8% | 12% | 13.33% | 58.67% | 8% |
| 7 | Freezing and/or interfering when a group is completely out of the track and catering for brief guidance. | 1 | 3 | 1 | 0 | 1 | 0 | 12 | 17 | 37 | 9 |
| | | 16.67% | 50% | 16.67% | 0% | 16.67% | 0% | 16% | 22.67% | 49.33% | 12% |
| 8 | Stopping the group work if the allotted time is finished | 0 | 1 | 5 | 0 | 0 | 6 | 15 | 12 | 40 | 2 |
| | | 0% | 16.67% | 83.33% | 0% | 0% | 8% | 20% | 16% | 53.33% | 2.67% |

Similar with table-2 above, table-3 is also aims at knowing the frequency of teachers' role implementation while the group work is going on. Accordingly, both teachers and students were asked to rate each potential roles of teachers according to the given scale. All the eight items in table 3 are stating the potential roles of teachers expected to be played while the group work is going on or on progress.

Hence, as can be seen from the table, out of the eight roles, the majority of the teachers contended that, they implement seven of the roles at least frequently at most very frequently. It is only one role (stated in item -8) which is sometimes implemented by the majority teachers. This role is about the issue of stopping the group work when the allotted time is finished.

The above information seems to indicate that majority of the teachers are claiming that they frequently implement their expected roles while the group work is going on.

Contrary to this, the students' response tends to disprove what has been said by the majority of the teachers. That is, majority of the students responded that their English language teachers rarely or not at all implement almost all of their roles (except the role stated in item-4) they expect to play while the group work is going on.

However, in response to item-4, majority of the students (42.67%) responded that their teachers sometimes play the role stated in this item. Besides, some other 33.34% and 8% of them also said that their English teachers play this role frequently and very frequently respectively.

The data collected through the classroom observation also proved what has been said by the majority of the students. That is, the majority of the teachers were observed not playing almost all the roles they are expected to play while the group work is going on. In addition, few teachers were also observed playing some while group work roles improperly. For example, they were:

- Going around the class with out giving attention for the group discussion.
- Standing in front of the students
- moving only in the same place(around the stage near the black board)
- Trying to stop group works when they are working wrongly; and providing such groups with more explanation.

Moreover, in the teachers' and students' interview (refer to question no 9 and 7 respectively) teachers and students listed out some factors for not implementing majority of the roles expected to be played while the group work is going on. These include:

- a. Teachers' awareness about their different roles in group work. Some teachers might not have good understanding about their roles in different stages of the group work. To put it in another words, they might lack the skill for managing and/or controlling the group work.
- b. Class size. The large number of students in a class might inhibit teachers not to move around the groups; as a result, they tend not to play their roles in group work.
- c. Teachers' commitment. There might be some teachers who have good understanding and positive attitude towards group work; however, they might not play their expected roles in group work. This might be because of the fact that some teachers might be too much careless and/or they might lack commitment for their work.
- d. Time constraints. Some teachers, thinking that playing all of their expected roles in group work needs more time, might not play their roles.
- e. Lack of experience. There might be some teachers who lack the experience of teaching through group work.

Inline with what has been said above, the literature also declared that there might be teachers who failed to implement their expected roles at different stages of the group work. A case in point is what Harmer (1991) and Byrne (1987) explained. As to these scholars, lack of awareness of the various roles, inappropriateness of the tasks for group work, the nature of the classroom setting, and lack of commitment to work might be some of the factors which might hinder teachers not to play their roles in group work.

By and large, one could possibly say that there is a gap between what the majority teachers responded in the questionnaire and what they practice in their classrooms. To put other words, most of the roles expected to be played while the group work is going on were not implemented by the majority of the teachers. In addition, some teachers were also playing some of their expected role while the group work is going on. But they were doing this improperly.

4.2.3. Teachers' Role after Group Work

Finally, teachers, for effective outcomes of group work, are also expected to play various roles after the group work. The table below tries to point out some of the roles of teachers after group work.

Table 4: Frequency of Teachers' Expected Role Implementation after Group Work

| No | Roles | Teachers' Response | | | | | Students' Response | | | | |
|----|---|--------------------|------------|-----------|--------|-------|--------------------|------------|-----------|--------|--------|
| | | Scale | | | | | Scale | | | | |
| | | Very frequently | frequently | sometimes | rarely | never | Very frequently | frequently | sometimes | rarely | never |
| 1 | Getting students report their work through various techniques (using poster, plenary session, sending group messenger, getting the group leader or others report the result in front of the class...) | 0 | 4 | 2 | 0 | 0 | 6 | 14 | 13 | 32 | 10 |
| | | 0% | 66.67% | 33.33% | 0% | 0% | 8% | 18.67% | 17.33% | 42.67% | 13.33% |
| 2 | Encouraging students to comment and ask on the work of other group and on the whole of the work | 0 | 4 | 2 | 0 | 0 | 9 | 12 | 10 | 34 | 10 |
| | | 0% | 66.67% | 33.33% | 0% | 0% | 12% | 16% | 13.33% | 45.34% | 13.33% |
| 3 | Forwarding specific and general feedback, for example, based on what has been recorded as serious errors while the group work is going on | 1 | 3 | 1 | 1 | 0 | 7 | 6 | 20 | 38 | 4 |
| | | 16.67% | 50% | 16.67% | 16.67% | 0% | 9.33% | 8% | 26.67% | 50.67% | 5.34% |
| 4 | Affirming learners that they have been beneficiary from the work | 0 | 4 | 1 | 1 | 0 | 5 | 11 | 13 | 41 | 5 |
| | | 0% | 66.67% | 16.67% | 16.67% | 0% | 6.67% | 14.67% | 17.33% | 54.67% | 6.67% |

As can be seen from the above table, the respondents (six teachers and 75 students) were asked to rate the given potential after group work roles according to the given scale.

Accordingly, the majority teachers (more than 50%), contended that they frequently play all the roles stated in all the items (item 1, 2, 3, and 4).

So, this seems to tell us that the majority teachers are claiming for they play their expected roles after group work. However, this tends to be not true with the students' response in that majority of them said that their English teachers rarely or not at all play all the after group work roles.

Furthermore, the data gathered through the classroom observations also appears to support what has been said by the majority students. In the classroom observations, majority of the teachers were observed either not properly playing the most after group work roles or not totally playing these roles.

By and large, teachers' expected roles after group work are not implemented properly and effectively; as a result, the advantages of using group work might not be achieved at the end.

Similarly, in the interview session, teachers and students (refer to question no 9 and 7 respectively) were asked for why teachers didn't play and/or for why they were not properly playing their expected roles after group work.

In response to this item, the factors discussed in section 4.2.1 and 4. 2. 2 were also pointed out as variables for hindering teachers not to play properly or not totally play majority of the roles after group work.

As a result, it seems logical to say that majority teachers are not practically do what they responded in the questionnaire regarding their expected roles after group work. Thus, it appears possible to deduce that majority of the teachers do not implement their expected roles after group work. Besides, some teachers tend to play these roles improperly.

4.3 Grouping Preference

In addition to the points discussed in the previous sections, the issue of grouping preference is one of the important areas in group work. Under this section, an attempt has been made to assess the teachers' grouping style and their students' grouping preference.

Table 5: Teachers' Grouping Style and Students' Preference

| No | Bases for Grouping | Examples | Teachers' Response | | | | | Students' Response | | | | |
|----|---------------------|---|--------------------|------------|-----------|--------|--------|--------------------|------------|-----------|--------|--------|
| | | | Scale | | | | | Scale | | | | |
| | | | Very frequently | Frequently | Sometimes | Rarely | Never | Very frequently | Frequently | Sometimes | Rarely | Never |
| 1 | Sex/gender | The same sex or mixed sex grouping | 0 | 0 | 2 | 1 | 3 | 50 | 15 | 10 | 0 | 0 |
| | | | 0% | 0% | 33.33% | 16.67% | 50% | 66.67% | 20% | 13.33% | 0% | 0% |
| 2 | Ability level | The same ability level grouping or mixed ability level grouping | 0 | 0 | 0 | 0 | 6 | 68 | 7 | 0 | 0 | 0 |
| | | | 0% | 0% | 0% | 0% | 100% | 90.67% | 9.33% | 0% | 0% | 0% |
| 3 | Age | Students with almost similar age or with different age grouping | 0 | 0 | 0 | 0 | 6 | 20 | 23 | 32 | 0 | 0 |
| | | | 0% | 0% | 0% | 0% | 100% | 26.67% | 30.67% | 42.67% | 0% | 0% |
| 4 | Random grouping | Randomly assigning students to form groups | 5 | 1 | 0 | 0 | 0 | 0 | 0 | 20 | 26 | 29 |
| | | | 83.33% | 16.67% | 0% | 0% | 0% | 0% | 0% | 26.67% | 34.67% | 38.67% |
| 5 | Geography | Students who come from similar areas (rural or urban areas) or different areas | 0 | 0 | 1 | 1 | 4 | 19 | 29 | 27 | 0 | 0 |
| | | | 0% | 0% | 16.67% | 16.67% | 66.67% | 25.33% | 38.67% | 36% | 0% | 0% |
| 6 | Social Class | Students of the same social class or different social class | 0 | 0 | 0 | 0 | 6 | 18 | 22 | 35 | 0 | 0 |
| | | | 0% | 0% | 0% | 0% | 100% | 24% | 29.33% | 46.67% | 0% | 0% |
| 7 | Race(ethnicity) | Students of the same or different race (ethnicity) | 0 | 0 | 0 | 0 | 6 | 18 | 28 | 29 | 0 | 0 |
| | | | 0% | 0% | 0% | 0% | 100% | 24% | 37.33% | 38.67% | 0% | 0% |
| 8 | Friendship | Grouping students who are friends. or who are not friends | 0 | 1 | 1 | 1 | 3 | 36 | 15 | 0 | 0 | 24 |
| | | | 0% | 16.67% | 16.67% | 16.67% | 50% | 48% | 20% | 0% | 0% | 32% |
| 9 | Seating arrangement | Grouping students who are in the same environment (chair) or in opposite chair. | 0 | 0 | 5 | 1 | 0 | 35 | 14 | 26 | 0 | 0 |
| | | | 0% | 0% | 83.33% | 16.67% | 0% | 46.67% | 18.67% | 34.67% | 0% | 0% |

Table 5- above summarized the teachers' grouping style and the students grouping preference. To this end, based on what has been responded by teachers and students, possible analysis has been made below.

As can be observed in the table, all the teachers (100%) never consider ability level, age, social class, and race (ethnicity) as a base for forming different groups.

On the other hand, as to the consideration of sex (gender) for forming groups, while 50% of the teachers responded that they never consider it in order to form groups, some other 16.67% and 33.33% of them still also responded that they rarely and sometimes form groups on the base of sex (gender) respectively.

Similarly, 83.33% and 16.67% of the teachers declared that they very frequently and frequently form groups on the base of randomization respectively.

Moreover, as to geography, 66.67% and 16.67% of the teacher respondents said that they never and rarely use geography (the area where the students came from) as a base for forming different groups respectively. The remaining 16.67% of them responded that they sometimes do this.

Similarly, while 50% of the teachers replied that they never consider friendship as a criterion for forming groups, some other similar number of them (16.67%, 16.67% and 16.67%) also claimed that they frequently, sometimes and rarely form groups on the base of friendship.

Last but not least is considering seating arrangement for forming different groups. As to this issue, while 83.33% of the teacher respondents replied that they sometimes form groups on the base of seating arrangement; other 16.67% of them still said that they rarely do this.

The classroom observation also proved that almost all the teachers were forming groups randomly. In addition, few teachers were also observed forming different groups considering students' seating arrangement as a base for doing so. Similarly, as to how teachers form different

groups, the majority students in the questionnaire said that their English teachers predominantly use randomization for doing so.

Generally speaking, as the data from the table and from the classroom observation vividly tell us, the majority teacher respondents contended that they get students form groups randomly and based on the students' seating arrangements. In other words, they don't consider other potential variables for grouping. To mean, as scholars like Cohen (1972), Harmer (1991), Byrne (1986) and (1987) state, all students don't have similar grouping preferences. For example, while some want to form groups based on the same sex/gender, others still prefer to be in a group of the same ability or mixed ability level, and others yet may need to be grouped differently.

Inline with this idea (students' grouping preference), as indicated in table-5 above, 66.67% and 20% of the student respondents said that they very frequently and frequently prefer sex based grouping respectively. In addition, the remaining 13.33% of them sometimes prefer to form groups based on sex/gender.

As to ability level, the majority students (90.67%) claimed that they very frequently prefer to form groups based on this variable. Similarly, the remaining 9.33% of them responded that they frequently like to form groups based on ability level.

With regard to the third factor, 26.67% and 30.67% of the student respondents said that they very frequently and frequently respectively prefer to form groups considering age as a base for doing so. Besides, the remaining majority number (42.67%) of them claimed that they sometimes want to form age based groups.

On the other hand, as can be seen from the fourth factor (i.e. random grouping), majority of the students (38.67% and 34.67%) declared that they never and rarely prefer to form groups based on randomization respectively. Moreover, the remaining 26.67% of them sometimes prefer to form groups in this way.

As far as the fifth variable is concerned, while 25.33% of the students said that they very frequently want to form geography based group, some other 38.67% of them frequently like to form a group in this way. The rest 36% of the students also claimed that they sometimes prefer to form groups based on their geography.

Similarly, as to social class as a base for forming groups, the majority students (46.67%) responded that they sometimes prefer to form groups based on this factor. In addition, the remaining 29.33% and 24% of them claimed that they frequently and very frequently like to form social class based groups respectively.

Looking at the seventh factor, majority of the student respondents (38.67%) declared that they sometimes want to form groups based on their race (ethnicity). Moreover, other significant number of them (37.33% and 24%) also replied that they frequently and very frequently prefer to form groups considering their race (ethnicity) as a base for doing so.

Furthermore, as can be seen in the table, the majority students (48%) sometimes like to form groups considering friendship as a criterion. Besides, 20% of them claimed that they frequently prefer such kind of group formation. On the other hand, other significant number of them (32%) also declared that they never want to form groups by taking friendship as a criterion for doing so.

Lastly, what is indicted as a base for forming group is seating arrangement. As to this, 46.67% the student respondents claimed that they very frequently want to form seating arrangement based groups. Besides, other 18.67% of them replied that they frequently prefer to form such type of groups. However, the remaining 34.67% of them responded that they sometimes prefer such grouping style.

As a result of looking at the teachers' grouping style and the students' preferences, it appears to imply, therefore, that there is a gap between what the students prefer (grouping preferences) and what the teachers usually do. This is because, as can be seen from the above table, the majority students prefer from most to least ability level, sex/gender, friendship, seating arrangement,

geography, race, age, social class and random based grouping. Furthermore, the students' response to the interview (refer to item 4) showed that out of the ten randomly selected students (5 females and 5 males), 8 of them (4 males and 4 females) want to be grouped based on their ability; mixed ability grouping.

However, teachers most frequently use random grouping technique for forming different groups. Such a gap might be created because of the fact that the teachers have never analyzed their students' needs or they may be negligence in their responsibilities. That is, the inconsistency between students' grouping preference and teachers' grouping style might be happened, firstly teachers might not consider their students' want, or secondly, they might never carried out needs analysis. In line with this, majority of the students also pointed out that their English teachers do not let them to form groups according to their grouping preferences.

Contrary to what teachers actually do with regard to grouping style, according to the response given to item 6 in the teachers' interview, teachers believed that groups should be made inline with the students' grouping preference. However, as to the information obtained from the questionnaires and the classroom observations shows, teachers' grouping style doesn't match with the students' grouping preferences.

Furthermore, in response to the open ended items related with grouping preference (refer to items 2, 3,4,5,6 and 7 under IV of the teachers' questionnaire and item no 2 and no 5 under IV of the students' questionnaire),the majority of the teachers and students responded that:

- a. They don't have other grouping style / grouping preferences apart from mentioned in the questionnaire.
- b. Teachers don't know their students' grouping preferences. As a result, they don't know whether their grouping style match with the students' grouping preference or not. This is because, (refer to item 5 in the interview) they have never checked what the students want and lack though scholars like Hutchinson and Waters (1987) as well as Dudley – Evans and St. John (1998) recommended teachers should analyze their students' overall lacks, wants and necessity.

By and large, related with the issue of grouping preference, scholars like Cohen (1972), Harmer (1991), Byrne (1986; 1987) as well as Richards and Rodgers (2001) suggested that teachers might consider different variables like age, ability level, sex, seating arrangement, race and other when forming different groups. The general and specific purpose of the group work, for example, might tell teachers the variable they can possibly use for forming different groups.

Moreover, as it is explained by Cohen (1972) teachers shouldn't stick to use the same kind of variable for forming groups. For example, when students are always free to form their own group, there might exist too much socialization, and this might lead them to consider the group work as a sort of play than a work. On the other hand, grouping students based on their ability level is considered to have more advantages. For example, as discussed by Cohen (1972), Byrne (1986; 1987) mixed ability grouping encourages students to help one another ----- promoting more interaction among the group members.

CHAPTER FIVE

5. CONCLUSIONS AND RECOMMENDATIONS

Under this chapter, based on the result of the data analysis, conclusions are made below. And, this is followed by some recommendations.

5.1. Conclusions

The main objective of the study was to explore the roles of teachers in implementing group work. Specifically, the paper aimed at finding answer to the following research questions:

- Do English language teachers use or incorporate group work as one technique of teaching English?
- If yes, how often do the teachers use group work?
- If no, what factors hinders them from using group work?
- Do teachers know what they should do to make group work effective?
- If teachers incorporate group work, do they effectively play the various roles? (Before, during the after the group work)
- If no, what factors do contribute for the ineffective performance of roles in group work?
- If teachers incorporate group work, do their grouping techniques match with students' grouping preference?

So, based on the data analyzed so far, the researcher came up with the following conclusions:

5.1.1. All teachers use or incorporate group work as one technique of teaching English frequently.

5.1.2. The majority of the students want to learn through group work.

5.1.3. Almost the majority of the teachers do not efficiently play their expected roles in group work. For example, teachers are expected to play the following roles in using group work:

- Designing, adapting or adopting clear, suitable, structured and interesting tasks for group work.

- Appointing or getting students to appoint group leader and secretary
- Clearing the duties and responsibilities of the group leader and the group secretary
- Allocating realistic and appropriate time for the group work task
- Forwarding simple, complete, clear and concise instructions (students need to know what to do, how to do...)
- Giving guidance for groups/group members who are facing a serious problems/difficulties, for example, by joining as a member rather than as a boss
- Monitor/control the group work to check the progress of groups in the tasks, to check whether every group and group member is engaged in the intended task, to see how students are managing the task and/or problem as well as to identify recurrent errors
- Move around and listen in discretely in order to find out how the students are getting on, as well as to note down some very important, serious and/or recurrent errors which can be used as a base for providing feedback at the end
- Move around and urge groups if they are moving too slowly
- Move around and tactfully regulating participation in a discussion where some students over dominate the discussion and other silent
- Affirming learners that they have been beneficiary from the work
- Getting students report their work through various techniques (using poster, plenary session, sending group messenger, getting the group leader or others report the result in front of the class...)
- Encouraging students to comment and ask on the work of other group and on the whole of the work
- Forwarding specific and general feedback, for example, based on what has been recorded as serious errors while the group work is going on

However, as said above, majority of these and other roles are not properly implemented by most teachers.

- 5.1.4. The majority of the teachers seem to have adequate understanding about their expected roles in group work. Some of the teachers again do not seem to have positive attitude towards group work. Moreover, it seems that the majority of the teachers do not efficiently implement their roles in group work due to factors like class size, teachers' awareness about their different roles in group work, teachers' commitment, constraints of time, and Lack of experience. However, negligence seems to be the major factor.
- 5.1.5. There is a gap between what teachers believe and what they really practice in their classroom regarding group work.
- 5.1.6. The teachers' main grouping technique was found to be random grouping.
- 5.1.7. The students' main grouping preference was again found to be ability based grouping
- 5.1.8. The teachers' usual grouping style doesn't match with the students' preferred grouping style. Thus, there appears a gap between teachers' practice and learners' need.

5.2. Recommendations

Based on the findings and the conclusions reached, the researcher would like to recommend the following:

- 5.2.1. Teachers need to carryout a needs analysis survey to narrow the gap between what they do and what their students want.
- 5.2.2. The concerned bodies in Educational bureau, agencies and Teachers Training Institution need to cater for proper short and long term trainings so as to develop teachers' positive attitude towards group work and increase their awareness in what is expected of them when implementing group work effectively.
- 5.2.3. Supervisors, department heads and other concerned bodies should make a continuous follow up in order to at least minimize teachers' negligence in playing their expected roles in group work.

- 5.2.4. The modules (teaching materials) should be revised and prepared in such a way that it contains various appropriate tasks for group work and encourage active participation among group members; as well as teachers should adapt or adopt appropriate tasks for group work.
- 5.2.5. Teachers' guide should be prepared in order to indicate and/or remember teachers what is expected of them when using group work and other related issues.

BIBLIOGRAPHY

- Alamirew G.M. (1992) "The Applicability of Group Work in Learning English." (Unpublished MA Thesis) Addis Ababa: Addis Ababa University.
- Amanuel G. (1996) "Gender Differences in Participation in Discussion Groups in freshman English Classes at Addis Ababa University" (Unpublished MA Thesis). Addis Ababa: Addis Ababa University
- Atkins, J., Hailom B. and Nuru M. (1996). *Skills Development Methodology* (Part 2) Addis Ababa: AAU Printing Press.
- Aynaebaba A. (1993) "The Effects of Teachers' and Learners' Educational and Cultural Expectation on Innovating within the Language Learning process" (Unpublished MA Thesis). Addis Ababa: Addis Ababa University
- Barnes, D. (1973). *Language in the Classroom*. Bletchley: Open University Press.
- Berhanu B. (2000) "Verbal Participation in Group Work: A Case Study of First Year Students at Addis Ababa University." (Unpublished Ph. D Dissertation). Addis Ababa: Addis Ababa University.
- Bowd, A., D. McDougall and C. Yewchuck (1998). *Educational Psychology for Canadian Teachers* (2nd edition). Toronto: Harcourt Brace and Company.
- Brown, R. (1989) "Group Work, Task Difference, and Second Language Acquisition." In *An Applied Linguistic Forum*, (March 1991). 12/1, pp. 1-11, Oxford: OUP.
- Brumfit, C.J. (1979). *The Communicative Approach to Language Teaching*. Oxford: OUP.
- Brumfit, C.J. (1984). *Communicative Methodology in Language Teaching: The Roles of Fluency and Accuracy*. Cambridge: CUP.
- Brunner, R. (2004) Assessing Learning of Female Students. www.maa.org/saum/maanotes49/149.html (Retrieved on 24 October 2005).
- Byrne, D. (1986). *Teaching Oral English* (New edition) London: Longman.
- Byrne, D. (1987). *Techniques for Classroom Interaction*: London: Longman.
- Cartwright, D. and A. Zander (eds.) (1968). *Group Dynamics: Research and Theory*. (3rd ed.) London: Tavistock Publications.
- Celce-Murcia, M. (1980). "Integrating Group Work With the Teaching of Grammar" (pp.258-260). In *A Forum Anthology* (1986): Selected Articles from the English Teaching Forum (1979-1983), Washington, D.C.: US Information Agency.

- Christison, M.A. (1990). "Co-operative Learning in the EFL Classroom." (pp.139-147). In Thomas K. (1994) (Ed.), *Teacher Development: Making the Right Moves, Selected Articles from the English teaching Forum (1989-1993)*. Washington, D.C: United states Information Agency.
- Cohen, E.G. (1972). *Designing Group Work: Strategies for the Heterogeneous Classroom*. New York: Teachers College Press.
- Cushner, K., A. McClelland and P. Stafford (2000). *Human Diversity in Education: An Integrative Approach*. New York: McGraw Hill.
- Davis, B.G. (1993). Tools for Teaching Collaborative Learning: Group Work and Study. teaching.berkeley.edu/bgd/Collaborative.htm (Retrieved 25 October 2005).
- Dudley-Evans and St. John, (1998). *Developments in English for Specific Purposes*. Cambridge. Cambridge University Press.
- Freeman, Y.S. and D.E. Freeman (1998). *ESL/EFL Teaching: Principles for Success*. Portsmouth, NH: Heinemann.
- Girma G. (2003). "In- Service English Language Teachers' Perceptions of the factors that influence the Implementation of Group Work Activities in ELT Classes." In the Ethiopian Journal of Education, 23/2, pp. 103-126.
- Haregewoin A (1993) "The Feasibility and Value of Using Role Play to Improve Communicative Skills in Ethiopian Senior Secondary Schools." (Unpublished MA Thesis). Addis Ababa: Addis Ababa University.
- Harmer, J. (1991). *The Practice of English Language Teaching*. (New edition). London: Longman.
- Hill, D. (1995) "Pair Work and Group Work." In English Teaching Professionals. Issue 34, Sep. 2004.
- Hutchinson and Waters. (1987) *English for Specific Purposes: A Learning Centered Approach*. Cambridge: CUP.
- Jacobs, G.M. and Ratmanida (1996). "The Appropriacy of Group Activities: Views from Some South East Asian Second Language Educators." RELC Journal, 27/1, pp. 103-120. Singapore: SEAMEO Regional Language Centre.
- Johnson, K. and R. Johnson (1975). *Learning Together and Alone*. London: Englewood Cliffs, NJ. Prentice Hall
- Krashen, S.D. and T.D. Terrell (1983). *The Natural Approach: Language Acquisition in the Classroom*. London: Prentice- Hall International Ltd, Englewood Cliffs.
- Larsen-Freeman, D. (1986) *Techniques and principles in Language Teaching*. Oxford: OUP.
- Littlewood, W.T. (1981). *Communicative Language Teaching: An Introduction*. Cambridge: CUP.
- Long, M.H. and P.A. Porter (1985). "Group Work, Interlanguage Talk, and Second Language Acquisition." TESOL Quarterly, 19/2: 207-227.

- McDonough, J. and C. Shaw (1993). *Materials and Methods in ELT: A Teacher's Guide*. Oxford: Black Well Publishers Ltd.
- Murdoch, G.S. (1990) "Practicing what we Preach __ A Trainee-Centered Approach to In-Service Training." In Forum, 28/4, pp. 15-18.
- Nation, P. (1989). "Group Work and Language Learning" (pp.160-169). In Thomas, K.(1994) (ed.), *Teachers Development: Making the Right Moves*, Selected articles from the English Teaching Forum (1989-1993) Washington, D.C.: US Information Agency.
- Nolasco, R. and L. Arthur (1988). *Large Classes*. London: Macmillan Publisher Ltd.
- Rabow, J. et al (1994). *Learning Through Discussion*. (Third Edition) London: SAGE Publications Ltd.
- Richards, J.C. and T.S. Rodgers (2001). *Approaches and Methods in Language Teaching*. (Second Edition). Cambridge: CUP.
- Rivers, W. (1987). *Interactive Language Teaching*. Cambridge: CUP.
- Scrivener, J. (1994). *Learning Teaching: A Guidebook for English Language Teachers*. Oxford: Macmillan Publishers Limited.
- Sissay A. (1999) "Class Room Interaction and Its Influence on the Development of Students' Speaking Skill in English at Grade 11 Level in Government School." (Unpublished MA Thesis) Addis Ababa: Addis Ababa University.
- Slavin, R.E. (1992). "When and Why Does Cooperative Learning Increase Achievement?" Theoretical and Empirical Perspectives. In R. Hertz-Lazarowitz and N. Miller (eds.). *Interaction in Co-Operative Groups*. Cambridge: CUP.
- Sprenger, A. (1973) "Group Work in Foreign-Language Learning: A Report." In English Teaching Forum, XI/5, pp. 12-15.
- Ur, P. (1981). *Discussions that Work: Task-Centered Fluency Practice* Cambridge: CUP.
 _____ (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: CUP.
- Webb, N.M. (1982a) "Group Composition, Group Interaction, and Achievement in Cooperative Small Groups." *Journal of Educational Psychology*, 74/4, pp.475-484.
 _____. (1982b) "Peer Interaction and Learning in Cooperative Small Groups." *Journal of Educational Psychology*, 74/5, pp. 642-655.
- Wright, T. (1987). *The Roles of Teachers and Learners*. Oxford: OUP.
- Zander, A. (1982). *Making Groups Effective*. San Francisco: Jossey- Bass.
- Zelege T. (2005/6) "A study Towards How EFL Teachers Manage Group Work: Grade 10 in Focus" (Unpublished MA Thesis). Addis Ababa: Addis Ababa University

Appendix-A
Addis Ababa University
Institute of Language Studies
The Department of Foreign Languages and Literature
(Graduate program)

Questionnaire (For Teachers)

Dear Instructor:

I am conducting research for the partial fulfillment of MA degree in TEFL at AAU, Institute of language studies. The research focuses on **Teachers' role in implementing group work**. Hence, this questionnaire is designed to gather valuable data about the issue. So, your genuine and honest responses are very vital to the success of this study.

The researcher appreciates your completing and returning the questionnaire. The information will be kept strictly confidential, and will not be used for other purposes.

NB: - You need not to write your name.

Thank you in Advance

I- Put a tick (✓) as appropriate

1. Level of Education: **Ph.D.** **MA** **1st Degree** **Diploma** **Certificate**

2. Sex: **Female** **Male**

3. Have you ever taken any training / course regarding group work?

Yes **No**

II. Give your short answer for the following questions

1. Do you think group work is advantageous?

Yes **No**

2. If yes, state some of these advantages?

3. Do you think group work has disadvantages?

Yes **No**

4. If yes, list some of these disadvantages?

III. 1. Do you use Group work as one teaching technique?

Yes **No**

2. If yes, how often **Very frequently** **Frequently**

Sometimes **Rarely** **Never**

3. If No, why?

4. If you use group work, how often do you play the following possible roles?

(Use the given scale to rate.)

A. Before group work

| No | Roles | Scale | | | | |
|----|--|-----------------|------------|-----------|--------|-------|
| | | Very frequently | Frequently | Sometimes | Rarely | Never |
| 1 | Designing, adapting or adopting clear, suitable, structured and interesting tasks for group work. | | | | | |
| 2 | Preparing some more extension/'reserve' or 'filler' tasks for some groups who likely to finish their work so early | | | | | |
| 3 | Determining how to group students (group composition) | | | | | |
| 4 | Determining the number of students in each group (group size) | | | | | |
| 5 | Appointing or getting students to appoint group leader and/or secretary | | | | | |
| 6 | Clearing the duties and responsibilities of the group leader and/or secretary | | | | | |
| 7 | Allocating appropriate time for the group work task | | | | | |
| 8 | Explaining the purpose of the group work | | | | | |
| 9 | Forwarding simple, complete, clear and concise instructions (students need to know what to do, how to do...) | | | | | |
| 10 | Defining or explaining if there exist some technical terms, concepts or ideas when necessary, | | | | | |
| 11 | Informing students that they will report the result of their group discussion | | | | | |
| 12 | demonstrating how to do the group work task to the whole class with some selected students when necessary, | | | | | |
| 13 | Checking whether students have understood everything expected of them before, during and after the group work | | | | | |
| 14 | Informing the students that the teacher is always available for consultation | | | | | |

B. While group work

| No | Roles | Scale | | | | |
|----|---|-----------------|------------|-----------|--------|-------|
| | | Very frequently | Frequently | Sometimes | Rarely | Never |
| 1 | Giving guidance to the group when are facing problems/ difficulties, for example, by joining as a member rather than as a boss | | | | | |
| 2 | Monitor/control the group work to check the progress of groups in the tasks, to check whether every group and group member is engaged in the intended task, to see how students are managing the task and/or problem as well as to identify re-current errors | | | | | |
| 3 | Move around and listen in discretely in order to find out how the students are getting on, as well as to note down some very important, serious and/or recurrent errors which can be used as a base for providing feedback at the end | | | | | |
| 4 | Providing general approval and support | | | | | |
| 5 | Move around and urge groups if they are moving too slowly | | | | | |
| 6 | Move around and tactfully regulating degree of participation in a discussion where some students over dominate the discussion and other silent | | | | | |
| 7 | Freezing and/or interfering when a group is completely out of the track and catering for brief guidance. | | | | | |
| 8 | Stopping the group work if the allotted time is finished | | | | | |

C. After group work

| No | Roles | Scale | | | | |
|----|---|-----------------|------------|-----------|--------|-------|
| | | Very frequently | Frequently | Sometimes | Rarely | Never |
| 1 | Getting students report their work through various techniques (using poster, plenary session, sending group messenger, getting the group leader or others report the result in front of the class...) | | | | | |
| 2 | Encouraging students to comment and ask on the work of other group and on the whole of the work | | | | | |
| 3 | Affirming learners that they have been beneficiary from the work | | | | | |
| 4 | Forwarding specific and general feedback, for example, based on what has been recorded as serious errors while the group work going | | | | | |

5. What other roles do you play?

A. Before the group work starts

B. While the group work is going on

C. After the group work

6. What do you think could be the reason/s for why some teachers fail to use group work?

IV. 1. What grouping style do you use mostly? (Put a tick) (You might have more than one style)

| No | Bases for grouping with some examples | | Very frequently | frequently | sometimes | rarely | never |
|----|---------------------------------------|---|-----------------|------------|-----------|--------|-------|
| 1 | Sex/Gender | The same sex or mixed sex grouping | | | | | |
| 2 | Ability level | The same ability level grouping or mixed ability level grouping | | | | | |
| 3 | Age | Students with almost similar age or with different age grouping | | | | | |
| 4 | Random grouping | Randomly assigning students to form groups | | | | | |
| 5 | Geography | Students who come from similar areas (rural or urban areas) or different areas | | | | | |
| 6 | Social Class | Students of the same social class or different social class | | | | | |
| 7 | Race (ethnicity) | Students of the same Or different race (ethnicity) | | | | | |
| 8 | Friendship | Grouping students who are friends or who are not friends | | | | | |
| 9 | Sitting arrangement | Grouping students who are in the same environment (chair) or in opposite chair. | | | | | |

2. List below if you have other grouping style

3. Do you know your students' grouping preference?

Yes

No

4. If yes, what is their grouping preference?

5. If No, why?_

6. Do you think you form group inline with your students grouping preferences?

Yes

No

Unknown

7. If No, why?

V. Miscellaneous

1. Do you have any thing to say about group work?

Yes

No

2. If yes, write it below?

Appendix-B

Addis Ababa University
Institute of Language Studies
The Department of Foreign Languages and Literature
(Graduate program)

Questionnaire (For Students)

Dear student:

I am conducting research for the partial fulfillment of MA degree in TEFL in AAU. The research focuses on **Teachers' role in implementing group work**. Hence, this questionnaire is designed to gather valuable data about the issue. So, your genuine and honest responses are very vital to the success of this study.

The researcher appreciates your completing and returning the questionnaire. The information will be kept strictly confidential, and will not be used for other purposes.

NB: - You need not to write your name.

Thank you in Advance

I- Put a tick (✓) as appropriate

1. Sex: **Female** **Male**

2. Have you ever taken any training / course regarding group work?

Yes **No**

3. Do you have the experience of learning through group work?

Yes **No**

II- Give your short answer for the following questions

1. Do you think group work is advantageous?

Yes **No**

2. If yes, state some of these advantages?

3. Do you think group work has disadvantages?

Yes **No**

4. If yes, list some of these disadvantages?

5. Do you like to learn through group work?

Yes **No**

6. If No, why?

III.1. Does your English teacher

like?

Yes

| | | Very frequently | Frequently | Sometimes | Rarely | Never |
|---|--|------------------------|-------------------|------------------|---------------|--------------|
| 1 | Giving guidance to the group when are facing problems/ difficulties, for example, by joining as a member rather than as a boss | | | | | |
| 2 | Monitor/control the group work to check the progress of groups in the tasks, to check whether every group and group member is engaged in the intended task, to see how students are managing the task and/or problem as well as to identify recurrent errors | | | | | |
| 3 | Move around and listen in discretely in order to find out how the students are getting on, as well as to note down some very important, serious and/or recurrent errors which can be used as a base for providing feedback at the end | | | | | |
| 4 | Providing general approval and support | | | | | |
| 5 | Move around and urge groups if they are moving too slowly | | | | | |
| 6 | Move around and tactfully regulating degree of participation in a discussion where some students over dominate the discussion and other silent | | | | | |
| 7 | Freezing and/or interfering when a group is completely out of the track and catering for brief guidance. | | | | | |
| 8 | Stopping the group work if the allotted time is finished | | | | | |

C. After group work

| No | Roles | Scale | | | | |
|-----------|--------------|------------------------|-------------------|------------------|---------------|--------------|
| | | Very frequently | Frequently | Sometimes | Rarely | Never |

| | | | | | | |
|---|---|--|--|--|--|--|
| 1 | Getting students report their work through various techniques (using poster, plenary session, sending group messenger, getting the group leader or others report the result in front of the class...) | | | | | |
| 2 | Encouraging students to comment and ask on the work of other group and on the whole of the work | | | | | |
| 3 | Affirming learners that they have been beneficiary from the work | | | | | |
| 4 | Forwarding specific and general feedback, for example, based on what has been recorded as serious errors while the group work going | | | | | |

4. What other roles does your English teacher play before, while and after the group work?

A. Before the group work starts

B. While the group work is going on

C. After the group work has finished

IV. 1. What grouping style do you prefer in your English classes? (Put a tick)

(You might have more than one style)

| No | Bases for grouping with some examples | | Very frequently | frequently | sometimes | rarely | never |
|----|---------------------------------------|---|-----------------|------------|-----------|--------|-------|
| 1 | Sex/Gender | The same sex or mixed sex grouping | | | | | |
| 2 | Ability level | The same ability level grouping or mixed ability level grouping | | | | | |
| 3 | Age | Students with almost similar age or with different age grouping | | | | | |
| 4 | Random grouping | Randomly assigning students to form groups | | | | | |
| 5 | Geography | Students who come from similar areas (rural or urban areas) or different areas | | | | | |
| 6 | Social Class | Students of the same social class or different social class | | | | | |
| 7 | Race (ethnicity) | Students of the same Or different race (ethnicity) | | | | | |
| 8 | Friendship | Grouping students who are friends or who are not friends | | | | | |
| 9 | Sitting arrangement | Grouping students who are in the same environment (chair) or in opposite chair. | | | | | |

2. List below if you have other grouping style

3. How does your English teacher form groups?

4. Do you think your English teacher form groups inline with your grouping preferences?

Yes No

5. If No, why do you think the reason is?

V. Miscellaneous

1. Do you have any thing to say about group work?

Yes No

2. If yes, write it below?

Appendix-C

Interview (For teachers)

1. What is your reaction to the following statements about group work?

- Teachers should consider the students grouping preference when forming different groups.
- Group work highly motivates students to learn.
- Tasks for group work should be designed inline with the students' level and interest.

- When students are working in group, teachers should go around for effectively controlling and helping the students.
 - Teachers shouldn't correct every mistake of the students when they are working in group.
 - Group work increases language practice opportunity; as a result, quality and quantity of students' talk will be improved.
 - It is possible to use group work in a class where there are no movable chairs.
 - Group work increases the socialization skills of the students.
 - Group work helps students to get more input/knowledge. As a result, unlike in teacher- centered classroom, when students are working in group, their achievement will be improved.
 - Group work creates conducive environment for learning. In other words, it encourages Co-operative learning.
2. What do you think the advantages and disadvantages of using group work are?
 3. How often do you use group work in your English classes?
 4. Do you conduct a short survey to know your students' need, especially their grouping preferences?
 5. .So, you mean you don't know your students' grouping preference so that, you don't consider their grouping preference when forming different groups?
 6. How do you set groups in your English classes, therefore?
 7. What roles have you played at different stages of group work?
 8. Do you believe that you played all your expected roles before, while, and after group work?
 9. However, you and/or other teachers were not efficiently played majority of these roles. Why do you think this happened?

Appendix-D

Interview (For Students)

1. Do you like to learn through group work?
2. Could you tell me the advantages and disadvantages of using group work?
3. How often does your English teacher use group work?
4. How do you like to be grouped? (What is/are your grouping preference/s?)

5. How does your English teacher form groups?
6. What does your English teacher do:
 - a) before you start to work in group?
 - b) while you are working in group?
 - c) after you finished the group work?
7. Why do you think the majority of the teachers were not playing most of their expected roles in using group work?

Appendix-E

Classroom Observation Checklist (On Roles of Instructors in Group Work)

| Stages of group work | Roles of instructors | seen | Un seen | Remark |
|----------------------|--|------|---------|--------|
| | Designing, adapting or adopting clear, suitable, structured and interesting tasks for group work | | | |
| | Preparing some more extension/'reserve' or 'filler' tasks for some groups who likely to finish their work so early | | | |
| | Determining how to group students (group composition) | | | |
| | Determining the number of students in each group (group size) | | | |

| | | | | |
|---|---|---|---|--|
| Before group work | Appointing or getting students to appoint group leader and secretary | | | |
| | Clearing the duties and responsibilities of the group leader and the group secretary | | | |
| | Allocating realistic and appropriate time for the group work task. | | | |
| | Explaining the purpose of the group work task | | | |
| | If necessary, define or explain if there exist some technical terms, concepts and ideas | | | |
| | Informing students that they finally going to report the result of their group discussion | | | |
| | If necessary, demonstrate how to do the group work task to the whole class with some selected students | | | |
| | Checking whether students have understood everything expected of them before, during and after the group work | | | |
| | Informing the students that the teacher is always available for consultation | | | |
| | Forwarding simple, complete, clear and concise instructions (students need to know what to do, how to do...) | | | |
| During the group work | Giving guidance for groups/group members who are facing a serious problems/ difficulties, for example, by joining as a member rather than as a boss. | | | |
| | Monitor/control the group work to check the progress of groups in the tasks, to check whether every group and group member is engaged in the intended task, to see how students are managing the task and/or problem as well as to identify re-current errors | | | |
| | Move around for careful follow up and for checking whether they need some kind of guidance and help or not | | | |
| | Move around and listen in discretely in order to find out how the students are getting on, as well as to note down some very important, serious and/or recurrent errors which can be used as a base for providing | | | |
| | Providing general | | | |
| | Move around and | | | |
| | Move around : discussion where and other silent | 3 | 1 | |
| | When one or more groups are completely on the wrong track, interfere and freeze the whole group work, followed by a brief guidance, with limited and necessary information | | | |
| Stopping the group work if the allotted time is finished. | | | | |

| | | | | | |
|------------|-------|--|--|--|--|
| After work | group | Getting students report their work through various techniques (using poster, plenary session, sending group messenger, getting the group leader or other report the result in front of the class...) | | | |
| | | Encouraging students to comment and ask on the work of other group and on the whole of the work | | | |
| | | Affirming learners that they have been beneficiary from the work | | | |
| | | Forwarding specific and general feedback, for example, based on what has been recorded as serious errors while the group work was going on | | | |

Developed by the researcher based on different literatures indicated in the review section.

Other unexpected roles of instructor observed in the classroom

(If any)

College _____

Class size _____

Year _____

Data and time _____

Lesson topic _____