

ARBA MINCH UNIVERSITY



**SCHOOL OF GRAGUATE STUDIES
COLLEGE OF SOCIAL SCIENCES AND
HUMANITIES**

**DEPARTMENT OF ENGLISH LANGUAGE AND
LITERATURE**

**AN ASSESSMENT OF THE IMPLEMENTATION OF
GROUP WORK IN EFL CLASSROOMS**

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**A THESIS SUBMITTED TO SCHOOL OF GRADUATE
STUDIES, ARBA MINCH UNIVERSITY**

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DECLARATION

I, the undersigned, hereby confirm that this thesis is my original work and has not been presented previously for a degree in any other university and that all sources of this material used for thesis have been duly acknowledged.

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ABBREVIATIONS

CPD: Continuous Professional Development

CTE: Center for Teaching Excellence

ICDR: Institute for Curriculum Development and Research

MOE: Ministry of Education

TEFL: Teaching English as a Foreign Language

W.I.S.E: World Islamic Sciences and Education University

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ABSTRACT

Group work is one of effective methods to motivate students, to create a good learning environment and develop a key critical-thinking, communication and decision making skills. It should be implemented carefully in order to make teaching learning process effective. The purpose of this study was assessing the implementation of group work during reading comprehension in EFL classroom. This research was conducted in two secondary schools of Wolaitta zone, Sodo secondary and Tebela Gen/ secondary and Preparatory schools. From these two schools, 12 sample sections of grade 9 were used. To achieve the intended goal, this study followed descriptive study design. An assessment of group work implementation in classroom was done by using 32 structured classroom observations. Each of the selected classrooms was observed twice. In order to consolidate and validate data gathered through classroom observation, teachers' and students' questionnaire were employed. The collected data were analyzed and discussed using descriptive statistical tools. The result of the study revealed that the teachers were not fully committed to perform their roles in the implementation of group work. The students were also not fully committed to participate in group work. Their involvement in group work discussion was very low. Therefore, recommendations were forwarded to teachers to make careful planning and play their roles properly when they organize group work and assign the students in group.

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Human beings use language for communication purpose. Communication is the exchange of information, ideas, and feelings among people. The exchange or transfer of language can be done through interaction. In fact, human language is highly collaborative and interactive in nature. Thus collaboration is a process that makes people working together in special ways. The heart of collaboration may lead to a single goal being convinced by two or more learners, which may also lead to a single product that is held by all partners, and it is related with group work (Pritchard & Woolard (2010:27).

Furthermore, since collaboration is associated with group work and team work, it is achieved through positive teacher action towards establishing groups and teams setting learning outcomes that are more easily achieved through it (Prichard et al. 2010:62). Group work has a significant place in communicative language learning. In language development, conversation is very crucial and it is naturally collaborative and it uses turn-taking strategies (Richards, 1990:68).

Based on these evidences, to develop the students' communicative ability, group work is one of the most important strategies. For learner-centered teaching approach group work plays a great role. This means that the use of group work demonstrates a shift away from the teacher centered (closed method) of teaching to learner-centered methods. Group work tasks needs effective and careful organization for meaningful language learning.

In groups, students able to generate ideas in a written text, this gives them opportunities for discussions and sharing information. Group work enables nonnative language learners practicing the activities in social perspective, which makes their learning deeper and providing useful information (Rahaman, 2014:1). In groups, students can participate more equally and they able to search more, and use the language rather they are in the whole class. Dornyei & Murphy (2003:12) state that the group work in class is the strongest social units and activities given in groups directly influence the frequency of learning and the quality of time consumption. Nowadays, teaching and learning process is based on communicative act, and therefore, it encourages teachers to use group work in EFL

classrooms. As Ur (1996:233) stated that the success of group work is depends on careful and effective organization of class teacher.

To sum up, the implementation of group work is not mere work, but it is the result of a deliberate and effective organization. Therefore, it is very essential to conduct on how group work is implemented in EFL classroom.

1.2. Statement of the problem

In Ethiopia English is taught as a foreign language. This made teaching-learning process in EFL classroom demanding. As it is mentioned in the above section, the crucial benefit of group work in language learning attracts the researcher to make an investigation on the issue, the implementation of group work in EFL classroom.

As Badache (2011) states the privilege of a group is the privilege of an individual. On the other hand, the failure of a group is the failure of an individual. In group work students may take personal contribution and individual accountability. They should take these roles and be active in participation, and also they have to evaluate their own pair or team work skills.

Brown (1992:327) states that group work facilitates a situation in which one individual helps the other by giving clues to thinking more and searching for solutions to problems. Basically, learning EFL in Ethiopian context is not easy task. As the researcher' many years experience in teaching English in different areas of Ethiopian primary and secondary schools, he noticed the need for the application of different strategies to develop the students' language acquisition. One of the most useful strategies seems to be group work. The reason is that these students have no exposure to the target language. They cannot get any opportunity to use or practice that language outside the classroom. The only place is the classroom. In the classroom the students can interact in pairs or in groups with each other. In line with this, the students can learn very well from activities including social interactions which become effective, and motivate learners to learn actively and gain critical thinking skills and decision making (Taqi & Al-Nouh, 2014:54).

As it is mentioned above, to develop the students' language skills group work plays a great role. It is the heart of teaching learning process, and is a valuable precious instrument which can bring entertainment and pleasure to the class. Nayak & Rao (2004:317) note that group has a good further benefit of providing students opportunity to interact and work with one another, and it takes more important place in creating a sense of community.

A number of local research studies have been done under group work in the areas of higher education and secondary schools in Ethiopia. Most of them have been done in Addis Ababa different secondary schools such as, Belayzeleke preparatory (Abebaw, 2011), Kaokebetsibah Secondary (Girma, 1999), Addis Ababa University (Amanuel, 1996,), Addis Ababa Senior Secondary schools (Berhanu, 2000) ,(Feda Negesse 2002), in Adama and Jima Teachers College.

Amanuel (1996) conducted a research on verbal participation in discussion groups. He did his investigation on mixed-sex group discussions such as, majority male-majority female groups and, half male-half female groups. Girma (1999) conducted a research on an investigation of the pattern of turn-taking in group discussions in grade 11 at Kokebe Tsebah senior secondary school. Berhanu (2000) conducted a research on the practice of cooperative learning in group work organization. His study area focused on Addis Ababa three senior secondary schools of grade 11. Abebaw (2011) conducted a research on high and low academic achiever students' attitude towards group work in grade 12. Feda Negesse (2002) conducted a research on the organization of group work in spoken English II classes in Adama and Jima Teachers College.

Some studies were also carried out externally on group work in EFL classes. For instance, Araos (2011) conducted a research on assessing group work implementation and the difficulties faced by the Chilean teachers of EFL with young learners in large classes. She aimed to assess the use of group work and the difficulties that teachers face teaching EFL to young learners in large classes. Pishghadm & Morady (2011) conducted a study on the place of group work among children in EFL classroom. This study took place in Finland.

Therefore, the current study aimed to fill the gap which had never been done locally at any part of Ethiopia, in a title similar with the current study, in the place where the current study selected, and in the selected grade level. As it was mentioned above the local and external

previous works in order to relate the gaps with current issues, none of them had focused on an assessment of the implementation of group work in EFL classrooms in grade 9. As the researcher of this study believes, grade 9 is an appropriate selection. It is the beginning of the secondary level, and the students who came from primary level have to learn more of using group work and the use of group work techniques. This made the researcher do the study on the issue, the implementation of group work in EFL classroom.

1.3. Objective of the study

1.3.1 General Objective

The main objective of this study was assessing the implementation of group work in EFL classroom.

1.3.2 Specific Objective

Specifically, this study intended to:

1. identify the roles teachers play in the implementation of group work in EFL classroom.
2. identify the suitability of selected activities for students to do in groups
3. assess the students' involvement in group work during the presented tasks in classroom.

1.4. Research Questions

This study answered the following questions;

1. What roles does the classroom teacher play in the implementation of group work in EFL classroom?
2. Are the activities presented by the teacher in the classroom suitable for the students to do in groups?
3. How do students involve in group work during the presented activities?

1.5. Significance of the study

As it was also mentioned above, group work is one of the most influential strategies, and the heart of instruction, which can facilitate the students' individual learning. Hence, the significance of this study will be three fold.

First, it builds upon understandings of the contribution of suitable group work activities in in EFL classrooms. This contribution will be revealed for teachers to think how to prepare suitable activities for students incase unsuitable activities may create confusion among students during group work.

Second, it may reveal the contribution of the students' participation or involvement in group work implementation in EFL classrooms. The students' involvement in group work is crucial factor in the implementation of group work. This will be understood by teachers in order to encourage students during group work.

Third, this study may contribute to understandings of the role of the teacher in opening up the opportunities for students to work together in groups. In the implementation of group work the roles the teacher play is significant; by providing classroom setting suitable for group work; by creating situations for students discuss in groups; and so on.

Together with this, this study may give insight for other new interested researchers in the area. As it is also hoped that the contribution of the research findings will help material developers get better understanding of use of group work and provide effective activities in the text books.

1.6 Scope of the Study

This study as it was stated above, delimited to an assessment of the implementation of group work in EFL class rooms. It was also restricted to the subjects with reference to grade 9 students and their English language teachers from two selected secondary schools, Sodo Secondary and Tebela Gen/Sec/ & Preparatory in Wolaitta zone. This might have helped the researcher to manage time and resource constraints.

1.7 Limitation of the Study

Among 34 sections of grade 9 in two schools, Sodo secondary and Tebela Gen/ Secondary, this study is limited to 12 sections of EFL classrooms. As the researcher believes the time used for this study tends to be the limitation for this study.

What is more is some of the teachers were unwilling to be observed through their teaching in the classroom, hindered the study from getting ample information about real classroom situation. Due to this, the study is limited to two times classroom observations in 12 sections. To sum, the researcher's lack of experience in research work makes the results should not be generalized to all contexts in the country.

1.8. Operational Definitions of Terms

Group work –refers to two or more people working together to meet certain needs and to cope with problems in social life. For the purpose of this study, it is operationally defined as four or more students do the same activities in EFL classroom

Implementation –refers to the accomplishment or completion of something. For the purpose of this paper it is operationally refers to the practice of group activities in the classroom

EFL Class room – refers to English taught as a school subject outside English is spoken as mother tongue environment. For the purpose of this study it is operationally defined as the classroom is held by the students who learn English as the second language.

Student involvement- refers to, their willingness, their desire, need, and compulsion to participate in and be successful in the learning process. For this study operationally it is defined as the students' commitment, their devotion to do activities in group.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. Definition of Group Work

Group work is one of the best strategies in instructional process. In groups, the students make discussions and find solutions to a problem. There are several definitions about it. According to Johnson and Johnson (1994:13) a small group may be defined as two or more individuals who interact with each other are inter dependent; influence each other and share norms concerning matters of common interest and participate in a system of inter locking roles. It is a goal oriented activity with small groups of people intended at meeting socio-emotional needs and performing tasks.

Group work refers to any class room activity in which the whole class is divided up in to pairs or larger groups (Ibnian, 2012:192). Group work is defined as a collection of individuals that come together to achieve stated objective. As Brown (1994: 173) states

Group work is a generic term concerning a multiplicity of techniques in which two or more students are assigned for a task that involves collaboration and self-initiated understanding and those method can motivate the interaction of students among one another.

Group work is a basic part of social life. It can be highly rewarding to its members and to a community at all. According to the free in Encyclopedia, group work defined as “it is a form of corporative learning. It aims to cater for individual differences, develop students’ knowledge, generic skills, and attitudes.”

Most of the scholars mentioned above gave similar definitions to the term, that is two or more students in small group do the tasks in inter-locking roles. However, the definition given by Ibnian(2012), added larger groups in meaning does not contradict the meaning given by the others. Thus, this paper used the term with the first meaning throughout this study.

2.2. Merits of group work

Giving activities to the students in pairs or groups has the big advantage or benefit to impart knowledge from one individual to the other. Group members have an opportunity to meet learn more about themselves through sharing the experiences of others.

As Nayak et al.(2004:317)states; “Group work has the added benefit of giving students an opportunity to meet and work with one another, and it is a good first step towards building a sense of community.” Group work is very important activity which provides big contribution to do something. It helps the learners understand the activities by sharing and socializing. According to Underwood (1987:94) states that group work can be best if every student carry out a single part of an activity and make discussion with each other before putting the whole parts together. As Harmer (1991:117) states group work practice in classroom increases the amount of talking markedly as pair work for each student. He also added that group work supports students to use their autonomy to make their own decisions in group without looking for teachers’ help. Rahaman(Ibid) notes that group work is one of main activity for creating or bringing new ideas of a pace of written text, and facilitates that language learners read and feel in social out looks, which helps their learning dipper and enjoyable. It also helps students learn better and improve their performance.

In addition, in the classroom group work works better and enable learners become more conscious and understanding. It creates interesting and free environment, and also provides opportunities learners to be more participating in the classroom (Rahaman, Ibid). Shy students become more comfortable and gain more confidence when working in groups.

Group work could be one of a possible element to shape students’ negative psychological factors for instance, in small group some silent students immediately become active participants (Brown, 1994:174).

In groups students can discuss, suggest, share ideas, argue, negotiate, meaning, work together and take responsibilities of their own learning. So the success of one member is the success of all members. Ellis(2009:86) notes that group work may sometimes be easier to obtain feedback from a group rather than from one individual, and through one to one communication one can ask the other for feedback, and it is highly efficient way of communicating.

The researcher of this paper agrees with the ideas that groups can provide members with several opportunities engaging in role playing, testing new skills and rehearsing new behaviors in the favorable environment of the group. In addition, group work promotes

active as opposed to passive learning and it can be justified on the grounds of promoting the construction of knowledge and enhancement of problem-based learning among students (Dolmans, 2001). Group work claimed to be an authentic form of assessment in terms of student's later employability, as working in groups is essential part of an individual's career, and recruits often ask students about their experience working in group settings.

2.3. Demerit of Group work

Communication in language is belongs to human beings. Human beings have different feelings, interests, behaviors, wants; etc based on these individual differences, doing activities in groups can have difficulties. Ellis (2009:86) notes that communication in groups can be influenced by several factors which are the difference in attitude, expectations and motivations of its members, and failure to communicate with each other.

Allwright & Bailey (1977: 167) state, "Many people do not actually enjoy communicating or attempting to communicate with others. Such kind of people are unlikely enjoy interactive methods of language learning. They lack interest or confidence and self steam to deal with social encounters." During group practice various obstacles are clearly manifested. These are one of active group members dominate other members while the rest of the group make little contribution, one group members at all failed to communicate with each other, some students only work with their friends and ignore others, and some groups depend on teachers guidance and not able to work by themselves (Nihalani, Wilson, Thomas & Robinson (2010) cited in Taqi et al (2014:56), Underwood (1987: 94).

As the researcher's experience in teaching, what is said above is really correct and was existed in the classroom. Some teachers do not like to provide group activities to the students. In addition, the students' low language proficiency is also another problem. To sum up the obstacles mentioned above can make the use of group work disadvantageous.

2.4 Types of group work

When people get together in to groups, they do a range of different purposes, which affect the way they organize and interact. Factors that lead to different groups include the way decisions are made on particular actions, the extent of self determination of others, and

resources allocated to actions. As Davies (2009) suggests that there are three basic types of groups, and there are many ways that these groups can be set.

Informal learning groups

These types of groups less structured than formal groups. As its name indicates, they are ad-hoc clustering of groups for occasional properties, which is for only discussing the points in a lecture within a single class time. People may drift in or out of them or join in or be absent depending on their current urge or other priorities. However, this type of groups was not used for this study.

Formal learning groups

These types of groups are typified by rules and order with greater power possibly being held by relatively few people within the group. They are assigned to do the tasks or an assignment for several weeks or until the end of the assignment result recorded. The main reason for them coming together is to share intelligence and learning. Thus, this type of groups used in this study.

Study Teams

These groups are special groups, and they have given different focus from other groups. They are long term in nature as they stay for a semester or more together. The purpose of these groups is to be used as a social group and to be ready for final exams or other long term assessment. Moreover, it has stable membership and helps one another during the study time. The group members are targeting on supporting each other on learning than doing an assignment (Davies, 2009). Hence, this type of group is very essential type in teaching language skills.

To sum up, there are several types of group work but in the above the scholar states three main types. These three major types are very applicable in schools for learning in current time. Among them the third one, study team, is most frequently used.

2.5. The Effectiveness of Group work

The effectiveness of group work is unquestionably important to practice in EFL learning classroom. As Leu (1998) cited in teachers education hand book, ICDDR (1999:91) states

that effective group work can help to ensure more active participation by even the shyest students.

Group work to be effective during the preparation of tasks, the students' interest and their level of language skills should be considered. As it is written in the book ICDR (1999:90), "The organization of effective group work required careful planning on the part of teachers. Just putting students in groups does not mean it ensures the effective and active learning going on. If the students are engaged in meaning full learning using higher thinking skills, then the benefits of working in groups will be left." Although the practice of group work can be stressful and no one works uniformly, a group member needs to tolerate and work together (Wemier, 2004).

In conclusion, the use of group work strategies to be effective teacher may play a great role by giving students clear objectives and goals, and also by teaching them the need of group work for the given task. As the result, group work technique has an effect on developing students' attitudes towards learning English by allowing them to express their ideas and opinions freely.

2.6. Seating Arrangement

According to Marsh (2012) states; classroom seating may disrupt the positive community atmosphere as well as creating behavior problems. Whereas, suitable seats in the classroom make a condition conducive for the implementation of group work and impact the learning process. According to DISPLAYSZGO (2016) on line source, there are generally three overall classroom desk arrangement layouts slight variations to each to accommodate different size rooms, number of students in the class and also assist in the classes function.

Traditional Rows or Columns

This type of layout is the most common one. In a traditional class all the desks are facing the chalkboard and teacher's seat. The classroom layout is very effective if the lesson often uses projectors, slides and chalkboard. It is also suitable for teacher- fronted classes such as lectures; it encourages focus on the educator and content and is easy to implement with large classes. This layout is not useful to classes designed for discussion and interaction, and not easy for the instructor to observe students in the back rows.

U-shaped or Horseshoe layout

This model supports both student -to- student interaction and teacher -to- student interaction. The class interacts in large group format, though teachers have ample opportunity to work with students one on one. For smaller classes that want more interaction between the student and teacher, a u-shaped layout is a better choice. It encourages discussion and makes it easy for the teacher to observe students and provide one on one help.

Courses that emphasize discussions and presentations typically function well with this configuration. Space and class size are major concerns for this style of seating if the class size is over twenty, the room needs to be fairly large to accommodate the u-shape. Thus, this model could not be practical in which this paper work takes place.

Circle or Half Circle Arrangement

A circle or half circle arrangement can be optional when a teacher is conducting discussions to facilitate the flow of ideas, thoughts and expressions. Students have a clear view of the person expressing their opinions; teachers find it easy to control the discussion and can also motivate passive students to pitch in. This kind of seating arrangement can help the teacher to signal to more active participants while providing opportunities to the others, and permits establishment of eye contact with students who may need encouragement to participate.

In conclusion, among these classroom seat arrangements, circle arrangement is the most optional one of others to this paper. In fact a teacher may choose the suitable one based on the size of class, the type of the task and the students behavior. If the size of the class is smaller, u-shape or horseshoe is also preferable to make the students interaction face to face.

2.7 .The Teacher's Role in the implementation of group work

Getting students in the classroom work on extended tasks in groups require varies approach from other ways of working in classroom like, whole class teaching. In classroom instruction a teacher plays a key role. Managing a classroom during a lesson is his main role. The teacher prepares effective activities considering their level of learning, interest, and making pre-instructional decisions in group size during the group members doing their

activities. He should monitor, supervise and making sure that all the students are actively involved in the tasks. When the teacher making pre-instructional decision he has to consider group size, limiting time for group tasks based on the students' experience and ability, age, and the availability of materials that appropriate for the tasks (Johnson Johnson, & Holubac, 1998: 285). In addition, a teacher has a role in assigning students to group work. For this purpose he needs to use a random or stratified random procedure to make groups in mixed way (Woolfolk 2001:343).

A students' personal selection is considerable and it can be from heterogeneous groups. Woolfolk (Ibid.) added that the size of the group depends on the goals of the instruction. If the purpose is to motivate each student to participate in discussions, problem resolution, or computer assisted learning 2 to 4 members in group is better. In other way, if the goal is for the group members to review, rehearse information, or practice, 4 to 6 students are the exact size.

Giving students roles in each group is also the role of the teacher. The students must share responsibilities to do the tasks. The room arrangement is other very important role of the teacher. A suitable environment attracts students to do activities in pleasure. Putting furniture, the form of arrows or lines which suit the type of activities and creating instructional materials used for the activities, and displaying group work is also his duty (Johnson, Johnson, Holubec, 1998:258). Providing an effective task to the class is also other important role of the teacher. According to Stephens & Rosalyn (2014:37) noted,

The skill, of course, in introducing a task to your class is to present the problem so that students are able to start, without the need to tell them what to do, and how to do it. -----Giving a concrete example, perhaps through images, text and numbers, can help when presenting a task to students. This also allows learners to engage with the task quickly and meaningfully. The expectation is that students are then able to move on to exploring and generalizing.

In conclusion, as scholars above mentioned the roles teachers play, can make the learning environment suitable for students. In this study the roles teachers play is the first specific objective and has given due attention. The fulfillment of their roles in group implementation can answer the question of this research. If a teacher becomes active and careful in performing his roles, the students' discussion in group also becomes active and dynamic.

2.8. Formation of group work

Understanding how to form or organize students in group is very important. It needs careful work. Different intellectuals put different ways in that groups can be formed. The kind of grouping that is appropriate form an activity will differ depending on the nature of the activity and its objective (CPD course -1, 2004:12).

The following criterion are stated in ICDR (Ibid) that is groups can be formed, by the students sitting arrangement, by gender, by their ability, by students interest, by self selection, and by random choice. It is probably a good idea to start group formation by students who sit near each other. According to other researchers, Nihalani et al. (2010) cited in Taqi et al. (2014:55) state that group work formation can be by students' relationship; this can help them work cooperatively than competitively, it can be based on students' ability and that may help weak students learn from the cleavers.

In line with this, the type of activity used in order to develop the students' fluency, mixed ability groups are better because the nature of group activity by itself seek cooperation and collaboration; students possibly help one another (Byrne, 1987:76).

To sum up, according to the researcher's experience, it is possible to form students based on their alphabetical order and it is simple to be based on their sitting arrangement. Hence, this paper used the ideas similar with the idea of ICDR and all other authors mentioned above.

2.9. Size of Group

The type of group work can guide teachers to decide the size of group. Harmer (1991:117) states in his book about group size as follows: "The size of students in a certain group more depends on the activity being performed. Small group organization of five people provokes greater involvement and participation than larger groups". The activities of group to be effective, the size of group should be properly arranged. According to Rodman & Adler (1997:312) state that a group contains a small collection of people interact with each other. According to several researchers small group size involves at least three to ten. More than fifteen members mean less opportunity to talk, to get chance to participate, to carry out their responsibilities, and bring difficulties for face to interaction. Byrne (1987: 75) states that

four to eight students in each group is an acceptable size although there is no one and clear size of group. Groups with smaller number of students are better for some activities like games, but a larger number may be better if the teacher needs students to share ideas and experiences with their group members. Encarta Premium,(2009) defines the occurrence of communication as follows, “communication may occur in small groups such as: families, clubs, religious groups, friendship groups, or work groups.” And it added “Most small group interaction involves fewer than ten people.” If class size is large, it takes too much time and distractions to move chairs and materials to the partner’s desk causing interruptions and off task behavior to occur.

A special case of small group interaction occurs in organizations where there is work to do or a task for the group to perform. Several groups may need to interact among each other within a single organization. When group size is smaller, group work works better where their number exceeds to three to five. Too small group number members mean there is inadequate share of responsibilities to do (Parker & Jorolemek, 1997: 305). Effect of room arrangement influences how children act and learn prompts, and prompts children to use materials. As Alemayehu (1995:25) states that large group mean more paper to correct, more record to keep more seat to work, more plan to make, more individual difference to meet.

In conclusion, the last two literatures above argue that groups should usually consist of smaller size, and larger size will create management problems and decrease the amount of student participation. Therefore, teachers should try their best to set activity that allows them to form groups no longer than six students to avoid problems associated with larger groups.

2.10 Duration of Groups

The duration of group depends on type of group tasks which is provided to the class. The limit of time decision can differ from teacher to teacher. Some form the group for a single activity only, others form for a term, and also others form for a year. According to Kohonen (1992: 30) states that things can be depend on the purpose and the size of the activities going on and, groups able to do the activities for some time, for one lesson or many lessons.

Groups should be a longer duration to allow the students for socializing and a sense of group solidarity. It has effective contribution in group activities and helps students learn the skill of group work. By this the student's fear and stress of expressing themselves and their ideas in English can be avoided, and they learn from one another freely. Moreover, they can develop friendship in staying for long time. They like doing activities in group and also barriers of learning in groups can be minimized. However, in this paper, the group for single activity only was used.

2.11 The Implementation issue of group work

The group work implementation issue mainly encompasses the role of the teacher, and the students' roles and responsibilities that they carry on in the tasks. Implementing group work in EFL classroom is crucial issue of achieving the goal of language learning. That is, communicative competence can be developed if language learning is practiced in groups. Teachers can play a great role in implementing group work and designing tasks to the class. The success of group work largely depends on implementing in the whole process (Brown, 1994).

Group can be an effective method to motivate students, encourage active leaning, and develop key critical-thinking, communication, and decision-making skills. However, without careful planning and facilitation, it can frustrate students and teachers and feel like a waste of time (CET teaching tip).

According to Brumfit (1984:74) states; the use of language by small groups in the classroom requires learners to work in high effort than language alone, and personal and social needs will be expressed and get response.

To implement group work successfully in the classroom, according to the researchers suggest in the above sections, the following conditions should be taken in to consideration during planning: the students' physical arrangement in groups, their differences, and their past experience with group work. If these conditions fulfilled carefully, group work implementation can be easy and enjoyable instead of being frustrating.

2.12 Justification for the requisite of group work in comprehension questions

As it is discussed above, about group work roles in language learning, comprehension in its nature, which is the ability to browse information from the reading text, process it, and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inference. Not only that, it requires the understanding of one's vocabulary (Rahaman, 2014). This nature needs group work very much. There is a gap in student's text understanding. It is clear that group work works better in text understanding. Understanding comes from the interaction between the words that are written and how they trigger knowledge outside the message. And it also provides students to become interactive and collaborative in the classroom (Rahaman, 2014).

To conclude, the researcher of this study aimed to see how well this crucial technique, group work, is implemented in EFL classrooms. Group work is a widely used social work method, and as he believes, for the learners who learn English as second language, group work creates or facilitates the opportunities for interaction and learning from one another. As it is mentioned in section 2.3 above, however the implementation of group work is tiresome and time-consuming since there is no situation to practice or use in English outside the classroom, it should be implemented in EFL classrooms.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Introduction

This research, as it was discussed above in the first chapter, mainly focused on assessing the implementation of group work in EFL classroom. Based on this, it was analyzed the teachers' role, students' involvement in group work and the suitability of activities for group work practices in the classroom. To achieve the objective of this study in this chapter, the research approaches, subject of the study, instrument of data collection, data collection procedure, methods of data organization and analysis were described.

3.2. The Research Design

To conduct this study a descriptive research method was selected. Kothari (2004: 2) stated that descriptive research includes surveys and fact finding inquires of different kinds. He added that the main objective of descriptive research is descriptive of the state of occurrences as it presents at current time. Descriptive study is also helpful when a researcher wants to look into a process in its natural contexts in order to get its overall picture. Thus, this descriptive study is favored for investigate the assessment of the implementation of group work in EFL classroom from a holistic perspective in its natural settings. Using this, the teacher's role, the students' engagement in group work, and the suitability of organized activities to group work were investigated.

Furthermore, to identify and describe the problem well the current study employed qualitative research approach because the focus of the study was assessing the implementation of group work in selected activities in EFL classroom. In this study, two approaches, qualitative and quantitative, will not held equal weight. It was relied on descriptive research design and which is much related with qualitative research method (Mack, 2005:3). To analyze the close-ended or fixed type questionnaires this study also employed quantitative research method.

3.4. Subject of the study

The subjects of this study were the students and their English language teachers in grade 9 from two selected government secondary schools in Wolaitta zone.

The selected two government schools were; Sodo Secondary and Tebela General Secondary and Preparatory.

The first site of the study, Sodo Secondary School is located in the capital of Wolaitta zone. In this school, as the researcher observed during the pilot study, the time table of 2008 E.C. has shown that there were 18 sections, and 9 teachers who were teaching English in grade 9.

The second site of this study, Tebela General Secondary and Preparatory School is located in the town of Humbo district in the southern part of this zone. In this school, as the time table of 2008 E.C. has shown, there were about 16 sections, and 6 teachers who were teaching English in grade 9.

3.5. Sampling Techniques

Sampling is the process of choosing representative portion of the entire population. This study employed different types of sampling techniques which were purposive, simple random sampling, and systematic random sampling technique. For example, the selection of the schools mentioned above was purposive for they were more favorable for the researcher because one of the schools, Tebela Gen| Sec| and Preparatory, was that the researcher has taught, and the other one was the nearby school of the researcher and the place where the researcher learned his secondary level. This selection helped the researcher in order to obtain the intended information easily during the administration of the instruments. In addition, in the first site, the transport and other services were available. Therefore, the researcher of this study hoped that he might have got greater cooperation from the respondents.

Concerning selection of sections, in these two schools of 34 sections in grade 9, 12 sections (6 of each school) were selected by using simple random sampling, i.e. every third record of the section was the representative sample of the entire sections. This technique of sampling was very fair, unbiased and easy to carry out.

Concerning students selection, in each schools of grade 9, according to 2008 E.C statistics has shown, the average number of students in each section was 60. The total numbers of 12 sample sections' students were 720. From each of these sections, 4 students were selected

by systematic sampling technique. This is called the 'Nth' name selection technique. Based on this sampling technique, 48 students (24 from each) were the representative sample of the entire population, and responded questionnaires from two schools. All 15 teachers teaching English in this grade in two selected schools were the participants of the study. All of them were directly taken without any need of sampling.

3.6. Instruments of Data Collection

To gather relevant data for this study, the researcher selected two types of instruments: classroom observation and questionnaire. Classroom observation was the major tool of this study. It is relevant to collect data from primary sources in its natural classroom settings. The study specifically focused on students' involvement in group work, teachers' role in group work implementation in EFL classroom, and on the suitability of activities presented in classroom for students to do in groups. Students' questionnaire and teacher's questionnaire were employed to validate and consolidate the data gathered through classroom observation. Since this study was related to descriptive research methods, the selected tools were seemed to be appropriate, and they were most commonly used methods (Kothari, 2004:96, Denscombe, 2007:155, 174).

3.6.1. Classroom Observation

To obtain pertinent data to this study, classroom observation was administered in two schools of selected sections in grade 9. As it was mentioned above, the objective of employing classroom observation was to assess the students' involvement in group work activities and identify the role of the teachers in the implementation of group work in EFL classroom. The researcher provided 18 structured observation checklists to administer the classroom observation. These checklists were adapted from Araos (2011), Johnson, Johnson (2004), Haregewoin Fantahun(2003). The researcher of this study and employed co-worker completed the checklists during two lessons' group activities in each selected sections. The first observation checklist included 13 items and they were in yes/no category, and it was concerned on the first specific objective. The second observation included 5 items and categorized in four main frequencies, and it was concerned on the third specific objective, the students' involvement in group work activities. This prepared checklist was used to handle the possibility of observer bias. Observer bias can also be

handled by documenting what the observer notices during the direct observation. Another way of preventing bias is using other sources of information such as, questionnaire, documents and interview (Martella, Nelson, & Marchand-Martella, 1999:285). The second classroom observation had been done after a week period of the first observation. The pilot study had been employed after the instruments were adapted from three authors, Aroas (2011), Johnson, Johnson (2004), Haregewoin Fantahun (2003).

3.6.2 Questionnaires

The questionnaire is used widely by several researchers and it is very important tool for gathering qualitative data, and also it can provide structured and numerical data which can be administered without the researcher's presence (Wilson & Mclean, 1994, quoted in Cohen, Manion & Morrison, 2007:317). The objective of employing questionnaire was to validate the information gathered through classroom observation. In line with this, this study employed closed questions and open-ended questions to the objective of assessing the students' involvement in group work implementation, identifying teachers' roles in group work implementation, and identifying the suitability of prepared activities to the students in doing group work. It could have also helped the researcher by avoiding the information bias and gave confidence on the time of conclusion.

3.6.2.1 Students' questionnaires

The purpose of students' questionnaire was identifying the suitability of the prepared activities to group work implementation, the role of a teacher, and the students' involvement in group work implementation on teaching reading comprehension. The students' questionnaires had two major parts; closed -ended and open- ended. It consisted 15 closed items and 4 open-ended items, totally 19 questions were administered. These questions were prepared in two languages; in English and in Amharic. The students in selected areas for study can speak both 'Wolyttattuw' (Wolaitta language) and Amharic, but they were better at reading and writing in Amharic. Therefore, Amharic version was distributed to the students. They were also better in using and understanding Amharic than English. This avoided the barriers of languages and helped the researcher to get accurate information.

3.6.2.2. Teachers' Questionnaires

As it was mentioned above, the purpose of teachers' questionnaire was to answer three research questions. In order to do this, twenty-three items of questionnaires, 16 closed-ended and 7 open-ended questions were distributed to all 15 teachers who teach English language in two schools of grade 9. As it was discussed earlier, the number of the teachers was not many and they were all taken to respond the questionnaire.

3.7. Pilot Study

The objective of the pilot study was to test and improve items in instruments and to have awareness for possible problems that may be encounter while administering the instruments in the main study. The subject of pilot study, 6 students and 4 teachers, were randomly selected from two target schools. The pilot study data were also intended to determine changes in questions format for better data recovery. Using the feed-back from the result of pilot study, necessary changes were made to improve the qualities of research tools. The previous instruments like, students' and teachers' questionnaires improved and added after pilot study had been done (see Appendices- C and D).

3.8. Procedures of Data collection

Based on the purpose of this study, and to answer the research questions using the selected and well organized tools of the study, data were gathered according to its time schedule. First, the researcher observed the classes in two selected schools by using structured check lists.

Second, the designed students' questionnaires were distributed by the researcher and the employed co-worker after the second classroom observation done in all selected sections. Then, the teachers' questionnaires were distributed soon after the second classroom observation.

3.9. Procedures of Data Analysis

The relevant data collected through classroom observation and students' and teachers' questionnaires were analyzed differently. First they were tallied under their categories. Next, the frequency and percentage were summarized to discuss how each item was

responded. After that, on the basis of descriptive statistical analysis, that it is using frequency and percentages, the data were interpreted. Then, these interpreted data from different sources were triangulated to arrive at sound conclusions. Finally, based on the results of this study, recommendations and suggestions for further investigations were introduced.

CHAPTER FOUR: RESULTS AND DISCUSSIONS

4.1 Introduction

As it has been stated earlier in chapter one, the main objectives of this study was assessing the implementation of group work in reading comprehension classroom. In order to meet this ends, methods of data collection mentioned in chapter three were employed. The data obtained from the sources such as, classroom observation, students' questionnaire, and teachers' questionnaire were analyzed and discussed in this chapter.

Regarding to the analysis and discussions of results the data obtained from close-ended questions were analyzed with the statistical package for the social sciences (SPSS) version-20. And then, values, frequencies and percentages of data were discussed.

The outcomes expected from this study were:

1. identifying the roles teachers play in the implementation of group work in teaching reading comprehension
2. examining the suitability of the teacher selected reading comprehension activities for group work
3. assessing the students' involvement in group work during reading comprehension tasks.

4.2 Teachers Role During Group work implementation in classroom

4.2.1 Results from Classroom Observation

As it was mentioned in chapter three, classroom observation was the major tool of this study. It was employed on the selected two secondary schools of 12 sections. The first classroom observation was focused on the roles of teachers on group work implementation in presented activities in classroom. It was because of the time allowed to a lesson was not enough to concentrate in other points of prepared checklists for observation because the time allowed to one lesson in both schools was 40 minutes.

Table 1: Observation of teachers' roles in group work implementation in class

N o.	Items	Yes		No		Total	
		Fr	%	Fr	%	Fr.	%
1	The teacher assigns the students to groups for different class activities.	1 2	10 0	— —	— —	12	100
2	The teacher assigns group roles to the students in group work.	7	58. 5	5	41. 7	12	100
3	The teacher managing a classroom setting to be suitable for group work.	1 0	83. 3	2	16. 7	12	100
4	The teacher specifies the objectives for the activities given.	3	25	9	75	12	100
5	The teacher decide group size concerning in limiting time, students' experience in working in group, student age and in the availability of the appropriate materials.	3	25	9	75	12	100
6	He/she provides contractive feed-back to the students about the prepared activities to the group.	1 1	91. 7	1	8.3	12	100
7	He/she encourages all students to participate in the activities.	1 1	91. 7	1	8.3	12	100
8	He/she identifies learners' difficulties when they do activities in group.	4	33. 3	8	66. 7	12	100
9	He/she monitors the students' progress in group work on teaching reading comprehension	5	41. 7	7	58. 3	12	100
10	He/she assesses learners individually	3	25	9	75	12	100
11	He/she makes the instruction clear to the activities to be done in groups when they do activities in group.	1 1	91. 5	1	8.3	12	100
12	During students engaged in group work the teacher follow-up whether their discussion is in English or not.	8	66. 7	4	33. 3	12	100
13	The teacher asks the students to report the results of their group work for the whole class discussions.	1 0	83. 3	2	16. 7	12	100

According to the above table, regarding the teachers' assignation of students for group work, in 12 classroom observations all 12(100%) of teachers assign students for different class activities. But any classroom observation did not indicate that the teacher did not assign the students for different class activities. As seven classrooms observations indicated, 7 (58.5%) of teachers assigned group roles to the students in group work. On the other hand, 5 (41.7%) of teachers did not assign group roles to the students in group work. As this table shows that majority of the teachers assign group roles to the students in group work. The table also shows, regarding the teachers' management of classroom setting to be suitable for group work ,according to 10 classrooms observations, 10 (83.3%) of teachers managed the classroom setting to be suitable for group work. The rest of 2(16.7%) of teachers did not manage the classroom setting to be suitable for group work. Majority of teachers, as the classroom observations indicated, managed the classroom setting such as, changing sitting arrangement to be suitable for group work. The table further shows, concerning the teachers' specification of the objectives for the activities, 3 classrooms observations indicate 3 (25%) of the teachers specified the objectives for the activities. On the other hand, 9 (75%) of the teachers did not specify the objectives for the activities, and these were the majority of the total population. But during the second classroom observation the researcher of this study observed the specified objectives on the student text book. Those, majority of teachers, did not clearly discuss the objectives in the textbook to the students before they start the given activities.

Concerning teachers' group size decision based on time-limit, students' experience in working in group, student age, and in the materials availability, 3 classroom observations indicate that 3 (25%) of teachers decided group size based on time limit, students' experience in working in group, student age, and the availability of the appropriate materials. But on the other hand, in 9 classroom observations, 9 (75%) of teachers did not decide group size concerning limiting time, students' experience in working in group, student age, and in the availability of the appropriate materials. Majority of teachers decided group size without concerning on the students' differences as the results indicated above. As the researcher observed, those teachers group size decision was only based on the availability of clever students in the classroom.

Regarding the provision of teachers constructive feed-back to the students about prepared activities, classes observation shows, 11 (91.7%) of teachers provided constrictive feed-back to the students about prepared activities. On the other hand, one class observation indicates that 1(8.3%) of the teacher did not provide constructive feedback. Thus, majority of the teachers provided constructive feed-back to students in order to do prepared activities well.

Regarding teachers encouragement to all students to participate in group work, classroom observation indicate in 11 classes, 11(91.7%) of teachers were encouraging all students to participate in group activities. But on the other hand, in only one class 1(8.3%) of a teacher did not give any encouragement to the students during group work. As this observation indicates, majority of teachers gave encouragement to all the students in group work.

Concerning the teacher identifying learners' difficulties during group work, the table above shows, according to 4 classroom observations, 4(33.3%) of teachers identified the learners' difficulties when they do activities in group. But in the rest of 8 class observations, 8(66.7%) of teachers did not identify the learners difficulties during their group activities. Thus, majority of teachers did not able to identify the learners' difficulties when they do activities in group. The table also reveals regarding the teachers' assessment of students individually in doing group work, 3 classes observations show that 3(25%) of teachers assessed learners individually when they do activities in group. On the other hand, in 9 classrooms 9(75%) of teachers did not assess the students individually when they do group work. Instead, they assessed the students on the group's performance. These were the majority of the teacher.

Regarding the teachers make the instruction of activities clear to be done in groups by the students, the table above reads 11(91.5%) of teachers made the instruction clear to the students to be done in groups, according to 11 classes observations. But in only one class, 1 (8.3%) of the teacher did not make the instruction of activities clear to the students in order to do in groups. But the majority of teachers made the instruction of activities clear to the students to be done in groups.

Regarding whether the teachers' follow-up on the students' discussion in group work is in English or not, as the table also reveals, in 8 class observations, the result revealed that 8(66.7%) of teachers were followed-up the students discussion during their group engagement whether it was in English or not. In contrast, 4(33.3%) of teachers did not follow-up whether the students discussion during their group engagement was in English or not. But majority of teachers followed-up whether the students' discussion in group engagement was in English or not.

Concerning teachers help to the students to make meaningful interaction in group work, as it is apparent from the table that 5(41.7%) of teachers helped the students to make meaningful interaction in group work activities. But others, 7(58.3%) of teachers did not make the students to make meaningful interaction in group activities. These were the majority of teachers who did not help the students to make meaningful interaction in group work.

Finally, other than points raised in the above table, additional related classroom observations indicated that concerning teachers management of classroom setting to be suitable for group work in most of the classrooms, the students seats were desks and which were not easily moveable and challenged the teachers' activities to make them suitable for group work activities. Other revealed related event was:

Large class size in one of the research site, in Tebela general secondary school classrooms, obstructs the teachers' roles from performing well. The teachers' roles such as, keeping the students' progress in group work, identifying learners' difficulties during their group work activities, managing time effectively, and assessing learners individually in group work were to some extent disrupted.

4.2. 2 Results from students' Questionnaire

Table2: The Students' responses regarding teachers' roles in group work implementation in classroom

No	List of items	always		sometimes		rarely		Not at all		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
1	The teacher making a classroom appropriate for group work activities.	38	79.2	98	18.8	1	2.1	–	–	48	100
2	The teacher giving learners the opportunity to use English in group discussions.	39	81.3	98	18.8	–	–	–	–	48	100
3	The teacher providing constructive feed-back for the activities given to groups.	35	72.9	12	25	1	2.1	–	–	48	100
4	The teacher identifying learners' difficulties in doing activities in group.	36	75	12	25	–	–	–	–	48	100
5	The teacher monitoring students' progress in group work activities.	15	31.3	28	58.3	4	8.3	1	2.1	48	100
6	The teacher encouraging learners' to participate in group work activities	41	85.4	76	14.6	–	–	–	–	48	100
7	The teacher assigning students to group work based on their experience in group work, their age, and availability of the appropriate material	–	–	65	12.5	32	66.7	10	20.8	48	100

According to the above table, the following discussions were given to each of the students' responses regarding teachers' roles in the implementation of group work in the classroom.

Concerning their teachers' classroom provision to be appropriate for group work implementation , 38(79.2%) of the students indicated that their teachers always made their

classroom appropriate for group work implementation, and others 9(18.8%) of the students indicated that their teachers sometimes made their classroom appropriate for group work implementation, while only 1(2.1%) of a student indicated his teacher rarely made the classroom appropriate for group work implementation in classroom. As the result, almost all of the students indicated their teachers made their classroom appropriate for group work implementation in classroom. As it is also seen in the table above, 39(81.3%) of students responded that their teachers always give them opportunity to use English in group discussions, and the rest 9(18.8%) of the students responded that their teachers sometimes give them opportunity to use English in group discussions during group work. The result of their response indicated that all of their teachers gave them opportunity to use English in group discussion.

Regarding the students' responses on their teachers' constructive feed-back provision for the activities given to groups, 35(72.9%) of students responded that their teacher always provided constructive feed-back for the activities given to groups. Other 12(25%) of students responded that their teacher sometimes provided constructive feed-back for the activities given to groups, and 1(2.1%) of the student responded the teacher rarely provided constructive feed-back for the activities. Majority of the students responded that their teacher always provided constructive feed-back for the activities given to groups.

Concerning the students' responses on their teachers' identification of learners' difficulty in group work activities, 36(75%) of the students responded that their teacher always identified their difficulties in group work activities. Others, 12(25%) of students, responded that their teacher sometimes identified their difficulties in doing activities in group. As the result, majority of the students responded that their teachers always identified their difficulties in doing activities in group.

Concerning their teachers' encouragement of learners to participate in group work during reading comprehension, 41(85.4%) of students responded that their teachers were always encouraging them to participate in group work activities. But other 7(14.6%) of the students responded that their teachers were sometimes encouraging them to participate in group work activities. Therefore, the result of their response indicated that almost all students responded their teachers were always encouraging them to participate in group work.

Regarding how often their teachers assign them to group work based on their experience, their age, and availability of the appropriate materials, none of the students responded that their teachers always assigned them to group work based on their experience, their age, and availability of the appropriate materials. On the other hand, 6(12.5%) of students responded that their teachers sometimes assigned them to group work based on their experience in group work. But 32(66.7%) of students responded that their teachers rarely assigned them to group work based on their experience in group work, their age, and availability of appropriate materials. The rest 10(20.8%) of students responded that their teacher did not assign them based on the availability of materials, their age, and their experience in group work. According to the result indicated, majority of students responded that their teachers rarely assigned them based on their experience in group work, in their age, and the availability of the appropriate materials.

4.2.3 Results from Teachers' Questionnaire

Table 3: Criteria teachers use for allocation of students in group work

No.	Item	A) Yes, I do.		B) No, without considering these		Total	
		Fr.	%	Fr.	%	Fr.	%
1	Do you assign students to group work based on their experience, their age, and availability of appropriate materials etc....	11	73.1	4	26.7	15	100

As the table above shows, 11(73.1%) of teachers responded that they assigned the students based on the students' experience in group work, their age, and availability of appropriate materials. On the other hand, 4(26.7%) of the teachers responded that they assigned the students to group work without considering their experience, their age, and the availability of materials etc. But, the result of this indicated that majority of the teachers assigned students based on their experience in group work, their age, the availability of appropriate materials etc.

Open-ended item regarding the teachers who responded choice B on the table 3 above, four of the teachers responded B, and among them three of the teachers gave the reason for their response that large class size and unsuitable seat, the desk, in the classroom made them not to apply different appropriate and scientific strategies for grouping. Therefore, they indicated that they simply assign students for group work based on only the students' sitting arrangement. One of them justified his response that such activities are time consuming and thus he randomly assigned the students for group work.

Table 4: The teachers' identification of students' learning difficulties when in groups

No.	Item	A) Yes, certainly		B) I don't get enough time.		C) No, it is not easy task.		Total	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%
3	Do you identify the students' learning difficulties in group work ?	13	86.7	2	13.5	–	–	15	100

According to the table above, 13(86.7%) of the teachers responded that they identified learners' difficulties when they do activities in group. But the rest 2(13.5%) of the teachers responded that they did not identify the students difficulties in group work. Almost all teachers as the result shows indicated that they identified the learners' difficulties in group work.

Regarding the teachers' response on table 4 above whose response is B/C justified that they did not get enough time to identify the learners' difficulties in group work. These were very few proportions of respondents, and added that the time allowed to one lesson is not enough to address each and individual learners' difficulties in group work.

Table 5: Teachers' response on monitoring the students' progress in group activities

No .	Item	A)Yes, always		B) sometimes		C) Rarely		D) Not at all		Total	
		Fr	%	Fr.	%	Fr	%	Fr	%	Fr.	%
5	Do you monitor the students' progress through their group work?	2	13.3	8	53.3	5	33.3	–	–	15	100

As the table shows above, 2(13.3%) of the teachers responded that they always monitor the students' progress though group work. And other 8(53.3%) of the teachers responded they sometimes monitor the students' progress through their group work. But the rest 5(33.3%) of the teachers said that they rarely monitor the students' progress in group work. None of the teachers responded they did not monitor at all. Therefore, the result of teachers' response indicated that majority of teachers monitored the students' progress in group work some times and rarely.

Table 6: teachers' response on the provision of situations for using English in group discussions

No .	Item	A) Yes, usually		B) sometimes I let them use their mother tongue		C) No, never		Total	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%
6	Do you provide the situations in which the students use English in their group?	9	60	4	26.7	2	13.3	15	100

According to the table above, 9(60%) of teachers indicated that they usually provide the situations in which the students use English in their group discussions. On the other hand,

4(26.7%) of the teachers responded that they sometimes provide the situations in which the students use English and let them use their mother tongue in their group discussions. The rest 2(13.3%) of the teachers did not provide any situations in which students use English in their group discussions. To sum up, majority of the teachers indicated that they usually provide the situations in which the students use English in their group discussions.

Table 7: Teachers' response regarding encouraging students to participate in group activities

No.	Item	A) Yes I do.		B) No, never		Total	
		Fr.	%	Fr.	%	Fr.	%
7	Do you encourage all students to participate in the given group activities?	13	86.7	2	13.3	15	100

As the table above shows, 13(86.7%) of teachers responded that they encourage all students to participate in the given group activities. But the rest 2(13.3%) of teachers responded that they did not give any encouragement to the students during their group activities. Majority of teachers, as the result indicated, encourage the students during group work activities.

Table 8: Teachers' response on assessing learners' individually in their groups work

No.	Item	A) Yes, I do		B) No, only in group's performance		Total	
		Fr.	%	Fr.	%	Fr.	%
8	Do you assess learners' individually in their group work discussions?	12	80	3	20	15	100

As the table above shows, 12(80%) of teachers responded that they assessed learners individually in their group work. But the rest 3(20%) of teachers responded that they did not assess the learners individually in their group work, instead of that, they assessed learners only in their group's performance. As the result, majority of teachers assessed learners individually in their group activities.

Table 9: Teachers' response regarding their classroom discipline management in group work

No.	Item	A) Yes, I do		B) No, it is impossible.		Total	
		Fr.	%	Fr.	%	Fr.	%
9	Do you manage classroom discipline in group work activities?	14	93.3	1	6.7	15	100

According to the above table, 14(93.3%) of teachers responded that they managed classroom discipline during students make discussions in group, and 1(6.7%) of the teachers indicated that the impossibility of managing classroom discipline in group discussions. As the result, almost all teachers indicated the possibility of managing classroom discipline and they did that.

Concerning one of the teacher responses on table 9, who answered choice B justified that the impossibility of classroom discipline management in group work during group discussions is the nature of group work. He explained that its nature is noisy and the discussion can be through talking. Therefore, as he concluded, managing the classroom discipline in group work is impossible and if attempted, it can interrupt their discussion in group activities.

Table 10: The teachers' response concerning their management on classroom setting

No.	Item	A) Yes, I usually do		B) No, never.		Total	
		Fr.	%	Fr.	%	Fr.	%
11	Do you manage classroom setting in group work, like moving furniture, for group activities?	12	80	3	20	15	100

As this table shows, 12(80%) of the teachers responded that they usually managed the classroom setting for group work activities. But on the other hand, 3(20%) of teachers responded that they did not manage classroom setting in group work. Majority of teachers' response indicated that they usually manage classroom setting in group work activities.

As the table above shows, 3 of the teachers' response indicated that they never manage the classroom setting during group work. Among them, two of the teachers justified that large class size and unsuitable furniture in the classroom became obstacle to perform it. One of the teachers indicated his reason that the time allowed to one lesson was not enough to manage the classroom setting, such as moving unsuitable furniture (the desks) within 40 minutes time.

Table 11: Teachers' response regarding their provision of constructive feed back during group activities

No.		A) Always		B) Sometimes		C) Rarely		D) Never		Total	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
13	Do you provide constructive feed-back to the students about the group activities?	10	66.7	4	26.7	1	6.7	—	—	15	100

As the table above shows, 10(66.7%) of the teachers responded that they always provided constructive feed-back to the students about the activities they do in group. Other 4(26.7%) of the teachers responded that they sometimes provided constructive feed-back to the students about the group activities. But 1(6.7%) of the teachers responded he rarely provided constructive feed-back to the students about the group activities. Based on the result of the responses, almost all teachers provided constructive feed-back to the students about group activities always and sometimes.

Table 12: Teachers' response concerning the availability of materials to each group members

No.	Item	A) Very much		B) to some extent		C) un available		Total	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%
14	Are materials available to each group members for doing activities in group?	8	53.3	7	46.7	–	–	15	100

According to the table above, 8(53.3%) of teachers responded that the materials for teaching reading comprehension in group was very much available, and other 7(46.7%) of teachers indicated that the materials for teaching reading comprehension in group was to some extent available to each group members. None of the teachers responded the unavailability of materials to the groups for teaching reading comprehension. Based on this data, all teachers indicated that there was availability of materials to each group for teaching reading comprehension.

4.3. Suitability of Activities for students in group work

4.3.1 Results from Students' Questionnaire

Table 13: Students' Response on the suitability of activities for group work

No.	Item	Yes		No		Total	
		Fr.	%	Fr.	%	Fr.	%
8	The activities are prepared by considering the needs of the students	44	91.7	4	8.3	48	100
9	The activities have specific objectives	14	29.2	34	70.8	48	100
10	The activities are interesting and participative	46	95.8	2	4.2	48	100
11	The prepared activities have clear instruction	43	89.6	5	10.4	48	100
12	The activities suit with the students learning pace	45	93.8	3	6.3	48	100
13	The reading comprehension activities suit the students' level	44	91.7	4	8.3	48	100
14	The activities enable you to learn from one another	46	95.8	2	4.2	48	100
15	Group activities create positive climate in the classroom.	43	89.6	5	10.4	48	100

As the table above shows, regarding the whether the activities considering the students needs or not, 44(91.7%) of the students responded that the activities prepared by considering the students needs, and 4(8.3%) of the students responded that the activities did not prepared by considering the students needs. Based on this statistics, majority of the students indicated that the activities presented by considering the students needs. The table also reveals according to 14(29.2%) of students' response, the presented activities have specific objectives. On other hand, 34 (70.8%) of the students indicated the presented activities lack specific objectives. As this statistical data, majority of students' response shows the activities did not have any specific objectives. In addition, the classroom observation revealed the same to this data that only few of the teachers wrote the objectives

on the black board and nothing was told to students about the objectives of group work activities.

As the table further shows, 46(95.8%) of the students responded that the activities were interesting and participative. But on the other hand, 2(4.2%) of the students responded that the activities were not interesting and participative. As this statistics reveals, almost all students indicated that the presented activities were interesting and participative.

Concerning the suitability of activities to the students' learning pace, 45(93.8%) of students responded the presented activities suited with their learning pace. But other 3(6.3%) of students responded that the presented activities did not suit their learning pace. What is deduced from this statistics is that the presented activities suited the students' leaning pace.

Concerning the extent of the suitability of activities to the students level, as the table above also shows, 44(91.7%) of the students responded that the prepared activities for group work were highly suited to their level. But on the other hand, 4(8.3%) of students responded that the presented activities did not suit their level. To sum, majority of the students responded that the presented activities suit their level.

Regarding positive climate that group work activities creates in the classroom 43(89.6%) of students responses indicated that group activities highly created positive climate in the classroom. In others 3(10.4%) of students response indicated that group activities did not create positive climate in the classroom. Hence, majority of students responded that group work activities created positive climate in all classes.

As the table also shows, 44(91.7%) of the students responded that the activities enabled them to learn from one another. The rest 4(8.3%) of students responded that the activities did not enable them to learn from one another. Based on this statistics, majority of the students indicated that the activities enabled them to learn from one another.

4.3.2. Results from Teachers' Questionnaire

Table 14: Teachers' response concerning the appropriateness of the prepared activities

No.	Item	Really		To some extent		Never		Total	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%
19	Are the activities appropriate, fit to the students' level and pace?	5	33.3	10	66.7	–	–	15	100

As the table above shows, 10(66.7%) of teachers responded that the presented activities were really appropriate and fit to the students' level and pace, and other 5(33.3%) of teachers responded that the activities were to some extent appropriate and fit the students level. Therefore, this statistics reveals that majority of teachers response to this request was that the presented activities were really appropriate and fit the students' level and pace. This result is similar with the result of classroom observation on table 4.4, item 24, item 25 and the students' response on table 4.5, item 15.

Table 15: Teachers' response regarding the activities provision of genuine reasons communicating in group

No.	Item	A) Yes, they provide it.		B)Not so much		Total	
		Fr.	%	Fr.	%	Fr.	%
20	Do the activities provide genuine reasons for the students to communicate in groups?	13	86.7	2	13.3	15	100

As the table above shows, 13(86.7%) of teachers responded that the activities provided genuine reasons for the students to communicate in groups. The rest 2(13.3%) of the teachers responded that the activities provided a little reasons for the students to communicate in groups. As the result of this statistics, majority of teachers indicated that the activities provided genuine reasons for the students to communicate in groups.

Table 16: Teachers response concerning the activities provision of clear information and relevant steps

No.	Item	A) Yes		B) No		Total	
		Fr	%	Fr.	%	Fr.	%
21	Do activities provide clear information as well as relevant steps requiring the students' active involvement in group work?	12	80	3	20	15	100

As the table above shows, 12(80%) of teachers indicated that provided clear information as well as relevant steps require for students' active involvement in groups. The rest 3(20%) of teachers responded that the activities did not provide clear information as well as relevant steps that require for the students' active involvement in group work. The result of classroom observation also indicated in most observed classes the prepared activities had somewhat clear information that required to the students active involvement. The teachers who responded on item 21 "choice B" in the table above justified that some of the reading comprehension prepared in the text does not put clear information and steps to do the activities in groups. Therefore, the students' involvement in group was not active. In contrast to that what was gathered from classroom observation and students' response is different from these teachers' response.

4.4 The Students' Involvement in group work

4.4.1 Results from Classroom Observation

Table 17: Classroom Observation regarding the students' involvement in group work

No .	Item	High		Average		Low		None		Total	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
14	Students communicate well with other group members	2	16.7	7	58.3	3	25	—	—	12	100
15	Their commitment for doing activities in group	4	33.3	7	58.3	1	8.3	—	—	12	100
16	They give value to others' ideas	3	25	7	58.3	2	16.7	—	—	12	100
17	They share roles in group work	2	16.7	2	16.7	8	66.7	—	—	12	100
18	Their presentation skills for group activities	3	25	8	66.7	1	8.3	—	—	12	100

As the table above shows, concerning the students' communication with other group members, 2(16.7%) of classes observations indicated that the students communication with other group members was high, but in other 7(58.3%) of classes observations indicated that the students communication with other group members was average. The rest 3(25%) of classes observations indicated the students communication with other group members was low. Based on this statistics, in most 9(75%) of classes the students communicate well with other group members. The table also shows, according to 4(33.3%) of classes' observations, the students were highly committed for doing activities in group work. In other 7(58.3%) of classes the observations indicated that the students' commitment for doing group work was average. The rest 1(8.3%) of the classes observation indicated that the students' commitment for doing activities in group work was low. The result of this statistics indicated in almost all observed classes the students' commitment for doing activities in group was average. The table also shows regarding role sharing of students in group work,

2(16.7%) of classes observation indicated that the students highly shared the roles in group work. And also in other 2(16.7%) of classes the observations indicated that the students role sharing in groups was average. But on other hand, 8(66.7%) of classes observations indicated that the students' role sharing in group work was low, and this result was the result of majority classes.

4.4.2 Result from students' Questionnaire

Open-ended items (see Appendix-C, page 55)

An open ended item concerning the way students solve problems when they do activities in group. Most of students responded that to solve problems they made decisions by making discussions in group, and some of students responded that they made decisions to solve problems in group work mostly depend on clever students ideas. Few students responded that they made decisions to solve problems in groups only by chair person's decisions. To conclude that, majority of students responded they made decisions by making discussions in group.

Regarding the students roles in doing group work activities, some of the students responded that they have a chair person role, and other few students responded that their role in group work was acting as secretary. Most of the students responded that as a group member they share their own ideas in group work. According to this statistics majority responded that as a group member they shared ideas with a group members.

Concerning the students' relationship with other group members, most of the students responded that they had good relationship with other group members. On other hand, some students responded they did not have good relationship with other group members when they do activities in group. Majority of the students' response shows they had good relationship with other group members when they do activities in group.

Concerning the students ideas about the effect of having good relationship or not in doing group activities, the students who responded they had good relationship with group members said that having good relationship with group members make group work very interesting, fruitful, and the place of learning from one another. Other groups of students who responded they did not have good relationship with group members said that a group

without good relationship will become valueless, senseless and boring. All of these respondents had an aware of the effect of good relationship with other group members during group work.

4.4.3 Results from Teachers' Questionnaire on the students' involvement

Table 18: Teachers' response regarding the students' learning in group discussion from one another

No	Item	A) Yes, they really do.		B) Somewhat		C) Nothing		Total	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%
15	Do students learn from one another in group discussion?	9	60	6	40	–	–	15	100

As the table above shows, 9(60%) of teachers' responded that the students learned from one another to a great extent. Other 6(40%) of teachers responded that the students learned a little from one another in group work. As the result, all of the teachers' response indicated that students learned from one another in group discussions. What all, the result of students' response concerning their roles that they indicate on item 19 and item 10 was the effect of good relationship among group members in group activities will end in good communication and that relation may enable them to learn from each other. The result of classroom observation also indicated on item-28 that the students' communication in group work with other group members may enable the students to learn from one another.

Table 19: Teachers' response on the range of students' commitment for doing group activities

No	Item	A) Very high.		B) average		C) very low		Total	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%
16	The range of students' commitment for doing activities in group	–	–	5	33.3	10	66.7	15	100

Based on the table above, none of teachers responded that the students' commitment for doing activities in group work was very high. But 5(33.3%) of teachers responded that the students' commitment for doing activities in group was average. Whereas, 10(66.7%) of teachers responded that the students commitment for doing activities in group was very low. As majority of teachers' response indicated, the students had very low commitment for doing activities in group during reading comprehension. But the result of classroom observation was different from teachers' response that the range of students' commitment for doing activities in group work was average

Table 20: Teachers' response regarding the students' role sharing in group work

No.	Item	A) Yes, they do.		B) No, only one active student takes the responsibility.		Total	
		Fr.	%	Fr.	%	Fr.	%
17	Do students share roles in doing activities in group ?	7	46.7	8	53.3	15	100

As the above table shows, 7(46.7%) of teachers responded that the students shared roles in group work. While, 8(53.3%) of teachers responded that the students did not share roles in group work, instead, only one of active students took a responsibility in group work. To end, majority of teachers' response indicated that students were reluctant to share roles in doing activities in group. What classroom observation revealed was similar with the result of teachers' response, which was low extent of the students role sharing. In contrast, the students' response revealed that they had roles in group activities.

Open-ended questions on item-18 concerning teachers' response on the reason of the students' unwillingness to share the roles in group work, majority of teachers justified that the students' shyness and lack of English language production made them reluctant to share roles in group work.

4.5 Discussion

This research targeted on the implementation of group work in teaching reading comprehension. Three specific objectives were created in order to reach in certain conclusion. In line with this, the following discussions were made in relation to the roles teachers play in the implementation of group work in EFL classroom which may consistent with or contradict with the result of the previous local and external studies.

The findings of the previous study by Aroas (2011) on teachers' roles revealed that teachers were assessing and managing the students' progress during group work activities. This contradicts the result of the present study which is that teachers did not assess the students' progress in group work

The result of the present study revealed that teachers managed the classroom for group work implementation goes with the previous study by Aroas (2011), who conducted a study on assessing group work implementation and the difficulties Faced by Chilean teachers of EFL with young Learners in large class. However, Ur (1996) states that classroom management in large class is difficult, and this may limit the process of learning in classroom and the students' involvement in group work.

The result of present study revealed that teachers did not assess and monitor the students' progress in group work. This report contradicts the previous study by Aroas (2011) conducted a study on assessing group work implementation and the difficulties Faced by Chilean teachers.

The findings of the previous study by Aroas (2011) on the implementation of group work and difficulties in Chilean young learners large class, there was lack of opportunities to the students to express themselves in English. But the result of present study shows that the students lack the ability to express their ideas in English although the opportunities provided by their class teacher. However, the present study shows the students lack an opportunity to develop their language skills.

The present findings goes with the previous local study by Feda Negesse (2002), on the organization of group in spoken English II classes, indicated that the teachers allowed the students to report the work of group discussion to the whole class.

Furthermore, the result of present study shows that teachers gave feed-back to the students to do the presented activities in groups. This result contradicts a previous local study by Feda Negesse (2002) that shows the teachers did not provide feed-back on the content of group tasks.

To conclude, the present study findings also shows that group work activities which were presented to the students could create good learning atmosphere in classroom. These made the students involved in doing activities and learn from one another. This allowed the teacher to help and encourage the students to make communication with other group members. This result is consistent with the previous local study by Feda Negesse (2002), which is discussed on “Monitoring phase “.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

As it was mentioned in chapter one, this study was mainly concerned with assessing the implementation of group work in EFL classroom. The study was conducted at two secondary schools, Sodo Secondary and Tebela Gen/ secondary schools, of 12 sections in Wolaitta Zone. To arrive at valid conclusion two instruments were used, classroom observation and questionnaire. As it was also mentioned in chapters three and four, in order to gather data from relevant sources the classroom observation was used as the main tool. Teachers' and students' questionnaire were used to validate or crosscheck the information gathered through classroom observation. Before the class observation was held, the checklists were prepared for each of the selected classrooms. Each classroom was observed twice and the checklists were completed in each of them by the researcher and his co-worker. As it was noted above while observing each class, the researcher recorded each of the actions and the interactions of the teacher and the students in group work implementation in classroom. Pertinent data through the selected instruments were collected, and organized in the way they can easily be analyzed. These data were analyzed with the aid of descriptive statistics. Finally, the results of the study were discussed.

Based on the collected data, the following conclusions were made. This research work focused on three main research questions relating to the implementation of group work on teaching reading comprehension in EFL classroom. It was attempted to present the findings obtained through three research questions. To answer these three questions, as it was indicated above, three instruments of the study were employed.

Concerning the first research questions, the roles teachers play in the implementation of group work in teaching reading comprehension; they assign students for different group activities in classroom, group students based on the number of clever students and the availability of text books in classroom, assign roles to the students, manage the classroom setting to suit for group work, provide constructive feed-back to the activities to be done, and follow-up the students discussion whether they use English or not when they do reading comprehension tasks.

Regarding the suitability of prepared activities in the classroom for the students during reading comprehension, as they were observed and supported by questionnaires, the activities presented in the classroom were appropriate and suit the students level and pace, challenging enough to require collaboration, provide genuine reasons to the students to interact with each other, create positive climate in the classroom, and enable the students to learn from one another.

On the subject of the students' involvement in group work during reading comprehension tasks, the students' commitment for group work and their communication with one another was average. In some of the classes the communication was not good. The main reason for this was lack of language. They failed to express their ideas using English. In addition, the students gave a little value to other members in group. Therefore, some of the students did not want to share roles in group work. To end the students involvement in group work during reading comprehension tasks was some was somewhat good.

Generally, this research work has provided sufficient information about the implementation of group work during reading comprehension in EFL classrooms with reference to grade 9 in two secondary schools of Wolaitta Zone. When arranged properly and given the appropriate guidance and encouragement, group work discussion promotes interaction, and create positive climate for the students to learn from one another. As the result the researcher recommended the following for teachers, administrators of the school, material developers, and other researchers who interested to make a further study on the implementation of group work in EFL classrooms.

5.2. Recommendations

Based on the above discussions, findings and conclusions the researcher forwarded the following recommendations;

1. Teachers play a key role in the implementation of group work in teaching reading comprehension in EFL classrooms. Therefore, they should be optimistic, and think carefully about how students will be physically arranged in groups.
2. The students' involvement in group work to be maximized, teachers should work harder and make their personal effort to bring behavioral changes on students.
3. Reading comprehension activities which was selected from English student book grade 9 for group work was very suitable for students' level and pace. In contrast, it lacks clear objectives for reading comprehension activities. Therefore, material developers should revise and clearly specify the objectives to reading comprehension.
4. The classroom setting to be suitable for teachers to assign the students for group work based on their age, their experience in group work, and availability of materials in class, the administrators of the school should provide the classroom with moveable furniture such as, chairs, tables etc., and they should minimize the number of students in the classrooms.
5. Finally, the researcher believes that further research should be conducted to find out why the students failed to be fully involved in group work.

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APPENDICES

Appendix-A Classroom Observation Check-List-1

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The purpose of this study is assessing the implementation of group work in the presented activities. In order to achieve this objective classroom observation was used as a major tool. It was intended to collect data about assessing students' involvement in group work, identifying the role of teacher in group work implementation in EFL classroom.

Part I Concerning teachers' roles in group work implementation in classroom

Date of Observation _____ Lesson Observed _____

Class Observed _____ Time of Observation _____

Duration of Observation _____

No	Items of observations	Yes	No
.			
1	The teacher assigns the students to groups for different class activities.		
2	The teacher assigns group roles to the students in group.		
3	The teacher managing a classroom setting to be suitable for group work.		
4	The teacher specifies the objectives for the activities given.		
5	The teacher decide group size concerning in limiting time, students' experience in working in group, student age and in the availability of the appropriate materials.		
6	He/she provides constructive feed-back to the students about the prepared activities to the group.		
7	He/she encourages all students to participate in the activities.		
8	He/she identifies learners' difficulties when they do activities in group.		

9	He/she monitors the students' progress in group work in the given activities		
10	He/she assesses learners individually when they do activities in group.		
11	He/she makes the instruction clear to the activities to be done in groups.		
12	During students' engagement in group work the teacher follow-up whether their discussion is in English or not.		
13	The teacher asks the students to report the results of their group work for the whole class discussions.		

Other additional related observations:

Appendix-B Classroom Observation Chek-list-2

Arba Minch University
School of Graduate Studies
College of Social Sciences and Humanities
Department of English

Part II Classroom observation concerning the students' involvement in group work

Date of observation _____ Lesson observed _____

Class Observed _____ Time of Observation _____

Duration of Observation _____

No.	Item	High	Average	Low
14	Students communicate well with other group members			
15	Their commitment for doing activities in group			
16	They give value to others' ideas			
17	They share roles in group work			
18	Their presentation skills for group activities to whole class			

Appendix-C Students' Questionnaire
Arba Minch University
School of Graduate Studies
College of Social Sciences and Humanities
Department of English

Dear respondents: The purpose of this study is to assess the implementation of group work in EFL classroom. Particularly, this questionnaire is intended to assure the reliability of data gathered from classroom observation. Please, read the items carefully and give your true answer. Your response will have a great contribution.

Thank you!

Part I Concerning teacher's role

No.	List of items	always	sometimes	rarely	Not at all
1	The teacher making a classroom appropriate for group work implementation				
2	The teacher giving learners the opportunity to use English in group discussions				
3	The teacher providing constructive feed-back for the activities given to the students in group				
4	The teacher identifying learners' difficulties in doing group activities in class.				
5	The teacher monitoring students' progress in group work				
6	The teacher encouraging learners to participate in group work				
7	The teacher assigning students to group work based on their experience in group work, their age, and availability of the appropriate material				

Part II Concerning the suitability of activity to group work

No.	List of items	Yes	No
8	The activities are prepared by considering the needs of the students in group work		
9	The activities have specific objectives		
10	The activities are interesting and participative		
11	The prepared activities have clear instruction		
12	The prepared activities suit with your learning pace		
13	The prepared activities suit with your level		

14	The activities enable you to learn from one another		
15	Group activities create positive climate in the classroom		

Part III Open-ended questions

14) How do decisions made when you solve problems in doing activities in group?

15) What roles do you have in group work activities?

16) Do you have good relationship with group members in group work activities?

17) Based on your response on question number 16, as you think what effect does it have on group work?

Appendix-D Teacher's Questionnaire

Arba Minch University

School of Graduate Studies

College of Social Sciences and Humanities

Department of English

Dear respondent:

The purpose of this study is to assess the implementation of group work in EFL classroom. This questionnaire is to assure the validity of data gathered through classroom observation. In order to achieve the intended objective your responses will have much contribution. Thus, you are kindly requested to read each item and give your genuine responses.

I thank you in advance for your valuable cooperation.

Part I Concerning to identify teachers' roles and students' involvement in group work implementation in classroom.

1) Do you assign students to group work based on their experience in group work, their age, and availability of the appropriate materials etc...? A) Yes, I do. B) No, without considering these

2) If your response for the question above is 'B', why?

3) Do you identify the students' learning difficulties in doing the activities in group?

A) Yes, certainly. B) I don't get enough time to do that. C) No, it's not easy task

4) If your response to the above question is choice "B" or "C" why?

5) Do you monitor the students' learning or their progress through their group work?

- A) Yes, always B) sometimes C) rarely D) Not at all
- 6) Do you provide the situations in which students use English in their group discussions?
A) Yes, usually B) sometimes I let them to use their mother tongue C) No, never
- 7) Do you encourage all students to participate in the given group activities?
A) Yes, I do. B) No, never.
- 8) Do you assess learners in their group work individually?
A) Yes, I do B) No, only in group's performance
- 9) Do you manage classroom discipline during group work?
A) Yes, I do B) No, it's impossible
- 10) If your response in the above question is "B" what is the reason?

- 11) Do you manage classroom setting, like moving furniture, for group work?
A) Yes, I do usually B) No, never
- 12) If your response on question number 10 is "B" what is the reason?

- 13) Do you provide constructive feed-back to the students about the group activities?
A) Always B) Sometimes C) Rarely D) Never
- 14) Are materials available to each group members for doing activities in group?
A) Very much B) to some extent C) unavailable

Part II Concerning the students' involvement in group work

- 15) Do students learn from one another in group discussion?
A) Yes, they really do B) somewhat C) Nothing
- 16) The range of students' commitment for doing activities in group work
A) Very high B) Average C) Very low
- 17) Do students share roles in group work activities?
A) Yes, they do. B) No, only one active student takes the responsibility
- 18) If your response on item 17 is B, why?

Part III Concerning the suitability of activities to group work

19) Are the activities appropriate, fit to the students' level, interest and learning pace?

A) Really B) to some extent C) Never

20) Do the activities provide genuine reasons for the students to communicate in groups?

A) Yes, they provide it B) Not so much

21) Do the activities provide clear information as well as relevant steps require for active involvement

in group work? A) Yes B) No

22) If your response on item 22 is choice B, why?

—.

23) Do you think there is meaningful language learning or positive climate in the classroom when students do the activities in group?

Appendix-E Students' Questionnaire (Amharic Version)

Arba Minch University
School of Graduate Studies
College of Social Sciences and Humanities
Department of English

በተማሪዎች የሚሞላ የጥያቄ ሒሳብ መጠየቅ

ወደ የዚህ መጠየቂያ ሰነድ የዚህ መጠየቂያ ሰነድ ደግሞ በስነ ግሪዘኛ ቋንቋ ትምህርት ክፍል ሲዘጋጅ የሚሰጥ ትምህርት ወቅት ያሰጡትን የቡድን ሥራ ትግበራ መፈተሽ ሲሆን በሥራ የተማሪዎች በቡድን ሥራ ሳይደሰቱትን ተሳትፎ ማሰስ የመመሥረት ሚና በቡድን ሥራ ትግበራ ሳይመሰረትና በቡድን ሥራ የተዘጋጀው መሰረተኛ ስራ በቡድን ሥራ ትግበራ መሆኑን መሰረት ማድረግ ሚና አለው፡፡ ስለዚህ የሚጠየቁትን የተማሪዎች ማሳሰቢያ ሲሰጥ ትኩረት ማድረግ ይጠበቃል፡፡

ስለ ትብብር ህ(ሽ) ምሥጋና ይጠየቅ!

ክፍል አንድ፡- በስነ ግሪዘኛ ቋንቋ ትምህርት በቡድን ሥራ ትግበራ ወቅት የመመሥረት ሚና ማድረግ የሚመለከት መጠየቂያ

መመሪያ፡- ከዚህ ጥቅም ስሜት በሠነድ ያለው ስሜት የቀረበውን ስያሜ ያግኙ፡፡ መጠየቂያው በጥንቃቄ ስንብት ስህተት

በሚጥሩት ስሜት ስህተት ስሜት ማረጋገጥ ይጠበቃል፡፡ (✓) ምልክት አድርገው (ግልጽ)፡፡

ተ/ቁ	የመጠየቂያ ዝርዝር	ሁልጊዜ			
1	መመሥረት የተማሪዎች ከምንባብ የወጡ ጥያቄ ችግሮችን በቡድን ስራ ሠራተኛ የመመሥረት ያክፍሉን ምሳሌዎች ይዘጋጁ				
2	መመሥረት የተማሪዎች በቡድን ሥራ ወቅት ከምንባብ የወጡ ጥያቄ ችግሮችን ሲሠራ የስነ ግሪዘኛ ቋንቋ ስራ መመሥረት ምሳሌዎችን ይዘጋጁ				
3	መመሥረት የተማሪዎች ከምንባብ የወጡ ጥያቄዎችን በቡድን ስራ ሠራተኛ ገንቢ የሆኑ ህሳቦችን ይዘጋጁ				
4	መመሥረት የተማሪዎች ከምንባብ የወጡ ጥያቄዎችን በቡድን ስራ ሠራተኛ በትሰዓት የሚገኙ ማሳሰቢያዎችን ገርሶ ይዘጋጁ				
5	ከምንባብ የወጡ ጥያቄዎችን በቡድን ስራ ሠራተኛ በትሰዓት መመሥረት የተማሪዎች ሳይ የሚታየውን ስሜት ይዘጋጁ				
6	መመሥረት የተማሪዎች ከምንባብ የወጡ ጥያቄዎችን በቡድን ስራ ሠራተኛ በትሰዓት ተሳትፎ ስራ ያደርጉ ያበረታታል				
7	መመሥረት ከምንባብ የወጡ ጥያቄዎችን በቡድን ስራ ሠራተኛ የተማሪዎችን ስራ ያደርጉ ጽብብ በቡድን ሥራ ሳይደሰቱትን ስሜት ስራ ስሜት ተገቢ የሆኑ መሥሪያ ሰራተኛ ማሳሰቢያዎችን ይዘጋጁ				

ክፍል ሁለት፡ በቡድን ሥራ ትግበራ የተዘጋጀትን የመሰረተኛ ጥያቄዎች በቡድን ሥራ መመሥረት ስለመመሥረት የሚመለከት መጠየቂያ

ተ/ቁ	የመጠየቂያ ዝርዝር	አዎን	አይደለም
8	የመሰረተኛ ጥያቄዎች በጣም አመራማሪ ሆኑ፡፡ የቡድን ሥራ የሚጠየቁ ናቸው፡፡		
9	የመሰረተኛ ጥያቄዎች ግልጽ የሆኑ ዓላማዎችን ይዘጋጁ ናቸው፡፡		

10	መስመረጃዎች ሳቢና ስሳታፊ ናቸው		
11	የተዘጋጁት መስመረጃዎች ግልጽ የሆኑ መመሪያዎችን የያዙ ናቸው		
12	ከምንባቡ ውስጥ የወጡ መስመረጃዎች ያንተን(ያንቺን) የመማር ፍጥነት ወይም ስቅምታችን(ሽን) የሚመጥኑ ናቸው		
13	መስመረጃዎች በቡድን ሥራ ውቅት ተማሪዎች ስርዓታቸው ወይም ስንዴ ከሴሳዉ ስንዴማማረ የሚያበቁ ናቸው		

ክፍል ሦስት፤ የተማሪዎችን በቡድን ሥራ ሳይ ያሳቸውን ተሳትፎ የሚመስከት ሐተታዊ መጠደቅ መመሪያ፡- ከዚህ ቀጥሎ ስቀርቡት ጥያቄዎች የሚሰማህን(ሽን) የግል ምሳሽ በነፃ ሀሳብ የምትሰጥበት(ጭበት) ነው፡፡

14. ከምንባቡ የወጡ መስመረጃዎችን በቡድን በምትሠሩበት ውቅት ችግር-ፎች የሆኑ ውሳኔዎችን የምትሰጡት ስንዴት ወይም በምን መንገድ ነው?

 -----::

15. ከምንባቡ የወጡ መስመረጃዎችን በቡድን በምትሠሩበት ውቅት የሥራ ድርሻህ(ሽ) ወይም ያሰህ(ሽ) ሚና ምንድነው?

 -----::

16. ከምንባቡ የወጡ መስመረጃዎችን በቡድን በምትሠሩበት ውቅት ከቡድን ስጋሮችህ ጋር መስካም ወይም ጤናማ መቀራረብ ስሰህ?

 -----::

17. ከሳይ በተራ ቁጥር 19 ሳይ የሰጠሽው(ሽዉ) ምሳሽ ከምንባብ የወጡ መስመረጃዎችን በሚተሠሩበት ሰዓት በቡድን ሥራ ሳይ ምን መስክ ያሰው ደመስሰህ(ሻሰ)?

 -----::