

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY



SCHOOL OF HUMANITIES AND LAW

DERPARTMENT OF ENGLISH

**A STUDY ON FEMALE STUDENTS' PARTICIPATION IN MIXED AND SINGLE
SEX GROUPS: THE CASE OF GRADE 10 STUDENTS AT DIRE ENCHINI
SECONDARY SCHOOL**

BY

TENAGNE GUTEMA

SEPTEMBER, 2017

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SECONDARY SCHOOL.**

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TENAGNE GUTEMA

ADVISOR

YESHITLA HABTEMARIAM (PhD)

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BY:

TENAGNE GUTEMA BEDASSO

APPROVAL OF THE EXAMINATION BOARD

NAME

Yeshitla Hebtewariam (PhD)

SIGNATURE

[Signature]

DATE

30/09/2017

ADVISOR

Biniyam Atnaye (PhD)

[Signature]

30th Sept, 2017

EXTERNAL EXAMINER

Dr. Mekuria Aben

[Signature]

1.10.17

INTERNAL EXAMINER

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Abbreviations

EFL English as Foreign Language

ELT English Language Teaching

Abstract

This study principally focused on grade ten female students' participation in mixed and single sex groups at Dire Enchini secondary school. It focused on factors that influence female students' classroom discussion. The study utilized descriptive design to clarify credible data from the subjects. Seventy eight students with eight teachers were involved in the study. Data were collected through observation, questionnaire and interview. Questionnaire was used to verify whether English teachers really treat Female students in single and mixed sex groups to help them participate confidently in group discussions. Classroom observation was used to obtain direct information about the participation of female students' and the actual practice of teachers in single and mixed sex groups. And interview was used to gather data on deep feeling on female student's participation. Interview was also used to supplement the questionnaire and observation data. Questionnaire data was analyzed using descriptive statics. Data from observation and interview were analyzed qualitatively. Findings of the questionnaire data indicated that the great majority of the respondents claimed that the teachers did not treat and encourage female students in single and mixed sex groups equally to participate in group discussions. Besides, there is no enough follow up to enhance the participation of female students in mixed sex as compared to single sex groups. As interview findings indicate, there are some factors that affect female student's participation for instance, dominance of male students, and their self-confidence, their back ground (cultural and social views).In addition to this; female students participate better in single sex groups than mixed sex groups. The findings call for all ELT, stake holders and educational bureau participation to solve this critical problem.

CHAPTER ONE: INTRODACTION

1.1 Background of the Study

Gender inequality and female discriminations seem to begin at home in the family and extend its dimension towards school institutions and put educational objective and the acquiring of knowledge in to great obstacles USAID (1990). Women were conventionally believed to be subordinate and supportive in mixed-sex groups; while men are considered to be relatively dominant and competitive. In the school context, gender identity is hugely noticeable. There has been traditional assumption that competitive tendencies are much rewarded in the school context and that female and male students' classroom participation is not equal, especially the male students are more likely to dominate (Coates, 2004).

A number of studies indicate that Ethiopian females lag behind their male counterparts academically for several genders related reasons (Tsige, Haile 1994). One of major area where female academic under achievement becomes apparent is the classroom. While they are not intellectually inferior, female students do not seem to assert them through positive in initiating behaviors of the assigned class discussion (Maccaboy, Woods & Hamersley, 1993). Teachers like assertive boys most and assertive girls least (Sparrr, 1994). Some teachers also hold negative attitudes about the academic potential of female students and mirror the society's gender biases into the classroom participation (World Bank, 1996). Research in university lecture halls reveals more over all teacher attention to boys and more active participation by boys (Bailey, 1993). The same research shows that boys receive excessively higher attention also in kindergartens, elementary and secondary school. Reports of gender inequality in education appear to be universal, but the imbalance seems to be greater in developing countries, like our country, where schools reflect and promote society's low expectations of girls through exclusion and avoidance.

Girls have higher confidence in their single sex groups than in mixed sex groups. They also consider confidence as a major factor affecting girl's level of participation in English and other classes. According to this, girls' confidence which may be conveyed through acts of assertiveness is not usually perceived positively as it is contrary to cultural expectation which is not reserving freedom to them. Some teachers in some single sex and mixed groups give less

attention to group participation. Most of the students also seem not to be interested and effective in classroom participation. Moreover, depending on ensuring and providing equal opportunity for female students in group participation without any discrimination by their sex and potential were not realized in both groups. Therefore, this study has been designed on female students' participation in mixed and single sex groups at Dire Enchini secondary school.

1.2 Statement of the Problem

Schools are used as source of future generation for a given country. Moreover, the issue of gender, particularly in the education sector has become a major concern. Participation in group discussion is one of the main areas that need due attention of equal participation of both male and female students. The participation of female students is under several problems like lack of full confidence, girls are interacting less and being silenced by boys, leading to girls' lesser, verbal involvement in group discussion activities in mixed sex group that resulted unequal participation between single sex groups(Tsige Haile 1994).

Moreover, in group discussion, lesson does not seem to consider female students' participation particularly in Dire Enchini secondary school. For instance, as an English language teacher, the researcher held a classroom observation twice in a semester and found while some teachers were ordering their students simply to open the book and discuss with their groups for 10-20 minutes. The teachers did not seem to realize the use of participation and were not encouraging female students in mixed sex groups and single sex groups to discuss in groups freely. In line with this issue, a few related international and local studies were conducted so far. For instance, a research conducted by Barton Ager (2002) on an investigation of single sex in EFL classroom and its learning performance and the finding of the study shows that only top female students feel free to learn and participate actively in group.

In the Ethiopian context, Markos (2005) conducted a study with the objective to assess factors affecting female students' participation in mixed sex groups in EFL classroom and the result of the study indicated that all female students have the same problem in participation. And a research was conducted by Fitsum Sitayehu (2008) to assess Female Students participation in mixed sex group in EFL classroom and the finding of the study indicated that teachers only focuses on the general participation of students. However, all of the above studies were not conducted to compare the participation of female students in mixed and single sex groups together rather they were conducted separately i.e. on single sex or mixed sex groups and as it was stated in the background of the study some of the factors have not been assessed yet. Thus, the researcher of this study tries to compare the participation of female students' in English language class between mixed and single sex groups at Dire Enchini Secondary school.

1.3 Objectives of the Study

1.3.1 General Objective

This study generally aimed to compare the participation of female students' in English language class between mixed and single sex groups.

1.3.2 Specific Objectives

The study attempted to:

- Identify the level of participation female students' exhibit in single and mixed sex groups.
- Distinguish factors that affect female students' participation in single and mixed sex group.
- Identify ways by which female students' participation can be treated in single and mixed sex groups.

1.4 Research Questions

Based on above objectives, the following questions were answered in the course of study.

- What level of participation do female students exhibit in single and mixed sex groups?
- What factors can affect female students' participation in single and mixed sex groups?
- How can female students' participation be treated in single and mixed sex groups?

1.5 Significance of the Study

This study could be used as a reference for other study in the area of female students' participation in group discussion in English class. Learning becomes more productive when learners teach each other. This is only possible if the students participated in group discussion effectively. In so doing, the teachers have a great role to enhance and encourage students to communicate and work with each other. Generally, the researcher strongly believes that study; firstly, it helps grade 10 and other grade students of the school to improve the participation of female students' group discussion in mixed and single sex groups. Secondly, to provide information to English teachers in have a clear idea of the problems linked to teaching language in general and participation of female students in particular. Thirdly, the finding of the study may also, to solve factors that have influenced female students in participation of group discussion in mixed and single sex groups. Fourthly, the findings of the study may also increase awareness to teachers and other concerned bodies.

1.6 Scope of the Study

The study was limited to study female students' participation in mixed and single sex groups at Dire Echini Secondary school grade 10 students and teachers, which is found in West Shoa Zone, Dire Echini Worde and 40km south of Ambo town. As to its coverage, due to shortage of time the study was confined to grade 10 students of Dire Echini Secondary School and EFL teachers. The study mainly focused on whether there was a difference in female students' participation in group discussion in English language classes among the students of mixed and single sex groups.

1.7 Limitation of the Study

This study has some limitations. Due to shortage of time, not all activities of female students' participation in single and mixed sex groups' phase have been considered in the study. The number of classroom observation was limited. Fourteen classrooms were not observed only five classroom were observed only once.

1.8 Organization of the Thesis

The study consists of five chapters: the first chapter contains the introductory part, which provides the basis for the other chapters and it consists of back ground, statement of the problem, objectives of the study, significance, limitation and scope of the study. The second chapter is review of literature, which focuses on the conceptual and empirical frame work of the study. The third chapter covers research design and methodology of the study. Chapter four emphasizes on presentation and analysis of the data; finally the fifth chapter presents summary, conclusion and recommendations.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Gender Identity

Coates (2004) discusses that learning how to be and how to do things like a man or a woman, a boy or a girl is a way to acquire gender identity. People are born with a physical identity as a boy or a girl, while they learn how to perform masculinity or femininity in a particular speech community as they grow up in a hierarchical social order where men and women differ in a wide variety of ways. Children begin to sound like a boy or a girl, to speak gender-differential language, and to do masculinity or femininity. Some research suggests that male children are socialized to dominate conversation from an early age with the support from all participants in family and community, for instance, parents try to control the conversations with their daughters more than those with the sons, which indicates that the daughters are more interruptible and less permitted to speak (Coates, 2004:157). Boys and girls learn to behave as girls and boys throughout childhood and adolescence, and create new gender identity and I modify their behavior in changing circumstances as they step into adulthood.

2.2 Gender Identity in the Classroom Setting

In the school settings, gender identity is hugely noticeable, as Graddol and Swann (1996) discuss, saying that girls and boys use certain conversational features to motion their commitments to their respective gender group. Various studies show differences in male and female children in a wide range of linguistic forms.

According to (Coates, 2004);

Boys use different conversational strategies from those of the girls to achieve dominance. For instance, they are more likely than the girls to interrupt others including the teacher to get the floor, and use more directives in their comments. Girls, on the other hand, are inclined to achieve unity and agreement of the interaction by giving more minimal responses to support the current speakers or signal interest in the topic, and use less directives and more attentive expressions to show cooperation (p168).

2.3 Gender Difference in Participation

Female and male are considered to have different conversational interaction. In the first place, the amount of talk differs. Female are stereotyped as talkative, while some evidence shows that it is male who talk more, particularly in formal and public occasions (Coates, 2004). These research findings contradict the stereotype of female that they are considered to talk more than male. Why are female characterized as talkative since the evidence points to the contrary? Sunderland claims that people have different expectation of male and female speakers: men have the right to talk, while women are expected to keep silent, and are allowed no more than a few times (Coates, 2004: 118). In the second place, as for the conversational style, women's interaction is said to be based on relationship and aims to achieve unity and closeness, so they use more supporting and cooperative features.

2.4 Discussion Style

Female and male differ in the way of talking, in that men seem to follow a style of interaction based on power, while female follow a style based on unity and support (Coates, 2004: 126). Some of the linguistic features in conversation, including topic development, minimal responses, interruption and overlaps, turn-taking patterns and so on, are used to characterize women's cooperative style and male's competitive style. As for the female, they are characterized by preferring some topics concerning emotions, family and friendship, and they are focused more on the maintenance of the relationships among the speakers. Hence, the female speakers are more likely to use frequent and supportive minimal responses, less interruptions but high-involvement overlaps, more uncertain expressions such as *far as I know*, *I mean* and *sort of* in both single-sex conversations and mixed-sex conversations. All these conversational features arrive at a distinctive style of cooperative speech of women. On the other hand, male tend to select more impersonal topics that are generally information-oriented, delay their minimal responses to signal the lack of interest or the lack of support for the current speaker, use more interruptions to get the floor and tend to keep the floor as to control the conversation. The combination of these features amounts to another distinctive style of competitive speech of male (Coates, 2004).

In addition, the ways of talking would change in different circumstances, just as Cameron concluded that context is more important than gender in determining how cooperative or competitive speakers are (Cameron, 1992: 52).

2.5 Classroom Talk and Second Language Learning

Linguistic input and output play very important roles in second-language acquisition and learning (Light Own & Spada, 2006). Most language teachers believe that students benefit a lot in using the second language as often as possible in classroom context. There is evidence that second language learners find their progress depends to a considerable extent on access to the floor and to the teacher's attention. In some situations, the teacher might be the only source of second-language input and chances of using the second language are slight. Therefore, it is of great significance for the second-language learners to make full use of the opportunities of practice speaking the second language in class (Holmes, 1995: 198-200). Some researches show that male-dominated interaction pattern is prevailing in second language classrooms, and "female language learners are not getting their fair share of the talking time and the equal opportunities for monitored practice to male learners" (Holmes, 1995: 200). It seems that getting a fair share of the discussing time and teacher's attention is a particular problem for female students in mix-sex and single sex groups. Schools and teachers have the responsibilities for ensuring each female student has equal focus in education (Skolverv, 2010). So, female students are enabled to enjoying equal opportunities to participate in EFL class to discuss, ensuring to get equal chance without discriminate in class participation, make a suitable situation for them to participate on lesson in both groups and providing continuous encouragements to them. Through this it can be increase the participation of female students in group discussion.

2.6 Gender Difference in Classroom Talk

There is evidence that boys tend to get more attention from the teachers and can dominate in classroom circumstances (Coates, 2004). As far as the amount of talk is concerned, boys talk far more than the girls, not only for the turns they take but also for the number of words they uttered or the time they hold the groups' discussions. Research shows that boys' dominance in the classroom is co-constructed by all participants, including the teachers (Coates, 2004:190). For example, boys are allowed to call out the answers, while girls are not treated in the same way if

they do like the boys. Even on condition that calling out is not encouraged and the teacher select the student who raises hand first, the boys still dominate by getting the look from the teacher when the teacher directs a question, or put up hands earlier than the girls to ensure their greater participation, particularly more speaking-turns (Graddol & Swann,1996). As for the conversational strategies boy students and girl students adopt in classroom talk, some evidence indicates that boys are more competitive than the girls to speak up and express themselves. They tend to interrupt others more often than the girls to direct a question, not only for information, but in most cases, to challenge the statement of the speaker, or to grab the discussion. There is evidence showing that in the group play of girls and boys, boys use different sorts of directives from the girls, particularly the boys use explicit commands and ‘aggravated’ directives, while the girls typically use more mitigated directives’ (Coates, 2004:94-95).In a word, the difference in the amount of talk for boys and girls, as well as the difference in their speech styles co-constructs male dominance in class.

2.7 Gender and Verbal Interactions in Mixed and Single Sex Groups

Gender interactions are a very important phenomenon in the classroom in particular and in the school compound in general because much of the learning that takes place is embedded within them. Studies into friendship systems in the primary and middle secondary years show that classroom friendships and play groups tend to be unisex. (Best, 1983; Etaugh & Liss, 1992; Maccaboy and Jacklin, 1990; Thom, 1993; cited in (Bailey, 1993). Summarizing the cross-cultural literature on the same subject of gender relations, Maccaboy (1990) also write: Fairly distinctive styles of interaction develop in boy and all-girl groups. Thus the segregated play-groups constitute powerful socialization environments in which children acquire distinctive interaction skills that are adapted to same-sex patterns. The distinctive patterns developed by the two sexes at this time have implications for the same-sex and cross-sex relations that individuals form as they enter adolescence and adulthood. (Bailey 1993: 516).

Jones and Coates (2004) argue that girls have higher confidence in their same sex groups than in mixed sex groups. They also consider confidence as a major factor affecting girls' levels of participation in English classes. According to them, girls' confidence which may be conveyed through acts of assertiveness is not usually perceived positively as it is contrary to cultural

expectation which is reserve not freedom. This stereotypical expectation has resulted for girls in what Jones and Coats (1992) call "learned helplessness" i.e. crippling low levels of self-confidence. However, some researches on the relationship between assertiveness and gender show that college females are significantly more assertive than college males. (Jones, Kelly, and Coats, 1999). Misgina (1994) also found a similar condition at Addis Ababa University where female students scored higher than males on tests of assertiveness. But other studies (Kimble, 1984; Mathison & Tucker, 1999) report greater male assertiveness in public situations and greater female assertiveness in private interpersonal settings. In a different finding, Lehar and Stauffacher (in Mesgina 1994) state that assertiveness is positively correlated with only masculine sex role characteristics, not sex. But it has been suggested that sex be seen as a status indicator. After a review of the literature, Unger (1997) concluded that male-female interactions in discussions tolerate a prominent similarity to interactions between people of superior-inferior status.

Men in a mixed-sex discussion group feel they are interacting with inferior partners while women feel they are conversing with their superiors. Dillon & Wood also write: When individuals enter a group their interaction is affected by perceived status because status clues lead people to have expectations about each other's performance. In particular higher status people are expected to contribute more effectively to the group's task and consequently are given and take more opportunities to participate. This may have an implication for analyzing men's and women's participation in groups' participations. (Dillon and Wood, 1998: 227) In their American research Cameron and Kahn (1992) show conditions under which male discriminate against female as discussion partners. Their research showed that male liked competent female only when they were not fears to their superior status or competitiveness. More competent women were often singled out for exclusion from group tasks involving competition. Cameron and Kahn (1992) thus concluded.

Males do not like competent females in competitive contexts and thus both discriminate and attempt to punish them by exclusion from the groups (Cameron & Kahn, 1992: 35) Dillon Aries (1955) study of native speaker situation showed that the interpersonal styles of males and females vary noticeably in unisex and mixed -sex groups. Interactions of all-male groups mainly demonstrated a fight for status, power and competitiveness as seen in group members learning to

bring about dominance, to concentrate on topics of aggress in and leadership and to talk to groups, not to individual members. Conversely, in exclusively female groups there was more openness and familiarity and fairness in the distribution of turns, and no dominance over group participation. In contrast, mixed-sex interactions demonstrated an obvious status difference between males and females. Women directed their turns principally to males and males produced and received more turns than women. In an Ethiopian EFL college study, Michael Daniel (1993) reported that majority in mixed groups females chose males as their spokespersons showing their confidence in males.

Other research also shows that males receive help from females when they ask for it, but males ignore females' requests for help, (Wilkinson, Window and Chiang, 1993 quoted in Sunderland 1994). In a different research Lockheed and Harris (1990) concluded that while mixed-sex grouping creates opportunities for boys to dominate, such grouping makes females subordinates. The benefits of mixed-sex grouping for girls may be limited by the domineering behavior of boys. The oral inactivity of girls in mixed-sex groups and classrooms is well-known. Conclude from their review of research that males in discussion groups tend to initiate more turns, have greater influence and be more task-oriented than females. In another research on teacher-student interactions in relation to sex, race and grade level, Unger (1997) indicates that male students initiate more positive and negative interactions with teachers than do female students. He also whose study suggests that boys are more likely than girls to be provided public response opportunities. The researchers argue that because boys are active and salient and perceived by teachers as potentially unruly, they are frequently provided response opportunities as a method of maintaining appropriate classroom discipline. They add that, on the other hand, the compliance and inactivity of female students results in fewer opportunities for them to be called on to respond.

Tsige Haile (1994) reports similar patterns of female insignificance. The majority of the girls sampled stated that they do not ask or answer questions in class pivotally due to fear of their classmates and teachers and lack of confidence. In fact interestingly females' tendency to suffer from agoraphobia (fear of crowds) and other phobic conditions is documented.

According to Dillon (1985) phobic conditions may arise more in women than men due to society's stereotyping of women as helpless and dependent. Thus explaining the situation of female learners Sunderland (1994) writes that the classroom as a whole: is gendered in a way that disadvantages the female learner. The dominance of male-controlled values and their consequences: gender practices, roles and relations and identities seem to be no encouragement to female students (Sunderland 1994: 6).Sunderland argues further that multifaceted brought about and reinforced by the English classroom. The fact that the English language itself is gendered may lead to gendered outlook of the world and gendered use of the language as reflected in the gender-differentiated use of language in conversations and discussions. Research reveals that in general women as discussion partners collaborate facilitate and seek agreement, while men tend to over talk, interrupt and disagree with their conversational partners.(Coates, 1986; Holmes, 1990; Spender, 1980, Jannen, 1990) in Sunderland (1994).

2.8 The Level of Female Students' Participation in Class

Wright (1999) conveys that boys often dominate groups' participation which, can negatively impact girls' participation and performance in mixed sex groups. In this regard Olli's and Meldrum (2009) convey that single sex- groups commonly allow girls to better participate and perform in EFL,without being exposed to boys domination and frequent indifferent of girls capacity and talent issue. Also, separating boys boy from girls in groups participation situation is often highly influential in enhancing girls comfort to participate in class without confusion, negative factor in allowing students to experience learning Olli's and Meldrum,(2009) boys often exhibit higher levels of skill, ability, competitiveness and rate of progress of activities and participation on tasks in mixed sex groups than girls of single sex groups . Therefore, for boys in mixed sex groups in lesson, participating may often be restricted due to these differences existing between girls and boys with in the same class. Moreover, when we compared girls and boys in mixed sex groups, girls in mixed sex groups they tends to rank in bottom and most boys rank themselves top rank level .Even when the teacher had identified the girls as top students female were not aware of their own ability and lacked esteem. However, in single sex group girls were found top rate their position with in participation. Meldrum (2009).

2.9 Female Participation in Education and Their Treatments

Female participations are very low representation in different fields' and at all educational levels. In spite of this fact, effort and measures have been taken to encourage females' participation at all level of education. However, there are diverse factors that affect the teaching learning process of female students. According to Tsige (1991), among the factors contributing this gender differences are, societal and cultural beliefs, lack of motivation, lack of confidence, lack of guidance and counseling services and so on. Furthermore, her findings indicate that, psychological also contributed to the low participation of female's students in participation areas where the study was made. Some of the suggestion forwarded by Tsige (1991) to treat female students that the gender gap could be narrowed include: Establishing well organized guidance and counseling programs, giving special attention to female students, educating parents, organizing relevant programs through various means that could change the attitudes of the society in general and of females in particular and giving a full awareness to them, mixing them according to their capacity means top, medium and slow achiever to help each other by sharing their capacity and knowledge, giving equal opportunity to them to participate confidentially in their groups, and by providing equal responsibility to them in classroom to take part in participation .According to Allasbu (1988), as cited in Tsige (1991) the reason for such low participation of women in different levels of education may be attributed to the values and attitudes that society attaches towards education of women that in most parts of society patriarchal thinking dominates culture.

The view of the female students in regard to their education is not in any way different from the view of the preceding groups. In relation to such withdrawn Tsige (1991) indicated that "it is my conviction that female shies away from and avoids involvement in activities outside her home because she fears that she cannot achieve equally with men" thus, it is with such background and disbelief that female students participation is low in different levels of education and this may be also one of the reasons and explanations for their low participation in group discussions. Similarly with the above outlooks Genet (1991) stated that, there are many constraints that prevent women from attaining equal educational level with men. These include: access and attitudes towards certain fields of training (sex separating character of educational program) and various types of barriers like, educational role and social and cultural barriers. Considering the

general personality of girls characterized by synthesis, unassertiveness and low self-image, it is not difficult to imagine their failure in achievement unless special attentions made. Generally, women are regarded as intellectually inferior to men in many societies. This perceived inferiority to women is often given as a justification for their being restricted from playing important roles in the society and their groups participation activities in class especially in mixed sex. Such views also has an impact on the self-image of girls. In relation to this point Genet (1991) explained that, images of women reflect to values and pressures of society but at the same time they fill mental attitudes and support social agreements.

2.10 Factors Affecting Female Students Participation in Class Discussions

2.10.1 Social and Cultural Factors

There are considerable evidences that social and cultural factors have more differences upon gender based variations in performance and attitude at primary school age. Several researcher have shown the parental attitude to children's play tend to be gender differentiated. Boys are often allowed more freedom to explore the environment, to display aggressive behavior and to engage group's activities in class (Kamalesh & Sangral, 1997). They also explained that, as children grow older; they tend to participate with children of the same sex. This in turn may result in greater gender differentiation of discussion skills, since opposite sex children may be excluded or discouraged from single-sex groups. Schools need a clear set of aims and objectives for female students' in class participations with that of mixed sex groups.

2.10.2 Teachers' Attitude and Expectations

Teachers attitude are likely to be the reflection of broader societal view biases about the role and activities of males and females and stereotypical subjects taught in the curriculum. Classroom observations have shown that teachers encourage and pay more attention to boys than girls. Because of this girls often may not answer the questions as equally as the boys, not because of they do not know but because of their socialization that does not allow them to even take the risk of being wrong (Kamalesh, 1997) It may be more helpful to suggest that the interaction between teacher and pupils is bound to be a powerful determinant of a pupil's self-image and confidence, particularly at primary level. Researchers in the field of gender differentiation have also questioned whether teacher expectations of gender related a behavior by pupils have affected

pupils progress and it stresses the gender experiences that teachers bring in to school with them cannot be ignored. They are role models for many children very young children; teachers are their first adult role models other than their parents. Our own experiences are bound to influence how we see boys and girls, both now and in the future. An awareness of this is an important first move towards ensuring a more equitable treatment of boys and girls within the classroom. Teachers interact differently with boys and girls and this creates problems and inequalities in the classroom and when teachers attend to task-oriented activities in class, boys receive more attention than girls and student demand teachers' attention, teachers respond to boys with instructions and to girls without instruction. (ICDR, 1999).

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

As it has been mentioned in the first chapter of this thesis the prime objective of the study is to compare the participation of female students' in English language class between mixed and single sex groups. This chapter describes the research methods that were used to achieve the main objectives of the study. Therefore, an attempt has been made to discuss the research design, instrument of data collection, the development of data collecting tools and data analysis of the entire study.

3.1 Research Design

The research design for this study was descriptive method. This method was mainly used because it is an appropriate method to find out what was happening currently in classroom and to gather necessary information that encountered in participation of group discussion activities. Besides this, it enables to give precise and concise conclusion about the study. Information could be gathered from primary source through the distribution of questionnaires among students. Interview was conducted with teachers, and class room observation was made during teaching learning of English class. The researcher used both qualitative and quantitative method of data analysis.

3.2 Subjects of the Study

Even though this research is needed at different level of educational institutions, the researcher decided to conduct the research at Dire Enchini Secondary School. So, the researcher focused on grade ten students particularly with a belief that they had much information and experience than grade 9 students to say on how female students participate in both sex groups in their classroom. Accordingly, the subjects of the study were grade ten students and English teachers at Dire Enchini secondary school. The researcher took 78 students from the total number of 750 students and 8 English teachers who were teaching at Dire Enchini Secondary school. The researcher selected only 78 students since collecting data from all students were tiring and time consuming.

3.3 Sample Size and Sampling Techniques

In order to achieve the intended objectives of the study, grade ten students and English language teachers at Dire Enchini Secondary School were focused on. As the real classroom situation in this school, it was focusing on the preference of student sitting arrangements. Some female students liked to sit together in classroom and they engaged in the same group (in single sex group). On the other hand, a few of them enjoyed to sit with male students and make their groups with them (in mixed sex group). Depending on this situation, the researcher tried to find out the gap between those groups. By considering this, the researcher selected a sample 39 female students and 39 male students through simple random sampling. In this sampling technique, the lottery method was applied and also 8 English teachers (7male and 1 female) were selected purposively as a sample. Since the number of teachers were small in number, the study included all the English language teachers and together 86 people were incorporated in the study.

3.4 Data Gathering Instruments

In this study the researcher used three data gathering instruments namely: questionnaire, classroom observation and interview.

3.4.1 Questionnaire

The researcher used questionnaire because, it enables to gather data from a large number of people in a short time. Moreover, a questionnaire works well with other data collection tools. This means it can be combined with interview and observation (Griffie, 2012:138). Therefore, both open-ended and close ended questionnaires were prepared and administered for 78 students which were selected to respond to the questionnaire. The student's questionnaires were translated into the students' mother tongue (Afan Oromo) to avoid all possible misunderstanding that may encounter them and increase their understanding before they complete the questionnaire.

3.4.2 Classroom Observation

The main advantage of classroom observation is that biases can be eliminated. If observation is done accurately, the information obtained under this method relates to what is currently happening. As indicated in Robsan (2000) what people do may differ from what they say. Thus, the method enabled the researcher to look into what the teacher did in participating female students in single and mixed sex groups. The observation was conducted based on the pre-designed checklist that focused on 'teachers' activity' and 'female students' activity'. Five sections were selected based on the will of the teachers and each teacher was observed only once. As a result of this, a total of five observation sessions were conducted by using observation checklist of two point scales (yes, no) which was prepared to identify the presence or absence of some selected activities of female students and English teachers. Then, checklist results of the observed were analyzed qualitatively in paragraph form.

3.4.3 Teachers' Interview

As indicated by Wilkinson and Cameron (1992:228), interview is necessary to get deep feeling, perception, views or how people interpret the world around them. For further information, the researcher used interviews. This helps her to obtain data that cannot be gathered through other data gathering instruments and to cross check the data gathered through questionnaires. Semi-structured interview was used to gather more data about the study of female students' participation in mixed and single sex groups. In this case, three English language teachers were selected purposively and interviewed for the causes of differences which existed between the result of lesson observation and questionnaire data. The questions in the interview were developed based on the objective of the study.

3.5 Data Gathering Procedures

The researcher adopted three steps in collecting the data for the study. First, relevant literature was reviewed to get adequate information on the topic. Second, objectives and research questions were formulated to show the direction of the study. Third, data gathering tools were developed. Then the questionnaire was distributed to 78 students with the presence of the researcher using the regular class time. Students who needed explanation about the questions or the way they should make their responses were given clarifications. All the students' questionnaire was returned. As far as interview was concerned, interview for three English language teachers was carried out after class by assigning 10 to 20 minutes for every participant and during every interview the researcher took notes. Finally the researcher used observation checklist and observed 5 lessons by using the pre-designed observation checklist.

3.6 Data Analysis Procedures

In data analysis procedures, the questionnaire data was analyzed before the analysis of observation data. Because it was found that this step could create convenient condition to compare the result of questionnaire data with the result of actual lesson observation data. After observation, data was analyzed and compared with questionnaire data, interviews were held to clarify points which were observed. Finally all data were analyzed and interpreted to reach conclusions and recommendations.

3.7 Method of Data Analysis

The data obtained from teachers and students through questionnaires, observation and interview were analyzed using descriptive analysis method. Accordingly, the data obtained through actual classroom observation and teachers' interview were presented and analyzed in paragraph form qualitatively because such data were difficult to numerate. However, the data obtained by questionnaires of students were presented in tabular form and analyzed quantitatively as well as qualitatively.

CHAPTER FOUR: DATA ANALALYSIS AND DISCUSSION

This chapter deals with the presentation and analysis of data collected through different tools. These were questionnaire, classroom observation and interviews. The first section presents data gathered through questionnaire. The second part describes data from classroom observation. The last part presents interviews data and analysis.

4.1 Discussion and presentation of Data Gathered through Questionnaires

Table 1: Students' Response on Teachers' Equal Treatment of Female Students with Male

Item	Does your teacher treat female students equally with boys in mixed sex groups?	Number of respondents	Percent
Variable	A yes	26	33.3%
	B No	52	66.6%
Total		78	100%l

The result in Table1 shows that majority of the respondents, 52(66.6%) said that their teacher did not treat female students equally with boys in mixed sex groups. Whereas about 26 (33.3%) of them said that their teacher treated equally with boy in the mixed sex groups. This supported in the observation made in the classrooms. In all classrooms the observed teachers did not treated female students equally with boys in the mixed groups. Students blamed their teacher that he/she did not treat female students equally with boys in mixed sex groups. Most of the respondents claimed that lack of equal treatment between male and female students caused effective participatory not to take place in that groups. Consequently, lack of background experience to treat female students in mixed sex groups equally with boys was one of the root cause for their being inactive and inefficient participants in their groups. In addition to this, the researcher identified the reason why teachers did not treat female students equally with boy is that some teachers think that female students were intellectually inferior to male students. And teachers encouraged and pay more attention to boys than girls because girls often may not participate equally as boys.

The results, in general show that the great majority of the students lack equal treatment from their teacher with boys in mixed sex groups.

Table 2: Students' Response Whether female students, participate more in mixed sex groups.

Item	Who participates more in mixed sex group?	Number of respondents	Percent
Variable	A) Boys	39	50%
	B) Girls	25	32.05%
	C) Both	14	17.94%
TOTAL		78	100%

The data in the Table 2 above reveals that half of the respondents 39(50%) said that boys participated more in mixed sex groups. On the other hand, 25(32.05) of the respondents replied that girls participated more in the mixed group. In addition, 14 (17.94) of the students responded that both boys and girls participated more in the mixed groups. From the result in the above table, it could be concluded that female students did not participate more in the mixed sex groups. This was confirmed when the researcher conducted teachers' interview that why female students participate more in single sex groups. Moreover, the teachers responded that female students were dominated by male students in mixed sex groups. This implies that in mixed sex group female students' participation is not as of male students. Female students directed their turns mostly to males and males produced and received more turns than female students. With regard to this, a research conducted by Michael Daniel (1993) in EFL class shows that majority of female students in mixed groups chose males as their representatives showing their confidence in males.

Table 3: Students' Response Whether Female Students Participate More When They were Placed in Single Sex Groups

Item	Do you think that female students participate more when they are placed in single sex groups?	Number of respondents	Percent
Variables	A. Yes	59	75.64%

	B. No	19	24.35%
Total		78	100%

As shown in the above Table, almost two third 59 (75.64%) of the respondents replied that female students participated more when they are placed in single sex groups. While 19(24.35%) responded that they participated more in single sex groups. So, from this it could be deduced that female students participated more in single sex groups. Moreover, teachers' interview data supported this argument by saying when they are placed in single sex groups, they were free and less frightened to participate on the lesson even if they made a mistake they were more confident. For the reason, they were not dominated by male students. In this regard, a research conducted by Olli and Meldrum (2009) conveys that single sex- groups commonly allow girls to better participate and perform in EFL, without being exposed to boys domination and frequent indifferent of girls capacity and talent issue.

4. Students' Response Whether Female Students Participate More When They Were Placed in Single Sex Groups.

Almost all students responded the same things about the reason why they participated more in single sex groups. When they are placed in a single sex groups, female students were more confident and free to participate deeply on their lesson without any fear or interference by other sex. In addition to this, all group members got equal chance without any interruption by male students on their groups' participation. With regarding, the class observation data had evidence which shows female students in single sex groups participated more and encouraged each other without any fear. This is by providing a chance to each other turn by turn to participate in groups or by claim their turns equally with all female students to participate.

Table 4: Students' Response with Regard to How often the Teacher Direct them to participate

Item	How often does your teacher direct female students to participate actively?	Single sex groups		Mixed sex groups	
		Number of respondent	Percent	Number of respondent	Percent
Variable	A. Always	27	34.6%	17	21.79%
	B .Often	40	51.22%	26	33.33%
	C.Some times	11	14.10%	35	44.78%
	D. never	-	-	-	
Total		78	100%	78	100%

From the above Table, more than half (51. 28%) of the respondents replied that their teacher direct them to participate actively in single sex groups often, while (34.6%) of the respondents responded their teacher direct them to participate actively in single sex groups always. (14.6%) of them replied their teacher direct them to participated actively in single sex groups some times and none of them gave their responses on never at all as mixed sex groups. While (44.87%) of the respondent responded that their teacher direct them to participate actively in mixed sex groups sometimes, and (33.33%) of the respondent replied that their teacher direct them to participate actively in mixed sex groups often. whereas (21.79%) of them said their teacher direct them to participate actively always. From the result obtained it could be concluded that the teacher direct female students to participate actively in single sex more than mixed sex groups. In addition to this, the researcher recognized during class observation that there was no sufficient directing them which made them to participate actively in mixed sex groups. This was due to dominance of male students in groups, lack of self-confidence, fear to participate freely in groups as well as no better treatment and directing from their teachers to participate in groups. In contrast female students in single sex groups participated freely and feel confidence due to absence of opposite sex that dominate them .To reduce such differences teachers should gave opportunities and priority for females' students to increase their participation in mixed sex groups. With this support, (Coates, 2004:190) stated that boys were allowed to call out the answer, while girls were not treated in the same way. Even on condition that calling out is not encouraged and the teacher selected male student who raised hand first, the boys still dominate

by getting the look from the teacher when the teacher directs a question, or put up hands earlier than the girls to ensure their greater participation.

Table 5: Students' Responses on How They Rate Their Teachers' Encouragement of Female Students

Item	How do you rate your teacher's encouragement of female students to participate in classroom activity?	Single sex groups		Mixed sex groups	
Variables		No.of respondent	Percent	No.of respondent	Percent
	A.very high	5	6.41%	6	7.69%
	B. high	20	25.64%	15	21.79
	C .moderate	42	53.84%	18	23.07%
	D .low	11	14.10%	40	51.28%
Total		78	100%	78	100%

As indicated in the Table above, 42(53.48%) of the respondents reported that the rate of teachers encouragement of female students in single sex group was moderate, and 20(25.64) of them replied high. On the other hand, 11(14.10%) of them said low in rating their teacher encouragement of female students in single sex groups. And 5(6.41%) of the respondents the rate of teachers encouragement of female students in single sex group was very high. While, 40(51.28%) of the respondents said that the rate of teachers encouragement of female students in mixed sex groups was low and 18(23.07%) of them replied moderate whereas 15(21.79%) of the students reacted as high in mixed sex groups and 6(7.69 %) of them reported that the rate of teachers encouragement of female students in mixed sex groups was very high.

This result shows us that the rate of teachers' encouragement of female students in single sex group was better than female students in mixed sex groups. So, these implies no better encouragements and follow up female students to participate in mixed sex groups.

Table 6: Student Responses to Issues Related to the Frequency in Which Their Teacher Engaged Female Students to Participate Confidently in Mixed Sex Groups

Item	How often does your teacher engage female students to participate confidently in mixed sex groups?	Number of respondents	Percent
Variable	A. Always	-	-
	B. Some times	25	32.05%
	C. Rarely	46	58.97%
	D. Not at all	7	8.97%
Total		78	100%

As shown in Table above, the highest number of the respondents 46 (58.97%) said that their teacher engaged female students to participate confidently in mixed sex groups rarely. Whereas 7 (8.97%) of them replied that their teacher did not engage them to participate confidently in mixed sex groups. On the other hand, a slightly less than a third, 25 (32.05%) of the students responded that their teacher engaged female students to participate confidently in mixed sex groups some times. In fact, these students blamed that they have simply been ordered to open their book and participate with their groups without no support, guidance and engagement from their teacher. From the data, it could be conclude that the teachers did not engage female students in mixed sex groups adequately. This was confirmed when the researcher conducted classroom observation in five sections. This may leads female students' Lack of interest in participation especially in mixed sex groups.

Table 7: Students' Responses on Their Preference Whether or not they participate freely in Each Group

Item	In which groups do female students participate freely?	Number of respondent	Percent
Variables	A. In mixed sex group	18	23.07%
	B. In single sex group	60	76.92%
Total		78	100%

As shown in Table 7 above, 60(76.92%) of the respondents said that female students participated freely in single sex groups. Whereas, 18(23.07%) of them said that female students participated freely in mixed sex groups. From the result of this it could be concluded that female students were participating in an egalitarian way, and all of them participating confidentially or more or less discussing equal amount of time without any interruption or domination by male students in single sex groups. Besides, they showed lower level of stress due to the absence of opposite sex in groups'. Consequently, raises their self-confidence and self-reliance results them the increasing of their participation. As the researcher witnessed during the lesson observation, female students participated freely, and they help each other to enhance their capacity without any fear in single sex groups as compared to mixed sex groups. In addition to this, they participated actively in classroom discussions. To strengthen this idea, a research conducted by Jones and Coates (2004) states that girls have higher confidence in their same sex groups than in mixed sex groups.

Table 8: Students' Response Regarding to What Extent Female Students' Participation Has Been Enhanced.

Item	To what extent has female students, participation been enhanced?	Single sex groups		Mixed sex groups	
		No. of respondent	Percent	No. of respondent	Percent
Variable	A. To the most extent	15	19.23%	4	5.12%
	B. To the moderate extent	49	62.8%	20	25.64%
	C. To a least extent	14	17.94%	54	69.23%
Total		78	100%	78	100%

Based on the above Table, 49(62.8%) of the respondents responded the degree to which female students participation has been enhanced in a single sex group was to the moderate extent whereas 15(19.23%), 14(17.94%) of the students replied that the degree that female students participation has been enhanced in single sex group was to the most extent and to the least extent respectively. On the other hand, 54(69.23%) of the respondents said that the degree to which female students participation has been enhanced in a mixed sex group was to the least extent and 20(25.64%) of them responded that the degree to which female students participation has been enhanced in mixed sex group was to the moderate extent. Whereas 4 (5.12%) of the students said that the degree to which female students participation has been enhanced in mixed sex group was the most extent.

The result of the above data indicated that female students in mixed sex groups have less degree of participation when compared with single sex groups. This implies the teachers did not give such attention for female students in mixed sex groups to increase their participation.

Table 9: Students' Response Regarding to What Extent Female Students' Participation Has Been Enhanced.

Items	How often do male students treat female students to participate more in mixed sex groups?	Number of respondents	Percent
Variable	A. Always	8	10.25%
	B. Often	15	19.23%
	C. Sometimes	29	37.17%
	D. Never	26	33.33%
Total		78	100%

Based on the above Table, 29 (37.17%) of the respondents responded that male students treated female students to participate more in mixed sex groups some times and 26 (33.33%) of them said that male students treated female students to participate more in mixed sex group never on the other hand, 15 (19.23%) of them replied that male students treated female students to participate more in mixed sex groups often. And 8 (10.25%) of the respondents responded that male students treated female students to participate more in mixed sex groups always. Therefore, based on the above male students did not treat female students to participate more in mixed sex groups. This implies male students cover the groups participation without given their turns to female students and shows superiority on female students in mixed sex groups.

10. Students' Responses' with Regard to Factors Affecting Female Students' Participation

A. In mixed Sex group

The majority of the respondents said that female students were affected in mixed sex groups by distraction with other sex or dominance with male, uneven ability level within class, not free to participate in front of opposite sex, fear, anxiety and lack of self-reliance. In addition to this, their back ground (socio- cultural views) which looking female students as they were not equal to male students to participate effectively in their groups.

As the researcher observed from the interviewed questions and classroom observation, female students were proving to be exposed to interruption. Means in a mixed sex group, female students were not free to participate. In mixed sex groups due such factor they stayed out of participation and left their turns for males. With regard to this, a research conducted by Tsige Haile (1994) reports that similar patterns of female challenge .The majority of female students were unwilling to participate due to fear of opposite sex, teachers and lack of self-confidence in mixed sex groups.

B. In Single Sex Group

In case of this, students replied that, female students in single sex groups affected by lack of full interest, full confidence, lack of understanding on groups participation, lack self-esteem, lack of ability towards their participation, lack of continuous treatment, guidance and encouragements from their teachers which minimize their self-confidence and fear. In addition to this, the school factors, such as the role and attitude of teachers means some teachers think female students did not answer the correct answer to issue that were raised on the lesson. Beside, their background (socio-cultural view) and gender differentiation. This begins at birth and can result in their learning of passive to participate effectively in their groups. In line to this, a research conducted by (Sunderland 1994:6) reports that female students in class room participation in single sex group is less competitive in way that exposed the female learner. And phobic condition arise more in female due to society's stereotyping females students lower their confidence in participation. Besides, the dominance of the patriarchal values identify seems be no encouragement for female students in single sex groups.

4.2 Presentation and Analysis of Data Gathered Through Classroom Observations

The analysis of data gathered through class room observation is presented below. During this observation, five teachers were observed from 14 sections of grade ten .The observations were made from April 4//2017 –April24/2017(see appendix6).During the observation, the lessons were offered by classroom teachers, the plasma TV, were not functioning in the school. Teachers' issues on participating female students' in single and mixed sex groups were carefully observed .A summary of observation is given to provide a clear picture about how the teachers treat female students in mixed and single sex groups during group participation.

The first class room observation was held in class of teacher C while he was teaching grade ten section K in the afternoon shift. The teacher had 10 years of teaching experiences.

First, he introduced the researcher to the students and told them that the researcher was there to observe their classroom situation but he didn't tell them the actual purpose of the observation. Then, he allowed them to form groups in mixed sex groups and single sex groups and he introduced the lesson and wrote the topic of the lesson on chalk board. He told the class that the day's lesson was grammar. He ordered the students to open their book at page 142 and discussed the lesson deeply. He informed each of the group to discuss for 10 minutes. He wrote some words on the board while the students were discussing in their groups and both of the groups started to discuss their topics. He asked female students from mixed sex to answer the question but the student say a few word and kept silent and the teacher give other question to answer. And female students from single sex groups asked the teacher to gave the response. The teacher encouraged the student saying she was getting it right but she wasn't achieving the goal. The teacher asked who can try again. The researcher observed that most students did not participate in their groups confidently from single sex groups and from mixed sex groups some what they talked a few words and pass their turns for male students.

Two female students from single sex and 3 female students from other single sex groups raised their hands and the teacher gave a chance for female students. From each groups, one by one and the one replied the answer by constructing the sentence from her exercise book. After all, the teacher himself wrote different sentences on a chalk board what he asked so far. This teacher seemed to be the only one who tried to participate mostly in the groups during the class participation from mixed and single sex groups. However, he focused on female students those from single sex group participated frequently in group rather than treating all female students those from single and mixed sex groups.

The researcher observed grade 10 section C in the morning shift. The observed teacher was teacher A, who had five years teaching experience. He first greeted the students and said that day they had a guest who came to observe their classroom situation how their teaching and learning process would be going on. Then the teacher allowed his students to form groups with mixed and single sex groups. Having said this, he asked the students what they had done so far in their

previous lesson. Then one female student from single sex group replied, what they had done in their previous lesson. In contrast to this from mixed sex, the females left their turns for male students. The teacher said that well, that day they were going to see new lesson. He wrote the topic of the lesson on the chalk board. And then, he ordered to open their book on page 148 and participate up on it and he give a chance for those students who participate quickly and confidently up on it. He ordered the students those who had no text book to be where the text book was and be with them according to their groups in order not to disturb others. He ordered those groups to discuss for 15 minutes.

As they started discussion, he asked them who can make one sentence by using verb or adjective plus preposition. Then a female student from mixed sex groups tried to construct a sentence and were interrupted without completing her idea, and female student from single sex groups raised her hand and give a wrong sentence. He said that the one who had got the right answer would get a prize. He calls one female student from single sex group by her name and he gave a chance for her and she constructs the sentence. The teacher praised her and said “Is she right?” this phrase was frequently used in discussion asked from mixed sex groups kept silent. Then he asked both groups turn by turn is that right and one female student from mixed sex said “No’ then she gives turns for boys and in single sex one female student she said yes’. The teacher asked her again if so, what she thought herself. Then student replied what was asked. This teacher tried to construct one sentence by using verb, adjective and preposition but he did not direct female students in both groups how to put verbs, adjectives and prepositions in a sentence. Besides, he did not give a fair opportunity to enhance female students’ participation adequately in mixed sex groups and female students by themselves leave their turns for boys. In single sex groups the teacher somewhat tried to give a chance to participated in groups.

The researcher observed 10th F from the morning shift. The teacher observed was teacher D. This teacher had 3 years teaching experience. He first introduced the researcher to the class. Then he allows the students to form groups with single and mixed sex groups and he wrote the lesson on the chalk board. He ordered the students to open their book at page 150 and discuss up on the lesson with their groups. Some groups did not have a text book. They tried to turn their chair back to other groups but the teacher prohibited them moving a chair. He said that he had told them to have one text book according to their groups. No one was allowed to move chair. He

stood at the corner of the room and didn't manage and treat what the students were doing in each group. Then female students in single sex groups started discussion without giving such attention and laughing, joking, talk each other. In mixed sex also they seem to participate but they gave their turns for males. Those who did not have a text book they were disturbing the other groups.

After certain minutes, the teacher asked the students if they had finished their discussion but both groups kept silent. After he spent some minutes he asked the female students from both groups' turns by turn to tell the class the general idea of the day's lesson means about article no one raised hands to answer. He asked the students what they had understood from the article then from each group female students simply said what they thought. They were talking to each other rather than replying to what their teacher asked. The teacher himself told what the main idea of the article was. At last he gave the students homework. He told them to do the exercise at home. The students did not say anything with this, the period came to an end and the teacher left the class. During this observation there was no maximizing female student's participation in both groups .Furthermore, the nature of turn reflection in groups seemed to be unwilling to participated and female students' themselves left their turns for male students. The same situation was observed grade in 10 A. the teacher Observed was teacher B, From the morning shift. This teacher had 11 years teaching experience. She simply allows her students to form a group of mixed and single sex and she engaged the students in to the discussion lesson. Then, she ordered the students to discuss for 20 minutes. Then each group's started to participate silently. After that, she asked the students if they finished their discussion. From single sex groups, one student say yes and without saying any idea of the lesson on other hand, female from mixed sex groups kept silent and gave their turns for boys. Some students from single sex groups tried to participate freely in their groups by giving their turns to other groups by calling her name but from mixed sex groups the students were reluctant to do what their teacher ordered them. The teacher provided such activities but the students did not respond. The teacher asked the students to tell the classes about the lesson that they were discussed. While female students kept silent, she replied what she asked them so far. This indicated, the teacher didn't lead to participating them equally in discussion and in mixed sex groups. Due to this, female students left their turns for boys.

Surprising events were observed in class of teacher E while he was teaching grade 10 B in the morning shift. He silently entered the class and cleaned the board. After that he ordered his students to form groups of mixed and single sex groups. Then, he wrote the lesson on a board, he ordered each student to open their books on page 166. The lesson was about prefix and discuss up on it with your groups. After that, he moved from corner to corner almost all students in each groups had no text book. He asked the students why they did not bring to the text book in to class, they kept silent. One student from a single sex groups raised her and asked the teacher to let her go out to bring a text book from other class and the teacher allowed her. After a couple of minutes she came back with one text book. Most students moved their chair to be with her groups form other single sex groups to discuss. The teacher let other four female students from single sex to go out to bring additional text books. Three female students were returned with one text book each and one of them wasn't returned. Then again the teacher ordered his student to sit by their groups. After that one student from single sex groups raised her hands and asked the teacher what they should do. The teacher replied that he was going to tell them what to do then, open their book on page 166 and to discuss up on it. Then both groups started to do something separately. He engaged the students to discuss on the lesson silently without treating and supporting them. He told them to discuss on lesson but he didn't tell them what to do on discussions. Some students were from both groups observed talking to each other, murmuring and laughing. The class room situation in this period was inconvenient.

The researcher observed the teacher was still standing beside the board and read his book he did not manage to participate them in planned way in their groups. In addition, he did not try to treat their participation in both groups.

When 10 minutes left to end of the class, he asked the students if they had finished the discussions. The students replied that they had finished the other said not in each group. The teacher said they had no time. Then after, he ordered the students to turn their page 167 and come to the exercise one. He asked the students what they thought question number one. Then both groups kept silent. This teacher was observed simply ordering students to discuss with their groups without helping, giving turn for reflection in their groups and giving to female students to participate freely in both group and to do activities.

In general the observation data shows that most teachers were observed when they ordered the students to open their books, and to discuss on the lesson with their groups and spent time allocated for only discussions. There was not enough turn for reflection between each group. And also all of the teachers did not participating each female students freely in their groups to articulate their capacity and idea to the lesson they taught. Instead, of the teachers were repeat what they have been taught in the past period and recalling the questions.

Regarding, providing, autonomy to participate confidently, especially in mixed sex groups, in almost all the observed class, the teachers focusing mostly on male students. Means there was no planned action to treat them to participate in their groups or they treated less than male. During group participation in some case, female students in single sex participated freely in their groups and also snatched others' turn to produce some words and sentences on lesson and claim their turns in better way but still there was no fair treatment from their teachers. All students did not involving in the groups' participation. Some students doing other things in groups, joking and murmuring only few female students' attempted to participate frequently in their groups. Majority of learning was that teachers ask close- ended question and automatically fast learner from single sex groups' answered or the teacher continued to answer the questions. So it was impossible to say female students' in mixed sex groups participated fairly under their teachers' guidance and treatments. And there were no better way of engaging female students' to participate actively in mixed and single sex groups.

4.3 Teachers' Interview on Female Students' Participation in Mixed and Single Sex Groups.

A semi-structured interview was used in the present study for two purposes; to enrich the data gathered though questionnaire and class room observations and to collect data on the study of female student's participation in mixed and single sex groups. Therefore, when interviewed the teachers gave the following response; to answer the question "How do you assign your students to a group discussion? And Why?"

In response to the question asked teacher A said;

“Most of the time, he assigns them in mixed sex groups way those male and female students to take part together without grouping them based on sex, but sometimes I grouped in single sex especially to see their level of participation in groups.”

Teacher B answered the same question as follow;

“As for me, I assign in mixed and single sex groups. Due to the fact that to see and identify in which sexes they are more participate in their groups.”

Teacher C on his part had said the following in reply

“Mostly I assign in a single and mixed sex groups. This is to know their Level of participation in groups’ discussions lesson.” but sometimes in mixed sex groups since they are sharing their experience among themselves in good Motives.”

For the question how do you assign your students to group discussion the respondent forwarded the following response. Two of them said that in mixed and single sex groups because of that to know the participation of female students in each group and to identify their capacity in the groups. And one of the teachers said in mixed sex group because they share their knowledge through discussion and learn more from each other by asking question and answering its response. Consequently the teachers responded that they tried to employ the group participation in mixed and single sex groups in classroom. Moreover, the researcher support their idea because as it mentioned in the methodology part means according the real classroom situation of sitting arrangement in that school was depending on the preference of the students. Some female students liked to sit together (in single sex group) and a few female students enjoyed sit with male students (in mixed sex group) to take part in classroom participation by considering this the researcher tried to find out the gap between them.

4.3.1 Teachers’ Interview response on Which Groups Female Students Participate Better

Interviewed teachers gave their response to the question asked on in which groups you think female students participated better in single or mixed sex groups.

Teacher A replied, “Well, female students participate better in single sex group because they can participate freely without any sexism and discouraged by opposite sex but when they grouped mixed way they may not get a chance to participate freely.”

Teacher B also asked the same question and replied, “In single sex groups because they feel free to participate on their groups, they did not fear each other to say on the lesson whether right or not. In mixed sex mostly they dominated by male and they were not active participant and kept silent on turns reflections.”Teacher C also replied, “In single sex groups because they participate freely or less freighted. In mixed sex mostly they fear male students.”

So from this interviewed response all of the teachers, indeed, believed that in a single sex group. Female students were more interested in the participation without any interference of idea from opposite sex or without any gap of idea from male students to discuss in their groups. Furthermore, the interviewed teachers said that female students were more willing to participate and learn freely in single sex groups. Beside this, from classroom observation lesson and from the experience of the researcher they exhibited higher participation and more likely to engaged in groups to show their self-confidence. Therefore, with their increase in self-confidence, female students perceive themselves competent enough in participation and they feel motivated to took part in discussions. With this regard Olli’s and Meldrum (2009) explain that females in single sex groups show better participation and performance in classroom, without being exposed to boys domination and indifferent of girls capacity and knowledge.

4.3.2 Teachers Interview Response What Factors Affects Female Students’ Participation in groups’

Regarding to this, the researcher asked what was female student’s participation in group discussion affected by? Teacher A replied, “There were some factors from these, social and culture view, lack of self-confidence, lack of opportunities in groups and inferiority among themselves.”Teacher B was asked the same question, he replied, “There were factors such as social and culture view on female students participation, female student themselves fear of domination by male students, lack of self-confidence to participate in front of male students.”The same question was asked by the researcher, teacher C replied, “Their attitude means male were

naturally better than female academically, culture and social view, fear of their teachers' and male students."

The above data shows that there were different factors that affect female students' participation in groups: two of them understood that lack of self-confidence, lack of opportunity to participate in groups, dominance of male students, their background (social and cultural views) were some of the factors that affect female students' participation in groups. And one of the teacher said that fear of their teachers and the view that female students had for male students on their academic potential. In addition to this, the researcher observed that those factors were affect female students participation in their groups. In line to this, a research conducted by Tsige (1991) among the factors contributed to gender differences are, their back ground(societal and cultural beliefs), lack of motivation, lack of self-confidence, lack of guidance and counseling service

4.4.3. The ways that teachers maximize female students' participation in mixed and single sex groups

The researcher asked the teachers by saying, "Can you explain some of the way by which you maximize female students' participation in a single and mixed sex groups? Teacher A replied, "In single sex groups, I motivating and encouraging them to be active participants by creating awareness. On other hand, in mixed sex groups by giving equal opportunities with male, to develop self-confidence and by providing frequent chance in groups to participate freely." Teacher B was asked the same question and replied, "I maximize their participation by motivating and encouraging during participation, this by giving equal opportunities in the class on their participation in mixed sex groups and in single sex groups by advising them." Teacher C was asked the same question and gives response, "I encourage them by giving continuous guidance and counseling that they have equal level of participation even better potential to work in groups with male counter parts in mixed sex groups and in a single sex groups by giving awareness and motivation to them."

From the interviewed response, two of the teachers responded that in mixed sex groups we enhanced their participation by providing equal opportunity with male and priority for female students to participate confidently in mixed sex groups. And one of the teacher said that by giving continuous guidance that female potential and male potential were equal in group

participation in mixed sex in addition in some condition female had a top participatory in this groups. However, the researcher observed that from the classroom observation and from her experience there were no such triangulate ideas means providing equal chance, treating and follow up their action. Even the prior chance was given for male students. Because most teachers think male students had full self-confidence and self- reliant to participate by using their potential without any anxiety in groups .In case of single sex groups all of them responded that by giving encouragement and awareness to enhance their participation. But the researcher proved that from the fact that still in these groups there was little encouragement from the teachers. Generally there were no fair planned actions to maximize female students' participation in both groups but it was better in single sex group as compared to mixed sex groups. In line to this, a research conducted by (Skolvert, 2010) states that female students were enabled to enjoying equal opportunities to participate in EFL class to discuss, ensuring to get equal chance without discriminate them in their sex in class participation, make a suitable situation for them to participate on lesson in both groups and providing continuous encouragements to them. Through this it could increase the participation of female students in group discussion in both groups.

4.3.4 Teachers' Interview Response which Groups Female Student Need More Treatments Single or Mixed Sex Groups?

For the question in which groups do you think female students need more treatments in mixed or single sex groups? Teacher A replied, "in mixed sex groups because by this case, since male students may dominate them, female students need much more treatment in mixed sex groups." Teacher B asked the same question and responded "in mixed sex groups because they were afraid to take part confidently with male students. Such if they make some wrong answer to the question that rises from the teacher or on the lesson that they were discuss up on it." And teacher C gives his response "in mixed sex groups because mostly they were dominated by males and fear to participate confidently."

All of the teachers indeed, believed that in mixed sex groups. Due to the fact that they dominated by male students, fear to participating in front of opposite sex if they made a wrong answer. Furthermore, female students by themselves did not have full confidence to participate freely in mixed sex groups due to their cultural back ground.However,most teachers did not identify how treated female students in single and mixed sex groups to fill the gap between

them. In line to this, the researcher suggested that female students in single sex group treated by establishing well organized guidance and counseling programs, giving special attention to female students, mixing them according to their capacity means top, medium and slow achiever to help each other by sharing their capacity and knowledge. And in mixed sex group by giving equal responsibility with male without discriminate them, educating parents, organizing relevant programs through various means that could change the attitudes of the society in general and of females in particular, giving a full awareness to them in class and giving a priority for them to participate confidentially in their groups or to compete with others.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents summary, conclusions and recommendations. Brief summary about the study has been stated. Conclusion of what has been found out was discussed. Based on the findings, recommendations were forwarded.

5.1 Summary

As has been stated, this study has three objectives. These include, identifying the level of participation female students exhibit in single and mixed sex groups, Distinguish factors that affect Female students' participation in single and mixed sex group and identify ways by which female students' participation can be treated in single and mixed sex groups .To do this, seventy eight students and eight teachers of Dire Echini secondary school were involved in the study.

Questionnaire was used to verify whether or not teachers treated female students in mixed and single sex groups adequately besides, how teachers enhanced female student's participation in single and mixed sex groups and in which groups female students participated freely without any fear The interview was used to know which groups participated better and factor that affects female students' participation in a single and mixed sex groups.

Classroom observation was used to gather direct information on teachers' classroom practice and female students themselves in the participation of group's discussion activities. Both qualitative and quantitative methods and descriptive research design were used in the study. The data gathered through questionnaire has been analyzed quantitatively using number and percentage while data from classroom observation and interview were discussed and analyzed qualitatively. Findings of the questionnaire indicated that teachers did not direct female students to participate in mixed sex groups adequately to maximize their level of participation and the teachers did not engage female students to participate in mixed sex group as single sex groups. In addition, there were no equal treatments in their groups. And female student participate more free in single sex groups than mixed sex groups.

Class room observation data, confirmed the questionnaire findings and the data gathered through interview supplements the questionnaire and classroom observation findings and similarly interview data conveyed that the factor that affects female students participation in mixed and single sex groups.

5.2 Conclusions

Findings from the questionnaire data indicated that the majority of the students claimed that their teachers did not treat female students in mixed sex groups adequately and encourage them to participate actively in their groups. Besides this, the teacher did not enhance the level of their participation equally with boys in mixed sex groups. Female students in mixed sex groups were less confident to participate and boys tend to dominate the group participation. Further findings indicated that when we compare female students in single sex groups and mixed sex groups, female students in single sex groups participate better and freely without any fear or dominated by male students.

The finding of Classroom observation data indicated that most teachers were not participating female students adequately especially in mixed sex groups mostly on rough treating and there was no frequent follow up in their participations. In some case, female students in single sex group participated freely and snatched others' turn to produce some words and sentences on the lesson that they were discussing on it in better way than mixed sex groups.

The finding of the interview also revealed that the factors that affect female students' participation in mixed and single sex groups. In single sex group, female students were affected by lack of full interest, lack of full confidence and lack of understanding on participation. Besides to this, lack of continuous treatments and guidance from their teachers that enrich their self-confidence. In mixed sex groups it includes being destructed by opposite sex, uneven ability levels existing between male and female, inferiority among themselves, lack of opportunity to participate and lack of self-assurance. Moreover, their back ground (socio-cultural view) which looking females' students were not equal to male students to participate effectively and frequently in groups. As a consequence, low expectation peers to females' participation and female students themselves lowering their participation. Based on the above facts, it could be

conclude that female students affected by different factors in groups' participation. Interview findings further indicated that, female students want more treatment in mixed sex groups than in single sex.

5.3 Recommendations

Educating female students has considerable social - return. It is one of the critical pathways to promote educational goal and economic development of the society. This must be a central concern in effort to improve learning achievements, school effectiveness, teacher awareness, education management and create good situation for female students to participate fully in group discussions. As a result, the participation of female students in mixed and single sex groups were not given due attention. To mitigate these problems, it would be advisable that the teachers , educational experts, and other concerned bodies have to consider the following recommendations.

- To maximize female students' participation in group discussion in classroom, teachers have to encourage and treat them equally in mixed and single sex groups to develop positive attitude and to participate freely in EFL classes.
- In order to enhance female students participation in mixed and single sex groups English teachers, other female experts, the parents, organizations and other concerned governmental offices should be involved to create awareness to them and avoid unnecessary gender biases.
- Female students have to participate in mixed and single sex groups confidently without any interruption like their male counterparts equally to their brothers. Therefore, fear of opposite sex relationship low participation and their groups can be changed.
- Female students existing perception about lower capacity in participating in mixed sex groups than in single sex groups has affected female self-esteem, self-confidence, and inferiority of themselves which in turn has an effect on their participation. Therefore Dire Enchini educational bureau and teachers have to work hand in hand with stakeholders to promote and change the existing picture of female student's participation.

- Above all, there is a need for a future study to focus on finding ways teachers could cope up with the challenge faced in carrying the participation of female students in mixed and single sex groups more effectively.

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Appendices

Appendix I: Questionnaire for students

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND LAW
DEPARTMENT OF ENGLISH
Questionnaire for Student

Dear students,

The purpose of this questionnaire is to gather data on female students' participation in mixed and single sex groups in Dire Enchini secondary school grade 10 students. Your response will have much contribution to the success of the intended study. You are kindly requested to read each item carefully in the questionnaire and give your genuine responses. I would like to assure you that the data will be used only for the research purpose. You may not need to write your name.

Thank you very much in advance for your cooperation.

Instruction I: Circle the answer for your choice and write down your opinion in the space provided for open ended question.

1. In a mixed sex groups, does your teacher treat female students equally with boys?

A. yes B. No

If your answer is No, what is your reason?

2. In mixed sex groups, who do you think participate more?

A. Boys B. Girls C Both

3. Do you think that female students participate more when they are placed in a single sex group? A. Yes B.No

If your answer the question number 3 is yes or no, what do you think the reason is?

4. How often does your teacher direct you to participate actively in?

- In mixed sex groups?

A. Always B. Often C. Sometimes D .Never

- In single sex groups?

A. Always B. Often C. Sometimes D. Never

5. In which groups do female students participate freely?

A. in mixed sex group B. In single sex group why? Explain

6. How do you rate your teacher's encouragement of female students to participate in?

- Single sex group?

A. Very high B. High C. Low D. Medium

- Mixed sex group?

A. Very high B. High C. Low D. Medium

7. To what extent has female students' participation on been enhanced in?

- Single sex group?

A. To the most extent B. To the moderate extent C. To a least extent

- In Mixed sex groups?

A. To the most extent B. The moderate extent C. To a least extent

8. How often does your teacher engage female students to participate confidently in mixed and single sex?

A. Always B. sometimes C .Rarely D. Not at all

10. What is female students' participation affected by

A. In mixed sex group?

B. In single sex group?

Appendix II

**ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND LAW
DEPARTMENT OF ENGLISH**

Teachers' Interview Question

Dear Teacher,

The main intent of this study is to know the participation of female students' in single and mixed sex groups. Therefore, this interview has been designed to gather relevant data for the study. As a result, your responses will have much contribution to the success of the intended study. I would like to assure you that the data will be used only for research purpose. I know you will give me genuine cooperation.

Thank you

Teachers' Interview Questions

1. How do you assign your students to a group discussion and why?
2. In which groups do you think female students participate better? In a single sex or mixed sex group and why?
3. What is female students' participation in a group discussion affected by?
4. Can you explain some of the ways by which you maximize female students' participation in single sex and mixed sex groups.
5. In which groups do you think female students want more treatments? In single or mixed sex group? Explain why?

Interview One

NB: I= interviewer,

TA, TB, TC Teacher A, Teacher B, Teacher C.

I: How do you assign your students to a group discussion and why?

TA: Most of the times I assign my students in mixed sex group way those male and female students to take part together. Without grouping them, based on sex but sometimes I grouped in single sex especially to see their level of participation in groups.

I: In which groups do you think female students participate better? In mixed or single sex groups why?

TA: Well, female students participate better in single sex group because they can participate freely without any sexism and discouraged by opposite sex but when they grouped in mixed way they may not get a chance to participate freely.

I: What is female students' participation in group discussion affected by?

TA: They are affected by different factors those are social and cultural such as the community, the environment of the school, lack of confidence lack of opportunities and inferiority among themselves

I: Can you explain some of the ways by which you maximize female students' participation in single and mixed sex groups?

TA: Many measures can be used to assure female students' participation. These are in a single sex group motivating and encourage them to be active participants, by creating awareness to them .In mixed sex by giving equal opportunities to develop self-confidence, and by giving frequent chance for them in groups, creating awareness to minimize fear to participate.

I: In which groups do you think female students want more treatment? In single or mixed sex groups? Explain why?

TA: In mixed sex groups because by this case, since male students may dominate them, female students need much more treatment in mixed sex groups.

Interview Two

I: How do you assign your students to a group discussion and why?

TB: I assign them in single and mixed sex groups because of the fact that to see and identify in which groups female students participate more in their groups and to know the problem they have on group's participation especially in mixed sex.

I: In which groups do you think female students participate better? In single sex or mixed sex group and why?

TB: In single sex groups because they feel free to participate on their groups, they did not fear each other to say on the lesson whether right or not .In mixed sex mostly they are dominated by male and they are not active participant and kept silent on turns reflections.

I: What is female students' participation in a group discussion affected by?

TB: In case of this there are different challenges such as social and cultural views, the learner themselves fear to participate, domination of male students in groups, lack of self-confidence.

I: Can you explain some of the way by which you maximize female students' participation in mixed and single sex groups?

TB: By motivating and encouraging them during participation. And also giving equal opportunity to participate, moralizing them in their groups

I: In which groups do you think female students want more treatments? In single or mixed sex groups? Explain why?

TB: In mixed sex groups because they are mostly afraid to take part confidently with male students. Such if they make some wrong answer to the question that raise from the teacher or on the lesson that they are discuss up on it.

Interview Three

I: How do you assign your students to a group discussion and why?

TC: Mostly I assign in mixed and single sex groups because to know their ability in group participation and to identify their level of participation. But sometimes I assign them in mixed sex group since they share their experience among themselves in good motive.

I: In which groups do you think female students participate better? In single or mixed sex groups why?

TC: In single sex groups because they participate freely or less freighted.

I: What is female students' participation in a group discussion affected by?

TC: cultural and social dominance, their own attitude that males are better than females' naturally, fear their teacher and dominance of male students to participate freely.

I: Can you explain some of the way by which you maximize female students' participation in single and mixed sex groups?

TC: Encouraging females by guiding and counseling that they have equal or even better potential to participate or work in their groups like male partners.

I: In which groups do you think female students want more treatment? In single or mixed sex groups? Explain why?

TC: In mixed sex groups because mostly they are dominated by males and fear to participate confidently.

Appendix III

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY O

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

Classroom Observation Check List

The main purpose of this observation checklist is to assess the activities practiced in the classroom in relation to the participation of female students in mixed and single sex group discussion. The activities will be marked in the category of yes/✓ / no/× / on the basis of whether they happen or not in the classroom.

Classroom observation check list for female students participation in group discussion.

General information

Name of the school _____ section ____ date _____ time begin _____ lesson being observed _____ time end _____ number of students in class _____

No	Issues	Observed		Remark
		Yes	No	
1	Nature of Groups formed			
	a. Mixed sex			
	b. Single sex			
2	Female students participate freely in:			
	a. Mixed sex group			
	b. Single sex group			
3	Female students' is frequent participation in:			
	a. Mixed sex group			
	b. Single sex group			
4	Teacher's treatment of female students participation in			
	a. Mixed sex group is as equal as with that of boys			

	b. Less than of boys			
	c. Casual			
	d. Planned			
5	Nature of turns reflected			
	a. In a mixed sex group, female students leave their turns for boys			
	b. Claim their turns equally with boys in a mixed sex group			
	c. Snatch boys turns			
	d. In a single sex group, female students claim their turns better than in the mixed sex group			
	e. In a single sex group, female students snatch others' turns			
6	Teacher's Treatment of female students in a single sex group			
	a. Is fair (opportunities are equally distributed)			
	b. Is not fair (opportunities are not equally distributed)			
7	Teacher coping strategies for			
	a. Maximizing female students' participation in a mixed sex group is adequate			
	b. Maximizing female students' participation in a single sex group is adequate			
8	Female students' level of participation with confidence in:			
	a. In a mixed sex group is adequate			
	b. Single sex group is adequate			

Appendix IV

Translated students' questionnaire

Gaaffannoo I

Mana Barumsaa Sad 2faa Diree Incinnii Gaaffannoo Barattootaan Guutamuu

Kabajamoo barattoota,

Kaayyoon gaaffannoo kana haala raawwii fi rakkoowwaan hirmaanaa barattoota shamaraanii garee shamarran qofaa fi dhiira fi duubaraa waaliin qaban kan barattootakuta 10ffaa ilaalchisee odeeffannoo waliitti qabuuf ,Gaafannichi sadarkaa raawwii isaafi hirmannaa barattoonni shamarranii kana irratti qaban sakkata'uun beekuf. Hirmaannan isin gaaffilee kana qulqullinaan deebiisuun gootan qo'ata qo'annoo kanaa waan baay'ee ishee gargaruuf yaada qabdan shakkii malee akka kennitan kabajaan isin gaafadha.

Galatoomaa!

Qajeelfama Waaliigalaa

Maqaa kee hin barreessin

Ajaja kenname sirritti hordofi

Qajeelfama 1: Gaaffilee armaan gadii dubbisii deebii kee filaadhuu ,akkasumaas bakka duwwaa guuti.

1. Garee walmakaa keessattii barsiisaan kee qixaa dhiiraa warreen shamarranii deeggaraa?

A. Eeyye

B. Lakki

Yoo deebiin kee “LAKKI” ta'e sababii isaa maalii? Barreessi

2. Garee durbaa fi dhiiraa (walmakaa) keessatti eenyutu caalaa hirmaataa?

- A.Dhiira B. Durbaa C. laachuu

3 .Akka yaadutti barattoonni shamarranii yeroo garee shamarranii qofa ta'e irra caalaa hirmaatuu?

- A. Eeyyee B. Lakki

Yoo deebiin kee gaaffii 3dhaaf “EEYYEE” YKN “LAKKI” ta'e sababni isaa maal jeetaa? Ibsii

4. Si'a meeqa barsiisaan kee akka ati hirmanna ho'aa taasiistuuf karaa sittii argisiisaa?

- Garee walmakaa keessatti

- A. si'a baay'ee B.si'a hundaa C. Darbee darbee D. Homaa

- Garee qofaa isaanii keessatti

- A. si'a baay'ee B.si'a hundaa C. Darbee darbee D. Homaa

5. Garee isaa kam keessatti barattoonni shamarrani of qaba tokkoo malee hirmaatuu?

- A. Isa walmakaa keessaatti B. Isa qofaa keessaatti

Maaliif ibsi

6. Barsiisaan kee barattootni shamarrannii akka hirmaataniif jajjabinni inni keenuuf akkammitti sadarkeesitaa?

- Garee Qofaa Isaanii Keessaatti

A. Baay'ee ol aanaa B. Olana C. Gad-aana D. G.galeessa

- Garee Walmakaa keessaattii

A. Ba ay'ee ol aanaa B. Olaana C. Gad-aana D. G.galeessa

7. Akkataa kamiin hirmannan barattoota shamarrannii ol ka'aa(guddifnaa)?

- Garee Qofaa keessaatti

A. Haala olaanaan B. Haala gid-galeessaan C. Haala gad-aanan

- Garee walmakaa keessaatti

A. Haala olaanaan B. Haala gid-galeessaan C. Haala gad-aanan

8. Yeroo hamaamii Barsiisaan kee barattootni shamarrannii garee lachuu keessatti akka isaan ofitti amaanumman hirmaataniif hordofaa?

A. Yeroo baay'ee B. Darbee darbee C. Murasa D. Tasumaa

9. Rakkoon hirmannaa barattoota shamarrannii Mali?

A. garee qofaa isaanii keessaatti

B. wal makaa keessaatti

Appendix V

Observation summary

		Observation		
Date	1 st	Unit	Lesson	Page
April 4/2017	TC	8	IF sentences	142
April 4/2017	TA	8	Verb or adjective + preposition	148
April 14/2017	TD	8	Article	150
April 18/2017	TB	9	Verb pattern	160
April 24/2017	TE	9	Prefix	166

Appendix VI

Sample Observation

Observation one

School: Dire Enchini secondary school

Grade: 10

Section: G

Date: April 4/2017

Lesson: If sentences

Teacher: TC

T: Today there is a guest among us who has come to observe our class room situation. Mind you students! Then the teacher is aware to form groups in mixed sex and single sex groups. We are going to deal with if- sentences lesson. Now sit with your groups and open your book on page 142 and discuss with your groups on the lesson of if sentence. Discuss in this lesson deeply for 10 minutes and I will tell you what to do later.

FSTm: started discussion on lesson

FSTs: Started discussion on the lesson

T: Bontu, what are you doing are you participating? In mixed sex, please discuss up on it with your group hurry you are expected to discuss on this lesson for 10 minutes.

Bontu: she sat and says some words and silent.

T: Now discuss on these sentences and tell us their meanings. Who can try?

FSTs: may I try?

T: ok continue you are on the way, but you couldn't strike the goal. Is there anybody who can try again?

FSTs: from single sex group S2 and S3; raise their hands

T: Ok Chaltu, what do you think?

Chaltu: she replied.

Biftu: she replied.

T: Excellent chaltu and Biftu..... you are right.

Observation Two

School: Dire Enchini Secondary School

Grade: 10

Section: C

Date: April 4, 2017

Lesson: Verb or adjective + preposition

Teacher: TA.

T: Today, we have a guest who has come to observe our class room situation and how our teaching and learning process will be going on in group's discussion activity. Then, the teacher ordered each student to sit with their groups in mixed and single sex groups. Having said this, who can tell us what we did so far in our previous lesson?

FSTs: Last time we were discussing about grammar that was active and passive sentence.

FSTm: Leave their turns for boys and claim.

T: Well, today we are going to see new lesson about verb or adjective + Preposition. I think we have left four chapters to cover but we don't have more time to go through all activities. So, we have focus on only the main contents to overall chapters and focusing those students who participate quickly and confidently in their groups in mixed and single sex groups on their participation. Open your books on page 148. Have you got? Each group? Right! Now discuss on the lesson to reflect later on your turns for fifteen minutes.

FSTm: Listen boys.

FSTs: They snatch others' turns

T: From verb or adjective + preposition who can make one sentence by using ---

FSTm: She expresses some incomplete sentence and interrupt.

FSTs: Raised her hand.

T: All right the one who has of the right answer will get the prize.

T: Kume would you try?

Kume: from single sex groups she constructs the wrong sentences.

T: Ok, is she right?

FSTm: Silent

T: Is she right? Say something whether it is right or wrong from both group.

FSTm: No: then give turns for boys.

FSTs: Yes she got of the right answer.

T: Good, here you are, take this pen!

Observation Three

School: Dire Enchini Secondary school.

Grade: 10

Section: F

Date: April 14, 2017

Lesson: Article

Teacher: TD

[Before starting the lesson the teacher introduced the researcher to the class.]

T: Today, we will look grammar lesson. Then he allows form a group with single an

d mixed sex groups. Take out your book on page 150 and discuss up on it with you groups it is about article. The teacher wrote the lesson on chalk board. Those groups who don't have text book don't move a chair. I told you that at least there should be one text book on your groups but now, no one is allowed to move chair here and there. That is up to you! Be where you are.

FSTs: they stated to participate up on it but some of them were joking laughing.

FSTm: they seem to participate but they were claim their turns for boys.

T: Have finished discussing?

FSTs: Some say yes (some kept silent).

FSTm: Kept silent.

T: Who can tell us the general idea of this lesson from mixed sex group?

FSTm: Kept silent.

T: So who can tell us from single sex group?

FSTs: one girl article is ----- some are talking to each other.

T: Discussion was going on. Now, let's discuss the questions from the articles. Article is grouped in to two classes. Definite and indefinite articles . Which of the following is definite article? A. a, an B. an, the C the D a

FSTm2: A and C

FSTs 4: B and C

T: Are they right? Which groups are better?

FSTm1: No, the answer is D

T: you mean 'a' could be a definite article. Is she right?

FSTs2: No, yes –No. The answer is A.

T: She is right 'THE' is the definite article. Since we don't have a time, let me give a home work -----This exercise will be your homework. You won't be----- I will check it.

Observation Four

School: Dire Enchini Secondary School

Grade: 10

Section: A

Date: April 18, 2017

Teacher: B

[Before starting the lesson the teacher introduced the researcher to the class

T: last time we were discussing about poem about proud old man. And she also grouped students in to a mixed and single sex groups. DO you remember about the character of the poem?

FSTs: yes----- -

FSTm: yes – yes- -- ask boys sure ---

T: Ok, who can tell us what is the character of poem?

FSTs2: From one of the character of poem it has music form.

FSTm3: From one of the character of poem it have stanza: by looking male students

T: Alright, both groups showing the correct answer, having this, our today's lesson is about grammar. So take out your book and open page 160.It is about verb pattern. Discuss with you group silently for twenty minutes

FSTs: they continued to discuss silently with their groups.

FSTm: they continued to discuss silently with their groups.

T: Have you finished discussing?

FSTs: yes some what-----

FSTm: kept silent ----- say something on this to boys.

T: What have you understand from this verb pattern for single sex groups?

FSTs: One girl say to other girl by calling her name in her group explain it.

Bontu: Ok verb pattern means -----

FSTm: silent

T: Ok ----- we can simply understand-----

Observation Five

School: Dire Enchini Secondary School

Grade: 10

Section: B

Date: April 24, 2017

Lesson: 7 prefix

Teacher: E

T: Today we have a guest. Our last time lesson was grammar. It was future tense. Then he ordered his students to a group with mixed and single sex groups. Today we deal with prefix lesson. Then the teacher wrote the lesson on chalk board. Take out your text book and turn to page 166. It was about prefix please discuss up on it carefully .Oh! Before that, take out your homework. The teacher checked students' home work for ten minutes. Now take out your text book.

FSTs: None of female students had text book.

FSTm: None of them/both boys and girls had text book.

T: He moved from corner to corner why you didn't bring your text in class?

FSTs: silent

FSTm1: they started discussions.

FSTs1: May I go out to bring text book from other class she asked in her mother tongue

T: You may .The teacher let other four students go out to bring additional text book.

FSTs: 1, 2 and 3: returned to the class with one text book each. Two students were not returned to class.

T: now sit by your groups. I think there is a text -----

FSTs: shall we continue? By rising her hands

T: yes you can

FSTm: we are finished our discussion can we say something?

T: quite! I am going to tell what to do. We shall do together later.

FSTs: They were talking to each other.

T: Have you finished?

FSTm: yes we -----not -----

FSTs: not we -----not

T: Be hurry! We don't have a time.

