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POST GRAGUATE PROGRAM

ENGLISH LANGUAGE LEARNERS' ATTITUDES TOWARDS GROUP
WORK: THE CASE OF HIGH AND LOW ACHIEVERS IN GOBA
SECONDARY SCHOOL.

BY

ENDALKACHEW BEKELE

A THESIS SUBMITTED IN PARTIAL FULFILLMENT TO THE
REQUIREMENTS OF THE DEGREE OF MASTER OF ARTS IN
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**English Language Learners' Attitudes towards Group Work: The Case of
High and Low Achievers in Goba Secondary School.**

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**A Thesis Submitted in Partial Fulfillment to the Requirements of the Degree
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September, 2017
Adama, Ethiopia



DECLARATION

I hereby affirm that my research work entitled “*English Language Learners’ Attitudes towards Group Work: The Case of High and Low Achievers in Goba Secondary School*”. A Thesis Submitted for the partial Fulfillment of the Requirement for the Award of the Degree of Masters in Teaching English as a Foreign Language (TEFL) is my own original work and has not been submitted for any assessment, degree, diploma or award at ASTU or any other University or Institution.

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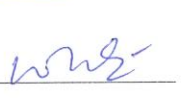
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Table of Contents

Acknowledgement	i
Table of Contents	ii
List of Tables	v
Acronyms	vi
Abstract	vii
CHAPTER ONE	1
INTRODUCTION AND BACKGROUND	1
1. Introduction	1
1.1 Background of the Study	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	5
1.3.1. General Objective	5
1.3.2 Specific Objectives	5
1.4 Research Questions	6
1.5 Significance of the Study	6
1.6 Delimitation of the Study	7
1.7 Limitations of the Study	7
1.8 Organization of the Study	8
1.9 Definition of Terms	9
CHAPTER TWO	10
REVIEW OF RELATED LITERATURE	10
2. Introduction	10
2.1 The Definition of Group Work	10
2.2 Features of Group Work	12
2.3 Effectiveness of Group Work on Language Learning	16
2.4 Students Attitudes' Towards Group work	18
2.5 Relationship between Group Work and Communicative Language Teaching	21

CHAPTER THREE	25
RESEARCH DESIGN AND METHODOLOGY	25
3. Introduction.....	25
3.1 Design of the Study	25
3.2 Sampling Technique.....	26
3.2.1 Population.....	26
3.2.2 Participants and Sampling	26
3.3 Data Gathering Instruments	27
3.3.1 Questionnaire	27
3.3.2 Interview	28
3.3.3 Classroom Observation.....	28
3.4 Data Collection Procedure	29
3.5 Methods of Data Analysis	29
CHAPTER FOUR.....	31
DATA ANALYSIS AND PRESENTATION	31
4. Introduction.....	31
4.1 Response Rate	31
4.2 Data from Student Questionnaire.....	31
4.2.1 Data from High Achiever Students	34
4.2.1.1 High Achievers Students' Attitude toward Group Work.....	34
4.2.1.2 High Achiever Students' Attitude towards Group Work Features	35
4.2.1.3 High Achiever Students' Attitude towards the Advantages of Group Work.....	36
4.2.1.4 High Achiever Students' Attitude towards the Disadvantages of Group Work	38
4.2.2 Data from Low Achiever Students	40
4.2.2.1 Low Achievers Students' Attitude towards Group Work.....	40
4.2.2.2 Low Achiever Students' Attitude towards Group Work Features.....	41
4.2.2.3 Low Achiever Students' Attitude towards the Advantages of Group Work	42
4.2.2.4 Low Achiever Students' Attitude towards the Disadvantages of Group Work.....	45
4.2.3 Differences in Attitudes between High and Low Achiever Respondents	46
4.3 Results of Students' Interview	49
4.3.1 Responses to students' attitude towards using group work for the Lesson	49

4.3.2 Students' response to their feeling when they work with other students	50
4.3.3 Regarding the advantages of using group work in English classroom.....	50
4.3.4 Students' responses to the disadvantages of group work in English classroom.....	51
4.3.5 The way to measure their group members' group work participation	51
4.3.6 Students response to the relation between group work and their success in English...	51
4.3.7 What challenges they faced during the implementing of group work?	52
4.4 Results of Classroom Observation	54
CHAPTER FIVE	57
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	58
5. Introduction.....	58
5.1. Summary of the Findings	58
5.2 Conclusions	60
5.3 Recommendations	62
References.....	64
Appendix 1.....	72
Appendix 2.....	75
Appendix 3.....	77
Appendix 4.....	78

List of Tables

Table 1: - The Class Width of Each Level and Mean Interval	30
Table 2: - Response Rate of Questionnaires	31
Table 3: - High achiever students' perception towards group work	34
Table 4: - High achiever students' attitude towards group work features	35
Table 5: - High achiever students' attitude towards the advantages of group work	37
Table 6: - High achiever students' attitude towards the disadvantages of group work	39
Table 7: - Low achievers students' perception of group work	40
Table 8: - Low achiever students' attitude towards group work features	41
Table 9: - Low achiever students' attitude towards the advantages of group work	43
Table 10:- Low achiever students' attitude towards the disadvantages of group work	45
Table 11: - Groups Statistics Learners' Attitude towards Importance of Group Work	46
Table 12: - Groups Statistics Learners' Attitude towards Features of Group Work	46
Table 13: - Groups Statistics Learners' Attitude towards Advantages of Group Work	47
Table 14: - Groups Statistics Learners' Attitude towards Disadvantages of Group Work	47
Table 15: - Classroom Observation Data	55

Acronyms

S/L: second language

F/L: foreign language

EFL: English as a foreign language

TEFL: Teaching English as a foreign language

CLT: communicative language teaching

Abstract

The central intention of this research was to investigate English language learners' attitudes towards group work by taking high and low achiever students from Goba Secondary School found in Bale-Goba Town, Bale Zone, Oromia Region. The research questions asked were aimed at reviewing the extents of the influences of EFL students attitudes on the use of group work, assessing the relationship between students' attitudes towards group work and their success in the language and analyzing what significant differences existed between the attitudes of high and low achieving students towards the use of group work. Participants of the study were 96 sampled students of which 48 each were high and low achievers respectively. The samples were drawn from 780 Grade 10 students of the school. To select samples, purposive sampling from the non probability sampling category was used. A descriptive survey research design having mixed method research was employed to obtain quantitative and qualitative data. That is, to collect quantitative data, a structured questionnaire having thirty seven items of Likert Scale was administered to all 96 sampled students. Furthermore, classroom observation with the help of checklist was carried out into four EFL lessons. However, to collect qualitative data, semi-structured interview was used on a face-to-face basis with 8 students (4 high and 4 low achievers). The data obtained was analyzed with the help of descriptive statistics, such as, frequency, percent, mean value and standard deviation. The results of the study indicated that both high achiever and low achiever students had positive attitude towards group work and no significant difference was found in their attitudes. In addition, the academic achievement level of students had not played any significant role in differentiating learners' attitude towards group work. At the end, it was recommended that group work should be used to motivate and encourage students. Moreover, group work should be integrated with other teaching activity or strategy.

Key words: - achievement, attitude, group work, high achiever, influence, low achiever, success

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1. Introduction

This chapter provides discussions on the background of the study, the statement of the problem, general and specific objectives (purpose of the study), research questions, significance of the study, delimitation, and limitation, organization of the study and definition of basic terms as per the order given above.

1.1 Background of the Study

Learning second language, apart from the mother tongue, has been an important issue to people, because of several reasons. For example, among its various uses, it helps people to know other cultures, for tour, for trade, for religion and for other reasons. At present, people have the desire and the demand to learn second language by going to schools and in the community by interacting with others. According to Richards and Rodgers (1986) it has been estimated that some sixty percent of today's world population is multilingual. Both from contemporary and a historical perspective, bilingualism or monolingual is the norm (normal) rather than the exception.

Teaching English as a foreign language in Ethiopia educational setting can be associated with the introduction of modern education in the country. In Ethiopia, for instance, modern education was introduced at the turn of the 20th century and it officially began in 1908 with the opening of Menelik II School in Addis Ababa, after a long history of church education in the country (Diribsa, et al., 1999). By the time, English language was being given at all levels of Ethiopian schools for two purposes. It was delivered as a distinctive discipline at all levels of the schools and as a medium of instruction from secondary school to tertiary level of education. In addition to being a language of education, English is used to serve as a means of communication for science, technology, and politics. Crystal (2003), Graddol and Hyland (as cited in Hongkham, 2013) state that English is the accepted language in many organization and institution for

publication and journals, for internet communication, for medicine and science, for trade, law, tourism and in many other areas of people's daily lives.

Owing to the multifaceted benefits English language gives to people, learners can also benefit much from studying English language if they develop positive attitude towards having a good mastery of it. In line with this assertion, the researcher agrees that students' attitude might influence their performance and success. According to Savignon (2001), 'learner attitude is without a doubt the single most important factor in learner successes' (p. 21). Furthermore, language learning attitude is not the only variable but there are a number of variables taking part in the process of learning a language, such as, gender, age, and learners' background. According to Richards, Platt and Platt (1992), it is obvious that the learners' attitudes towards the language affect language learning; therefore, the measurement of language attitude offers valuable information for language teaching and planning.

The history of second or foreign language teaching and learning reveals was that it had gone through various changes aimed at improving the syllabus and methodology there by to maintain conditions where learners could get better ways to master the desired language. For example, the language teaching and learning changes from traditional approach, which gave priority to grammatical competence, to communicative approach brought changes that had its focus on how learners acquire the language making use of it for communication purpose (Richards, 2006).

Communicative language teaching approach, on the other hand, focuses on the theory of language as a means for communication. That is, according to their approach second language teaching and learning lies on the communicative use of the language which gives priority to communicative competence, it requires interaction between learners to exchange information, ideas, opinions and feelings. Besides, since communicative activities involve at least two people who interact with each other to share ideas, its teaching emphasizes on pair work, role play and group work activities.

In addition to what has been stated above, communicative approach provides the means for learners to use the language in groups and to learn it from and within group members. Among various approaches found in it, group work approach is one of the communicative language teaching methods. Communicative approach is a classroom activity that enhances students to

participate and interact. It has several advantages. Communicative approach allows students to work together to solve problems and to use the target language freely and build confidence. Concerning the benefits of group work for SL/FL learning, Harmer (1991) and Long and Porter (1985) state that group work increase the amount of students talking time to share ideas and gives opportunity to students in order to use the target language to communicate with each other. Therefore, the roles of teachers will be to facilitate condition to students to cooperate and to work together in team or group.

Moreover, According to Hutchinson and Waters (1987), using pair or group work in ESL/EFL classes provide the merits of building on existing social relationship. That is, when students work in group or pairs as they learn a language, they will learn the language best from the tasks that involve social interaction. Thus, group or pair work has been effective method to motivate students as it encourages active learning and as it develops critical thinking, communication and decision making skills.

In spite of all the merits which using group work is supposed to render for the teaching and learning of SL/FL, the students' English language proficiency has by far been below the expected level. Due to this, many problems are being observed in the teaching and learning of English as a foreign language situation in Ethiopia.

1.2 Statement of the Problem

Since communicative language teaching approach encourages interaction between teacher and students and among students themselves, it has been regarded as a crucial element in language learning. So, giving considerable attention to classroom interaction through group work in a language course seemed very important. As mentioned in the previous section, in English language classroom interaction could be realized through the use of pair and group works. Hence, group work can be taken as the main manifestation of good classroom interaction as it gives students the opportunity to practice the language.

It seems that students in Ethiopia have very limited access to use English language outside the school. The only place where they practice English language is in the classroom. Even though the communicative language teaching was implemented about twenty years ago, some Ethiopian

secondary teachers still use the traditional teacher-centered approach. Berhanu (1999) indicates that the methodology which most teachers use was the old and traditional type. Since teacher fronted mode of teaching was dominantly used in English language classrooms, they do not use any kinds of pair or group work activities. Therefore, the students would not be given the opportunity to interact among and between them.

It was assumed that one of these problems can be related to lack of proper application of group work. That is, there could have been less awareness or attitude towards using group work in English classes. This might have resulted from lack of perception or misconception about its benefits. Therefore, to address the causes of this problem, it was considered that assessing students' attitudes towards group work would be best. To this end, to review what students' attitudes towards group work had been, taking both high and low achievers from language class would do best for a study thereby to find solution to the problem manifested.

Moreover, according to my teaching experience in secondary school of English classes, I had observed that English language teachers were well aware of the theory of communicative language teaching. However, the theory was used successfully by some English language teachers while the majority of the teachers did not pay attention to employ it. For instance, some of the teachers were applying pair and group work activities whereas the majority of the teachers were simply using lecture methods in their English language classes.

According to the new Education and Training Policy of 1994 (MoE, 1994), the teaching curriculum encourages students to develop their communicative competence through group work. In addition, the policy also states that the English language teaching approach teacher use should encourage students to practice group work (MoE, 2012). English text books provide several exercises to work in group. Through the application of this practice, students would get the opportunity to work together with their partners towards accomplishing an academic goal and more importantly students would develop positive attitudes towards group work. As group work has gained a great emphasis in current language teaching methodologies, so the students could develop positive attitude towards group work.

Although group work has been considered to play a big role in language learning, students' attitudes towards group work still remained to be very low probably due to very little application

of group work in English classrooms. Various studies were carried out to investigate students' attitudes towards group work abroad and in the Ethiopian context. Among studies carried out abroad, for example, Ibnian (2012) conducted a study to 'Group work and attitudes of non English major students towards learning EFL'. Besides, Murad (2015) conducted a study 'Students' attitudes to group work in the EFL classroom'. In the Ethiopian context, Alamirew (1992) conducted a study to 'The applicability of group work in learning English'. Besides, Abebaw (2011) conducted a study 'EFL learners' attitude towards group work: the case of high and low achievers'. The present study differs from the above studies in that it was carried out at Bale Goba High school where such study was not conducted. The other difference was that the aim of this study was to assess students' attitudes and the extent of their attitudes impact on its application.

As a result, for effective language teaching and learning, the students need to have positive attitudes towards group work. There could be various factors that might contribute to the presence of different attitudes among students. However, the aim of this study was to investigate English language learners' attitude towards group work by taking high and low achievers from Goba Secondary School.

1.3 Objectives of the Study

Based on the problems stated above, the following general and specific objectives were designed.

1.3.1. General Objective

The main objectives of the study were to:

- Describe and compare the attitude of English language learners towards group work by taking high and low achievers.

1.3.2 Specific Objectives

To realize the broad objectives stated above, the following specific objectives were designed. They were to:

- 1- Investigate the extent to which the attitudes of English language learners had influence towards the use of group work.
- 2- Examine the relationship between students' attitude to group work and their success in English language.
- 3- Find out if significant difference existed between high and low achieving students' attitudes towards the use of group work.

1.4 Research Questions

Based on the objectives of the study, these research questions were formulated.

- What were the extents of the influences of EFL students' attitudes on the use of group work?
- What relationships existed between students' attitudes towards group work and their success in the language?
- What significant differences existed between the attitudes of high and low achieving students towards the use of group work?

1.5 Significance of the Study

This study tried to assess the students' attitudes towards group work; the researcher hoped that it might have important contribution to different groups of people, such as, students, EFL teachers, educational stakeholders (supervisors, zone and district education bureau), and others who want to conduct study on related areas.

The result of this study would help teachers because understanding areas where group learning works best would assist teachers implement mechanisms to help students build positive attitudes towards group work. When students have positive attitudes to group work, they would use it for productive and enjoyable activities and for successful learning.

As group work reduces the chance of interpersonal conflict within groups and creates a more productive learning environment, the finding from this study could be used by teachers and students to promote cooperative climate in the classroom. The finding was hoped to provide

information and insights to teachers thereby to determine causes of conflicts among class members so that teacher would maintain cooperative teaching and learning for the lesson. Conflict is not definitely distractive, positive conflict enhances students to enhance and develop reasonable communicative skills.

The finding also hoped to provide group work awareness for stakeholders of schools like, principals, supervisors, district and zonal educational bureau and to allow teachers use group work effectively, not to consider group work as waste of time. The finding of the study was also expected to serve interested researchers as a reference or to stimulate for further similar studies.

1.6 Delimitation of the Study

The aim of this study was to assess students' attitude towards group work and to compare high and low achiever students' attitude towards group work particularly in their English language classes. The primary focus was in-class group work, rather than projects that were done outside of classroom. The study was delimited to Bale-Goba Secondary School grade 10 students enrolled in 2016/17 academic year. The sample size of the study was delimited to 96 students of which 48 each were high and low achievers. The data collecting instruments were delimited to student questionnaire, classroom observation through the use of checklist and semi-structured interview for quantitative and qualitative data obtaining. Therefore, all generalizations and conclusions made were bounded to this scope.

1.7 Limitations of the Study

There were a number of limitations during the study. Shortage of time and resources yielded the following limitations. The first limitation was related to the source of data collection activities. The present study might have yielded more reliable results with multiple data sources like a survey questionnaire for teachers and in-depth interviews with the teachers. The analysis of the data was limited since the teachers were neither questioned nor interviewed. It had better included teachers' perceptions and reactions of group work activities, as well as their implementation of group work activity in English classrooms. Using data from multiple sources would allow looking at the problem from different direction for triangulation, and thus benefiting the overall results of this study.

The second limitation was related to the sample size. It should be noted that the sample size (96 students) was not large enough to draw all-embracing conclusions. The study was confined to one government school grade ten students. The findings of the study could not be sufficient to make generalization at the country level. It would have been better and more effective if more schools and participants were included in the study to gather adequate information to make sound generalization. .

Another limitation of this study could be attributed to the subjectivity of the students' perspectives towards group work. It should be noted that the students could have been subjective in their responses. Therefore, their actual classroom group work practices might be dissimilar to the principles they reported in the questionnaire and the interviews. Attending to some of these limitations in the study would make it possible to conduct a more reliable larger-scale study in the future.

1.8 Organization of the Study

This study was organized into five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, research questions, significance of the study, the scope of the study, limitations of the study, and operational definition of terms. The second chapter provides a thorough review of related literature to the concepts and ideas concerning the problem raised in the study. Chapter three deal with the research design and methodology. Therefore, the chapter provides discussion the research design adopted, the sources of data, such as, the target population, the sample size and the sampling technique employed. It also discusses the methods and procedures used for data collection and the methodology employed for data analysis. Chapter four deals with the procedures followed for data analysis, presentation and interpretation of the findings. The last chapter incorporates sections that provide the summary, conclusion and recommendations of the study.

1.9 Definition of Terms

This section is dedicated to providing working definitions to some of the key terms and concepts used in the study as per the contexts they were used.

Achievement: - the term achievement refers to the act of performing good score.

Attitude: - refers to a tendency to respond positively or negatively towards a certain idea, thing, person, or situation that is expressed by evaluating a particular entity with some degree of favor or disfavor.

Group work: - refers to any classroom activities in which the whole class is divided up in to small teams to work cooperatively to accomplish a common goal.

High achievers: - are those students who score the average mark of above 86% and ranked from 1-3 in a given classroom setting.

Low achievers: are those students who score below the average mark of 55% and ranked least in a given classroom setting.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2. Introduction

The second chapter of this study presents relevant review of related literature to the general concepts of group work and students' attitudes towards group work. In particular, the chapter includes explanation to the definition and to features of group work, the effectiveness of group work on language learning and the students' attitudes towards group work. At the end, the chapter provides discussion on the relationship between group work and communicative language teaching.

2.1 The Definition of Group Work

Authors from various fields of studies have defined the meaning of group as well as group work. In part differences in definition occur because of the writers criteria for group and group work. Groups are a fundamental part of social life and group work is a form of cooperative work done by very small members' just two people or very large members even a society as a whole.

Group work is a teaching approach in which students work together with individuals having different abilities and background knowledge to achieve a common goal. In the system of group work learning and teaching, Brown (1991) states that students are expected to work together for the success of their goal and completion of the tasks given. And group work, which needs full cooperation and collaboration, occurs when all members of a group are aware of their responsibility and role, and when commit themselves to accomplish the task in the best way possible.

In group work, students work from beginning to end cooperatively until all group members successfully comprehend and understand what they learn. They work in group to gain from each other's efforts; they share a common outcome, work together and feel confidence for the group members' success. Forsyth (2006) explains that a group is two or more individuals who are connected to one another by social relationships. And group work is a way to serving the

individual within and through small face to face group in order to bring about the desired change among the participants.

Group work is one of the most important methods of language learning and strengthening students' interaction. Working in groups and cooperating with each other is the best strategy to improve learning activities. Johnson and Johnson (1994) define group work as follows:

A small group that has two or more individuals who interact with each other, are inter dependent, define themselves and are define by others as belonging to the group, share norms concerning matters of common, interest and participate in a system of inter locking roles, influence each other, find the group rewarding, and pursue common goal. (p.13)

Group work develops students' communicative ability. It refers to any classroom activities in which the whole class is divided up in to pairs or large group. Burdett and Hastie (2009) presented, group work is a technique followed to provide an opportunity for students to engage peer to peer learning.

Brown (1991) also defined group work as a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves a cooperative work. In addition Brown (1992) noted that 'group work provides a context in which individuals help each other; it is a method of helping groups as well as helping individuals; and it can enable individuals and groups to influence and change personal, group, organizational, and community problems.'

Furthermore, Badache (2011) defines group work as an instruction method where learners of different levels form small groups and work together towards a specific objective. Learners take the responsibility of their own learning and of those in the group so the success of one member is a success of all members.

Group work can be define depend on the form. Ibnian (2012) classified group work into two types: heterogeneous grouping and homogenous grouping. And he define these two form of group work as follow. Heterogeneous means grouping students of different ability levels together while homogenous grouping means grouping together students that are similar achievement level.

2.2 Features of Group Work

According to Forsyth (2006), group work which involves students working collaboratively on set tasks, in or out of the classroom, includes any learning and teaching tasks or activities that require students to work in groups and any formal assessment tasks that require students to work in groups. Basically, group work is based on the concept that shows the physical, mental and social developments of human being through necessary and significant interaction with others that is, the group member is shaped by others and is shaping others.

This author has also shown that the importance of cooperation among members to deal with the given task. Simply a collection of individuals sitting together without any coordination and common objectives may not mean group. In order to say the collection of individuals working (learning) in group, there must be a link among all group members that shows cooperation and collaboration to achieve a common goal of their learning. Without group processing may not group. This refers the ongoing assessment of how groups are functioning to achieve their group goals or to complete the tasks. So groups need a specific time to discuss on how well they are achieving their goals and maintaining effective working relationships among members, to describe and decide on what behaviors are useful or not and what changes need.

Smith as cited in Harriet (2013) stated that ‘the sum of the whole is more than the potential sum of its member’. This suggests that when working in a group the outcome produced is higher standard than that which could be produced individually.

Johnson and Johnson (1989) states that effective group work learning has five essential features, these are:

- 1- Face-to-Face interaction- students promote each other’s learning by helping, sharing, and encouraging efforts to learn and discover new ideas and innovations within the group.
- 2- Positive interdependence- participate all group members and each member depend on each other to accomplish a shared goal.
- 3- Individual Accountability- all group members are accountable and responsible for their own learning. Each member contributes his/ her effort, support share talent or knowledge.

- 4- Social Skills- Group work makes things smooth for students to learn and develop different interpersonal and social skills which will help them to build stronger cooperation among group members and beyond the group.
- 5- Group processing- This refers the ongoing assessment of how groups are functioning to achieve their group goals or to complete the tasks. So groups need a specific time to discuss on how well they are achieving their goals and maintaining effective working relationships among members, to describe and decide on what behaviors are useful or not and what changes need to be made to move the group along and complete tasks.

On the other hand, Kagen (1994) states that there are four basic principles to group work:

- 1- Positive interdependence- Positive interdependence occurs when group members realize that they need each other in order to complete the group's task.
- 2- Individual accountability- individual accountability contributes to academic gains in group learning.
- 3- Equal participation- each student contributes equally to the process and final product of an activity. Participation is an essential part of the learning process and an important element for student success.
- 4- Simultaneous interaction- during group work learning, students learn by simultaneous interacting with their group members. When a classroom is engaged in a simultaneous interaction, for example 'group discussion', then active participation is occurring for all students at the same time.

Each member of the group is accountable for his/her group work. In working in group, members hold themselves and each other accountable for producing high quality work; to accomplish work is beyond their individual interest (Harriet, 2013). The group look at how well members are working together and how effectively they are achieving their goals. What then makes this a high performance cooperative group is the level of commitment the members have to the groups' success and to one another.

According to Kiran et al, (2012), the fact that group work could be used without individual accountability is controversial. When there is not individual accountability and there is only one work product from the whole group, academic achievement may not occur for all students in the

group. Unless there is equal distribution of responsibilities for learning, higher ability students may complete the work without the participation of others. Individual accountability and group goals contribute to academic achievement and teachers need to do individual assessments (Slavin, 1989).

Some advantages of working in groups are ‘persistence when facing adversity, willingness to perform difficult tasks, ability to translate knowledge from one person to another, greater social skills, and good motivation’ (Pfaff and Huddleston, 2003). In addition Harriet (2013) states that group work has also been seen to have an impact up on self-esteem by increasing it. Creating higher levels of self-esteem in students may also impact their personal lives encouraging them to interact with other and offer their own insight and opinions to different areas of the lessons they are learning. They are able to offer their own ideas and contribute to their work.

Cooperative learning is one of the major features of group work learning approach. Cooperation exists when individuals work together in a group in order to promote both their individual learning outcomes as well as the learning outcomes of their peers (Johnson and Johnson, 1989). Conceptually, cooperative learning is rooted within social interdependence theory and its basic premise that ‘the way in which social interdependence is structured determines how individuals interact within the situation which, in turn, affects outcomes’ (Johnson and Johnson, 1989). According to this theory, cooperation is most effective when group members perceive that they share similar goals and when the individual members’ goals are positively dependent on the actions of the group.

Positive interdependence means that group members should perceive that the collective effort of the group is essential in order for the individual learners to achieve their goals (Johnson and Johnson, 2009). Positive interdependence is assumed to enhance the interaction, that is, students encouraging and helping each other to reach their goals, students giving each other feedback, students challenging each other’s’ conclusions and reasoning, and students taking the perspectives of others to better explore different points of view. Promoting interaction, in turn, is expected to lead to higher academic achievement (Johnson and Johnson, 1989, 2009). Negative interdependence, on the contrary, exists when the efforts of others are detrimental to the students learning outcome (e.g. in a competitive learning environment), and an individualistic situation exists when the efforts of students are unrelated (Johnson and Johnson, 2009).

Cooperative learning is concerned with framing student interaction in ways that are likely to raise positive interdependence and promoting interaction. Jigsaw and think-pair-share (Johnson et al., 2000) are some examples of cooperative learning structures; however, any form of peer interaction can be cooperative if it adheres to two basic principles: positive interdependence and individual accountability (Millis and Cattel, 1998; Slavin, 1996).

Johnson and Johnson (2009) define individual accountability that, in order to prevent social loafing; the students should be assessed by their individual learning outcomes. Thus, while working within a group, the student might still pursue individual goals and be assessed as an individual. Awarding individual grades to students does not conflict with cooperative learning as it enhances individual accountability. The students work together towards a shared goal (goal interdependence) to produce higher achievement

In addition, conflict another major features to group work. Conflict between group members leads to higher level of reasoning and learning. Group work make conflict between group members, they may disagree with the group work idea: conflict ideas leads them to more discussion and to raise question which eventually results in learning. In group work, the students discuss, argue, explain and negotiate meaning, they become more responsible for their learning and develop critical thinking skills (Johnson and Johnson, 1986).

Conflict between group members has as mentioned above advantage and disadvantage. Tuckman and Jensen (1977) found that as a group develops the member become concerned with resolving interpersonal conflicts and task activities. This is true of students groups. In order for a group to be successful, it is important that members are able to work well together and get along with each other. If group members have good personal relationship with one another, they may find it easier to resolve problems' (Mello, 1993). This happens when a member of the group is not putting in the same amount of effort as the other members. They may fail to turn up to meetings and not contribute to the completion of a task. This can cause to students have negative experiences of group work.

2.3 Effectiveness of Group Work on Language Learning

Group work is successful approach to develop language skills. Several studies have proved and presented the effect of group work on language learning. Using group work enhances the students' learning of English language. Teachers and students believed that group work is an effective teaching and learning. According to Al-Sheedi (2009), ninety eight percent of the teachers believed that group work improved students' achievement. Also the same proportion of the students agreed learning in group more suitable technique than learning individually.

One of the most important strategies of learning and strengthening students' interaction is the group work. Studies show that group work can develop a host of abilities and skills which are very important for academic and general purposes (Caruso & Woolley, 2008). According to Hansen (2006) working in groups and cooperating with each other is the best strategy to improve our learning and overall skills. As group work involves many students working together, it might help decrease students' fear and anxiety in the class.

While group work can have significant positive effects on student learning and student success, the effectiveness of group work is dependent upon how instructors structure group works. More specifically, the group works should have four characteristics (Johnson & Johnson, 1994; Slavin, 1989):

- 1- Provide instruction on interpersonal skills.
- 2- Foster interdependence among group members.
- 3- Align individual goals with group goals.
- 4- Encourage reflection on the group process.

Group work is believed to be beneficial not only in a work environment, but also to have many positive results in academic settings (Davis, 1993). Past research has emphasized that group work allows students to explore a diversity of opinions, better retain learned information, and efficiently tackle projects too large to effectively handle on an individual basis (Gatfield, 1999). Thomas (2001) suggests that in certain situations, group work is linked to an increase in students' confidence levels.

Bibi (2002) reported that teaching English through group work activities played a positive role in improving the academic achievement and develop the four language skills of the students. Li and Vandermensbruggle (2001), proved that group work motivate the students to develop their writing skill, build their self confidence as writers and support them through their writing. As for reading, Wichadee (2007), reported that students benefited from group work in their reading comprehension, they increased their interaction, learn how to work with one another and improve their reading skill.

Group work helps the students to work together; it might decrease students' fear and anxiety in the class. This is also because the Teacher is not always monitoring them. This strategy has its own merits (Harmer, 2007, as cited in Ivan (2015),), as follows:

1. It dramatically increases the number of talking opportunities for each student.
2. As there are many students in the group, personal relationships become less problematic and also there is a greater chance of different opinions and varied contributions than in pair work.
3. Group work encourages broad skills of cooperation and negotiation.
4. It promotes learner autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher.
5. It allows students to choose their level of participation more readily as compared to whole class or pair work situation. (p. 292).

Johnson *et al.*, (1991) identifies major benefits of group work:

- 1- students can gain an insight into group dynamics;
- 2- they can tackle a more comprehensive assignments;
- 3- interpersonal skills can be developed;
- 4- students are more exposed to others' points of view; and
- 5- be more prepared for the real world.

In sum, group work as a technique has proven to be useful for all students. Research has shown that group work is a way for helping students socialize, get to know one another and learn about others' experiences. Students' language skills are developed as a result of working cooperatively.

Students' attitudes towards learning English was found to be positive when teachers employ group work in their classrooms. Students' critical thinking skills are enhanced and lead to the construction of new knowledge in group work. They learn how to argue, defend their position, question other students' ideas and convince others of their own generally learn more. Group work was seen to generate a lot of discussion. Students in groups support and influence each others' learning, clever students help weak students, weak students start to ask more questions and ask for help when they never do in a lecture and finally students become fully engaged in course content (Greenop, 2007; Li et al., 2011; Ibnian, 2012; Arumugam et al., 2013).

On the other hand, the key factors affecting group work, Meyer (2010), Kennedy (2006) and Barfield (2003) findings can be summarized as follows:

- 1- Group structure- ensuring that group members recognize the mixed talents within the group, and hence scope for assigning different roles to different members to perform specific tasks.
- 2- The issue of individual domination- emphasizing the need to respect different points of view, and not have one or a few individuals dominates the group.
- 3- Fair contribution- ensuring equal and active participation of each group member'.
- 4- Evaluation of individual contribution- this is difficult, but can be assisted by 'anonymous peer review', 'individual reflective report'; and/or 'tutor involvement'.

2.4 Students Attitudes' Towards Group work

Gardener (1985) defined attitudes as 'an evaluative reaction to some referent, inferred on the basis of the individual's beliefs or opinions about the referent'. Attitudes could be viewed as a tendency to respond positively or negatively towards a certain thing, idea, person, situation etc (Ibnian, 2012).As for education, Brown (1991)) noted that teachers should recognize that all students possess positive and negative attitudes in varying degrees, adding that the negative attitudes can be changed by thoughtful instructional methods.

Thus, attitudes could highly influence how the learners learn a foreign language. It is believed that the students with positive attitudes usually progress more rapidly in foreign language learning. Attitudes are closely related to our beliefs and are based upon experiences, thus,

effective language teaching methods can encourage students to be more positive towards the learning process.

Group work approach affects students' attitude towards learning language. Students attitude towards group work are important to English language learning class. Ibnian (2012), proved that group work technique was useful in developing students' attitudes towards learning English language by allowing them to express their ideas and opinion freely. In all English language class activities students working in groups have positive attitudes and they felt group work gave them the chance to learn and improve their English language skills (Meeteethan, 2001).

Working in groups motivates the students to discuss in groups and help them to understand the concepts better. According to Kiran, Qaisara, Sidra, Mehwish and Amna K. (2012) students believed that group tasks clear their concepts more than individual learning. It also makes learning interesting, it provides fun, done in satisfactory situation and their socialization enhance. Students also expressed that during the assigned work, they felt responsibility of work, committed to success of each member and their group.

Students in group work learning method were more effective for English as compared to the traditional learning method. Furthermore, group learning seemed to be more favorable for overloaded classes (Khan, 2008). Hernandez (2002) reported that group learning improved students' motivation and additionally reported that promotes active and higher level of thinking. Haberyan (2007) have reported that team based learning is motivating, interesting and enjoyable, and has been utilize in education, discipline with positive results. Due to these reasons the students increase their attitude learning in group.

Teachers have role on students' attitude towards group work. Teaching and learning methods can be selected and applied in the classroom by teachers. In addition, the teachers form the group to improve the individual's ability to work with others and how well they complete group works. By doing this teachers make attractive and suitable classroom. Teachers assign students working in group to enhance their content related learning and group work skills (Chapman *et al.*, 2010). The teachers have responsibility to teach students how well the group has worked together and completed the tasks (Aggarwal and O'Brien, 2008).

In addition, according to Chapman et al., (2010) students have a better experience of assigned group work when teachers have taught students at the beginning of the lesson about working in group. It is important that students have a positive attitude towards group work as Bacon et al., (1999) claims that students' experiences of group work have the possibility to affect a persons' future preference towards group work.

Groups typically do not function effectively when the learners have negative attitudes. There are several reasons to students' negative attitude towards group work. One of the main reasons is students' group work experience. The students' group work experiences influence their attitudes towards group work. Improving student group experiences is important in educational environments because positive experiences yield such benefits as retention, higher levels of student satisfaction, and skill improvement (Huff et al., 2002). In addition, Tinto (1987) proved that positive group experiences can enhance academic and social integration, which are essential components for EFL students.

The student attitudes toward group experiences can be intense and complex and the necessary components for achieving successful group experiences can deteriorate quickly. Student attitudes toward group work are often selfishness and hopeless due to a history of repeated negative experiences with common issues resulting in students working with others who exhibit a lack of excitement and motivation, dealing with personality conflicts, and having difficulty in coordinating time schedules (Pfaff & Huddleston, 2003). Detrimental (bad) group experiences can lead to student dissatisfaction, ineffective learning, and poor academic performance (Huff et al., 2002).

Groups typically do not function effectively when left on their own and negative experiences are often the outcome. Negative experiences can have damaging consequences leading to student dissatisfaction, discouragement, stress, poor academic performance, ineffective learning, and attrition (Huff et al., 2002; McCorkle et al., 1999; Pfaff & Huddleston, 2003). According to Anderson (2008) negative group experiences can result from deficient group skills, issues with the personality composition of a group (also known as group personality composition), insufficient focus on the nature of relationships in groups, and group members judging one another based on categorical or action-based cues rather than on the character of each individual.

Amato and Amato (2005) state that it is believed that teachers can play a direct role in improving group experiences by encouraging students to understand basic personality types of themselves and others and to use this to facilitate group functioning. Teachers can influence group experiences by taking an active role in guiding students to develop and maintain relationships in a group (Huff et al., 2002).

Students must experience the challenges of working in groups to be better prepared for team-oriented tasks in the classroom. However, merely placing students in groups with the hope that group members will work together well is not sufficient because typically, groups do not function effectively when left on their own. It is believed that negative group experiences have far-reaching consequences for students (Chapman & Van Aiken, 2001). To optimize group experiences, teachers should design structured approaches that identify interpersonal issues and provide tools for students to work better together (Huff et al., 2002).

Many factors can influence the attitudes of students towards group work, as well as the experience that individuals will have when working in groups. These factors include interpersonal aspects between group members, communication and trust among group members, underlying issues in the subconscious of individuals, behavioral motivational drives based on the needs of each individual and social aspect with which groups influence the individual (Bales, 1950) . Identifying factors that influence group work can assist in identifying what affects students' attitude and how to best design interventions for group work (Napier & Gershenfeld, 2004).

2.5 Relationship between Group Work and Communicative Language Teaching

Today, communicative language teaching (CLT) is viewed as the most effective and widely used approach in EFL/ESL teaching, and most modern methods and techniques emphasize it (Anderson 1993; Kumaravadivelu 1993; Cook 2001; Savignon 1983), and most textbooks and materials are designed for it. In Ethiopia, the new English language teaching textbooks were produced for secondary schools on the basis of the communicative approach (Ministry of Education, 1997). The new syllabus seems to have been designed in such a way that enables the students to use English for social interaction where necessary. Thus, it is based on the theory that

the key function of language use is communication and its primary goal is for learners to develop communicative competence (Hymes, 1972, and Richards and Rodgers, 1986).

According to Richards and Rodgers (1986) communicative language teaching starts with a theory of language as communication, and its goal is to develop learners' communicative competence. Despite being a simplistic account of CLT, this idea of communicative competence is considered to be the main conception of CLT. Communicative competence included knowing what to say and how to say it appropriately based on the situation, the participants, and their roles and intentions. According to Larsen-Freeman (2000) 'the most obvious attribute of communicative language teaching is that 'almost everything that is done is done with a communicative intent' (p.132). In CLT, meaning is given prime importance, which is achieved through interaction between the learners.

Richards (2006) states communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom (p.2). He explains these principles, communicative language teaching sets as its goal the teaching of communicative competence, the learners learn a language with creating meaningful and purposeful interaction through language, classroom activities like pair work activities, role plays, group work activities and project work facilitate learning the language and learners participation in language classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with speaking and listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model (Richards, 2006).

Group work can also be regarded as an important tenet of communicative language teaching. Larsen-Freeman (2000) puts forward that activities in a communicative class are commonly carried out by students in small groups. Negotiation of meaning can be accomplished by involving learners in group work in which they can freely interact with each other. Through group work activities, the students are engaged in meaningful and authentic language use rather than in the simply mechanical practice of language patterns. Emphasizing the importance of pair and group work as an indispensable aspect of communicative language teaching classroom,

Richards (2006) argues that carrying out activities in pair and group work will benefit the learners in the following ways:

- They can learn from hearing the language used by other members of the group.
- They will produce a greater amount of language than they would use in teacher-fronted activities.
- Their motivational level is likely to increase.
- They will have the chance to develop fluency. (p. 20)

Group work learning is an effective instructional method that can be used to support the cooperative activities and developing students' communication skills. Group work learning has a number of positive outcomes such as, academic gains, improved positive relationship among students and improved social and effective development (Johnson et al., 1998). To develop learning English as a second language, learners must interact in the target language. Increase the occurrence of the verbal contact between the group members is best method to use communicative language teaching approach.

Ibnian (2012) states that group work, one of the most important class activities for developing students' communicative ability, is gradually being applied to teach English as a Foreign Language (EFL). Group work refers to any classroom activity in which the whole class is divided up into pairs or larger groups. Research revealed that group work technique is helpful in TEFL classroom, since it contribute to helping students get involved into various interaction types. It also supports a more conducive and cooperative class. Brown (1992) noted that , 'group work provides a context in which individuals help each other; it is a method of helping groups as well as helping individuals; and it can enable individuals and groups to influence and change personal, group, organizational and community problems'.

Group work in language class room is now considered as one of the best method for developing students' communicative skills acquiring knowledge. Group work learning method promotes use of a wide range of communicative language teaching approach, and to expose students to a variety of language skills. Savignon (1983) notes that communicative competence characterize the ability of language learners to interact with other speakers to make meaning and it is relatively not absolute, and depends on the cooperation the entire participant involved. From the

views of communicative competence, we can understand language is an instrument or as a communicative tool. Canal and Swain (1980) say “communicative competence refers to the interaction between grammatical competence and knowledge of the rules of language use”.

Different tasks in CLT are designed to be carried out in groups. They motivate learners learn through collaboration and sharing. Richards (2006) describes that effective classroom learning tasks and exercises provide opportunities for students:

- to negotiate meaning,
- to expand their language resources,
- to notice how language is used, and
- to take part in meaningful interpersonal exchange.

While completing activities through group work, the learners make meaningful communication and obtain several benefits that result from students processing content that is relevant, purposeful, interesting, and engaging. Generally teaching and classroom materials today consequently make use of a wide variety of group works.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3. Introduction

This chapter addresses the research design and methodology, participants of the study, data gathering instruments (questionnaire, interviews and observation), and data collection procedure. At the end, the method of data analysis employed is described.

3.1 Design of the Study

As indicated in chapter one, the main objective of the current study was to examine and to describe the attitudes of learners toward group work with particular reference to high and low achiever students. To achieve this purpose, a descriptive research design having mixed methods research was used to obtain qualitative and quantitative data that to address the problem raised in the study. The reason to use descriptive research was to describe the actual events of classroom EFL teaching and learning and to describe students' attitudes towards group work but not to manipulate events and to bring changes. Descriptive research approach is a basic research method that examines the situation, as it exists in its current state (Creswell, 2007). A mixed method design was used to collect both qualitative and quantitative data to offset (compensate) the weakness of one data source with the other. Both quantitative and qualitative methods provide rich data about a situation (Cook & Reichardt, 1979; Kidder & Fine, 1987; Patton, 1990; Tashakkori & Teddlie, 1998, and Royse et al., 2001).

According to Martyn (2007), social researchers usually use mixed method for one or more of the following purposes. That is, it is used to improve accuracy, to provide a full and complete picture, to compensate the strength and weakness of tool used, to develop analysis and to serve as aid to sampling. In line with this idea, the researcher used qualitative method to investigate students' attitudes towards group work, and quantitative method to identify or measure the attributes of group work in the classroom. In such case, questionnaires, interviews and observations were appropriate instruments to collect data for the study since they helped objectively to record the subjects' behaviors, such as, their actions, utterances and verbal

expression of their attitudes (opinions) towards the concept since that can be elements of descriptive studies (McArthur, 1983).

3.2 Sampling Technique

This section provides discussion concerning the sampling techniques used to obtain the study site, the population, participants of the study and data sources.

3.2.1 Population

The site of the study was Goba Secondary School, found in Goba Town, Bale zone, Oromia Region. In the town there are two secondary schools. These are Goba and Fincha Bamo high schools. The school selected to this research was Goba Secondary School. The reason to select this school was the fact that the researcher observed the problem there and to reach the subjects (site) and gather the data easily, because he teaches in this school. These opportunities helped the researcher to get authentic information during data gathering and ease of access to administration of the instruments. Thus, using purposive sampling technique, Goba High School was selected.

The school has two grade levels that are grade 9 and 10 with a student population of 824 and 780 respectively. Grade 10 students, who were the target population of the study, were 780 in number and of them 408 were males while 372 of them were females. Grade 10 was chosen for the reason that to know high and low achievers based on their grade nine results. As a result, the grade level for the study was sampled by using purposive sampling method from the non- probability sampling technique.

3.2.2 Participants and Sampling

As mentioned above the selected specific study site or school was Goba Secondary School among the two schools found in the town. In this school there are two grade levels, grade 9 and grade 10. Of these two grade levels; Grade 10 was chosen for the reason as mentioned above, to know high and low achievers based on their grade nine results. As a result, the grade level for the study was sampled using purposive sampling method from the non- probability sampling technique.

The target populations of the study were grade 10 students and there were 16 sections whose total student number was 780, of them 408 were males and 372 were females. To obtain participants from the total 780 students of grade 10 found in 16 sections, quota sampling, from the non-probability sampling was used. That is, since it was believed that six (6) students suffice for the study from each section consisting of three (3) high and three (3) low achievers. So, six (6) students were sampled from each section by taking students exam results. As a result, a total of 96 students composed of 48 high and 48 low achievers were used from the 16 sections for questionnaire data while eight (8) (4 high and 4 low achievers) among them were sampled using simple random sampling for interview data. Finally, from the 16 sections of Grade 10, four (4) sections were selected using simple random sampling, from probability sampling technique for observation data.

3.3 Data Gathering Instruments

The research instruments used to gather data were questionnaires, classroom observation and interview. The detail of each instrument is given hereunder.

3.3.1 Questionnaire

One of the data gathering instrument used in the study was questionnaire, According to Selinger and Shohamy (1989), questionnaire is widely used in second language acquisition researches to gather information about certain conditions and practices, in particular, to collect data on phenomena which are not easily observed, such as, attitudes and self-concepts. It is also used to obtain background information about the research subjects (Koul, 1984). Items of the questionnaire were prepared based on literature review and related studies.

The questionnaire that prepared by the researcher had both open-ended and close ended question items. The items were first prepared in English and then were translated to Amharic and Afan Oromo so that participants could easily understand the intents of the questions. The questionnaire was translated to Amharic and Afan Oromo because these languages are widely used as the medium of communication in the area and to help participants to express their idea in detail. In addition, the researcher used a number of techniques to collect data through questionnaires. Such as, the Likert scale (used to measure individual attitude by asking the

respondents' degree of agreement or disagreement), and checklist are some of them the researcher used.

3.3.2 Interview

The second data gathering instrument used in the study was interview. Selinger and Shohamy (1989) point out that the use of interview as a data collection instrument permits a level of in-depth information, free response, and flexibility that cannot be obtained by other procedures. The researcher used this data gathering tool to get in-depth information. Therefore, a semi-structured interview guide that consisted of specific and defined questions was prepared based on literature review. Then, the interview items were used to obtain data where respondents were asked on a face-to-face basis so that the respondents would be able to provide idea about the study in detail. May be the raised questionnaire difficult or which could not be clear, the researcher make clear in the interview were discussed during the data collection.

This tool was used to collect qualitative data by setting up the interview that allowed respondents time and scope to talk about their opinions about group work. The researcher prepared the questions based on objectives and the research questions. Then, the researcher recorded the responses provided using tape recorder from the face-to-face interview and prepared the responses for later use.

3.3.3 Classroom Observation

It is true that observation has always been considered as a major data collection tool in second language acquisition researches, because it allows the study of a phenomenon at close range with many of the contextual variables present (Selinger and Shohamy 1989; Koul 1984). Thus, the main purpose of having classroom observation was to ascertain the prevalence of the problems in using group work during the lesson. This is to say that the observation was done mainly to cross-check whether the issues raised in the study existed or not.

As a result, a non participant and structured observation was conducted during English lessons. Thus, the researcher observed the nature of the classroom and presented the situation as a guest and listed down the behaviors he needed to observe and check for their presence. The researcher prepared a checklist for observation and conducted in a systematic way. It was carried out in four

English lesson classrooms while the actual English lessons were going on based on structured observation checklist.

3.4 Data Collection Procedure

The data collection procedure was carried out based on the time and place agreed by the schools' officials and based on the willingness of participants. The data collection session lasted for two months beginning with the administration of the questionnaire, the interview and the classroom observation. The questionnaire was administered in the meeting hall, while interview was carried out at teachers' staffroom. During the administration of the questionnaire, all participants were encouraged to ask questions so that they do not have any problems with respect to the content, the language, and the ways to deal with the questionnaire.

Therefore, the questionnaire were distributed to 96 students (with the presence of the researcher at the normal class time) and all were returned. During the administration of the questionnaire, students who needed explanations about the questions or the way they should make their answers were given clarifications. Next, interview was held by recording using tape recorder. Eight students who were selected from the sample students were interviewed based on related theoretical background reviewed for the study. Finally, classroom observations were carried out in the sampled four classrooms. To assess what teacher and students were doing during the classroom observation, pre-planned observation checklist was used which had items that referred to the detail activities of teachers and students for the English language lesson.

3.5 Methods of Data Analysis

To analyze the data collected through the three instruments, the researcher conducted the following tasks. First the data from the questionnaire was cleaned, edited and coded to review if there were missed or incorrectly filled items. Then, the data was entered into the summery sheet prepared for it. By doing these, the data were arranged without any error and none of them missing. Second, the interview data recorded was transcribed using a transcription sheet for each interviewee by giving them codes to keep their anonymity. Third, the classroom observation data was collected with checklist.

Following this, the quantitative questionnaire data were analyzed using descriptive statistics and inferential statistics, such as, frequency, percentage, mean value and standard deviation. Descriptive statistics was used to analyze general information of respondents and respondents' attitudes to group work. However, inferential statistics was used to see the relationship between achievement and attitude to group work. To analyze the items of the Likert scale, the researcher applied the class width of each level = the highest score – the lowest score as follows interval numbers 5 – 1/5 and mean interval = .80. Thus, the result of the class width for data analysis regarding each variable is given next.

Table 1: - The Class Width of Each Level and Mean Interval

Very High 5	High 4	Undecided 3	Low 2	Very Low 1
5.00 - 4.21	4.20 - 3.41	3.40 - 2.61	2.60 - 1.81	1.80 - 1.00
Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
5.00 - 4.21	4.20 - 3.41	3.40 - 2.61	2.60 - 1.81	1.80 - 1.00

However, the students' interview data was analyzed qualitatively by using thematic analysis. The classroom observation data was analyzed using descriptive statistics.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4. Introduction

This section presents the data analysis carried out for the quantitative and qualitative data. In so doing, first, the response rate for the questionnaire is presented. Next, the quantitative data obtained from the students' questionnaire is presented. Then, the data analysis carried out on the qualitative interview data is presented. Finally, the quantitative observation data is presented.

4.1 Response Rate

A total of 96 questionnaires were distributed to student respondents at Goba secondary school. Out of the total 96 questionnaires distributed to respondents, 96 (100%) of them were returned. However, of the total 96 (100%) questionnaires collected, one of the questionnaires was not used for the study due to the fact that there were problems of clarity as it was not filled properly. As a result, 95 (98.9%) of the returned questionnaires were used for the study because they were filled appropriately. The details of respondents' characteristics and the number of questionnaires distributed and collected are given in Table 2 below.

Table 2: - Response Rate of Questionnaires

No.	Respondents' characteristics, questionnaires in frequency (Fr.) and Percent (%)								
	Details of respondents characteristics	Questionnaires distributed, collected, rejected & used							
		Distributed		Collected		Rejected		Used	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%
1.	High achievers	48	50	48	50	-	-	48	50
2.	Low achievers	48	50	48	50	1	1.1	47	48.9
	Total	96	100	96	100	1	1.1	95	98.9

4.2 Data from Student Questionnaire

In the following sub sections, the data from various sections of students' questionnaire were analyzed and the results of the data analysis are presented and discussed using tables and statements.

Coolican (2009) as cited in Harriet (2013), the use of questionnaires allows collection of large amount of data which represents the general population within a short time period. The students responded to both open and closed-ended questionnaire items. A thirty-seven close ended and three open ended items questionnaire was designed and administered. As mentioned in the above the questionnaire was filled in by 48 high achievers and 47 low achievers students in the sample group. The main objective of the student questionnaire was to find out students' attitude towards group work in English classroom. The questionnaire was also intended to gather data on the relationship between group work and achievement of the students.

In this section, an attempt has been made to summarize the important findings obtained from the student. The closed ended items across sub-categories were computed and analyzed using frequency, percentage, and mean scores. Percentage was utilized for easy presentation of frequency distribution and for comparison of the degree of the prevailing practices and challenges.

The data obtained from the questionnaires were first tallied and tabulated and were registered as frequency that could show the number of respondents for each item. The data analysis procedure consisted of Likert –type item analysis. The Likert-type items, which were designed to identify learners' attitudes towards group work and their views on group work in English classroom implementation, were given numerical scores these are: part one- the questions that are used to review the practice of group work in English classroom, 'Very high'=5, 'High'=4, 'Medium'=3, 'Low'=2 and 'very low'=1. And similarly, the items of questionnaire for part two- to assess their attitudes towards the features, advantages and disadvantages of group work 'Strongly Agree' =5; 'Agree' = 4; 'Undecided' =3; 'Disagree' =2 and 'Strongly Disagree' =1 . On the other hand, for items related to challenges of group work which are negatively constructed (unfavorable items), the scale was inversely interpreted. , 'Very high'= 1, 'High'=2, 'Medium'= 3, 'Low'= 4 and 'very low'= 5 or 'Strongly Agree' =1; 'Agree'= 2; 'Undecided'=3; 'Disagree'=4 and 'Strongly Disagree'=5.

Mean scores were calculated from the responses. For the purpose of easy analysis and interpretation, the mean values of each item and dimension were interpreted through the following way. The practices of group work with a mean value of 1.00-1.80 as very low, 1.81-2.6 as low, 2.61-3.4 as medium, 3.41-4.20 as high and 4.21-5.00 as very high attitude or

perception towards group work while it implement in English language class. And also, frequency(f), and the number from 100%. Hence, a higher mean score indicates the respondents' high good perception to group work or frequent classroom practices and vice-versa. Therefore, the analysis was done relating the computed frequency, percentage and mean values and the results ranged between mean scores 1 to 5.

To make the discussion easier, the items of the close ended questionnaire were grouped in to two main categories and each category has three sub-divisions as follow:

- | | |
|--|-------------------------|
| 1. | The attitudes of high |
| achiever learners towards group work | |
| 1.1. | students' perspective |
| on the practice of group work in English classroom (4 items) | |
| 1.2. | students perspective on |
| the features of group work (10 items) | |
| 1.3. | students perspective on |
| the advantage of group work (15 items) | |
| 1.4. | students perspective on |
| the disadvantage of group work (8 items) | |
| 2. | The attitudes of low |
| achiever learners towards group work | |
| 2.1. | students' perspective |
| on the practice of group work in English classroom (4 items) | |
| 2.2. | students perspective on |
| the features of group work (10 items) | |
| 2.3. | students perspective on |
| the advantage of group work (15 items) | |
| 2.4. | students perspective on |
| the disadvantage of group work (8 items) | |

Therefore, based on the results obtained from students questionnaire, students perception of group work on the importance and practice of group work, the features, advantages and disadvantages of group work in English class are discussed with reference to 'Tables 3 - 10'.

A brief description followed by detailed presentation of each thematic category will be made as to meet the objectives of the study.

4.2.1 Data from High Achiever Students

The results of high achiever students' attitudes towards the practices and importance of group work, features, advantage and disadvantage of group work in English class was briefly discussed as follow:

4.2.1.1 High Achievers Students' Attitude toward Group Work

To assess high academic achievers students' perception of group work with regard to its practices and importance and the role of group work in English language classroom, four question items (Items 1 to 4) were presented to respondents as shown in Table 3 below.

Table 3: - High achiever students' perspectives on the practice of group work in English classroom.

R. No	Items	N	M	S.D	Responses fall to.
1	The amount of group work used in English class is?	48	3.13	0.81	Medium
2	What is your interest to group work?	48	3.06	0.8	Medium
3	How do you consider group work help you learn English?	48	3.13	0.75	Medium
4	How do you consider that applying group work in an English class room is useful?	48	3.17	0.79	Medium
Valid N (Respondents) list wise and Average		48	3.12	0.79	Medium

Key: N – total population M – mean S.D – standard deviation

Thus, first, when students were asked 'the amount of group work used in English classes', their response fall to medium with (mean value of 3.13 and SD 0.81), second they were asked about their interest to group work, their response indicated that their interest to group work was medium level with (mean value of 3.06 and SD 0.8), third, when requested how they would consider group work helped them to learn English, their answers also fall to medium with (mean value of 3.13 and SD 0.75); and finally when requested how usefulness of applying group work in English class, respondents responses fall to medium with (mean value of 3.17 and SD 0.79).

Generally, the results of the analysis revealed that the responses to all question items fall to medium, with an average mean value of 3.12 and SD 0.79. Hence, an average mean and standard deviation value of their responses, which was 3.12 and 0.79, proved that respondents have good perception to the usefulness of group work and its being an important method in ESL.

4.2.1.2 High Achiever Students' Attitude towards Group Work Features

English language high achiever learners' attitudes towards group work features was briefly analyzed using descriptive statistics based on 'Table 4'. There were 10 items analyzed.

Table 4: - High achiever students' attitude towards group work features

R. No	I think that using group work	N	M	S.D	Respons fall to...
1	increase participation in the lesson,	48	3.92	0.93	High
2	Create co-operative relationship among members,	48	3.96	0.98	High
3	promotes genuine interaction,	48	3.85	0.96	High
4	encourages taking self responsibility,	48	3.68	0.98	High
5	allows self exploration of problems,	48	3.73	0.93	High
6	is the best approach to lower achievers,	48	4.29	0.81	Very High
7*	is bad approach to higher achievers,	48	4.15	0.98	High
8*	harms the classroom discipline,	48	3.58	0.93	High
9*	increase conflict among group members,	48	4.04	0.91	High
10*	mislead if wrong ideas come from members.	48	3.77	0.97	High
Valid N (Respondents) list wise and Average		48	3.93	0.94	High

NB- The last four items number 7*, 8*, 9*, 10* are negatively constructed (unfavorable items).

Key: N – total population M – mean S.D – standard deviation

In Table 4 above, 10 question used were to assess high achiever learners' attitudes towards group work features. The first six items show positive features of group work and the rest four items

are negatively constructed (unfavorable items). Thus, the results of the analysis revealed that the responses to favorable question items 1,2,3,4, and 5 fall to high, with M 3.92 and SD 0.93, M 3.96 and SD 0.98, M 3.85 and SD 0.96, M 3.68 and SD 0.98, and M 3.73 and SD 0.93 respectively and item 6 falls to very high with M 4.28 and SD 0.81. In addition the responses to unfavorable items 7, 8, 9 and 10 fall to high, those are M 4.15 and SD 0.98, M 3.58 and SD 0.93, M 4.04 and SD 0.91 and M 3.77 and SD 0.97 respectively.

Based on the relevant responses, it is possible to say that high achiever students highly agreed to group work: increases their participation, creates good relationship between group members, promotes genuine interaction, encourages taking self responsibility, allows to self exploration of problems and agreed to the statement “group work is best method to low achiever students.” On the other hand, they strongly disagreed to group work is bad approach to high achievers, it increase conflicts between group members and harms classroom discipline and at the end they highly oppose the idea that can group work misleads if wrong ideas come from members.

In general, concerning the features of group work, the high achiever respondents (students) average results of the mean 3.93 and standard deviation 0.94 which then suggest the students have high positive attitude towards group work features. These results proved that the students have good perception to the characteristics of group work in English language teaching-learning activity.

4.2.1.3 High Achiever Students’ Attitude towards the Advantages of Group Work

High academic achievers students’ perception towards the advantages of group work was briefly analyzed using descriptive statistics based on ‘Table 5’. In this part 15 items were organized similar ideas together in to four categories. The first category ‘students work/task in English classroom’, it has five items from item 1 - 5, the second category ‘students’ ideas’ include four items from number 6 – 9, the third category which has three items, item 10 - 12 ask ‘students support/help’ and the last category ‘students benefit and activity’ has 3 items 13 – 15.

Table 5- High achiever students' attitude towards the advantages of group work

R. No	When we work in group ...	N	M	S.D	Responses fall to...
1	we do better quality work,	48	4.08	0.91	High
2	develop work cooperatively,	48	4.21	0.87	Very High
3	the work becomes easier,	48	3.95	0.98	High
4	the work becomes more interesting,	48	3.94	0.88	High
5	the work will be better organized,	48	3.81	0.9	High
6	I am able to share my ideas,	48	4.23	0.9	Very High
7	I get opportunities to express my ideas,	48	3.93	0.94	High
8	each member respects the group idea,	48	3.52	0.99	High
9	group members relate ideas with their experience,	48	3.94	0.9	High
10	group members help me when I need support,	48	3.85	0.85	High
11	every one helps her/his group members,	48	3.52	0.89	High
12	members help me to make better decision,	48	3.64	0.95	High
13	I improve my English language skills,	48	3.98	0.92	High
14	I score good results in the subject,	48	3.96	0.98	High
15	Every member participates actively on group work.	48	3.63	0.88	High
Valid N (Respondents) list wise and Average		48	3.87	0.92	High

Key: N – total population M – mean S.D – standard deviation

Table 5 presents data regarding high achiever students' attitudes towards the advantage of group work. There are 15 questions were grouped in to four categories to make easy the data analysis. Thus, the results of the analysis revealed that the responses to 'students' work/tasks; while working in group question items 1, 3, 4, and 5 falls to high and item 2 fall to very high, with M 4.08 and SD 0.91, M 3.95 and SD 0.95, M 3.94 and SD 0.88, M 3.81 and SD 0.9 and M 4.21and

SD 0.87 respectively. These results proved that the high achiever students strongly agreed with while they work in group, they do quality work, the work become easy, the work become more interesting, their work will be better organized and very strongly agree to group work develop working cooperatively.

Considering ‘students ideas’ item 6 falls to very high and items, 7, 8, and 9 the results of the high achiever students fall to high, with M 4.23 and SD 0.9, M 3.93 and SD 0.94, M 3.52 and SD 0.99 and M 3.94 and SD 0.9 respectively. Based on the relevant results, the high achiever students highly confirmed that while they work in group, they share ideas, express their ideas, respect the group ideas and relate ideas with their experience.

Regarding students help/ support, items 10, 11, and 12 the respondents’ responses fall to high, with M 3.85 and SD 0.85, M 3.52 and SD 0.89 and M 3.64 and SD 0.95 respectively. The results show the high achiever students highly agreed with help their group members during they need support and to make better decision. Similarly concerning ‘students’ benefits and activity’ items 13, 14, and 15 the students’ responses fall to high, with M 3.98 and SD 0.92, M 3.96 and SD 0.98 and M 3.63 and SD 0.88 respectively. These responses proved that the high achiever students strongly agreed with when they work in group improve their English language skills, score good results and every group member participate actively.

In general, concerning the advantage group work, the high academic achiever students’ responses the average mean and standard deviation values 3.87 and 0.92 proved that they have good attitude and perception to the advantage of group work in English language classroom.

4.2.1.4 High Achiever Students’ Attitude towards the Disadvantages of Group Work

High academic achievers students’ perception towards the disadvantages of group work was briefly analyzed using descriptive statistics based on ‘Table 6’. In this area 8 items were analyzed

Table 6- High achiever students' attitude towards the disadvantages of group work

R. No	I don't enjoy (like) working in group because	N	M	S.D	Responses fall to...
1	it is a waste of time,	48	3.73	0.88	High
2	it allows one or two group members to make decision,	48	3.62	0.99	High
3	group members have different ideas/ views,	48	3.39	0.86	Medium
4	of different views of members, class work can't be completed	48	3.75	0.9	High
5	it delays the work to be done,	48	3.54	0.84	High
6	it gives students the opportunity to spend time talking about other topics,	48	3.40	0.87	Medium
7	group members do not care about my feeling,	48	3.6	0.81	High
8	I score less when I work in group.	48	3.63	0.91	High
Valid N (Respondents) list wise and Average		48	3.59	0.88	High

NB- All items in this table are negatively constructed (unfavorable items).

Key: N – total population M – mean S.D – standard deviation

As indicated in Table 6 above, with regard to item 3 and 6 the mean and standard deviation 3.39 and 0.86, and 3.40 and 0.87 respectively show that the students agree at medium level to the ideas, group work gives medium level opportunity to group members to have different ideas (views) and it gives students the opportunity to spend time talking about other topics. On the other hand, the finding of the same table regarding items 1, 2, 4, 5, 7 and 8 fall to high, that M 3.73 and SD 0.88, M 3.62 and SD 0.99, M 3.75 and SD 0.9, M 3.54 and SD 0.84, M 3.6 and SD 0.81 and M 3.63 and SD 0.91 respectively.

Depend on the relevant responses; it is possible to say that high achiever students highly disagree with group work: waste time, give opportunity to one or two group members' superiority, and delay the work to be done. In addition, they strongly oppose the ideas that, the students do not complete their work in a given time, the group members do not care about their group mate feeling and they score less when they work in group.

In general, concerning the disadvantage of group work, the high achiever students' responses, the average mean and standard deviation value 3.59 and 0.88 proved that they have not good perception (disagreed) to the points of group work disadvantages, those mentioned in the table 6 above.

4.2.2 Data from Low Achiever Students

The results of low achiever students' attitudes towards the practices and importance of group work, features, advantage and disadvantage of group work in English class was briefly discussed as follow:

4.2.2.1 Low Achievers Students' Attitude towards Group Work

Low academic achievers students' perception towards group work with regard to its practices and importance was briefly analyzed using descriptive statistics based on 'Table 7'. In this area, 4 items were analyzed and it was found that a great majority of the students' responses average mean value is 3.75. Table 7 below presents students' responses.

Table 7: - Low achievers students' perception of group work

R. No	Items	N	M	S.D	Responses fall to...
1	The amount of group work used in English class is?	47	2.94	0.82	Medium
2	What is your interest to group work?	47	4.04	0.8	High
3	How do you consider group work help you learn English?	47	4	0.82	High
4	How do you consider that applying group work in an English class room is useful?	47	3.96	0.85	High
Valid N (Respondents) list wise and Average		47	3.75	0.82	High

Key: N – total population M – mean S.D – standard deviation

As indicated in Table 7 above, 4 questions were used to assess low achiever Students' perception towards group work, the importance and role of group work in English language class room. Thus, the results of the analysis revealed that the responses to question item 1 falls to medium,

with mean and standard deviation 2.94 and 0.82, and the rest items 2, 3, and 4 fall to high with M 4.04 and SD 0.8, M 4 and SD 0.82 and M 3.96 and SD 0.85 respectively. Then, the low achiever respondents have medium view to the implementation of group work in English language classroom and they have high, interest to implementing group work, expectation to group work helps them to learn and feeling to the usefulness of group work in English classroom.

Generally, concerning the importance and role of group work, the low achiever students' responses the average mean value 3.75 and standard deviation 0.82 proved that they have high perception of the group work and its importance in English language learning activity.

4.2.2.2 Low Achiever Students' Attitude towards Group Work Features

English language low achiever learners' attitudes towards group work features was briefly analyzed using descriptive statistics based on 'Table 7'. There were 10 items analyzed.

Table 8: - Low achiever students' attitude towards group work features

R. No	I think that using group work ...	N	M	S.D	Responses fall to...
1	increase participation in the lesson,	47	3.85	0.77	High
2	create co-operative relationship among members	47	4.04	0.8	High
3	promotes genuine interaction,	47	3.95	0.98	High
4	encourages taking self responsibility,	47	3.78	0.94	High
5	allows self exploration of problems,	47	3.77	0.97	High
6	Is the best approach to lower achievers,	47	4.37	0.83	Very High
7*	is bad approach to higher achievers,	47	3.98	0.86	High
8*	harms the classroom discipline,	47	3.89	0.96	High
9*	increase conflict among group members,	47	3.91	0.87	High
10*	Mislead if wrong ideas come from members.	47	3.72	0.79	High
Valid N (Respondents) list wise and Average		47	3.9	0.88	High

NB- The last four items number 7*, 8*, 9*, 10* are negatively constructed (unfavorable items).

Key: N – total population M – mean S.D – standard deviation

In Table 8 above, 10 question used were to assess low achiever learners' attitudes towards group work features. The first six items show positive features of group work and the rest four items are negatively constructed (unfavorable items). Thus, the results of the analysis revealed that the responses to favorable question items 1,2,3,4, and 5 fall to high and item 6 fall to very high, with M 3.85 and SD 0,77, M 4.04 and SD 0.8, M 3.95 and SD 0.98, M 3.78 and SD 0.94, M 3.77 and SD 0.97 and M 4,17 and SD 0.83 respectively. In addition the responses to unfavorable items 7, 8, 9 and 10 fall to high, those are M 3.98 and SD 0.86, M 3.89 and SD 0.96, M 3.91 and SD 0.87 and M 3.72 and SD 0.79 respectively.

Based on the relevant responses, it is possible to say that low achiever students highly agreed to group work: increases their participation, creates good relationship between group members, promotes genuine interaction, encourages taking self responsibility, allows to self exploration of problems and it is best method to low achiever students. On the other hand, they strongly disagreed to group work, bad approach to high achievers, increase conflicts between group members and harms classroom discipline and at the end they highly oppose the idea that can group work misleads if wrong ideas come from members.

In general, concerning the features of group work, the low achiever respondents (students) average results of the mean and standard deviation of their attitudes are 3.9 and 0.88 which then suggest that the low achiever students have high positive attitude towards group work features. These results proved that they have good perception to the characteristics of group work in English language teaching-learning activity.

4.2.2.3 Low Achiever Students' Attitude towards the Advantages of Group Work

Low academic achievers students' perception towards the advantages of group work was briefly analyzed using descriptive statistics based on 'Table 8'. In this area 15 items were analyzed.

Table 9: - Low achiever students' attitude towards the advantages of group work

R. No	When we work in group ...	N	M	S.D	Responses fall to...
1	we do better quality work,	47	4.06	0.86	High
2	develop work cooperatively,	47	4.27	0.83	Very High
3	the work becomes easier,	47	4.36	0.84	Very High
4	the work becomes more interesting,	47	4.26	0.95	Very High
5	the work will be better organized,	47	3.96	0.76	High
6	I am able to share my ideas,	47	3.63	0.99	High
7	I get opportunities to express my ideas,	47	3.63	0.95	High
8	each member respects the group idea,	47	3.57	0.98	High
9	group members relate ideas with their experience,	47	3.40	0.98	Medium
10	group members help me when I need support,	47	3.51	0.94	High
11	every one helps her/his group members,	47	3.68	0.75	High
12	members help me to make better decision,	47	3.79	0.79	High
13	I improve my English language skills,	47	3.98	0.83	High
14	I score good results in the subject,	47	3.68	0.97	High
15	Every member participates actively on group work.	47	4.21	0.92	Very High
Valid N (Respondents) list wise and Average		47	3.86	0.89	High

Key: N – total population M – mean S.D – standard deviation

As indicated in Table 9 above, 15 question used were to assess the low achievers students' attitudes towards the advantages of group work. These 15 items were organized similar ideas together in to four categories. The first category 'students work/task in English classroom', it has

five items from item 1 - 5, the second category 'students' ideas' include four items from number 6 – 9, the third category which has three items, item 10 - 12 ask 'students support/help' and the last category 'students benefit and activity' has 3 items 13 – 15.

Thus, the results of the analysis revealed that the responses to 'students' work/tasks; while working in group question items 1, and 5, falls to high, with M 4.06 and SD 0.86, and M 3.96 and SD 0.76 items 2, 3, and 4 fall to very high, with, M 4.27 and SD 0.83, M 4.36 and SD 0.84 and M 4.26 and SD 0.95 respectively. These results proved that the low achiever students strongly agreed with while they work in group, they do quality work, and their work will be better organized. In addition, they very highly agreed to group work, develop working cooperatively, the work become easy and more interesting.

Considering 'students ideas' items 6, 7, and 8 the results of the low achiever students fall to high, with M 3.63 and SD 0.99, M 3.3.63 and SD 0.95, and M 3.57 and SD 0.98 respectively. Based on the relevant results, the high achiever students highly confirmed that while they work in group, they share ideas, express their ideas and respect the group ideas. But the response to items 9 falls to medium that is M 3.48 and SD 0.98 shows they agreed at medium level with the statement relate ideas with their experience.

Regarding students help/ support, items 10, 11, and 12 the respondents' responses fall to high, with M 3.51 and SD 0.94, M 3.68 and SD 0.75 and M 3.79 and SD 0.79 respectively. The results show the low achiever students highly agreed with help their group members during they need support and to make better decision. Similarly concerning 'students' benefits and activity' items 13 and 14, fall to high and item 15 the students' responses fall to very high, with M 3.98 and SD 0.83, M 3.68 and SD 0.97 and M 4.21 and SD 0.92 respectively. These responses proved that the low achiever students strongly agreed with when they work in group improve their English language skills, score good results and every group member participate actively.

In general, concerning the advantage group work, the low achiever students' responses the average mean and standard deviation value 3.86 and 0.89 proved that they have good attitude and perception to the advantage of group work in English language classroom.

4.2.2.4 Low Achiever Students' Attitude towards the Disadvantages of Group Work

Low academic achievers students' perception towards the disadvantages of group work was briefly analyzed using descriptive statistics based on 'Table 10'. In this area 8 items were analyzed

Table 10:- Low achiever students' attitude towards the disadvantages of group work

R. No	I don't enjoy (like) working in group because	N	M	S.D	Responses fall to..
1	it is waste of time,	47	3.81	0.86	High
2	it allows one or two group members to make decision,	47	3.57	0.98	High
3	group members have different ideas/ views,	47	3.65	0.93	High
4	of different views of members, class work can't be completed	47	3.37	0.96	Medium
5	it delays the work to be done,	47	3.62	0.81	High
6	it gives students the opportunity to spend time talking about other topics,	47	3.55	0.89	High
7	group members do not care about my feeling,	47	3.72	0.82	High
8	I score less when I work in group	47	3.96	0.82	High
Valid N (Respondents) list wise and Average		47	3.67	0.88	High

NB- All items in this table are negatively constructed (unfavorable items).

Key: N – total population M – mean S.D – standard deviation

As indicated in Table 10 above, with regard to item 4 the mean 3.37 and standard deviation 0.96 shows that the low achiever respondents disagree at medium level to the idea, during we work in group cannot completed class work because of our different views. On the other hand, the finding of the same table regarding items 1, 2, 3, 5, 6, 7 and 8 fall to high, that M 3.81 and SD 0.86, M 3.57 and SD 0.98, M 3.65 and SD 0.93, M 3.62 and SD 0.81, M 3.55 and SD 0.89, M 3.72 and SD 0.82 and M 3.96 and SD 0.82 respectively.

Depend on the relevant responses; it is possible to say that high achiever students highly disagree with group work: waste time, give opportunity to one or two group members' superiority, and delay the work to be done. In addition, they strongly oppose the ideas that, the students do not complete their work in a given time, the group members do not care about their group mate feeling and they score less when they work in group.

In general, concerning the disadvantage of group work, the low achiever students' responses the average mean value 3.67 and standard deviation value 0.88 proved that they have not good perception (disagreed) to the points of group work disadvantages, those mentioned in the table 9 above.

4.2.3 Differences in Attitudes between High and Low Achiever Respondents

Table 11: - Groups Statistics Learners' Attitude towards Importance of Group Work

Students' attitudes towards the features of group work	Students status	Amount	Average mean	Average S.D
	High achiever	48	3.12	0.79
	Low achiever	47	3.75	0.82

From Table 11 above, the students' attitudes towards the importance and role of group work reflected that the high academic achievers obtained a lower overall mean of 3.12 as compared to the overall mean of low academic achiever respondents which is 3.75. Generally, these mean values indicate that both groups have a favorable attitude towards the importance and role of group work. They have interested work in group and group work is important to learn English as a second language.

Table 12: - Groups Statistics Learners' Attitude towards Features of Group Work

Students' attitudes towards the features of group work	Students status	Amount	Aver. mean	Aver. S.D
	High achiever	48	3.93	0.94
	Low achiever	47	3.9	0.88

From Table 12 above, the students' attitudes towards group work features reflected that the high academic achievers obtained a higher overall mean of 3.93 as compared to the overall mean of low academic achiever respondents which is 3.9. Generally, these mean values indicate that both

groups have a favorable attitude towards group work. They think using group work helps them to do cooperatively and enhance their social activity, as it enabled them to do well organize and a quality work.

Table 13: - Groups Statistics Learners' Attitude towards Advantages of Group Work

Students' attitudes towards the advantage of group work	Students status	Amount	Average mean	Average S.D
	High achiever	48	3.87	0.92
	Low achiever	47	3.86	0.89

From the tables 13 above it is clear that the majority of high and low achiever students have shown their positive attitude towards the advantage of group work. The respondents' responses reflected that the high academic achievers obtained a lower overall mean of 3.87 as compared to the overall mean of low academic achiever respondents which is 3.83. Generally, these mean values indicate that both groups have a favorable attitude towards group work. Thus, the data from this questionnaire has shown that both high and low achiever students like working cooperatively to make their work more quality and effective because there were discussions and interactions between of all group members for better understanding of the tasks and to make their work better.

Table 14: - Groups Statistics Learners' Attitude towards Disadvantages of Group Work

Students' attitudes towards the disadvantage of group work	Students status	Amount	Average mean	Average S.D
	High achiever	48	3.59	0.88
	Low achiever	47	3.67	0.88

From Table 14 above the students' attitudes towards the disadvantages of group work reflected that the high academic achievers obtained a higher overall mean of 3.59 as compared to the overall mean of low academic achiever respondents which is 3.67. These mean values indicate that both groups have unfavorable attitude towards the disadvantage of group work.

On the whole, according to the above statistics of the attitude scale results highlighted that the differences between high achiever and low achiever students were not big enough to come to conclusion that one category has more (less) attitudes towards group work.

In addition to the close ended questionnaire the respondents were asked three open ended questions. It was incorporated to substantiate the data obtained using the close-ended items of the questionnaire. The students use their English language class experience and answered these open ended questions. The respondents' replies presented as follow:

The students were asked to give their opinions about the positive factors that facilitate effective group work. These are:

- Make cooperative groups with the students who have good relationship,
- The teacher support and follow groups closely,
- Encourage lower achiever students and
- Don't make division between group members.

Concerning the negative factors that facilitate effective group work in English language class, the students replied:

- Less experience working in group,
- Bad feelings, like fear and anxiety,
- Discipline problems by some students,
- Difficult sitting arrangement,
- Weak bond between group members.

Regarding the third item the benefits that they got during the implementation of group work method. The respondents' responses are:

- Express and exchange their ideas freely,
- Learn easily from their friends'
- Encourages broad skills of cooperation and negotiation,
- Work quality work and be more successful,
- Promotes them to make their own decision,
- Increase positive interdependence and
- Take self responsibility and enhance their self-esteem.

4.3 Results of Students' Interview

Face-to-face, semi-structure interviews were conducted in order to investigate the complex participants' perceptions and experiences. During the interviews, the researcher asked the interviewees predetermined, open-ended questions, but allowed flexibility concerning follow-up questions. Cohen et al, (2007) argue that such type of interview increases the comparability of the answers from the respondents and helps the research to gain complete answers. This type of interview also increases the ability of the researcher to logically organize and analyze his/her data. Furthermore, such type of interview is effective in that it helps the researcher to access students' real feeling about the aspect being investigated (Punch, 2009).

In a semi structured interview, eight students from high achievers four and low achiever four students were asked to explain their attitudes towards group work. They presented their perception and experiences in group work activities concerning the advantage and disadvantage, the challenges they faced when they work in group and their group members' relationship.

All of them have said that grouping was formed by the teacher with different sex and achievement level. This difference in achievement level or in sex made them happy as it enabled them to see new friends and share different experiences from multidimensional angles. The analysis and the findings of the data were presented as follows.

4.3.1 Responses to students' attitude towards using group work in English classroom

With regard to this question, the target students were asked about their attitudes towards group work. Hence, the researcher interviewed the eight interviewees to forward their idea as follows. Except one interviewee the rest seven participants have positive attitude towards group work.

For instance one of the respondents responded as follows when he was asked about his attitudes towards group work.

.... I like working in group, because it helps me to share ideas, tasks (work load) and to practice language skills like speaking and listening. (S1 – 31/03/2017)

The other students strengthening what the above student said and expressed their opinion like this:

... group work an interesting teaching and learning method due to it help us to express our ideas without fear, easily we can share ideas , give and take support from our group members (S3,S4,S5,S6,S7 and S8 – 31/03/2017).

Whereas, a student from high achiever said

.... I am not interested working in group, when we work in group we waste time, wrong ideas raised and some students become dependent and leave the tasks to few students (S2- 31/03/2017).

4.3.2 Students' response to their feeling when they work with other students

With regard to their feeling when they work with other students, the interviewees describe their responses as follows:

...I am excited when I work with other students, because I get support from other students and I help them. In addition we share our experiences and knowledge. I have wide opportunities to make conversation and develop my language skills (S1,S3,S4,S5,S6,S7 and S8 – 31/03/2017).

Concerning this item, the second student mentions his experience

...When I work with other students I am not happy, because I do not get any benefits from other students. I am not successful while I working in group (S2-31/03/2017).

4.3.3 Regarding the advantages of using group work in English classroom

To this question, the participants described their idea about the advantage of group work as follow:

....while I work in group I help my group members, share workloads, interact actively and develop my communicative skill with the students as well as the society and improve my problem solving skill (S1,S3,S4,and S8 – 31/03/2017).

Likewise, the S5th, S6th, and S7th students replied the following for the above similar item:

....during I working in group, my group mates motivate me to work together, generate more ideas, share knowledge, to be competent student and make our group work enjoyable and interesting (31/03/2017). .

In addition, the second student expressed about the advantage of group work as follows:

...working in group helps me, to interact, to share ideas and to make close contact with the students. Generally group work encourages my social life (31/03/2017).

4.3.4 Students' responses to the disadvantages of group work in English classroom

The interviewees of this study gave their opinion and practices about disadvantage of group work as follows:

....when we work in group, sometimes there are unnecessary dialogues between us, some students do not participate on group work (they are dependent) and sometimes there are wrong opinions raised from the members' thus, may mislead our thinking direction (the whole interviewees- 31/03/2017).

4.3.5 The way to measure their group members' group work participation

With regard to this item the respondents expressed their opinion as follows: The participants said, *"We work together, as much as possible all of us participate on our group tasks".* (S1st, S3rd, S4th, S5th, S6th, S7th and S8th - 31/03/2017)

On the other hand, the second student shortly said, *"Our participation level is not equal"*.

4.3.6 Students response to the relation between group work and their success in English

With regard to this question, except one interviewee the rest seven participants expressed their opinions as follows:

...we work together, to help and support each other, to share work load, to bring new ideas, and to be competence. Generally we encourage ourselves and fill our weaknesses by ourselves. Then we are successful (S1st, S3rd, S4th, S5th, S6th, S7th and S8th - 31/03/2017).

On the other hand, the second student described his experience as follows:

“I do not enjoy working in group. When I work in group, I think I waste time and I do not get any new idea from the group members”. (31/03/2017).

4.3.7 What challenges they faced during the implementing of group work?

With regard to the above question, the students responded the following:

...when we work in group, our sitting arrangement is not suitable to group discussion (work) and in our group there are seven group members including me it is large group size (S1st and S6th - 31/03/2017)

The other students add their opinion and expressed like this:

...during we work in group, decrease our relationship with our teacher, shortage of time due to this sometimes we did not complete our work and we make much noise in the classroom when we work in group this disturb us.....(S2nd, S3rd, S4th, S5th, S7th and S8th - 31/03/2017C)

The findings of the interview revealed that students learning English as second language had generally a positive attitude towards group work on English language learning environment. The majority of the students agreed that they have positive attitude towards learning English as a second language via group work approach. On the other hand, from eight participants only one high achiever student showed negative attitudes towards group work the rest 88% of the respondents showed positive attitude towards group work. Most of the participants believed that group work encourages them to spend more time learning English. One possible explanation for the students' positive attitudes towards learning English through group work is that it has become a best environment for developing language skills. Group work is considered to be one of the most frequently used in English classroom based forms of interaction and communication with the group members. Group work offered wide opportunities for the students to share information and experiences, create conversation and develop their own language skills easily.

In addition the findings show that group work motivate the students to participate more and enhance their achievement. Generally, the learners have positive attitudes and they strongly agree that group work has proven to promote second language learners' learning motivation. Group

work can help second language learners to develop their linguistic skills, build their self-instruction strategies and self-confidence.

Concerning questions 2 and 3 the finding of the advantages and disadvantages of group work in the English language classroom, the results of the interview collectively summarized as follows:

Advantages

- group work motivates the members to work and express their thoughts,
- it enables them to help and support each other,
- it allows them to share information and knowledge,
- it allows for the work load to be shared
- it enables them to build competences,
- it helps to generate more ideas
- it is social activity and more enjoyable learning experience, and
- it improves their communicative skill and problem solving skill.

Disadvantages

- some of the students may become dependent,
- wrong opinions from the member's may mislead their thinking direction,
- sometimes there are unnecessary dialogues

Regarding the challenges the students faced while working in group, the interviewed students suggested some problems. These are:

- the number of group members (large group size),
- to make groups, the arrangement of the desk (it is fixed),
- decrease their relationship with their teacher,
- there is much noise in the class when they work in group, and
- it is difficult in reaching to explain their idea all the members.

4.4 Results of Classroom Observation

Gathering information through observation gives a direct experience and it makes possible to study certain teaching process and teachers' behaviors as they actually occur. As a result the third type of data gathering instrument that was used in this study was class room observation. The reason for employing classroom observation is to get additional information regarding the issue under investigation and to consolidate the information gained through the questionnaire and interview. Therefore, classroom observation was conducted to get deep (insight) information concerning the learners' attitude towards group work in English classroom. In addition to this, it was employed to see the natural environment (the classroom situation). Thus, the researcher prepared 16 items in the form of checklist (see appendix 3) and observed 4 sections for 40 minutes in each section.

The checklist included four different types of observation items these are: on students' attitude towards group work, on students' cooperation, on students' satisfaction and manner of students' participation. Within each of these categories there were specific expectations listed which were indicators to measure whether students were showing participation for that category. Depend on the participation and activity of the students, the researcher gave grade from very good to non. He used similar rating scale to the questionnaires used in this study (5– Very good, 4 – Good, 3 – Poor, 2 – Inadequate and 1 – Not applicable for data observation), the statements used in the observation checklist are categorized in to two domains –favorable and unfavorable items. Items 1, 2, 4, are favorable statements while the remaining item 3 (on students' dissatisfaction) is unfavorable statement. Similarly result interpretation like questionnaires a mean value of 1.00-1.8 as very low, 1.81-2.6 as low, 2.61-3.4 as medium, 3.41-4.2 as high and 4.21-5.00 as very high, the observation items implemented in English language class. The descriptive statistics was done in the light of the observation checklist which is fully explained as follows:

Table 15: - Classroom Observation Data

R. No	Detail of Observation Items		Rating Scale					Total	Mean	Results fall to...
			5	4	3	2	1			
1	On students attitude toward group work. The students....									
	A – are interested working in group,	F	1	3	-	-	-	4	4.25	Very High
		%	25	75	-	-	-	100		
	B - are at ease working in group,	F	-	2	2	-	-	4	3.5	High
		%	-	50	50	-	-	100		
	C - sit close to each other,	F	-	3	-	1	-	4	3.5	High
		%	-	75	-	25	-	100		
	D - contribute ideas to the group,	F	-	3	1	-	-	4	3.75	High
		%	-	75	25	-	-	100		
	E - interact (discuss) with group members,	F	-	3	1	-	-	4	3.75	High
		%	-	75	25	-	-	100		
	Average	F	0.2	2.8	0.8	0.2	-	4	3.75	High
		%	5	70	20	5	-	100		
2	On students co-operation. Group members' each other.									
	A – encourage,	F	-	3	-	1	-	4	3.5	High
		%	-	50	-	25	-	100		
	B - respect ideas of,	F	1	2	-	1	-	4	3.75	High
		%	25	50	-	25	-	100		
	C - ask for help from,	F	-	2	1	1	-	4	3.15	Medium
		%	-	50	25	25	-	100		
	D - provide help to,	F	-	3	-	1	-	4	3.5	High
		%	-	75	-	25	-	100		
	E - share the work among,	F	-	2	2	-	-	4	3.5	High
		%	-	50	50	-	-	100		
	Average	F	0.2	2.4	0.6	0.8	-	4	3.48	High
		%	5	60	15	20	-	100		
3*	On students dissatisfaction. Group members don't.....									
	A - exchange ideas,	F	-	-	-	3	1	4	4.2	Very High
		%	-	-	-	75	25	100		
	B - complete the work given,	F	-	-	2	2	-	4	3.5	High
		%	-	-	50	50	-	100		
	C - participate (talk or do other things),	F	-	-	-	3	1	4	4.2	Very High
		%	-	-	-	75	25	100		
	D - co-operate with others (there is conflict)	F	-	-	1	2	1	4	4	High
		%	-	-	25	50	25	100		
	Average		-	-	0.75	2.5	0.75	4	3.98	High
			-	-	18.75	62.5	18.75	100		
4	Manner of students participation									
	A- the whole members	F	-	3	1	-	-	4	3.75	High
		%	-	75	25	-	-	100		
	B- Actively	F	1	2	1	-	-	4	4	High
		%	25	50	25	-	-	100		
	Average	F	.5	2.5	1	-	-	-	3.88	
		%	12.5	62.5	25	-	-	-		

NB- Item number 3 are unfavorable statements.

As shown above in Table 15, on students attitude toward group work that how they practiced group work in English language classes shows in item 1. In this item there are five details, the mean results of all details are above 3.5 and average mean score 3.5 implied that the students have strong positive perception work in group. They proved by worked in group and participated actively in their group work.

Regarding item 2 that how the students cooperate in their group. The researcher observed how they encourage, respect ideas of, ask for help from and provide help between their group members and scored for each detail. The average percentile results 5 very good, 60 good, 15 poor and 20 inadequate and the average mean value 3.48 showed that the group members cooperated while they working in group.

Concerning item 3 on students dissatisfaction while they work in group (it is unfavorable statement) average percentile results 18.75 poor, 62.5 inadequate and 18.75 not applicable, in addition average mean value 3.98 indicated that highly opposed the details mentioned in the table. At the end the researcher observed the selected four English classes and graded that the manner of group member students participation while working in group. The average percentile result 12.5 very good, 62.5 good, 25 poor and the average mean value 3.88 demonstrated that the whole members of each group participate actively.

Generally, except these items, item 2 detail C (3.15) fall to medium, items, 1 detail A (4.25), 3 details A (4.2) and C (4.2) fall to very high the rest items fall to high. This shows the observer proved that, between the group members there is strong cooperation , the students' satisfied on their group work, the students' were active participant while working in group and the students have positive attitude towards group work .

On the other hand, the researcher observed the formation of group. Group formation was one of the most important parts of observation. In the current study the group made by the teacher assigning. The teacher did not give the students opportunity to form their own group. This kind of group formation may not have strong friendship between group members. Friendship was the most common criteria of group formation for the students. As Hendry et al. (2005) reported, friendship helped the groups work better as the group members have a good relationship with

each other, were not afraid of criticizing and discussing, and had great respect for all members.

To summarize the analysis, the responses of students generally showed that they have positive attitudes towards group work in English classroom. Group work like any other instructional methods can be used in teaching English language. Johnson and Johnson (1994) state, working in groups and cooperating with each other is one of the strategy in teaching and learning activities. However, group work by itself does not bring improvements in learning English unless the students have good attitudes towards it.

The researcher used three kinds of instruments to investigate the learners' attitudes towards group work. In the questionnaire session, the students were asked questions about their attitude towards group work in relation to their work experiences, the nature of group work, about the advantage and disadvantage of group work to their entire work experience, In the interview session respondents were asked questions about their attitude towards the advantage and disadvantage, the challenges they faced when they work in group and their group members' relationship. Lastly in observation session the researcher observed the students' attitude towards group work, on students' cooperation, on students' satisfaction and manner of students' participation. Then the data collected from students through questionnaire, interview and observation proved that both high and low achiever students have positive attitude towards the group work. Bibi (2002) reported that teaching English through group work activities played a positive role in improving the academic achievement and develop the four language skills of the students. They admitted that group work is an effective approach in English language classroom. Group work allows students to explore a diversity of opinions, better retain learned information, and efficiently tackle projects too large to effectively handle on an individual basis (Gatfield, 1999). The students agreed to working cooperatively to make quality and effective work. According to Hansen (2006) working in groups and cooperating with each other is the best strategy to improve our learning and overall skills.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5. Introduction

This section presents the summary of the major findings of the study and conclusions of the research results. After the conclusions of the study have been made, some possible suggestions are given.

5.1. Summary of the Findings

Group work can make learning effective and interesting if it is applied in a systematic way and well organized approach. Group work like any other instructional methods can be used in teaching English language. However, group work by itself does not bring improvements in learning English unless the students have good attitudes towards it. Thus, the aim of this research seeks to investigate the learners' attitude towards group work and find out the relationship between the learners' attitudes towards group work and their achievement.

In order to meet this purpose, the following basic research questions were designed;

- What are the attitudes of English language learners towards group work?
- What are the benefits students expect from group work?
- What a significance difference exists between high achieving and low achieving students' attitude towards group work?

In order to address these basic questions, one high School- Goba High School which are found in Bale Zone, was selected purposively. From this high school, out of 780 grade 10 students 96 students (forty eight high achiever and forty eight low achiever learners) were selected through non- probability purposive sampling method.

Data were obtained from the sample respondents through questionnaire, interview, and observation checklist. In doing this, 96 questionnaires were distributed to students. But, 97 questionnaires from students were properly filled and returned to the researcher

In addition, semi-structured interview was conducted with 8 students (4 high achiever and 4 low achiever students) to enrich data obtained through questionnaire and to gain some additional information's that cannot be obtained through questionnaire. Moreover, classroom observation was conducted on four sections per the sample school to obtain data regarding classroom situations, the overall activities of the students while they working in group and to triangulate the data obtained through questionnaire. The data collected from students through closed ended questionnaire and observation were analyzed and interpreted by using different statistical tools like frequency, percentage, mean and standard deviations. The data gathered through open ended questionnaire, and semi-structured interview was analyzed qualitatively using narration. After analyzing the result of data, the following major findings were identified:

I. Regarding the attitudes of English language learners towards group work.

For the students' attitude towards group work proved through their felling towards the features of group work. Thus, high academic achiever respondents mean value 3.79 and low academic achiever respondents mean value 3.64 reflected both groups have favorable attitudes towards group work. In addition, the observation average mean value 3.75 proved the students have positive feeling to work in group. They admitted that group work is an effective approach in English language classroom.

II. Regarding the benefits of group work.

The students affirmed the benefits of group work through its advantage and disadvantage. Concerning advantages of group work both high achiever and low achiever learners mean values are 3.56 and 3.82 respectively. This shows that the majority of high and low achiever students have positive attitude towards the advantage of group work.

In addition, according to disadvantage of group work higher achiever Students mean score- 3.43 and low achiever students mean score- 3.39 indicated that, the students strongly disagree to the unfavorable statements (items).

Over all, these mean values indicate that both groups have positive attitude towards the benefits of group work. They confessed group work approach is better than individual learning and they feel satisfaction in cooperative working. Thus, the results have shown that both high and low achiever students agreed to working cooperatively to make quality and effective work.

III. Regarding a significance difference between high achieving and low achieving students' attitudes towards group work.

The differences in attitudes between high achiever and low achiever students towards: the importance and role of group work mean values 3.12 and 3.78 respectively, the features of group work average mean value of high achiever 3.79 and low achiever- 3.64, the advantage of group work mean value of high achiever 3.56 and low achiever- 3.82, and lastly the disadvantage of group work average mean scores of high achiever- 3.43 and low achiever- 3.39 show there were slightly differences in their mean scores. However, this difference were not big enough to come to conclusion that one category has more (less) attitudes towards group work. Both groups have positive attitudes towards group work. They agreed group work is interesting and effective approach in English learning as a second language. So the differences academic achievement does not play any significance role to the learners in their attitudes towards group work.

On the other hand, the data gathered through open ended questionnaire, and semi-structured interview was strengthened these above questionnaire and observation findings. They liked group work activities and they enjoyed working in group in English class. They strongly agreed and mentioned group work encouraged their interaction and developed communicative skill as well as English language skills. Pair and group work immediately increase the amount of students talking time (Harmer, 1991).

5.2 Conclusions

Based on the data analysis and the findings, the researcher reached the following conclusions regarding the initial research questions.

1- What are the attitudes of English language learners towards group work?

The findings of this study indicate that the students were satisfied with working in group in English language class room. They felt that it was favorable for English classroom teaching. Students believed that group tasks clear their concepts more than individual learning. It also makes learning interesting, it provides fun, done in satisfactory situation and their socialization enhance.

Students also expressed that during working in group, they felt confidence, responsibility of work, and committed to success of each member and their group. The learners have positive attitudes to individual accountability and equal distribution of responsibility. They agreed to individual accountability and equal distributions of responsibility are important quality of group work. If there is not individual accountability and only one student take the responsibility from the whole group, academic achievement may not occur for all students in the group. Unless there is equal accountability and equal distribution of responsibilities for learning, higher achiever students may do the work without the participation of others. Individual accountability and group goals contribute to academic achievement (Slavin, 1989).

2- What are the benefits students expect from group work?

In addition, the Students were interested with the nature of group work that is positive interdependence. Group work has group goals that create what is known as positive interdependence. Positive interdependence is when students believe they can reach their learning goals only when other students in their group also reach their goals (Johnson and Johnson, 1987). Positive interdependence means that individual accountability must occur. The group members' were working together to earn good grades, rewards and recognitions. The agreement among the group members and positive interdependence are actually essential components for successful group work learning approach (Slavin, 1989).

The students strongly agreed that group work gives learners enough opportunities to share their opinions, ideas and reactions, to help their group members and are helped by their group members in English Language class. It could the students lead to develop their attitudes towards learning the subject and assist them to recognize the ideas better. As William et al. (2010) the group members' ability to explain information to other group members helped them understand the concepts better. They had a strong sense of satisfaction when involved in group achievement. They were also relaxed in group settings, could express and communicate their ideas and were not afraid to ask for help. In summary, individuals who enjoy talking to other people; are energetic, high spirited and cheerful are likely to do well in groups and contribute to group work.

3- What a significance difference exists between high achieving and low achieving students' attitude towards group work?

There is strong relationship between students' achievement and working in group. According to Dunn and Dunn (1993) Group work promotes a positive affective climate. It provides opportunities to establish mutual goals, to share information (idea), and materials and to develop collaborative partnership. Group work encourages students to be more successful in English language learning. Long and Porter (1985) explained that group work motivates learners and allows for a greater quantity and richer variety of language practice. However, the result of this study concluded that the students' achievement level (high and low achiever) does not have any significant role on their attitude towards group work. In relation to their ability students have no attitudinal difference towards group work.

5.3 Recommendations

Finally, to develop students' attitudes more towards group work and for students to be successful in English, the following recommendations were forwarded based on the data collected and the conclusions drawn:

Teachers have to organize, plan and examine group work carefully. To achieve better results from group work teachers should:

- Form groups having heterogeneous members, such as, learners with differ with achievement, sex etc and encourage students to learn from one another.
- Arrange environmental facilities for students to work in group. Good facilities support group work and improve the attitude of the students.
- Make group with appropriate number and arrange suitable sitting arrangement.
- Create close contact to groups, support and follow the students to focus on their tasks.
- Teachers should monitor, not only the work of the groups, but also monitor each member's problem, attitude and feeling in the group.
- Plan group work activities depending on the tasks to make students more productive.

Teachers also have to provide training for students to encourage their attitude and to develop skills of group work. This can be achieved by:

- Varying the type and amount of activities of group work.
- Planning how and when group work should be practiced.
- Analyzing how to cope up the problems that will be faced while learners are working in groups.

Curriculum planners and material producers should also take group work in to account while designing English language curriculum and textbooks due to its role in motivating the students to get involved in the learning process.

Finally, group work, therefore, needs to be treated with great attention and respect. Students, teachers and other concerned bodies should take into account students' attitudes towards group work and minimize the constraints students face during implementing group work in the actual class rooms.

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Appendix 1

Student Questionnaire

Part I:- Aims and Instruction of the Questionnaire

Dear students, this questionnaire are designed for the purpose of educational research for postgraduate study at Adama Science and Technology University (ASTU), School of Law and Humanity, Department of English. Its main aim is to explore the attitudes of students particularly high and low achievers towards group work in English language classroom. Therefore, your genuine responses to the entire questions are extremely valuable for the study.

The questionnaire has four pages, which are composed of instructions and different questions under three parts. Part one, deals with the purpose of the study and instruction on how to complete the questionnaire. Part two, which has four questions, to review your attitude towards the use of group work in English classroom. Next part three, which consists four sub-parts, is designed to assess your attitude towards the features, advantages and disadvantages of group work.

So, you are politely requested to read all questions carefully and to respond honestly to provide the required information. You can provide your answer by marking “X” mark in the box given in front of the choices and give answers what you think, feel and behave when you working with other students. Finally, the producers of the questionnaire like to disclose that they are greatly indebted to all people, who will take part in providing information to the study by filling out the questionnaire. Moreover, the help received will be greatly acknowledged in the paper.

Thank you!

Part II

Direction: - The following questions are used to review the students’ (your) attitude towards the use of group work in English classrooms. Please use ‘X’ mark to show the level of your interest (attitude) to the questions posed in only one box.

1 - The amount of group work used in English class is –

Very high ☐ High ☐ Medium ☐ Low ☐ Very low ☐

2 - What is your interest to group work?

Very high ☐ High ☐ Medium ☐ Low ☐ Very low ☐

3 - How do you consider group work help you learn English?

Very high ☐ High ☐ Medium ☐ Low ☐ Very low ☐

4 – How do you consider that applying group work in English class rooms is useful?

Very high ☐ High ☐ Medium ☐ Low ☐ Very low ☐

Part III

General direction: - part three has three sub sections (3.1, 3.2, and 3.3). Section 3.1 has 10 questions, prepared to assess your attitude towards group work. Section 3.2 and 3.3 which are prepared to review your attitude towards the advantages and disadvantages of group work respectively using fine attitude scale items ranging from strongly agree to strongly disagree. Therefore, you are expected to show your response by making ‘X’ mark only one of the boxes in the table for each subsection.

The fine attitude scales given 5-1 show the following responses.

5 – Strongly agree

3- undecided

2 - Disagree

4 - Agree

1 - Strongly Disagree

3.1 – The following are some features of group work. Please indicate your attitude to each feature in the table.

R.no	I think that using group work	Responses				
		5	4	3	2	1
1	increase participation in the lesson,					
2	create co-operative relationship among members,					
3	promotes genuine interaction,					
4	encourages taking self- responsibility,					
5	allows self exploration of problems,					
6	is the best approach to lower achievers,					
7	is bad approach to higher achievers,					
8	harms the classroom discipline,					
9	increase conflict among group members,					
10	mislead if wrong ideas come from members.					

3.2 – The items in the following table are about the advantages of group work. What is your attitude towards each advantage?

R.no	When we work in group	Responses				
		5	4	3	2	1
1	we do better quality work,					
2	develop work cooperatively,					
3	the work becomes easier,					
4	the work becomes more interesting,					
5	the work will be better organized,					
6	I am able to share my ideas,					
7	I get opportunities to express my ideas,					
8	each member respects the group idea,					
9	group members relate ideas with their experience,					
10	group members help me when I need support,					
11	every one helps her/his group members,					
12	members help me to make better decision,					
13	I improve my English language skills,					
14	I score good results in the subject,					
15	every member participates actively on group work.					

3.3 – The items in the following table are about the disadvantages of group work. What is your attitude towards each disadvantage?

R.no	I don't enjoy (like) working in group because	Responses				
		5	4	3	2	1
1	it is a waste of time,					
2	it allows one or two group members to make decision,					
3	group members have different ideas/ views,					
4	of different views of members, class work can't be completed					
5	it delays the work to be done,					
6	it gives students the opportunity to spend time talking about other topics,					
7	group members do not care about my feeling,					
8	I score less when I work in group.					

4 – Please list some positive factors you think will facilitate effective group work in English classroom. _____

5 – Please list some negative factors you think will hinder using group work in English classroom. _____

6 – What benefits do you get during the implementation of group work method in English language class? _____

Appendix 2

Students Interview Guide

Dear Students, welcome to this interview session.

- 1- Please tell me about your attitude towards using group work in English classroom.
- 2- What do you feel when you work with other students.
- 3- Tell me the advantages have you observed using group work in English classroom.
- 4- What do you think are the disadvantage of using group work in English classroom?
- 5- How can you measure your group members' group work participation?
- 6- What kind of relations do you think exists between group work and your success in English lesson?
- 7- Tell me about the challenges you faced during the implementing of group work.

Appendix 3

Group Work Observation Checklist

School _____

Academic year _____ Semester _____ Grade and Section _____

Period _____ Chapter _____ Topic _____

Class Teacher Code _____ Observer _____

General Information

Date of Observation _____ Round of Observation _____

Frequency of group use High ☐ Average ☐ Low ☐

Group size /type/ Large ☐ Medium ☐ Small ☐

Rating scale: 5– Very good 4 – Good 3 – Poor
 2 – Inadequate 1 – Not applicable for data observation

R.no	Detail of Observation Items	5	4	3	2	1
1	On students attitude toward group work. The students....					
	A – are interested working in group,					
	B - are at ease working in group,					
	C - sit close to each other,					
	D - contribute ideas to the group,					
	E - interact (discuss) with group members,					
2	On students co-operation. Group members' _ each other.					
	A – encourage,					
	B - respect ideas of,					
	C - as for help from,					
	D - provide help to,					
	E - share the work among,					
3	On students dissatisfaction. Group members don't.....					
	A - exchange ideas,					
	B - complete the work given,					
	C - participate (talk or do other things),					
	D - co-operate with others (there is conflict)					
4	Manner of students participation C- the whole members D- actively					

Appendix 4

Amharic Version of Students' Questionnaire

የተማሪዎች መጠይቅ

ይህ መጠይቅ የተዘጋጀው በአዳማ ሳይንስና ቴክኖሎጂ ዩኒቨርሲቲ የድህረ ምረቃ ት/ቤት በእንግሊዝኛ/ት/ት ☐ ለሁለተኛ ዲግሪማሟያ ለሚደረግ ጥናት ነው። አላማውም ተማሪዎች በተለይ ውጤታማ እና ☐ ቅተኛ ውጤት ባስመዘገቡ ተማሪዎች በእንግሊዝኛ ትምህርት ክፍለ ጊዜ እየተተገበረ ባለው የቡድን ስራ ያላቸውን አመለካከት ለመረዳትና ከምን ደረጃ ላይ እንዳለ መረጃ በመሰብሰብ ጥናት ለማድረግ ነው። መጠይቁ ሁለት ክፍሎች ያሉት ሲሆን ተማሪዎች በእንግሊዝኛ ክፍለ ጊዜ በሚተገበረው የቡድን ስራ ላይ ያላቸውን አመለካከት ለማወቅ የተዘጋጁ ጥያቄዎችን የያዘ ነው።

ውድ ተማሪ የዚህ ጥናት አስተማማኝነት አንተ(ቺ) በእያንዳንዱ ጥያቄ በምትሰጠው(ጨው) ምላሽ ላይ የተመረከዘ ስለሆነ እያንዳንዱን መመሪያዎችና ጥያቄዎች በጥሞና በማንበብ ለጥያቄዎቹ ትክክለኛ ምላሽ በመስጠት ለጥናቱ ውጤታማነት የበኩልህን(ሽን) አስተ-☐ እንድቋርግ(ጊ) በትህትና እ-☐ ቃለሁ።

ለትብብራችሁ አመሰግናለሁ

ክፍል አንድ

ትዕዛዝ: የሚከተሉትን ስለ ቡድን ስራ ያለህንምልከታ የሚጠይቁ መጠይቆችን በመረዳት የአንተን(ቺን) አመለካከት ይገልጻል በምትለው(ይው) ከተሰጡት አማራጮች በአንዱ ላይ ብቻ የ'X' ምልክት አድርግ(ጊ):

- 1- በእንግሊዝኛ ክፍለ ጊዜ ለምን ያህል ጊዜ የቡድን ስራ ት-☐ ብራላችሁ?
☐ በጣም ከፍተኛ ☐ ከፍተኛ ☐ መካከለኛ ☐ ቅተኛ ☐ ም ☐ ቅተኛ
- 2 በቡድን ስራ ላይ ያለህ(ሽ) ፍላጎት
☐ በጣም ከፍተኛ ☐ ከፍተኛ ☐ መካከለኛ ☐ ቅተኛ ☐ ም ☐ ቅተኛ
- 3 በቡድን መስራት የእንግሊዝኛ ቋንቋን ለመማር ምን ያህል ያግዘኛል ብለህ(ሽ) ቋባለህ(ቢ-አሽ)?
☐ በጣም ከፍተኛ ☐ ከፍተኛ ☐ መካከለኛ ☐ ቅተኛ ☐ ም ☐ ቅተኛ
- 4 በእንግሊዝኛ ክፍለ ጊዜ የቡድን ስራ መተግበሩ ምን ያህል ጠቀሜታ አለው ብለህ(ሽ) ተስባለህ(ቢ-አሽ)? ☐
☐ በጣም ከፍተኛ ☐ ከፍተኛ ☐ መካከለኛ ☐ ቅተኛ ☐ ም ☐ ቅተኛ

ክፍል ሁለት

አጠቃላይ መመሪያ: በዚህ ክፍል ስር ባሉት ሶስት ንዑስ ክፍሎች ስር የተዘረዘሩትን ጥያቄዎች በማንበብ መስማማትህን ወይም አለመስማማትህን ለመግለጽ ከጥያቄዎቹ ትይዩ ከተሰጡህ(ሽ) አማራጮች በአንዱ ላይ ብቻ የ'X' ምልክት አድርግ(ጊ):

- ለመጠይቆቹ የተሰጡት አማራጮች: 5- በ☐ ም እስማማለሁ 4- እስማማለሁ 3- አልወሰንኩም
2- አልስማማም 1- በጣም አልስማማም

3.1- በሚከተሉት የቡድን ስራ ባህሪያት በተመለከተ በሚያስማማህ(ሽ) አማራጭ ላ□ □X'ምልክት አድርግ(ጊ)

ተ. ቁ.	እኔ እንደማስበው በክፍል ውስጥ በቡድን መስራት	ምላሾች				
		5	4	3	2	1
1	በትምህርት ስራው ላይ የተማሪዎችን ተሳትፎ ይጨምራል					
2	በቡድን አባላቶች መካከል በህብረት መስራትን ይፈጥራል					
3	በቡድን አባላቶች መካከል የርስበርስ ግንኙነትን ያጠናክራል					
4	የራስ ሀላፊነትን ለመወጣት ያበረታታል					
5	በራስ ጥረት ችግሮችን ለመፍታት ይረዳል					
6	□ቅተኛ ውጤት ለሚያመጡ ተማሪዎች የተሻለ የማስተማሪያ ዘዴ ነው					
7	ለጎበዝ ተማሪዎች ጥሩ ያልሆነ የማስተማሪያ ዘዴ ነው					
8	የክፍል ውስጥ ስነ-ስርዓትን ያውክል					
9	በቡድን አባላቶች መካከል አለመግባባቶችን ያባብሳል					
10	በሚሰነዘሩ የተሳሳቱ አመለካከቶች የቡድኑ አባላትን የተሳሳተ ግንዛቤ አንዲይዙ ያደርጋል					

3.2- በሚከተለው ሰንጠረዥ የቡድን ስራ ጥቅሞች ተዘርዝረዋል፡፡ በነኝህ ጥቅሞች ላይ ያለህ(ሽ) አመለካከት ምንድን ነው ?

ተ. ቁ.	በቡድን በምንሰራበት ጊዜ	ምላሾች				
		5	4	3	2	1
1	የበለጠ ጥራት ያለው ስራ እንሰራለን					
2	በጋራ የመስራት ልምዳችንን እናጎለብታለን					
3	ስራዎች ይቀላሉ					
4	ስራዎች የበለጠ ማራኪና አስደሳች ይሆናሉ					
5	ስራዎቻችን በተሻለ መልኩ ይቀናጃሉ					
6	ሀሳባችንን በቀላሉ ለቡድናችን አባላት ማፈል ያስችለናል					
7	የራሴን አመለካከት የምገለጽበት አጋጣሚ ሰፊ ነው					
8	እየንዳንዱ የቡድን አባል የቡድኑን የጋራ አመለካከት ያከብራል					
9	የቡድኑ አባላት የህይወት ተሞክሯቸውን ይጋራሉ					
10	እርግጠኛነትንና ስራዎችን ጊዜ የቡድን አጋሮቹ ይረዱኛል					

11	እያንዳንዱ የቡድን አባላት አርስ በርስ ይተጋግላሉ					
12	የቡድን አጋሮች ጥሩ ውሳኔ እንድወስን ያግዙኛል					
13	እያንዳንዱ አባል በቡድን ስራዎች ላይ የነቃ ተሳትፎ ያደርጋል					
14	☐ እንግሊዝኛ ቋንቋ ክህሎችን እናዳብራለን					
15	☐ ሩ ውጤት እንድናመጣ ይረዳናል					

3.2- በሚከተለው ሰንጠረዥ የቡድን ስራ የሚያስከትላቸው ጉዳዮች ተዘርዝረዋል። በነኝህ ጉዳዮች ላይ ያለህ(ሽ) አመለካከት ምንድን ነው ?

ተ. ቁ.	በቡድን ስራ መስራት አልመርጥም መካንያቱም	ምላሾች				
		5	4	3	2	1
1	ጊዜ ያባክናል					
2	የአንድ ወይም ሁለት ተማሪዎች የበላይነት ይንጸባረቅበታል					
3	እያንዳንዱ የቡድን አባል የራሱ አመለካከት አለው					
4	በቡድኑ አባላት የተለያዩ አመለካከት የተነሳ የሚሰጠንን የክፍል ስራ በሚሰጠን ጊዜ አናጠናቅቅም					
5	ስራዎች ወደ ሌላ ጊዜ ይተላለፋሉ					
6	ተማሪዎች የተሰጣቸውን የቡድን ስራ በመተው ሌላ ስራዎችን በመከወን የቡድን ስራ ጊዜያቸውን ያባክናሉ					
7	የቡድን አጋሮች ለኔ ስሜት ግድ የላቸውም					
8	በቡድን በምስራብት ጊዜ ዝቅተኛ ውጤት ነው የማስመዘግበው					

4-በእንግሊዝኛ ትምህርት ክፍለጊዜ የቡድን ስራ የበለጠ ውጤታማ እንዲሆን ሊያበረታቱ ይችላሉ የምትላቸውን ሀሳቦች በዝርዝር ጻፍ(ፊ)? -

5- በአንግሊዝኛ ትምህርት ክፍለጊዜ የቡድን ስራ ውጤታዊ እንዳይሆን አድርገውታል የምትላቸውን ነገሮች በ□□□□ □□(□)

6- በአንግሊዝኛ ትምህርት ክፍለጊዜ በቡድን ስራ የትምህርት አቀራረብ ዘዴ ስትማር ምን አይነት ጥቅሞችን አግኝተህል? _____
