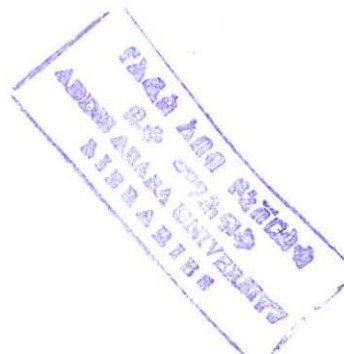


**ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES
AND LITERATURE
SCHOOL OF GRADUATE STUDIES**



**EXPLORING THE ATTITUDES OF GRADE
TEN STUDENTS AND THEIR ENGLISH
LANGUAGE TEACHERS TOWARDS
GROUP WORK**

BY

MELKAM GETNET

JUNE 2009

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**A THESIS SUBMITTED TO THE DEPARTMENT OF FOREIGN
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FOREIGN LANGUAGE (TEFL)**

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ABSTRACT

The main purpose of the study was to explore the attitudes of grade ten students and their English language teachers towards group work in Entoto Amba Secondary School in Addis Ababa. Because of shortage of time, the study was restricted to 150 students and seven English language teachers at grade ten level. An attempt was made to identify students' attitudes towards group work , find out grade ten English language teachers' attitudes towards group work, to assess the status of group work as a mode of classroom interaction in EFL classes, and to raise the awareness of English language teachers and other researchers about the role of group work in EFL classes. To do this, the data were collected through classroom observation, interviews and questionnaires. To get the necessary data, classroom observation checklist, two seven-item interview questions—one for teachers and the other for students, two twenty-item questionnaires—one for teachers and the other for students were designed and used. To avoid or minimize data contamination, classroom observation was made first, and then interviews were conducted and lastly questionnaires were distributed to the subjects. The data obtained were then analyzed and discussed using percentages and means obtained from computations. The results reveal that both grade ten students and their English language teachers have mildly positive attitudes towards group work. It was recommended that English language teachers should be given additional training on how to effectively use group work.

CHAPTER ONE

INTRODUCTION

1.1 Statement of the Problem

We learn language for the purpose of communication. If this is so, students are supposed to participate in communicative situations or activities which may help them to listen, speak, read and write in the target language. In support of this idea, Richards and Rodgers (1986:68) say, "Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writing." But to do this, the different factors that affect learning or teaching a second/foreign language should be taken into consideration. For example, the learning styles of students can't be the same (Brown, 1987:84-90). So, involving students in communicative activities or urging them to work in groups may create unwillingness or disinterest among some or all of the students. It is an undeniable fact that some people do not talk much even in their mother tongue; they prefer listening to speaking. If so, is it necessary for us to urge students to speak in the target language in their groups? To put it in Hyde's words, "Some people do not speak much in their L₁ so why should they be obliged to do so in the target language?" (1993:347).

In our country, Ethiopia, English plays an important role. It is the medium of instruction in high schools, preparatory schools, colleges and universities. Therefore, teaching/learning the English language in an effective way is a must as all the textbooks and the other reference materials are written in English and require students the knowledge of English to understand the subjects that they are learning. To effectively use the textbooks and the reference materials they get, students should learn the English language with interest. To achieve this, both learners' and English language teachers' attitudes have significant roles to influence learning either positively or negatively. Hence, researchers should investigate the attitudes of students and English language teachers towards the mode of classroom interaction that English language teachers are going to apply in CLT classrooms.

From his teaching experience, the researcher had perceived that students at the high school level looked reluctant to participate in group discussions. These are the reasons why the researcher wanted to explore the attitudes of grade ten students and their English language teachers towards group work.

1.2 Objectives of the Study

The main objective of this study was to identify the attitudes of grade ten students and their English language teachers towards group work. In the course of the study, the researcher wanted to:

- identify grade ten students' attitudes towards group work.
- find out grade ten students' English language teachers' attitudes towards group work.
- assess the status of group work as a mode of classroom interaction in EFL classes.
- raise the awareness of English language teachers and other researchers about the role of group work in EFL classes.

Based these objectives, the following research questions are designed.

- What is (are) the attitude(s) of grade ten students and their English language teachers towards group work?
- What is the attitude of grade ten students towards group work?
- What is the attitude of grade ten students' English language teachers' attitudes towards group work?
- What is the status of group work as a mode of classroom interaction in EFL classes?

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1.3 Significance of the Study

The main contribution of this study could be to make curriculum designers, textbook writers, and English language teachers be aware of what attitudes students and their English language teachers have towards group work. The results of this study would also give certain insights on the selection of appropriate tasks, development of suitable materials and the application of a mode of classroom interaction based on the interests of both teachers and students. Apart from this, the study may also be used as a starting point for further research.

1.4 Limitations of the Study

Because of shortage of time, this study was limited to a school in Addis Ababa: about 153 students and 10 English language teachers of Entoto Amba Secondary School. The total number of observations was only six as teachers were engaged in doing EGSECE questions.

1.5 Scope of the Study

The study was restricted to a random sample study of grade ten students and their English language teachers in the selected school. If there had been ample time, the number of students or even the grade level could have been added.

1.6 Important Abbreviations and Symbols Used

EFL= Teaching English as a Foreign Language

CLT = Communicative Language Teaching

EGSECE = Ethiopian General Secondary Education Certificate Examination

T₁ = Teacher One

T₂ = Teacher Two

T₃ = Teacher Three

S₁ = Student One

S₂ = Student Two

S_3 = Student Three

S_4 = Student Four

S_5 = Student Five

F = Frequency

Σ = The Sum of

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Definition and the Nature of Attitude

Attitude is one of the difficult areas to study as people are often unwilling to express their true feelings. It has also been very difficult to define it with a common consensus. Different scholars have, therefore, defined it in different ways although the definitions have some common resemblances. Some attempt is, therefore, made to present some of the common understanding and areas of differences in the conceptualization of attitude. One of the common conceptions of attitude is that it is a term referring to an inclination to react to someone or something.

According to Feldman (1994:489), an attitude is a learned tendency to respond favourably or unfavourably to a particular person or object. Rokeach (1968) has also defined attitude as "a relatively enduring organization of beliefs around an object or situation, predisposing one to respond in some preferential manner" (cited in Smith, 1972:16; Feldman, 1986:68).

The above definitions are similar in that they emphasize the cognitive aspect of attitude. These definitions are also similar in that they state that attitude is a tendency or an inclination to respond to someone or something.

On the other hand, researchers such as Fishbein and Ajzen (1975) and Lett (1977:270) have defined attitude emphasizing its affective dimension (cited in Feldman, 1986:68). According to Lett (1977), for example, attitude is the amount of positive or negative feeling that someone has towards a particular person or group of persons (Ibid.).

Attitude can also be defined in a number of ways by using both its affective and cognitive components. In this research, therefore, attitude refers to the set of beliefs or feelings that the student or the teacher has towards group work and his/her reaction to it.

2.2 Attitude Formation

If we say there is either a positive or a negative attitude towards something or someone, then what is the source of this attitude? Breer and Locke (1965), cited in Smith (1972:15), have attempted to enumerate a complete list of the wide variety of individual attitudes. Some of the sources of attitude formation, from that complete list, are family socialization, peer-group influence, residence, religion, education and a number of personal variables such as age, sex, interest and aptitude. As we can see from the list of things that contribute to the formation of attitude, we can say that parents, peers, neighbours, religious fathers and mothers, the school community members and personal variables contribute to attitude formation. Although there are a large number of sources of attitude formation, it has been clear that attitude is mainly formed through learning. In relation to this, Smith (1972:16) says, "an attitude is relatively enduring because it is learned." Based on this, we can say that education, be it formal or informal, is the main source of attitude formation.

An attitude has three basic components; namely, the cognitive component, the affective component and the behavioural component (Feldman, 1994:490; Fernald, 1999:488). These basic elements of attitude interact to form the attitude of a person – either favourable or unfavourable. They are explained below by Feldman (1994:490):

- The Cognitive Component: It refers to the perceptions, beliefs and thoughts someone holds about the object of their attitude.
- The Affective Component: It contains someone's favourable or unfavourable feelings about something.
- The Behavioural Component: It refers to the reaction tendency or intention to act in a certain way which is attached to one's attitude.

Attitude formation is often analyzed using the basic components of attitude together with the evaluative component of attitude (Smith, 1972:16). He says that first there is the cognitive component which is used to perceive a concept

or situation. After that there is the affective component, or the feelings that express the cognitive component. Then, these feelings are appraised, good or bad. This is called the evaluative component. At last, these evaluations are changed into the behavioural component. The attitude is then acted out (Ibid).

Let us now investigate attitude formation in terms of the attitudes of teachers and the attitudes of students.

2.2.1 Sources of Teachers' and Students' Attitudes

Certainly, both teachers and students have certain attitudes towards language teaching and/or learning, which directly or indirectly influence what they do in class.

Teaching is a complex process which can be conceptualized in various ways. Traditionally, language teaching has been described in terms of the actions and behaviours which teachers show in the classroom and the effects of these on learners (Richards and Lockhart, 1994:29). And one of the factors that guides teachers' actions in the classroom is their belief system. Hence, to enable teachers to smoothly conduct the teaching-learning process, the sources of the beliefs of both teachers and students should be studied.

2.2.2 The Sources of Teachers' Attitudes

Although teachers' attitudes are important in determining the successful implementation of innovatory ideas and in understanding their classroom behaviour, they have been forgotten in second language research (Karavas-Doukas, 1996:188). In relation to this, Ian Tudor (1996:139) says, "Key players in any form of educational innovation are... the teachers: it is, therefore, essential to consider their attitudes and expectations..."

According to Richards and Lockhart (1994:30), teachers' belief systems are based on the goals, values, and beliefs teachers hold in relation to the content and process of teaching, and their understanding of the systems in which they work and their roles within it (Ibid). These beliefs and values function as the background to much of the teachers' decision making and action (Ibid).

Teachers' belief systems are built up gradually over time and consist of both fairly simple and more complex dimensions. Teachers' belief systems are derived from a number of different sources (Kindsvatter, Willen and Ishler (1988), cited in Richards and Lockhart, (1994:30). According to them, some of the sources of teachers' belief systems are:

- Their Experience as Language Learners: All teachers were once students, and their beliefs about teaching are often a reflection of how they themselves were taught.
- Experience of What Works Best: For many teachers experience is the primary source of beliefs about teaching. A teacher may have found that some teaching strategies work well and some do not.
- Established Practice: Certain teaching styles and practices may be preferred within a school or an institution.
- Personality Factors: Some teachers have a personal preference for a particular teaching pattern, arrangement or activity because it matches their personality.
- Education-Based or Research-Based Principles: Teachers may draw on their understanding of a learning principle in psychology, second language acquisition, or education and try to apply it in the classroom.
- Principles Derived from an Approach or Method: Teachers may believe in the effectiveness of a particular approach or method of teaching and consistently try to implement it in the classroom.

2.2.3 Sources of Students' Attitudes

Although language teaching is traditionally seen from the teachers' point of view, learners also bring their own beliefs, goals, attitudes, and decisions to language learning classrooms. This shows that even if learning is the goal of teaching, it is not necessarily the direct reflection of teaching (Richards and Lockhart, 1994:52).

As we have seen under attitude formation, the common sources of students' attitudes could be the family, peers, religion, education and the different personal variables a person has such as age, sex, interest and aptitude.

The sources of students' attitudes can also originate from the differences in their learning styles and learning strategies.

2.2.3.1 Learning Styles

Some of the views learners hold about language learning and language teaching can be related to differences of learning style (Ibid.). Learning styles can be thought of as relatively stable characteristics of learners which affect their general approach to learning. (Ibid: 63) and are intimately related to personality types (Ibid: 59). Differences in students' learning styles reflect the various ways they respond to learning situations (Ibid.).

Knowles (1982), Cited in Richards and Lockhart (1994:60), suggests four different types of learners who are characterized by the following learning styles:

- Concrete Learning Style: Learners with this type of learning style use active and direct means of gathering and processing information. They are attracted by information that has immediate value. They are curious, spontaneous and willing to take risks. They like variety and a constant pace change. They do not like routine learning and written work, and prefer verbal or visual experiences. They like to be entertained, and like to be physically involved in learning.
- Analytical Learning Style: Learners who have analytical learning style are independent, like to solve problems, and enjoy discovering ideas and developing principles on their own. Such learners prefer a logical, systematic presentation of new learning material with opportunities for learners to follow upon their own. Analytical learners are serious, make themselves known and are susceptible to failure.

- Communicative Learning Style: Learners who have this type of learning style prefer a social approach to learning. They need personal feedback and interaction and learn well from discussion and group activities. They thrive in a democratically run class.
- Authority-Oriented Learning Style: Learners with this style of learning are said to be responsible and dependable. They like and need structure and sequential progression. They relate well to a traditional classroom. They prefer their teachers as an authority figure. They want to get clear instructions and to know exactly what they are doing; they are not comfortable with consensus-building discussion.

Learning styles are also classified into six categories (Ibid.: 68-69). They are:

- Visual Learners: These learners respond to new information in visual fashion and prefer visual, pictorial, and graphic representations of experiences. They benefit most from reading and learn well by seeing words in books, workbooks, and on the board. They can often learn on their own with a book, and they take notes of teachers to remember the new information.
- Auditory Learners: These learners learn best from oral explanation and from hearing words spoken. They benefit from listening to tapes, teaching other students, and by conversing with their classmates and teachers.
- Kinesthetic Learners: They learn best when they are physically involved in the experience. They remember new information when they actively participate in activities, field trips, or role plays.
- Tactile Learners: They learn best when engaged in “hands on” activities. They like to manipulate materials and like to build, fix, or make things, or put things together.
- Group Learners: These learners prefer group interaction and class work with other students and learn best when working with others. Group interaction helps them to learn and understand new materials better.

course, that people will say things that they think are the right thing to say, and that subsequently their actions will reveal their true beliefs (Ibid).

Put simply, it looks as if what people say and which they do may be different things and therefore those involved in change implementation and evaluation will need to examine more closely why people do things and why they do not, without relying on statements of attitude alone (Ibid.:354).

So, if students or teachers act unfavourably in the teaching-learning process or if they have misconceptions about English, the way it is taught or any other feature connected to the teaching-learning process; it will be undoubtedly necessary if freed from the unfavourable attitude that may harm the teaching-learning process. Their unfavourable attitudes can be changed, often by exposing them to the reality (Brown, 1994:169).

2.4 The Role of Attitude in Language Learning/Teaching

No student is born liking or disliking a foreign language (Smith, 1972:16). He adds, if a student enters a classroom with somewhat neutral attitudes about a language and has a personality structure that allows him/her to have an openness and a willingness to perceive and respond, his attitudes about language and language learning will be highly influenced by the situation itself (Ibid). He says, "Attitudes develop within a frame of reference" (Ibid.).

Attitudes are situational and can thus be generalized. Language, teacher, class, book and homework are within the frame of reference of learning and within the situation of school (Ibid). A student who does not like learning and school, teachers and homework can join a foreign language classroom and generalize his/her dislikes very soon (Ibid.).

Regarding the role of attitude in language learning/teaching, Brown (1994:169) says second language learners benefit from positive attitudes, and negative attitudes may lead to decreased motivation and in all possibilities, because of decreased interaction and input, to unsuccessful attainment of proficiency.



In support of the above idea, it is possible to mention Gardner's (1985) idea that states: A lot of research has been made on the role of attitudes and motivation in second language learning. The overall findings indicate that positive attitudes and motivation are related to success in second language learning (cited in Lightbrown and Spada, 1993:39).

2.5 Communicative Language Teaching

In this modern age of communication, we have to search for new ways to master the complexities of communication processes and to improve the skills of human relations (Sprenger, 1973:12). However hard we try and get a language teaching method that sounds plausible to most educators, it is unlikely to think of the teaching-learning process to be effective without students; they are the heart of the process of language teaching (Yemane, 2007:23). In support of this idea, Richards (1985:22) says, "It is difficult to imagine a language learning situation without learners..." Therefore, to achieve the goal of language teaching—using the target language for communication, students are expected to have positive attitudes. In order to develop positive attitudes in our students, the method/approach of teaching should go in line with the taste of the students. In connection to this, Tudor (1993:26) says, "Teaching method needs, therefore, to be chosen not only on the basis of what seems theoretically plausible, but also in the light of the experience, personality, and expectations of the students involved." In a certain processing factory, there should be (an) interested trained person(s) to operate the machines to start working. In the same analogy, in a language learning classroom, there should be a teacher who should encourage the learners to learn by using language and/or doing something. If we want our approach/method of language teaching to be implemented, the teacher should also willingly accept it. To support this idea, Tudor says: "No teaching approach will work unless it is accepted by both teachers and students" (Ibid.:26). He adds, for example, if students come from a culture where the teacher is seen as a figure of authority, the attempt to share decision-making with students

(however well-intentioned) may be seen as an abdication of responsibility-and may therefore forfeit students commitment to the course as a whole (Ibid.).

The 'plausible' language teaching methodology which is favoured by most educators is the communicative teaching methodology which makes students use group work and/or solve problems using the target language. In relation to this, Richards and Rodgers (1986:66) say: "...it (CLT) means using procedures where learners work in pairs or groups employing available language resources in problem-solving tasks."

Nowadays, 'group dynamics' is one of the widely known methods used for developing communication skills (Sprenger, 1973:12). Group dynamics has brought some important aspects of the communicative process, which can be realized by everybody without subscribing to the theory or certain practices of group dynamics (Ibid.).

First of all, group work as practiced in group dynamics is based on the firm will to listen attentively and patiently (Ibid.). Communication is impossible as long as there is only talking and no listening (Ibid.). True communication requires the willingness of all partners to follow the speaker's reasoning with genuine openness and frankness, and the readiness for active participation (Ibid.). Hence, "Group work does not reach its objectives as long as only certain members do the talking or acting while others refrain from any type of active participation" (Ibid.).

2.6 Roles in the Language Classroom

'Roles' refers to the part that learners and teachers are expected to play in accomplishing learning tasks as well as the social and interpersonal relationship between the participants (Nunan, 1989:79). In the history of language teaching, the teacher has dominantly assumed the role of controlling and knowledge-transmitting in the traditional language classrooms, but nowadays the trend has changed: the role of the teacher is found to be a consultant and facilitator of learning rather than knowledge-transmitter. In

relation to this point, Harmer (1991:235) says, "A controller stands at the front of the class like a puppet-master or mistress controlling everything; a facilitator maintains a low profile in order to make the students' own achievement of a task possible."

Since the traditional ways of teaching and the roles of teachers and learners were found to be boring and less fruitful, language teaching methodologies thriving currently have changed the way of teaching and the roles of teachers (from dominantly controller and knowledge-transmitter to consultant and facilitator) and learners (from passive receivers of knowledge to active participants in language learning). And as a result of this, the relationships between the teachers and the learners, which were thought to be givers and receivers of knowledge respectively, has now been changing to a collegial relationship. Concerning this point, Richards and Rodgers (1986:24) state: "Some contemporary methodologies have thought to establish more systematic kinds of learner-teacher relationships, such as friend to friend, colleague to colleague, teammate to teammate."

2.7 Roles of Teachers and Learners in CLT Classrooms

The roles of teachers and learners are complementary in many ways (Ibid.). Gluscevic (1999:32) says, "Giving the learners a different role... requires the teacher to adopt different roles." For example, if the learner is the initiator of learning, then the teacher is the facilitator.

2.7.1 Roles of Learners

The development of CLT has had a dramatic influence on the roles that learners are required to adopt (Nunan, 1989:86). He says this is particularly true of tasks of oral interaction (Ibid.). In small group interaction tasks, learners are required to put language to different uses: to use language which has been imperfectly mastered, to negotiate meaning, in short, to draw on their own resource rather than simply repeating and absorbing language (Ibid.). According to him, this can sometimes cause problems if you are teaching learners who have rather set ideas about language and learning, particularly if

these have great difference from your own (Ibid.). In such cases, he says, you have a number of choices. In the first instance, as a teacher you can insist that you know best and the learners must resign themselves to doing as you say (Ibid.). Alternatively, you can give in to the learners and present activities around their preferences (Ibid.). A more positive choice would be to discuss the issue with the learners, explain why you want them to engage in communicative tasks, and attempt to come to a compromise (Ibid.:87).

According to Richards and Rodgers (1986:23), the roles of learners in the newer methodologies of language teaching are as follows:

- Learners are planners of their own learning program.
- Learners are monitors and evaluators of their own progress in learning.
- Learners are active interactants in the group or with others.
- Learners are tutors to their group members or classmates.
- Learners are knowledge gainers from different sources.

2.7.2 Roles of Teachers

What is the basic role of the teacher, to learn or to teach? The basic role of the teacher is, of course to teach (Gluscevic, 1999:32). The role of the teacher who uses the communicative approach is to help learners communicate in one, two or all four of the language skills, preferably speaking (Ibid.).

According to Breen and Candlin (1980), Cited in Nunan, (1989:87), the teacher has three main roles in the communicative classroom. They are:

- The teacher acts as facilitator of the communicative classroom.
- The teacher acts as a participant.
- The teacher acts as an observer and learner.

In addition to the above three main roles of the teacher, Byrne (1986:77-78) lists the following six roles and says that as a teacher you should

- select activities carefully: You should assuredly tell your students that the activities can be disposal. You may also have to indicate to the students how they can do this. Sometimes an activity will require new

language and you must decide whether you are going to pre-teach this or allow the students to ask for it when they realize they need it.

- work out the instructions for an activity carefully: Presenting the activity to the class will be a major factor in its success. Keep instructions simple, and if need be, use the mother tongue.
- present the activity to the class: You may need to do this in the vernacular language, but try to use English as much as possible because both explaining and evaluating activities could be a very real use of language in a classroom situation. Give plenty of examples and give the students chances to make attempts.
- monitor the students' performance: In order to find out how the students are getting on, you should move around the class and listen discreetly while the activities are in progress. Acting as a student, you may also join in a group and help students with an activity. As a rule, do not correct mistakes of language during a group activity but make a note of them and use them as the basis of feedback. The students should also be told that you are there for consultation if they need you, either to clarify instructions or to help with language.
- provide feedback: Although there is no set way of doing this, it will to some extent depend on the nature of the activity. A major type of feedback will be concerned with language. If you have detected mistakes during your monitoring of the activities, you may choose to point these out to the group afterwards or, if it seems appropriate to the whole class. Alternatively, you may use errors you have heard or observed as the basis for remedial or further teaching. While you are monitoring, you will also become aware that the students could perform better if they knew certain items of language. Make a note of these and find a suitable time to teach them to the class.
- Keep a record: Together with any comments on the students' performance, it is important to keep a record of the activities you have done with a class. You should also write down any ideas for further

activities which happen to you or modifications of existing ones. These will often happen to you while you are monitoring.

2.8 Group Work Defined

According to Brumfit (1984:72) group work is defined as the interaction of a number of people with one another who are psychologically aware of one another and who perceive themselves to be the members of a group to solve a problem or accomplish a certain task (cited in Alamirew, 1992:19).

From the above definition, it is very important to note that group work is an interaction of a number of students to arrive at a certain solution. The students who participate in the group interaction should also be psychologically aware that they are members of the group, and hence they should contribute their share to the attainment of the group's objective. Therefore, in accomplishing a task or solving a problem using group work, every member of the group should actively participate. If not, the group cannot effectively accomplish a task or cannot totally do any activity.

2.9 The Importance of Group Work

In countries like Ethiopia where there are no native speakers of English to interact with and learn the language from in its natural way, group work becomes an important tool to create an interactive classroom atmosphere where every member of the group uses English to express his/her idea that may help him/her in solving a certain problem. Therefore, group work is very important to create a communicative classroom situation that enables students to use the English language in their effort to achieve their objective(s). In relation to this point, Nolasco and Arthur (1988) say as follows:

The use of pair and group work in ELT allows for genuine information exchange and provides opportunities for practice which may not otherwise be available to students who are not living in an English speaking environment (Cited in Alamirew, 1992:20).

According to Alamirew (1992:20) group work “could be one of the best techniques to teach a language communicatively.” Group work, he says, is useful not only for its convenience to make the students use the language but also for its being powerful in raising the learners’ self-esteem (Ibid:21). Group work generally has a large number of advantages. Some of them are:

- It gives as many opportunities to talk as in full-class organization.
- It fosters learners’ responsibility and independence.
- It can improve motivation and contribute to a feeling of cooperation and warmth in the class.
- It improves learning outcomes (Ur, 1996:232).

According to Lightbrown and Spada (1993:115), group work is very important in that it helps learners to provide each other with corrective feedback when they interact in their groups, if the group interaction is carefully planned and learners are made aware of the need for accuracy practice in their communicative group work.

In showing the multi-faceted advantages of group work, Lightbrown and Spada (Ibid: 116) say:

Group work is a valuable addition to the variety of activities which encourage and promote second language development. Used in combination with individual work and teacher-centered activities, it plays an important role in communicative language teaching.

2.10 Disadvantages of Group Work

It is undoubtedly true that we learn language for the purpose of communication, but it is not good to force all the students to speak in English without their interest. Regarding this, Hyde (1993:347) says that students’ basic right shouldn’t be violated, that is, his or her right to choose when to speak, for how long and with whom. But if we ask students to form groups without their interest and ask them to talk about something which is alien to them, they will be unhappy and most probably won’t actively participate in

their group work. Therefore, "the need for all the students to articulate the language... must remain questionable" (Ibid.).

Some of the disadvantages of group work are:

- Students may over-use their mother tongue (Ur, 1996:232).
- Mostly there is too much noise (Ibid.).
- Students do the task badly or not at all (Ibid.).
- Teachers do not want to use it fearing that they may lose control (Ibid.).
- It is time-consuming if not properly planned (Eggen and Kauchak, 1999:61).

In connection with the disadvantages of group work, Sprenger (1973:13) says literature on the advantage of group work in foreign-language learning is extremely scarce. Whenever the possibility of group work is considered, all or some of the following arguments against this approach are:

Correction of errors becomes an almost impossible task.

- It requires too much work of the teacher.
- Activities will become too noisy and too difficult to control.
- Students will not be able to communicate in the foreign language, particularly at an early stage.

CHAPTER THREE

METHODOLOGY OF THE STUDY

The main aim of this study as indicated under item 1.2 of Chapter One was to identify the attitudes of grade ten students and their English language teachers towards group work. To attain this aim, the subjects of the study, instruments of data collection, the procedures of data collection and methods of data analysis are discussed as follows:

3.1 Subjects of the Study

The subjects of this study were grade ten students and their English language teachers in Entoto Amba secondary school in Addis Ababa. The research was restricted only to the student population of this grade level and their English language teachers in the school because of the following reasons:

- The subjects were easily accessible to the researcher.
- There was no plasma TV in the school, and this made the researcher think that he could get enough time to conduct his research.
- From his teaching experience, the researcher had perceived that students at the high school level looked more reluctant to participate in group discussions.

3.1.1 Students

Students were the main subjects of the study as their attitudes greatly affect the teaching-learning process. Hence, three sections were randomly selected out of the twenty-three sections of grade ten students in the school.

After the questionnaires were administered and collected, three questionnaires were found inappropriately filled. As a result of this, out of the 153 copies of the questionnaires distributed to students, 150 copies were filled correctly. And hence, the real student subjects of the study were 150 students.

3.1.2 Teachers

Teachers were the other subjects of the study as it is either very difficult or impossible to get students who have favourable attitudes towards group work if English language teachers themselves have unfavourable attitudes towards group work. The ten English language teachers at grade ten level in the school participated in the research, but only seven of them (5 male; 2 female) filled the questionnaires and returned to the researcher. Hence, the real teacher subjects of the study were 7 English language teachers.

3.2 Data Collection Instruments

In order to gather adequate and relatively reliable data for the study, three data collection instruments were used. They were:

- Classroom Observation
- Interview and
- Questionnaire

3.2.1 Observation

The researcher used observation as one of the instruments of data collection in the assumption that students and teachers might answer questions both in the interview and in the questionnaire different from what they normally do. In relation to this, Ellis (1985:116) says, "... a person's behaviour is governed by certain needs and interests which influence how he actually performs. However, these cannot be directly observed. They have to be inferred from what he actually does."

To confirm this, the researcher primarily designed an observation checklist (see Appendix E) and then he observed students' and teachers' activities when they were engaged in group work for two periods in each of the three selected sections.

3.2.2 Interview

According to Miller and Brewer (2003:254), "Interview schedules are better for obtaining spontaneous answers or discovering what the respondent really thinks about it." Therefore, in order to increase the reliability of the data gathered through the questionnaire, interview was conducted with 5 students (2 male; 3 female) and 3 English language teachers (2 male, 1 female) at the grade 10 level in the school. The interview for students had two versions: the English and the Amharic (See Appendices D_I and D_{II}). Thinking that students could express their ideas, feelings, opinions or attitudes better, the interview with them was held in Amharic.

Student interviewees were randomly selected using the lottery system (two students from each of the two sections, and one student from a section by selecting a section first from where to take a student). Teacher interviewees were also selected using the same system.

3.2.3 Questionnaire

A questionnaire is one of the data collection instruments that is very commonly used to gather information if subjects of a study want to be anonymous and express their ideas, feelings, opinions or attitudes freely. In relation to this, Kumar (1996:114) and Shajahan (2005:146) say that a questionnaire offers anonymity, Kumar adds in some situations when sensitive questions are asked, it helps to increase the likelihood of obtaining accurate information. Hence, the researcher decided to use a questionnaire to get data from his subjects and infer their attitudes towards group work. To achieve this, the researcher designed two 20-item questionnaires: one for the students and the other for teachers.

The student questionnaire had two versions: the English and the Amharic (see Appendices B_I and B_{II}). Thinking that students understand the Amharic version better than the English one, the researcher administered the Amharic version to the students. The teacher questionnaire had only the English version (see Appendix A).

The questionnaires were mainly adapted from Richards and Lockhart (1994) and Karavas-Doukas (1996). They have five scales ranging from 'strongly agree' (5) to 'strongly disagree' (1).

As far as the form of the questionnaires was concerned, it was close-ended type. This was done to get well-responded questionnaires that would yield reliable data.

3.3 Procedures of Data Collection

Before he began his study, the researcher gradually introduced himself to the school authorities and to some of the English language teachers at grade ten level. Then, after briefing the main purpose of the research, he made classroom observation first, and then conducted interviews and lastly distributed the questionnaires to the subjects of the study.

While he was personally distributing the questionnaire to the students, the researcher encouraged them to ask any questions pertaining to the questionnaire. He also did encourage their teachers under study to ask any questions that are related to the questionnaire.

3.4 Methods of Data Analysis

Results obtained through questionnaires, Interviews and classroom observation are analyzed and interpreted. The responses of questionnaires are calculated using frequencies, percentages and means. The mean of each item is calculated to see the subjects' average inclination in the scales. Moreover, information obtained through interviews and classroom observation is used to support the discussion of items in the questionnaires.

4.1.1 Analysis and Interpretation of Data from the Students' Questionnaire

4.1.1.1 The Advantages of Group Work

Supposing that students would have favourable attitudes towards group work if they like its advantages, they were asked the extent of their agreement or disagreement to two of its advantages, items 1 and 2 (see Appendix A). The results are given in Table 4.1 below:

Table 4.1 The Advantages of Group work

Items	Agreement					Disagreement							Total	
	strongly Agree(5)		Agree(4)		Total	Undecided(3)		Disagree(2)		Strongly Disagree(1)		Total		
	F	%	F	%	%	F	%	F	%	F	%	%	F	%
1	58	38.67	74	49.33	88	10	6.67	2	1.33	6	4	5.33	150	100
2	46	30.67	69	46	76.67	7	4.67	12	8	16	10.66	18.66	150	100

In item 1, students were asked whether group work helps them to solve a problem in a better way by sharing their experiences. As can be seen from the table above, 88% of the students expressed their agreement and only 5.33% of them expressed their disagreement.

In item 2, 30.67% of the students strongly agreed, 46% of them agreed, 8% of them disagreed, 10.66% of them strongly disagreed and 4.67% were uncertain about the statement that says group work provides good opportunities to learn English using it. On the whole, 76.67% and 18.66% of the students expressed their agreement and disagreement respectively. The results of the two items above indicate that the majority of the students have favourable attitudes to the items that talk about the advantages of group work.

4.1.1.2 The Disadvantages of Group Work

Items 7 and 9 are about the disadvantages of group work. Look at students' responses to each item from Table 4.2 below:

Table 4.2 The Disadvantages of Group Work

Items	Agreement								Disagreement						Total	
	strongly Agree(5)		Agree(4)		Total	Undecided(3)		Disagree(2)		Strongly Disagree(1)		Total				
	F	%	F	%	%	F	%	F	%	F	%	%	F	%		
7	11	7.33	14	9.34	16.67	10	7	33	22	82	54.67	76.67	150	100		
9	21	14	31	20.67	34.67	25	17	32	21.33	41	27.33	48.67	150	100		

In item 7, students were asked whether learning English using group work is time-consuming or not. And 16.67% of them said that it is, but the majority of them (76.67%) expressed their disagreement to the statement.

In item 9, students were asked whether they could learn better from group work as there is much disturbance when they do the activities. As one can see from Table 4.2 above, 34.67% and 48.67% showed their agreement and disagreement respectively.

The result from item 7 shows that the majority of the students (76.67%) accept that learning English using group work is not time-consuming. They (48.67%) also expressed their disagreement to the statement in item 9 implying that they learn better from group work.

4.1.1.3 Teacher's Roles

Items 5, 11, 13, 16, 18 and 20 are based directly or indirectly on the roles of the teacher. Look at Table 4.3 for the results.

Table 4.3 Teacher's Roles

Item S	Agreement							Disagreement					Total	
	strongly Agree(5)		Agree(4)		Total	Undecided(3)		Disagree(2)		Strongly Disagree(1)		Total		
	F	%	F	%	%	F	%	F	%	F	%	%	F	%
5	40	26.67	52	34.67	61.33	14	9.33	18	12	26	17.33	29.33	150	100
11	17	11.33	28	18.67	30	11	7.33	34	22.67	60	40	62.67	150	100
13	46	30.67	37	24.67	55.33	22	14.67	23	15.33	22	14.67	30	150	100
16	34	22.67	37	24.67	47.34	18	12	32	21.33	29	19.33	40.67	150	100
18	25	16.67	19	12.67	29.33	10	6.67	36	24	60	40	64	150	100
20	80	53.33	36	24	77.33	8	5.33	7	4.67	19	12.67	17.33	150	100

supplementing textbooks to satisfy the needs of most students.

In item 20, students were asked whether they want their teachers to help them self-correct their errors or not. On the aggregate, 77.33% of them said they do, but only 17.34% of them said that they don't. This shows that the majority of the students want to learn on their own through their teacher's minimum guidance.

4.1.1.4 Students' Roles

Items 4 and 10 are about the roles of students in selecting group activities.

Table 4.4 Students' Roles

Items	Agreement							Disagreement					Total	
	strongly Agree(5)		Agree(4)		Total	Undecided(3)		Disagree(2)		Strongly Disagree(1)		Total		
	F	%	F	%	%	F	%	F	%	F	%	%	F	%
4	17	11.33	55	36.67	48	15	10	28	18.67	35	23.33	42	150	100
10	36	24	32	21.33	45.33	20	13.33	36	24	26	17.33	41.33	150	100

In item 4, students were asked whether their teacher talks about the type of activities they need with them. As we can see from Table 4.4 above, 48% of them said that s/he doesn't, but 42% of them said that s/he does.

In item 10, students were asked a related question to item 4. They were asked to express their agreement, disagreement, or neutrality to the statement that says, "The teacher doesn't give us the chance of selecting the content or the activities that we think are useful for us." Here, 45.33% and 41.33% expressed their agreement and disagreement respectively.

Based on the results given in Table 4.4 above, it is possible to say that students are not given the chance of choosing the activities they want to work on. But in principle, learners are planners of their own learning program (Richards and Rodgers, 1986:23).

4.1.1.5 Learning Style

In items 6, 12 and 15, students were asked questions about learning style.

Table 4.5 Learning Style

Items	Agreement					Disagreement							Total	
	strongly Agree(5)		Agree(4)		Total	Undecided(3)		Disagree(2)		Strongly Disagree(1)		Total		
	F	%	F	%	%	F	%	F	%	F	%	%	F	%
6	30	20	29	19.33	39.33	11	7.33	31	20.67	49	32.67	53.33	150	100
12	66	44	37	24.67	68.67	12	8	12	8	23	15.33	23.33	150	100
15	22	14.67	21	14	28.67	17	11.33	42	28	48	32	60	150	100

In item 6, students were asked whether they want to study alone or talk much in group work. As one can see from Table 4:5 above, 39.33% and 53.34% of the students showed their agreement and disagreement respectively. This greater number of students disagreeing to the statement shows that they are willing to study or work in groups.

In item 12, students were asked if they learn better when the teacher gives them notes. And 68.67% of them said that they do, but 23.33% said they don't. This shows that the majority of the students learn better by reading their notes.

In item 15, students were asked whether they learn better when they work privately. In response to this, 14.67% strongly agreed, 14% agreed, 28% disagreed, 32% strongly disagreed and 11.33% were uncertain. As can be seen from Table 4.5, 28.67% and 60% of the students responded to the statement by agreeing and disagreeing respectively. From this, it can be said that the majority of the students (60%) learn better when they work with their partner(s).

4.1.1.6 Knowledge of the Subject Matter

In table 4:6, two questions—8 and 14—were asked about students' knowledge of the subject matter and their responses are given below.

Table 4.6 Knowledge of the Subject Matter

Items	Agreement						Disagreement						Total	
	strongly Agree(5)		Agree(4)		Total	Undecided(3)		Disagree(2)		Strongly Disagree(1)		Total		
	F	%	F	%	%	F	%	F	%	F	%	%	F	%
8	25	16.67	29	19.33	36	8	5.33	42	28	46	30.67	58.67	150	100
14	51	34	37	24.67	58.67	11	7.33	23	15.33	28	18.67	34	150	100

In item 8, they responded as follows: 16.67% strongly agreed, 19.33% agreed, 28% disagreed, 30.67% strongly disagreed and 5.33% were uncertain when they were asked whether their poor background of English deters them from working in groups or not. On the whole, 36% of them said that it does, but 58.67% said that it doesn't. This implies that many students are ready to work in groups despite their poor knowledge of English.

As we can see from Table 4.6 above in item 14, 34% strongly agreed, 24.67% agreed, 15.33% disagreed, 18.67% strongly disagreed and 7.33% didn't decide. On the aggregate, 58.67% and 34% of the students showed their agreement and disagreement respectively to the statement that says, "I use my mother tongue or any other language we communicate with when we do activities in our group because I do not know how to express certain ideas in English."

This indicates that a greater number of students use their mother tongue or their language of communication in doing activities in their groups.



4.1.1.7 The Effect of Testing on Learning or Teaching Style

In order to know the effect of testing on learning style, students were asked an item—item 19, which asked them whether the English they use to do the different activities helps them to pass examinations or not. For the results, read Table 4.7 below:

Table 4.7 The Effect of Testing on Learning or Teaching Style

Item	Agreement							Disagreement					Total	
	strongly Agree(5)		Agree(4)		Total	Undecided(3)		Disagree(2)		Strongly Disagree(1)		Total		
	F	%	F	%		F	%	F	%	F	%		F	%
19	19	12.67	30	20	32.67	11	7.33	29	19.33	61	40.67	60	150	100

In response to this, 32.67% and 60% of the students showed their agreement and disagreement respectively. This shows that the majority of the students believe that it does.

4.1.1.8 Learning Environment

If an effective teaching-learning process is to take place, the teacher should create an environment suitable to learning. In relation to this, Lieu and Littlewood (1997:379) say, "Apart from tackling anxiety and attitudes toward learner role, teachers need to create an affective environment and more opportunities favourable to uninhibited yet focused talk."

In connection to the above idea, in item 17, students were asked to express their agreement or disagreement to the statement whether the classroom situation is suitable for students to work in groups or not. Look at the results on Table 4.8 below:

Table 4.8 Learning Environment

Item	Agreement							Disagreement						Total	
	strongly Agree(5)		Agree(4)		Total	Undecided(3)		Disagree(2)		Strongly Disagree(1)		Total			
	F	%	F	%	%	F	%	F	%	F	%	%	F	%	
17	24	16	31	20.67	36.67	13	8.67	35	23.33	47	31.33	54.66	150	100	

As can be seen from Table 4.8 above, 16% of the students strongly agreed, 20.67% agreed, 23.33% disagreed, 31.33% strongly disagreed and 8.67% couldn't decide. On the whole, 36.67% and 54.66% showed their agreement and disagreement respectively. This shows that the classrooms and/or the materials in them are not suitable to conduct group work.

4.1.1.9 Group Activities

Table 4.9 Group Activities

Item	Agreement								Disagreement						Total	
	strongly Agree(5)		Agree(4)		Total	Undecided(3)		Disagree(2)		Strongly Disagree(1)		Total				
	F	%	F	%	%	F	%	F	%	F	%	%	F	%		
	3	31	20.67	68	45.33	66	21	14	18	12	12	8	20	150	100	

In item 3, students were asked whether the group activities in their English textbook are very interesting or not. In response to this, 66% of them said that they are, but only 20% of them said they aren't. This shows that the group activities of the textbook are very interesting for most students.

4.2.2 Analysis and Interpretation of Data from the Teachers' Questionnaire

4.2.2.1 The Advantages of Group Work

Teachers were asked two questions, items 1 and 2, which are based on the advantages of group work. Look at Table 4.10 below for the results:

Table 4.10 The Advantages of Group Work

Items	Agreement					Disagreement							Total	
	strongly Agree(5)		Agree(4)		Total	Undecided(3)		Disagree(2)		Strongly Disagree(1)		Total		
	F	%	F	%	%	F	%	F	%	F	%	%	F	%
1	6	85.71	1	14.29	100								7	100
2	6	85.71	1	14.29	100								7	100

In item 1, teachers were asked whether group work helps students to solve a problem in a better way by sharing their experiences. And 85.71% strongly agreed and 14.29% agreed. Overall, all the teachers expressed their agreement to the statement.

In item 2, teachers were asked if group work provides good opportunities to learn English using it. As we can see from Table 4.10 above, 100% of the teachers expressed their agreement saying that it does.

The above results indicate that teachers accept group work as a better tool of language teaching.

4.2.2.2 The Disadvantages of Group Work

Items 7 and 9 were asked based on the disadvantages of group work. These questions indirectly indicate the management skills of the teachers—classroom management and time management. If the teacher manages both the classroom and the time appropriately, it will be ok to conduct group work. To deduce from this, we can look at the results of the two items on the following table:

Table 4.11 The Disadvantages of Group Work

Items	Agreement						Disagreement						Total	
	strongly Agree(5)		Agree(4)		Total	Undecided(3)		Disagree(2)		Strongly Disagree(1)		Total		
	F	%	F	%	%	F	%	F	%	F	%	%	F	%
7	2	28.57	2	28.57	57.14			1	14.29	2	28.57	42.86	7	100
9			4	57.14	57.14	1	14.29	2	28.57			28.57	7	100

As can be seen from Table 4.11 above, 57.14% of the teachers expressed their agreement, but 42.86% of them expressed their disagreement to item 7, which asked them to show the degree of their agreement or disagreement to the statement that says, "Teaching English using group work is time-consuming." This shows that the majority of the teachers (57.14%) accept that teaching English using group work is time-consuming.

In item 9, teachers were asked whether students could learn better in groups as there is much disturbance when they accomplish the activities. As can be seen from Table 4.11 above, 57.14% and 28.57% of the teachers expressed their agreement and disagreement respectively. This indicates that teachers believe that students can't learn better in groups because of the presence of much disturbance when they do group activities.

4.2.2.3 Teacher's Roles

Items 5, 11, 13, 16, 18 and 20 are based on the roles of the teacher.

Table 4.12 Teacher's Roles

Items	Agreement						Disagreement						Total	
	strongly Agree(5)		Agree(4)		Total	Undecided(3)		Disagree(2)		Strongly Disagree(1)		Total		
	F	%	F	%	%	F	%	F	%	F	%	%	F	%
5	7	100			100								7	100
11			1	14.29	14.29	1	14.29	2	28.57	3	42.86	71.43	7	100
13	3	42.86	2	28.57	71.43					2	28.57	28.57	7	100
16	4	57.14	2	28.57	85.71			1	14.29			14.29	7	100
18	6	85.71			85.71	1	14.29						7	100
20	2	28.57	4	57.14	85.71	1	14.29						7	100

In item 5, teachers were asked whether they encourage students to actively participate in their group interaction. As can be seen from Table 4.12 above, all (100%) of the teachers said that they surely do. This shows that teachers

implement their role of encouraging students. This again implies that teachers encourage students to participate actively in their groups thinking that group work is important to improve their English.

In item 11, teachers were asked whether group work contributes little to language learning as the teacher can't easily monitor students' performance. And 14.29% of the teachers said that it does, but 71.43% expressed their disagreement to the statement. This shows that teachers believe that group work contributes better to language learning as the teacher monitors students' performance.

In item 13, teachers were asked whether their feedback must focus on the appropriateness of students' responses rather than on the correct use of grammar if they want their students to communicate effectively. In response to this, 71.43% said that it should, but 28.57% of them were against this idea. This shows that most of the teachers are well aware when to give feedback to their students.

In item 16, 85.71% of the teachers showed their agreement to the statement that says, "I check whether every student understands the instruction or not." This indicates that almost all the teachers check whether every student understands the instruction or not either when s/he starts to work or while working in groups.

In item 18, teachers were asked whether they must supplement the textbook with other materials and tasks in order to satisfy the needs of most students. As can be seen from table 4:12 above, 85.71% strongly agreed to the statement saying that they should. This shows that most teachers supplement textbooks to meet the needs of most students.

In item 20, teachers were asked if they should help their students to correct errors on their own. And 85.71% of them said they should; no one was against it. This shows that most teachers help their students to self-correct their errors.

4.2.2.4 Students' Roles

Items 4 and 10 are related items that are about the roles of students in selecting group activities. The results of teachers' responses are given in the following table:

Table 4.13 Students' Roles

Items	Agreement						Disagreement						Total	
	strongly Agree(5)		Agree(4)		Total	Undecided(3)		Disagree(2)		Strongly Disagree(1)		Total		
	F	%	F	%	%	F	%	F	%	F	%	%	F	%
4	2	28.57	4	57.14	85.71			1	14.29			14.29	7	100
10	2	28.57	2	28.57	57.14	1	14.29	2	28.57			28.57	7	100

In item 4, teachers were asked to express their state of agreement or disagreement to the statement that says, "I do not talk about the type of activities they need with my students." And 85.71% and 14.29% showed their agreement and disagreement respectively. This indicates that most teachers do not talk with their students about the type of activities students need.

In item 10, teachers were asked to agree, disagree, strongly agree, strongly disagree or remain neutral to the statement that says, "Students have little or no knowledge of the language. Therefore, they cannot select the group activities that they think are useful for them." As can be seen from Table 4.13 above, 57.14% and 28.57% expressed their agreement and disagreement respectively. This shows that a greater number of the teachers think that students have little or no knowledge of the language for selecting useful group activities.

4.2.2.5 Learning Style

In items 6, 12 and 15 teachers were asked about learning style.

Table 4.14 Learning Style

Items	Agreement						Disagreement						Total	
	strongly Agree(5)		Agree(4)		Total	Undecided(3)		Disagree(2)		Strongly Disagree(1)		Total		
	F	%	F	%	%	F	%	F	%	F	%	%	F	%
6	1	14.29	3	42.86	57.14	2	28.57	1	14.29			14.29	7	100
12	2	28.57	3	42.86	71.43	1	14.29	1	14.29			14.29	7	100
15			1	14.29	14.29			2	28.57	4	57.14	85.71	7	100

In item 6, teachers were asked whether group work takes the learning style differences of students into consideration or not. As we can see from Table 4.14 above, 57.14% of the teachers expressed their agreement saying that it doesn't, but 14.29% said that it does. This shows that the majority of the teachers understand that group work does not take the learning style differences of students into consideration.

In item 12, teachers were asked whether students learn better when they give them notes. As we can see from the table above, 71.43% and 14.29% expressed their agreement and disagreement respectively. This indicates that most of the teachers believe that note-giving is a better way of teaching language.

In item 15, teachers were asked if students learn better when they work privately. And 14.29% and 85.71% showed their agreement and disagreement respectively. This clearly shows that most of the teachers believe that students can't learn better when they work privately.

4.2.2.6 Knowledge of the Subject Matter

In Table 4.15 below, teachers' responses are given for the items that were asked about students' knowledge of the subject matter.

Table 4.15 Knowledge of the Subject Matter

Items	Agreement						Disagreement						Total	
	strongly Agree(5)		Agree(4)		Total	Undecided(3)		Disagree(2)		Strongly Disagree(1)		Total		
	F	%	F	%	%	F	%	F	%	F	%	%	F	%
8	5	71.43	2	28.57	100								7	100
14	3	42.86	3	42.86	85.71	1	14.29						7	100

In item 8, teachers were asked whether students' poor background of English deters them from working in groups. As can be seen from the table above, all the teachers expressed their agreement. This shows that all the teachers understand that the poor English background students have hinders their participation in group work.

In item 14, teachers were asked whether students use English when they try to do the activities as they do not know how to express certain ideas in English.

And 85.71% of the teachers expressed their agreement saying that they do not. This indicates that most of the teachers know that students use their mother tongue or any other common language of communication when they do group activities.

4.2.2.7 The Effect of Testing on Learning or Teaching Style

In item 19, teachers were asked if the English students use to do different activities in the classroom helps them to pass examinations.

Table 4.16 The Effect of Testing on Learning or Teaching Style

Item	Agreement						Disagreement						Total	
	strongly Agree(5)		Agree(4)		Total	Undecided(3)		Disagree(2)		Strongly Disagree(1)		Total		
	F	%	F	%	%	F	%	F	%	F	%	%	F	%
19	1	14.29	2	28.57	42.86			1	14.29	3	42.86	57.14	7	100

As we can see on Table 4.16 above, 42.86% and 57.14% of the teachers showed their agreement and disagreement respectively. This shows that the majority of the teachers believe that the English students use to do group activities helps them to pass examinations.

4.2.2.8 Learning Environment

Table 4.17 Learning Environment

Item	Agreement						Disagreement						Total	
	strongly Agree(5)		Agree(4)		Total	Undecided(3)		Disagree(2)		Strongly Disagree(1)		Total		
	F	%	F	%	%	F	%	F	%	F	%	%	F	%
17	3	42.86	3	42.86	85.71	1	14.29						7	100

In item 17, teachers were asked a question that says, "The classroom situation is not suitable for students to work in groups." In response to this, 42.86% strongly agreed, 42.86% agreed and 14.29% couldn't decide. On the whole, 85.71% of the teachers expressed their agreement. This indicates that most of the teachers clearly understand that the classrooms and/or the materials in them are not suitable to conduct group work.

And 85.71% of the teachers expressed their agreement saying that they do not. This indicates that most of the teachers know that students use their mother tongue or any other common language of communication when they do group activities.

4.2.2.7 The Effect of Testing on Learning or Teaching Style

In item 19, teachers were asked if the English students use to do different activities in the classroom helps them to pass examinations.

Table 4.16 The Effect of Testing on Learning or Teaching Style

Item	Agreement							Disagreement					Total	
	strongly Agree(5)		Agree(4)		Total	Undecided(3)		Disagree(2)		Strongly Disagree(1)		Total		
	F	%	F	%	%	F	%	F	%	F	%	%	F	%
19	1	14.29	2	28.57	42.86			1	14.29	3	42.86	57.14	7	100

As we can see on Table 4.16 above, 42.86% and 57.14% of the teachers showed their agreement and disagreement respectively. This shows that the majority of the teachers believe that the English students use to do group activities helps them to pass examinations.

4.2.2.8 Learning Environment

Table 4.17 Learning Environment

Item	Agreement							Disagreement						
	strongly Agree(5)		Agree(4)		Total	Undecided(3)		Disagree(2)		Strongly Disagree(1)		Total	Total	
	F	%	F	%	%	F	%	F	%	F	%	%	F	%
17	3	42.86	3	42.86	85.71	1	14.29						7	100

In item 17, teachers were asked a question that says, "The classroom situation is not suitable for students to work in groups." In response to this, 42.86% strongly agreed, 42.86% agreed and 14.29% couldn't decide. On the whole, 85.71% of the teachers expressed their agreement. This indicates that most of the teachers clearly understand that the classrooms and/or the materials in them are not suitable to conduct group work.

4.2.2.9 Group Activities

Table 4.18 Group Activities

Item	Agreement						Disagreement						Total	
	strongly Agree(5)		Agree(4)		Total	Undecided(3)		Disagree(2)		Strongly Disagree(1)		Total		
	F	%	F	%	%	F	%	F	%	F	%	%	F	%
3	2	28.57	4	57.14	85.71	1	14.29						7	100

In item 3, teachers were asked whether the group activities in students' textbook are very interesting or not. And 85.71% of the teachers expressed their agreement. This shows that the grade ten English textbook has very interesting group activities.

4.3 Analysis and Interpretation of Interview Responses

In addition to making the subjects of the study give responses to the questionnaire items, both teachers and students were interviewed in order to crosscheck the dependability of the results of the questionnaires. The interview section for both respondents, teachers and students, has seven questions each, under some of which there are additional questions for elaboration or specificity (See Appendices C, and D_I and D_{II}). All the responses of the interviewees were recorded and transcribed. (See appendices F and G for the transcriptions.) The interview responses of both teachers and students are analyzed under the following headings:

- The Applicability of Group Work
- Students' Roles
- Teacher's Roles
- The Effect of Testing on Learning or Teaching Style
- Learning Environment
- Knowledge of the Subject Matter

4.3.1 Analysis and Interpretation of Interview Responses of Teachers

The summary of their responses to the interview are the following:

4.3.1.1 The Applicability of Group Work

At the beginning, teachers were asked whether they use group work to teach English or not. And all the interviewees responded that they do. When they were asked how often they use group work they responded as follows: T₁ and T₃ said that they use group work most of the time, but T₂ said that he sometimes uses it. This shows that a greater number of teachers mostly use group work to teach English in their classes.

4.3.1.2 Students' Roles

In item 2, teachers were asked what they think the roles of students are in learning English in their groups. They responded as follows: T₁ said that students must participate in their groups and guide the other students if there are some problems. T₂ said that students should solve their problems by sharing their experiences. T₃ responded that students should choose topics of discussion that are comfortable for them. All these indicate that teachers clearly understand what the roles of their students are.

4.3.1.3 Teachers' Roles

In item 3, teachers were asked whether their students actively participate in group work or not. T₁ and T₂ responded that they sometimes do, but T₃ said that some students are active in their participation but most of them are dormant ones. They were also asked why students (don't) participate actively in their groups. In response to this, T₁ said that students participate depending on the nature of the activities, group arrangement, the classrooms, tables and chairs/benches. T₂ said that students participate actively as he encourages them to do so. T₃ also responded that most of the students do not participate actively as they have the lack of language skills to speak out in class.

In item 4, teachers were asked what they think their roles are in conducting group work. In response to this, the interviewees said that they manage their classrooms, control students to avoid disturbance, give directions, encourage students to discuss among themselves, and present a topic of discussion. All these indicate that teachers know their roles in conducting group work.

4.3.1.4 The Effect of Testing on Learning or Teaching Style

Item 5 was asked to know whether teachers think the English students learn using group work has a contribution to pass examinations or not. And all the teachers said that it has. This shows that teachers believe that making students work in groups helps them to pass their exams.

4.3.1.5 Learning Environment

In item 6, teachers were asked whether the classrooms and the desks are suitable to conduct group work. In an answer to this question, all the teachers said that the classrooms are ok, but the desks are not suitable for group work. This shows the absence of suitable learning environment that enables students to work in groups.

4.3.1.6 Knowledge of the Subject Matter

In item 7, teachers were asked to tell the researcher what their students' English language background looks like. T₁ and T₂ said that their students have medium language background, but T₃ reported that her students have very poor background of English. This indicates that the majority of the teachers believe that their students have good background in English.

4.3.2 Analysis and Interpretation of Interview Responses of Students

4.3.2.1 The Applicability of Group Work

In item 1, students were asked whether they use group work when they learn English and how often if they do. Three of the student interviewees said that they learn English using group work, but S₁ and S₄ said they do so for a few periods. This shows that teachers implement group work as a basic tool of language teaching in their classrooms.

4.3.2.2 Students' Roles

In item 2, students were asked what their roles are in learning English in their groups. And they said their roles are the following:

Showing the answer of a question to the teacher, showing what s/he knows to his/her friend who doesn't know it, presenting what the students can, and speaking in English when the student makes presentations. All these indicate that teachers have taught their students what their roles are when they work in groups.

4.3.2.3 Teacher's Roles

In item 3, students were asked whether they actively participate in group work or not. And all the student interviewees said that they do. As reasons for their active participation, they gave the following:

- I'll know that the answer that I give to a question is correct or wrong.
- It helps to acquire knowledge.
- It helps to get grades or marks.
- Group work creates a certain feeling in me.
- I will get something explained which may be difficult for me.
- I improve myself when I speak the language.
- It helps me speak other subjects in English and know some words.

The reasons given above show that students actively participate in group work knowing the advantages of group work in language learning.

In item 4, students were asked whether the teacher has roles when they learn in groups, and what s/he should do if s/he has. In response to this, all the respondents said that s/he has roles. And they gave the following roles of the teacher(s):

- The teacher helps us understand a point where we couldn't when we work together.
- S/he encourages us to speak in English.
- However fragmented our utterances may be, s/he helps us to improve it.
- The presence of the teacher maintains the discipline of the classroom.
- The teacher gives clues to group activities.
- The teacher should help us to communicate ideas.
- The teacher should pay attention to the kind of language we are using.
- The teacher also checks if we are using only English or a mixture of Amharic and English.

All these clearly indicate that English language teachers are implementing their roles in their classrooms.

4.3.2.4 The Effect of Testing on Learning or Teaching Style

In item 5, students were asked if the English they learn using group work has a contribution to pass examinations. And all the interviewees said that it has, but S₄ said that it has to a limited extent. This indicates that group work has contributions for their exams.

4.3.2.5 Learning Environment

In item 6, students were asked whether the classrooms and desks were suitable to conduct group work. In response to this, S₅ said that both the classrooms and the desks are suitable, but the rest of the interviewees said that the desks are not suitable, and they added the classrooms are suitable

although they are full of dust. In addition to this, S₂ and S₃ said that the dust on the desks dirty their uniforms and exercise books. This shows that the learning environment is not good for students to use group work for learning English.

4.3.2.6 Knowledge of the Subject Matter

In item 7, students were asked to tell the researcher what their English language background is; whether it is poor, good, very good or excellent. S₃ and S₄ said that their English background is very good, and the rest three interviewees said that theirs is good. This shows that student interviewees have enough language background that can help them work in groups.

4.4 Analysis and Interpretation of Data from Classroom Observation¹

Observation 1

Section: 10¹⁸

Teacher's Name: S

Date: 30/03/2009 G.C.

Time: 9:15-10:00 a.m.

No. of Students: 50

Topic of the Lesson: Pollution-Air Pollution

Description of the Classroom

Section 10¹⁸ is a classroom that is found on the second floor in one of the two new buildings in the school. It is also as wide as the other two sections the researcher had observed. The students were learning in a crowded situation. It also has the same benches and desks as the other observed sections.

¹ The researcher described only three observation sessions as the rest of the lessons were the continuations of each of these lessons and there weren't different things to be included.

Description of the Lesson

The teacher entered the classroom and greeted her students and asked them if they had brought their English textbooks. Most students responded that they had left their textbooks at home. She asked them to go to the students who had their textbooks and form their groups. She, then, asked them to go through the pre-reading questions on page 213 of their textbook and discuss them. After about five minutes, she asked them to read the passage on page 214-which is entitled as Air Pollution. After ten minutes, she asked them to do some questions. For example, they were asked to make a complete list of the different forms of air pollution in a note form by giving a heading to it. The teacher, then, asked them to read what they had done in their groups. When they were answering, she said that they were completely wrong.

When the teacher was asking them to answer the questions, some students were talking their own issues and still some others were copying notes from their friends' exercise books. But she was encouraging them to participate turn by turn saying, "It is now female's turn to answer this question."

Comments

Although the lesson was interesting, some students were not actively participating in their groups. Therefore to make the topic clear and involve students in the activities, the teacher should have explained the title using different mechanisms such as by giving examples related to their day to day activities.

Observation 2

Section: 10¹⁸

Teacher's Name: M

Date: 30/03/2009 G.C.

Time: 10:00-10:45a.m.

No. of Students: 52

Topic of the Lesson: Money is better than Love or Love is better than Money.

Description of the Classroom

Section 10²⁰ is a classroom which is found on the second floor in one of the two new buildings in the school. It is situated at a very good sight so that it gets enough light that can help students to read and write even in the absence of electric light. It is wide enough to accommodate 30-45 students in a teacher-led EFL classroom situation. It has desks and benches which are not convenient to work in groups as a bench and a desk are joined together for every student. The classroom is also very crowded; on most of the benches four students were sitting but a few of the students were sitting in three's.

Description of the Lesson

The lesson was very interesting. Most of the students were eager to hear what the debaters say from each group. The teacher was encouraging them not to be afraid of speaking in English, but most of the students were using Amharic to express their ideas in the majority of their talks. When the debaters were talking, some students were shouting at some of the debaters asking them to speak in English. For example, when a student was speaking in Amharic; the students shouted at her and kept her quiet.

Comments

It was a very interesting lesson as it involved almost all the group members to use the English language. Therefore, the other teachers should try to teach English just like teacher M.

Observation 3

Section: 10¹⁸

Teacher's Name: G

Date: 30/03/2009 G.C.

Time: 11:45-12:30a.m.

No. of Students: 51

Topic of the Lesson: Doing EGSECE Questions.

Description of the Classroom

Section 10¹⁶ is a classroom which is found on the first floor in one of the two new buildings in the school. It gets enough light that can favour a good atmosphere in the teaching-learning process even in the absence of electric light. It is the same size as the other sections in those two new buildings in the school. Therefore it is very crowded like section 10²⁰, for example.

Description of the Lesson

The teacher entered the classroom and greeted the students. He asked two students who were sitting at the back of the classroom to leave the bench for the researcher and started writing questions from EGSECE booklet without writing an instruction. He asked the students to form groups of five or six and finish answering them within five minutes by sharing ideas from their group members. Students took about five minutes to write the questions and formed their groups they didn't discuss much in their groups, but most of them were raising their hands to answer when each question was asked. When each student was giving an answer, most students were shouting for a different answer even if the question was correctly answered.

Comments

The teaching-learning process was not very interesting. This was because students could not generate ideas on a question and discuss it. So, it is very advisable to appropriately select a task or an activity that can help students use English if our aim is to enable them to use it.

Summary of Observations

As observed in six periods of the three classrooms, all the teachers do not give clear instructions for the group activities. In addition to this, the activities presented were selected by the teachers themselves. Students were asked to form their groups as they are there in their seats or by turning their faces backward. However, they were participating in their groups as they were encouraging them to participate freely. The big problem the researcher observed was teachers' harassing treatment of errors. The other problems were the presence of inconvenient desks, loud noise created by students, and students' continued use of Amharic to express their ideas (See appendices J, K and L).

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This study has attempted to investigate the attitudes of grade ten students and their English language teachers towards group work. In this attempt, the researcher has tried to identify whether group work is in use in the selected school. He has also tried to see the subjects' reactions to the advantages and disadvantages of group work, their roles and some of the factors that affect group learning such as the nature of group activities, learning environment, learning style, the effect of testing and students' prior knowledge of English.

To achieve the purpose of the study, information was gathered through classroom observation, interviews and questionnaires.

Classroom observation and interviews were designed to confirm the results of the questionnaires as questionnaire is the main data collection instrument of the researcher.

In the cases of the questionnaires, both students and teachers were provided with twenty-item questionnaires and the results of the questionnaires were analyzed using percentages. The grand means and the mean of each item are also given to see the subjects' tendencies to group work and to each item respectively.

5.2 CONCLUSIONS

If the subjects of the study accept group work as a better tool of language teaching or learning, they would have favourable feelings. In the study, group work was found out to be used as a better tool of language teaching/learning. However, the majority of the teachers said that it is time-consuming. As opposed to this, the majority of the students said that it is not.

Teachers implement most of their roles if they have positive feelings to group work. From the results of the study, it was known that English language teachers under study are implementing most of their roles they were asked in conducting group work. For example, they encourage students to actively participate in group work, check students' understanding of instructions, know when to correct errors or give feedback and help students to self-correct their errors. According to students, their teachers do not mostly supplement the textbooks with other tasks to satisfy the needs of most of the students. But teachers claim that they do.

Students could have positive attitudes towards group work provided that they know their roles and implement most of them. Students know what their roles are. For example, they actively participate in group work, and want to self-correct their errors. Although students know their roles and implement most of them, they are not given the chance of choosing the activities they want to work on.

According to the results of the study, group work is not taking the learning style differences of students into consideration. For instance, the majority of the students learn better by reading their notes, but on the contrary they are found to be willing to work or study in groups, not privately. According to Cohen (1972:9), "Group work can be more effective than ... traditional methods for gaining abstract concepts. This is not to say that group work under all conditions will be more effective."

Students would have favourable attitudes towards group work on condition that they use English to express their ideas to their group members, having enough language to do group activities. Although the subjects of the study said that students have enough English language background that can help them work in groups, they are found to have poor English language background that hinders them from participating in their group work. This has been confirmed by the fact that the majority of them used their mother tongue or their language of communication while doing group activities at the time of observation.

If group work helps students to pass examinations, then they would have favourable feelings towards it. The subjects of the study reported that group work has contributions for exams.

To effectively implement group work, there should be a convenient learning environment. If the classrooms and other materials in the school are not to the taste of students, most probably they won't be willing to work in groups. This may also develop unfavourable feelings to teachers. The subjects of the study said that there is no suitable learning environment to conduct group work in the school.

If students are asked to work on activities that are interesting, they will have favourable feelings and will work willingly in their groups. The English textbooks of grade ten have very interesting group work activities.

As a whole, as we can see on appendices H and I, students' and teachers' responses have grand means of 3.28 and 3.02 respectively. The means of most of the items of the questionnaires are above the average (3).

Therefore, all the above results indicate that both grade ten students and their English language teachers have positive attitudes towards group work.

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Appendix A

Questionnaire for Teachers

Dear Teacher!

The purpose of this research is to obtain information about some aspects of the teaching-learning process and some influencing factors in it. In conducting this research, I particularly want to know your attitudes towards group work, which is very crucial in writing a thesis for the requirement of a post graduate programme in Teaching English as a Foreign Language (TEFL).

Thus, as your contribution is extremely important for the success of the research, I kindly request you to give the required information genuinely and honestly by indicating a TICK MARK (✓) in the space provide after each item of the questionnaire.

The researcher would like to assure you that all the responses you provide will remain confidential.

Don't write your name.

Thank you for Your Cooperation.

Instruction: Indicate your response by putting a tick mark (✓) after each item.

No	Items	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	Group work helps students to solve a problem in a better way by sharing their experiences.					
2	Group work provides good opportunities to learn English using it.					
3	The group activities in the English textbook are very interesting.					
4	I do not talk about the type of activities they need with my students.					
5	I encourage students to actively take part in the group interaction with their group members in solving problems.					

6	Group work does not take the learning style differences of students into consideration.					
7	Teaching English using group work is time-consuming.					
8	Students' poor background of English deters them from working in groups.					
9	Students can't learn better in groups as there is much disturbance when they accomplish the activities.					
10	Students have little or no knowledge of the language. Therefore, they cannot select the group activities that they think are useful for them.					
11	Group work contributes little to language learning because the teacher can't easily monitor student's performance.					
12	Students learn better when I give them notes.					
13	Teacher's feedback must focus on the appropriateness of students' responses rather than on the correct use of grammar if he/she wants them to communicate effectively.					
14	Students do not use English when they try to do the activities as they do not know how to express certain ideas in English.					
15	Students learn better when they work privately.					
16	I check whether every student understands the instruction or not.					
17	The classroom situation is not suitable for students to work in groups.					
18	The teacher must supplement the textbook with other materials and tasks in order to satisfy the needs of most students.					
19	The English students use to do different activities in the classroom does not help them in passing examinations.					
20	The teacher should help his/her students to correct their errors themselves.					

Appendix B₁

Questionnaire for Students

Dear Students!

The main purpose of this questionnaire is to collect data which helps to identify the attitudes of grade ten students towards group work. And the data will be used to conduct a study that will help to write an MA thesis which is used to fulfil the partial requirement for master's degree in TEFL (teaching English as a Foreign Language).

For the success of this study, your genuine and honest responses are highly required.

Expressing my heartfelt thanks for your genuine and honest responses, I would like to assure you that any of your responses will remain confidential.

Don't write your name.

Thank you!

Instruction: Indicate your response by putting a tick mark (✓) after each item.

No	Items	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	Group work helps us to solve a problem in a better way by sharing our experiences.					
2	Group work provides good opportunities to learn English using it.					
3	The group activities in the English textbook are very interesting.					
4	Our teacher does not talk about the type of activities we need with us.					
5	Our teacher encourages us to actively take part in our group interaction in solving problems.					
6	I don't want to talk much rather I want to study alone.					
7	Learning English using group work is time-consuming.					
8	My poor background of English deters me from working in groups.					
9	I can't learn better from group work as there is much disturbance when we do the activities.					
10	The teacher doesn't give us the chance to select the group activities that we think are useful for us.					

Appendix B_{II}

Questionnaire for Students (the Amharic Version)

የተማሪዎች መጠይቅ

ውድ ተማሪዎች!

የዚህ መጠይቅ ዋና ዓላማ የአስረኛ ክፍል ተማሪዎች ለቡድን ሥራ ያላቸውን አመለካከት ለማወቅ የሚረዳ መረጃ (data) ለመፅብሰብ ነው። ይህም መረጃ (data) ለሁለተኛ ዲግሪ በከፊል ማሟያ የሚሆን ዕሁፍ ለማዘጋጀት የሚያገለግል ጥናት ለማድረግ ነው። ለዚህም ጥናት መሳካት የእናንተ ትክክለኛነትና ታማኝነት ያለው ምላሽ ይጠበቃል።

ቅንና ታማኝ ስለሆነው ምላሻችሁ ከልብ እያመሠገንኩ፣ የምትሰጡት ማንኛውም ምላሽ በአስማማኝነት እደሚጠበቅ ላረጋግጥላችሁ አወዳለሁ።

ስም መጻፍ አያስፈልግም።

አመሠግናለሁ!

መመሪያ፡- ከተሰጡት ከአያንዳንዱ ዐረፍተ ነገር ፊት ለፊት በተሰጡት ባዶ ቦታችሁ ላይ የጭረት ምልክት (✓) በማድረግ ምላሻችሁን አመልክቱ።

ተ.ቁ	ነጥቦች	በጣም አልስማማም	አልስማማም	አልወሰንኩም	እስማማለሁ	በጣም እስማማለሁ
1	የቡድን ሥራ ልምዶቻችንን በመለዋወጥ አንድን ችግር በተሻለ መንገድ ለማቃለል ይረዳናል።					
2	የቡድን ሥራ እንግሊዝኛን እየተጠቀሙ ለመማር ጥሩ ሁኔታዎችን ይፈጥራል።					
3	በእንግሊዝኛ መማሪያ መጽሐፍ ውስጥ ያሉት በቡድን የሚሰሩ መልመጃዎች በጣም ደስ ይላሉ።					
4	መምህራችን ምን ዓይነት መልመጃዎች እንደምንፈልግ አወያይቶን አያውቅም።					
5	መምህራችን ችግር ፈቺ በሆነው የቡድን ሥራ ውስጥ በንቃት እንድንግተፍ ያበረታታናል።					
6	በቡድን ሆኖ ብዙ ከማውራት ይልቅ ብቻጭን ማጥናት እፈልጋለሁ።					
7	የቡድን ሥራን በመጠቀም እንግሊዝኛን መማር ጊዜን ማባከን ነው።					
8	ዝቅተኛ የሆነው የእንግሊዝኛ መሠረቱ በቡድን እንዳልሰራ እንቅፋት ሆኖብኛል።					
9	በቡድን ሥራ የተሻለ አልማርም። ምክንያቱም መልመጃዎችን በምንሠራበት ጊዜ ክፍተኛ የሆነ ረብሻ ስላለ።					

10	መምህሩ የትምህርቱን ይዘት ወይም ለእኛ ጠቃሚ ናቸው ብለን የምናስባቸውን መልመጃዎች የምንመርጥበትን ዕድል አይሠጠንም፡፡					
11	የቡድን ሥራ ቋንቋን ለመማር የሚያበረክተው አስተዋፅኦ እምብዛም ነው፡፡ ምክንያቱም መምህሩ እየሰራን ያለውን በቀላሉ መከታተል ስለማይችል፡፡					
12	መምህሩ ኖት (Note) በሚሰጠን ጊዜ የበለጠ እማራለሁ፡፡					
13	መምህሩ እንዲያርመኝ የምፈልገው የምናገረው እንግሊዝኛ የተለየ ትርጉም ካለው ወይም ግልፅ ካልሆነ ነው፡፡					
14	የቡድን ሥራ በምንሠራበት ጊዜ የአፍ መፍቻ ቋንቋዬን ወይም የምንግባባበትን ሌላ ቋንቋ እጠቀማለሁ፡፡ ምክንያቱም አንድን ሃሳብ በእንግሊዝኛ እንዴት እንደሚባል ስለማላውቅ ነው፡፡					
15	ከቡድን ሥራ ይልቅ በግሌ በምሠራበት ጊዜ የተሻለ እማራለሁ፡፡					
16	መምህሩ እያንዳንዱ ተማሪ ትዕዛዙን የተረዳ መሆን አለመሆኑን ያረጋግጣል፡፡					
17	የክፍሉ ሁኔታ በቡድን ለመሥራት ምቹ አይደለም፡፡					
18	መምህሩ የመማሪያ መጽሐፉን በሌሎች በቡድን ለመወያየት በሚማርኩ መማሪያ ማቴሪያሎችና መልመጃዎች ይደገማል፡፡					
19	በክፍል ውስጥ የተለያዩ መልመጃዎችን ለመሥራት የምንጠቀምበት እንግሊዝኛ ፈተናችን ለማለፍ አይረዳንም፡፡					
20	መምህሩ ግድፈቱን ራሱ እንዳርም እንዲረዳኝ እፈልጋለሁ፡፡					

Appendix C

Interview Questions for Teachers

1. Do you use group work to teach English? If 'yes', how often do you use it?
2. What do you think the roles of students are in learning English in their groups?
3. Do your students actively participate in group work? Why (not)?
4. What do you think your roles are in conducting group work?
5. Do you think the English students learn using group work has a contribution to pass their examinations?
6. Are the classrooms, tables and chairs suitable to conduct group work?
7. Please tell me your students' English language background; is it poor, good, very good or excellent?

Appendix D_I

Interview Questions for Students

1. Do you work in groups when you learn English? If 'yes', how often?
2. What do you think your roles are in learning English in your groups?
3. Do you actively participate in group work? Why (not)?
4. Do you think the teacher has roles when you learn in groups? What do you think he/she should do?
5. Do you think the English you learn using group work has a contribution to pass examinations?
6. Are the classrooms, tables and chairs suitable to conduct group work?
7. Please tell me your English language background; is it poor, good, very good or excellent?

Appendix D_{II}

Interview Questions for Students (the Amharic Version)

የተማሪዎች ቃለ መጠይቅ

1. እንግሊዝኛ በምትማሩበት ጊዜ በቡድን ትማራላችሁ፡፡ “አዎ” ካልክ/ሽ፣ ምን ያህል ጊዜ?
2. በቡድን ሥራ እንግሊዝኛን ስትማሩ የተማሪዎች ድርሻ ምንድን ናቸው? ወይም ምን መሆን አለባቸው ትላለህ/ያለሽ?
3. በቡድን ሥራ በንቃት ትሳተፋለህ/ፊያለሽ? ለምን?
4. በቡድን እንግሊዝኛን ስትማሩ፣ መምህሩ ድርሻ አለው? ምን ማድረግ አለበት/ባት ትላለህ/ያለሽ?
5. ከቡድን ሥራ የምትማሩት እንግሊዝኛ ፈተናዎችን ለማለፍ አስተዋዕኔ አለው?
6. ክፍሎቹ፣ ጠረጴዛዎቹና ወንበሮቹ የቡድን ሥራ ለማከናወን ምቹ ናቸው?
7. የእንግሊዝኛ ቋንቋ መሠረተህን/ሽን ልትነግረኝ/ሪኝ ትችላለህ/ያለሽ? ዝቅተኛ፣ ጥሩ፣ በጣም ጥሩ ወይስ እጅግ በጣም ጥሩ?

Appendix E

Classroom Observation Checklist

Grade and section _____ Lesson _____

Teacher's Name _____

Date _____

No.	ITEMS	Yes	No	Remark
1	Does the teacher give clear instructions?			
2	Are the activities presented interesting?			
3	Does the teacher give supplementary activities?			
4	Do students form their groups easily?			
5	Does the teacher encourage students?			
6	Do students participate in their group work?			
7	Do students use English in their group work?			
8	Is the teacher's error treatment appropriate?			
9	Is there much noise in students' group discussion?			
10	Are the classrooms convenient for group work?			
11	Are the chairs/benches suitable to group work?			
12	Are the desks/tables suitable to group work?			

Appendix F

Interview Responses of Teachers

T₁

Interviewer :- Ok Ato G welcome to this interview. I came from Addis Ababa University and I want to interview you some questions concerning the teaching-learning process here in this school and you will tell me freely what you feel.

Interviewee 1: Ok!

Interviewer : Do you use group work to teach English?

Interviewee 1: Yeah!

Interviewer: If you say 'yes', how often do you use it?

Interviewee 1: I am using the group work. It, of course, it depends on the topics. For example, in the cases of listening, I don't know using just group work. Just they use their own activities, but most of the time I am using the group work but it depends just like the contexts or the topics but I am using most of the time.

Interviewer: Ok. Thank you, and the second question says, "What do you think the roles of students are in learning English?"

Interviewee 1: Ok. The roles of the students... The students must be what? Participate in their group works and they must what? Give their own ideas in that topics and they do not go out or they must not doing their own activities of personal activities there but they must guide the other students if some problems. In the cases of some students if that is happen, the students must be what? guided the other students.

Interviewer: Ok. The third question says, "Do your students actively participate in group work?"

Interviewee 1: Yeah! Eh, they participate actively, but this is also depending on what? If some difficulties or if there is some new topics around there. They may be what? They may be some exceptionals, you see, but I am expressing the ideas or topics about the topics. I am giving some informations about that topics if...after that they what? Participate they discussing in that groups and after that they replies the questions of what? that ideas or that topics.

Interviewer: Why do you think that? Why do you think is that? Sometimes they 'acticipate.'—sometimes they participate actively; sometimes they do not. What do you think is that?

Interviewee 1: It depends on what? It is the cases is what? Some students may be what? Doing their own activities. That is the first one they may be. Eh, the structures of the groups or the numbers of the students, it depends and the structures of the

classrooms, the benches and the chairs it is also depending. The teachers cannot or just cannot get the capacity to overview all the students, that is, you see, if that happens the students may be do not what? Participate actively.

Interviewer: What are your roles in conducting group work?

Interviewee 1: I present a topic and encourage students to discuss it.

Interviewer: Yeah! Ok, and the next question says, "Do you think the English students learn using group work has a contribution in passing examinations?"

Interviewee 1: Ok. As you know our Ministry of Education preparing the textbooks in the cases of what? group discussion wherever you goes the topics is preparing just like what? a group discussions. Let's take, for example, in the cases of grammar the teachers gives what? Some informations about what? a certain topic, after that students what? participate and share their ideas. Let's take, for example, if our topic is the simple past, the teacher gives some information about that topic and the students understand in their group discussions. What is the forms of the simple past? What is the uses of the simple past? When we use? You see, if students understand this, they can what? Eh... pass the examinations.

Interviewer: And... "What do you think the ... eh... What are the classroom situations? Are classrooms, tables and chairs suitable to conduct group work?"

Interviewee 1: Ok. As I have mentioned before eh.... There is some problems. Let's take fromLet's begin from the numbers of the students, you see. The numbers of the students is above 50—50 up to 60, you see. This means it is difficult to what? conduct group work, and let's take it what? Just the chairs and the tables. The structures it is also difficult. It is also difficult to pass and over just like watching the students what they are doing, you see. It is difficult. There is some difficulties.

Interviewer: And the last question says, "Please tell me your students' English language background; is it poor, good, very good or excellent?"

Interviewee 1: Ok. As you know there is some problems. This means we can't say they are good or they are bad. They are the medium one the medium background.

Interviewer: Ok. They are good. Thank you!

Interviewee 1: Ok. Thank you very much.

T₂

Interviewer: Ok. Ato F welcome to this interview and I came from Addis Ababa University to get information concerning the attitudes of teachers and students towards group work and I want to ask you some questions here related to the teaching

learning process. Number1. "Do you use group work to teach English?" If 'yes', how often do you use it?

Interviewee 2: Yes, of course, I use the group work in order to make it the students well aware about the teaching-learning process because how often is there is the question how often. Sometimes I use the group work regarding according to the topic. I use it the group work.

Interviewer: Eh... What do you think the roles of students are in learning English in their groups?

Interviewee 2: Ok. The roles of students in learning in the group work are, for instance, we can take an example here the students to solve their problems in a better way by sharing their experiences and develop their confidence. We can use group works because there are three kinds of students. There are medium students, lower students and low students, and the first ones are excellent students. So, when we arrange those students in groups we can get....There is sharing of experience and develop their confidence. In addition to this, they come up with a new idea. The new idea must be a very essential point for their knowledge.

Interviewer: Ok, and the third one, "Do your students actively participate in group work?"

Interviewee 2: Yes, of course. Some of them may be participated in group work because as a result that I have mentioned before in order to share experience. In addition to this, to come up with a new idea, those issues must be very essential in order to cultivate their knowledge. That is why we use group works.

Interviewer: Ok. You...you are saying that they 'acticipate' ...participate actively?

Interviewee 2: Yes, they actively participate in group works.

Interviewer: Ok. Thank you! The fourth question says, "What do you think your roles are in conducting group work?"

Interviewee2: The teacher role?

Interviewer: Yeah!

Interviewee 2: The teacher roles are in group work are, for instance, managing, the classroom, his disturbance controlling the students whether in order to avoid may be talk about their homesickness may be there is if the fifth period at the break time they may talk about something which is not necessary about the topic. So giving direction. the teacher give a direction. What kind of direction must be used whether it is controlled or different aspects. So, in order to give such kind of instructions, the teacher eh...the teacher-they have their own role.

Interviewer: Ok. And then the fifth question says, "Do you think the English students learn using group work has a contribution in passing examinations?" That means, "What is the role of eh... teaching English using group work in passing

examinations; Does it help them? "

Interviewee 2: Yes, it helps them because when they share about - when we talk about the grammar the grammar aspect we can take an example here- the present perfect. They can talk about the form, the use, the function or other aspects. When they share such kind of things, they can know that at the same time, the teacher gives a direction. The direction may be the teacher gives prepare on topic called present perfect when you say. The students prepare a question. Finally, they can do such kind of exercise. They can practice. They can discuss. When they discuss, I have mentioned in question number 2 and number 3. I have said they can share their experience and develop their confidence as a result they come up a new idea. They can answer the question in different ways by analyzing and concluding those issues that why it is very essential to pass the national examinations.

Interviewer: Eh! Even national examinations.

Interviewee 2: Yes.

Interviewer: Ok, thank you. And the sixth question says, "Are the classrooms, tables and chairs suitable to conduct group work?"

Interviewee 2: To some extent it is very... somewhat... It is somewhat... It is... To some extent it is suitable.

Interviewer: For example, what are ... the classrooms, the tables or the chairs? Which ones?

Interviewee2: "Le" classroom ... The classroom is very suitable, but the tables and the chairs is not suitable to discuss in groups because when they share a new idea, they cannot get information about them. They can talk about anything else and the chair is not also suitable. Because of this, to some extent it is very essential.

Interviewer: And the last question says, "Please tell me your students English background; Is it poor, good, very good or excellent?"

Interviewee 2: To some extent, it is good. It is not very good. It is not poor. It is at the medium. It is good. Because what I am saying according to their coming from different kinds of schools, for example, in Entoto Amba, the from eight or seven schools they came from. That is why when eh...where they came from school, they can be poor, very good, excellent but when we conclude—when we sum up those students, they are medium. So, they are average. They are good, we can say. So, these students may be their background knowledge needs a higher motivation from the lower grades that means from grade 1 up to 12, up to the university. They needs a motivation about regarding ... The government also do over these issues.

Interviewer: Ok. Thank you very much.

Interviewee 2: Thank you very much.

T₃

Interviewer: Ok. Thank you S. I came from Addis Ababa University to collect information concerning the attitudes of students and English Language teachers towards group work and here I want to ask you some questions concerning the teaching-learning process in your school. And the first question says, "Do you use group work to teach English?"

Interviewee 3: Yes, I use.

Interviewer: How often do you use it?

Interviewee 3: I use group work English I make I gave them the student to get or to form the group firstly. After that I gave them the topic on what their discussed. After that I make them to choose the presentative in their groups and I make their to jot down the main points what they raised in their groups and to present in the class to me and after that I give them the Eh ... advising on their raising points.

Interviewer: Ok. Thank you. The second question says, "What do you think the roles of students are in learning English in their groups?" The roles of students... What do you think the roles of students are? When they conduct group work, what do they do? Or what should they do in their groups?

Interviewee 3: In their groups, they choose the main topics for what they the comfortable discuss for them and the simple points- the simple topics. They help to discussed to each others and they discussed on that points.

Interviewer: Ok. And the third question, "Do your students actively participate in group work?"

Interviewee3: Some of them are maked active in their groups; Eh... most of them are dormant students.

Interviewer: Why?... Why?

Interviewee 3: Because they have the lack of the language skills to speak out in the class.

Interviewer: Eh! Ok. The next question says, "What do you think your roles are in conducting, in using, group work?"

Interviewee 3: In group work, I encourage them to discuss to each others. And to present for me without any suffering, with freerly.

Interviewer: Ok. And the next question says, "Do you think English --- the English students learn using group work has a contribution in passing examinations?"

Interviewee 3: Yes! It have for them the contributions. Because ... eh... most of their educations are come for them the exam - for exam through the English. For this reason, the English can help them to pass their exam.

Interviewer: Ok. Thank you. And the next question says, "Are the classrooms, tables and chairs

suitable to conduct group work?" What is the students' reaction concerning this?

Interviewee 3: Eh ... it uses for them.

Interviewer: Do they complain concerning the classrooms, chairs and tables?

Interviewee 3: Yes! Yes! Because one chair holds only three or four students. Sometimes it makes affect to discuss for them.

Interviewer: Ok. Thank you. And the last question, "Please tell me your students' English language background."

Interviewee 3: Oh! Their English skill is very poor. They can't speak any English. They fear. They can't speak English. They fear.

Interviewer: Do they use their mother tongue, for example?

Interviewee 3: Yes! They can choose to use their mother tongue languages-their first languages, without English.

Interviewer: Ok. So, they do not mostly use ...

Interviewee 3: English

Interviewer: Ok. Thank you very much.

Interviewee 3: (She clapped)

Appendix G

Interview Responses of Students

ተማሪ 1 (S1)

ጠያቂ:- እሺ! አመሰግናለሁ:: ስምሽ ማነው?

ተጠያቂ 1:- ቲ (T)

ጠያቂ:- እሺ ቲ (T) አሁን እኔ የመጣሁት ከአዲስ አበባ ዩንቨርሲቲ የሁለተኛ ደረጃ ዲግሪ ዕሁፍ ለማዘጋጀት የሚጠቅምኝን መረጃ ለመሠብሰብ ነው:: እና ከ... በትምህርቱ ሂደት ላይ ያለሽን ግንዛቤ ለመጠየቅ ወይም ያለሽን አመለካከት ለማወቅ ነው እየሰራሁ ያለሁት እና የመጀመሪያውን ጥያቄ ፣ «እንግሊዝኛ በምትማሩበት ጊዜ በቡድን ትማራላችሁ?» «አዎ» ካለሽ፣ ምን ያህል ጊዜ?

ተጠያቂ 1:- በአብዛኛው አንግሮም ግን አንዳንድ-አልፎ አልፎ በቡድን በምንሠራበት--እንሠራለን ግን በተከታታይ ማለት አይቻልም:: በጣም ከረዝም--ከረጅም ጊዜ በኋላ ነው የምንሰራው::

ጠያቂ:- እሺ ሁለኛው ጥያቄ፣ «በቡድን ሥራ እንግሊዝኛን ስትማሩ የተማሪዎች ድርሻ ምንድን ናቸው ወይም ምን መሆን አለባቸው?»

ተጠያቂ 1:- መሆን ያለባቸው፣ የምንሰራውን ስራ ወይም የተጠየቅንውን ጥያቄ ስርተን መልሱን ላስተማራው ማሳየትና መልሱን ትክክል መሆን አለመሆን ከተረጋገጠ በኋላ ይበልጥ እንድታስረዳን ደግሞ ድርሻው የእርሷ ነው- እንደሆነ::

ጠያቂ:- እሺ! 3ኛ «በቡድን ሥራ በንቃት ትሳተፉ ያለሽ?»

ተጠያቂ 1:- እሳተፋለሁ....? አዎ እሳተፋለሁ::

ጠያቂ:- እ... ለምንድን ይመስልሻል የምትሳተፉበት? ምንድን ነው የሚመስል? ምኑ ነው አስተዋዕክ ያደረገልሽ እንድትሳተፉ?

ተጠያቂ 1:- እንድሳተፍ ያደረገኝ አንድ ነገር የማላውቀውን ነገር አሁን ለምሳሌ አንድ ጥያቄ ብጠየቅ ትክክል መሆን አለመሆኔን የማውቀው ስመልስ ነው:: መልሼ ወይም ትክክል መሆን አለመሆኔን አውቀዋለሁ:: ካልመለስኩ ግን ትክክልም ይሁን ውሸትም ይሁን ወይም ደግሞ መታረም ያለበትን ነገር ሳላርም ስለምቀር እ... መመለስ ጥሩ ነው ብዬ እገምታለሁ::

ጠያቂ:- «በቡድን እንግሊዝኛን ስትማሩ መምህሩ ድርሻ አለው?»

ተጠያቂ 1:- አለው አዎ! ለምሳሌ አንድ ቦታ ተሰብስበን ስንሠራ ይመጣና/ትመጣና ያልገባን ቦታ ታስረዳናለች:: ከዚያ በኋላ ደግሞ እኛ እንሰራለን:: ይኸ ነው የእሷ ድርሻ::

ጠያቂ:- «ከቡድን ሥራ የምትማሩት እንግሊዝኛ ፈተናዎችን ለማለፍ አስተዋዕክ አለው?» «አዎ» ካለሽ፣ በምን ያህል ደረጃ?

ተጠያቂ 1:- አለው:: ግን በብዛትም የለውም:: ለምሳሌ አሁን ክፍል ውስጥ በቡድን የምንሠራው ሥራ ለፈተና አያዘጋጀንም:: ይኸ ጥያቄዎችን በቡድን የምንሠራው ለእውቅና እንጂ--ለራሳችን ዕውቀት እንጂ ፈተና ላይ በብዛት አይመጣም::

ጠያቂ:- እሺ የቀጣዩ--ቀጣዩ ደግሞ፣ «ክፍሎቹ፣ ወንበሮቹና ጠረንጴዛዎቹ የቡድን ሥራን ለማከናወን ምቹ ናቸው?»

ተጠያቂ 1:- አይደለም::

ጠያቂ:- አይደለም! ሁሉም? ለምሳሌ ምኑ?

ተጠያቂ 1:- ለምሳሌ መሆን ያለበት አንድ መቀመጫና ሰፋ ያለ ጠረንጴዛ ነበር:: ግን ይኸ የሆነው ግን ዝም ብሎ ቁጭ ብሎ ለመማር እንጂ የቡድን ስራ በክብ ሆኖ ለመሥራት አያመችም::

ጠያቂ:- የክፍሉ ሁኔታስ?

ተጠያቂ 1:- ክፍሉ ችግር የለውም፣ መቀመጫው ነው እንጂ::

ጠያቂ:- እሺ ቀጣዩ ጥያቄ፣ «የእንግሊዝኛ ቋንቋ መሰረተኛን ልትነግሪኝ ትችላለሽ፣ ዝቅተኛ፣ ጥሩ፣ በጣም ጥሩ

ነው ወይስ እጅግ በጣም ጥሩ ነው?»

ተጠያቂ:- ጥሩ ነው።

ጠያቂ:- አመሰግናለሁ!

ተጠያቂ 1:- እሺ

ተማሪ 2 (S2)

ጠያቂ:- እሺ ስምህ ማን ነው?

ተጠያቂ 2:- ኡ (A)

ጠያቂ:- እሺ ስንተኛ ክፍል ነህ?

ተጠያቂ 2:- አስር ሃያ (10²⁰)

ጠያቂ:- እሺ አሁን እኔ የመጣሁት ከአዲስ አበባ ዩኒቨርሲቲ ነው። የሁለተኛ ዲግሪ ማሟያ ዕሁፍ ለ... ለመጻፍ የሚረዳኝን መረጃ ለመሠብሰብ ነው። እና በትምህርት ሂደት ላይ ያለውን ሁኔታ ነፃ ሆነህ እንድትገልፅልኝ ስለምፈልግ፣ ያንን ነፃ ሆነህ ትገልጻልኛለህ። እሺ 1ኛ፣ «እንግሊዝኛ በምትማሩበት ጊዜ በቡድን ትሠራላችሁ?» «አዎ» ካልክ፣ በምን ያህል ደረጃ? ምን ያህል ጊዜ?»

ተጠያቂ 2:- ኡ እሱኪ በቡድን ነው የምንማረው። አሁን ለምሳሌ በሃምሳት ውስጥ ሙሉ ፔሬድ አለ። ግን ስድስት ነው የሚሆነው። ሰኞ ጠዋት አለ። ከከሰዓት ደግሞ አንድ ላይ- አንድ አለ ማለት ነው። ሁለት ፔሬድ እንማራለን ሰኞ ሰኞ ማለት ነው ቢቃ።

ጠያቂ:- እሺ! «በቡድን ሥራ እንግሊዝኛን ስትማሩ የተማሪች ድርሻ ምንድን ናቸው? ወይም ምን መሆን አለባቸው ትላለህ?»

ተጠያቂ 2:- የተማሪው ድርሻ ዝቅተኛም ነው አይባልም ከፍተኛም ከፍተኛ... መካከለኛ ነው። አንዳንዱ በቀለሜዎቹ ከትንሽ በትምህርት ጠንክር ባልት ላይ የተመረከብ ይሆናል። የቡድን ሥራውን ተማሪው በሙሉ አይሠራም። ግን አስተማሪዎቹ አሁን ማድረግ ያለባቸው እንደዚህ በጣት የሚቆጠሩ ቀለሜች/ጉበዞች ጉበዞች ናቸው ያሉት። ክፍሉ ውስጥ ያሉት እነሱም ደክም ደክም ካሉበት ጋራ አሸጋሽገው እንዲያሠሩ አድርገው-- እንደዚያ አድርገው ቢያሠሩን አረፍ ነው።

ጠያቂ:- እና የእናንተ ድርሻ ምንድን ነው? ምን ታደርጋላችሁ?

ተጠያቂ 2:- የእኛ አስተዋፅኦ - ድርሻ እኔ የማውቀውን ለማያውቀው-ለንደኛዬ አሳየዋለሁ። እንደዚህ እያደራረግን ድርሻችንን እንወጣለን።

ጠያቂ:- እሺ ጥሩ! ሦስተኛው ጥያቄ፣ «በቡድን ሥራ በንቃት ትሳተፋለህ?»

ተጠያቂ 2:- አዎ! እሱማ እሳተፋለሁኝ።

ጠያቂ:- እሺ! ይህንን በንቃት እንድትሳተፍ ያደረገህ ነገር ምንድን ነው ብለህ ታስባለህ?

ተጠያቂ:- አንድ ያው ለራሴ ለማወቅ ነው። ሁለት ደግሞ ክፍል ውስጥ ለእንት- ለማርክ ምናምን ነገር ለእንት- ለትራንስክሪፕት መሠረት ማለት ነው።

ጠያቂ:- እሺ አራተኛ ጥያቄ፣ «በቡድን-በቡድን እንግሊዝኛ ስትማሩ መምህሩ ድርሻ አለው? ምን ማድረግ ወይም ምን ማድረግ አለበት/ትላለህ?»

ተጠያቂ 2:- አዎ! እሱማ ድርሻ አላት። አሁን አሁን እንግሊዝኛ ስለሆነ በእንግሊዝኛ እንድናወራ ታበረታታናለች። እንግሊዝኛው የፈለገው የተሰባበረም ቢሆን እሷ እያቃናችን ምናምን ትረዳናለች።

ጠያቂ:- «ከቡድን ሥራ የምትማሩት እንግሊዝኛ ፈተናዎችን ለማለፍ አስተዋፅኦ አለው?»

ተጠያቂ 2:- አዎ! በደንብ አርጎ አስተዋፅኦ አለው።

ጠያቂ:- እሺ በምን ያህል ደረጃ?

ተጠያቂ 2:- ማለት አሁን ለምሳሌ...

ጠያቂ:- በአጠቃላይ ፈተና ለምሳሌ ፈተናዎችን በምታዩበት ጊዜ ለፈተናዎች አስተዋፅኦ ያበረክትላችኋል?

ተጠያቂ 2:- አዎ አስተዋፅኦ ያደርግልናል። አሁን ለምሳሌ የማትራክ ሽቶችን ምናምን ነገር ከዚያ ውስጥ ታወጣና ትጠይቀናለች። እሱን በምትጠይቅብን ጊዜ ማለት ነው እኛ አሁን ለምሳሌ የተለያዩ ናቸው የሚመጡት ይባላል። ከአራት ዓመት ከአምስት ዓመት ዝቅ ያሉ የመጣ የሚመጣ ጥያቄ አለ። እሱን እንትን ለማለት ስለሆነ እንደዚያው ነው የሚመጣው ምናምን ነገር ስለምትለን፤ እሱን እናነሳና እኛ እንዘጋጃለን። ያጋጣሚ ነገር ሊመጣ ስለሚችል ማለት ነው።

ጠያቂ:- እሺ ቀጣዩ ጥያቄ፤ «ክፍሎቹ፤ ጠረንጴዛዎቹና ወንበሮቹ የቡድን ሥራን ለማከናን ምቹ ናቸው?»

ተጠያቂ 2:- አይ! እስካ ምቹ አይደሉም። ትንሽ ጠረንጴዛው ሰፋ ቢልልንና ይኸ ጠዋት ጠዋት ስንገባ...እንቸገራለን። ወረቀት ደብተር ምናምን ዩኒፎርማችን ይበላሽብናል።

ጠያቂ:- እ! ክፍሉስ? የክፍሉ ሁኔታስ እንዴት ነው?

ተጠያቂ 2:- የክፍሉ ሁኔታ አመቺ ነው።

ጠያቂ:- ወንበሮቹ ምን ይመስላሉ?

ተጠያቂ:- ወንበሮቹ አሪፍ ናቸው።

ጠያቂ:- ስለዚህ ጠረንጴዛው ነው ምቹ ያልሆነው?

ተጠያቂ 2:- እ! ጠረንጴዛው ነው ትንሹ...

ጠያቂ:- እሺ! ሰባተኛው ጥያቄ፤ «እንግሊዝኛ ቋንቋ መሠረትህ ልትነግረኝ ትችላለህ?» ቀደም የነበረህ እዚህ ከመግባትህ በፊት 10ኛ ወይም 9ኛ ክፍል ከመግባትህ በፊት የነበረህ የእንግሊዝኛ ዕውቀት ምን ያህል ደረጃ ነበር? እንዴት ነበር? መካከለኛ ነው፤ ጥሩ ነው፤ በጣም ጥሩ ነው፤ እጅግ በጣም ጥሩ ነው ወይስ ዝቅተኛ ነው?

ተጠያቂ 2:- አይ ጥሩ ነው። ምንም አይልም። ጥሩ ነው።

ጠያቂ:- እሺ አመሠግለሁ።

ተጠያቂ 2:- እሺ አመሠግናለሁ።

ተማሪ 3 (S3)

ጠያቂ:- እሺ ስምህ ማን ነው?

ተጠያቂ 3:- ኡም (M)

ጠያቂ:- እሺ ኡም (M) አሁን እንደሰማኸው እኔ ከአዲስ አበባ ዩኒቨርሲቲ ነው የመጣሁት። ለሁለተኛ ዲግሪ ማሟያ የሚሆን ዕሁፍ ለመፃፍ የሚያገለግለኝ መረጃ ለመሠብሰብ ነው። እና ጥያቄዎች አሉኝ በትምህቱ ሂደቱ ላይ በተመረከብዎት። እሺ የመጀመሪያው ጥያቄ፤ «እንግሊዝኛ በምትማሩበት ጊዜ በቡድን ትማራላችሁ?»

ተጠያቂ 3:- አዎ! በቡድን እንማራለን። ለምሳሌ ሁላችንም ያሣተፈ ነገር ይሠጠናል። ለምሳሌ ብዙ ተ... አንዳንድ ተማሪዎች የሆነ ከ...ከመካከል የሆነ አንድ ወጣ ያለ ተማሪ ብዙዎችን አሳትፎ አንድ አስተማሪዋ በሌለችበት ጊዜም እንኳ አስተማሪዋ የምታስተምረውን «ከሸር» ለማድረግ ይሞክራል።

ጠያቂ:- እና በምን ያህል ጊዜ... ምን ያህል ጊዜ ነው የምትማሩት... በሳምንት ለምሳሌ?

ተጠያቂ 3:- ለምሳሌ በሳምንት የምንማረው ሰኞ ቀን... ጠዋትና ከሰዓት ሁለት ፈረቃ አለ ሰኞ ሰኞ። ከዚያ እስከ አርብ ያለው አንድ አንድ ነው።

ጠያቂ:- እና በነዚህ ሁኔታች በግሩፕ ነው የምትማሩት?

ተጠያቂ 3:- አዎ! በግሩፕ እንማራለን።

ጠያቂ:- እሺ ሁለተኛ ጥያቄ፤ «እንግሊዝኛ በቡድን ስትማሩ የተማሪዎች ድርሻ ምንድን ናቸው ወይም ምን መሆን አለባቸው/ትላለህ?» ምንድን ናቸው ድርሻችሁ? እናንተ በቡድን በምትማሩበት ጊዜ ምን ታደርጋላችሁ? በቡድን/ በግሩፕ ስትማሩ?

ተጠያቂ 3:- በግሩፕ ስንማር አንድ መደረግ ያለበት/ቢኖር ሁሉም ተማሪዎች የቻለውን ነገር ፕረዘንቴሽን ማድረግ አለበት። ላንጉጂን የሆነ ፎክስ ለማድረግ የሆነ አልችልም ብሎ መተው ሳይሆን በቃ የሚችለውን ያህል

ሲናገር ነው። የሆነ ነገር እንዲሠራ ራሱ ስሜት የሚጨምርለት። ስለዚህ ሳንገጥን በደንብ እንትን ማለት አለበት--ዲብሎፕ ማድረግ አለበት። ፕሬዘንቴሽን ላይ ሁሉም ተማሪ የሆነ የራሱን ያህል መናገር አለበት።

ጠያቂ፡- እሺ ሦስተኛ ጥያቄ፤ «አንተ በቡድን ሥራ በንቃት ትሳተፋለህ?»

ተጠያቂ 3፡- አዎ በቡድን ሥራ--እንዲያውም ቡድን ሥራ ደስ ይለኛል። እኔ ሌላ ነገር እንደሠራ ያበረታታኛል። ደግሞ አንድ ነገር በቡድን ሥራ ላይ የምጠላውም አለ። ቡድን ሥራ ላይ ምንድን ነው ቢባል «ሰርገኛ መጣ በርበሬ ቀንጥሎ» አልወድም። ጊዜ ተሰጥቶ እንዲሁ የሆነ እንደሠራ ግዜም እንዲሰጠኝ ነው የምፈልገው።

ጠያቂ፡- እሺ! በቡድን ሥራ በንቃት እንድትሳተፍ ያደረገህ ምንድን ነው ብለህ ታስባለህ?

ተጠያቂ 3፡- በንቃት እንድሳተፍ ያደረገኝ-- የሚያደርገኝ አንድ የሆነ ሥሜት ይሠጠኛል። በደንብ የማነብ ከሆነ ለራሴ ለኖ... ለኖሌጅም ጥሩ ነገር ነው የማገኘው። ያ በቡድን ሥራ እንኳን ሲመጣ ደስ ይለኛል።

ጠያቂ፡- ቀጣዩ ጥያቄ ደግሞ፤ «በቡድን እንግሊዝኛን ስትማሩ መምህሩ ድርሻ አለው?»

ተጠያቂ 3፡- አዎ አለው ድርሻ።

ጠያቂ፡- ምን ማድረግ አለበት ወይም ምን ማድረግ አለባት/ትላለህ?

ተጠያቂ 3፡- በመጀመሪያ ብዙ ጊዜ መምህር ባለበትና በሌለበት ሰዓት ተማች አንድ አይደለም። ክላስ ውስጥ የሆነ የፀጥታ ነገር ተ--መምህር ባለበት ጊዜ ሰዓት ተማሪች የሆነ አንድ አይረብሽም። በትክክል ለእውነት ለተማሪው ለራሱ ኮንፌደንሱም ጥሩ ነው። የሆነ ይረባበሻል። ተማሪው የተዘጋጀውን ነገር ሊጠፋበት ይችላል፤ ተማሪው በሥርዓት የማይከታተል ከሆነ፤ ስለዚህ መምህር ባለበት ሰዓት የክፍሉ ፀጥታ ስለሚከበር፤ ያው በትልቅ ድርሻ አለው የመምህር መኖር።

ጠያቂ፡- «አኬ!» «ከቡድን ሥራ የምትማሩት እንግሊዝኛ ፈተናዎችን ለማለፍ አስተዋፅኦ አለው?»

ተጠያቂ 3፡- አዎ አለው። ፈ...ፈ... የቡድን ሥራ አለው ለምሳሌ...

ጠያቂ፡- አዎ አለው ካልክ... እሺ ለምሳሌ...

ተጠያቂ 3፡- ለምሳሌ በደንብ የተነበበ ነገር አንድ ነገር ይኖረዋል። የሆነ በውስጣችን ተብላልቶ የቀረን ነገር እንዲሁም ለሰው ለማስተላለፍ ብቻ ሳይሆን የሆነ በውስጣችን የሚቀር ነገር አለ። መቼም አይጠፋም። ዘና ብለን የሆነ ምንም ነገር ሳይረብሽን ያየነው ነገር ነው ግሩፕ ሥራ የምንሠራው። ደግሞ ያ ግሩፕ ሥራው ደግሞ ለእኛ የሆነ ለዕውቀት የሚቀመጥልን--ይቀመጥልናል እንጂ አይጠፋም።

ጠያቂ፡- እ... ስድስተኛው ጥያቄ፤ «ክፍሎቹ፤ ጠረጴዛዎቹና ወንበሮቹ የቡድን ሥራን ለማከናወን ምቹ ናቸው?»

ተጠያቂ 3፡- አይ! እነሱ እንኳን ምቹ አይደሉም። ጓደኞቹም እንዳሉህ። የሆነ አባራዎች አሉ። የሆነ በቃ እንዲሁም አብሶ ሰኞ ስንገባ አባራው መጥረግ እየደበረው ነው ክላስ ውስጥ የሚገባው።

ጠያቂ፡- ጠረጴዛዎቹና ወንበሮቹ እንዴት ናቸው?

ተጠያቂ 3፡- ጠረጴዛው-ጠረጴዛ እንዲሁም የለም፤ ወንበር-- ያው ዴክስ--የምንቀመጥበት ዴክስ ነው እንጂ ያለው። እነሱም እስክንመጣ ድረስ አባራ ሆነው ነው የሚጠብቁት።

ጠያቂ፡- ቀጣዩ፤ «የእንግሊዝኛ ቋንቋ መሠረትህን ልትነግረኝ ትችላለህ? ዝቅተኛ፤ ጥሩ ነው፤ በጣም ጥሩ ነው ወይስ እጅግ በጣም ጥሩ ነው?» እንዴት ነው? ስምንተኛ ክፍል በነበርክበት ጊዜ--ወደዚህ ከመግባትህ በፊት ማለት ነው።

ተጠያቂ 3፡- አይ እኔ ማለት ነው አንደኛ ውጤት ሲጠየቅ ያው ውጤት እንደሚሠራው ነገር ነው የሚመጣው። ዝም ብሎ ውጤት እንዲህ ጥሩ ነውም እንደሥራዬ ውጤት ነው ውጤት የማቀመጠው--የሚቀመጥልኝ። ስለዚህ እኔ ውጤቴ ከሞላ ጉደል ሀምሳ ፐርሰንት ነው። እና ይህን ያህል ብዙ ነውም፤ የተሻለ ነውም አልልም።

ጠያቂ፡- ለመናገር--ለምሳሌ ንግግር ለማድረግና በቡድን ሥራ ለመሳተፍ የሚያግዝህ ነው ወይ? ነበር ወይ?

ተጠያቂ 3፡- «አኬ» ያው በዚያ ላይ በጣም ጥሩ ነው። እኔ የሆነ ፕሬዘንቴሽን ለማድረግ ራሱ በጣም ደስ ይለኛል እንግሊዝኛ ውጤቴም ጥሩ ነው በዚያ ላይ።

ጠያቂ፡- ቴንክዩ (Thank you!) አመሠግናለሁ።

ተማሪ 4 (S4)

ጠያቂ:- እሺ! ስምሽ ማን ነው?

ተጠያቂ 4:- ዋይ (Y)

ጠያቂ:- ዋይ (Y)?

ተጠያቂ 4:- እ... !

ጠያቂ:- እሺ ዋይ (Y) እኔ የመጣሁት ከአዲስ አበባ ዩኒቨርሲቲ ነው እንደሰማሽው። እና ለሁለተኛ ዲግሪ ማሟያ ፅሁፍ የሚያገለግለኝን መረጃ እየሰበሰብኩ ነው። እና በትምህርት ሂደቱ ያለውን ስለቡድን ሥራ እና ተያያዥ ሁኔታችን እንድትነግረኝ ለመጠየቅ ነው። እና የመጀመሪያው ጥያቄ፣ «እንግሊዝኛ በምትማሩበት ጊዜ በቡድን ትማራላችሁ? አ ካልሽ በምን ያህል ደረጃ?»

ተጠያቂ 4:- አይ! አንማርም።

ጠያቂ:- እ !

ተጠያቂ 4:- አንማርም።

ጠያቂ :- እሺ አትማሩም።

ተጠያቂ 4:- አዎ!

ጠያቂ :- እሺ ለምንድን ነው የማትማሩት?

ተጠያቂ 4:- አንደኛ ያው ፔሬዱ ብዙም ላይበቃ ይችላል። ፔሬዱ ስለሚያልቅብን ያው በክፍል ጊዜ--በተሰጠን ክፍል ጊዜ ሰርተንበት እንጨርሰዋለን። ለቡድን ሥራ በቂም አይደለም። ሰዓት ቢጨመር ኖሮ በቂ ሊሆን ይችል ነበር።

ጠያቂ:- እሺ ሁለተኛው ጥያቄ፣ «በቡድን ሥራ እንግሊዝኛን አንማርም ነው ያልሸኝ?»

ተጠያቂ 4:- አ ብዙ አንማርም።

ጠያቂ:- ብዙ አንማርም!

ተጠያቂ 4:- ጥቂት

ጠያቂ:- «በቡድን ሥራ እንግሊዝኛን ሥትማሩ የተማሪዎች ድርሻ ምንድን ናቸው ወይም ምን መሆን አለባቸው ትያለሽ?»

ተጠያቂ 4:- ማለት?

ጠያቂ:- በምትማሩበት ጊዜ።

ተጠያቂ 4:- እሱ ጥሩ እንትን አላቸው ማለት ጥሩ ነገር ለማ... ተማሪዎች በቡድን ሲሰሩ ብዙ ነገር ሊያውቁ ይችላሉ። ስለዚህ ጥሩ እንትን አለው ማለት ነው። በየቡድናችን ውስጥ እንሳተፋለን።

ጠያቂ:- እህ! «የቡድን ሥራ በንቃት ትሳተፋለሽ?»

ተጠያቂ 4:- አዎ እሳተፋለሁ።

ጠያቂ:- እሺ! ለምንድን ነው? እንድትሳተፉ ያደረገሽ ነገር ምንድን ነው?

ተጠያቂ 4:- በቡድን ሥራ የማላውቃቸውን ነገሮች ብዙ ላውቅ እችላለሁ። እና... አውቂ ራሱ ሊበራራልኝ የሚችለውን ነገር ብቻዬን ላብራራው አልችልም። በቡድን ሥራ ሲሆን ግን የተለያዩ ዕውቀቶችን ልንግባባ እንችላለን።

ጠያቂ:- እህ! እሺ! አራተኛ፣ «በቡድን እንግሊዝኛን ስትማሩ መምህሩ ድርሻ አለው ወይንም ምን ማድረግ አለበት/አለባት ትያለሽ?»

ተጠያቂ 4:- በቡድን ሥራ ሲሰጠን--ስንሰራ መምህሩ ያለው-እንትን-ለዚያ ቡድን ሥራ የሚሰጠን ሥራ ፍንጭ መስጠትና ወይ የሆነ እንትን መስጠት አለበት እና ፀጥታ አስከብሮ ሁሉ አይደለውን ሁሉ እንድንግባባና በሥነ ሥርዓት እንድንወያይ ማድረግ አለበት።

ጠያቂ:- እሺ! ቀጣዩ፣ «ጥያቄ ከቡድን ሥራ የምትማሩት እንግሊዝኛ ፊተናዎችን ለማለፍ አስተዋዕኑ አለው?»

ተጠያቂ 4:- በተወሰነ ፕሮሰንት አለው። ግን ሙሉ በሙሉ አለው ብሎ...

ጠያቂ:- ቀጣዩ፤ «ክፍላቸው፤ ጠረጴዳዎቹና ወንበሮቹ የቡድን ሥራን ለማከናወን ምቹ ናቸው?»

ተጠያቂ 4:- አይመቹም።

ጠያቂ:- ምኑ ነው የማይመቸው፤ ክፍሉ ነው፤ ጠረጴዳዎቹ ናቸው ወይስ ወንበሮቹ?

ተጠያቂ 4:- ጠረጴዳዎቹ አንደኛ ለቡድን ሥራ ሠፋ ብሎ ለውይይት በ... መሆን አለበት ለመሥራት። ስለዚህ አይመቹም።

ጠያቂ:- እሺ! ወንበሮቹስ?

ተጠያቂ 4:- ወንበሮቹ---ወንበሮቹ እንኳን ይመቻሉ። ጠረጴዳው ግን ሠፋ ማለት አለበት።

ጠያቂ:- እሺ! የክፍሉ ሁኔታስ?

ተጠያቂ 4:- የክፍሉ ሁኔታ ጥሩ ነው።

ጠያቂ:- እሺ! ቀጣዩ ጥያቄ--ሰባተኛው ጥያቄ፤ «የእንግሊዝኛ ቋንቋ መሠራትን ልትነግረኝ ትችላለሽ፤ ዝቅተኛ ነው፤ ጥሩ ነው፤ በጣም ጥሩ ወይስ እጅግ በጣም ጥሩ ነው?» ቀደም የነበረሽ--እዚህ ከመግባትሽ በፊት።

ተጠያቂ 4:- አይ ጥሩ ነው።

ጠያቂ:- ጥሩ ነበር?

ተጠያቂ 4:- እ!

ጠያቂ:- እሺ! አመሠግናለሁ።

ተጠያቂ 4:- እሺ።

ተማሪ 5 (S5)

ጠያቂ:- እሺ! ስምሽን ማን ልበል?

ተጠያቂ 5:- መጀመሪያ ስሜን ሙሉ ለሙሉ ባልናገርም ኤስ ቢ (SB) ብዬ እናገራለሁ።

ጠያቂ:- እሺ! ኤስ ቢ(SB) አመሠግናለሁ።ከአዲስ አበባ ዩኒቨርሲቲ ነው እኔ የመጣሁት። የሁለተኛ ዲግሪ ማሟያ ዕሁፍ ለማዘጋጀት የሚረዳኝን መረጃ ለመሠብሰብ ነው የመጣሁት። አመሠግናለሁ። ለመጀመሪያ ጥያቄ በትምህርት ሂደት ዙሪያ የተመሠረተ ነው። የመጀመሪያው ጥያቄ ፤«እንግሊዝኛ በምትማሩበት ጊዜ በቡድን ትማራላችሁ?» «አ» ካልሽ በምን ያህል ... ምን ያህል ጊዜ?

ተጠያቂ 5:- ያው እንግሊዝኛ ስንሠራ በቡድን እንሠራለን። ይህንንም እንግዲህ እንግሊዝኛ ቋንቋ የምንማረው ከአንደኛ ክፍል ጀምሮ ነው።እንደዚሁም ግን አሳይመንት ሊሰጠን ወይም የግሩፕ ሥራ ይሠጠናል ብለን የምናስበው ከ7ኛ ክፍል ጀምሮ ባለው ደረጃ ነው። የበለጠ ግን ዘጠኝና አስር የበለጠ እየሠራን ነው-- እንገኛለን ማለት ነው።

ጠያቂ:- ምን ያህል ጊዜ ነው የምትማሩት?

ተጠያቂ 5:- ያው አስ... በሳምንት...ከሳምንት ሦስት ቀን እንደዚያ እንሠራለን አሳይመንቱን።

ጠያቂ:- በቡድን ማለት ነው?

ተጠያቂ 5:- አዎ!

ጠያቂ:- «በቡድን ሥራ እንግሊዝኛን ሥትማሩ የተማሪዎች ድርሻ ምንድን ናቸው ትያለሽ ወይም ምን መሆን አለባቸው ትያለሽ?»

ተጠያቂ 5:- ያው የተማሪዎች ድርሻ አንደኛ እንግሊዝኛ ሲያቀርቡ ያው ፕሮፌክተር ያው ማለትም ጉብዝ ብለን መደምደም የለብንም። ግን በእንግሊዝኛ እንዲናገሩና ያው አንደበታቸው እንዲፍታቱ ማለት ነው። በእንግሊዝኛ ቋንቋ ምን ያህል ይዘጋል የሚለውን ነገር ለመያዝ ያስችላል።

ጠያቂ:- «በቡድን ሥራ---በቡድን ሥራ በንቃት ትሳተፉያለሽ?»

ተጠያቂ 5:- እኔ እሳተፋለሁ። በቡድን ሥራ አያልፈኝም።

ጠያቂ:- በቡድን ሥራ እንድትሳተፉ ያደረገሽ ምንድን ነው ትያለሽ?

ተጠያቂ 5:- ያው በቡድን ሥራ መሣ... ልሳተፍ ደስ የሚለኝና እንትን የሚለኝ ምንድን ነው፤ አንደኛ ነገር ቋንቋውን ስናገረው ያው ራሱን እያዳበርኩኝ መሄዴና ሌላውንም ሳብጀክት በእንግሊዝኛ መናገራና ቃላትንም እንዳውቀው የሚረዳኝ... የረዳኝ ነው።

ጠያቂ:- እሺ! አራተኛው ጥያቄ፣ «ከቡድን--በቡድን እንግሊዝኛን ሥትማሩ መምህሩ ድርሻ አለው ወይም ምን ማድረግ አለበት/አለባት ትያለሽ?»

ተጠያቂ 5:- መምህሩ ያለበት/ያለባት የምለው አንደኛ ነገር ስንናገር፣ እነዚህ ልጆቻች ምን ዓይነት ቋንቋ ነው እያወሩት ያለ? እንደገና ደግሞ፣ «እንግሊዝኛ ነው ወይስ አማርኛ ቀላቅለዋል የትኛውን ነው?» የሚለውን ይመለከትልናል ማለት ነው።

ጠያቂ:- እሺ! እ... ቀጣዩ ጥያቄ፣ «ከቡድን ሥራ የምትማሩት እንግሊዝኛ ፈተናዎችን ለማለፍ አስተዋዕክ አለው?»

ተጠያቂ 5:- ማለት ከተሰጠን አሳይመንት ውስጥ ማለት ነው አይደል?

ጠያቂ:- እንግሊዝኛን ታዳብሪያለሽ። እንግሊዝኛን የምታዳብሪ ከሆነ--ካዳበርሽ ያ ያዳብራል ካልሽ፣ ያ ለፈተናች- ፈተናችን ለመመለስ--አጠቃላዩን ፈተና ለምሳሌ መጨረሻ ላይ የምትወስዷል ፈተና አለ አይደል?

ተጠያቂ 5:- አዎ።

ጠያቂ:- እሱን ለማለፍ ለምሳሌ ምን አስተዋዕክ-አስተዋዕክው ምንድን ነው?

ተጠያቂ 5:- እሱ አለው። አንደኛ ነገር አሳይመንት ላይ ከሠራነው ዙሮ በሌላ ጥያቄ መልክ ወደፈተናው ይመጣል። ያኔ ፈተናውን ስንሠራ ደግሞ ይህንን እንክ በዚያ በአሳይመንቱ መሠረት ሠርተናል ብለን ላንስተው እንችላለን ብለን እንመልስዋለን ማለት ነው ጥያቄውን።

ጠያቂ:- እሺ! ቀጣዩ ጥያቄ፣ «ክፍሎቹ፣ ጠረገዳዊዎቹና ወንበሮቹ የቡድን ሥራ ለማከናወን ምቹ ናቸው?»

ተጠያቂ 5:- እነሱ ምቹ ናቸው። ወንበሮቹም ምቹ ናቸው። ባይመቹንም ላይብረራ... ተቀጣጥረን ያው አንድ ላይ የቡድን ሥራችን ማለት ነው... ሁነን በክፍል ውስጥ ... ይመቻሉ። ሙሉ በሙሉ ይመቻሉ ብለን...

ጠያቂ:- ቀጣዩ ጥያቄ፣ «የእንግሊዝኛ መሠረትሽን ልትነግሪኝ ትችያለሽ፤ ጥሩ ነው፣ በጣም ጥሩ ነው እጅግ በጣም ጥሩ ነው ወይስ ዝቅተኛ ነው?» እንዴት ነው? ከዚህ በፊት ዘጠነኛ ወይም አስረኛ ከመግባትሽ በፊት የነበረሽ መሠረት ምን ይመስላል?

ተጠያቂ 5:- እንግሊዝኛ ጉብዝ ነበርኩኝ። ማለት ከዚህ በፊት ላንጉጅ... ጉብቻለሁ ላንጉጅም ሁለት ዓመት ተምራ ነበር። ግን አሁንም ያው አረማሁትኝም። ግን በፊት የነበረኝ አሪፍ ነው። አሁንም ግን ከዚህ የበለጠ ለማዳበር አስባለሁ።

ጠያቂ:- እሺ አመሠግናለሁ።

ተጠያቂ 5:- አመሠግናለሁ።

Appendix H

Frequencies, Percentages, Means and Grand Mean of Teachers' Responses to the Questionnaire

Items	strongly Agree(5)		Agree(4)		Undecided(3)		Disagree(2)		Strongly Disagree(1)		Total		Sum	Mean
	F	%	F	%	F	%	F	%	F	%	F	%	Σ	X
1	6	85.71	1	14.29							7	100	34	4.86
2	6	85.71	1	14.29							7	100	34	4.86
3	2	28.57	4	57.14	1	14.29					7	100	29	4.14
4	2	28.57	4	57.14			1	14.29			7	100	14	2
5	7	100									7	100	35	5
6	1	14.29	3	42.86	2	28.57	1	14.29			7	100	17	2.43
7	2	28.57	2	28.57			1	14.29	2	28.6	7	100	19	2.71
8	5	71.43	2	28.57							7	100	9	1.29
9			4	57.14	1	14.29	2	28.57			7	100	23	3.29
10	2	28.57	2	28.57	1	14.29	2	28.57			7	100	17	2.43
11	3	42.86	1	14.29	1	14.29	2	28.57			7	100	16	2.29
12	2	28.57	3	42.86	1	14.29	1	14.29			7	100	15	2.14
13	3	42.86	2	28.57					2	28.6	7	100	17	2.43
14	3	42.86	3	42.86	1	14.29					7	100	12	1.71
15			1	14.29			2	28.57	4	57.1	7	100	30	4.29
16	4	57.14	2	28.57			1	14.29			7	100	12	1.71
17	3	42.86	3	42.86	1	14.29					7	100	12	1.71
18	6	85.71			1	14.29					7	100	33	4.71
19	1	14.29	2	28.57			1	14.29	3	42.9	7	100	24	3.43
20	2	28.57	4	57.14	1	14.29					7	100	29	4.14
Grand Mean													3.02	

Appendix I
Frequencies, Percentages, Means and Grand Mean of
Students' Responses to the Questionnaire

Items	strongly Agree(5)		Agree(4)		Undecided(3)		Disagree(2)		Strongly Disagree(1)		Total		Sum	Mean
	F	%	F	%	F	%	F	%	F	%	F	%	Σ	X
1	58	38.67	74	49.33	10	6.67	2	1.33	6	4	150	100	626	4.17
2	46	30.67	69	46	7	4.67	12	8	16	10.7	150	100	567	3.78
3	31	20.67	68	45.33	21	14	18	12	12	8	150	100	610	4.07
4	17	11.33	55	36.67	15	10	28	18.67	35	23.3	150	100	459	3.06
5	40	26.67	52	34.67	14	9.33	18	12	26	17.3	150	100	502	3.35
6	30	20	29	19.33	11	7.33	31	20.67	49	32.7	150	100	490	3.27
7	11	7.333	14	9.33	10	6.67	33	22	82	54.7	150	100	611	4.07
8	25	16.67	29	19.33	8	5.33	42	28	46	30.7	150	100	505	3.37
9	21	14	31	20.67	25	16.67	32	21.33	41	27.3	150	100	409	2.73
10	36	24	32	21.33	20	13.33	36	24	26	17.3	150	100	434	2.89
11	17	11.33	28	18.67	11	7.33	34	22.67	60	40	150	100	542	3.61
12	66	44	37	24.67	12	8	12	8	23	15.3	150	100	339	2.26
13	46	30.67	37	24.67	22	14.67	23	15.33	22	14.7	150	100	388	2.59
14	51	34	37	24.67	11	7.33	23	15.33	28	18.7	150	100	390	2.6
15	22	14.67	21	14	17	11.33	42	28	48	32	150	100	523	3.49
16	34	22.67	37	24.67	18	12	32	21.33	29	19.3	150	100	435	2.9
17	24	16	31	20.67	13	8.67	35	23.33	47	31.3	150	100	520	3.47
18	25	16.67	19	12.67	10	6.667	36	24	60	40	150	100	363	2.42
19	19	12.67	30	20	11	7.333	29	19.33	61	40.7	150	100	533	3.55
20	80	53.33	36	24	8	5.333	7	4.667	19	12.7	150	100	601	4.01
Grand Mean													3.28	

Appendix J

Results of Classroom Observation (Teacher M)

Grade and section 10²⁰

Lesson Debate

Teacher's Name M

Date: 30/03/2009 G.C

31/03/2009 G.C

No.	ITEMS	Yes	No	Remark
1	Does the teacher give clear instructions?		√	
2	Are the activities presented interesting?	√		
3	Does the teacher give supplementary activities?	√		
4	Do students form their groups easily?		√	
5	Does the teacher encourage students?	√		
6	Do students participate in their group work?	√		
7	Do students use English in their group work?		√	
8	Is the teacher's error treatment appropriate?		√	
9	Is there much noise in students' group discussion?	√		
10	Are the classrooms convenient for group work?	√		
11	Are the chairs/ benches suitable to group work?		√	
12	Are the desks/tables suitable to group work?		√	



Appendix K

Results of Classroom Observation (Teacher S)

Grade and section 10¹⁰

Lesson: Pollution

Teacher's Name S

Date: 30/03/2009 G.C

31/03/2009 G.C

No.	ITEMS	Yes	No	Remark
1	Does the teacher give clear instructions?		✓	
2	Are the activities presented interesting?	✓		
3	Does the teacher give supplementary activities?		✓	
4	Do students form their groups easily?		✓	
5	Does the teacher encourage students?	✓		
6	Do students participate in their group work?	✓		
7	Do students use English in their group work?		✓	
8	Is the teacher's error treatment appropriate?	✓		
9	Is there much noise in students' group discussion?	✓		
10	Are the classrooms convenient for group work?	✓		
11	Are the chairs/ benches suitable to group work?		✓	
12	Are the desks/tables suitable to group work?		✓	

Appendix L

Results of Classroom observation (Teacher G)

Grade and section: 10¹⁶

Lesson: Doing EGSCE Questions

Teacher's Name G

Date: 30/03/2009 G.C

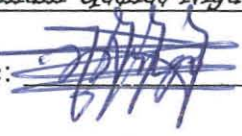
31/03/2009 G.C

No.	ITEMS	Yes	No	Remark
1	Does the teacher give clear instructions?		✓	
2	Are the activities presented interesting?	✓		
3	Does the teacher give supplementary activities?	✓		
4	Do students form their groups easily?		✓	
5	Does the teacher encourage students?	✓		
6	Do students participate in their group work?	✓		
7	Do students use English in their group work?		✓	
8	Is the teacher's error treatment appropriate?		✓	
9	Is there much noise in students' group discussion?	✓		
10	Are the classrooms convenient for group work?	✓		
11	Are the chairs/ benches suitable to group work?		✓	
12	Are the desks/tables suitable to group work?		✓	

Declaration

This thesis is my original work and has not been presented for a degree in any other university and all the sources are duly acknowledged.

Name: Melkam Getnet Nigatie

Signature: 

Place: Institute of Language Studies, AAU

Date of Submission: June 12, 2009