

# Exploring Teachers' and Students' Attitude Towards Group Work Assignment in English Language Classroom: The Case of Grade 11 at Wolayta Sodo Preparatory Schools in Ethiopia

Amanuel Kidane Albore (Principal Author)

Wolaita Sodo University, Department of English Language and Literature

Muluken Gebre Lanka (Corresponding Author)

Wolaita Sodo University, Department of English Language and Literature

## Abstract

The purpose of the study was to assess the attitude of English teachers' and students' towards group work assignment in English language classroom. The study was conducted in Wolaita Sodo Preparatory School in the case of grade eleven. To attain this objective, Mixed Method Research Design was used. Both quantitative and qualitative analysis methods were used. The participants of the study were seven purposively selected English language teachers from grade eleven. In addition, one hundred forty four grade eleven students were randomly selected for the study. The required data for the study were collected using questionnaire, semi-structured interviews and focus group discussion. Accordingly, the findings of the study indicated that most of the teachers' and students' had negative attitude towards group work assignment in English language classroom. Therefore, they did not act according to their attitudes due to students' lack of interest, students' lack of motivation and students' lack of awareness. The results of the study, hence, revealed that a few of teachers gave constructive feedback and grade for students in group work assignment. Based on the findings suitable recommendations were made.

**Keywords:** Group work, attitude, motivation, assignment, awareness

## 1. Background of the Study

Language teaching and learning came into its own processes as a profession with the whole foundation of language teaching and learning principles and procedures that was further developed in early 20th century seeking effective teaching methods. This period was characterized by frequent change and innovation in language teaching ideologies (Richards and Rodgers, 2001). These changes advocated various approaches and methods in language teaching and learning which highly influenced the shift from traditional language teaching in which teachers were only in charge of language teaching and students were considered as an empty vessel simply absorbing what their teachers transfer to them.

Language teaching-learning processes highly changed with cooperative learning method. D/t scholars in d/t field of study have forwarded their definitions of cooperative learning method. According to Olsen and Kagan (1992), cooperative learning method is a group learning activity that occurs in a social context with interaction between group members. Cooperative learning method can be defined as "small groups of learners working together as a team to solve problems, complete a task, or accomplish a common goal" (Artz and Newman, 1990, p. 448). For the time being, the related literature offers a variety of definitions for cooperative learning; however, some features are common to all of them (Kessler, 1992). Cooperative learning is believed to supply a more comfortable and supportive learning environment than introverted work, foster critical thinking skills, develop individual accountability, increase levels of reasoning and positive interdependence, improve problem-solving strategies, internalize content knowledge (Gupta 2004; CSHE 2002; Gokhale 1995; Schofield 2006; Johnson, Johnson, & Holubec 1992).

Subsequently, cooperative Learning is one of the approaches that appeared as a result of these changes in language teaching and learning which introduced group work. Therefore, group work has significant place in communicative language teaching and represents a marked departure from a teacher-dominated class where the role of the learners is reduced to merely imitating and absorbing what is provided by their teacher. In this regard, Ngoh as cited in Feda (2002) pointed out that the use of group work represents a shift away from the teacher-fronted system to student-centered in which students are responsible and cooperate to enhance common goal. In other words, it means that group work is an essential tool for implementing student language learning, and also group work is a important way of reinforcing student sympathetic and generating ideas, engaging all students in discussion and debate and supporting peer learning. It can also help students to develop their critical thinking, communication and decision-making skills. This shows that teachers should give more attention to group works and assignment which are the focus area of this study.

In recent times, continuous assessment has got great awareness in Ethiopians educational and training policy starting from elementary to territory institutions. Based on the education policy of 1994 of Ethiopia;

“Continuous assessment in academic and practical subjects, including skill tests will be conducted to ascertain the formation of all round profile of students at all levels” (p.18). It is also expected to make use of different approaches and evaluation tools in the process of assessing the learners such as, tests, quizzes, home work, and group work assignment to obtain information. As far as policy is concerned, English language syllabus for grade 11 textbook has been revised recently. The syllabus is based on the new curriculum framework for Ethiopian schools. Teachers are encouraged to support students as much as possible in the areas of learning strategies. For some group work assignments, students can work in groups and be assessed as a group (MOE, 2008). On the basis of syllabus, a new text book plays important roles in creating opportunities for learners to work cooperatively. Textbooks are prepared in communicative form to encourage how the students participate in the group. In the group activities process learners are expected to interact with each other. This interactions supports the students how they do group work assignment together.

Therefore, group work assignment has great value to promote students’ engagement in meaningful activities through which they share ideas, values, experiences and the likes. Conversely, teachers and students do not implement the group work assignment in ELT classrooms effectively. Due to this reason, the study focused on investigating English language teachers and students attitude towards group work assignment in English language classroom in Wolayita Sodo preparatory School. Therefore, the researcher studied by assessing teachers and students attitude towards group work assignment due to students’ lack of interest, students lack of motivation, students’ lack of awareness, teachers’ lack of knowledge to give constructive feedback, lack of commitment among teachers to implement group work assignment effectively in English classroom. As a result of the researcher’s diverse experience in teaching English for eight consecutive years in different government high schools, the above mentioned problems have been serious and this is the gap the researcher wanted to study.

## **2. Statement of the Problem**

Group work assignment is becoming increasingly popular in education. While scholars would admit that they minimize their workload, many would say group work assignment gives students the “real world” group experience needed for later employment. Group work assignment in a cooperative learning environment can help to improve student learning while developing essential teamwork, communication, and leadership skills. The students believed that the group work helped them accomplish more and understand concepts better than by working alone. Therefore, group work plays a great role how teachers and students use group work assignment in English language classroom. Studies in second and foreign language learning pedagogy showed that the value of this group interaction is significant as language learning calls for the learners’ involvement in meaningful communication (Abi, 2008).

A number of local studies were conducted on the areas of group learning to solve the problems. From these one of them is ‘EFL learners’ attitude towards group work in the case of high and low achievers’ by Abebaw (2011). His findings indicated that both group of high and low achiever students have a favorable attitude towards group work and no significant difference was found in their attitude. Based on the data gained it is concluded that academic achievement level does not play any significant role in differentiating learners’ attitude towards group work. Since the students do not vary in terms of their group work attitude based on the level of their achievement, it is recommended that teachers of English should incorporate group work activities in their teaching strategies by taking all necessary preparations.

However, this former researcher mainly focused on EFL learners attitude towards group work in English lesson that both group of high and low achiever students have a favorable attitude towards group work and no significant difference was found in their attitude . This local study did not investigate teachers and students attitude towards group work assignment in their English language teaching and learning. In this research, teachers and students attitude towards group work assignment were considered because teachers’ and students’ attitude are one of the main process for teaching and learning.

## **3. Objective of the Study**

The general objective of the study was to assess teachers’ and students’ attitude towards group work assignment in English language classroom: the case of grade 11 at Wolaita Sodo Preparatory School, Wolaita Zone, and SNNPRS.

## **4. Research Design and Methodology**

### **4.1. Research Design**

To answer the research questions raised mixed method research was chosen. According to Onwuegbuzie and Leech (2004) in mixed methods research, both quantitative and qualitative researches are important and useful to draw from the strengths and minimize the weaknesses of both in single research studies and across studies. Qualitative research design was employed in order to collect a valid data for the study and to gain a better picture of the reality of the issue on the research questions and its objectives in a natural way (Denzin and Lincon, 2000).

This research method allowed the researcher to collect data which are concerned with describing meaning, rather than with drawing statistical inferences. On the other hand to compare and assess the attitude of teachers and students towards using group work assignments, quantitative research design was also used. This mixing of the two approaches to research and data collection were utilized as a mode of triangulation whereby data collection and analysis were carried out both qualitatively and quantitatively.

## **4.2. Population, Sample and Sampling Techniques**

### **4.2.1. Participants of the Study**

The objective of this study was, as indicated above, to assess English language teachers and students attitude towards group work assignment in teaching and learning English language, therefore, the participants of the study were seven English language teachers and 144 students from Wolaita Sodo preparatory school (WSPS) in Wolaita Sodo town in Wolaita zone, SNNPRS.

### **4.2.2. Sample and Sampling Techniques**

Random and purposive sampling techniques were used for the proposed inquiry for the purpose of rich information and in-depth understanding of the participants. The purpose in selecting the sample was to develop a deeper understanding of the phenomena being studied, and in purposive sampling the goal was to select population that are likely to be "information-rich" with respect to the purpose of the study. Thus, all the English teachers (seven) of grade eleven were involved because they were fewer in number and easy to manage. In addition to this, one hundred forty four students from the total of seven hundred twenty student population in the grade level were selected randomly as participants for the study. From one hundred forty four students, twelve students were selected for focus group discussion through purposive sampling techniques because this was how the researcher attempted to concretize the data for the study.

## **4.3. Data Collecting Instruments**

This study employed both qualitative and quantitative methods to generate the data required for its purpose. To get relevant data related to the study objectives; questionnaire, semi structured interview and focus group discussion were used as instruments of the data collection.

### **4.3.1. Questionnaire**

Questionnaire was one of the research tools of this study. It was designed for 144 students to generate the data on the teachers and students attitude towards group work assignment in teaching and learning English language. Krathwohl (1998) stated that the advantages of using questionnaires as data collection tools mainly comes from the fact that with the help of questionnaires large amount of data can be collected quickly and economically from a sample. Therefore, questionnaire was used in this study in order to get rich information. In addition to this, according to Selinger and Shohamy (1989) a questionnaire is widely used in second language acquisition researches to seek information about certain conditions and practice, and in particular to collect data on phenomena which are not easily observed, such as attitudes and self-concepts. In this study, open and close ended questionnaires are one of the data elicitation techniques that were used for securing pertinent information for the study. Close ended questions are quick to complete and straightforward to code. Therefore, the researcher used close ended questions to get information concerning feeling, attitude or perception to certain questions that was distributed for randomly selected one hundred forty four students from the total of seven hundred twenty students. The distribution of the questionnaire was made by the researcher in collaboration with the unit leaders and subject teachers of the particular school. It was employed to collect data from students regarding their attitude towards using group work assignment.

### **4.3.2. Semi- structured interview**

According to Kumar, (1996:111) semi-structured interview is extremely useful for "seeking opinions, attitudes, views and perceptions". Semi-structured interview was prepared for English language teachers teaching in the proposed school to find out strategies they use to help learners overcome their problem. A semi-structured interview was employed as it allowed a wider freedom to ask further questions; and it also helped control the direction of the interview to elicit the desired data. In addition, this technique was important in generating data on issues related to the subjects' perceptions, views and opinions about the teachers and students attitude towards group work assignment in English classroom. Seven English language teachers were selected for the semi-structured interview in this study and their responses were recorded using a Tape recorder after taking their permission to do so. Finally, handwritten notes were also jotted down carefully and later used for in-depth analysis and interpretations.

### **4.3.3. Focus group discussion**

In addition to the above data gathering tools focus group discussion was used. The focus group discussion was conducted with respondents to generate adequate information about the study. The purpose of using FGD was to strengthen the students' responses gained from the questionnaire. Moreover, it was thought that when students discuss in groups a certain issue, they would generate richer ideas. Hence, two focus groups were made to

discuss six selected open-ended questions. The participants of the FGD were students and in each group, there were six participants and those who are assumed to forward adequate information were selected purposively to conduct the focus group discussion. Concerning the number of participants in a group, Derebssa, *et al.* (1999) as cited in Amare (2006) states that six people may be best for maximum interactions among participants. Therefore, the researcher believed that the number of participants in each group is good enough to collect the desired information. Before the discussion, the researcher introduced the participants to the purpose of the discussion and encouraged them to freely express their idea. During the discussion the participants' opinion were noted down by the researcher.

#### 4.4. Data Collection Procedures

The required data for the study was collected using questionnaires, semi-structured interview and focus group discussion. First, the data was collected from participants through questionnaire. Before the distribution of the questionnaire, students were given code on the mark compiling sheet and the subjects were advised to complete the questionnaire genuinely. The questionnaire was distributed to one hundred forty four students who were selected using random sampling technique. The students' questionnaire was filled in class under the supervision of the researcher. Then, time for the semi- structured interview was arranged with seven teachers and this was carried out accordingly. At last, focus group discussion was held with selected students' for an hour in the classroom. Due to this reason, the researcher used data collection procedures to triangulate the data.

#### 4.5. Data Analysis Procedures

As stated under research design, this study was conducted by using both quantitative and qualitative data gathering tools. For this reason, the data were analyzed using both qualitative and quantitative data analysis methods. The data collected through semi-structured interview and focus group discussion were analyzed qualitatively by using thematic analysis method. On the other hand, the questionnaires were analyzed by using quantitative data analysis method in which the data were analyzed by Likert scale using descriptive analysis like frequencies and percentages. While analyzing the data, the researcher integrated themes generated through instruments and interpreted the data to draw conclusions. Different methods such as sorting, coding, enumerating and using category and transcription were employed while analyzing the data. To make the analysis objective and minimize the researcher's bias, different techniques were employed such as triangulation with the attitude towards teachers' and students' in group work assignment, and then interpretation was given after each analyzed items. Finally, the data were supported with the works of the scholars in order to create the intellectual sense of the study. Thematic analysis is a search for themes that emerge as being important to the description of the phenomenon (Daly *et al.*, 1997). Thematic analysis is used in qualitative research and focuses on examining, analyzing, and reporting patterns (themes) within data. It emphasizes organization and rich description of the data set in detail. Descriptive analysis aims to generate quantitative data which describes or summarizes a sample, rather than use the data to teach the population that the sample of data is thought to represent. Hence, these methods of analysis were used.

### 5. RESULTS AND DISCUSSIONS

#### 5.1. Analysis of Teachers and Students Awareness and Interest of Group Work Assignment

Table 1. Students' awareness, motivation and Interest of Group Work Assignment

Item	Statement	Response Alternatives					Total	
		5	4	3	2	1		
1	Group members do not show equal interest and motivation to do group work assignment.	f	65	44	13	10	12	144
		%	45.14	30.55	9.03	6.94	8.33	100
2	Most of the students have interest and motivation to do group work assignment.	f	24	22	12	47	39	144
		%	16.67	15.28	8.33	32.64	27.08	100
3	The students have good awareness of group work assignments.	f	16	22	6	44	56	144
		%	11.11	15.28	4.17	30.56	38.89	100
4	The students like to do in groups because they can get good results rather than do alone.	f	59	50	6	13	16	144
		%	40.97	34.72	4.17	9.03	11.11	100

Items 1, 2, 3 and 4 in table 1 were designed to assess students' interest, motivation and awareness of group work assignment. Concerning the interest and motivation of group work assignment, the majority, for item 2, 65(45.14%) of the respondents strongly agreed and 44(30.55%) agreed whereas 12(8.33%) of them strongly disagreed and 10(6.94%) disagreed, and remaining 13(9.03%) respondents undecided. This indicates that group members do not show equal interest and have less motivation to do group work assignment. A good motivation is a key in the teaching and learning process, because motivated students can easily communicate with each other through foreign language. However, students' motivation is more related with the foreign language

proficiency. High student motivation and interest which are vehicles for any learning on the other hand and low motivation and low interest makes any learning difficult on the other related to foreign language proficiency (Jacobs and Ratmandia, 1996).

Accordingly, for item 1, majority, 47(32.64%) of the respondents “disagreed” and 39 (27.08%) of the respondents “strongly disagreed” with the students have high interest and motivation to do group work assignment. On the other hand, 24 (16.67%) of the respondents strongly agreed and agreed respectively indicating that the students have high interest and motivation to do group work assignment, and the other 12(8.33%) were undecided to the statement. This indicates that most of the learners lacked interest and motivation to do group work assignment. Therefore, they do not want to participate in the English classroom by presenting their assignment. This implies that motivation is a means to students doing group work assignment success. With reference to the issue of motivation in learning, Nunan (1999) stresses that motivation is important to notice in that it can affect students’ reluctance to communicate in English class.

In addition to this, for item 3, the awareness of group work assignment in English lesson(s), the majority, 56(38.89%) strongly disagreed and 44(30.56%) students responded disagree that they do not have good awareness of group work assignment. However, 16 (11.11%) and 22(15.28%) of the respondents strongly agreed and agreed respectively showing that the students have good awareness about group work assignment, and the other 6(4.17%) were undecided to the idea of the statement. This indicates that students’ awareness did not know much about their attitudes towards group work assignment. According to the respondents’ reflections, most of learners had not good awareness of group work assignment in teaching English language. Therefore, most of the learners had not good awareness of group work assignment in teaching English language.

Concerning item 4 (The students like to do in groups because they can get good results than do alone); 59(40.97%) respondents said that they liked group work as they could get better results than alone and 50(34.72%) agreed with the idea of the statement. Whereas, 6(11.11%) and 13(9.03%) strongly disagreed and disagreed respectively with their favorite of doing in groups to get good results, and 6(4.17%) of the respondents were undecided. This indicates that they liked group work as they could get better results rather than alone. In general when we see the data above it is obvious the majority 109(75.69%) of the respondents said that they liked group work more them working alone since it helped them to get better grade.

In addition to this, during the semi-structured interview sessions, positive expressions were provided by teachers regarding group work assignment in English language classroom. For instance, one of the teachers elaborated his idea as

*Group work assignment is one of the ways of developing students’ cooperative learning and has a power of boosting the teaching learning process so if my students understand its purpose, objective and show good interest in it, as well feel responsible and participate well and if I assign students to group thoroughly. Therefore, I have positive point of view for group work assignment.*

On the same issue teachers also expressed his feeling as follows:

*Well... for me it is not good because it has some constraints. For example my students have lack of interest and motivation about group work assignment. I think group work assignment may be done by active students or other body. I believe that it can be more successful if my students have high motivation and interest.*

The above responses, therefore, imply that teachers agree that group work assignment has paramount advantages if designed, organized, administered, and marked and the necessary feedback is given to students. In addition, it can be more successful if students have high motivation and interest. In connection to this, Taylor, (1983); Richards and Charles, (1994); Jones, (2007) pointed out that motivation would be increased through problem solving activities, which would engage both the cognitive and affective resources of the learners, because motivated students can easily communicate with each other through foreign language.

Thus, as the focus group discussion indicated in Appendix , the attitudes of group work assignment in English language teaching and learning indicates that most of the participants [students] noted that some teachers consider group work assignment as a means of decreasing burden as they give many titles to be covered by different groups without teaching students

In general, from the results obtained through questionnaire, semi-structured interview and focus group discussion, one can conclude that both teachers and students do not have the attitude towards group work assignment as it is participatory and helps students share experience, exposes students to different societal values, culture and the like. In line with this, well known language specialists, for instance, Brown (1994), notes that group interaction gives students great opportunities for the practice of negotiation of meaning, conversation exchange and the likes that could not be possible in any other type of activities. This indicates that group work assignment has many advantages in promoting students self explanatory skill and problem solving skills.

## 5.2. Analysis of Teachers and Students Responses Concerning Teachers Give Feedback and Grade for Group Work Assignment

Table 2. Students Attitude towards the teachers' feedback and grade for group work assignment

Item	Statement		Response Alternatives					Total
			5	4	3	2	1	
1	I like if teachers assign high grade for group work assignment.	f	66	42	11	13	12	144
		%	45.83	29.17	7.64	9.03	8.33	100
2	I do not believe group work assignment grade discriminate students' ability as it is mostly done by active students.	f	58	48	12	12	14	144
		%	40.30	33.33	8.33	8.33	9.72	100
3	I do not think group work assignment grade is fair as it cannot clearly show individual performance among group members.	f	38	60	12	21	13	144
		%	26.39	41.67	8.33	14.58	9.03	100
4	Most of the time, our teachers do not like to give constructive feedback to our group work assignment.	f	64	40	14	14	12	144
		%	44.44	27.78	9.72	9.72	8.33	100
5	Many students want to get good grade in group work assignment without hard working and understanding its concept well.	f	45	53	13	16	17	144
		%	31.25	36.81	9.03	11.11	11.80	100
6	I need to do things individually since in group work assignment I get similar marks with all group members.	f	46	34	12	28	24	144
		%	31.95	23.61	8.33	19.44	16.67	100
7	I do not like group work assignment because I get low marks when assigned with low achieving students.	f	43	41	14	24	22	144
		%	29.86	28.47	9.72	16.67	15.28	100

As can be observed from the above table, for item 1, 66(45.83%) of the learners responded strongly agree and 42(29.17%) of the students agreed with the item. In contrast, 12(8.33%) of the participants responded strongly disagree and 13(9.03%) disagreed that their teachers assign high grade for group work assignment, and the rest of respondents, 11(7.64%) undecided to the statement. This indicates that teachers assign high grade for group work assignment for motivating students' interest and giving satisfaction to the students.

Concerning item 2, 58(40.30%) of the students strongly agreed that grade for group work assignment do not discriminate students' ability because it is done by active students and 48(33.33%) of the students agreed with the item. On the other hand, 14(9.72%) of the participants responded strongly disagree and 12(8.33%) disagree, and the remaining 12(8.33%) of the respondents undecided to the statement. This implies that grade for group work assignment do not discriminate students' ability because it is done by active students. What we understand from this analysis is that it is difficult to identify individual students performance using group work assignment as 106(73.63%) of the students agreed to this.

To item 3, that is, "I do not think group work assignment grade is fair as it cannot clearly show individual performance among group members", 38(26.39%) of the informants responded strongly agree and 60 (41.67%) responded agree. Whereas, 13(9.03%) responded strongly disagreed and 21(14.58%) disagreed that grade for group work assignment is fair and can identify individual students performance, and the rest of the respondents 12(8.33%) were undecided to the statement. From this analysis 98(68.06%) of the respondents shows that grade for group work assignment was not fair as it could not clearly indicate individual performance.

In responding to item 4, that is, "Most of the time, our teachers do not like to give constructive feedback to our group work assignment", 64(44.44%) of the participants responded strongly agree and 40(27.78%) students responded agree. On the contrary, 12(8.33%) responded strongly disagree and 14(9.72%) disagree, and 14(9.72%) of them undecided about the responses of the statement. From this we understand that teachers do not like to give constructive feedback as 104 (72.22%) of the respondents agreed to this idea of in this.

As indicated in the above table, for item 5, 45(31.25%) of the respondents "strongly agreed" and 53(36.81%) agreed. The remaining 17(11.80%) and 16(11.11%) strongly disagreed and disagreed respectively, and the other 13(9.03%) of the learners were undecided to the statement. The response of 98(68.06%), shows that many students wanted to get good grade in group work assignment without doing hard work and depend on active students in order to get good results.

Regarding the sixth item of table four which says "I need to do things individually since in group work assignment I get similar marks with all group members", 46(31.95%) of the respondents strongly agreed and 34(23.61%) agreed that they needed to do things individually as they got similar marks with all members in group work assignment; whereas 52(36.11%) respondents strongly disagreed and disagreed with the idea, and 12(8.33%) of the students undecided to the statement. This implies that they needed to do things individually as

they got similar marks with all members in group work assignment. Generally, a number of 80 (55.56%) respondents said that they needed to do things individually as in group work assignment marking was similar to that of all the members of their group.

The last item of table 4 says “I do not like group work assignment because I get low marks when assigned with low achieving students”, 43(29.88%) of the informants strongly agreed and 41(28.47%) agreed that they did not like working in groups as they got low marks when assigned with low achieving students, but 46(31.95%) respondents disagreed and strongly disagreed with the idea, and 14(9.72%) were undecided with the idea. In this item the implication of respondents opposed the idea of disliking group work since low mark was gained with low achiever students.

In addition to this, during the semi-structured interview session, one of the teachers reflected his idea as:

*Because of shortage of time I do not make the students to present the results of their assignment to their classmates in front of the classroom. Rather than doing this, I summarize the whole topic of the assignments to the students and at that time students will get feedback and grade for their assignments.*

It can be inferred from the extracts that teachers do not like to give constructive feedback and grade for students in group work assignment. But, the problems they raised were shortage of time, work load and the likes. Therefore, teachers are voluntary to give constructive feedback and grade for students in group work assignment if the problems are solved by the concerned bodies such as school committees, school principals etc.

However, one of the teachers stated that:

*I encourage and guide my students in doing group work assignment and I give constructive feedback and grade for my students by giving marks and initiating them to present group work assignment in the class. In addition, I give chance for my students to participate in the class by letting them to present for the rest of the Class.*

In the above semi-structured interview data, teachers clearly answered that when teachers gave feedback and grade for group work assignment, students were encouraging themselves to participate and present their assignment report in the classroom but teachers did not like to show their assignment results on which feedback is given. Therefore, students highly complained that their teachers do not give them the necessary feedback and grade to their works as required. They noted that some teachers showed them their final result instead of giving the necessary feedback. Besides it is difficult to coordinate activities during group work assignment presentation time and because of this, teachers face problems like fairly evaluating individual contribution and learning and monitoring group progress and providing feedback (Brown *et al*, 1987 and Morris, 2001)

Generally, from the teachers and students responses concerning the feedback and grade given to assignment report, students’ quantitative analysis showed that students are not that much satisfied with feedback and grade given to them except efforts of some teachers who try to give them constructive idea to their assignment report. For example, 104(72.22%) of the respondents showed their agreement given to Item 4, (most of the time our teachers do not give constructive feedback for our group work assignment ) reveals the reality of this concept. In addition to this, it also supports the above idea as the students complained that many teachers show them the final grade only without showing them their assignment report on which feedback is given. This is also supported by Brumfit (1994) as, small group provides greater intensity of involvement, so that the quality of language practice is increased, and the opportunities for feedback and monitoring also, given adequate guidance and preparation by teachers. What we can understand from this is constructive feedback should be given on students’ work on time carefully and appropriately.

## 6. CONCLUSIONS AND RECOMMENDATIONS

### 6.1. Conclusions

The following conclusions could be drawn from the discussions in the preceding sections of this study.

- This study shows that the English language teachers and students had negative attitude towards group work assignment. Therefore, they did not act according to their attitudes due to students’ lack of interest, students’ lack of motivation and students’ lack of awareness.
- Further findings of the study pointed out that the English language teachers did not like to give constructive feedback for his/ her students to group work assignment. In addition, according to the students’ responses, the students complained that many teachers show them the final results of group work assignment rather than giving constructive feedback to each question of the activities given. These short comings do not allocate students’ to identify their weakness and improve their language skill.
- The research findings also indicated that students were dissatisfied with the result given for group work assignment because it does not discriminate the ability of students well. According to the participants’ responses, students who get good mark in group work assignment fail to pass many of the exams given and get poor grade in their individual assignment. As a result, grade for group work assignment could

- not satisfy students as it cannot clearly indicate adequately the achievers.
- The result also indicated that many English language teachers did not check the participation of the students properly because the students have lack of interest and motivation; students are less effective in language ability and teachers overloaded work.

## 6.2. Recommendations

Based on the study and the above conclusions, the researcher would like to forward the following recommendations:

- It would be advisable for students to accept equal responsibility, have commitment, and develop a sense of positive interdependence that enables them to succeed in doing group work assignment as the contribution of each member has great value for common success.
- It is recommended that teachers would like to give constructive feedback for students in group work assignment.
- Teachers should help learners by raising their motivation and interest to do their group work assignment in participating within the group members out of the class and to present their assignment report in the classroom. Thus, teachers should feel responsible to check equal participation of students.

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