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© G. Yersultanova<sup>1\*</sup>, M. Jandildinov<sup>2</sup>, Zh. Zhylytyrova<sup>3</sup>, M. Aimagambetova<sup>4</sup>, A. Baktiyar<sup>5</sup>, 2023

<sup>1</sup>EI «Almaty Management University», Almaty, Kazakhstan;

<sup>2</sup>JSC «Zhezkazgan Baikonurov Univeristy», Zhezkazgan, Kazakhstan;

<sup>3</sup>Kazakh National Agrarian Research University;

<sup>4</sup>Al-Farabi Kazakh National University;

<sup>5</sup>Kazakh National Teacher Training University.

E-mail: [gyersultanova@gmail.com](mailto:gyersultanova@gmail.com)

### MOTIVATING POTENTIAL OF GROUPING LEARNERS (A2 LEVEL)

**Abstract.** The purpose of the study was to investigate the possibility of collaborative learning in English language classrooms to develop students' grammar and reading skills and motivations. A pre — experimental-post-test group design was used to differentiate the effect of the cooperative learning approach on reading and grammar skills with standard full-class teaching and two components of learning motivation: intrinsic and instrumental. Before and after the end of the experiment, the findings of this study were collected at different points in order to determine the effect of collaborative learning on grammar and reading skills and motivations. Reading and grammar abilities were checked first using an English diagnostic test before and after certain collective learning activities, in realistic terms. The sociometric questionnaire was then conducted to the study to identify the interactions between the learners and the use of collaborative learning in English lessons. Another survey also was conducted to determine the type of motivation (intrinsic/instrumental) of the learners. The results were assessed by utilizing basic and inferential statistical methods including mean scores, standard deviations, independent sample t-tests and pairs. The findings showed impressive improvements in grammar and reading skills after the implementation of collaborative learning methods. Given the findings, the researchers propose that teachers may gain from applying collaborative learning in English classes, which in turn may increase students' grammar and reading skills and motivation.

**Keywords:** motivation, potential, grouping learners, students, grammar and reading skills

© Г.Т. Ерсұлтанова<sup>1\*</sup>, М.К. Джандильдинов<sup>2</sup>, Ж. Жылтырова<sup>3</sup>, М. Аймагамбетова<sup>4</sup>, А. Бахтияр<sup>5</sup>, 2023

<sup>1</sup>Алматы Менеджмент Университеті ББМ, Алматы, Қазақстан;

<sup>2</sup>«Ө.А. Байқоңыров атындағы Жезқазған университеті» АҚ, Жезқазған, Қазақстан;

<sup>3</sup>Қазақ Ұлттық Аграрлық Зерттеу Университеті, Алматы, Қазақстан;

<sup>4</sup>Әл-Фараби атындағы Қазақ Ұлттық Университеті, Алматы, Қазақстан;

<sup>5</sup>Қазақ Ұлттық Қыздар Педагогикалық Университеті, Алматы, Қазақстан.

E-mail: gyersultanova@gmail.com

## ОҚУШЫЛАРДЫ ТОПТАСТЫРУДЫҢ ЫНТАЛАНДЫРУШЫ ӘЛЕУЕТІ (А2 ДЕҢГЕЙІ)

**Аннотация.** Зерттеудің мақсаты орта мектеп оқушыларының грамматика және оқу дағдылары мен уәждерін дамыту мақсатында ағылшын тілі кабинеттерінде кооперативті оқытудың орындылығын зерттеу болды. Тестке дейінгі — тесттен кейінгі топтың дизайны әсерді салыстыру үшін пайдаланылды. оқудың және грамматикалық дағдыларды бірлесіп оқыту дәстүрлі толық сыныптық оқытуды және оқыту мотивациясының екі аспектісін: ішкі және аспаптық. Осы зерттеудің нәтижелері бірлескен оқытудың грамматикалық дағдылар мен оқу қабілеттері мен уәждеріне әсерін бағалау үшін эксперимент аяқталғанға дейін және одан кейін әртүрлі нүктелерде алынды. Оқу және грамматикалық дағдылар практикалық тұрғыда алдымен бірлескен жаттығуларға дейін және кейін ағылшын диагностикалық тестінің көмегімен тексерілді. Әрі қарай, оқушылардың өзара қарым-қатынасын және ағылшын тілі сабақтарында кооперативті оқытуды қолдану мақсатында тестілеу үшін социометриялық сауалнама жүргізілді. Сонымен қатар, студенттердің мотивациясының түрлерін анықтау үшін тағы бір сауалнама жүргізілді (ішкі \ инструментальды). Нәтижелер қарапайым және анық емес статистикалық әдістерді, соның ішінде орташа рейтингтерді, стандартты ауытқуларды, тәуелсіз t-тестілерді және жұптарды қосқанда бағаланды. Бірлескен оқыту әдістерін қолдану нәтижесінде студенттердің грамматикалық және оқу дағдыларының айтарлықтай жақсарғаны байқалды. Сонымен қатар, нәтижелер басқа мотивациялық аспектілерде ешқандай өзгеріс байқалмаса да, аспаптық мотивацияны жоғарылату үшін бірлескен оқытудың пайдасында айтарлықтай айырмашылықтарды көрсетті. Нәтижелерді ескере отырып, зерттеушілер мұғалімдерге ағылшын тіліндегі сыныптарда CL-ны қолданудан пайда көруі мүмкін, бұл өз кезегінде грамматика мен оқу дағдылары мен оқушылардың ынтасын арттырады.

**Түйін сөздер:** мотивация, әлеует, оқушыларды топтастыру, оқушылар, грамматикалық және оқу дағдылары

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Аймагамбетова<sup>4</sup>, А. Бахтияр<sup>5</sup>, 2023

<sup>1</sup>УО «Алматы Менеджмент Университет», Алматы, Казахстан;

<sup>2</sup>АО «Жезказганский университет имени О.А. Байконурова», Жезказган, Казахстан;

<sup>3</sup>Казахский Национальный Аграрный Исследовательский Университет, Алматы,  
Казахстан;

<sup>4</sup>Казахский Национальный Университет имени аль-Фараби, Алматы, Казахстан;

<sup>5</sup>Казахский Национальный Женский Педагогический Университет, Алматы,  
Казахстан.

E-mail: gyersultanova@gmail.com

## МОТИВАЦИОННЫЙ ПОТЕНЦИАЛ ГРУППОВОГО ОБУЧЕНИЯ УЧАЩИХСЯ (УРОВЕНЬ А2)

**Аннотация.** Цель этого исследования состояла в том, чтобы изучить возможность совместного обучения в классах английского языка для развития навыков грамматики, чтения и мотивации у учащихся средней школы. Для сравнения воздействия на группу использовался предварительный тест — пост-тестовый дизайн группы, навыки чтения и грамматики в подходе совместного обучения с традиционным обучением в полном классе и двумя аспектами мотивации к обучению: внутренним и инструментальным. Результаты настоящего исследования были получены в различные моменты времени до и после завершения эксперимента для оценки влияния совместного обучения на грамматические навыки, а также на способности и мотивации чтения. Навыки чтения и грамматики были проверены в практическом плане сначала с использованием диагностического теста по английскому языку до и после некоторых совместных тренировочных мероприятий. Затем в исследование была введена социометрическая анкета для проверки отношений между студентами и использования совместного обучения на уроках английского языка. Кроме того, была проведена другая анкета для определения типов мотивации студентов (внутренняя \ инструментальная). Результаты были оценены с использованием простых и логических статистических методов, включая средние оценки, стандартные отклонения, независимые выборочные t-тесты и пары. После принятия совместных методов обучения результаты показали впечатляющее улучшение грамматики и навыков чтения студентов. Кроме того, результаты показали существенные различия в пользу кооперативного обучения для повышения инструментальной мотивации, хотя по другим мотивационным аспектам изменений не наблюдалось. Принимая во внимание результаты, исследователи предполагают, что учителя могут извлечь выгоду из применения CL в классах английского языка, что может улучшить грамматику, навыки чтения и мотивацию учащихся в свою очередь.

**Ключевые слова:** мотивация, потенциал, групповое обучение, учащиеся, грамматические навыки, навыки чтения

### Introduction

Language is an information-exchange device used by humans. Language acquisition is the process through which people acquire the ability to perceive and understand, as well as to convey utterances. To acquire a language, particularly English, one naturally requires commitment, a lot of practice and honest meaning in language. A good language classroom is the one that promotes the participation of students, maximizes their time of practice and

enables socialization. Cooperative learning is an active pedagogy which has long been proven to be a means of promoting learning by encouraging the use of cognitive-strategies of critical thinking, and positive attitude towards learning in students (Johnson & Johnson, 2000). Collaborative learning tasks in these classes, which typically allow students to collaborate together, are usually allocated and generally make up 10 to 80 % of the final grade. It is important that both students and lecturers take a look at the factors that decide the effectiveness of cooperative learning. Taking all the issues discussed into consideration, the researchers decided to conduct an investigation into the attitudes of secondary school students with English-language class towards different grouping strategies for cooperative learning with a strong belief that adequate knowledge of student preferences in grouping strategies can help to promote the effectiveness of cooperative learning in terms of group dynamics, learners' satisfaction, learning motivation and achievements. This study intends to investigate student-selected (student assigned) group strategy (in which students choose partners themselves). These researchers not only aim to facilitate better cooperative learning in English classrooms by giving insights into the effects of group technique on the students' motivations but also provides a general understanding on the affect of grouping strategies in the learning English.

#### *Significance of the study*

The study's significance derives from the assumption that motivation plays a major role in sense of learning languages. Research study also seems verify the view that collaborative learning tends to increase student social relationships and therefore leads to improved social skills among them. Teachers can benefit from the findings by following the up-to - date teaching techniques, i.e. collaborative learning, utilized in the report. English language classes should no longer be teacher-dominated but need to be more student-oriented, with the teacher assuming the role as a facilitator. To do so, it adds diversity to the context of the classroom and makes it interesting for the learners to improve their grammar and reading skills. Moreover, to our knowledge, there seem to be no studies that investigate the effects of cooperative learning on developing the reading and grammar skills among students.

#### *Literature review*

##### *Motivation and language learning*

The notion of motivation has always attracted researchers from many fields. Motivation can be referred to as the force that energizes, uplifts, and directs behavior toward a desired goal (Hancock, 2004). Across psychology, education and in everything related to human beings, there are different definitions of motivation. For this purpose, it is possible to accept a wide range of meanings. Word meanings can be found in dictionaries and glossaries, such as the Applied Linguistics Longman Dictionary. The definition of motivation is as follows: "A combination of the learner's attitude, desires, and willingness to spend effort to learn the second language. It is generally considered to be one of the primary causes of success and failures in second language learning" (Richards & Schmidt 2002: 343).

##### *Types of Motivation*

##### *Integrative & instrumental motivation*

According to Gardner (1985), there are two types of motivation: integrative and instrumental. Gardner (1985) and Ellis (1994) distinguish mentioned types of motivation; the integrative motivation happens when a learner has a willingness to become a member of a group that speak that language, whereas instrumental motivation is accompanied by learners who have a specific purpose in learning a new language. In comparison between these two types of motivation, Ellis (1994) claims that it has more to offer and is a widely practiced type. Another widely cited distinction is between intrinsic motivation, enjoyment of language

learning itself, and extrinsic motivation, driven by external factors such as parental pressure, societal expectations, academic requirements, or other sources of rewards and punishments. (Richards and Edward, 2000: 60). In other words, intrinsic motivation is about satisfaction and curiosity towards learning. Extrinsic motivation is totally opposite to it. For example, a student actively participates in classroom tasks to get the attention of peers or to get a good mark. (Richard and Edward, 2000: 60). Much research on language learning pointed out that motivation is the most significant stimulant in second language acquisition. Ellis (1994: 715) proposed that motivation is the prior attempt which drives learners to learn a second language as “it fuels their desire to learn it”.

According to Dörnyei (2001), however, teachers should play an active role in increasing positive attitudes towards education for students:

- Improving the language-related values and attitudes of the learners;
- Increasing the "goal-orientation" of the learners;
- Making the curriculum important to the learners
- Students ' sources of motivation depend on multiple factors, but they depend

mainly on age, socio-cultural background, family economic status, friends, interests, and more.

Madrid (1993) highlights a range of factors that are motivating:

- Classroom methodology: activities, tasks, etc.
- The EFL teachers' qualities;
- Parents and family background;
- English as a school subject;
- The desire to integrate into English-speaking communities;
- The instrumental importance of English in society.

#### *Defining motivation within group dynamics*

Nowadays students lack motivation to attend school activities let alone following the curriculum. (Goldberg et.al., 2001) states that cooperative learning strategies can assist in increasing students' motivation for doing well in school. The targeted population consisted of middle school students who showed poor relations with teachers and came to school solely to socialize; the intervention for the following issue cooperative learning was chosen as a best strategy in improving students' behavior. (Goldberg et.al., 2001).

A recent study by Hancock (2004) noted that students with high peer orientation showed significant achievement in collaborative skills, positive interdependence in-group settings. As to make students with low peer orientation more engaged, cooperative learning strategies were chosen as a best way to learn and negotiate (Hancock, 2004). Negative self-perception is one of the main causes for lack of interest in participating in learning. Quinn (2006) found that students' self-perceptions of their own ability (self-efficacy) could negatively affect their attitude towards difficult tasks. Learners with low self-esteem tend to avoid challenge, show little effort, and feel they are not in control of their learning. Many teenagers today struggle with internal issues of their own to begin with. School can be a place where they can socialize and discuss issues with each other. Busy timetables and shortened breaks give little time for students to meet social needs. Quinn (2006) also suggested that cooperative learning has a lot to offer to increase student potential. Effectiveness of learning in groups. According to Cohen (1994) “instructors produce groups to reduce anti-social behaviour among group members and to produce interaction in which students are instructed to discuss and communicate a common goal; assigning roles and tasks to individuals within each group; and providing team-building activities to work together effectively.

Group work can be an effective method to motivate students, encourage active

learning, and develop key critical-thinking, communication, and decision-making skills. Several studies suggest that cooperative learning or group learning refers to instructional ways in which students work in small, mixed ability learning teams to maximize their learning (Johnson and Johnson, 1994, 1999). Watson (1991) states that the main goal of a group in an educational setting is to improve cooperative and collaborative skills in young people. Brown (2001) states that group work presents an opportunity for language learners to be more connected and practice the target language in a friendly environment. If before a student could only have limited time in front of the classroom, now in small groups a student can immerse himself freely in discussions.

Nunan (1999) claimed that student participation in speaking, discussion activities depends on group size. Often learners who remain silent in big groups, most likely will be one of the most active in smaller teams (p.157). Brown (2001) and Harmer (2003) highlight the following benefits of working in groups. According to Brown (2001), language learners feel more independent and free while talking to their group mates. Su-Fei Lin (2018) found that students were able to enrich lexical information in GW (group work) than in IW (individual work). In his experiment among university students in Taiwan, the results illustrated that students in GW were more excited to learn new words, and had more opportunities to retrieve words using different techniques and they also had the chance to learn more pieces of word knowledge by giving help (e.g. explaining things) in group discussions.

Results obtained showed that students' overall improvement in vocabulary knowledge with group work was significantly higher than that with individual work on post-tests. While in most cases group learning is beneficial, there are some setbacks. It is quite challenging to determine whether group work can assist less motivated students to learn, or on the other hand, whether determined students can cooperate with other fellow group members with different goals. Järvelä, et.al (2010) pointed out that in spite of the fact that motivation is of significance in a group setting, it comes with a few difficulties. Each individual has different views and perceptions, which can make it challenging to work together towards a common goal.

Andrews (2001) suggests that "Group work made it possible for the teacher to place more time on the students' oral production, which before was not a priority of the foreign language classroom". By implementing group work, less confident students are now able to practice their knowledge of the new language in a friendly group environment. Setbacks of working in groups. Like all aspects in education, group work has some drawbacks that should be discussed. Brown (2001) points out that the one of the disadvantages is lack of correction errors and most likely the use of native language while collaborating. Non-native speakers will have any chance to use native language (p.181). One more negative aspect of this method is noise control. As many students will be discussing at the same time, it can be stressful or difficult to concentrate on the task for other learners. However, Doff (1991) highlights that noise generated by group working is probably "healthy" noise, only because using English students are engaged in the process of learning than a teacher. Overall, cooperating with society and working in groups is an essential skill for every human being.

As Kramsch (1992) points out "traditional forms of classroom interaction need to be reassessed in the light of the new language to help learners move from institutional productivity to productive conviviality". The main point is that group working students show what they learnt and get to use it. In other words, this technique helps to fill the gap between learning input and output. However, placing students in groups does not mean that they will cooperate and participate in-group learning. The effectiveness of group work depend upon



how the group is organized, what the tasks are, who participates, and the way the group is held accountable (Blumenfeld et al., 1996). One of the common problems is when all members fail to contribute to the group or the “free rider” problem (Bartlett, 1995; Blumenfeld et al., 1996). This “free rider” problem occurs when a certain member of a group does not participate while those that do most of the work are held responsible for tasks and often feel exploited. Another problematic behavior can occur when high-achiever students put themselves forward ignoring others’ opinion, show negative peer pressure to come in terms with only their conclusions on group operations. Others may criticize in a teasing way and leave out-group members or underestimate their commitment leaving those rejected members to feel embarrassed (in front of many people (Blumenfeld et al., 1996).

#### *Grouping techniques*

There are management techniques teachers can utilize to help produce groups among a bunch of individuals. There are three different ways to create group selection: self-selected, random assignment, and criterion-based selection. In self-selection, students decide on their own who they wish to work with or they may choose members of a group randomly (e.g., know or worked with in prior classes or elsewhere).

Random assignment technique is when the instructor uses a method of chance usually used when there is limited time to put students into groups (e.g., counting off with like numbers). Criterion-based selection is when “the instructor administers some sort of test or data collection tool” and uses the outcomes to allocate students so that groups are both heterogeneous and generally equivalent in overall abilities (Rau & Heyl, 1990). As (Weimer, 2011) points out that self-selected groups generally had more positive experience, knowing each other those groups start working quicker. However, an important achievement in instructor-formed groups is development of trust in others whom they never contacted before. Another study showed that, “students who choose their own team members were more satisfied with the overall performance of the group”, however it has been suggested that diversity in membership is desired for it expands ideas and offers alternative solutions (Matta, 2011). When it comes to forming groups, teachers tend to use techniques which usually involve using numbers or simply asking them to form a small group of four or five. Salas (2005) suggests a whole new variety of grouping techniques as puzzles, pictures and proverbs. Salas (2005) suggests using puzzles as a way to form a group by splitting an idiomatic expression into parts and asking them/ them to look for parts to complete the proverb. Another technique suggested by (Noah, 2019) is to create a set of picture cards related to the topic of lecture. As an example, for a lesson on gender and identity, Noah (2019) printed out various pictures that represent male or female concept; then letting students choose a picture card and form a group with those who have the same card. This serves as a warm-up and a visual aid that help students to vividly remember the content of a lecture.

#### **Methodology**

##### *Research design*

Since randomization was not practicable, the present analysis employed a quasi-experimental pre-test–post-test configuration with a non-equivalent control group. By non-random selection, two intact groups were selected; one as a control group (n=16), and the other the experimental group (n=16). Additionally, the researchers investigate the difference in-group dynamics, satisfaction of students, and cooperative learning outcome when one grouping strategy is used.

##### *Research hypothesis*

In this study, the researchers’ hypothesis that:

- Secondary school students in school-gymnasium n.6 prefer student-selected

(self-assigned) groups over the others.

– Cooperative learning in the English class has a positive effect on the level of motivation of students.

#### *Research questions*

The study is directed by the following questions:

1. To what extent does the grouping learners technique facilitate student's work in ELT classroom?

2. What are the challenges encountering grouping learners in ELT classroom?

#### *Participants*

This study enrolled 34 students studying English at the Gymnasium School No. 6, which is located in the city of Almaty. Subjects were the same age, 13 to 15 years old at the time of the study. All of them were homogeneous in terms of age, gender, ethnicity, mother tongue, knowledge of English, as well as education and culture. They were divided into two groups, 16 in the control group and 18 in the experimental group.

A control group is a group of people participating in a particular experiment (in a psychological experiment or clinical study) or other organisms (in a biological experiment) that are not exposed to the effect of which is supposed to be studied in the experiment. The remaining participants in the experiment who are exposed to this effect are called the experimental group. The presence of a control group allows us to compare the experimental and control groups when analyzing the results of the experiment and thus distinguish the effect of the studied factor from the effects of other influences to which all participants in the experiment are exposed. Therefore, it is important that the control group is in all respects similar to the experimental group. In particular, the double-blind method is used for this purpose, which assumes that the participants in the experiment are randomly assigned to the experimental and control groups, so that at the time of the experiment, neither the participants nor the researcher themselves know who belongs to which group. The joint or collective activity of students is a powerful incentive for the development of students.

The main objectives of group work in teaching foreign languages are:

- activation of the educational process;
- achieving a high level of assimilation of content;

During group work, we performed a variety of functions: we controlled the progress of work in groups, answered questions, regulated disputes, working procedures and, in case of emergency, provided assistance to individual students or the group as a whole. Our main task was to do everything possible so that students learn to cooperate and increase their level of knowledge. Having got acquainted with different types of group work and applying the acquired knowledge in practice, we became convinced that the effectiveness of this technology is very high. When planning group work, we had to organize the activities of students in such a way as to achieve their goals. It is important for us that the work in groups be planned so that each student can prove himself and not sit behind the backs of others.

The sociometric questionnaire was administered to the study to test the students' relationships and the use of co-operative learning in English classes. Group members are invited to answer questions that make it possible to discover their likes and dislikes, one to one, to leaders, group members that the group does not accept. The researcher reads two questions: a) and b) and gives the students instructions (see the appendix). Then the researcher reads questions about question about personal relationships (see the appendix).

The sociometric technique developed by J. Moreno is used to diagnose interpersonal and intergroup relationships in order to change, improve and improve them. Using sociometry, one can study the typology of social behavior of people in the context of group

activity, and judge the socio-psychological compatibility of members of specific groups. Using sociometry allows you to measure the credibility of formal and informal leaders to regroup people in teams to reduce the tension in the team arising from the mutual hostility of some members of the group.

#### *Instruments*

Following study used four research instruments: proficiency test, sociometric test, observation tool, AMTB (Attitude/Motivation test battery). Proficiency test was used as pre-test and post-test tool, in order to measure how much of a language student have learned, or as Valette claims, ‘the aim of a proficiency test is to determine whether this language ability corresponds to specific language requirements’ (Valette, 1977: 6). As the majority of English proficiency testing items focus on basic grammar and frequency-count vocabulary, the test we have conducted consisted of three different testing items: filling in the gap (grammar), multiple choice (vocabulary), true-false (reading skill) - in all twenty questions. The assessment rubric for the test was based on a five-point scale (i.e., 5-Excellent; 4-Good; 3-Fair; 2-Poor) based on scales followed in Kazakhstan (Ministry of Education, 2016). The validity of the proficiency test is an essential aspect for a research instrument. Research instrument is said to be valid, if it truly measures what it claims to measure (Gay, Airasian, 2009). The test was checked by researchers, furthermore it was given to two experts, in order to provide the validity of the test. The results of the expert's evaluation demonstrated that all criteria used to assess on a five-point scale considered satisfactorily by the experts. Next, reliability of the test — test said to be reliable, if you are obtaining consistent information on this, perhaps from more than one person, more than one time. The reliability of the current test was evaluated by the test-retest method. Test was administered twice to an experimental and control group and correlation coefficient between two sets of points was calculated. In result, reliability of the proficiency test used in the following research was 0.75 (Acceptable) according to Cronbach’s alpha.

The second pre-experimental tool was a sociometric test — technique to evaluate the relationship between people. Interpersonal relationships were a concern for many years, the evidence is the number of disciplines, which used sociometric methods as research tools, and studies of classroom psychology through aforementioned tests were popular too. (Lindzey and Borgatta, 1954) Moreover, four major problems could be solved by discovering nature of interpersonal relationship: 1) effect of interpersonal relationship to individual adjustment, 2) improvement of individual adjustment, 3) effect of interpersonal relationship to the development of creative abilities, 4) best use of individual’s creative abilities in-group environment. Sociometric test that was conducted in the following research contained seven questions. Several researchers indicated the difficulty of inquiring usual methods of reliability and validity to sociometric tests. Pepinsky (1949) claimed that sociometric tests are intrinsically valid. On the other hand other educators have used teacher ratings as a criterion of validity. Lafter (1957) stated that a teacher's awareness of the social structure of class is a key factor of degree of agreement. In addition, Starkweather (1961) suggested using observing tools and teacher ratings as criteria of validity of sociometric tests.

According to standards, most of the sociometric tests are reliable since most educators declare a high degree of consistency. In order to measure reliability of the following test — “repeat reliability” technique was used. Different methods were used in order to interpret sociometric data and results. The approach of rank ordering sociometric results and calculating difference coefficients is the most accepted and in the following research was used.

The third research instrument is observation; it was used as an experimental tool. As

Cohen (2009) claimed one of the special elements of observation as a tool is that it gives opportunity to collect data from naturally happening live social situations. As a result, following research used self-assessment as a one type of observational tool. Self-assessment helps students to revise the work and track their own progress, moreover, it is a good technique to help students to stay motivated and committed to classroom work. Students were asked after each lesson to answer several questions according to a seven-point Likert scale, in order to gather feedback about group work and what kind of challenges they faced.

As motivation was accepted as an important feature that affects the rate of success in learning language and learning process, following research used as an pre — post-experimental research instrument AMTB (Attitude/Motivation test battery), in order to measure the motivation of students. Test contained twelve statements and students were asked to answer according to LLOS. The result of the test can be accepted confidently, if only the test was administered in a good atmosphere for students: no time limit was set, results were confidential.

#### *Data collection procedures*

Before the experimental stage, students were divided into two groups: control and experimental group. Next, as a pre-experimental stage the proficiency test was administered to each group in order to know the level of English; also, a sociometric test was conducted to each group, in order to know the relationship between students, atmosphere of the classroom and their attitude towards group work. After the pre-experimental stage, students of the experimental group divided into four groups by using self-assigned grouping technique. Throughout the group work each member had to work actively and involve in the lesson. As a result, after each lesson students were asked to answer several questions, in order to get feedback about the lesson and what kind of challenges group members faced. On the other hand, the control group continued to work individually according to the given curriculum. The post-experimental stage contained two tools: achievement test, AMTB (Attitude/Motivation test battery). Achievement test was taken from both: control and experimental groups, in order to measure the progress that students made in individual and group work. Moreover, as motivation is a key factor of progress in learning, AMTB (Attitude/Motivation test battery) was administered in an online version by using Google Form platform.

#### *Data analysis*

To find out if cooperative learning in English class has a positive effect on the level of motivation of students, statistics containing mean scores and standard deviations of the pre-test and post-test were presented. Inferential statistical analysis found out several significant differences between the experimental and control groups in pre-test and post-test. On the other hand, statistical results do not show the most significant aspect about the size of effect. One method of avoiding this misunderstanding is measuring the size of the difference between control and experimental groups (Thalheimer and Cook, 2002). In the following research, the effect size was demonstrated using “*df*” as suggested by Cohen (1992). According to Cohen (1992), effect sizes 0.2 are small, 0.5 moderate, 0.8 large. However, Hattie (2009) suggested that 0.4 is the average effect size. As Hattie’s research is based on a number of educational studies, it is said to be the most appropriate for following research.

In addition, to find out if secondary school students prefer student-selected (self-assigned) groups over the others, AMTB (Attitude/Motivation test battery) result analysis in this research contracted pre-test and post-test results according to LLOS in above-mentioned areas: instrumental motivation, direct observation, external regulation. Since scores of control and experimental groups demonstrated differences on the pre-, post-tests, one-way analysis

of covariance or ANCOVA was used for pre-test as covariate and post-test results as dependent variable. As Pallant (2007) stated the ANCOVA is the best approach to indicate differences in pre-test results and assess the post-test differences between experimental and control groups.

To conclude, data in this research was analyzed by means of statistical techniques, including t-tests, effect size, descriptive statistics. According to numerous studies, using a variety of analyzing techniques permits researchers to build a clear picture about the topic of interest, and avoid chance of biased results because of only one analyzing method.

### Results

The main findings are outlined and reported based on above-mentioned research questions.

The information collected from the pre-/post-tests, the questionnaire on Google Forms and the pop quizzes have been reviewed and summarized using the Social Sciences Statistical Package (SPSS).

#### *Results for Q1 of Research*

As noted above, the study's first research question was: Can the use of grouping learners facilitate student's work in ELT classroom?

*Table 1.* Descriptive statistics for the comparison of experimental and control groups in the grammar and reading pre-test

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	Experimental	16	66.56	9.79	2.45
	Control	16	66.63	11.81	2.95

The total average mean of the experimental group on the pre-test was 67,93 with a standard deviation of 10,09, while the mean of the control group was 66,56 with a standard deviation of 0f9,48. As can be seen in Table 1, the experimental group's grammar and reading pre-test mean scores were all identical to control group scores. Before conducting the experiment, the control and experimental classes were equal in terms of their grammar and reading skills.

*Table 2.* Descriptive statistics for the comparison of experimental and control groups in the grammar and reading post-test

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Post-test	Experimental	16	71.25	10.03	2.51
	Control	16	68.00	10.35	2.59

However, the mean post-test score of the experimental group was 71.25 with a standard deviation of 10.03, while that of the post-test control group was 68.00 with a standard deviation of 10.35. Table 4 contains reading and vocabulary skills mean post-test scores of the experimental group, all of which have been greater than the control group scores. The above analysis gives living proof of a significant rise in post-test average reading and vocabulary abilities in favour of the experimental group.

In effort to clarify whether or not the contrast between both the student experimental and control groups-test scores in each group was highly relevant, the next t-test was performed.

Table 3. Results of the Paired-Samples T-Test Comparing Pre-test and Post-test Scores of the EG and CG

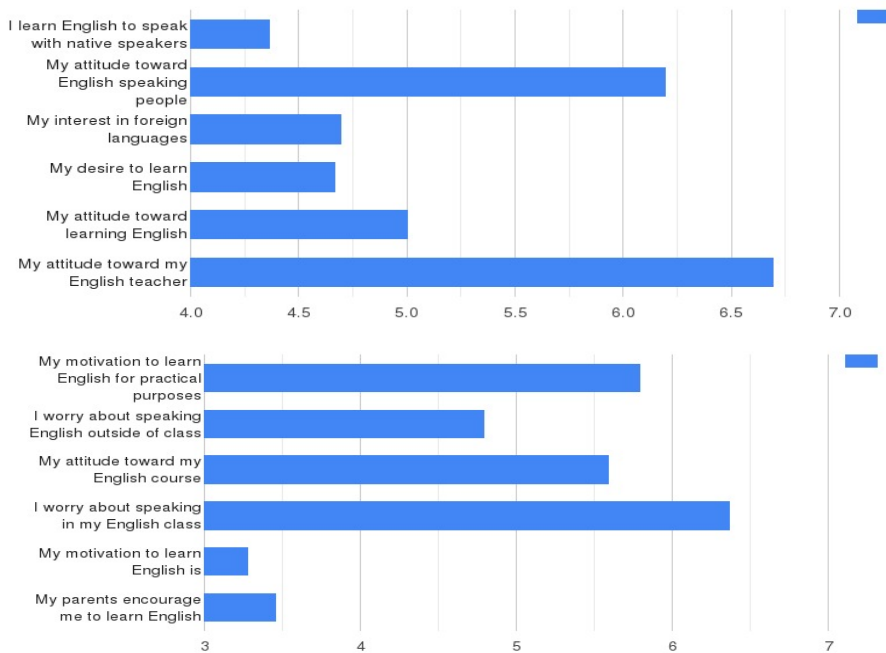
	Mean	Std.Deviation	Std.Error Mean	t	df	p-value
Exp.Post – Exp.Pre	4,69	6,51	1,63	2,87	15	0,011
Cont.Post-Cont.Pre	1,38	4,17	1,04	1,31	15	0,20

Table 3 demonstrated a huge disparity between the pre-test scores (M = 66.56, SD = 9.79) and the post-test scores (M = 71.25, SD = 10.03) of EG learners as the p value under the Sig column (2-tailed) was lower than the significance point (i.e. 0.011 < 0.05). This shows that the experiment (using group work) was successful in terms of increasing the vocabulary and reading skills of the School Gymnasium 6 students. No substantial improvement was noticed in the control group following standard guidance as the Sig (2-tailed) column was considerably greater than the significance point (i.e. 0.20 > 0.05). This can be claimed, therefore, that collaborative learning was more convenient than conventional teaching.

*AMTB*

In order to make sure whether the motivation level of students has increased the AMTB (Attitude/Motivation Test Battery) was provided. The questionnaire consisted of 12 questions and 7 variants of answers ranging from WEAK to STRONG. It was conducted before experiment and afterwards.

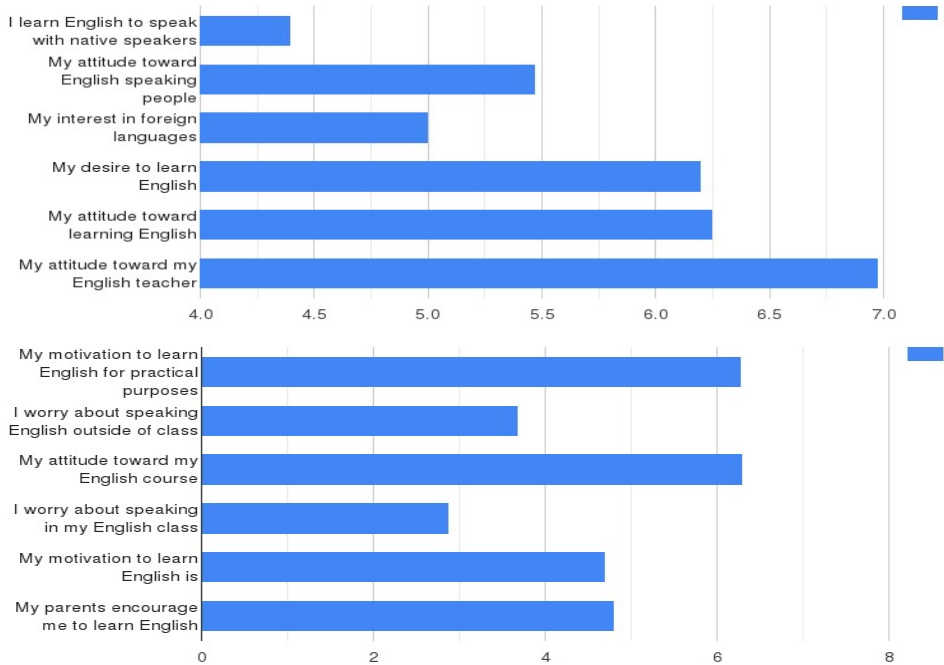
Figure 1. Experimental group, pre-test



It is clearly seen that initially experimental group's students claim that their motivation is instrumental, since the average answer for the question "I learn English to speak with native speakers" is only 4.37, which is slightly above half. Whereas many students give a positive answer to the question "My motivation to learn English for practical purposes" with average percentage 5.8. Unfortunately, the experimental class seriously lacks a motivation to learn and improve their English skills. For instance, the "interest in foreign languages",

“desire to learn English”, and “attitude towards English language”, “my motivation to learn English” gains 4.7, 4.67, 5.01 and 3.28 respectively. However, their attitude towards English speaking people (6.20) and a teacher (6.7) is very positive. Lastly, the students gain a little support and encouragement from their parents, since the average answer to the question 12 is only 3.46. C

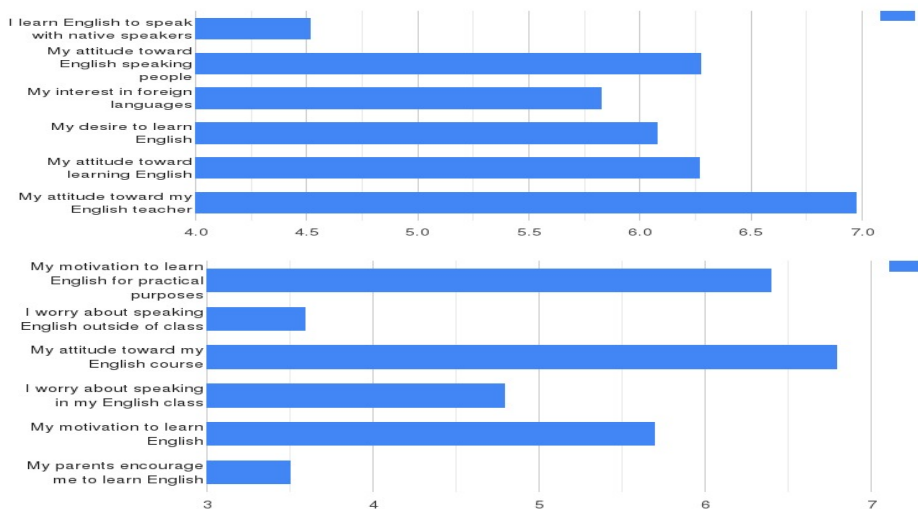
Figure 2. Control group, pre-test



The control group was more motivated to learn English. However, as an experimental group the motivation was instrumental, too, since the average response to the statement “I learn English to speak with native speakers” was 4.40 out of 7. The desire to learn and overall attitude towards English was much higher than that of the experimental group with average responses 6.2 and 6.25, respectively. These students had very positive relationships with their main English language teacher; the average response was 6.98 out of 7.

To conclude, the control group was more motivated to learn and improve their current English language level than our experimental group.

Figure 3. Experimental group, post-test

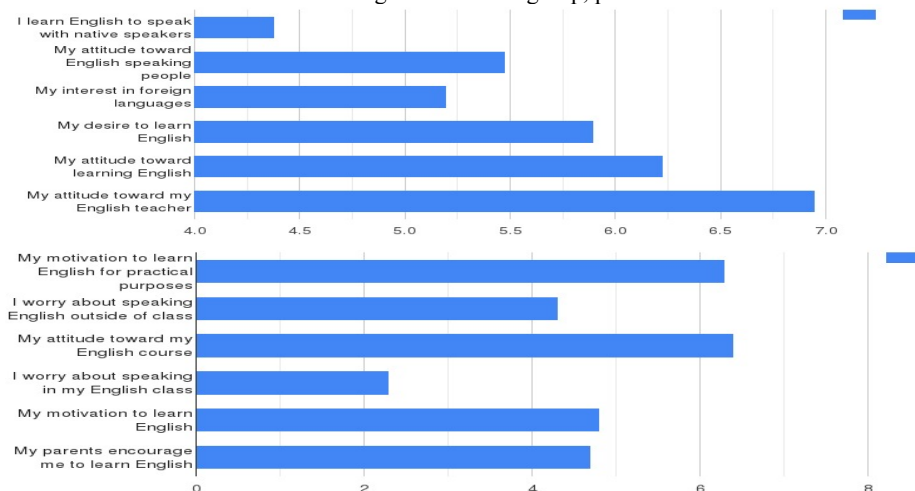


To conclude, it can be clearly observed that there was a significant shift in students' motivation. Whereas the instrumental motivation still was dominant and moreover, students realized that they need to study for practical purposes (change from 5.8/7 to 6.4/7)

Serious changes can be noticed in students' desire to learn English: initial average answer was 4.67 and at the post-experimental stage it was increased to 6.08. Moreover, attitude towards studying English became much more positive, changing from 5.01 to 6.27 out of 7.

Otherwise, their anxiety towards the speaking outside of school had noticeably decreased from 4.80 to 3.6. There is still much work that needs to be done in order to fight the anxiety, but some improvements also do exist.

Figure 4. Control group, post-test



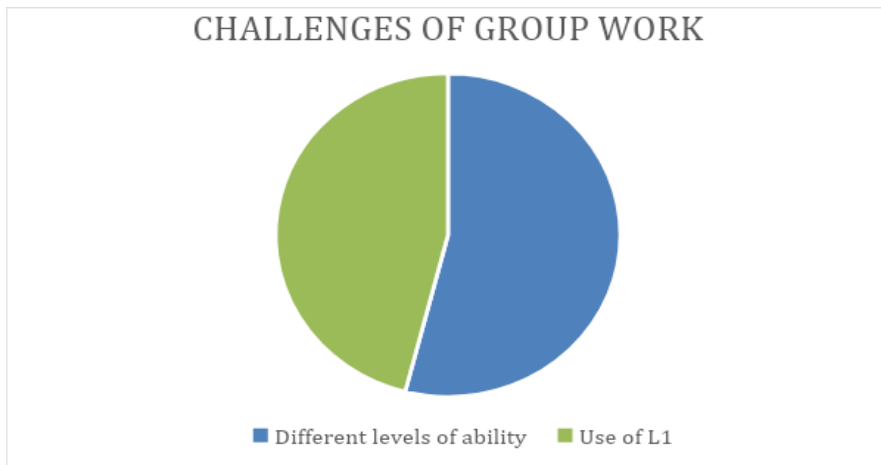


To sum up, as you can observe there was not any significant change to happen while working with the control group.

*Research Q2*

What are the challenges encountering grouping learners in ELT classroom?

Figure 5. Challenges of Group Work



Students clarified that studying in teams was often viewed as 'a wasted time.' It was indeed especially true in groups, where students of various skill levels were expected to work collectively. Many participants have reported that some members in these groups appear to demand their teammates so much frequently for assistance. They assumed it could frustrate certain participants, because their concentration could be disturbed by an intense series of questions. This is one example of a student's answer:

"Since I am a high-level student, many of my classmates start asking too many questions and want me to explain them the tasks. It is a too time-consuming process. Because when I study English individually, I am able to complete tasks much faster than in groups. This happens almost all the time when we work in groups. I am happy to help my friends but when they ask me literally every question, I become nervous, and it disturbs overall classroom atmosphere". (Madiyar, 14 years old)

Furthermore, this is the answer of Anastasiya, who is 15 years old and her English level is pre-intermediate:

"I want to talk and discuss the topics with my peers in English. But they do not understand me and ask to repeat or translate. My teammates are all my friends, but sometimes I cannot bear their questions".

Another important challenge of working in groups is excessive use of the students' first language. Most students used Russian as their main language of discussions. Weak students ask strong ones to clarify the tasks in Russian, thus not letting themselves and others practice English properly. This is the answer of a very motivated student whose language level is not remarkably high:

"I try to practice English but sometimes I do not feel that my groupmates want to. If I start talking, they may laugh and ask to speak in Russian. I feel that sometimes I cannot feel the progress".

## *Conclusion and discussions*

### **Discussion**

The findings of the following research expose fruitful outcomes both for Kazakhstan EFL students' grammar and vocabulary performance and motivation to use grouping techniques as an effective instrument. Results of this study were discussed in two research questions.

First research question is to discover to what extent the grouping learners' technique facilitates student's work in ELT classrooms. The experimental group after using grouping technique demonstrated considerable progress in grammar and vocabulary competence, on the other hand as traditional methods of individual work were used in the control group - there was not any significant differences.

Aforementioned results are similar to the research findings of Ning and Hornby (2010), where the gradual difference was between scores of pre-test and post-test. The findings proved that grouping is fundamental for improving English learning. Similarly, studies of Johnson (2003), Talebi and Sobhani (2012), Pattanpichet (2011) supported aforementioned results.

The notable results of experimental group on the grouping work approved Brown's (2007) and Kagan's (1995) opinions about cooperative learning as a practical tool. Also, Woods (2003) was on the same line - group learning is the best instructional format for improving learners language competence.

Second research question was about challenges encountering grouping learners in ELT classrooms. The significant findings on the Likert scale is that the experimental group, which was taught using group learning, improved instrumental motivation, on other hand along with motivation - some challenges were identified. According to findings of the following research, different language levels were the main challenge that students faced during cooperative learning. Aforementioned findings were similar with Derving and Monro (2013) that indicated the importance of language levels in-group learning.

In brief, following research suggests that cooperative learning has a vital role to play in modern education. Moreover, instrumental motivation is one of the important factors in learning language and the best way to improve it is cooperative learning.

### **Conclusion**

In summary, group learning as a student-centered technique improves speaking skills and motivation to study among students. It is vital to teachers to know all the benefits of cooperative learning - there is always progress when teaching methods change, especially for Kazakhstan, where teacher-centered education is widely used. This study suggests significant evidence that motivating potential learners through group learning is an essential instrument for each lesson, despite the fact that there is no "perfect methodology"; group learning is an effective approach for improving English language acquisition and instrumental motivation.

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