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THE IMPLEMENTATION OF COOPERATIVE LEARNING

WITH RESPECT TO ENHANCING STUDENTS'

COMMUNICATIVE PROFICIENCY

(THE CASE OF GRADE 9 HOMA SECONDARY SCHOOL)

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BY

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**THE IMPLEMENTATION OF COOPERATIVE LEARNING
WITH RESPECT TO ENHANCING STUDENTS'
COMMUNICATIVE PROFICIENCY**

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DECLARATION

I, the undersigned graduate student, declare that, this thesis is my original work and has not been presented for a degree in any other University and that all sources of materials used for the thesis have been dully acknowledged.

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Acronym

CL = cooperative learning

CLL= cooperative language learning

TEFL= Teaching English as a Foreign Language

Abstract

The purpose of this study was to assess the implementation of cooperative learning. The study area was Grade 9 Homa Secondary School which is found in Oromia Region, Western Wollega Zone. To this end the descriptive research design was used in this study. The participants of the study were 3 English teachers who were selected by using availability sampling and 80 Homa secondary school participants were selected using systematic sampling technique from 320 students. The instruments used to collect data were questionnaire, interview and observation. The findings of the study showed that the majority of the respondents explained that there was improper implementation of cooperative learning in EFL class. Finally recommendations were forwarded based on the major findings of the study in order to promote the implementation of cooperative language learning for EFL teachers to commit themselves on the organization of cooperative learning group and to utilize various cooperative learning techniques. Besides this, suggestions were provided for school supervisors, woreda educational officials, and other concerned bodies to facilitate classroom environment. In addition to this, teachers are recommended to encourage students use the techniques of cooperative learning in EFL class. Students are also suggested to be aware of the benefits of using cooperative learning techniques in EFL classroom.

CHAPTER ONE: INTRODUCTION

Under this chapter, the background of the study, statement of the problem, objective of the study, significance of the study, Delimitation of the study are explained.

1.1. Background of the study

With the trend of globalization, technological advancement, and rapid economic development, the growing global issue has emerged as the information age. As a result, English language has become an international means of communication in many countries including Ethiopia. Basically, English language is not only the means of communication but also a medium of instruction to teaching learning starting from secondary school. It is also the dominant international language which is being used in many areas such as trade, research, commerce, tourism, politics, Economics, telecommunication, culture, Science and technology all over the world.

Dealing with communicative activities in EFL classroom requires more cooperation or interaction. Different researchers and scholars have revealed that cooperative learning has positive result both in language learning and attitude of learners. It is also stated by many researchers that it highly promotes the socio-linguistic competence of students (Gomleksiz, 2007). Kau (2009) suggests that teachers should manage communicative class in various contexts to enable students to communicate in English clearly and effectively. This means teachers are responsible to create real situation in order to develop the ability of students in communicative skill. Hen (2006) also suggests that teachers are responsible to create an appropriate environment that provides a positive attitude for learning. Concerning teaching methods, Nasser (2014) says that one of the greatest changes in foreign language teaching is the shift from teacher-centered method to learner-centered methods.

Learner-centered methods can help to implement communicative activities in language class. One of these methods in communicative language teaching is cooperative learning. Theoretically, Cooperative Language Learning comes from some basic grounds such as interaction or cooperative nature of language and language learning as well as it is used to

support structural, functional and interactional models. According to Vygotsky (1962) the main theory that underpins cooperative learning refers to social constructivism. The term social constructivism refers to the idea that learners construct knowledge for themselves. Each learner individually and socially constructs meaning ...as he or she learns (Hein, 1995).

These scholars agree that CLL raise the achievement of all students. It also helps teachers to build positive relationship among students, give experience they need for healthy, social, psychological and the mental action or process of acquiring knowledge (cognitive development). Seaman and Aref (2012) state that the central idea underlying CL is involvement, which means that learners form a kind of mutual help group, and work interdependently to achieve a common goal of learning. Knight (2009) defined CL as a learning mediated by students rather than the teacher. From this we can understand that CL replaces the competitive organizational structure of most classrooms and school with a team-based high-performance structure. It also helps learners to develop successful learning, enhances their motivation.

Furthermore, it reduces learners stress to create positive affect classroom. Cooperative learning is a system of teaching and learning techniques in which students are active agents in the process of learning instead of receiving passively the product of any given knowledge. The embodiment of communicative language teaching through cooperative learning is not a new concept. Richards, Platt and Platt (1992) pointed out that cooperative learning activities are often used in communicative language teaching.

Regarding Cooperative Learning, few researchers have conducted a research work. For instance, Jing Ming (2010) conducted a research on cooperative learning method in practice of English Reading and Speaking. Sailing Liang (2007) also conducted a research on Implementing Cooperative Learning in EFL Teaching. In Ethiopia, there is also a research done by Yeabsira Kefalew (2015) on Factors Affecting the implementation of Cooperative Learning. His finding shows that respondents' perception towards cooperative learning is positive except the teacher had not had the knowledge of the detail theoretical concept about the cooperative learning. Alamirew Taye (2014) has also conducted a research on Evaluation of the Design of the Speaking Lesson in Grade 11 Textbook in terms of promoting Cooperative Learning. His finding is focused on the design of speaking lessons. So, his study was not concerned with the proper implementation of cooperative learning. As the researcher has observed during his teaching, the

proper implementation of cooperative learning in enhancing communicative skill is low. Therefore, the researcher is initiated in conducting a research by identifying the problem. Hence, this study intended to investigate the implementation of cooperative learning with respect to enhancing students' communicative proficiency at Homa Secondary School.

1. 2. Statement of the problem

Cooperative learning has been strongly recommended by different scholars and researchers as an effective instructional method in EFL teaching. According to Joliffe (2007), in Cooperative Learning students are required to work together in small groups to support each other so as to improve their own learning and that of others. From this, we can conclude that learning becomes easy when students share work load among themselves. They also become more beneficiaries from their learning goals.

However, English language teachers and students find difficulties such as unfamiliarity and less practice of this method in the classroom (Yu, 1995, Chen, 2005). English teachers in my particular school use a traditional method of teaching in implementing communicative lessons where students are not encouraged to discuss together, exchange ideas about what they learn. So, as the researcher observed, however it is effective learning strategy in EFL teaching, teachers and students have been resisting to the appropriate implementation of cooperative learning in classroom. Besides this, as I observed some English teachers during my teaching have given less emphasis to implementing cooperative learning during communicative lessons.

Consequently, all these factors lead the students develop negative attitude towards communicative lessons. But cooperative base groups have various advantages. It helps students develop social skills, problem solving ability and raises the achievement of all students including handicapped (Johnson and Holubec 1994:2 as cited in Richards and Rodgers, 2001).

This shows that cooperative learning is best option for all students. It also emphasizes active interaction among students of different diverse.

According to Shannin R.Linville (n. d) teaching effective communicative skills is largely ignored in society. Although we are taught to read and write, many other ways we communicate are ignored or glossed over. Use of body language, hands, facial expressions, and tone of voice are

all part of effective communication. For successful oral communication students need a thorough in depth instruction and practice. The best practice is to give oral presentations. Using English for communication skills in a naturally integrated way helps students to collect, inquire, organize and construct information. It also enhances team work, become active and effective learners. The final goal of this project is to help students maximize their potential, both personally and professionally (Hedge, 2000).

Though cooperative learning is vital in teaching and learning as it is mentioned above, some constraints that hinder the implementation of this strategy have been noticed from teachers, students, and school managements. Hence, further investigation is needed to identify challenges and come up with solution to achieve the objectives. As far as the researcher has searched for in this setting of the study, even though few researches on cooperative learning have been conducted, the problem still exists. As a result, this study was intended to fill a gap of the implementation of cooperative learning with respect to enhancing students' communicative proficiency.

1.3 Objective of the study

1.3.1. General objective

The general objective of the study is to investigate the implementation of cooperative learning with respect to enhancing students' communicative proficiency.

1.3.2. Specific objectives

The specific objectives of the study attempted to:

1. Assess the implementation of cooperative learning in EFL classroom.
2. Find out how much teachers and students practice cooperative learning to improve students' communicative proficiency,
3. Identify factors that affect English teachers and students in implementing cooperative learning to enhance students' communicative proficiency.

1.4 Research Questions

To achieve the objectives, the study will find answers for the following questions:

1. How do teachers and students implement cooperative learning in improving students' communicative proficiency?
2. To What extent do teachers practice cooperative learning in the actual classroom to boost students' communicative proficiency?
3. What are the factors that affect teachers and students in implementing cooperative learning?

1.5 .Significance of the study

This study, believed to address the implementation of cooperative learning with respect to enhancing students' communicative proficiency. Its conceptual scope was confined to investigate the attitudes of teachers and students have in implementing cooperative learning when teaching communicative language. Hence, from the result of this study teachers will be beneficiaries who are responsible to implement cooperative learning appropriately which provides them methodological insights and information. Besides this, it also helps students in implementing cooperative learning in real classroom activities. Finally, it inspires other researchers as a benchmark to conduct further studies.

As a result, the study has the following significances:

1. Identification of the factors that affect teachers and students in implementing cooperative learning in classroom situation.
2. Creating awareness for English teachers, students and school principals.
3. using as a benchmark for other researchers to conduct further studies.

1.6. Delimitation of the study

The study was confined by area and target groups to make the study more feasible within the available resources and time. Hence, it was delimited to study the implementation of cooperative learning with respect to enhancing students' communicative proficiency at Grade 9 Homa Secondary School. Homa Secondary school is located in Oromia Region Western Wollega Zone

at the distance of 491 from Addis Ababa. The researcher used observation, and questionnaire in order to get a relevant data from the 80 respondents selected from 320 Homa Secondary school students and for 3 English teachers the researcher used interview and classroom observation.

1.7 Limitation of the study

This study is not perfect since it has some limitations. The first one is concerned to the research site which was limited to one government Homa secondary school and hence, no comparison has been made to other non-government schools. The researcher feels that it would have been much better if more governmental and non-governmental secondary schools had been involved in the study. The second was that the study did not investigate variables such as achievement, anxiety, and motivation and so on, which have believed to have relationships with learning strategies. Rather the study is concerned with investigating the effect of only one variable. That is the implementation of cooperative learning with respect to enhancing students' communicative proficiency. These limitations were created due to time and financial constraints.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

INTRODUCTION

Under this chapter, relevant literature and theoretical framework of the study, which includes definition of CL ,the theoretical background of formal cooperative learning, theory of learning, theory of language, Basic principles of CL and attitudes, Components of attitude, Importance of attitude in language learning, EFL learners' attitude towards Communicative class, components of attitudes, importance of attitudes, teacher role, students role, activities in cooperative learning are presented .

2.1. Definition of Cooperative Learning

Different scholars define Cooperative Learning in different ways. Johnson and Johnson (1994), defined as cooperative learning as a small groups of students that work together to maximize their own and their teammates' learning. Parley and Stamford (2007) explain cooperative learning as students working in small groups or teams, sharing and helping one another with their task. Similarly Sharam (1990) also defines as a student-centered approach classroom teaching learning. As to Slavin (1987) cooperative learning is a mixed ability learning group in which students are encouraged or required to work together.

Cooperative learning is also termed as motivational and retention advantage as a strategy that develops a positive image of self and others, and provides a tool for critical thinking and problem solving as well as promoting collaborative social skills. From this, one can conclude that cooperative learning is an organized method in which students work for common learning goal rather than competing or working separately from their peers. Cooperative Learning is a part of group of teaching-learning techniques where students interact with each other to acquire and practice the elements of a subject matter and to meet common learning goals. It is much more than just putting students into groups and hoping for the best (Macpherson (2007).

According to Jonson and Johnson (2009) cooperative learning is more than just asking students to sit and work together. Research has defined some components that mediate the effectiveness of cooperative learning, such as: a)positive interdependence: which allows students to perceive

that they are linked with each other in such a way that one cannot succeed unless everyone succeeds, b) individual achievement, c) promotes interaction, which takes place when students facilitate each other's efforts to learn through exchanging resources, help, motivate, interpersonal and small group skills, which means that students must be taught social skills for high quality cooperation, and e) group processing, which exists when group members discuss how well they are achieving goal and maintaining their working relationships.

Macpherson(2007)defines "cooperative learning as a part of a group of teaching/learning techniques where students interact with each other to practice and acquire the elements of a subject matter and to meet common learning goals. It is much more than just putting students into groups and hoping for the best."This means students are not merrily sit in group but they learn a lot of things by interacting with each other and this makes cooperative learning better than a traditional group formation.

2.1.1. Theoretical Background of Formal Cooperative Language Learning

2.1.2. Theory of Learning

Cooperative learning is a method of delivering learning that has theoretical base in theory of learning. Theoretical work of developmental psychologists Jean Piaget (1965) and Lev Vygotsky (1962) stress that the central role of social interaction in learning [cooperative learning] (cited as Richard and Rodgers, 2001) .In group learning, students are also grouped into a group of 5 or 6 that enables them to discuss on what they learn (physics, Math, English, etc.,) For example, "Cooperative language learning is that learners develop communicative competence in a language by conversing in socially or pedagogically, structured situations and it seeks to develop classrooms that foster cooperation rather than competition in learning as well as to develop learners' critical thinking skills" (Richard and Rodgers, 2001).

Furthermore, the benefits of cooperation in promoting learning are under lined that: *Cooperative is working together to accomplish shared goals. Within cooperative situations, individual seek outcomes beneficial to themselves and all other group members. Cooperative learning is the instructional use of small groups through which students work together to maximize their own and each other's learning. It may be contrasted with competitive learning in*

which students work against each other to achieve an academic goal such as grade “A” (Jonson et al, 1994:4 cited in Richards and Rodgers, 2001).

Moreover, Jonson et al (1994:4-5 cited in Richards and Rodgers, 2001) also describe three types of cooperative learning groups:

1. Formal cooperative learning groups: These last from one class period to several weeks. These are established for specific tasks and involve students working together to achieve shared learning goals.

2. Informal: These are ad-hoc groups which last from a few minutes to a class period and are used to focus attention or to facilitate learning during direct teaching.

3. Cooperative base groups: These are long term, lasting for at least a year and consist of heterogeneous learning groups with stable membership whose primary purpose is to allow members to give each other the support, help, encouragement, and assistance they need to succeed academically. Hence, cooperative learning, in which students are grouped in a group of 5 or 6 relatively, categorized under these types of group learning., Richards and Rodgers (2001)..

2.1.3. Theory of Language

There are different theoretical views of nature of language and language proficiency. According to functional view, language is a vehicle for the expression of functional meaning. It focuses on semantic and communicative dimension. On the other hand, in case of interactional view, language is a vehicle for the realization of interpersonal relations and social transaction between individuals. It also linked to teaching of listening, writing, reading and speaking. Generally speaking, cooperative learning is part of collaborative learning. Thus, “CLL is found on some basic grounds about the interactive or cooperative nature of language and language learning as well as it is used to support structural, functional, and interactional models, since CLL activities may be used to focus on language form and practice particular language function”(Richards and Rodgers, 2001:194). Johnson and Holubec (1994:2 as cited in Richards and Rodgers, 2001) summarize what Collaborative Learning is sought to do. “

It raises the achievement of all students, including handicapped. It also helps the teacher build positive relationship among students – gives students the experience they need for healthy, social, psychological, and cognitive development – replaces the competitive organizational structure of most classroom and school with a team-based, high performance organizational structure. According to Kay (2010) many linguists and ESL teachers agree on that students learn to communicate in EFL by interacting. Hence, communicative language teaching and collaborative learning serves best for this purpose. She also claims that communicative language teaching is based on real life situations that require communication by using this method in EFL classes.

2.1.4. Basic principles of Cooperative learning

According to Macpherson (2007), there are five components or principles of cooperative learning. These are:

- ❖ Designing suitable group tasks for the group work.
- ❖ Cooperation is necessary for the students to be successful. This implies positive interdependence.
- ❖ Interpersonal / cooperative skill building. This refers to giving of class time and attention to cooperative skill building.
- ❖ Learning of participants together in small group (consisting of more than three members.)
- ❖ The accountability of students individually for learning and participation.
- ❖ This is to mean that consistent use of these principles in an organized way is the heart of cooperative learning.

2.2. Role of Teacher's in Cooperative Learning

The primary role of the teacher is to create the best conditions for learning. The teacher needs to play a number of different roles during classroom procedures. However, Harmer (2001: 275) suggests three roles if the teacher is trying to get students speak fluently:

- **Prompter:** the teacher should become a prompter when students get lost, stuck and cannot think of what to say next, or in some other ways lose the fluency the teacher

expects of them. The teacher, in this role, should be very careful not take initiative away from students. He can leave them to struggle out of such situations on their own, and indeed sometimes this way is the best option. However, the teacher may offer discrete suggestions. This will stop the sense of frustration that some students feel when they come to the communicative activities.

- **Participant:** In any part of the lesson there is always a chance the teacher to participate in discussions, as an equal not as a teacher. In this way the teacher can prompt covertly, introduce new information to help the activity along, ensure continuing students involvement, and generally maintain conducive atmosphere.
- **Feedback provider:** The teacher should be very careful when and how to give feedback in the communicative activities, over correction may inhibit the students. On the other hand, positive correction may get students out of difficult misunderstanding and hesitations. Teacher's role in a cooperative learning classroom involves a careful design of meaningful tasks that require active participation of each student in the group towards a common end. At the beginning of a cooperative lesson, the teacher's role in cooperation with the class is a 'task setter'. As group work on tasks, the teacher acts as a facilitator moving from group to group to monitor the learning process. He also provides students with regular feedback and assessment of the groups progress (Ogunleye, 2011).

2.3 Role of Student's in Cooperative Learning

Instead of merely throwing students into a group and assigning them a project or task to complete, the teacher goes a step further and assigns each student a role. These groups of students are working cooperatively together to accomplish a goal and learn the material (Jonson, et al., 1991; Millis and Cot tell, 1998).The following are examples of roles of students: In CLL, the essential role of learner is as a group member who must work with other group members to make certain that everyone in the group has mastered the content being taught.

In CLL, the student plays the major role. Slavin (1995) believes that in order to ensure participation among students, the students are expected to help each other, to discuss and argue with each other to assess each other's current knowledge and fill in gaps in each other's understanding. Through cooperative learning students become responsible for their own learning. As Richards and Rodgers (2001) put it, learners "are taught to plan, monitor, and evaluate their

own learning.” In this context, this does not mean that the teacher has no role to perform. Instead, he is there as a counselor, educator, friend and facilitator of learning.

- **Group facilitator:** Moderates discussions, keeps the groups on task, assures work done by all and assures that all have opportunity to participate and learn.
- **Timekeeper:** Monitor time and moves group along so that they complete the task in the available time.
- **Recorder:** Takes notes if the group's discussion and prepares a written conclusion.
- **Checker:** Makes sure that all group members understand the concepts and the group's conclusion.

2.4 Classroom Activities in Cooperative Learning

Kagan and his associates at kagan publishing and professional development have developed different cooperative activities. Some of them are presented as follow:

2.4.1 Jigsaw

Jigsaw concept is based on the division of activities and each of the group member is assigned some unique material to learn and then to teach his/her group members. The purpose of jigsaw learning is to develop team work and cooperative learning skills within all members. This means that jigsaw method requires equal division of tasks among the cooperative learning and teams are responsible for mastering a unique portion of content and presenting that content to group members.

2.4.2 Numbered Heads Together

A team of four is established. Each member is given numbers 1, 2, 3 and 4. Questions are asked if the group. The learners are asked to 'put their heads together' to ensure that everyone knows the answer. Teacher calls out a number and the learners with that number raise their hands or stand up to respond. This activity guaranties positive interdependence. Because learners put their heads together to agree on the correct answer and to ensure that all team members know that answer, thus everyone anticipates being called on (Isaacs, 2008).

2.4.3 Team Pair Solo

Team pair solo is a strategy of cooperative learning whereby students are grouped into teams. First, they solve problems as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Team works a problem to completion and then splits into pairs. Pairs work a similar problem together and then split into solo students who individually work the same type of problem. It also helps students to do more things with help than they can do alone. In general, the differences among the different cooperative learning approaches, all cooperative learning strategies intend to have students believe a high degree of responsibility for their own learning rather than perceiving learning as imposed by others. James A. Duglass (2006) believes that cooperative learning incorporates the following basic features:

- **Teacher supervision:** The teacher should always monitor group activity in order to make sure that learners are not veering too far off assigned task. Also, the instructor also is available for answering questions raised by the learners and guiding them through the discussion.
- **Heterogeneous groups:** Groups of diverse levels of ability and from different backgrounds should be created.
- **Positive interdependence:** To achieve positive, the group should work towards a reward or final learning objective.
- **Face to face interaction:** The teacher should encourage the learners to use verbal and nonverbal communication to explain learning materials to each other or deal with problems encountered.
- **Individual accountability:** Learners are assigned to accomplish specific tasks in the group to ensure that they are accountable for completing their tasks. Besides this, each member of the group should assist the whole group in meeting the learning outcome.
- **Social Skills:** Cooperative learning promotes social skills such as speaking in an appropriate manner, being respectful, and wisely utilizing the time allocated to a task.
- **Group processing:** Learners should refer to the way the group functioned during learning activities.

- **Evaluation:** This deals with the assessment that takes the form of both individual and group assessment.
- **Group work:** Despite the need for teaching the whole class teaching and individual work, or “seat work” in language classroom, the use of group work has been emphasized as another interactional dynamics of language classroom. A group work is a classroom situation where students are working within smaller units or groups. Through interacting with each other in groups, students can be given the opportunity to oral exchange. For example, the teacher might want students to predict the content of a text reading 3 paragraphs. Then the students are divided into a group of five or six. Each group selects one of the three paragraphs to read and prepares to answer the questions asked by other groups. Each group has to scan a paragraph of the text for detailed comprehension and formulate questions to test the comprehension of the other groups.

The aim is to get the students involved in oral interaction: asking and answering questions, agreeing and disagreeing on certain points of the paragraph and proposing modifications. In fact, it is through this kind of tasks that researchers believe many aspects of both linguistic and communicative competence are developed (Bright & McGregor, 1970). Oral interaction, in group, is based on a real attempt to find a collective solution to problems. Group work is a meaningful activity because the students need to focus on meaningful negotiation and information exchange.

2.5 Factors affecting the implementation of cooperative Learning

In language study, the word affect is one's attitude, emotion, feeling and mood. The affective factors include motivation, self-esteem, self confidence and self-image (Zhu and Zhou, 2012). The following factors can be seen in the implementation of cooperative learning.

2.5.1 Human Factors

Personal factors refer to a tendency or pre disposition of behavior in a particular manner, like high or low self-esteem, domination, anxiety, language ability, absence of tolerance, negative attitude towards cooperative learning, unwillingness to speak in communicative activities may seriously affect cooperative learning (Nunan, 1992).

- **Teacher's factor:** Teacher's personal traits and beliefs can affect the implementation of pedagogical innovations. Factors such as teachers' belief, attitude, teaching experience, motivation, training and understanding of new methods can be factors that influence the implementation of cooperative learning Molalign (2011).
- **Students' Factors:** Students' knowledge and attitude on how to implement cooperative learning is another human factor. Internal factors related to psycho-social aspects which influence students learning include: attitude, motivation, age and language learning experience are common. Darry and Terry (1993) as cited in Yeabsira Kefale (2015) stated that the importance of student's experience is a transformative rather than passive accumulation of knowledge. They notice that unless learners considered the implication of the ideas in their own lives and decide to act know and believe in new ways, they are likely to adapt a passive acquaintance to the teacher's knowledge.

2.5.1.1 Student's psychological problems

The goal of teaching the oral skill is to enhance communicative efficiency. Every act of communication does not involve a rapid fire exchange. In fact, when learners try to express themselves. There is hesitation; cliché expressions which fill in pause, much repetition and frequent indefiniteness as the speaker seeks the most convenient combination of element to express his intended meaning (Rivers, 1968:192-8). These difficulties are due to lack of interest in the subject, poor listening practice, deficient vocabulary, lack of self confidence and the fear of making mistakes.

2.5.1.2 Lack of interest in the subject

In a foreign language classroom, the student may often stay silent because he has 'nothing' to say at that moment. The teacher may have chosen a topic which is congenial to him or about which he knows very little, and as a result he has nothing to express in English. As well as having something to say, the student must have the desire to communicate something to someone or a group of persons. If the student does not have a positive relationship with his/her teacher, or feel at ease with his classmates, he/she may feel that what he/she would like to say can be of little interest to them. On the other hand, he may be very aware of his/her limitations in the

foreign language and feel that by expressing himself in it, he/she is laying him/herself open to criticize.

2.5.1.3 Deficient vocabulary

In attempt to use the foreign language to express their own thoughts, students find themselves struggling to find appropriate words where their choice of expression severely limited.

2.5.1.4 Lack of self confidence and the fear of making mistakes

In many classes, most students prefer to keep their ideas to themselves when their oral participation may cause unpleasantness and embarrassment, while others hesitate to participate in the discussion simply because they are afraid of being continually corrected by the teacher for every slip they make. However, students should be corrected, but when the student is attempting to encode his thoughts he should be interrupted as little as possible. Instead of this, the teacher should note one or two errors of pronunciation or grammar which would affect communication or is an acceptable to a native speaker, and brings these to the attention of the whole class for a later practice. Developing oral proficiency in the foreign language can be done only in a relaxed and friendly atmosphere where students feel at ease which the teacher and with each other. The teacher must adopt a motivating attitude in such a way that all students are involved in the learning process.

2.5.1.5 Attitude

Many scholars have defined attitude. For example, attitude is defined as “way of thinking or behaving” (advanced learner’s dictionary). In general, attitude, as a psychological construct, involves thinking or behaving to something for example to teacher, students’ textbook and so on positively or negatively. Thinking positively towards what he or she learns may enable a learner to achieve what he/she wants. Evryik (1999) also says that attitude is the state of readiness to respond to a situation and an inclination to behave in a consistent manner towards an object. Stern (1983 as cited in Malamah-Thomas, 1987: 84-85) argues that there are attitudes which have an important bearing on language learning.

2.5.1.6 Student's attitudes and achievement in English

There are strong relationship between attitude and learning achievement. Gardner and Lambert (1972) give evidences for positive attitudes towards enhancing communicative proficiency as well. They also report that there is support for the proposition that attitudes influence achievement, rather than achievement influencing attitudes. The reason is that attitude influences one's behavior and inner mood. Therefore, it is clear that there is an interaction between language learning and the environmental components in which the student grew up. Both negative and positive attitudes have a strong impact on the success of language learning.

2.5.1.7 Components of Attitude

Zonna and Rampel (1888) suggest that attitude has three components. These are: cognitive, affective and behavioural. These scholars proclaim that cognitive component is made up of beliefs and ideas about the subject of attitude. The affective one refers to the feeling and emotions that someone has towards a subject i.e. likes or dislikes. The behavioral component refers to one's consisting actions or behavioral intentions towards the subject.

2.5.1.8 The importance of Attitude in Language learning

Reid (2007) says that EFL learner's reluctance to communicate in English in the classroom is a problem commonly found in EFL contexts. Research shows that learners develop more negative attitudes to cooperate when practicing communicative tasks and lack interest as cited in Mohammad (2013) said that attitude is considered as an essential factor in influencing language performance. This is because an achievement in language learning depends on not only intellectual capacity but also on the owner's attitude towards cooperative learning.

2.5.2 Non-Human Factors

Situational factors like group size, group composition, time, classroom atmosphere, educational materials etc may affect the normal process of cooperative learning (Nunan, 1992).

2.5.2.1 Class size

It is not suitable to deliver different experiments and group works having many students in overcrowded classroom. In large class size, it is difficult to reach for each learner and fulfill

his/her need (Squizzing and Graam 1998). For this reason, teachers are always tending to use lecture method.

2.5.2.2 The Physical Environment

A of schools confirmed that the physical environment (classroom arrangement) contribute a lot to promote cooperative learning. A clean and well kept room with appropriate resource helps to establish a positive expectation towards a lesson.

Open classroom is characterized by more active learning including frequent use of group work, movement of learners between areas, etc. The sitting arrangement will also be movable on which chairs will not be fixed the ground. (Gavteng Department of Education in Betel 2011)

2.6 Teaching techniques for oral proficiency

Effective teachers should use different techniques such as group work, role- play, problem solving and discussion which encourage students to take communicative initiatives. Thus they can provide them with a wide and richer experience of using the language as much as possible.

2.6.1 Role-play

Many students derive a great benefit from role play. It can be used either to encourage general oral proficiency or to train students for specific situations especially when they are studying English for specific purpose (ESP). Role play is an authentic technique because it involves language use in real interactive contexts. It provides a format for using elements of real life conversation and communication (Forrest 1992). Revel (1979) suggests role-play as: “An individual’s spontaneous behavior reacting to other in a hypothetical situation,” (p.16). This implies that role-play invites students to speak through a fictitious identity in an imagined situation to present the view of a person without necessarily sharing them. Role play involves an element of ‘let’s pretended ‘;

It can offer two main choices:

1. They can play themselves in an imaginary situation.
2. Or they can be asked to play imaginary people in an imaginary situation. (Byrne, 1976: 176-8)

Students usually find role playing enjoyable, for example, they might be given the role of an angry father awaiting the late return of his middle school son from football game. Another student could be given the role of the son. Therefore, students have to prepare a dialogue for their presentation. Because role play initiates real life, the range of language functions that might be used to expand knowledge.

Role-play is an effective technique when it is open ended so that different views of what the outcome should be and consensus has to be reached. There is a dynamic movement as the role plays progresses with students who lack self-confidence or have lower proficiency levels. To succeed with role-play, the teacher has to give each person or the role played. The teacher needs not only to identify the situation which will stimulate the discussion but also gives them the role that matches the requirements of their personalities. Topics for role-play should be taken from students' current interest and anticipated experiences. This will help students develop their confidence as a speaker and motivation to participate more.

2.6.2 Problem solving

Barker and Gaut (2002: 160) defined problem solving as follow:

Problem solving is a group of people who Work together to solve a problem by collecting Information about the problem, reviewing that Information and making a decision based on findings.

The label has been used to group together a range of activities which require the learners to find solutions to problems of different kinds. Duff (1986; cited in Nunnan, 1989: 44) discovered that problem solving tasks prompted more interaction than debating tasks. The problem tasks range from the imaginary to the more realistic. The latter involves processes which have some kind of realistic application in which the students become involved in an effort to achieve a goal. In

problem solving, students are involved in pooling information to solve a problem through oral expression and negotiation of meaning. For instance, the teacher describes the task to the students. Problem solving can be two kinds: short-term task and long term task or project. The former can be done in course of one class session while the other is more time consuming that may take many sessions and longer time. An example of a short-term problem solving task includes putting items in categories. For this kind of activities, the students have either to classify items according to categories given by the teacher or to identify them by themselves.

2.6.3 Discussion

Discussion is any exchange of ideas and opinions either on a class basis which the teacher's role as a mediator and to some extent as participator, or within the context of a group, with the students talking among themselves. It may last for just a few minutes or it may continue for a whole lesson (In case of advanced learners who have a good command of foreign language). It can be an end by itself; a technique for developing oral expression through exchange of ideas, opinions, arguments and points of views. We can say that this technique is student-centered and teacher guided discussion. (Hill and Ruptic 1849; in Byrne, 1976) . For example, all the students can be asked to read a single book or story which can be discussed in one session upon completion of the communicative tasks. Discussion has many advantages : some the benefits for foreign language include exposing learners develop their listening skills, develop communicative language proficiency, increases participation of quiet and shy students and more time for teacher observation of students learning. (Todd, 1977: 81) . Teachers have to keep in mind that topics for discussion are not selected at random. The first step toward successful discussion is that the teacher has to respect the following: Provide the students with a variety of sources of input (both topical and language forms), newspapers, so that students have something to say and the language with which to say it.

Offer relevant choices that fit to the level of students to feel comfortable with chosen topic from several alternatives. Discussion does not always have to be about series issues. Students are likely to be more motivated to participate if the topic is a television program rather than how to combat pollution. Set a goal or outcome of discussion as group product, such as a letter to the editor. Use small groups instead of large groups or whole class discussion as large groups can make participation difficult. Allow students to participate in their own way. Do not expect all of

them to contribute to the discussion, some students may feel uncomfortable to talk about certain topics. Do 'report back' session to report the main points of their discussion. Do linguistic follow-up at the end of the discussion; give feedback on grammar or pronunciation problems.

Through well prepared discussion, the teacher's role is not to force his/her opinions on the students but rather to encourage them to express their ideas. The teacher's opinion, if offered at all, should only serve to stimulate further ideas on the part of students, not to inhibit them. Secondly, the teacher should appear more interested in the ideas at least in the beginning. Sometimes, of course, the teacher may have to help the students to get their message across, or make their meaning clear. The teacher also has to keep the channels of communication open not of course by doing all the talking himself, but by stimulating students talks through questions which serves as stimuli for discussion as long as they generate controversial ideas amongst the students.

2.7 Benefits of Cooperative Learning

Cooperative learning is a powerful educational approach principally because of its contribution in enhancing student's achievement and productivity and providing more opportunities for communication. From the perspective of language learning, McGratry (1989; as cited in Richards and Rodgers, 2001: 195) offers the potential advantages for ESL students in cooperative language learning classrooms:

1. Increased frequency and variety of second language practice through different types of interaction.
2. Possibility for development or use of language in ways that support cognitive development and increased language skills.
3. Opportunities to investigate language with content based instruction.
4. Opportunities to include a greater variety of curricular materials to stimulate language as well as concept learning.
5. Freedom for teacher to master new professional skills, particularly those emphasizing communication.
6. Opportunities for students to act as resources for each other, thus assuming a more active role in their learning.

There are also additional important benefits of cooperative learning Slavin (1995: 60) found that the most important psychological outcome of cooperative learning is its positive effect such as self-esteem on students. Students believe that they are valuable and important. Learners become critical in the ability, confident, decision-makers, and ultimately to be productive. In cooperative learning, motivation found to have great effect on enhancing students' performance.

The role of cooperative language learning in enhancing students' motivation has proved to be a major one. This focuses on the fact that students want one another to succeed and that why they help one another. This view represents the social cohesion perspective. In cooperative activities, students need to develop "social skills such as acknowledging another's contribution, asking others to contribute." (Larsen-Freeman, 2000:168). The main difference between the motivational and social cohesion perspective lies in the fact that the former emphasizes that group members help each other because they benefit each other because they care for each other. The third major benefit is that "interaction among children around appropriate tasks increases their mastery of critical concept."(Damon, 1984; in Slavin, 1995: 17). From this view, cooperative learning on achievement would depend on the use of cooperative tasks. They argue that interaction among students on learning tasks will lead in itself to improve students' achievement (Slavin, *ibid*: 42).

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

INTRODUCTION

Under this chapter, research design, research setting, population of the study, sampling technique, data-collecting tools, procedures of data collection, and methods of data analysis were discussed.

3.1. Research Design

This study, as indicated in chapter one, aimed to assess the implementation of cooperative learning with respect to enhancing students' communicative proficiency. Thus, the design was a descriptive study that includes both quantitative and qualitative techniques. The major purpose of descriptive research is description of the state of affairs as it exists at present. The main characteristic of this method is that the researcher has no control over the variables; he can only report what has happened or what is happening. That is why the researcher used the method in order to present the happening phenomena as it is without any control over the variables (Kothari 2004: 418).

3.2. Population

The population for this study was grade 9 students and all English teachers of Homa Secondary School. The researcher selected this grade to make the data manageable. The total population of the study was 323. From this total population, 320 were students and 3 English department teachers.

3.3. Sampling Techniques

In the study area, the researcher used different techniques in order to make the study manageable. The researcher used systematic sampling technique to select 80 samples from 320 students and 3 English teachers by using availability sampling technique. Therefore, from this total number of students, the researcher selected 80 students systematically. This means there were eight sections of grade 9 students in the school. Therefore, the researcher wanted to select one fourth of the total population or 10 students from each section and 3 English teachers of Homa secondary school were included by using availability sampling technique. The researcher

used availability sampling for teachers. This is because the number of teachers was small and easy to manage.

3.4. Data collecting tools

The relevant data required for the study were collected through observation, interview and questionnaire. This is because the researcher thought that these instruments were crucial for the researcher to collect appropriate and reliable data from the respondents.

3.4.1. Questionnaire

Questionnaire was the principal instrument of the data collection. The questionnaire was adapted from McLeish (2009) and prepared for students to be completed by them. It was best to get relevant information from a number of respondents. That was why the researcher wanted to use it. The researcher collected quantitative data through it. Close-ended and open-ended questions were developed with five liker scales and distributed for the respondents.

3.4.2 Observation

In second language acquisition research, observation is most often used to collect data on how learners use language in variety of settings, to study language learning and teaching process in the classroom (Seliger and Shohamy, 1989). Hence, observation helped the researcher understand a more comprehensive picture of what takes place in learning and teaching English language in the classroom. Therefore, through observation, the researcher collected observational data such as how cooperative learning is implemented in the actual classroom activities during the delivery of communicative lessons. To do this, the researcher developed observational checklist to take in note form the factors those affect students and teachers in implementing formal cooperative learning in the classroom from eight sections of grade 9 Homa Secondary school.

When the researcher considers about what to observe, how to observe, how to record the observation, standardized conditions of observation this kind of observation is called structured observation. In descriptive studies, structured observation is believed to be appropriate. Therefore, the researcher used structured observation Kothari (2008:96).The observation took place two times for each of eight sections in English classroom. Kothari (1990) and McMillan

(2008) stated that the data gathered through classroom observation helps to know what currently takes place, which is not complicated by either the past or future intention or attitudes. Therefore, the researcher preferred to use observation during EFL classroom to assess the practice of cooperative language learning.

3.4.3. Interview

The researcher interviewed 3 English Language teachers to obtain the relevant information by actually talking to them. “In second or Foreign Language acquisition research, structured interviews are used to collect data on covert variables such as attitudes towards cooperative language learning and motivation for learning the second language (Seliger and Shohamy, 1989: 166.) Kruger (1994: 16) suggested that the purpose of an interview is to produce qualitative data that provides insights into the attitudes, perceptions, and opinions of participants. For clarification the respondents were interviewed to cross-check the reliability of data obtained from the questionnaire and observation.

3.5. Procedure of Data Collection

In order to maintain the validity of data collected, the researcher followed the following procedures. First, the questionnaire were prepared for student's. Next, the objectives of the questionnaire were explained. Then, the questionnaire were translated into Afan Oromo and distributed for the participants selected from the students. This is because the students can express their ideas in their mother tongue without difficulty.

3.6. Method of Data Analysis

Both qualitative and quantitative data analyses were used for this study. The data collected through interview and some open-ended items of the questions were analyzed qualitatively. The data analysis consisted of five liker scale item. The likert type items which were designed to identify the implementation cooperative learning in EFL classroom were given numerical scores. However, the data gathered through interview and observation checklist were analyzed using descriptive analysis and the end result of the study was presented by means of frequency, percentages and mean. Briefly, qualitative data (interview and observation) were systematically organized into themes and discussed alongside with the quantitative data.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

INTRODUCTION

This chapter deals with the analysis and interpretation of major findings of the study collected through questionnaires, interview, and observation. Therefore, the analysis was made based on the responses obtained from the respondents. The participants selected from students were given open-ended and close-ended questionnaire. The open-ended questionnaires were basically prepared to give participants opportunity to write down anything they want to write about cooperative learning. Generally, the qualitative and quantitative data that were collected from different participants through different tools were presented and analyzed as follows:

4.1.2 Results of students' questionnaire that assesses the extent to which teaching practices addresses the motivation students need in cooperative learning

The results of students' questionnaire related to the motivation have been demonstrated in the following tables to show how teachers motivate their students in implementing cooperative learning.

Table 1:- Students' Responses on the nature of teachers' role in cooperative Learning

No	Item	F & %	SA	A	DA	SDA	U	Total	Mean
			5	4	3	2	1		
1	Teachers give us a little chance to reflect what we discuss in our group.	F %	48 60	18 22.5	5 6.25	4 5	5 6.25	80 100	3.87
2	Whenever CL is implemented in the classroom the teacher works as a facilitator.	F %	15 18.75	10 12.5	40 50	13 16.25	2 2.5	80 100	3.22
3	Our teacher motivates us on how to learn cooperatively.	F %	10 12.5	15 18.75	52 65	5 6.25	2 2.5	80 100	3.53

Note that: SA(Strongly agree)=5, A(agree)=4, SA DA(disagree)=3, SDA(strongly disagree)=2, U(undecided)=1

As it is indicated in the above table 1, the respondents for item 1, ‘ ‘concerning the chances given for students to reflect their ideas on what they discussed in their group, ’ ’ 48 respondents or 60% of them were strongly agreed, 18 respondents or 22.5% of them agreed, 5 respondents or 6.25 % of them disagreed, 4 respondents means 5% strongly disagreed that teachers give them a little time to reflect on what they discussed with their group. And the rest 5 respondents or 6.25% were undecided their ideas to the statement.

When calculated the mean value was 3.87.

This implied that there was not enough time given for students to reflect what they learned from each other in their group. Since there was a little participation, students could not spoke out. As a result, they could also not develop their communicative skills. Concerning the item 2 above, 10 respondents or 12.5% agreed, 15 respondents or 18.75% of them strongly agreed, 40 respondents means 50 % of them disagreed, 13 of them or 16.25% strongly disagreed and only 2 or 2.5% of them remain undecided their responses to the statement. From this, we can conclude that a teacher in the cooperative learning did not work as a facilitator rather he used a traditional way of teaching or teacher centered method in which students become passive participants.

On the 3rd item, 15 of the respondents or 18.75% of them agreed, 10 Or 12.5% were strongly agreed, whereas, 52 of the respondents means 65% disagreed, 5 Or 6.25% of them strongly disagreed. Only 2 or 2.5 % respondents were undecided their ideas to the statement. The mean value was 3.53 and this showed that teachers did not motivate students to learn cooperatively and hence, there was a little interaction with the teacher as well.

Table 2: Responses on the Implementation of Students' role in cooperative learning

No	Item	F %	SA 5	A 4	DA 3	SDA 2	U 1	Total	Mean
1	I believe that a teacher gives us enough time to learn from each other	F %	6 7.5	7 8.75	10 12.5	54 67.5	2 4.5	80 100	2.5
2	We all participate in communicative activities during CL	F %	6 7.5	4 5	11 13.75	56 70	3.75	80 100	2.4
3	I believe that interaction can improve communicative skills more than just listening to the teacher.	F %	52 65	19 23.75	4 5	2 2.5	3 3.75	80 100	2.77
4	In cooperative learning students become more beneficiaries than when working alone.	F %	56 70	15 18.5	5 6.25	2 2.5	2 2.5	80 100	4

As shown in the above table 2 item 1, in order to assess student's participation in cooperative classroom, when they cooperatively learn communicative language, the data were interpreted as follow: In the first item 6 participants 7.5% strongly agreed, 8.75% of them agreed, 10 respondents or 12.5% disagreed, but 54 respondents or 67.5% of them strongly disagreed and 2 or 4.5% undecided their answer. From this, we can deduce that teachers did not give them enough time or did not encourage them learn from each other. This in other words means there was no proper implementation of cooperative learning to enhance students' communicative skills.

Concerning item 2 above, "we all participate in communicative activities during cooperative learning." In this item most of the respondents, that means 56 Or 70% of them strongly disagreed and 10 or 12.55 disagreed that all students did not equally participate during

communicative activities in implementing cooperative learning. Only 7 respondents (8.75%), 6 (7.5) strongly agreed and 2(2.5%) undecided their answers. The mean value was computed as 2.4. This shows that there was low participation in cooperative learning in EFL class. In the same table item 3 above, “I believe that interaction can improve more than just listening to the teacher,” 52 (65%) of the respondents strongly agreed, 19(23.75%) agreed, and the mean value was 2.77. this shows that the majority of the respondents believed that interaction improves students’ communicative skills more than just listening to the teacher passively.

The fourth item in table 2 above was about the benefit of cooperative learning with the individual learner in order to check their beliefs on the advantages of cooperative language learning. Concerning this point, Richards and Rodgers (1998) stated that cooperative learning raises the achievement of all students including those high, medium, and low achievers, gives students the experience they need for healthy social, psychological, and cognitive development. Therefore, in response to this item, 56(70%) respondents “strongly agreed” with the mean value of =4 and 15 (18.5%) of the student-participants responded that they “agreed” with the item. 5(6.25%) believed to their “disagreement” and 2(2.5%) expressed that they were “strongly disagreed”. Finally their response 2(2.5%) of them were unable to decide their responses. To sum up, the aggregate responses of the participants indicated that most of them have a favorable or positive attitude towards cooperative learning. However, there was no proper implementation of cooperative learning as expected.

Table 3:- Learners’ Responses on the relationship of cooperative learning and achievement

NO	Item	Yes F %	No F %	Total F %
1	Does CL strategy help you learn any activity easily?	55 68.75	25 31.25	80 100
2	Do you achieve more when you work with others than when you work alone?	65 81.25	15 18.75	80 100
3	Do you willingly participate in CL?	48 60	32 40	80 100
4	Do you feel confident when you communicate with your classmates?	30 37.5	50 62.5	80 100
5	Do you learn anything new when you work with other students?	70 87.5	10 12.5	80 100

In the above table item 1, One can see that many of the respondents 68.75% of them answered yes to the question while 31.25% of them disagreed to the idea. From item 2 above, we can understand that the majority of the respondents (81.75)agreed to the idea. That means, 65 or 81.25% believed that cooperative learning is related to achievement. Only 15 or 18.75% respondents enjoy working alone. From the above table item 3, more than half of the students were willingly participate in cooperative learning. And 32 or 40% of them expressed that they are unwilling to participate in cooperative learning unless they are told to do so.

We can also conclude from the table that majority of the students or 87.5% of them feel free or not stressed when working cooperatively but as it can be seen, more than half of the students not feel confident to communicate with their classmates. This may result from lack of enough vocabulary, shyness, fear of making mistakes, fear of stage and the like. In the above table item 5, the respondents also affirmatively believed that cooperative learning improves students' sharing ideas with their peer as well as learn new ideas from others. To this effect, 70(87.5) respondents answered yes or agreed to the idea without hesitation and only 10(12.5%) of the respondents hesitated to give positive reply to the statement. Moreover, most of the participants believed that cooperative learning is a valuable instrumental approach. To summarize, the aggregate responses of the participants indicate that most of them have a positive attitude towards cooperative learning.

Table 4:- Students' Responses on teachers' role

No	Item	F & %	SA 5	A 4	DA 3	SDA 2	U 1	Total	Mean
1	The role of the teacher in EFL classroom is to impart knowledge through different activities.	F & %	45 56.25	25 31.25	5 6.25	3 3.75	2 2.5	80 100	4.1
2	In CLL the teacher is a facilitator of the tasks in the cooperative group.	F & %	45 56.25	25 32.5	4 5	2 2.25	3 3.75	80 100	4.11

Note that: SA(Strongly agree)=5, A(agree)=4, DA(disagree)=3, SDA(strongly disagree)=2, U(undecided)=1

In the above table item 1, 31.25% of respondents agreed and 56.25% of them strongly agreed that a teacher is to impart knowledge through different activities in EFL classroom. 6.25% disagreed 3.75% strongly disagreed. The rest 2.5 of the respondents were undecided their responses to the statement. Unlike the traditional way of teaching, teachers in cooperative learning are facilitators, promoters, motivators; etc. Cohen (1994) suggested that cooperative language learning teachers become accustomed to supportive supervision rather than traditional direct supervision. And a teacher who uses cooperative learning techniques might be seem to have less work than the one who uses traditional ones (James C. Flowers et al. 1994). Concerning item 2 above, 32.5 % of the respondents agreed, whereas 56.25% were strongly agreed and 5% of the respondents disagreed to the statement. Only 2.25 % strongly disagreed and 3.75% were undecided their responses. This shows that 89% of the students aware that teachers in cooperative language learning is facilitators.

4.2 Discussion of teachers' interview

Three English language teachers were selected for the interview. This tool was administered to these English language teachers to obtain the information which might not be revealed by other tools. The analysis has been done by merging the responses of the interviewees together under each question. To begin with the first question, the three interviewees were asked if they knew and use cooperative learning. and hence, two of them replied 'yes' and tried to mention that cooperative learning is grouping students in a small group and sharing tasks among them so as to do together.

Secondly, EFL teachers were asked if they knew the interest/attitude of teachers and students towards the current practicing of cooperative learning. Concerning this question, the three teachers replied as actually, there is cooperative learning in language classes especially, in our school there is no proper implementation of it. When we say, in context of our school there is no proper implementation of cooperative learning, even teachers themselves however, they have awareness about cooperative learning, they do not have ample understanding to employ the

meaningful implementation. This may not be from negative attitude but from lack of training they could not apply in EFL classroom.

Third, EFL teachers were asked whether they had used cooperative learning strategy in teaching communicative/spoken lessons to find out how much they use cooperative learning in EFL class. And they responded that they use cooperative learning strategies such as group discussion, role play and the like during teaching communicative lessons. However, all the EFL teachers said that they tried to implement cooperative learning in communicative lessons, they did not implement properly. Regarding the question that elicits information on whether cooperative learning improves learners' communicative proficiency. The respondents affirmatively added that if properly implemented cooperative learning can help students in various ways. For instance when learners interact cooperatively, they share ideas, solve problems, teach each other, learn from each other. In doing this, they can develop social interaction ability; develop communicative skills, and their imagination power.

On the fourth question the interviewees were asked to list out the factors that hinder EFL teachers and students from implementing cooperative learning properly and they listed that different factors are there that may hinder them. These factors are teachers' lack of training, conducive classroom, and the like. So, teachers merely tell students to form a group but the group formation is not mediated mixed ability of students rather it is a random group formation. The other reason may be the arrangements of desks that are not so much suitable to apply cooperative learning. The students are well informed the rules and procedures so they cannot do the activities properly. Therefore, EFL teachers prefer using traditional way of delivering a lesson rather than learner-centered. The last question forwarded for teachers was that to suggest what makes cooperative learning effective. Depending on the question the respondents said that first of all teachers should be given training on cooperative learning method. Second constructive supervision should be carried out in EFL classroom so that teachers as well as students will properly implement cooperative learning.

4.3 Analysis of classroom observation checklist

Each eight EFL classroom was observed twice within two weeks interval to check if the teaching practices employ cooperative learning while teaching communicative lessons in the instructional

process. This tool was used in the EFL classrooms to check the consistency of data obtained by the questionnaires. The data obtained from the first round and second round observations were analyzed and discussed independently.

Table 5:- **Observation about the classroom materials**

No	Statement	Yes		No	
		F	%	F	%
1	The student-teacher ratio in the class was not large.	-	0	16	100
2	The class has enough space for movement.	4	25	12	75
3	There are adequate desks in the classroom.	10	62.5	6	37.5
4	The desks are comfortable to work cooperatively.	-	0	16	100

The result of the observation in the above table showed that the student-teacher ratio in the classroom was not large. As one can see the outcome, there were not enough spaces to move round in the classroom so as to give support for each group in order to facilitate the given activities. Even though, there were enough desks in the classroom, they were not arranged in a suitable manner to go freely in the classroom to reach for each student to give individual support.

Table 6:- Observation of the teacher's role

No	Statement	Yes	%	No	%
1	The teacher has introduced the learning objectives	5	31.5	11	68.5
1.1	The teacher has discussed the rules and procedures before starting the lesson.	4	25	12	75
1.2	The teacher goes round the class and gives individual supports for the students who are doing the activities.	6	37.5	10	62.5
13	The teacher has given appropriate feedback based on the students' reports.	5	31.5	11	68.5
1.4	The teacher has organized the students in group.	5	31.5	11	68.5
1.5	The teacher has given them direction on how to do the activities.	5	31.5	11	68.5
1.6	The teacher has good instruction with the students.	4	25	12	75

Statements in the above table were prepared to collect actual observational data from regarding teachers' implementation of cooperative learning in EFL classroom. Therefore, as it can be seen from the table above, almost all respondents expressed their disagreement to the ideas raised concerning teachers' implementation of cooperative learning in classroom instructions was low. The majority of the activities which are expected to be undertaken by the teachers were not accomplished. That is, 100% of the observed sessions showed that teachers were not employing the essential elements and strategies of cooperative learning, mixed ability grouping and class arrangements. Furthermore, the observation result indicates that almost all teachers focused on teacher centered method. This shows that students are not given the opportunities to interact among themselves. Moreover, Derebssa (2006) suggested that in Ethiopian primary schools, teachers are employing traditional way of teaching style. The observation result in the table shows that the teacher has introduced the learning objectives, rules but the procedures of the follow up activities before starting the actual lesson was not been given. As it can also be seen in the table, the teacher did not go round the classroom to give individual support and appropriate feedback depending on the students' report. However, the groups

have merely been organized, the students were not given the direction on how to do the tasks, since the teacher didn't reach for the individual learner, and hence, we can say the teacher has no good interaction with the students.

Table 7 :-Students' role in the classroom

No	Statement	Yes		No	
		F	%	F	%
1	Learners make oral communication in English while learning cooperatively.	5	31.5	11	68.5
1.2	The Students are volunteers to learn in cooperative from each other.	6	37.5	10	62.5
1.3	The students are actively engaged in the learning activities.	3	18.7 5	13	81.25

As the researcher observed the actual students' role in the EFL classroom, while learning cooperatively learners tend to be afraid of making mistakes rather than trying their best to communicate in English. However, they are volunteers to learn cooperatively from each other. As it is indicated in the above table item 1.3, even though the students are volunteer to learn from each other, they are not actively engaged in the learning activities. In item 1 above, there is also little use of English language when they deal with the classroom activities. From this, we can conclude that cooperative learning in EFL classroom was not implemented and students were also did not actively engage and had less participation in the activities.

CHAPER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Summary

The study was carried out to assess the implementation of cooperative learning with respect to enhancing student's communicative proficiency. To conduct this study both quantitative and qualitative research methods were used to gather accurate and reliable data. The researcher selected 80 respondents from 320 students by using systematic sampling technique and three English teachers by using availability sampling methods. The researcher gathered the reliable data from students through questionnaire. The data collected through this tool showed that there was not proper implementation of cooperative learning in EFL classroom. The data obtained from the teachers' interview and classroom observation revealed that there were a significant range of constraints that hinder the proper implementation of cooperative learning in class. As a result, the most common impediments documented by both interview and classroom observation were lack of teachers' training, students' lack of enough words, and fear of making mistakes.

5.2 Conclusions

Based on the results of the study, the following conclusions were made.

1. The analysis of the questionnaires distributed to the respondents selected from students revealed that both teachers and students did not implement cooperative learning properly in the actual classroom. Moreover, the data collected from teachers via interview revealed almost similar result on the teachers and students attitude towards cooperative learning by emphasizing the reasons why teachers failed to implement cooperative learning properly.
2. Some of the common reasons that impede teachers from implementing cooperative learning were teachers' lack of training on cooperative learning, unconduciveness of classroom, the arrangement of desks, learners' lack of confidence to communicate, fear of making mistakes, shyness and the like.
3. Besides this, teachers did not support and guide their learners on how to implement cooperative learning in EFL classroom.

When we see the result of the study concerning students' role, even though each individual members of the group has their own roles, the problems revealed were the shortage of sharing the roles equally with teammates, or lack of active participation in cooperative group work. Therefore, burden of the given activities and assignments are mostly loaded on the high achievers assigned as group leaders. Thus, the cooperative activities were inclined to be individualized. There was also not different cooperative learning techniques designed which were strictly used to promote cooperative language learning and facilitating the cooperative tasks to help students participate actively.

It is possible to conclude that using cooperative language learning strategies in teaching communicative language skills is an effective pedagogical method and hence it helps secondary school English language learners and teachers to improve students' communicative proficiency. The other result of this study justified was that cooperative learning strategy improves students' achievement. Moreover, it assured that using cooperative learning strategy in EFL classroom gives students opportunities to work cooperatively, build confidence, enhance motivation and develop social interaction skills and enhances their communicative proficiency. And hence, it is possible to say that cooperative learning strategy is more useful than the traditional way of teaching or teacher-centered method. Generally, all of the above points are good manifestations which showed that teachers and students positive attitude towards cooperative learning however they did not implement cooperative learning as properly as it was expected from them in EFL classroom.

5.3 Recommendations

Based on the findings and results the following recommendations were made as follows:

- Using cooperative language learning strategies in teaching communicative skills needs to be implemented in EFL classroom by giving opportunity to learn and practice so as to enhance students' communicative proficiency.

- EFL teachers and students should expose themselves and devote in using cooperative learning strategy to develop students' communicative proficiency.
- EFL teachers should properly implement cooperative learning and also encourage learners to use this strategy in English classroom.
- It is useful to note that EFL teachers should be given training on how to apply cooperative learning strategy effectively/properly in EFL classroom.
- Woreda educational bureau should make the classrooms conducive
- The school supervisors should give attention on the implementation of cooperative learning during class supervision.

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APPENDIX A

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

THE IMPLEMENTATION OF COOPERATIVE LEARNING WITH

RESPECT TO ENHANCING STUDENTS'

COMMUNICATIVE PROFICIENCY

Questionnaire to be filled by Students

This questionnaire is designed together data from students. Nowadays I am conducting an MA Thesis research on assessment of teachers' and students' Attitudes towards cooperative learning. Hence, the purpose of these items is to let learners evaluate the classroom instruction of their teachers. The data to be collected through the questionnaire is highly helpful to achieve the objectives of the study. Therefore, you are strongly requested to fill in and return the questionnaire. The information you provide would be used only for academic purpose and kept confidential .You do not need to write your name .Thank you for your support.

Part |.Background Information

1. Sex: Male_/Female_____

2. Age: _____

3. Grade: _____

4. School Name: _____

Part||.Direction 1

Put "×" before one of the 5 choices below. The alternatives are Agree, Strongly Agree, Disagree, Strongly Disagree and Uncertain.

No	Teacher Activity	SA	A	DA	SDA	U	Total	Mean
1	Teacher gives a little chance to reflect what we discuss in our group.							
2	Cooperative teams are formed based on our seating.							
3	Whenever CL is implemented in the classroom the teacher works as a facilitator.							
4	Our teacher gives us enough time to learn from each other.							
5	We all participate in communicative activities during CL							
6	Our teacher motivates us on how to learn cooperatively.							
7	Interaction can improve communicative skill more than just listening to the teacher.							

Note that: SA(strongly=5 Agree=4, SDA(strongly disagree)=3, DA(disagree)=2, U(undecided)=1

No	Cooperative Learning and achievement	Yes	No
1	Does CL strategy help you learn anything easily?		
2	Do you achieve more when you work with other than when you work alone?		
3	Do you willingly participate in cooperative learning?		
4	Do you feel confident when you communicate with your classmates?		
5	Do you learn anything new when you work with other students?		
6	The role of the teacher in EFL classroom is to impart knowledge through different activities.		
7	In CLL the teacher is a facilitator of the tasks in the cooperative group.		
8	In cooperative learning students become more beneficiaries than working alone.		

Please write down anything you feel about cooperative learning implemented in your class

APPENDIX B

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND LAW
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THE IMPLEMENTATION OF COOPERATIVE LEARNING WITH
RESPECT TO ENHANCING STUDENTS'
COMMUNICATIVE PROFICIENCY

Gaaffilee Barattootaaf Qopha'aan

Gaaffileen kunneen kan qopha'an odeeffannoo barattootarraa sassaabbachuuf. Kaayyoon gaaffilee kanneeniis hojii barsiisaan isaanii daree keessatti hojjetu akka madaalaniidha.

Gaaffileen dhiyaatanis dhimma barnootaarraan kan hafe yaada biraa of keessaa hin qaban. Iccitiin ni eegama waan ta'eef maqaakee barreessuu hin barbaachisu. Kanaaf, ani yeroo ammaa kana mata duree Madaallii ilaalcha barsiisotaa fi barattootaa gamtaan barachuu irratti qaban ilaalchisee qorannoo waanan adeemsisaa jiruuf, ga'ee barsiisaan daree keessatti qabu,

Akka madaaltan kabajaan gaafadha. Deebiin keessan qorannoo kanaaf bu'aa guddaa qaba.

Kana waan ta'eef, yaada kanneen dhiyataniif hammam akka walii galtu filannoowwan kanaa gaditti tarreeffaman keessaa tokko filachuun agarsiisi. Filannoowwan shananis baay'een waliigala, waliihingalu, baay'ee waliihingalu, tasa waliihingalu, fi hin murteessine kan jedhaniidha. Haala gaarii ta'een yaadakoo naaf ibsa deebii jettu dura mallattoo "X" kaa'i. Deggarsa keessaniif baay'ee galatoomaa!

Kutaa]. Odeeffannoo Waliigalaa

1. Maqaa m/barumsaa _____
2. Umrii _____
3. Saala _____
4. kutaa _____

APPENDIX C

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

THE IMPLEMENTATIO OF COOPERATIVE LEARNING WITH RESPECT TO ENHANCING STUDENTS' COMMUNICATIVE PROFICIENCY

Interview Questions for Teachers

The main purpose of this interview is to assess the view of secondary school teachers on the implementation of cooperative learning. I am conducting an MA thesis research. Hence, you are kindly requested to respond to every item in the interview. Your responses will be used for only academic purpose. So, your responses are valuable to the study. Thank you in advance for your cooperation.

Part ||.Direction two

I would like you to provide brief information on your own opinions about cooperative learning based on your experience in your school.

1. What do you think is the interest/attitude of students and English teachers' on the current practicing of cooperative learning?
2. Do you use cooperative learning strategy in teaching communicative lessons?
3. Do you believe that cooperative learning can improve learners' communicative proficiency?
4. What are the factors that hinder teachers and students in implementing cooperative Learning in EFL class?
5. What would you suggest to make cooperative learning method more effective in the future?

APPENDIX D

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

THE IMPLEMENTATION OF COOPERATIVE LEARNING WITH RESPECT
TO ENHANCING STUDENTS' COMMUNICATIVE PROFICIENCY.

Classroom observation check list

The main objective of this observation check list is to assess the teaching learning classroom condition, the role of teacher and students in the English Language classroom.

I. General Information

1. School_____
 2. Grade_____
 3. Subject_____
 4. No of students in the class_____
- Male_____
- Female_____
- Total_____

II .Information about the teacher

1. Sex: Male_____ Female_____
2. Qualification :
C/MA
A/ Diploma
B/ Degree
3. Experience: A/ 1-3 B/4-6 C/ 7-10 D/
above

III. Lesson plan

1. Related to the topic
2. Objectives are stated
- iv. Observation about the classroom materials

No	Statement	Yes	No
1	The student teacher ratio in the class was not large.		
2	The class has enough space for movement.		
3	There are adequate desks in the classroom.		
4	The desks are comfortable to work cooperatively.		

V. Observation of the classroom instruction

No	Statement	Yes	No
1	The teacher has introduced the learning objectives		
1.1	The teacher has discussed the rules and procedures before starting the lesson.		
1.2	The teacher goes round the class and gives individual supports for the students who in doing the activities.		
13	The teacher has given appropriate feedback based on the students' reports.		
1.4	The teacher has organized the students in group.		
1.5	The teacher has given them direction on how to do the activities.		
1.6	The teacher has good instruction with the students.		

VI. Students' role in the classroom

No	Statement	Yes	No
1	Learners make oral communication in English.		
1.2	Students are volunteer to in cooperative from each other.		
1.3	Learners are involved in decision making process.		
1.4	The students are actively engaged in the learning activities.		