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**THESIS ON: INVESTIGATION INTO COOPERATIVE LANGUAGE**  
**LEARNING PRACTICE IN ENGLISH CLASSROOMS AT FOFA**  
**PREPARATORY SCHOOL: GRADE 12 IN FOCUS**

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**JULY 2008 E.C**

**ADAMA, ETHIOPIA**

**INVESTIGATION INTO COOPERATIVE LANGUAGE LEARNING  
PRACTICE IN ENGLISH CLASSROOMS AT FOFA PREPARATORY  
SCHOOL: GRADE 12 INFOCUS**

**THESIS SUBMITTED TO SCHOOL OF HUMANITIES AND LAW IN PARTIAL  
FULFILLMENT OF THE REQUIREMENT FOR MASTERS OF ARTS IN  
TEACHING ENGLISH AS FOREIGN LANGUAGE (TEFL)**

**BY: ASSAYE MENGE**

**JULY 2008 E.C**

**ADAMA, ETHIOPIA**

## DECLARATION

I, the undersigned, declare that this thesis is my original work which has not been presented for a degree in any other universities and that all sources of material used for the thesis have been duly acknowledged.

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PRACTICE IN ENGLISH CLASSROOMS AT FOFA PREPARATORY  
SCHOOL: GRADE 12 IN FOCUS**

**BY**

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## ABSTRACT

*The main objective of this study is investigating the problems strongly related to practicing cooperative language learning in classrooms and to show the positive effects of it in enhancing the learners' performance in English classrooms. It tries to confirm the advancement trends of language learning strategy, the considerable benefits and the processes in it. In English language teaching classroom, it provides learners with the academic achievements and social interaction skills. In cooperative learning strategy students learn English language with their classmates to enhance shared common goals through independent interactions and team work. Research evidence supports the effectiveness of cooperative learning to improve students' learning and the standards of educational learning. In recent times, it is said that learner-centered approach of learning method is important way of the language learning. However, in my school there is a problem in cooperative learning. The learners are not effective in cooperative learning and they run their activities separately in the English language classroom. This study discussed seriously about the practice of cooperative language learning at Fofa secondary and preparatory school. To achieve the objective of the study; questionnaire, interview, classroom observation checklist and document analysis were used to gather the data. Some considerations has been taken in to account such as the class room atmosphere, the teachers' responsibilities, the students' role, the main challenges observed in the cooperative language learning and the intervention systems that can be used in the cooperative language learning. To gather data the school teachers and students were used as the primary data sources and document analysis was used as secondary data source. The researcher used both simple random sampling and purposive sampling techniques to collect data. 50 students were selected randomly from section A-D. From these, 26 are female students and 24 are male students. But 7 English language teachers are purposively selected. The data gathered by different instruments were analyzed and interpreted based on the similarity of ideas and items. Lastly, the possible summary, conclusion and recommendation have been included for further works.*

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## **CHAPTER ONE: INTRODUCTION**

The introductory part of this thesis deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study limitations of the study and the definitions terminologies and acronyms.

### **1.1. Background of the Study**

As different scholars define, cooperative learning might have different meanings. As indicated in Longman Dictionary of Language Teaching Applied Linguistic, “Cooperative learning is an approach to teaching and learning in which classrooms are organized so that the students work together in small cooperative teams.” Such approach in learning is said to increase students’ learning since: (a) it is less threaten for many students, (b) it increases the number of participant students in the classroom, (c) it reduces the needs for competitiveness, and (d) it reduces the teacher’s dominance in the classroom.

Cooperative learning refers to a systematic instructional method in which students work together in a small groups to accomplish shared learning goals. The data in a large amount of research shows, compared with comparative and individualistic efforts, cooperation has positive effects on a wider range of outcomes(Johnson &Johnson, 1991; Slavin, 1995;&Kagan, 1999).People operating in a cooperative learning activity attain higher achievement level than those who function under cooperative and individualistic learning structures. Other findings in cooperative learning research shows, it has positive effect on relation among students; self-esteem, long-term retention, or depth understanding of course materials etc. It has been tested as one of the most effective and constructive teaching strategies.

According to the Chinese scholar Wang Tan (2001), cooperative learning is a system of teaching strategies which promote the students to cooperate in heterogeneous teams toward a common goal and is rewarded according to the success of the team. This idea shows that students should work together and are responsible for their own and for the others’ learning. “Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other’s learning” (Johnson& Johnson, 1999:5).

In recent years, cooperative learning has a great role in instructional practice in the field of education. Due to this, attention has been given to the pedagogical and psychological rationale of its importance in the second language classroom (Long & Porter, 1985).

According to the studies of Fathman & Kessler 1993; Holt, Chips & Wallace, 1992; Long & Porter, 1985; McGroarty, (1993) cooperative learning maximizes second language acquisition by providing opportunities for both language input & output.

The field of English Language learning has experienced a great change in Ethiopia during nearly two decades of years. As English is a foreign language for Ethiopian, the instructional method of teaching primarily had been focused on traditional-teacher fronted methods for a long period of time. However, in the recent times, the syllabus of English language, student text books & teacher's guides focus on the learners-centered approach that encourages cooperative learning. As its approach, we can examine that the activities presented in the student textbook & teacher's guide show how the students should involve & the teachers should facilitate for the teaching & learning processes. Not only these but also the general objectives stated in the learning language at the secondary & preparatory school level let the students engage in activities cooperatively and solve the problems through discussion & communication rather than receiving-passively (attending the learning processes) from certain limited areas (from the teacher). The activities are also modified to promote the learner's cooperative learning so that cooperative learning has emerged as a way of promoting communicative interaction in the classroom and is seen as an extension of the principles of communicative language teaching.

Therefore, applying cooperative learning techniques & principles is necessary to understand the benefits of the cooperative learning strategies in the English language classroom. Traditional method of teaching had been concentrated on making the language learners aware of certain aspects of the language without providing adequate practices. Thus, most of interactions in the classroom are teacher to students.

Even though the current modern way of English language teaching focuses on cooperative learning as indicated in the language learning materials, especially; in student text books, syllabus, & teacher's guides at the preparatory school; here, as the researcher experienced & observed; Fofa preparatory school teachers are not effective in cooperative Language learning practices in English classrooms.

Some of the teachers tend to use the traditional methods of teaching rather than cooperative learning in the English class rooms. Besides most students are not happy & do not actively participate in the cooperative learning process during the learning & teaching. They assumed it as a wasting of time and make disruptive behaviors like making noise, doing personal activities, making conflicts & being irresponsible to their roles.

Therefore, the researcher attempts to investigate the main challenges /problems/ that hindering the effective practice of cooperative learning in Language classrooms in case of both student & teachers.

## **1.2. Statement of the Problem**

The problem to be addressed here is “How to manage the problems that appear during cooperative language learning practices in English Language Classroom?”

Hence as different scholars state, class room management problem might be one of the factors that affecting cooperative language learning in English class rooms. The classroom management is the term used by the educational academicians to describe the process of ensuring that the classroom lessons run smoothly despite disruptive behavior by the students. The term also implies the prevention of disruptive behavior. It’s possibly the most difficult aspects of teaching altogether.

According to MosKowitz & Hayman (1976) once a teacher lose control of his/her classroom, it becomes increasingly difficult for him/her to regain that control. Also the research from Berliner(1988) & Brophy & Good(1986) shows that the time a teacher has to correct misbehavior caused by poor management skills results in lower rate of academic engagement in the classroom. From the students' perspective, effective classroom management involves clear communication of behavior and academic expectations as well as cooperative learning environment.

When a cooperative learning context introduces a unique management challenges, it can be managed as effective as independent activities and offers a better benefits that even impossible to achieve by other means-including higher levels of academic achievement (Gettinger & Kohler, 2006; Slavin, 1994; Slavin, Hurley, & Chamberlain, 2003).

The reasons teachers are resistant to the idea of incorporating cooperative learning in their classrooms are typically due to misconceptions. Most of the causes of failure when implementing cooperative learning are explicable and largely avoidable. It is important to note that to successfully implement cooperative learning, we must decide that it is worth making a commitment to doing it well & we must set about the skills to manage effectively (Gettinger& Kohler, 2006).

To be effective, cooperative learning will require a very deliberate use of technical management & skills of development (Slavin, Hurley & Chamberlain, 2003). One of the benefits of the cooperative learning is that; if it has done well increasingly, less management will be necessary over time.

As (Gunter, Estes, & Mintz, 2007; Slavin, 1994) state, teachers need to teach and give awareness to the students from the beginning of the year how to develop the skills of cooperative learning including how to listen, resolve conflicts, communicate concerns, make decisions, perform a role execute the necessary learning process and share ideas. These help the teachers to manage different problems that appear in the cooperative language learning classrooms.

One of the other most important roles as the leader, facilitator, coordinator, & manager that the teachers should do in the cooperative learning language classroom is that of the link among the groups in that each group should work in isolation(Johnson & Johnson, 1999a; Slavin, Hurley, & Chamberlain,2003). But as the researcher tried to mention, Fofa Preparatory school English Language teachers are not effectively implementing and practicing as a facilitator, coordinator, leader and manager in the cooperative learning in the English classrooms.

### **1.3 Objectives of the Study**

The study has both general and specific objectives.

#### **1.3.1 General objectives**

- To investigate the challenges strongly related in cooperative Language learning practices in English classrooms.

### **1.3.2 Specific Objectives**

- To identify the main factors that affect students' participation in cooperative language learning classroom.
- To find out the better way of managing strategies for cooperative Language learning practices in English classroom.
- To involve and encourage students in different cooperative learning activities like in small group tasks, pair works, and role plays and in other activities.

### **1.4. Research Questions**

1. What are the core factors which affect students' participation in cooperative language learning?
2. To what extent do students participate in cooperative language learning?
3. To what extent the role of the teacher maximizes the active learning of the students in cooperative language learning?
4. How did the role of the students encourage them to practice cooperative learning in English Language Classrooms?

### **1.4 Significance of the Study**

It is hoped that the study will be of significance and is expected to contribute the following:

It may inform the school students and teachers about the importance and the value of the cooperative learning.

The core beneficial for this research is students, the English language teachers & parents. Because it's expected that, at least English language teachers refer the research document at the school library, and it will give them some hints and additional awareness how to intervene the problem that hindering them from effective practicing of the cooperative learning. So, directly the teachers expected to treat their students in pair work, team works and other task activates in a better way. Therefore, when the teachers change their methodology of teaching from teacher-centered to student - centered approach, students expected to actively participate in the activities. Thus, this creates good EFL environment to the students and they will be interested to learn English language. Besides; learning English in this method of teaching helps the students to

develop self-reliance, language skills, social interactions, common sense in discharging responsibilities and helps them for doing common goals etc.

It will be the base for further research investigation.

### **1.5 Delimitation of the Study**

The main goal in participating students in cooperative language learning is to help students share their different tasks in group so that to easily do and practice fruitfully in English language learning. To find out the problems which can affect the students' participation in cooperative learning- a lot of time, money and effort will be needed. It is so vast and difficult to overcome within this short period of time. Therefore, this study attempted to survey the study in selected Fofa preparatory school in Yem Special district in South Nations and Nationalities and Peoples Government.

To make the study more manageable, it was delimited only on the cooperative language learning practices in English classrooms in the selected school.

### **1.6. Limitations of the Study**

It is obvious that the research work cannot be totally out of the limitations. During the research work there were some limitations that the researcher faced. The main challenges as the researcher faced were the shortage of the problems of willingness of the respondents in different data instruments, reference materials, and the recent review related literature on the topic of the research; especially in the context of Ethiopia.

Although there were short comings, as much as possible, the research was tried to end in the given time.

### **1.7. Key to Acronyms**

- SNNPS-South Nations Nationalities and Peoples State
- NOR-Number Of Respondents
- NOS-Number Of Students
- CPD-Continuous Professional Development
- EFL-English as a Foreign Language

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

Under this section the researcher wants to present the concept & definition of the cooperative learning, the importance of the cooperative learning, the role of the teacher as well as the role of the students in cooperative learning, aims of cooperative learning, principles in cooperative learning, elements of cooperative learning and some factors that affect cooperative learning in the EFL classroom..

Cooperative Language Learning (CLL) is part of a more general instructional approach also called collaborative learning (CL). It is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom.

### **2.1. Definitions of Co-operative Learning**

Cooperative learning is defined as group learning activities organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of the others (Olsen & Kagan 1992:8)

Cooperative learning is defined by Slavin(1995) as a teaching method in which students work in small groups to help each other to learn academic content, and students are expected to discuss and argue with each other, to assess each other's current knowledge.

As Macpherson (ND) states cooperative learning is a part of a group work 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 in to groups and hoping for the best. It is a very formal way of structuring activities in a learning environment that includes specific elements intended to increase the potential for rich and deep learning by the participants.

Cooperative learning is also broadly defined as working together to accomplish shared common goals among the students. Within cooperative learning situation, individuals 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 together to achieve an academic goals such as a grade "A" (Johnson et al, 1994:4)

## **2.2. Importance of Cooperative Learning**

Many would agree with the notion "Two heads are better than one". Cooperative learning is based on this idea. Johnson & Johnson (1999) leading experts in cooperative learning have studied and analyzed numerous educational settings. Together, they claim that; working together to achieve a common goal produces higher achievement and greater productivity than does working alone.

As (Johnson, Johnson and Holubec 1994:2) state, cooperative learning helps (a)to raise the achievement of the all students, including those who are gifted or academically handicapped, (b)the teacher to build positive relationships among the students, (c) to give students experience they need for healthy social, cognitive, and psychological development, (d)to replace the competitive organizational structure of more classrooms & schools with a learner(team-based) high performance organizational structures.

So, we can say it is a powerful tool for learning; because as many researchers show that students learn & understand more when they discuss and collaborate together on English language. Researchers and education specialists endorse the view that students' learning can be maximized and thus academic performance improved, by the developing a mutual sense of "We are all in the same boat together". Doriny's(1997) suggestion for achieving success through cooperative learning are proximity or physical closeness, individual contact, cooperation for a common goal, rewarding nature of the group experience, intergroup combination and group identity.

Cooperative learning as McGroarty(1989) states, has the following advantages. These are: (a) increases frequency and variety of the language practice through different types of interactions, (b) creates possibility for development or, use of language in ways that cognitive development and language skills, (c) creates the opportunities to integrate language with content based instruction, (d) increases opportunity to include a greater variety of curricular materials to stimulate language as well as concept learning, (e) gives freedom for teachers to master new professional skills, particularly those emphasizing communication, (f) permit opportunities for students to be a resource for each other, thus assuming a more active role in their learning.

As Macpherson (ND) points, learners who were in class rooms with significant amount of cooperative learning were psychologically healthier than learners who were not. They had higher self-esteem learners in cooperative learning classes have more positive feelings about themselves than do learners in traditional class. Slavin (1990) also documented the findings that these learners had feelings of individual control over their own fate in school, their time on task was higher and their cooperativeness and altruism were higher as well.

Cooperative learning has proved to effective methods for both teachers and students. It allows students to have opportunities to practice the knowledge they have learned and to develop social and learning activities (Jacobs & McCafferty, 2006).

It can also help students develop skills in oral communications (Slavin, 1995). In addition, cooperative learning is a teaching method that offers the opportunities for groups to work interdependently and get feedback from others (Jacobs & McCafferty, 2006). It creates a language environment for EFL-English as a Foreign Language; students who lack the foreign language environment. Therefore, it's significant to apply the cooperative learning approach to English as a foreign language classes.

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### **2.3. The Role of the Teacher In cooperative Learning**

As Light brown & Spoda (1993) stated the teachers should more carefully design what students need to learn before they apply those learning activities in the English language classroom.

A teacher in the cooperative learning plays a role as a supporter, facilitator, observer, change agent and advisor (McDonell, 1992). Teacher's role is to arrange the students in heterogeneous groups, to provide students with proper materials, and to design structural systematic study.

In a cooperative learning class teachers are facilitators who should give their learners on how best to achieve educational objectives (Zhang, 2010). The teacher's talking time should be less than students' talking time. Teachers also are required to provide their learners with the model answer to encourage further learning.

## **2.4. Students' Role in the Cooperative Learning**

According to Zhang (2010) learners are active participators and autonomous. There are five main roles which EFL learners have to perform during cooperative learning tasks. These five roles are (a) facilitator is the member who co-ordinate the groups work, (b) the recorder; who responsibly records the groups' performance, (c) the reporter; is the one who reports or tells the groups' performance to the other groups, (d) the time keeper, who helps the group be aware of the time constraints and keeps the groups on tasks and fills in for missing group members and (e) observer of collaborative skills in checking if the group members are using a particular collaborative skills deemed important to the groups interaction.

## **2.5. Aims of Cooperative Learning**

The following are some of the aims in cooperative learning.

### **2.5.1. Academic learning.**

Cooperative learning method can help the students to be taught academically Cohen (1994). Simply put, as students acquire the content of the subject, they develop meta-disciplinary competence, as for example "higher order thinking skills" (Cohen 1994,6). This type of learning method encourages students to find out solutions for special problems, which inspire them to discuss the ideas and the opinions and have to give feedback each other. Cooperative Learning enables effective group performance and promotes academic achievement with the students of all ages.

### **2.5.2. Social Affective Learning**

Social affective learning is another aspect which students can benefit from cooperative learning. Students can learn to support each other deal with heterogeneity in a group, to work in a team and to deal with the perspective of others. A further advantage in cooperative learning is that students could able to learn to listen to each other and to solve the common problems each other

(Slavin, 1995). Affective factors such as motivations and reductions of anxiety to use the foreign language as a means of communicative are especially relevant for language learning (Long & Porter, 1985:211).

A small group of peers provide a relatively intimate setting and a more supportive environment in which to try out second language skills. Consequently, the willingness increases in small groups and students feel more confident to produce utterance in their second language.

### **2.5.3. Personality Development**

Personality development is another benefit of cooperative learning. Cooperative learning helps student strengthen the confidence in their abilities and motivates them to apply themselves in the learning process. If the learners realize that their contributions are more accepted in a group activities and even necessary & useful for the aim of the group, their self-esteem might rise (Brecke & Jensen, 2007). Healthy relationships with other classmates allow them for their personal growth and responsibilities (Zhang, 2010).

## **2.6. Principles Underlining Co-operative Learning**

Many principles have been proposed for cooperative learning. Below are some of the lists of co-operative learning principles.

### **2.6.1. Heterogeneous Grouping**

This principles means that the groups in which students do co-operative learning tasks are mixed on one more of a number of variables including sex, ethnicity, social class, religious, personality, age, language proficiency & diligence.

### **2.6.2. Collaborative Skills**

Collaborative skills such as giving reasons, cooperating together, working together and the like are those needed to work with each other's. The students may lack these skills, the language involved in using the skills, or the inclination to apply the skills.

Most books and websites on co-operative learning urge that collaborative skills be explicitly taught one a time.

### **2.6.3. Group Autonomy**

This principle encourages the students to look to themselves for resources rather than relying solely on the teacher. When students' groups are having difficulties, it is very tempting for teacher to intervene either in particular group or with the entire class. We may sometimes want to resist this temptation, because as Roger Johnson writes. Teachers must trust the peer interaction to do many of the things they have felt responsible for themselves.

### **2.6.4. Simultaneous Interaction**

According to (Kagan, 1994) classrooms in which group activities aren't used; the normal interaction pattern is that of sequential interaction, in which one person at a time usually, the teacher speaks. In contrast, when group activities are used one student per group is speaking. In a class of 40 students divided in to groups of 4, ten students are speaking simultaneously, i.e 40 students divided in to 4 students per group =10 students (one per group) are speaking at the same time.

### **2.6.5. Equal Participation**

As (Kagan, 1994) a frequent problem in group activities is that one or two group members dominate the group and for whatever reasons impede the participation of the other members. Co-operative learning so offers many ways of promoting more equal participation among group members.

### **2.6.6. Individual Accountability**

Individual accountability involves both group and individual performance. When we try to encourage individual accountability in groups, we hope that everyone will learn and share their knowledge and ideas with each other's.

### **2.6.7. Positive Interdependence**

This principle lies at the heart of the cooperative learning. When positive interdependence exists among the student-member of the groups, they feel that what helps one member of the group also helps the other members and that what hurts one member of the group also hurts the other

member of the group. It is this “All for one, one for all” feeling that leads group members to want to help each other’s, to see that they share a common goal.

### **2.6.8. Cooperation as a Value**

This principle means that rather than being only a way to learn, i.e the how of learning cooperation becomes the part of the content to be learned, i.e what of learning. This flows naturally from the most crucial cooperation learning principle; positive interdependence, cooperation as a value involves taking the feeling of “All for one, one for all” and expanding it beyond the small class room group to encompass the whole class, the whole school and so on bringing increasingly greater number of people and other beings in to students circle of ones with whom to cooperate.

## **2.7. Elements of Cooperative Learning**

In order to have small groups work together successfully, a teacher has to compose five essential elements in each lesson. These are positive interdependence; which encourage students established when everybody understands that each member’s contribution is important in helping the group to achieve its goal, face to face interaction involves working in small group, where students can see each other and are engaged in face to face interaction, individual accountability; which involves students’ understanding that they will be held accountable for their individual contributions to the group, that free-loading will not be tolerate and that one must contribute social skills which refers to interpersonal & small group skills such as effective communication which are needed to cooperate successfully & group processing refers to the assessment of cooperative learning. It can be described as the formative assessment that focuses on students’ feedback on the learning process, including the students’ reflection on what they still need to accomplish their objectives.

## **2.8. Some factors that affect Cooperative Learning in the EFL classroom**

### **2.8.1. Group Size**

Group size is an important factor in applying cooperative learning methods in the EFL class room. The optimal group size in cooperative learning classroom varies from 4-5 members in a group seem to be the most popular size. There are two factors in effective; the students’ comfort

level & the nature of the assessments. As the circumstance change, then the size of the group also changes. However, it is significant to remember that the effective group size might depend on the age of the students & their experience in working cooperatively.

### **2.8.2. Group Formation**

EFL teachers should consider the members in each group. They are encouraged to use heterogeneous groups in cooperative learning (Johnson & Johnson, 1991). In addition, cooperative learning team should be a composition of one low-achiever student, two medium-achievers and one high achieving student.

## **CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY**

Under this section, the researcher wants to indicate the research design, sample and sampling techniques, source of data, instruments of data collection and methods of data analysis proposed in research questions.

### **3.1. Research Design and Methods**

The study used descriptive survey (both mixed qualitative & quantitative research method) with the objectives of measuring variables to gather numeric data that used to answer questions predetermined in research questions.

### **3.2. Sample and Sampling Techniques**

The study was conducted at Fofa preparatory school in academic year of 2008 E.C. The target populations of this research were Fofa preparatory school students and all English language teachers. Fofa preparatory school selected purposively because it is the work place for the researcher and it is suitable to get more information from the closest staff-members.

To achieve the objective of the study, the researcher used simple random sampling techniques since it gives equal chance to the selected representative of the population. The researcher used 25% of representative populations. As mentioned, the subjects of the study were grade 12 students. So, totally there are 193 students, from these; 98 are females and 95 are male students. Thus, 26 female students that means, 25% of 98 and 24 male representatives that means, 25% of 95 students were included in the study to manageably and effectively use time, resources and manpower.

Besides, there are 6 male teachers and only one female teacher was included in the study. Therefore, the researcher used non-proportional sampling techniques in case of students & purposive sampling method was used in case of teachers sampling techniques.

### **3.3 Source of Data**

In conducting this research, the data obtained were from primary sources including-students and teachers, and secondary sources from the document analysis.

### **3.4 Instruments for Data Collection**

The data collection instrument that the researcher used are the questionnaire, interview, classroom observation checklist and document analysis; thus, because they are very adequate and manageable to interpret or can be easily applied in this research design. The questionnaires and interviews in this research used as the main tool of the research. Whereas, classroom observation checklist and document analysis were used as the supportive tools to triangulate the reliability and the validity of the research results.

Teachers' questionnaire consists of ten close-ended and six open-ended items presented. Whereas; students' questionnaire consists of eight close-ended and five open-ended items presented to the selected representatives of the population. The students' questionnaire prepared in English Language was translated in to Amharic Language. The purpose of these questionnaires was to obtain genuine information from the respondents. In addition, classroom observation checklists which focus only on the teachers' teaching methodologies on cooperative English Language Learning classroom management were used. With respect to document analysis, any documents that the language teachers used; specially to help students to actively participate in cooperative learning were referred. In case of interview, the researcher used semi-structured interview for both teachers and students to gather qualitative data. The researcher believes that this tool is appropriate to collect information from the participants about the cooperative Language learning practices in English classroom. The semi-structured interviews prepared to students in English Language were translated in to Amharic language for clarity and to get reliable information.

### **3.5. Methods of Data Analysis**

The information obtained through questionnaire, interview, document analysis and classroom observation checklist results were analyzed and presented in the form of tables by the methods of explanatory, descriptive and percentage analytical ways in order to know whether the proposed classroom problems really affect students' participation in cooperative learning or not. The researcher used the analysis on the bases of the characters of questions set and information given. Thus, the data were analyzed through steps and coding that consisted percentage in case of questionnaire. But detail explanations and descriptions were used in case of interview, document analysis and classroom observation checklist results.

## **CHAPTER FOUR: PRESENTATION, ANALYSIS, AND INTERPRETATION OF THE DATA**

This chapter deals with the presentation, analysis and the interpretation of the data gathered from the respondents through questionnaire, interview, classroom observation and document analysis. Thus, as the designed method of study was mixed research method approach, the qualitative as well as the quantitative analysis of data were incorporated. Here, the quantitative data includes the data obtained through close- ended questions in the questionnaire. The open-ended questions of questionnaire, the interview of both teachers and students were analyzed qualitatively. The classroom observation check list responses and the document analysis results were also described qualitatively.

The data through questionnaires were collected from fifty students out of one hundred ninety three students of grade 12. The data through interview were also collected from ten students who were chosen by purposive sampling techniques because it enables the researcher to have deep understanding of the students' understanding to correctly express their ideas. Seven English Language Department teachers of the school were also interviewed to get relevant information to the topic to crosscheck the information given through questionnaire by the students.

The return-rate of the questionnaires was 50 students' response so that it was 100% successful. Seven English Language teachers have been planned for the interview and all of them were interviewed and it's possible to say successful. About 10 students from grade 12 were chosen purposively to the students' interview and all of them were also interviewed. Therefore, in all tools, the planned sampled population tried to give information so that it was 100% successful in these cases. In case of classroom observation, the researcher prepared checklists and tried to observe 5 teachers' classroom methodology as the sample from the planned 7 teachers in different classrooms.

Therefore, this chapter consists of two major parts. Thus, the first part deals with the characteristics of the respondents' in questionnaire and interview. The other part consists of the analysis and interpretation on the data.

### A. Personal Data

Under this, the data related to general information about the respondents such as sex, age and grade levels, the teachers' qualifications and the work experience in the secondary and preparatory schools were also analyzed here.

**Table 1: Characteristic of students' questionnaires respondents**

| Variable   | Category   | Respondent |     |
|------------|------------|------------|-----|
|            |            | NO         | %   |
| Sex        | Male       | 24         | 48  |
|            | Female     | 26         | 52  |
|            | Total      | 50         | 100 |
| Age ranges | 15-20 year | 50         | 100 |
|            | 21-25 year | -          | -   |
|            | 26-30 year | -          | -   |
|            | Total year | 50         | 100 |

The above table indicates that the total of 50 students responded the questionnaire. According to the data in the table, the frequency distribution and percentage of the respondents were based on the variables including sex & age and of the students. The data obtained from the table reveals that the majority of the students were female (52%). On the other hand, the remaining (48%) of the respondents are male. This implies that the number (population) of the female exceeds the population of the male.

In terms of the age of the students, all of the sampled populations were in the same ranges of age in 15-20 years (100%).

**Table 2: Interview respondents personal Characteristics of the students**

| Variable | Category   | Respondent |     |
|----------|------------|------------|-----|
|          |            | NO         | %   |
| Sex      | Male       | 7          | 70  |
|          | Female     | 3          | 30  |
|          | Total      | 10         | 100 |
| Age      | 15-20years | 10         | 100 |
|          | 21-25years | -          | -   |
|          | 26-30years | -          | -   |
|          | Total      | 10         | 100 |

As represented above table 2, ten students were selected for the interview and all of them (100%) were interviewed. The researcher purposefully selected seven male students and three female students that would expect to give genuine information to triangulate the teachers' questionnaire response. Hence the proportions of male students exceed (70%) female students (30%). Based on the age of the interviewee, all of them were within the same age of ranges among 15-20 (100%).

**Table 3: Interview respondent teachers personal Characteristics**

| Variables                  | Categories       | Respondent-teachers |        |
|----------------------------|------------------|---------------------|--------|
|                            |                  | No                  | %      |
| Sex                        | Male             | 6                   | 86     |
|                            | Female           | 1                   | 14     |
|                            | Total            | 7                   | 100    |
| Age ranges                 | 30-40 years      | 5                   | 71.42  |
|                            | 41-50 years      | 2                   | 28.57  |
|                            | 50 & above years | -                   | -      |
|                            | Total            | 7                   | 100    |
| The grade level they teach | Grades 9-10      | 3                   | 42.857 |
|                            | Grades10-11      | 2                   | 28.57  |
|                            | Grades11-12      | 2                   | 28.57  |
|                            | Total            | 7                   | 100    |

|                         |                    |   |        |
|-------------------------|--------------------|---|--------|
| Qualification           | BA degree          | 5 | 71.42  |
|                         | Master's degree    | 2 | 28.57  |
|                         | Total              | 7 | 100    |
| Work experience-service | 2-10years          | 4 | 57.142 |
|                         | 11-20years         | 2 | 28.57  |
|                         | 21-25years & above | 1 | 14     |
|                         | Total              | 7 | 100    |

As shown in table 3 above, the number of the teachers who were interviewed are seven; from these, 6 (86%) are male English Language teachers and there was only one female teacher (14%). As the figure shows, all teachers interviewed and they gave the response successfully (100%).

Concerning to the age of interviewee, 71.42% ranges from 30-40 years whereas, only two teachers' age ranges from 41-50 years (28.57%) of the total. According to the data represented on the table, the age level of all teachers is above 30 years so that the teachers are matured enough to teach their students based on their experiences they have got through.

## **B. Analysis and Interpretation**

The second part of this unit dealt with the analysis and interpretation of the data. The data collected by questionnaire, interview, and classroom checklist and document analysis were seriously analyzed and interpreted under this part. The first attention has been given to close-ended questionnaire. The response of students' close-ended questionnaire and teachers' close-ended questionnaire were analyzed and interpreted differently in different tables.

Different questionnaires, which have similar concepts and ideas have been collected and summarized in one table in case of both teachers' and students' questionnaire.

After condensing organizing and analyzing the data, the detail interpretations have been given with the percentage of the results for each item under each table. The response presented qualitatively from open-ended questionnaire, interview and classroom observation checklist was; additionally presented here as supportive ideas.

Most open-ended questionnaire response and the interview response in both teachers and students, and the feedback from the classroom observation checklist were used to supportively describe the result of the close-ended questionnaire under each and every table.

But the data obtained from document analysis results were separately analyzed and interpreted at the end of this unit.

#### 4.1. The factors that affect Cooperative Language Learning Practices

**Table 4: The teachers' response on the factors that affect cooperative language learning practices**

| Items                                                                                                                                             | Agree |       | D/agree |       | S/agree |       | S/D/agree |       | Total |     |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|---------|-------|---------|-------|-----------|-------|-------|-----|
|                                                                                                                                                   | No    | %     | No      | %     | No      | %     | No        | %     | No    | %   |
| During the cooperative learning there might be some factors that affect the effective practice & implementation of it.                            | 5     | 71.42 | -       | -     | 1       | 14.3  | 1         | 14.3  | 7     | 100 |
| 1. It is possible to say, all English Language teachers have positive attitudes towards cooperative learning.                                     | 1     | 14.3  | 5       | 71.42 | -       | -     | 1         | 14.3  | 7     | 100 |
| 2. In the process & practice of cooperative learning class rooms, all students are active enough to practice in it.                               | -     | -     | 5       | 71.42 | -       | -     | 2         | 28.57 | 7     | 100 |
| 3. In cooperative language learning teachers' classroom management play a great role for effective practice of it.                                | 5     | 71.42 | -       | -     | -       | -     | 2         | 28.57 | 7     | 100 |
| 4. In cooperative language learning both teachers & students discuss about it how to intervene the concerned problems.                            | 2     | 28.57 | 3       | 42.86 | 1       | 14.3  | 1         | 14.3  | 7     | 100 |
| 5. In the implementation & practice of cooperative learning, there are no practical problems that the teachers & students face in this classroom. | --    | -     | 4       | 57.14 | 3       | 42.86 | -         | -     | 7     | 100 |

Above table 4 as reveals under item 1, there are some factors affect cooperative language learning practices. Most respondents (71.42%) agreed and expressed that there are a number of factors that affect the practice of cooperative language learning. From the given population even though 71.42% agreed that there are some factors affect the practice of cooperative learning, under this item, 14.3% of the populations strongly disagreed the ideas.

Under item 2, as 71.42% of the respondents responded that all English language teachers have no positive attitudes towards cooperative language learning. Under this item, 14.3% of the respondents strongly disagreed to the point that English Language teachers have positive attitudes towards cooperative language learning. Only one respondent (14.3%) agreed that all English language teachers have positive attitudes towards cooperative learning.

According to the ideas under item three in the above table 4, 71.42% of the respondents responded in the practice of cooperative learning, most students are not active enough to practice and participate in the cooperative language learning. Additionally, 28.57% of the respondents also strongly disagreed to the point that all students are active enough to practice cooperative language learning.

In the above table four under item five, as we can see that teachers' classroom management system plays a great role in the practice of cooperative learning. Most respondents of the populations (71.42%) responded and agreed that English language teachers' classroom management has a great role in practicing cooperative language learning. But 28.57% of the population disagreed to the point that teachers' classroom system plays a great role.

As 42.857% of the respondents expressed, both teachers and students do not discuss about the way how to intervene the problems when they practice cooperative language learning. Similarly 14.3% of the population also strongly disagreed to the point that both English language teachers and students discuss how to intervene the problems/challenges/in the cooperative language learning. On the other hand, 28.57% of the population and 14.3% of the population agreed and strongly agreed respectively on the point that both English language teachers and students discuss how to intervene the challenges in Cooperative language learning practices.

There are practical problems that both teachers and students face in the implementation and practice of cooperative learning.

As indicated in the table four under item seven, 57.142% of the population responded there are the challenges in practicing of cooperative language learning. On the other hand; under this item, 42.86% of the population revealed that there are no practical problems in practicing cooperative language learning. But as the researcher conducted interview to both teachers and students there are some practical problems that hinder the practice of the cooperative language learning. Besides as the researcher used the class room observation, there are a number of problems that both teachers and students are facing.

## 4.2 The responsibilities of the Language teachers in Cooperative Language Learning

**Table 5: The teachers' response on the teachers' responsibility in the cooperative language learning**

| Items                                                                                                                            | Agree |       | D/agree |       | S/agree |      | S/D/agree |      | Total |     |
|----------------------------------------------------------------------------------------------------------------------------------|-------|-------|---------|-------|---------|------|-----------|------|-------|-----|
|                                                                                                                                  | No    | %     | No      | %     | No      | %    | No        | %    | No    | %   |
| 1. Students are practically awared how to carry out their responsibilities as an active participant in the cooperative learning. | 3     | 42.86 | 3       | 42.86 | 1       | 14.3 | -         | -    | 7     | 100 |
| 2. All language teachers know their responsibilities how to facilitate their students in the cooperative learning.               | 1     | 14.3  | 5       | 71.42 | -       | -    | 1         | 14.3 | 7     | 100 |
| 3. The language teachers organized different heterogeneous groups in the way that cooperative learning could be effective.       | 3     | 42.86 | 3       | 42.86 | -       | -    | 1         | 14.3 | 7     | 100 |

According to the respondents responded in the above table 5, 42.86% of the respondents agreed that the school students were encouraged how to carry out their responsibilities in the

cooperative language learning. On the other hand similar percentage (42.86%) of the population disagreed on the point that students awarded how to practice and practice in the cooperative language learning. Another 14.3% of the populations' representative expressed his/her strong agreements on the point that the school students have been encouraged how to carry out their responsibilities in the cooperative language learning.

During the classroom observation time, as the researcher practically observed, the students are not practically awarded how to carry out their responsibilities. Similarly, when the researcher conducted an interview with both students and teacher, they expressed that the language teachers are not encouraging the students how to carry out their responsibilities in the cooperative language learning.

Not only encouraging the students to practice cooperative learning, the teachers know how; of discharging their responsibilities in the cooperative learning very essential. As above table five reveals under item nine, as 71.42% of the population responded, the school language teachers are not facilitating their students. Similarly, 14.3% of the population also strongly disagreed on the point that the language teachers know their responsibilities in carrying out and facilitating their learners. But only one representative (14.3%) of the respondents (agreed) that the school language teachers discharge their responsibilities in cooperative learning.

During the interview, as the researcher conducted, most respondents responded that all English language teachers are not properly discharging their responsibilities in the practice of cooperative language learning. There are some respondents agreed on the point that the school teacher know their responsibilities how to facilitate the learners. As the researcher conducted classroom real observation, it is possible say that most of the English language teachers are not possibly discharging their responsibilities in the cooperative language learning.

The cooperative language teachers need to organize heterogeneous group to participate students in cooperative learning. For the effectiveness of cooperative learning, organizing different heterogeneous group members based on varieties of sex, age, ethnic groups and other difference is important. But above table five under item ten as reveals, that the school language teachers did not organize heterogeneous group members as 42.86% of the respondents responded. Even though the other 42.86% of the respondents agreed on the point that English language teachers

could organize heterogeneous group members, 14.3% of the representative strongly disagreed to the point/ideas.

Not only these but also as the researcher conducted interview to the students' representative, as most of them said/responded, the school language teachers are very weak on organizing and arranging the groups.

#### 4.3. The teachers out look towards to Cooperative Language Learning.

**Table 6: The close-ended questionnaire response of the students on the attentions of the teachers towards the cooperative language learning**

| Items                                                                                                | Response   | Respondents |    | Total |     |
|------------------------------------------------------------------------------------------------------|------------|-------------|----|-------|-----|
|                                                                                                      |            | NOR         | %  | NOR   | %   |
| How often your English language teachers use cooperative learning strategies?                        | Some times | 23          | 46 | 50    | 100 |
|                                                                                                      | often      | 27          | 54 |       |     |
|                                                                                                      | Never      | -           | -  |       |     |
| What is the attitude of the teachers towards cooperative learning in the English language classroom? | Positive   | 36          | 72 | 50    | 100 |
|                                                                                                      | Negative   | 10          | 20 |       |     |
|                                                                                                      | Unknown    | 4           | 8  |       |     |
| Do you believe that cooperative learning is important to the language learners?                      | Yes        | 46          | 92 | 50    | 100 |
|                                                                                                      | No         | 1           | 2  |       |     |
|                                                                                                      | Unknown    | 3           | 6  |       |     |
| Cooperative learning has a strong value in academic achievement of the students.                     | Agree      | 32          | 64 | 50    | 100 |
|                                                                                                      | Disagree   | 1           | 2  |       |     |
|                                                                                                      | S/D/Agree  | 4           | 8  |       |     |
|                                                                                                      | S/Agree    | 13          | 26 |       |     |

As the above table 6 reveals under item 1, 54% of the respondents responded that English language teachers use and apply the cooperative learning strategy sometimes. On the other hand as 46% of the respondents responded, the English language teachers frequently use cooperative learning strategies. During the interview time; in both students and teachers, most of the interviewee expressed that English language teachers sometimes use cooperative language learning due to different constrains. As the interviewee try to mention the main constrains that

blocks him/her are the shortage of time, the lack of understanding about cooperative learning, uncomfortability of the school environment, lack school material and the like.

In a cooperative language learning classroom, teachers are facilitators who should guide their learners on how best to achieve educational objectives (Zhang, 2010). Teachers talking time should be less than the students' discussion time.

According to item 2 under this table 6, as most respondents (72%) responded, students have positive attitudes towards the cooperative learning. Some other 20% of the respondents disagreed on the point and they supported that students have negative attitudes towards the cooperative learning. Still other 8% of the respondents responded that they do not know the attitudes of the students towards the cooperative learning.

According to Daniels (2005) cooperative learning structure gives students a frame work to support for their learning experience. From the frame work, the students will facilitate confidence in their language skills so they will be comfortable in their learning environment and become more eager to speak out in the classroom.

In the above table 6 under item 3; as 92% of responded, cooperative learning is important to the language learners. Additionally most respondents from teachers and students tried to explain the importance of the cooperative learning in both interview and open-ended questionnaires.

From this table under item 3 as responded, only one respondent (2%) disagreed to the point that cooperative learning is important. There are other respondents (6%) responded that they do not clearly know the importance of the cooperative learning.

The research from Berliner (1988), Brophy & Good (1986) shows that the time a teacher has to correct misbehavior caused by poor classroom management results in lower rate of academic achievement expectations in the classroom. From the students' perspectives, effective classroom management involves clear communication of behavior and academic expectations as well as cooperative learning environment.

As the above table 6 reveals 64% of the respondents agreed that cooperative learning has strong values in academic achievements. Not only these but also the other 26% of the respondents also strongly agree on the point that cooperative learning has due attention on the students'

performance. On the other hand, as we can see under the above table 6, 2% of the respondents disagreed that cooperative learning has strong values in academic achievement of the learners. Additionally, 8% of the respondents also disagreed to the point that cooperative learning has strong values in academic achievement of the learners.

**Table 7: The close-ended questionnaire response of the students on the factors that affecting cooperative language learning**

| Items                                                                                                                                                 | Response  | Respondents |    | Total |     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|----|-------|-----|
|                                                                                                                                                       |           | NOR         | %  | NOR   | %   |
| In the implementation & practice of cooperative learning, there might be some challenges that both teachers & students face in the language learning. | Agree     | 22          | 44 | 50    | 100 |
|                                                                                                                                                       | Disagree  | 14          | 28 |       |     |
|                                                                                                                                                       | S/agree   | 11          | 22 |       |     |
|                                                                                                                                                       | S/D/agree | 3           | 6  |       |     |
| Do you believe that the school environments are comfortable to practice cooperative learning?                                                         | Yes       | 41          | 82 | 50    | 100 |
|                                                                                                                                                       | No        | 9           | 18 |       |     |

In the above table 44% of the responded agreed that there are some challenges that school teachers and students are facing in cooperative league learning. Additionally 6% of the respondents also strongly agreed that there are challenges. But 28% of the respondents disagreed to the point and 22% of the respondents strongly disagreed that there are some challenges in cooperative learning that both teachers and students do face.

But when the researcher tried to interview students and teachers as most of them responded that there are some challenges. As to them, the following are the main challenges that hindering them from proper utilization of cooperative learning.

- The lack of conducive class room environment;
- The students misbehavior, conflict & passiveness;
- The lack of materials like chairs, tables & white board;
- The shortage of time;
- Inadequate school environment & overcrowded number of the learner;
- The teachers preparation and attentions towards the cooperative learning;

- The students perception & understanding of co-operative learning;
- The lack of text materials /books etc

To the above question; as 80% of the respondents responded, the school environment is comfortable to practice - cooperative language learning.

During the classroom real observation time, the researcher as observed, of course there are no adequate tables, chairs and other necessary materials like, textbooks and etc. And the number of the student in a class is the maximum of 60 and minimum of 40 and sometimes it is difficult for the teachers to control all group activities. The other problems, that the researcher observed with his necked eyes is, about one to five group discussion places in the school compound outside of the class room. There is no any sitting material like tables, chairs and the like and all learners lie on the ground and discuss with very weak interest. The number of absents in each group increase and very less attention has been given to the group discussion. Even group leaders' punctuality and other problems were widely observed.

#### **4.4. The responsibilities of the students to the Cooperative Language Learning**

**Table 8: The responsibilities of the students in cooperative learning**

| Items                                                                                                                                         | Response | Respondents |    | Total |     |
|-----------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------|----|-------|-----|
|                                                                                                                                               |          | NOR         | %  | NOR   | %   |
| 1. Do your English language teachers put the ground rules how to participate students in cooperative language learning practices?             | Yes      | 22          | 44 | 50    | 100 |
|                                                                                                                                               | No       | 24          | 48 |       |     |
|                                                                                                                                               | Never    | 4           | 8  |       |     |
| 2. Do you freely discuss with your English language teachers to solve some problems when you face them in the cooperative learning practices? | Yes      | 21          | 42 | 50    | 100 |
|                                                                                                                                               | No       | 29          | 58 |       |     |

As we can see from the above table 8, 48% revealed that English language teachers do not put the ground rules how to participate students and practice cooperative language learning. On the other hand 44% of the respondents agreed that the language teachers put the ground rules how to

participate the learners and practice it. The other respondents (8%) were not clear to give decisions and ideas to the questionnaires.

As Light brown & Spoda (1993) states the teachers should more carefully designed what students need to learn about cooperative learning before they apply those learning activities in their teaching. A teacher in the cooperative learning plays a great role as supervisor, observer, facilitator, change agent and advisor (McDonell, 1992). The teachers' role is to arrange the students in the heterogeneous group to provide students with proper materials, and to design structural systematic study.

During the interview in both teachers and students, as most of the interviewee clearly spoke out that there is no any clear common discussion among the students and teachers how to practice cooperative learning. Additionally, as they stated in the open-ended questionnaires, there is no any ground rules and common discussions how to involve and practice cooperative learning.

Additionally, as 58% of the respondents responded under the second item in this table, English language teachers and students do not freely discuss with each other to solve some challengeable problems in the cooperative learning. But in this item, 42% of the respondents responded that students can freely discuss with the group members about the challenges in the practice of cooperative learning.

As mentioned above, when the researcher specially conducted interview with the students' representative population, they strongly commented that there is no strong discussion among the facilitators and group members how to solve the challenges that frequently group members face in cooperative language learning.

#### **4.5. The Result of Document Analysis**

The researcher tried to search some documents that infer the cooperative learning in English language. The first attention has been given upon the three years (2006, 2007 & 2008) of annual plans of different language teachers. In these annual plans of different teachers, the researcher tried to find out the methodology parts that the language teachers tried to include the cooperative language learning that encourages the student-centered approaches in the implementations. As the researcher observed, most of the teachers' annual plans focus on the teacher-centered approaches that justify lecture methods, demonstrations and giving notes to the students. But

there are very small parts of the annual plans justify about the student-centered approaches concerning the role play, pair work activities, group work activities and the like.

The second attention area of the researcher's document analysis was on the group formation/organization/ system of the language teachers. As the researcher tried to search and evaluate the organized documents for the group formation, there is no any document that was formed especially for cooperative language learning. What the researcher found concerning to the group formation was the regular class room groups formed for every subject. In these groups, there are six group members and this is known as *one* to *five* group members. Therefore, the classroom students totally grouped in to the one to five group members and work together outside the classroom on different days' programs. For example, English language group discussion program day is on every Thursday for only two hours on opposite school shift time. In these group formation, there is only one group leader/coordinator/ of the other group members, but there is no other responsible such as the reporters, the time keepers and the other responsible of the group. The formed group does not encourage the heterogeneity of the students, but formed on the basis of academic performance /consists- one highest achiever, two medium achievers & three low achievers/. The groups; ones formed in the Month of November first and exists up to the end of the year. Therefore, that group formation and its function do not encourage cooperative language learning. Because, it was formed for all subjects and functions outside of the class room but does not function in the English language classrooms.

The other stress that the researcher has given was the CPD documents of the English language teachers. As it is known that, CPD is the current issue for Continuous Professional Development for all teachers and this issue focuses on the students' better achievement. The researcher assumed that English language teachers can include the cooperative language learning systems in their CPD modules. But there is no anything articulates about the cooperative language learning in the modules; instead, what the researcher examined was the *one* to *five* school group discussion systems that were expected as the supportive method for language learners.

Not only the CPD documents, but also the language teachers' *portfolio* documents were assessed by the researcher. The main objective for the researcher to refer the portfolio is to over check if the language teachers are giving attentions to the cooperative learning and organizing the

necessary information in it. Finally as the researcher refereed the portfolio documents of different teachers, there is no anything deals with the cooperative language learning.

The last document analysis focuses on the students' achievement in English Language Entrance Exam results of three years (2005, 2006 & 2007).

The following table shows the grade 12 students summary of the three years achievement (the last result of the students at the preparatory level).

**Table 9: The summary of grade 12 students three years entrance exam result**

| Years | Total NO students | Un succeed students |    | Succeed students |    |
|-------|-------------------|---------------------|----|------------------|----|
|       |                   | NOS                 | %  | NOS              | %  |
| 2005  | 116               | 96                  | 83 | 20               | 17 |
| 2006  | 192               | 180                 | 94 | 12               | 6  |
| 2007  | 106               | 89                  | 84 | 17               | 16 |

As the above table reveals, more than 80% of the students failed in English language entrance exams in successive three years. But as it can be seen, very few numbers of students passed in English language entrance exams in three successive years.

## **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION**

### **5.1 Summary**

The main objective of this study was to assess the factors which are affecting the students' practice in Cooperative language learning classrooms. The study was conducted at Fofa Secondary and Preparatory School in Yem Special District in SNNPS particularly at grade 12. The school English language teachers and students were populations of the study used to gather data in both interview and questionnaire. The techniques used to sample the populations were simple random sampling/ lottery method/ method to the students and teachers questionnaire and purposive sampling techniques were used for both teachers and students interview. Accordingly 50 students out of 193 were participated in responding the questionnaire from grade 12. Purposively selected all English language teachers and ten grade 12 students were used in the interview and all of them successfully participated in the interview so that the rate of the response was 100% successful.

The instruments which used to collect the data were questionnaire, interview, classroom observation checklist and the document analysis. From these the document analysis and classroom observation checklist were used as the minor tools to triangulate the data in the study, whereas, both questionnaire and interview were used as the major tools of the study. The classroom observation checklist focused on the English language teachers' classroom methodology and classroom managements and document analysis focused on the teachers resource use, group formation, lesson plan preparation for cooperative language learning and the like. When the researcher conducted interview for both teachers and students, he used camera, audio and video recordings for future evidences.

The data gathered by the instruments were analyzed in mixed methods of analysis in both qualitatively and quantitatively. The analysis was made on the basis of frequency that how much things occur in the practice of cooperative language learning strategy in case of students & teachers questionnaire and presented in the form of percentage in the table. In case of open-ended questionnaire, detail descriptions were presented accordingly.

As the research findings showed, most of the school teachers are not properly practicing and implementing cooperative language learning even if they know the meaning and importance of cooperative learning. As the students' representatives and the teachers' respondents responded, the language teachers practice and implement the cooperative language learning sometimes when the conditions are suitable and they do not deliberately prepare themselves and present it in the language classrooms. However, they tend to use the teacher-centered methods rather than learner-fronted method to which encourages cooperative learning. As mentioned in the study findings, the reason why teachers tend to use traditional methods of learning is because of the shortage of the given time, less interest of the students towards cooperative learning, shortage of the learning materials and inadequate of the classroom environments and due to the less awareness of the teachers towards cooperative learning.

It is obvious that cooperative language teachers are the group facilitator, manager, supervisor the main agent of groups. However, most of the English language teachers are not properly functioning these responsibilities in the school, where the study was conducted according to the results of questionnaire and the interview; as well as the classroom observation checklist result reveal.

On the other corners, it is also clear that students are the most important role players in the cooperative language learning. They expected to be the leader, time keeper to the group activities, and the reporter to the groups' activities. But as the evidence shows, the students are not discharging these responsibilities accordingly. There are only group leaders who are at least involving in the groups as the change agents and most of the students are very passive and less interested in the cooperative language learning. In the group organization and arrangements, the group formation is not based on the heterogeneity of the students. This made the cooperative language learners more passive and less interested in the practice of cooperative language learning.

In the practice of cooperative language learning strategy, there are a number of the challenges that both students and English language teachers are facing in the language learning classrooms. As the research findings state, these challenges are strongly related with the students out looks, teachers point of view towards cooperative language learning , and within the lacks in the school

learning materials and within the problems of classroom environments such as the shortage of tables, chairs, crowded number of students in the classrooms, small size of the classroom etc.

## **5.2 Conclusion**

Based on the Research findings of the analysis and data interpretations, the following conclusions were driven.

Even though the school language teachers know the meaning of the cooperative language learning and its importance, they are not properly practicing and implementing the strategy. As the respondents in both teachers and students detaily justified in the open- ended questionnaire, most teachers tend to use teacher-centered approach of teaching methods in the language class room.

As the results of the classroom observations additionally show, most of English language teachers are not capable of practicing cooperative language teaching. They are not actively involving students in pair work, group work, role play and in other strategies too.

In the same manner; as the research result indicates in chapter four under table four, English language teachers are not properly carrying out their responsibilities in the cooperative language learning. According to the results presented in the table four; as 71.42% of the respondents responded, they do not make students more active in cooperative language learning. Not only these but also they do not freely discuss within their students how to intervene the problem in the cooperative learning and create good opportunities for students to work cooperatively.

As also the result of the research indicates, students of this school are not responsible to cooperative language learning practices. They show disruptive behaviors like fighting, disputing, nagging and blaming the group leaders and teachers in the language classroom. According to the data from interview, classroom observation checklist and open-ended questionnaire; except students who have some understandings of cooperative learning, most of the students have no interest and willing to practice the cooperative learning strategy. They assume that cooperative learning takes their time and expose them for unnecessary conflicts and disagreements among the learners.

Though cooperative language learning strategy is the best way of teaching that helps the learners to improve their achievements and others, there are some challenges hindering it as the result of this Research findings state. The following are some of the main challenging:

- The challenges strongly related to the students: students lack of interest due to the less understanding of its benefits.
- The challenges strongly related to the teachers: the problems are strongly related with the lack in discharging the responsibilities, heterogeneous group organization, the lack in the intervention, and classroom management system and self-preparation problems in cooperative learning.
- The challenges strongly related to the school environment: one of the greatest unforgettable challenges is the reduction of the regular allocated time /credit period per week/ in the curriculum. The small classroom size, the shortage of tables and chairs, the crowded students in the classroom and some other problems related to the shortage of tutorial class, shortage of adequate light and transparency of the windows etc affecting the effective practice of cooperative language learning.

### **5.3. Recommendation**

On the basis of the findings obtained, the following important points were considered as the suggestions of the Research.

In the process of teaching and learning, it is the duty and the responsibilities of the teacher to practice and implement the modern and current methods of the language teaching strategy. Because this modern way of teaching strategy helps the learner improve their learning activities, develop their language skills; enhance academic achievement and social interactions.

Therefore, the language teachers should prefer the modern and current way of strategy that the designed curriculum permits him/her to do. Hence, giving more attentions to the materials preparations for stance; student's text book, teacher's guide and curriculum designed (syllabus) is very essential for the practice and implementation of the language learning.

Therefore, as the research findings state; the materials preparation focuses on the student-centered approach /especially cooperative language leaning/ rather than any other strategy. So, English language teachers should prefer the strategy which is focusing on the student-centered approach and should allocate sufficient time for the activities presented in the materials.

The teachers must play a great role to create opportunities which enable students to learn cooperatively. When the teachers organize and form groups for cooperative learning, he/she must consider the heterogeneity of the learners in sex, age, background of the students, the level of the knowledge they have so that they can easily learn cooperatively and share different responsibilities and the experiences they have.

The teachers as well as the school and other responsible bodies/stake holders/ should work cooperatively for the correct practice and implementation of the cooperative language learning to bring the quality of the education by creating awareness among the learners, teachers and even; if it is possible, training should be given to the teachers who are teaching the language.

The school stake holders and other Wereda Educational Officers should solve the problems strongly related to the availability of the materials such as ELIC rooms, reference books, audio and video materials and internet services.

To correctly and fruitfully practice cooperative language learning, the school teachers should update themselves through different training, workshops and with new technologies to get additional information and knowledge about cooperative language learning. The school teachers also need to follow up of the cooperative language learning groups when they are implementing the strategy in the English language learning classrooms. Furthermore, they should encourage and guide the learners in sharing their responsibilities. In addition, they should relate the activities with the entrance examinations as well as to the socio-context of the learners.

Cooperative language learning furthermore needs the learners' commitment to discharge the responsibilities. The learners themselves should not wait everything from their teacher. They expected to carry out the responsibilities in the cooperative learning as the group leaders, the reports, time keeper and the like in their own groups.

Giving motivation, recognition, awards and credits to the concerned bodies in the cooperative language learning has a great role for effectiveness of the cooperative learning. The responsible

group leader students need encouragements for their contributions in leading, facilitating and co-operating the group. Not only the group leaders but also the other cooperative group members, responsible time keepers, the group work reporters/writers/ who played great roles in the cooperative language learning should be motivated. On the other hand the model teachers in the school; who properly organize, manage, facilitate and create good opportunities to the cooperative language learners should be given incentives, motivations and recognitions to raise the interests of the other teachers.

As much as possible; the teachers, students and other stake holders in the school should find immediate solutions to the problems which are hindering the effective practice of cooperative language learning. Especially the English language teachers need to give more credit to the proper group formation systems, proper ways of interventions to the problems, for creating smooth opportunities and the other important things to the cooperative language learning.

Finally, the difficulty level of the students' text materials should be revised and the contents included in the material, the amount of the activities and allotted time to the material should be revised for the effective practice and implementation of cooperative language learning.

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## **APPENDIX-A**

### **QUESTIONNAIRES TO THE SCHOOL TEACHERS**

#### **DEAR TEACHER|**

Dear teacher; this questionnaire is prepared for you to get genuine information in doing the research at Fofa preparatory School. The research focuses on the” Investigating Cooperative Learning Practice” in English Language Learning Classroom.

So, you are innocently expected to give your genuine response to the questionnaires you have provided. The questionnaires have two parts: the first part; close-ended & the second part; opened-ended part. So, you need to circle your best answer from the given four options in case of part one. Whereas, in part two case; you need to give detail free justifications to each and every questionnaires.

**THANK YOU VERY MUCH|**

**NB-**No need to write your name

General information

1. Sex-----
2. Age-----
3. Grade level you teach-----

#### **Part one: Close-ended questionnaires.**

1. During the cooperative learning there might be some factors that affect the effective practice and implementation of it.

A, Agree B, Disagree C, Strongly agree D, Strongly disagree

2. All English Language teachers have positive attitudes towards cooperative learning.

A, Agree B, Disagree C, Strongly agree D, Strongly disagree

3. In the process and practice of cooperative language learning classrooms, all students are active enough to practice and participate in it.

A, Agree B, Disagree C, Strongly agree D, Strongly disagree

4. All English Language teachers have the experience and good beliefs to implement cooperative learning.  
A, Agree B, Disagree C, Strongly disagree D, Strongly agree
5. In cooperative learning, teachers' classroom management plays a great role for effective practice & implementation of it.  
A, Agree B, Disagree C, Strongly disagree D, Strongly agree
6. In cooperative language learning, both teachers and students discuss about it how to intervene the problems concern it.  
A, Agree B, Disagree C, Strongly agree D, Strongly disagree
7. In the implementation and practice of cooperative learning there are no practical problems that the teachers and students face.  
A, Agree B, Disagree C, Strongly disagree D, Strongly agree
8. Students are practically award how to carry out their responsibilities as an active participant in the cooperative learning.  
A, Agree B, Disagree C, Strongly agree D, Strongly disagree
9. All language teachers know their responsibilities how to facilitate their students in the cooperative learning.  
A, Agree B, Disagree C, Strongly agree D, Strongly disagree
10. The Language teachers could organize different member groups in the way that cooperative learning would be effective.  
A, Agree B, Disagree C, Strongly disagree D, Strongly agree

**PART TWO:**  
**OPEN ENDED QUESTIONNAIRES**

1. Discuss and enumerate the importance of the cooperative learning to the English Language learners.-----  
-----  
-----  
-----
1. Give detail explanations about some factors that affect the practice and implementation of the cooperative learning.-----  
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-----
2. Detaily discuss the relationships between students' text material preparation and the cooperative learning.-----  
-----  
-----
3. What types of mechanisms do the English Language teachers use to effectively practice cooperative learning?-----  
-----  
-----
4. Explain the feelings and interest of the students to learn English through cooperative learning.-----  
-----
5. Explain how you manage the problems that you face in the practice of cooperative learning.--  
-----
6. Is there any way that the language teachers use more than group work, in the cooperative learning? If there are, please mention some of them. -----  
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## **APPENDIX-B**

### **STUDENTS QUESTIONNAIRES**

#### **Dear Student**

This questionnaire is prepared for you to get genuine information in doing the research at Fofa preparatory school. The research focuses on the "Investigating Cooperative Learning Practice" in English Language Learning classroom.

So, you are kindly expected to give your genuine response to the questionnaires you have presented. The questionnaires have two parts: the part one; close-ended and the second part; open-ended questionnaires. So, you needed to circle your best from the given options in case of part one. In part two case; you needed to give free detail justifications to each and every questionnaire.

THANK YOU VERY MUCH

NB-No need to write you name:

General information

1. Sex-----

2. Age-----

#### **Part one-Close-ended questionnaires**

1. How often your English language teacher uses cooperative learning strategies in the English classroom?

A, Sometimes B, Often C, Never

2. What is the attitude of the students towards Cooperative Language Learning in the English Classroom?

A, Positive B, Negative C, Unknown

3. Do you believe that Cooperative learning is important to the language learner?

A, Yes B, No C, Unknown

4. In the implementation & practice of cooperative learning there might be some problems that both teachers and students face in the language learning.

A, I agree B, I Disagree with the point C, I strongly disagree D, I strongly agree

5. Cooperative learning has strong values in academic achievement of the students.  
 A, I agree with the point   B, I strongly disagree with the point   C, I strongly with the point   D, I disagree with the point
6. Do you believe that the school environments are comfortable to practice cooperative learning?  
 A, Yes   B, No
7. Do your language teacher put the ground rules how to participate students & practice cooperative learning in the classroom?  
 A, Yes   B, No   C, Not clear
8. Do you freely discuss with your language teacher to solve problems when you face some challenges in the practice and implementation of cooperative learning?  
 A, Yes   B, No   C, Not clear

#### PART TWO: OPEN-ENDED QUESTIONS

1. What is the meaning and concept of cooperative to you?-----  
 -----
  2. In your points of view what could be the main factors that hinder the effective practice of cooperative learning?-----  
 -----
  3. Do you believe that your English Language teachers effectively participate & involve all students in the cooperative learning? How?-----  
 -----
  4. During the cooperative learning what could be the responsibilities of the language learners that they should carry out?-----  
 -----
  5. What types of intervention systems does your language teacher use for effective practice of cooperative learning ?-----  
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-

ቀን \_\_\_\_\_

ጥናት የተካሄደበት አካባቢ

ት/ቤት \_\_\_\_\_

### **አፔንዴክስ “ለ”**

ለት/ቤታችን ተማሪዎች የቀረበ የጽሁፍ መጠይቅ

ውድ ተማሪዬ!

ይህ የጽሁፍ መጠይቅ የተዘጋጀው ለጥናትና ምርምር ስራ ወሳኝና አስተማማኝ መረጃዎችን ከአንተ/ቺ/ ለማግኘት ታስቦ ነው። ጥናትና ምርምሩ የሚካሄደው በዚህ በአንተ/ቺ/ ት/ቤት ፎፋ አጠ/2ኛ ደረጃና መሠናዶ ደረጃ ት/ቤት ላይ ሲሆን የትናትና ምርምሩ ዋና ዓላማ በእንግሊዝኛ ቋንቋ “በህብረት መማር” (Co-Operative Learning) ትግበራና ልምምድ ሥነ-ዘዴ ሂደት ውስጥ ለሚገጥሙ ችግሮች መፍትሔ በማፈላለግ የተሻለ የመማር ውጤት የማስመዝገብ ሁኔታን ለመፍጠር ነው።

ስለዚህ በሚቀጥለው ሁለት የጽሁፍ መጠይቅ ክፍሎች በቀረቡልህ /ሽ/ መጠይቆች መሠረት ተገቢነት ያላቸውን ምላሾች በታማኝነትና በንቃት እንደሚትሰጥ ሙሉ ተስፋ አደርጋለሁ።

የጽሁፍን የመጀመሪያ ክፍል በመጠይቁ መሠረት ለቀረቡልህ ሽ/ ጥያቄዎች ከቀረቡት አማራጮች የተሻለውን በማምረት የመረጥከውን /ሽውን) ፊደል በመክበብ የምትመልሰው ሲሆን ሁለተኛውን ክፍል በቀረቡልህ /ሽ/

መጠይቆች መሠረት ማብራሪያ በመስጠት ዘርዘር ያለመልስ እንድታሰጥ /ጪ/ ይጠበቃል።

ለምታደርገው /ጊው/ ትብብር ከወዲሁ አመሰግናለሁ!

ማሳሰቢያ፡ ስምመፃፍ አያስፈልግም

የታ.....

እድሜ.....

ክፍል አንድ፡- ለሚከተሉት ጥያቄዎች ትክክለኛ መልስ የያዘውን ፊደል በመምረጥ ክብብ/ቢ/፡፡

1. የእንግሊዝኛ ቋንቋ መምህርህ/ሽ/ በህብረት መማር ሥነ/ዘዴን (Co-Operative Learning System) ምን ያህል አዘውትቶ ይጠቀማል?  
ሀ) አልፎአልፎ                      ለ) ሁልጊዜ                      ሐ) አይጠቀምም
2. በህብረት መማር ሥነ ዘዴ ዙሪያ ላይ ተማሪዎች ያላቸው አመለካከት ምንድነው?  
ሀ) አዎንታዊ                      ለ) አሉታዊ                      ሐ) በግልፅ አይታወቅም

3. በአንተ/ቺ/ እምነት በህብረት (በቡድን) በጥንድ) ሆኖ መማር ጥቅም አለው?  
ሀ) አዎን                      ለ) የለውም                      ሐ) በግልፅ አይታወቅም
4. በህብረት የመማር ሥነ-ዘዴ በክፍል ውስጥ በሚተገበርበት ወቅት በመማር ሂደት ላይ የሚገጥሙ ብዙ ተግዳሮቶች /እንቅፋቶች/ አሉ?  
ሀ) አዎን/እስማማለሁ/                      ለ) አልስማማም  
ሐ) በጣም አልስማማም                      መ) በጣም እስማማለሁ
5. በህብረት መማር/Co-Operative Learning) በተማሪ ውጤት ላይ የተሻለ ውጤት ለማስመዝገብ የራሱ የሆነ ጠንካራ ጎን አለው?  
ሀ) እስማማለሁ                      ለ) አልስማማም  
ሐ) በጣም አልስማማም                      መ) በጣም እስማማለሁ
6. በአንተ/ቺ/ አመለካከትና እምነት የት/ቤታችሁ መማሪያ አካል ባለህብረት መማር ሥነ-ዘዴ መተግበርና ማዘውተር ምቹነው?  
ሀ) አዎን                      ለ) አይደለም
7. የአንተ/ቺ/ የእንግሊዝኛ ቋንቋ መምህር በህብረት የመማር (Co-Operative Learning) ሥነ-ዘዴን በክፍል ውስጥ በሚያዘውትር በትና በማያስተምርበት ወቅት ለሚገጥሙ ችግሮች በጋራ መፍትሔ ለማፈላለግ የጋራ የሆነ ደንብና ህግ አላችሁ?  
ሀ) አለን                      ለ) የለንም                      ሐ) ተደርጎም አይታወቅም
8. በህብረት የመማር ሥነ-ዘዴን በክፍል ውስጥ በምትለማመዱበትና በሚትተገበርበት ወቅት ለሚገጥሙ ችግሮች ከቋንቋ መምህራችሁ ጋር በነፃነት የውይይት መድረክ ተዘጋጅቶላችሁት ወያያላችሁ?  
ሀ) አዎን                      ለ) አይደለም

1. በህብረት የመማር ሥነ-ዘዴን ትርጉምና ምንነትን ለአንተ/ቺ/ ምን እንደሆነ አብራራ፡፡  

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2. በህብረት መማር ሥነ-ዘዴን (Co-Operative Learning System) ሊደናቅፉ የሚችሉ ተግዳሮቶችን (እንቅፋቶችን) በዝርዝር ግፍ/ፊ/፡፡  

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3. በአንተ/ቺ/ አመለካከት ናዕይታ የእንግሊዝኛ ቋንቋ መምህራችሁ በህብረት የመማር ሥነ-ዘዴን ውጤታማ በሆነ መልኩ ተማሪዎች እንዲጠቀሙና እንዲለማ መዳሀሉን ምን ተማሪዎች አማክሎ ያሳትፋሉ?

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4. በአንተ/ቺ/ እምነትና አመለካከት በህብረት መማር ማስተማር ሥነ-  
ዘዴ አተገባበር ወቅት ተማሪዎች ሊወጡ የሚገባቸው ዋና ዋና ኃላፊነቶች ምን ድናቸው?

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5. በህብረት የማስተማር ሥነ-  
ዘዴ አተገባበርና ልምምድ ወቅት ሊፈጠሩ ለሚችሉ ችግሮች የመፍትሔ አቅጣጫ ሊሆኑ የሚችሉ ዘዴዎች  
ምን ድናቸው? እስቲ አብራራ/ሪ/፡፡

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ላደረክው/ሺው/ ትብብር በድጋሜ አመሠግናለሁ!!

## **APPENDIX-C**

### **INTERVIEW TO THE TEACHER**

1. What does it mean to you cooperative learning?
2. What is the advantage of cooperative learning?
3. What is the unique feature of cooperative learning from the other ways of strategies?
4. In your own out looks, are students happy and carry out their responsibilities during the implementation of the cooperative learning? Explain it.
5. Do all English language teachers effectively & efficiently implement and practice cooperative learning? How?
6. When you practice and implement cooperative learning, you may face some challenges. So what types of mechanisms do you use to manage the problems?
7. What do you experience as the factors that hinder the effective practice and implementation of the cooperative learning?
8. Can you mention the responsibilities of the students in the cooperative learning; and do they properly discharge these responsibilities?
9. In your own understanding what are the core responsibilities of the language teacher in practicing cooperative language learning?
10. Do you believe that all English language teachers use the correct way of interventions in cooperative learning?

## **APPENDIX-D**

### **INTERVIEW TO THE STUDENT**

1. What does it mean to you cooperative learning?
2. What is the importance of cooperative learning?
3. What types of problems do you observe in the cooperative learning classroom?
4. Do you believe that all students are happy & responsible in the practice of cooperative learning? How?
5. Do your English language teachers responsibly implement cooperative learning strategies? How?
6. What types of mechanisms does your language teacher use to motivate the learner in the cooperative classroom?
7. Do you believe that students are happy and motivated to practice cooperative learning? How?
8. What could be some factors that might hinder students and teachers from correctly implementing cooperative language learning?
9. How often your English language teachers exercise and implement cooperative learning strategies?
10. Do you discuss with your teacher how to practice cooperative language learning?

ቀን \_\_\_\_\_  
ጥናት የተካሄደበት አካባቢ  
ት/ቤት \_\_\_\_\_

### አፔንዴክስ “መ”

ይህ ቃለ-መጠይቅ የተዘጋጀው ለጥናትና ምርምር ሥራ ወሳኝና አስተማማኝ መረጃዎችን ከአንተ/ቺ/ ለማግኘት ታስቦ ነው። ጥናትና ምርምሩ የሚካሄደው በፎፋ-አጠ/2ኛ ደረጃና መሠናዶ ት/ቤት ላይ ነው። የጥናትና ምርምሩ ዋና ዓላማ በእንግሊዝኛ ቋንቋ ትምህርት ማስተማሪያ ዘዴ ለሆነው “በህብረት መማር ተግባራት” ሂደት ውስጥ ለሚገጥሙ ችግሮች መፍትሔ በማፈላለግ የተሻለ የመማር አጋጣሚን ለመፍጠር ታስቦ ነው።

በመሆኑም በቀረበልህ/ሺ/ ቃለ-መጠይቅ መሠረት ተገቢነት ያላቸው ምላሾች በታማኝነትና በንቃት እንደሚሰጡ ሰጥ/ጨ/ መለሱት ስፋ-አለኝ። ለሚቀርቡልህ/ሺ/ 10/ አስር/ ቃለ-መጠይቆች ማብራሪያ ስፋ-ባለመልኩ ዘርዘር በማድረግ የሚሰጡ መልስዎ/ሺው/ ይሆናል።

ላደረክልኝ/ሽልኝ/ ትብብር ከወዲሁ አመሠግናለሁ!!

### **ቃለ-መጠይቅ**

ቃለ-መጠይቅ (1) ስለ “በህብረት መማር” (በጥንድ ወይም በቡድን በመሆን የመማር) በእንግሊዝኛ (Co-Operative Learning) ምንነት ታውቃለህ/ሺ/ እስቲ አብራራ/ሪ/።

ቃለ-መጠይቅ (2) በጋራ /በህብረት መማር/ ለተማሪዎች የሚሰጠውን ፋይዳ በማብራራት ግለፅ/ጨ/።

ቃለ-መጠይቅ (3) በጋራ (በህብረት)

ከክፍል ጓደኞቻችሁ ጋር በምትማሩበት ወቅት የሚገጥሟችሁን የሚስተዋሉ ችግሮች ምንም እንደሆኑ ዘርዘር ባለመልኩ ተናገር/ሪ/።

ቃለ-መጠይቅ (4) በአንተ/ቺ/ አመለካከት ተማሪዎች በህብረት (በጋራ)

የእንግሊዝኛ ቋንቋን በሚማሩበት ወቅት ደስተኞችና ኃላፊነታቸውን ምስክርነት የሚወጡ ይመስልኋል? /ሻል/ እስቲ ዘርዘር አድርገህ/ሺ/ አብራራ/ሪ/።

ቃለ-መጠይቅ (5) በአንተ/ቺ/ ዕይታ የእንግሊዝኛ ቋንቋ መ/ርህ /ሺ/

በህብረት መማር ማስተማር ሂደት ላይ ኃላፊነትን በትኩረትና በአግባቡ የሚወጣ ይመስልሃል (ሻል) እስቲ አብራራ/ሪ/

ቃለ-መጠይቅ (6)

ተማሪዎች በህብረት መማር ሂደት ውስጥ ተነቃቅተው እንዲማሩ በመማር ሂደት ውስጥ ለሚገኙ ጥሙች ግጥሞች መ/ሩ የሚጠቀሟቸው ዘዴዎች አብራርተህ/ሽ/ ተናገር/ሪ/፡፡

ቃለ-መጠይቅ (7) በአንተ(ቺ) አመለካከት በህብረት መማር (Co-Operative Learning)

ትግበራ ላይ ሁሉም ተማሪዎች ደስተኛ ሆኖ የሚማሩና ኃላፊነታቸውን የሚወጡ ይመስልሃል /ሻል/? እስቲ አብራርተህ/ሽ/ ተናገር/ሪ/፡፡

ቃለ-መጠይቅ (8)

በህብረት የእንግሊዝኛ ቋንቋን በሚትማሩበት ወቅት ለመማር ማስተማሩ ተግባር በአንተ/ቺ/ ት/ቤት ደረጃ እንደማንቆ (እንቅፋት) ሊቆጠሩ/ሊጠቀሱ) የሚችሉ ነገሮች ምን ድናቸው?

ቃለ - መጠይቅ (9) የእንግሊዝኛ ቋንቋ መምህራችሁ በህብረት የመማር ሥነ-ዘዴን (Co-Operative Learning System) ምን ያህል ከመጽሐፍ ዝግጅት ጋር አጣጥሞ ያስተምራል?

ቃለ- መጠይቅ (10)

በህብረት መማር ትግበራና ልምምድ ሂደት ውስጥ እንዴት መማር እንዳለባችሁ ከመምህራችሁ ጋር ባጋራ በግልፅ ተወያይታችሁ ታውቃላችሁ? እንዴት እንደምትወያዩ ዘርዘር አድርገህ/ሽ/ ተናገር/ሪ/፡፡

በድጋሜ አመሠግናለሁ!

## APPENDIX-E

### CLASSROOM OBSERVATION CHECKLIST

1. It seems that students have good awareness and understanding about the cooperative learning--  
-----
2. The teacher properly uses the cooperative language learning strategies-----  
-----
3. The teacher has deliberately organized lesson plans to practice cooperative language learning--  
-----
4. The teacher motivates students to cooperate together in the language learning-----  
-----
5. The correct way of classroom management is implemented by the language teacher-----  
-----
6. The classroom environment is comfortable to implement cooperative learning-----  
-----
7. The number of the students in the classroom is manageable to practice cooperative learning----  
-----
8. The materials like student textbooks and other supportive are adequate and access able to  
practice cooperative learning-----  
-----
9. In the English language classroom, the teacher already organized varieties of cooperative  
learning member groups-----  
-----
10. The language teacher supports each group members as the facilitator and the students  
actively participate in the cooperative learning-----  
-----