

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH LANGUAGE

POST GRADUATE STUDIES

**AN ASSESSEMENT OF GRADE ELEVEN ENGLISH LANGUAGE
TEACHERS' CHALLENGES IN IMPLEMENTING COOPERATIVE
LEARNING: AYER TENA SECONDARY AND PREPARATORY SCHOOL
IN FOCUS**

**In Partial Fulfillment of the Requirements for the Degree of Master
of Arts in Teaching English as a Foreign Language (TEFL)**

By:

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July, 2015

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DECLARATION

I, the undersigned, declare that this thesis is my original work and all sources of materials used for this thesis have been appropriately acknowledged.

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List of Acronyms and Definitions of Key Terms

I. Definitions of Key Terms

Challenges: refers to threats or barriers that affect the teachers' dedications and successes to various degrees in the teaching of the English language in the classroom context.

Cooperative language learning: Cooperative language learning is a formally and carefully structured instructional method to teach language skills collaboratively in which students work together in small [2-4 or 2-6]] heterogeneous groups to complete tasks, project, or other instructional goals responsibly while teachers act as facilitators and observer. This method works to reinforce a student's own learning as well as the learning of his or her fellow group members. Colorín (2007). Similarly, Hsui-Chuan Chen in the journal of academic king-nigh, Vol.3 define "CLL as an instructional method in which students work together in small mixed ability learning group typically has four members and include high, medium, and low-achieving students."

II. List of Acronyms

CL: Cooperative Learning

CLS: Cooperative Learning Strategy

CLLS: Cooperative Language Learning Strategy/Strategies

CLL: Cooperative Language Learning

TLL: Traditional Language Learning

EFL: English as Foreign Language Learners

ESL: English as a Second Language

F: Frequency

TF: Total Frequency

Fre: Frequency

ACKNOWLEDGMENTS

First and for most, I would like to thank the almighty ‘**God**’ for making me strong. Next to this, I would like to express my great respect and admiration to my advisor Dr. Jeylan Aman. His precious and constructive suggestions, valuable advice and continues assistance from proposal preparation to the completion of the thesis work made this study to have the present structure. Without his professional assistance, I would not be strong enough. So really he should receive sincere appreciation and respect forever.

I am also indebted to forward my great appreciation and love to my beloved wife Hiwot Setegn for her great patience and devotion in paying me school tuition. With my long journey she was with me in giving me love, hope and trust that were priceless in making me successful. So may God bless her now and forever!

I am also grateful to my friend and colleagues Mr. Fikire Negash for his special warming words that motivated me to work hard and for his devotion and patient in editing the whole thesis work.

Moreover, my thanks goes to Ayer Tena Secondary and Preparatory School principals for their thoughtfulness cooperation in creating favorable environment during data collection and for their unreserved cooperation in duplicating the questionnaires and printing the whole thesis work.

My special thanks should also goes to the grade 11 English language teachers and students of Ayer Tena Secondary and Preparatory School for whom they invested their valuable time in filling the questionnaire, being volunteered to be interviewed and observed that enables me to gather reliable data.

Finally, it is my great interest to appreciate and thank those of my families, friends and others who were with me in encouraging and supporting me during the process of the thesis work directly or indirectly.

Abstract

The purpose of this study was to assess grade eleven English language teachers' classroom challenges in implementing cooperative learning strategy in improving students' language skills. The study was conducted in one of the government schools in Addis Ababa. The participants of this study were English language teachers and students of grade eleven in the year 2014/15. Comprehensive sampling techniques for teachers' questionnaire and simple random sampling for students' questionnaire and interview of both the participants were employed. To conduct the study, both quantitative and qualitative research designs were employed. To gather relevant and reliable data the questionnaire, interview and classroom observations were used as data gathering tools. The questionnaires were administered to all grade 11 English language teachers and to sample of 165 students of grade 11 who participated in the study. On the other hand, 10 teachers and 10 students who participated on the study were interviewed and 5 sections were selected for 5 successive class each using an observation checklist. The data collected from questionnaires were analyzed and interpreted quantitatively using percentage and frequency in the table forms and the result of interviews, open-ended questionnaires, and classroom observations were analyzed and reported qualitatively. The results of the study revealed that the participants of the study have positive understanding about the potential benefits of CLS in the teaching learning process. In spite of this, they were not found implementing CLS effectively and their involvement in implementing it was very low and inconsistent. Besides, there are challenges that minimize the active involvement of the teachers and students in implementing the strategy effectively. Among these lack of practical training about its practical implementations on the side of both teachers and students were the major ones. Moreover, teachers' and students' awareness, lack of authentic materials, lack of students interest in learning the language cooperatively and large number of students, inconvenient seats, lack of students discipline and shortage of time, lack of teachers' dedication, and teachers' exposure to traditional teaching strategies were additional impediments that were likely to hinder effective implementation of CLS. Finally, necessary conclusion and recommendation were drawn based the research findings and relevant recommendations were forwarded.

CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

Teaching English as foreign language (EFL) has developed and registered various achievements in recent years in countries around the world, including Ethiopia. As opposed to the previous other approaches such as grammar-translation, audio-lingual, natural approach and total physical response, cooperative language teaching and learning strategies have dominated the field of English language teaching at different times. Currently, in the international arena, cooperative learning has been widely used for language teaching purpose since the late 1990s to the present (Richards, 2006:6). However, in Ethiopia, the traditional approach (grammar translation) to classroom teaching still seems the dominant approach practiced by most of English language teachers. In this approach, teachers are the dominant actors who spend much of their time lecturing grammar. As a result, most of the Ethiopian learners at different grade levels have difficulties in communicating both in spoken and written English language well even though they have been learning the language as a subject for more than four decade. Tesfaye (2008:38) states that the traditional language teaching approach is the dominant approach that made language teachers dominant by talking much time in the classroom in which their major attention is mainly to let learners master certain pronunciations and grammatical patterns in highly structured and controlled ways which hindered their communicative and social skills.

Similarly, FDRE (2002, as cited by Niggussie, n.d) claimed that because of the teaching methodology used by EFL teachers in Ethiopia, the educational policy makers have become dissatisfied with learners' language abilities. Learners are not well taught in a way that helps them to develop communicative competencies even if English is taught for many years as a formal and modern education since the 19th century. The learners' language proficiency has been unsatisfactory due to the traditional methodological implementations the language teachers have tailored. Teachers tend to get their students to practice rote learning rather than meaningful learning, a practice that has resulted in incapable English language users.

Therefore, in most cases, the incompetency level of the learners might be directly related to the traditional teaching methods teachers have employed.

Personal observations and empirical studies indicate that such methods have made learners study the language individualistically and deprived them of their opportunities to practice the language for genuine communication purposes. There is no dispute that language learning is a community process in which both teachers and students from a community of learners and collaborates or cooperates to achieve the very purpose of language learning.

Therefore, to minimize the drawbacks of traditional methods, many scholars and researchers both international and local have investigated more productive approach such as cooperative learning in developing learners' language proficiency. For instance, Rechards (2006:9) points out, cooperative language learning strategy was emerged as one best alternative language teaching method in classroom setting. Unlike traditional method, it gives much opportunity to learners to learn cooperatively for a common goal and for their language development.

In this approach, teachers are considered as facilitators, organizers, monitors, and they should give feedback to their students and design authentic tasks that fit the learners' need. Moreover, it adds much opportunity to the learners to practice and use the language in real life context. Likewise, Colorin (2007:2) believes that cooperative learning promotes peer interaction and develops respect among peers which helps the progress of language and the context and content of the subject matter; students learn to express themselves freely with full confidence when working in small groups. This implies that learners learn better when they are learning in groups than alone, a situation that provides students opportunities to develop interdependence of one on the other.

Thus, cooperative language learning might be effective when the teachers organize students cooperatively in a good manner. Moreover, learners should be encouraged and provided with clear inputs which help them to achieve best. If it is so, each learner can then achieve individual and group success regarding their language learning and develop their social skills if the groups are heterogeneous in nature. For this reason, as many scholars believe, cooperative language learning has a tremendous pedagogical significance for individual learners since learners have different learning styles. One central belief of the current foreign language pedagogy is that

learners differ from one another in various ways: one area of difference lies in the tendency of some learners to prefer to learn in social settings.

All learners need to know how to succeed in different settings, and cooperative language learning provides opportunities for students to develop and practice the strategies they need to work with others and improve their language skills (Robinson, 2002).

As a result, cooperative language learning (CLL) has become a popular and indispensable method particularly to EFL classroom teaching and learning in many countries in the world. However, in the Ethiopian situation, only attempts have been made to implement cooperative learning through one-to-five grouping since 2011. But the way in which students have been organized in cooperative groups are not the same in all sections. Some teachers attempt organizing students in small groups for a particular lesson whereas, the others group their class based on mixed ability of students which often exists for a semester or years to make students work cooperatively and the majority of teachers let students sit in pairs around their desks for different subjects. Therefore, the way students are organized in groups formally and structurally is a problem with in a particular school.

However, the researcher's personal experience and observation indicates that teachers face enormous challenges in their endeavor to implement cooperative learning. Besides, status of the implementation and the challenges of one-to-five grouping strategy have not yet been evidenced empirically locally. Hence, this study will focus on assessing grade eleven English language teachers' challenges in implementing cooperative language learning in Ayer Tena secondary and Preparatory School in Addis Ababa.

1.2. Statement of the Problem

It is believed that cooperative learning plays a vital role in improving students' communication and linguistic competencies particularly in EFL classroom as it creates opportunity and exposure for learners to learn the language in real life situations. However, as the researcher has experienced for the last nine years as English language teacher, most of EFL teachers in our context are still observed failing to implement cooperative learning strategies in their classroom. Instead most of their teaching practice in EFL classroom is teacher-centered and teacher-directed

instruction that does not provide much opportunity for learners to use the language for real purpose communications. Learners are required to listen to the lecture presentation passively and encouraged to memorize grammar rules and vocabularies.

Teachers mostly tend to give attention to contents that appear in national examinations, and this practice will have a negative wash-back effect on students' learning.

As a result, learners at various levels have difficulties in using the four language skills: listening, speaking, reading and writing for real life communication with their peers and group mates, even though, English language has been taught as a subject from primary to university levels. To address this difficulty pragmatically, it seems necessary to introduce cooperative learning in our EFL classes. As Seid (2012:83) clearly states, the aim of teaching English language through cooperative method is to enable learners to master the basic language skills: listening, speaking, reading and writing, vocabulary, and grammar meaningfully for real life communications. To confirm this, scholars believed that, students' motivation and achievement are often higher in cooperative learning because students feel more positive about being able to complete a task with others than by working individually. Working together towards a mutual goal results in an emotional bonding where group members develop positive feelings towards the group and commitment towards working together (Jonson et al.1991).

Furthermore, the researcher has informally discussed the issue with colleagues (EFL teachers) and students and observed some of the classes to get piece of information on the way English language teaching-learning is conducted in cooperative language learning. Teachers generally are facing challenges in implementing cooperative language learning in their lesson. These might be because of absent of information about its benefit, lack of practical training or students and teachers' interest in leaning cooperatively might be few among the many.

Thus, the seriousness of the problem and the challenges the researcher has observed during his teaching life in the school have inspired him to conduct a study on this research topic.

To this end, a number of studies have been carried out internationally on the area of cooperative language learning in EFL classrooms. For instance, Sobhani (2012) "*The Impact of Cooperative Learning on Students Oral Proficiency*"; Qingdo (2010) "*Cooperative Learning in the Practice of Speaking Skill*"; Saraya (2010) "*Enhancing Students Oral Proficiency through Cooperative*

Group Work.” and Grundman (2002) “*Cooperative Learning in an English as a Second Language Classroom*” are few of the recently carried out studies. Most of them have concluded about the important role of cooperative learning strategy in improving learners’ language skills.

Unlike these, some local researches have been conducted mainly on the implementation of group work in language classroom and few researches have been conducted on cooperative language learning.

To mention some of the local studies, Abebe (2007) conducted a study entitled “*Opportunities and Challenges of Group Work through Satellite Television.*” He found that group learning through plasma enables the learners to actively engage with the tasks provided by plasma teachers but the plasma is not properly functioning and well organized. On the other hand, Mulatu (2007) conducted an *exploratory study on “Teachers’ Roles in Implementing Group Work...”* and he has shown that the majority of students have interest in learning in groups but most of the teachers are unwilling and they are not playing their expected role in implementing this strategy. Ayele (2011) carried out a study on the ‘Perceptions of Higher and Low Achiever Students towards Group Work...’ He concluded that both high and low achiever students have positive perception towards the advantage of group work but he founds that active students are mostly dominant of the groups. Moreover, Dejene (2011) conducted an experimental study on “*The Role of Cooperative Learning in Enhancing Students’ Writing Performance...*” in *Shanbu Preparatory School*. He concluded that it has a positive effect on students’ writing skill. Lastly, Seid (2012) conducted his Doctoral Dissertation on “*Effects of Cooperative Learning on Reading Comprehension Achievement in EFL and Social Skills...*” and he concludes that cooperative learning significantly helps students develop their reading and social skills. Generally, most of the researches stated above are similar in the sense that all deal with the role and opportunities of group learning and cooperative learning in enhancing English language learning.

On the other hand, the current study focuses on assessing grade eleven English language teachers’ challenges in implementing cooperative learning in improving students’ English language skill in Ayer Tena Secondary and Preparatory School in Addis Ababa. Hence, this study is different from the aforementioned studies in its focuses, topics, and study area and grade level.

1.3. Objectives of the Study

1.3.1. General Objective

This study mainly focused on assessing grade eleven English language teachers' challenges in implementing cooperative language teaching and learning of grade eleven students of Ayer Tena Secondary and Preparatory School.

1.3.2. Specific Objectives

1. to explore the perceptions of grade eleven EFL teachers and students about cooperative learning strategy in English classes;
2. to assess the effectiveness of EFL teachers of grade eleven in using cooperative learning in their English classes; and
3. to identify the types of challenges grade eleven EFL teachers face in implementing cooperative learning in their English classes and their coping strategies with the challenges they encounter.

1.4. Research Questions

In accordance with the general and specific objectives, the researcher has addressed the following research questions:

1. How do grade eleven teachers and students perceive cooperative learning strategy in English language classroom?
2. To what extent are grade eleven EFL teachers effective in implementing cooperative learning in their English classroom?
3. What are the challenges that EFL teachers face during implementation of cooperative learning in their language classroom and how do they cope with their challenges?

1.5. Significance of the Study

The findings of this study would help in creating awareness to students, teachers and school administrations about the roles and challenges of cooperative learning in improving learners' English language proficiency. Besides, the findings will largely help EFL teachers to evaluate their methodological implementations in their classroom. Moreover, it also helps interested researchers to use it as one source of information when they want to conduct further study in related area that this researcher fails to cover.

Furthermore, the findings of this study will suggest some realistic and appropriate procedures and guidelines that will help EFL teachers in implementing cooperative language learning. Generally, this study will inform the educational officers and institutes to analyze and evaluate the pedagogical importance of cooperative learning in relation to the subject of the study.

1.6. Delimitation of the Study

The study will be delimited both in the study area and depth of the study issues. Therefore, this study will be delimited to Ayertena Secondary and Preparatory School, which is found in the Southern suburb of Addis Ababa particularly Colfe Keranyo Sub-City. This school is selected for its proximity to the researcher's work place and for its convenient of data gathering purposes. On the other hand, the study will be delimited to only assessing grade eleven English language teachers' challenges in implementing cooperative language learning strategy in their EFL classroom.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Cooperative Learning

CL is one of the most famous and compatible instructional strategy in the field of EFL learners as it creates great opportunities for them to interact using the target language, express their feeling and share ideas in a meaningful learning environment. Scholars believed that EFL learners learn the language in a better ways when they interact actively and work cooperatively with their peers to achieve common learning outcomes than listening the teacher's lecture alone. Hence, researchers have been investigated the positive effect of CL that maximize students academic achievement, social skills and avoid individualistic learning experience after they compare students result.

In Ethiopian context cooperative learning has been advocating to be used and implemented as one alternative instructional method by analyzing its advantage. Because, we need to improve our students' language skill, create positive interaction among the group, foster language learning environment etcetera. Due to these significant, numerous definition of CL has been proposed by different scholars and researchers in different ways. However, the meaning and message of their definition for the approach is nearly similar. Most of them agreed that CL is an approach to language learning where students' working together in small heterogeneous groups in a more organized and structured ways.

According to Jonson and Jonson, CL is an instructional method which engages students working cooperatively to accomplish individual and group success under the condition that involves: positive interdependence, individual accountability, face-to-face interaction, promote appropriate use of collaborative skills and group processing (Richard M., Felderl,et al, 2007). Similarly, Olson and Kagan (1992, as cited in Richards and Rogers, (2001) define CL is group learning activity in which students are organized and structured in small heterogeneous cooperative group where learners get the possibility to exchange information among the group members. In such group organization learner develop a sense of accountability for his or hers own learning and is motivated to increase the learning of others.

Moreover, Coelho (1994) defines CL as a small group activity that provides students with opportunities to investigate facts and internalize ideas among their peers and keep the information for a long period of time. Furthermore, Soraya (2010) defines CL as one of the most prominent of all language teaching and learning instructional methods in a EFL classroom which provides students with the opportunity to use the language in a more meaningful and real life context.

Above all, most of the scholars and researchers define CL and shared the same thoughts that all agreed that it is a small group learning in which learners are organized in small heterogeneous group type which increase students' motivation towards language learning. Therefore, CL can be defined as a newly flourished instructional approach to EFL learners that provides the exposure and contexts to interact with each other' and use the target language and meet common learning out comes successfully.

2.2. An Overview of Cooperative Learning

For the first time CL was introduced as instructional method that can be compatible to be implemented to any types of subjects and students grade level. This is due to the fact that, everything that we learn from birth to our whole life is from the social context that shape our view of the world since our interaction is firmly structured. It is belied that learning always occurs as the parents talk with their children, as children play together and as their teachers support and facilitate their learning; even we interact with the author when we read books (Darling, Austin, et al, n.d: 2). For this reason, since 1920, teachers have been used to encourage their students to work together on irregular group assignment and discussion or debate.

Nevertheless, until 1970s, some major researches on the practical implementation of CL to classroom setting have begun to take place (Soraya, 2010:47). Thus, James Colmen in 1959 conducted a research on the compatibility of CL strategy in American school. His intention was to reduce competition [learning alone strategy] among students and bring cooperation among them. He at last found and concluded that computing learning environment has a harmful effect in the whole educational system. After he conducted a research he suggested that instead of encouraging competition among students in the academic setting, schools should begin to use

cooperative approach for teaching-learning purposes and take the advantage of social interdependence among students and allow them achieve a common goal (Coffer ,H: n.d).

Accordingly, at present time, some significant development has begun to take place and effective CL comes to exist to language teaching around the world including Ethiopia. This is after many researchers and scholars have investigated the role and opportunities of CL strategies in facilitating language learning in the classroom environment since students have the exposure to interact with their peers using the language. In addition, CLL is based on the assumption that EFL learning can be best accomplished when students are organized in a small heterogeneous group so as to improve the students' academic and social interdependence skills. For instance, the famous scholars in the field of cooperative learning approach, David W Johnson and Roger T Johnson (1994:1), confirm that:

Without the cooperation of its members, society cannot survive, and the society of man has survived because the cooperativeness of its members made survival possible. It was not an advantageous individual here and there who did so, but the group. In human societies the individuals who are most likely to survive are those who are best enabled to do so by their group.

Therefore, from the quote above, we can conclude that without any cooperation and social interdependence particularly human beings who are a social animal cannot continue to exist. Thus, in educational context, scholars believed, students need to have the three basic needs such as, *belongingness, relatedness and autonomy* which makes CLL to be famous and indispensable approach which is believed to be implemented for educational purpose as it has various pedagogical significances (Deci & Ryan, 1985). Thus, we can say that EFL learning is an ongoing process that requires students' cooperation to learn in a social setting so as to maximize their success and the success of others.

As Richards (2006) points out, EFL language teaching has been well-known as it is search for appropriate methods for EFL learners. That is why scholars for many years being engaged in conducting a research and proposing different approaches to language teaching so as to meet the interest of EFL learners and bring an alternative language learning methodology that provide learners the opportunity to develop communicative competences. Likewise, Troike (2006) argue

CL requires students' interaction in difference social groups so as to facilitate their language learning and it is also considered as a contributing factor in students' language learning.

In support of this idea, David W Johnson and Roger T Johnson (1999:119) confirm that in EFL cooperative learning classroom, students learn how to work cooperatively in their groups and compete actively for fun and enjoyment and for individual and group success. In such language learning environment EFL/ESL students' language acquisition become high as it gives the chance for students to interact and communicate with their peers using the target language.

Furthermore, Richards and Rodgers (2001) emphasized, humans are born to talk and communicate in a more interactive and cooperative nature of language and language learning. This is to indicate that when communication and interaction is high among heterogeneous cooperative groups so that language learning can be effective and students motivation to learn the language become high. For the reason that, different students in the groups have different educational backgrounds and skills, in sharing them with their group, the group might deserve an encouraging incentive in the learning of the language.

All in all, scholars have been investigated the potential role and benefits of cooperative learning method. It is believed that CL is well-suited to be implemented for any type of students and grade levels, including academically gifted students and English language learners because it promotes learning and fosters respect and develop friendships among varied groups of students (Colorín, 2007).

Generally speaking as the scholars above claimed, CLL is an advanced and accepted language teaching method which is believed the groups should be heterogeneous and scientifically structured to maximize language learning and develop social skill in the school or classroom environment.

2.3. Cooperative Learning Approach vs. Traditional Learning Approach

As many scholars approved, there would be a significant difference between CLL and TLL to classroom language learning and teaching. As Chien (2004) clearly explain, in the TLL approach, students are inadequate in their English language abilities both in written and spoken since they get less teacher and peer interaction and communication. Teachers are highly

dominant that they invest much time teaching grammar and translate difficult concepts and vocabularies in which students do not have the exposure to use the language for real life communication purposes.

On the contrary, Wenger (2006) discussed further and states that in CLL method learners feel greater sense of group of people in the language classroom that increase interaction between students, help each other, and share information as the teacher act as a facilitator and coordinator that gives them much time for students to communicate using the target language in real life context. Moreover, in CLL classroom, students become motivated and develop self-confidence during social interaction among EFL language learners'. Furthermore, cooperative learning method allow EFL learners to actively participate in the language classroom, working together to achieve group success than studying alone. Furthermore, in support of Chine's view, Hedge (2000) claims, in traditional approach the teacher is considered as a manager and an engineer who can do everything and the students are considered as followers and consumers who passively receive inputs provided by the teacher because he/she is the only person who designs the why and how of language learning and he/she organize students in homogeneous groups to let them study only the material selected by him/herself. The teacher decides who is in which group, gives groups time limits for finishing their tasks, and does all the evaluation.

Additionally, Matthew (2006:19) elaborates the benefit of cooperative language learning method. He conclude that in CLL classroom activities learners are allowed to use their view of the worlds and ask on how the world operates, encouraged to have close personal relationship among group members, activities are clear that every individual identities, and a greater sense of membership will be developed among heterogeneous learning groups.

Another potential benefit of CLL that makes it different from TLL is its significance role in increasing students' motivation towards language learning. Clarke (1989, as cited in Hedge, 2000) suggested that cooperative classroom teaching motivate students to involve in different language skills and activities interactively. When students are more motivated they can have the opportunity to use the language and develop their language proficiency. Cooperative groups learning strategy also allows learners to have face-to-face interaction, promote interdependence and encouragements for the concerned students. Consequently, learners might become successful in achieving both their academic goals and social belongingness. CL, therefore, is an approach to

group work in which students are organized cooperatively in a well structured manner which allows students to develop individual accountability and group success. It is also a method that provides opportunities to students to use the language in a communicative manner.

But the traditional language teaching approach is conventional as the name itself indicates which de-motivates students towards language learning because students do not have the opportunity to interact in cooperative group and use the language meaningfully.

2.4. Cooperative Learning Groups vs. Traditional Learning Groups

CL is not simply any types of group work rather beyond that which is a formally structured where groups are structured heterogeneously. The major differences between the two are: in traditional group organization, learners are organized in groups with no attention paid to group implementation, whereas in cooperative learning, groups are carefully structured. In traditional grouping, there are small groups and the teachers simply inform learners to form groups to complete different class activities and assignment. In such type of group organization there is no structured guidelines and interdependence among group members, no individual accountability, and communication skills are ignored. Sometimes the group or the teachers appoint a single leader. The teachers emphasis is on the activity to be performed and there is no group processing. Often the teacher sets the groups and then leaves them to work on their own until the given time is over to complete the activities (Jacobs, G. & Ng, M., 1997). In contrast, in cooperative learning groups, the groups are structured formally. Each individual in each group develop positive interdependence and members are responsible for each other's success. Tasks and activities are designed carefully that fit the learners need so that individual and group accountability is an expected outcome. In CL communication skills are identified, directly taught, and group members are encouraged to use the language during interaction on tasks and activities. Individual responsibilities and roles are shared among the group and monitored by the group and teacher. The group regularly processes how they are working together and adjusts their personal and group behaviors accordingly. When problem arose, the teacher observes and intervenes to ensure that the group process effectively (Alice M, 2007).

Therefore, we can say that cooperative group organizations is quiet deferent from traditional group organizations as it require teachers careful involvement in creating awareness how the

group function and process. It is not simply forming students to accomplish a given activities and compete each other's rather letting them work cooperatively to accomplished common learning outcome and develop positive interdependence towards language learning.

To make it more clear and easily understand the difference and similarity between the above two group formation strategies, the researcher summarizes in the form of table presented bellow.

Table 1: The Comparison between Modern and Traditional Learning Groups

Cooperative Learning Groups	Traditional Learning groups
Positive interdependence with structured goals	No positive interdependence
A clear accountability for individual's share of the group's work through role assignment and regular rotation of the assigned role	No accountability for individual share of the group's work through assigned role
Heterogeneous ability grouping	Homogeneous ability grouping
Sharing of leadership roles Sharing of the appointed learning task(s)	Few being appointed or put in charge others' learning
Aiming to maximize each member's learning	Focusing on accomplishing the Assignments
Maintaining good working relationship, process-oriented	Frequent neglect of good working relationship, product-oriented
Teaching of collaborative skills	Assuming that students already have the required skills
Teacher observation of students interaction and structuring of the procedures and time for the processing	Little, if any at all, teacher observation and no structuring and procedures for processing

(Adapted from Johnson & Johnson, 1986).

2.5. Essential Features of Cooperative Learning

From pedagogical point of view the proponents of cooperative learning have been proposed essential elements that the approach contributes towards EFL learners. They agreed that cooperative language learning requires careful stricture to make learners become effective in

their language learning and develop their social skills (Johnson and Johnson, 1999). These scholars proposed and suggested that in order to have small cooperative groups working together effectively, language teachers should consider the following essential elements.

2.5.1. Positive Interdependence

Positive Interdependence is the first key element of cooperative language learning. It promotes a situation in which students deserve that their work benefits from group mates and their group mates' work benefits from them, and working together in small groups to maximize the learning of all members by sharing experiences and supporting each other to celebrate their cooperative success. To bring these achievements, each student in the same group has a unique contribution to make to the joint effort. Team members depend and rely on one another to achieve the goal. Each group member's effort is required and indispensable for group success. It also exists when students perceive that they are linked with group mates in such a way that they cannot succeed unless their group mates do the tasks well. Therefore, in order to strengthen such kind of link among students, teachers may structure positive interdependence by establishing students' mutual goals, joint rewards, and shared resources and assign roles.

2.5.2. Individual Accountability

The purpose of cooperative learning groups is to make each member a stronger individual in his or her own right. Individual accountability is the second key element to ensure that all group members are strengthened by learning cooperatively. After Participating in a cooperative lesson, group members should be better prepared to complete similar tasks by themselves. Each student must be held individually responsible and accountable for doing his or her own share of the work and for learning what has been targeted to be learned. Thus, to ensure that each student is individually accountable to do his or her fair share of the group's work, teachers need to evaluate how much effort each member is contributing to the group's, provide feedback to groups and individual students, help groups to avoid repeated efforts by members, and ensure that every member is responsible for the final outcome.

2.5.3. Face-to-face Interaction

Face-to-face interactions among the groups promote positive inter-relationships, and psychological adjustment and social competence that help students to use the language for real life communication. This has a decisive role in promoting success of group members by praising, encouraging, supporting, or assisting each other. This shows that in the context of cooperative group work, students promote each other's learning by helping, sharing, and encouraging efforts to learn and discover new ideas, resources and innovations within the group.

All students in a group must be accountable for contributing their own share of the work and mastering all of the material to be learned to the group's success. So, students should explain, discuss and teach what they know to their peers and classmates with the help of their teachers. Teachers are also expected to structure the groups heterogeneously so that students seat together and discuss from beginning to end each aspect of the task given.

2.5.4. Social Skills

Group work makes things smooth for students to learn and develop different interpersonal and social skills which will help them to build stronger cooperation among group members and beyond the group. These skills include leadership, decision-making, trust building, communication, and conflict management skills. So teachers may also need to describe the expected social interaction behaviors and attitudes of students and to assign particular students specific roles to ensure that they intentionally work on these behaviors in their groups.

2.5.5. Group Processing

The fifth essential element of cooperative learning is group processing. Effective group work is influenced by whether or not groups reflect on process of how well they are functioning. A process is an identifiable sequence of events taking place over time, and process refers to the sequence of events in achieving learning outcome. The purpose of group processing is to clarify and improve the effectiveness of the members in contributing to the cooperative efforts to achieve the group's goals (Johnson & F. Johnson, 1991). While the teacher systematically observes the cooperative learning groups, he or she attains into what students do and do not understand as they explain to each other how to complete the task or assignment. This refers the ongoing assessment of how groups are functioning to achieve their group goals or to complete the tasks. So groups need a specific time to discuss on how well they are achieving their goals

and maintaining effective working relationships among members, to describe and decide on what behaviors are useful or not and what changes need to be made to move the group along and complete task.

2.6. Types of Cooperative Learning

Johnson, Johnson, and Smith (1991) who were the proponents in the field of CL that they have been proposed three types of cooperative learning which give choices for EFL teachers.

2.6.1. Informal Learning Groups

It is the first unplanned types of cooperative group strategy to language learning where students work together to achieve cooperative learning outcomes. It is also considered as a method where students work together passively and temporary that last for one class period or a few minutes to achieve learning goals. It is also used when the teachers' objectives are drawing students' attention to the material to be learned, to give students an opportunity to apply what they are learning, to ensure students cognitively process on the material being taught. Moreover, EFL teachers can arrange and organize such a cooperative groups at any time to check their understanding about the material they have been taught. This type of teaching enables the learners to process what has been taught, consolidate information, and keep more information for a long period of time.

2.6.2. Formal Learning Groups

It is the second types of cooperative learning which consists of a small group of students whose number is ideally from 2-6 students to learn and work together until the given tasks and activities are over. The group may last from a number of minutes to several class periods probably for semester or the whole academic year with stable attachment among the group to complete a specific task or assignment, completing a unit of work, writing a report, reading and comprehending a story and play. They are also carefully selected based on their academic achievement, sex, ethical background, and cultural heterogeneity to foster EFL learning.

2.6.3. Cooperative Base Groups

This is the third types that the proponents in the area of their specialization are proposed. Hence, base group is an important and recommended type in which students are organized firmly to develop interdependence among their groups. In this types of cooperative base-group, students

are chosen carefully in a way that will assurance heterogeneity in their academic performance so that each group members can contribute to one another's knowledge, mastery on a topic by regularly discussing material and supporting the academic and personal success of group members.

It is also effective for learning complex subject matter over the course or semester and establishes a sense of helpfulness, supportiveness and develops peer relations, which in turn motivates and strengthens the student's commitment to the group. Moreover, it can provide students the opportunity to develop individual and group accountability in the absence of the group member and study the material for a test. This is effective both for individual learning, as well as social support.

Therefore, EFL teachers have the mandate to choose and use one of the cooperative learning strategies depending on their purpose of teaching, the tasks they have prepared, students background in different aspects and the merits and demerits of the strategies so as to increase students' motivation towards cooperative language learning and achieve educational objectives.

2.7. Significance of Cooperative Language Learning

Cooperative language learning method has a paramount significance as opposed to traditional language learning. Many scholars have been suggested the potential benefits of this method in fostering EFL language learning. Thus, some of the significances are presented bellow.

2.7.1. Cooperative Learning Develops Students Social Skills

As Wondoson (2008:18) explain, naturally people are born to cooperate one on the other for mutual benefits among family members, work place, and in every movement. However, schools in Ethiopian context have not done much in organizing learners to learn cooperatively rather the students view each others as unfriendly that they compute each others to achieve individual success. However, in CLL learners can have the opportunity to develop positive social interaction that could create appropriate learning environment in EFL classroom.

On the other hand, Grundman (2002:10) states that CL language teaching and learning is a method that enable students learn the language successfully without any barriers about their group members' differences in their race, cultural background, linguistic diversity and personal behaviors. Because in EFL classroom which has diversified group, cooperative learning

strategies have been recognized as useful for managing linguistic diversity. Therefore, we can say that CLL is a vital approach which plays a great role in the field of language learning, due to, its significance strategy which lets learners organised in a small diversified groups which create a room to develop their language and social skills and are encouraged to think a sense of belongingness for their group members.

2.7.2. Cooperative Learning Enables Students' Learn How to Appreciate Group Diversity

In a country where diversified societies are living, like Ethiopia, Students' experience and background are important for educational learning in the school environment. Because, when students have different skills and background, they can have the exposure to develop interdependence; appreciate and celebrate individual and group diversities in many aspects in their learning. Hence, according to Slavin (1994), Students from multi-cultural societies should work harder to overcome their hostile behaviors against others learners since they have varied background in their age, sex, culture, learning style and religion. Hence, in cooperative learning students can develop social skills and academic achievement.

Likewise, in cooperative classrooms students are engaged in meaningful learning curriculum so that every student learns from one the other, and appreciating the contributions of others hard works and differences (M.B. Tinzmann, B.F. Jones, T.F. Fennimore, J etal, 1990).

Therefore, CL enhances students' motivation towards their language learning and provides opportunities to develop inter-cultural relationship and learn how to respect and appreciate individual and group differences since their concentration is in getting knowledge and skill from the group they are learning in (Moffet, 1996, Creemers, 1994, as cited in, Wondoson, 2008: 19).

2.7.3. Cooperative Learning Increases Students' Participations in the Classroom

Different scholars argue that, unlike traditional language learning approach, cooperative language learning increase students participation and interaction in their group in a meaning full ways. In traditional approach teachers spend much time in telling facts about linguistic competencies that learners do not have opportunities to participate among their peers and teachers. On the contrary, in CLL teachers are considered as a facilitator and input providers so that learners have much time for classroom participation among their group.

In CLL learners might feel more confident and relaxed when they are talking in small cooperative groups where they share responsibility for their own learning (Johnson and Johnson, 1989). Similarly, Long (1996) explain that cooperative group activities can encourage students interaction and participation in way that promotes language usage for real life communication. Its activities also provide a context in which learners may be more likely to interact than in a whole class setting.

Generally, Jacobs, G. M. (2004) summarizes that in traditional language learning classroom the normal interaction pattern is dominated by either by the teacher or individual students who is selected by the teacher. However, when students are organized in small heterogeneous cooperative group, the quality of students' interaction will be maximized. Moreover, when students work in small group, they can have the opportunity to think about tasks, elaborate their ideas using their cooperative skills so that quality peer interaction would be maximized.

Hence, it is understood that in cooperative group organization EFL learners participation might increase as the teacher talking time is limited, authentic tasks are designed so that learners get sufficient time to speak using the language that help them develop language proficiency.

2.7.4. Cooperative Learning Minimizes Students' Anxiety in using the Language during Group Discussions

Anxiety is a serious problem that minimizes EFL learners' participation in classroom context in Ethiopia. When they are conducting oral presentation and expressing themselves in front of the class or other people, they feel stress and nervousness. To minimize this critical problems cooperative grouping might be one aspect of the solution. Concerning this issue, Slavin (1990) conducted a study on students who have learnt in the traditional and cooperative grouping and have found that there were significance differences on learners' psychological freedom. Learners who were in cooperative grouping were psychologically better than learners who were not. He also found that students in cooperative learning groups developed better self-esteem and positive interdependence among the group because they have equal participation among the group and more time to complete tasks. In this approach teachers encourage students' to set their own goal, use their own knowledge and provide options for activities and participation.

Therefore, we can conclude that CLL is an approach to EFL learning groups that minimizes the

amount of uncomfortable situations learners have encountered during the group learning process and let them maximize satisfaction in the learning of the English language.

To sum up, Brown (2001, as cited in, Wondwosen, 2008) confirmed that, in cooperative learning learners develop positive attitude towards their learning as group interaction and communication using the language become learner centered and they understand the level of their team performance.

2.7.5. Cooperative Learning Might Develops Students' Confidence towards Learning the Language

The purpose of teaching EFL students in Ethiopia is to make them competent in their command of English both in spoken and written and to make them communicate using the target language in tourism, court, military affairs and in any education situation they are in. Scholars and researchers have been found that cooperative group learning provides the possibility of promoting peer interaction and opportunities to create output, as many students are talking simultaneously. It is this method's principle that learners are talking at the same time among the group as one student speak and write instead of one student in the entire group (Kagan, 1994, as cited in, Abdullah, 2004).

Therefore, to achieve this goal of teaching in EFL classroom, teachers can help them by shifting away from traditional teaching practice to modern language teaching approach: cooperative as it help learners to develop their communication skills and self-confidence and self-esteem in the leaning of the language.

All in all, APPLE (2006:25), concluded that CLL has multiple advantage as it creates active involvement and cooperation among students in language classroom. CLL method is not ways to teach students vocabularies and other language forms for exam purpose rather it is a means to use their understanding how the world prorates, leading to stronger personal ties between group members, more well-defined individual identities, and a greater sense of membership in the learning group of students

2.8. EFL Teachers' Roles in Implementing Cooperative Learning

In cooperative language learning (CLL) both the teachers and students have various roles they are expected to play in the field of EFL language teaching and learning. Thus, as Soraya

(2010:55) explain broadly that teacher play a great role in implementing cooperative language teaching and learning which is different from the role of the teacher in traditional approach. In this approach, the teacher's role is shifting from knowledge supplier to task designer and facilitator of learning. The teacher has to create well-suited environments for classroom instruction before they start teaching.

Likewise, Harmer (2001: 36) suggested that teachers should play a role in organizing students in to small group which size would be three to four (3-4) or five to six (5-6) members which appear to look heterogeneous as possible. In the first place he/she should organize based on students' academic performance and then based on ethnic backgrounds, race, and gender. On the other hand, Mulat (2007) shares the same view with the above scholars and he states, before the cooperative group work is formulated, teachers have a role to play in offering students a variety and suitable content and design authentic tasks that fit the learners need and interest. Teachers also decide the size of each group which is small in number and the way of assigning students grouping so that meaningful learning would takes place.

Therefore, we can say that the teacher is considered as the vital person in bringing students' nature of learning to the classroom environment and he/she can serve as a resourceful person in EFL classroom. Moreover, the other scholars elaborate the role of EFL teachers in this approach.

As Richards (2006:5) confirmed, EFL teacher is considered as “a **facilitator** that he/she is giving feedback, redirecting the group with questions, encouraging the group to solve their problems, extending activity, encouraging thinking, observing student and supplying resources.”

Generally, teachers can have many roles to play in establishing classrooms with various and flexible social structured groups and create comfortable environment that promote meaningful language learning in the classroom and motivate learners to use the language for communication purpose. They also have an involvement in developing meaningful tasks and activities which help learners to link new information to prior knowledge, providing opportunities for cooperative work that foster learning smoothly (*David D, 1999*).

Moreover, Mulat (2007) asserted that after the teacher organized everything he/she should give those tasks and activities. While students are working on the tasks in groups, teachers should

give directions and supports, encourages and appreciates each student's participation in the group, assesses and gives appropriate feedback for individual and group performance.

Thus, when teachers are involving in doing these, they can be considered as a model because they are involving in the process of communication and cooperative learning. In this regard, Slavin (1995) implies, the teacher in cooperative learning instruction are expected to act as a **model** by moving around the groups seats and sees that students are managing their work, and helps them if they face any difficulties during the group interaction and presentation of the specific tasks provided by him/her. In different websites researchers reported the role of teachers in cooperative learning classroom. They agreed that teachers can act as a **coach** particularly in EFL classroom. This is to mean that EFL teachers are involving in giving hints or cues, providing feedback, redirecting students' efforts, and helping them to use different strategies to achieve individual and group success. They further explain that the major principle of *coaching* in CL classroom is providing the right amount of help when students need help (*David D, 1999*). In similar ways, Mulat (ibid) indicates that at the end of each group discussion, teachers play the role by encouraging students to report their work, motivate them to ask questions, give comments on others' group work and give constrictive feedback that will be helpful for their progress in the process of language learning.

In sum, we can say that EFL teachers have tremendous role to play in facilitating EFL learning by acting as a model that the students can learn a lot and coaching that student get a valuable input for their future progress. Hence, they need to be curious about the students' language learning because it requires their commitment and dedication to let the group work successfully.

2.9. EFL Students' Roles in Cooperative Learning Classroom

In any types of language teaching approach students have an important role they are playing but the amount and degree of their role is different from one approach to the other. Hence, scholars have suggested that the type of language learning and the type of classroom activities in cooperative language learning has brought new roles for EFL learners in the classroom situation which is unlike with that of traditional learning method.

According to Kagan, (1994; as cited in, Woolfolk, 2004: 95) confirmed that in cooperative learning students are expected to play different new role in language learning classroom. Among

the many roles, being cooperative and active participant in the group are the major ones. Kagan further suggest that, students have new roles before, during, and after cooperative learning. Before learning, students set goals and plan learning tasks; during learning, they work together to accomplish tasks and monitor their progress; and after learning, they assess their performance and plan for future learning. In addition, Richards and Rodgers (2001) argue that in cooperative group EFL learners are involving in planning, monitoring and evaluating to what extent one has learnt in the group, the effectiveness of learning strategies the group employed, the progress of group and individual successes in the learning process, the important of the task and how the tasks are useful for future use. Furthermore, cooperative classroom is an accepted place in which students learn how to assess their own learning and success. Because decisions about contents and group performance are equally shared by the group members so that students feel confident to express uncertainties and feelings of individual and group success.

To sum up, CLL can make EFL learners successful, regardless of the group he or she is in since they have equal opportunity in learning the language. Therefore, each student should take responsibility in listening their peers' idea and take it as valuable contribution.

2.10. The Process of Cooperative Groups Formation

In the process of CLL group formation, group size can be considered as one aspect of challenges which is believed by most of Ethiopian teachers. Therefore, before they organize students in cooperative learning group, they should determine the number of students in each cooperative group. Thereby, Abebaw (2011: 24) suggests, "The size of each [cooperative] group and the selection of members for each [cooperative] group is some of the most important aspects that EFL classroom teacher needs to consider when forming cooperative groups. On similar ways, most researchers agreed that the size of the group member plays significance roles particularly in EFL class room where students get an opportunity to express ideas, feelings and others using the target language during discussions on tasks and activities. Hence, Slavin, (1995, 112) suggests, the ideal group size in CLL is two-to-six students for each group. This is based on the hypothesis that when students are small in number, cooperative interaction and communication among heterogeneous group will be achieved best.

Furthermore, Macpherson (2007) proposes, cooperative learning team can occur anytime that the ideal group size for each group members are two or more students working together to achieve a

common learning outcomes. But he admitted, cooperative learning, group size of four members for each group is recommended. Because, he believed, when the students are four in a group, teachers can have pairs working together at times and four working together at other time so that students can have ample time to interact with their group mates. On the other hand, researchers like David Johnson and Roger Johnson (1994) confirmed that the size of cooperative learning groups is relatively small and as heterogeneous as possible in their ethnic backgrounds, social classes and linguistic diversity as the school setting allow.

They recommended that the number of students should not be as large as four to five students per group. They rationalize that the group composed of four or five students work effectively because they are small enough to promote interaction and minimize dominance of active students as all of them are accountable for their own and group learning. However, when the group members become larger it decreases each member's opportunity to participate in different activities.

Generally scholars and researchers agreed that when the group size is large it would be difficult for teachers to organize tasks, manage different skills, and reach in a consensus. Hence, they suggested that EFL teachers should be clearly informed how students can be organized in cooperative grouping and consider the availability of resources, the amount of tasks, classroom furniture, and the amount of time allocated for the learning activity.

2.11. Strategies and Procedures Followed to Implement Cooperative Learning Groups

According to different experts in the field of language teaching, there is no one single way of assigning students into cooperative groups since there are a number of practices that the teachers can adapt in setting the cooperative groups depending on the tasks and classroom environment. So placing learners to CLL classroom, one as a teacher should consider the following scholarly suggested strategies and procedures to make language learning more effective.

2.11.1. Teachers Assigned Groups

This is one types of assigning students to CLL group. When the teachers participate with this process it is believed that they have been benefited to see groups are heterogeneous in terms of

academic ability, ethnic background, gender, ability of language use and any other factors that they feel are important.

Therefore, scholars have recommended that teachers are expected to be sure that closest friends and worst enemies are not assigned in the same groups. It is believed that when the closest friends are together, they tend to disturb the group whereas when the two enemies are together communication may not be takes place (Cohen, 1972; Byrne, 1987; and Richards and Rodgers, 2001, as cited in, Abebaw, 2011).

Thus, Cohen (1994) states, when students are assigned in group may feel uncomfortable with teacher assign group and with their group mates for the first time since they have not known before or who perhaps they knew and did not like. As a result, difficulty might occur to know each other and work together. To overcome such barriers, Cohen recommend that EFL teachers should give them a clear orientation about the benefit of being in heterogeneous group and doing activities together and the objective and how they become successful both in social skill and academic achievement than learning alone in a competitive learning environment.

2.11.2. Randomly Assigned Groups

Random group assigning strategy is another one which is very useful for short-term assignments, projects, but should not be used all the time or learners miss out on a lot of the advantages of working with heterogeneous groups. In this strategy the teachers can simply have learners number off and let them sit together in the same group and asks students' about their likes and dislikes, hobbies, colors etc. and placing all based on the category of the information (Gower &Walters, 1983).

2.11.3. Social Integration Groups

It is one aspect of assigning students in cooperative groups where the teachers can ask learners to privately name learners they would like to work with and any they would not like to work with in groups, and use this information to organize cooperative groups.

2.11.4. Subject-Matter Related Groups

Every student may not have the same learning style and area of interest in different subjects. So the teachers organized students who are interested in different topics will be organized in and if a group of learners are interested in a particular topic, they could be assigned to the same group to

accomplished and present the tasks to the rest of the class.

2.11.5. Self-Selected Groups

The teacher can simply ask learners to form their own groups. This can work well for short-term groups but can be counterproductive if students always end up in the same groupings.

To generalize, there are other options in assigning learners in CLL groups and it is up to the teacher to choose the best level of his/her learners to the purpose of the task. However, scholars recommend that the most effective groups are usually the teacher assigned groups because they are more likely to be heterogeneous (Soraya, 2010).

2.12. General Strategies EFL Teachers' Should Work with when They Organized Students in Cooperative Learning

To make cooperative language learning effective, scholars have been suggested the different procedures which EFL teachers should followed in the implementation process. For instance, Moenich and Kagan (2000) suggest, different strategies EFL teachers are expected to follow before they implement cooperative language learning approach to the classroom teaching and to make cooperative learning effective. These are some of the strategies presented below:

- The teacher should first introduce what students are expected to work in their group before cooperative group are implemented.
- At the start of the lesson teacher should let students know what they will be doing in teams, what procedures they will follow, and what will be their expectations are. Then, they should tell them why you are doing it, perhaps something that it will help prepare them for the type of environment most of them will experience.
- Teachers are also expected to plan for each process of cooperative group work. They are expected to assign students with different roles to group members, for instance, as coordinator, recorder, checker, group process monitor and should rotate the roles periodically for each assignment.
- The role of the **coordinator** is reminding the team members when and where they should meet and keep everyone on task during team meetings; the **recorder** prepares the final solution to be turned in; the **checker** is responsible in making sure the assignment is turned in on time.; and the **monitor** checks to be sure everyone understands the solutions and the strategies used to get them.

- The teachers should cautiously explain to students how each group will function and how students will be evaluated. Hence, it is advisable to integrate self and peer assessments for group members so that students can have the possibility to evaluate individual and group involvement and success over time.
- Teachers should also involve in establishing ground rules for their active involvement and contributions to the group and think about using written agreement. Encourage students to list down certain agreed rules that they will be governed including their expectations. And let them sign on those listed rules and make copies for themselves and teacher.

2.13. Seating Arrangement in Cooperative Learning Groups

Many scholars propose different seating arrangement for CLL. In CLL, classroom seating arrangements is believed to play an important role in fostering students' language learning among their groups. It is also believed that careful arrangements in classrooms where students have enough space to move and work on their activities positively should be considered because it affects activities and social skills.

To overcome such problems and foster language learning and teaching through cooperative grouping, Kaganw proposed the following types of seating arrangement and implement practically and investigate the advantage and the disadvantage of the seating arrangements.

2.13.1. Stadium Seating (Angled Rows with Desks Touching) Arrangement

Kagnaw clearly states the advantage and dis advantage of stadium seating arrangement. He explains, stadium, seating arrangement provides the teachers the opportunities to see every student is doing the activities in their groups and makes it easier for them to concentrate on the tasks. Because the students' desks are touching one another/ not completely separated, the angled rows mean that students can work with partners without having to move their desks because they are sitting right alongside one another. When it's time for group work, they can easily shift the desks to work together, or sit at tables in the back of the room or on the floor.

Moreover, it gives all students the opportunity to have a clear observation of the front of the room, can take up less floor space than other arrangements, and makes it easy for students to work in pairs or move their desks into groups for cooperative work.

On the contrary, it has a disadvantage that it does not work well with a large number of desks because students will be too far away, less effective in terms of management when more than two rows are used, less suitable for classrooms that use cooperative learning methods for the majority of the day.

2.13.2. Modified U or Horseshoe Desk Arrangements

This is the other types of seating arrangement strategy in cooperative learning. It has a multiple advantage and disadvantage. When we see the advantages, it is applicable that allows the teachers to fit many desks into a small space. It is also important that can help teachers to see each student's face and move around to help them easily.

However, it has a limitation that spreads students out considerably so that it can be hard to address them all; it makes group work harder because the desks can't easily be moved around.

2.13.3. Groups/Teams

This type of seating arrangement makes students facing one another at their desk which provide much time for independent learning and promote cooperation among teams. It has also an advantage in saving floor space with many desks. But it may promote off-task behavior, distracting for many students. Likewise, Harmer (2007) also proposed different seating arrangements and he explained that the rows and columns seating arrangement could suit formal classrooms where the teacher could take a front position for a lecture format while the circles seating arrangement would enable students to face each other while giving the teacher an opportunity to move around students.

Thus, we can say that the usability and functionality become two key concepts when thinking of seating arrangements (Cornell, 2002). Similarly, Kangaw suggest that when teachers wants to arrange students in groups, one as a teachers don not limit himself/herself to one particular arrangement if a variety of arrangements will work best for the teacher and his/her students. So we can arrange our students considering the type of seat and class size available in the classroom environment.

2.14. Challenges EFL Teachers Confront in Implementing Cooperative Learning

Different scholars and researchers have investigated that the effective implementation of CLL can be affected by different factors. Among many factors, the majors one that different scholars agreed up on is presented as follow.

2.14.1. Teachers' and Students' Perception about Cooperative Learning

Individual perceptions and teaching experience affect the teachers' methodological choices and the students' academic successes. In Ethiopian context both teachers and students perception towards cooperative learning is not positive due to many reasons. As Tesfaye (2008) explained, teachers' and students' perception of CLL is greatly influenced with the experience teachers and students have adopted before.

He claims that both teachers and learners are highly depending on the traditional language teaching and learning methods. Students think, the teacher is a resourceful individual that makes them pass the exam. This perceptions might affect teachers' and students' dedication from implementing the newly introduce language teaching approach. Moreover, due to lack of understanding how to implement CLL as an important pedagogical practice in their classrooms, EFL teachers fear that in CLL, low achieving students may not participate and high achieving students might be dominant in the process of team work because of their prior experiences or knowledge they have acquired. Furthermore, teachers and students worry that high achieving student's waste much time in helping the others that they might not gate knew knowledge and detained back. Similarly, Sharan (2010) shares the above idea that teachers face challenges in implementing CLL due to the resistance and hostility which arose from students. Students believe that when they are working in cooperative group with slower and less confident peers, they feel they are being discouraged. However, researchers and scholars agreed, in cooperative group learning students become successful both individually and group. Opposing to the above information, David Johnson and Roger Johnson (1999) elaborated that it is proved that high achieving students do not waste and invest their time in helping low performing students rather they gain much from their exposure to a variety of experiences and from peer teaching because students may not have the same learning style and academic performance in different subjects. Therefore, students who are high achieving in one subject may wish for help in other areas so

that skills can be integrated. More broadly, Johnson (2005) confirms that through CL approach, students who are high performing may get high reward as they have close exposure to interact with their group mate and develop positive attitude since they have a role to play in helping their weaker friends in the group.

In sum, we can say that teachers' and students' perceptions can affect cooperative language learning and students' academic achievement either positively or negatively in any direction.

2.14.2. Classroom Arrangement

EFL students' language learning in cooperative classroom and participation is influenced by class environment. Classroom environment refers a situation which includes classroom facilities and seating arrangements that plays an important role in enhancing language learning in the classroom context (Lotfy, 2012).

Likewise, Cornell (2002: 41) suggested that in order to accommodate heterogeneous types of EFL learners in the classroom setting, physical environment like seats and other important devices should be flexible in a way that encourages interaction, mutual learning and a sense of belongingness among students. Tesfaye (2008), on the other hand, confirmed that when teachers implement CLL they face challenges related to class size, furniture types, shapes of the classroom, resource center [information center], laboratory and library services are obstacles which hampers the teachers and students motivation towards the implementation of the approach. In support of this view, Lue (2000:17, as cited in, Tesfaye, 2008) stated, students in a large class size teaching environment, teachers are always become complaints that they could not organize students in cooperative learning grouping.

2.14.3. Classroom Control

The other challenges EFL teachers believed to face is classroom management. Teachers usually feel embarrassment to implement CLL as it requires teachers' strategy to manage the students learning as they have the chance to interact and talk with their group mates. Moreover, teachers are often afraid to implement CLL in the classroom because it requires them skills to resolve classroom discipline. David Johnson and Roger Johnson (1999) states, CL classrooms have a tendency to be noisier than traditional classrooms. This is a reasonable issue for a number of students. Some teachers believe that noisy classrooms indicate lack of discipline or teacher

control. In such situations, they argue, students cannot learn. But in cooperative learning carefully structured activities can help students learn the skills to work together successfully, and structured discussion and reflection on group process can help avoid some problems.

Moreover, Cohen (1994) strongly argued, the noise itself in CLL classroom is an indication that active learning is taking place. Therefore, he suggested that teachers should accept noise as something good and arrange the room properly so that students sit close together and remind students to monitor the sound level.

2.14.4. Mode of Assessing Students

A cooperative group activity provides EFL learners with the opportunities to learn from their peers and become more confident in their abilities to learn on their own. Hence, to implement effective cooperative learning, teachers should be aware of how they can best assess individual and group effort in the same learning environment.

Consequently, teachers are expected to consider individual accomplishment in the group work and assess them carefully so that group members feel confidence that individual contribution to the group has been evaluated adequately (Richard M., Feldler, et al, 2007). On the other hand, Sharan (2010) adds, teachers' believe continuous evaluation and follow up in cooperative learning strategy is a boring activity that they feel it made them too busy. However, Johnson, Johnson, and Smith (1991) **recommend that individual student performance should be assessed so that the groups know how their members are doing, become aware** who needs more assistance in completing the assignment, and members need to know they cannot let others do all the work while they sit back.

Therefore, if the teachers have absence of information how to assess learners individually among the group and the group as a whole might be a great challenge teachers have confronted. But if they believe there is a certain mechanism to assess they can structure learning well and minimize the burden of their challenge though they cannot eradicate for a life time.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The purpose of this study is to assess grade eleven English language teachers' challenges in implementing cooperative learning to improve students English language skills. Thus, to achieve the objectives of the study this chapter discusses the following: research design, population and sampling, instruments of data collection, procedures of data collection and procedures of data analysis.

3.1. Research Design

The researcher used a mixture of qualitative and quantitative research design. This research design was used because it is appropriate method and technique in researching challenges that affect grade eleven English language teachers' implementation of cooperative language learning in their classrooms. It also provides opportunities for the researcher to collect and describe numerical and non-numerical data. Moreover, qualitative approach helps to collect data through observation and in-depth interview and quantitative approach enables the researcher to collect larger amount of data from questionnaire (Aby et al. 2009:37).

Generally, these approaches provide the researcher with the opportunity to observe the way teachers conduct their lessons and students interact during cooperative language learning in that particular setting and it can increase the reliability and applicability of research conclusions.

3.2. Population and Sampling

The participants of the study were grade eleven English language teachers and students in the sample school. In order to collect data that are representative of the population, sampling is a very good method that enables the researcher to study relatively small number units in place of the whole population.

The total number of English language teachers who have been teaching English in different grade levels at the time of data collection from this study was 19. Of these, 16 of them were teaching only grade 11 students. In the school, there were 20 sections of grade eleven with a total of 1100 students. From these 15% (165) were taken as sample size from the total populations as recommended by different scholars.

Grade 11 English language teachers were preferred because they relatively had much time to engage students learn cooperatively and all of them were degree holders and might have an insight how language methodologies are used and implemented for a better goal achievement. Moreover, in grade eleven, students naturally were very interested to work together either with their friend or with school mate as they were preparing for the national exam. This created ample time for the researcher to observe and assess how they practiced cooperative learning in their classroom.

Different sampling techniques were used to determine the sample size of two groups of the participants of the study: teachers and students. Ten (10) English language teachers who have taught English in grade eleven and 10 students of grade eleven in the year 2014/15 G.C were selected for interview using simple random sampling technique. However, all sample teachers and students participated in filling the research questionnaire. Furthermore, from 20 sections; 5 sections were selected for classroom observation using simple random sampling.

3.3. Instruments of Data Collection and Procedures

In order to gather valuable information for the study, the researcher used questionnaire, interview, and classroom observation as an instrument for data gathering purpose.

3.3.1. Questionnaire

Questionnaire is important data gathering tool because it helps to collect data from a large number of participants. Hence, to assess the various challenges and effectiveness of grade eleven English language teachers' classroom implementation with respect to cooperative learning in EFL class rooms, both open-ended and close-ended formats were prepared and distributed after translated in to Amharic so as to make it easily understandable and increase the accuracy of data collected from 165 students. On the other hand, teachers' questionnaire was prepared in English and distributed for sample teachers at the same times.

Before preparing and administering the questionnaire for students, pilot testing carried out. After the pilot testing, the researcher found that students were facing some ambiguity on some of the questions. Based on the information obtained, some of the questionnaires were revised and organized for final distribution to gather large amount of data from the participants.

3.3.2. Interview

The purpose of using interview as data gathering instrument is to get teachers' and learners' perceptions, effectiveness and challenges about the use and implementations of cooperative language learning in EFL classes and to triangulate the information that will be obtained through questionnaire.

Confirming this idea Cathrine (2007:45) asserted that the main reason of using interviewing is to obtain participants' attitudes, perceptions, values, and behaviors and experiences and their views about the subject in a more detailed ways.

Generally, semi-structured interview which was translated into Amharic for students not for teachers used to gather data about their perceptions, effectiveness and challenges they face in implementing cooperative language learning approach.

3.3.3. Observation

In addition to the above tools, direct classroom observation were made to get information about the teaching-learning process and to see how grade eleven English language teachers implement cooperative language learning and what challenges and to what extent they are effective in implementing the method, and what challenges they face during the process. Moreover, this tool is also appropriate to collect qualitative data that will allow the researcher to crosscheck what has been responded in the questionnaire and interview and what actually takes place in the actual classroom teaching learning process. Furthermore, it was mainly focused on teachers- students' interaction in relation to cooperative language learning, classroom facilities, number of students in the classroom and the way students interact in their team.

While observing the 5 selected classes, the researcher used standardized observation checklist. Each randomly selected class was observed 5 times in different periods in the actual classroom

teaching and learning. This was done to assess and investigate how teachers implemented the methods for teaching different language skills.

3.4. Procedures of Data Collection

After developing the research instrument as presented above based on the research objectives and research questions, the researcher followed various procedures to gather reliable and valid data for the study.

First, the questionnaires were ready to be distributed to the sample populations (students) at different times. Before distributed, participants were organized in to three classrooms and have informed to write their genuine response and about their confidentiality. In this process funny! Colleagues were invited to help the researcher in collecting the questionnaires from sample populations. After that, interview was conducted with those selected sample populations (teachers and students). With this process, audio record was used and all the information was recorded. Finally, classroom observations were employed five times in different periods with the help of observation check-list.

3.5. Procedures of Data Analysis

The data collected through the questionnaires were organized under similar characteristics and tallied to get each items respondent's frequency. After that participants' questionnaires were interpreted and analyzed quantitatively by using percentage and frequency. Their responses are tabulated under the corresponding tables and calculated out of 16 and 165 respectively and changed into percentages by multiplying it with 100.

On the other hand, the data gained through interview was organized in different folder and transcribed. After the necessary information collected, the results of the interviews data were summarized, interpreted and discussed qualitatively in words. Moreover, the data collected through the help of classroom observations check-list were organized and analyzed qualitatively.

CHAPTER FOUR

DATA PRESENTATION, ANALYSES AND DISCUSSIONS

This chapter deals with the data presentation, analyses and discussions from the three research tools: questionnaire, interview and classroom observation which was collected from the teachers, students and classroom observation of grade eleven. As it was clearly stated in the objectives, the main aim of the study is to assess grade eleven English language teachers' challenges in implementing cooperative language learning. Therefore, respondents' perception on cooperative language learning strategies, challenges they confront and their understanding about cooperative learning are presented below.

4.1. Data Presentation and Analysis

4.1.1. Teachers' Response to the Questionnaire

In the teachers' questionnaire, the first and foremost issue sought to be examined was whether the teachers claim that they are aware or unaware about the concept of cooperative learning approach. Therefore, teachers were asked in the very first item of the questionnaire whether or not they are aware of cooperative language learning strategy in improving their students' language skills. Their responses are also summarized in Table 1 below.

Table 1: Teachers' Response regarding their understanding on the Concept of CLS

<i>No</i>	<i>Item Description</i>	<i>Options</i>	<i>F</i>	<i>TF</i>	<i>%</i>
1	Are you aware of the concept of CLLS?	Yes	11	16	69
		No	5		31
	<i>Total</i>				<i>100</i>

As presented in Table 1, regarding whether the respondents had the concept about CL or not. A large number of respondents (69%) of them replied that they had the awareness about it even though they did not take any training. The remaining 31% of the respondents did not have the concept in their stay in the school. With regarding to item 1, respondents were also asked to give further explanations about their understanding in open-ended questions.

Hence the majority of the respondents explained that CLLS is considered as one of the language teaching method that enables teachers to organize students to cooperative groups or pairs so as to improve their language and social skills. This seems to indicate that the majority of the respondents were aware of about the substantial benefit of CLS to improve students' language skills. On the other hand, few of the respondents did not explain to open-ended item since they did not have any information about it. This indicated that all the teachers in the school were not implementing the strategy consistently.

Teachers were asked to respond weather they used cooperative language learning strategy as one of the language teaching method or not and their overall experience in implementing cooperative learning and the way they formulate students towards cooperative group work. Hence, the responses are presented in the following table.

Table 2: Related to Teachers' Experience, Awareness and Techniques they employed in CLLS

<i>No</i>	<i>Item Description</i>	<i>Options</i>	<i>F</i>	<i>TF</i>	<i>%</i>
2	Do you use CLLS as one alternative teaching method to improve your students’ language skills in your classes?	Yes	14	16	87
		No	2		13
	<i>Total</i>				
3	If your answer for question number 2 is ‘yes’, how often do you use?	Always	3	16	19
		Sometimes	10		62
		Rarely	3		19
	<i>Total</i>				
4	How do you assign students to each cooperative learning group?	Based on their sitting arrangement and friendship	7	16	44
		Based on their geographical area and interest	3		19
		Based on academic abilities and ethnicity	5		31
		I don’t know	1		6
	<i>Total</i>				

Item number 2 in the table above examines teachers' experience in implementing CLLS as one alternative teaching method. Thus, almost all (87%) of English language teachers use it as one of the important teaching strategy. In contrast, few (12%) of them did not use in their classroom to teach the English language.

From the above result, therefore, it appears reasonable to generalize that these English language teachers had good experience that they were able to use what in their classroom and fairly working in improving students' English language and social skills. Because in working cooperatively students interact using the language which improves their communication skills and achieving common learning outcomes (Rechards & Rogers, 2001).

As it can be seen in item 3 in the table above reveals that out of the total of 16 English language teachers only (62%) of the respondents use CL strategy '*sometimes*'. The rest 19% of them use the strategy '*always*' and '*rarely*' respectively.

Therefore, from the data shown above, we can conclude that only few teachers use this strategy consistently and the majority of the teachers use it inconsistently. Hence, it is impossible to say English language teachers were effectively implementing the strategy very well because it creates contradiction with the data that were presented under item 1 and 3. In such data respondents replied that they did understand the benefit of CLS but they were not committed to implement it '*usually*'.

The respondents were also asked 'Why they did not use this strategy usually'. The majority of the respondents explained that there were different reasons. The first one is absence of information how to implement CLLS and past teaching and learning experience both on the teachers and students side. The second one is students' wrong perception and interest towards CLS. Moreover, inconvenient desks and seats and shortage of time were their justifications. Furthermore, students' poor language backgrounds were the other deterrence during the implementation of the strategies.

As presented in item 4 in the above table indicates regarding the teachers' strategies to organize students to work cooperatively, a number of teachers which account (44%) organized students based on their sitting arrangements and friendship.

The remaining 31% of them grouped students based on their geographical area and interest to which they want to work with. Few (19%) of them organized students based on their academic abilities and ethnicity.

Regarding this, teachers were also asked to reason out 'why did they prefer this mode of organization to certain groups' in open-ended question. The response indicates that those teachers who organized students based on '*option A*', reason out and explained that it save them time and energy since students sat friendly together. Besides, when they organized with seating friendly together, students work freely and they did not complain and less conflict among the group members. Moreover, the respondents who organized students based on academic ability and ethnicity were explained that students could have the opportunity to develop social skill and they can easily meet to work together and share knowledge, skills and attitude since the groups are heterogonous. In general, those teachers who organized based on their geographical area and interest believed that students could have the exposure to meet to work together and students are happy with it.

The above figure seems to depict that the majority of the respondents organized students traditionally that lack group heterogeneity which has a significant value in developing students social and language skills. It is suggested that students should be first organized based on academic ability, gender and ethnicity to different cooperative groups so that they can benefit from heterogynous group of English language learners role models together (Colorine, 2007).

Item five and six in the table below were asked to assess teachers' evaluation of their students perception related to cooperative learning strategy in which they might believe it is one of the challenges they encountered during the implementation process.

Table 3: Teachers' understanding about their Students' Perception in Learning Cooperatively

<i>No</i>	<i>Item Description</i>	<i>Options</i>	<i>F</i>	<i>TF</i>	<i>%</i>
5	Do your students feel interested when you organize them to learn cooperatively?	Yes	5	16	31
		No	11		69
	<i>Total</i>				
6	If your answer for question number 5 is ‘yes’ or ‘no’, how do you evaluate your students’ level of interest towards cooperative learning?	Very high	1	16	6
		Medium	4		25
		Very low	9		56
		Low	2		13
	<i>Total</i>				

Item 5 in the above Table 3, reveals students perception towards CLLS. The majority of teachers (69%) confirmed that students did not have interest to learn cooperatively. The rest 31% of the respondents agreed that students had interest towards cooperative learning.

Teachers response in the above table item 6, which shows students level of interest towards cooperative learning, more than half of the respondents (56%) replied that their students level of interest were 'very low'. Whereas, 25% of them answered it was 'medium' and 13% of them claimed it was 'low'.

From the result above, we can understand that students did not have interest to learn cooperatively due to many reasons as it was presented under item three.

Item 7 in the Table 4 below was asked to see the types of challenges EFL teachers faced in the implementation of cooperative language learning strategy and their strategies in coping them. Hence, their responses are summarized and presented below.

Table 4: Teachers' Response regarding Challenges they encounter when they implement CLLS

<i>No</i>	<i>Item Description</i>	<i>Options</i>	<i>F</i>	<i>TF</i>	<i>%</i>
7	Do you encounter challenges when you are implementing cooperative learning strategies?	Yes	13	16	81
		No	3		19
	<i>Total</i>				<i>100</i>

As shown in the Table 4 above, the majority (81%) of the respondents responded that they faced challenges when they try to implement CLS in their classes. On contrarily, 19% of them replied that they did not face any challenges. Concerning this, respondents were asked to list the types of challenges they were encountered in the open-ended questions. The data in this item showed that students perception and interest, irresponsibility of group members, poor background knowledge of the English language that students prefer to use Amharic, academic competition among the students, absence of information how CLLS can be implemented, past habits of teaching and learning experience in both teachers and students, shortage of time and immovable seats and difficulty of managing the classes were among the many.

Therefore, the data found from questionnaires, interviews and classroom observations revealed that English language teachers were facing various challenges that hindered their effective implementation of cooperative language learning strategies so as to improve the students' language and social skills.

The following items (1-8) were asked to assess hindrances related to EFL teachers that sought to pose their effective implementation of cooperative language learning strategy in their language classes.

Table 5: Teachers related Impediments that affect the effective implementation of CLLS

No	Item Description	Options						
1	My own teaching experience and perception about CLS.		SA	A	U	D	SD	Total
		Fre	8	3	2	2	1	16
		%	50	19	12.5	12.5	6	100
2	Absence of information how to implement CLS in the classroom	Fre	6	5	-	4	1	16
		%	38	31	-	25	6	100
3	I always think that CLS takes me much time and energy in preparing tasks that fit students interest.	Fre	7	5	-	-	4	16
		%	44	31			25	100
4	The students and I always worry to cover the contents which are part of the exam since they compete with other students	Fre	7	4	-	4	1	16
		%	44	25	-	25	6	100
5	I worry about high achiever students because when they help low and medium achieving students they delay back.	Fre	4	5	1	5	1	16
		%	25	32	6	31	6	100
6	I sometimes feel that implementing CLS is so difficult than other methods.	Fre	2	8	2	2	2	16
		%	12	50	13	13	12	100
7	I feel I am not well experienced when I look back my work experience.	Fre	3	6	1	5	1	16
		%	19	38	6	31	6	100
8	I always face difficulty how to evaluate individual and group performance so in order not to listen such complain; I simply lecture them focusing their national exam.	Fre	7	5	-	3	1	16
		%	44	31	-	19	6	100

As it can be seen from the above Table 5 in item number 1, respondents were asked to express their agreement and disagreement for the statement presented for each item descriptions. Hence, the majority (50%) and (19%) of the respondents ‘*strongly agree*’ and ‘*agree*’ respectively.

Whereas, 12.5% of the respondents answered '*undecided*' '*disagree*' with the statement presented for them respectively.

The data presented above, the open-ended questionnaire and the interview clearly indicate that half of the teachers '*strongly agree*' and one fourth of them '*agreed*' that students' perception were possible hindrance for the effective implementation of cooperative learning strategies.

Regarding item 2 in the above table, a number of teachers (38%) and (31%) '*strongly agree*' and '*agree*' respectively. But the remaining 25% and others 6% answered '*disagree*' and '*strongly disagree*'. This seems to indicate that the majority of the respondents did not have sufficient information how CLLS could be implemented in language classroom.

Concerning item 3 in the table above, the majority (44%) and (31%) of the respondents '*strongly agree*' and '*agree*' that CLLS is time taking and required additional energy to prepare tasks and activities. On the other hand, 25% replied '*strongly disagree*'. Regarding this item the data from open-ended question also indicated that most of the English language teachers usually face challenges related to time.

As can be seen in the above table, item 4 which addressed issue about teachers and students 'worry' to cover the contents of the book, 44% of the teachers responded '*strongly agree*' with the item whereas, 25% replied '*agree*' and '*disagree*' respectively and 6% of them responded '*strongly disagree*'. This seems to indicate that majority of teachers '*strongly agree*' and '*agree*' that they worried to cover the content of the book as they prepare the students for the national examination.

As indicated in the above table, item 6 half of the respondents (50%) replied that they '*strongly agree*' and 12% of the teachers respond '*agree*', '*undecided*' and '*strongly disagree*'. This seems to reveal that most of English language teachers perceive that implementing CLLS is the challenging thing when they compared with other language teaching strategies.

Concerning item 7 in the Table 5 above, out of the total number of the respondents, only (38%) and (31%) of the respondents replied '*agree*' and '*disagree*' about their past work experience. The remaining which covers 19% responded '*strongly agree*' whereas, 6% of the respondent replied '*undecided*' and '*strongly disagree*' respectively.

Therefore, it is supposed to conclude that teachers past teaching experience can be considered as one of the possible impediments that imposed their effectiveness implementation of cooperative language learning strategy.

Regarding item 8 above, most of the teachers which account (44%) and (31%) replied '*strongly agree*' and '*agree*' for the presented statement. Contrarily, the remaining 19% and 16% of them responded '*disagree*' and '*strongly disagree*'. This seems to depict that teachers do not have clear ideas how students be assessed during cooperative learning in their English classes.

To identify the types of challenges English language teachers confront related to students, 3 questions were asked to see whether students' perception and misbehavior results challenges in the implementation of cooperative learning strategy or not. Thus, the participants' responses are discussed in the Table 6 below.

Table 6: Students related impediments that affect the effective Implementation of CLLS

<i>No</i>	<i>Item Description</i>	<i>Options</i>						
9	Students perception and interest to learn through CLLS		SA	A	U	D	SD	Total
		Fre	10	2	-	2	2	16
		%	62.5	12.5	-	12.5	12.5	100
10	Students misbehavior during group discussion which is difficult to manage and makes me nervous	Fre	4	9	-	2	1	16
		%	25	57	-	12	6	100
11	Students usually complain that all the groups are not equally share the responsibility so in order not to listen such complain I simply lecture them focusing their national exam	Fre	4	7	1	4	-	16
		%	25	44	6	25	-	100

Teachers' response to item 9 in the above table shows that 62.5% of the respondents replied '*strongly agree*'. The others which contain 12.5% of them responded '*strongly agree*', '*disagree*' and '*strongly disagree*'. Therefore, from this data and data presented in open-ended questions indicated that most of the teachers agreed that students' perception to learn in cooperative group is hindrance for them.

In item 10 in the Table 9 above also indicates that many of the respondents (57%) and (25%) responded '*agree*' and '*strongly agree*' respectively. On the other hand, few of them (12.5%) and (6%) of the respondents replied '*disagree*' and '*strongly disagree*'. This data reveals teachers faced different challenges in the same way as it discussed in item 7 in Table 4.

As can be seen in the above table, item 11, which covers 44% of the respondents replied '*agree*' and 25% of the respondents responded '*strongly agree*' and '*disagree*' respectively and 6% of the participant replied '*undecided*'. This seems to imply that the majority of English language teachers agreed that when they assign students to certain cooperative group work students did not take responsibility.

To identify the types of deterrence English language teachers faced related to students number, classroom facilities, time, contents of the book, principals' supervision, and motivational strategies, 8 items were asked and their responses are summarized in Table 7 as follow.

Table 7: Classroom Environment and other related impediments in the Implementation of CLLS

No	Item Description	Options						
			SA	A	U	D	SD	Tot
12	The number of students in one class is very large to manage	Fre	5	5	1	2	3	16
		%	31	31	6	12.5	19	100
13	The desks are not flexible and moveable that I cannot go around to observe individual and group performance	Fre	11	2	1	2	-	16
		%	69	12	6	12.5	-	100
14	The allotted time for cooperative group work is not sufficient	Fre	4	7	2	2	1	16
		%	25	44	12.5	12.5	6	100
15	The contents of the book are not inviting for cooperative group work	Fre	6	3	1	3	3	16
		%	37	19	6	19	19	100
16	Because of unconfirmed supervision and follow up of school principals and department head, I become reluctant to implement CLLS	Fre	1	5	3	4	3	16
		%	6	31	19	25	19	100
17	I feel there is no sufficient resources that can be important to prepare tasks and activities	Fre	5	9	-	1	1	16
		%	31	57	-	6	6	100
18	The kind of motivational strategies provided by the school always de motivate me so I refrain not to work hard	Fre	6	3	2	2	3	16
		%	37	19	12.5	12.5	19	100
19	I have not receive any training about the concept of CLLS so I feel I am not sufficient to implement CLLS	Fre	4	5	2	3	2	16
		%	25	32	12.5	19	12.5	100

As shown in Table 7 in item 12 above, 13% of the respondents responded '*strongly agree*' and '*disagree*' about the statement. But the remaining 19% and 12.5% of the respondents answered '*strongly disagree*' and '*disagree*' respectively.

In the above figure, those English language teachers who responded '*strongly agree*' and '*agree*' were also requested 'why they strongly agree and disagree' in the open-ended question, they reason out that the number of students in a single classroom can be considered as a possible impediment for them.

As item 13 in the above table indicates, almost all of the respondents (69%) replied '*strongly agree*' and (12%) of them responded they '*agree*' and '*disagree*' respectively. But 6% of the respondents replied '*undecided*'. Concerning this the majority of the respondents agree that they usually desecrate their time in arranging students' seat which is not convenient to organize. Due to this reason the teachers are not able to implement CLLS consistently.

Item 14 in the table above, 44% and 25% of the teachers answered '*agree*' and '*strongly agree*' that the allotted time which is '45' is not sufficient to organize students to learn cooperatively. The remaining 12.5% of them replied '*undecided*' and '*disagree*'. The rest 6% responded '*strongly disagree*'. The data gathered from open-ended questionnaire and the data presented above shows the above trend.

Regarding whether the contents of the book appeared interesting or not to implement CLLS for them in item 15, 37% and 19% of the respondents '*strongly agree*' and '*agree*' with the item presented for them. But 19% of them on the other hand, replied '*disagree*' and '*strongly disagree*' about the issue. Moreover, only (6%) responded '*undecided*'. This data reveals that the contents of the book seem to appear not interesting and inviting to implement cooperative learning strategies.

As shown in item 16 in the table above, few of the respondents (31%) and (6%) replied '*agree*' and '*strongly agree*' respectively that they did not see any supervision and follow up from the side of the school principals. On contrarily, 25% and 19% of the respondents replied '*disagree*' and '*strongly disagree*', but the remaining 19% of them responded '*undecided*'. This implies that the majority of the respondents agree there were supervision and follows up from the school

principals. But it is impossible to say it was very organized and sufficient as some of the respondents agree in the same way in the open-ended questions and interview.

As indicated in item 17 in the above table, 57% and 31% of the teachers responded '*agree*' and '*strongly agree*' respectively. Whereas, the others 6% of the teacher replied '*disagree*' and '*strongly disagree*'. This clearly indicated that English language teachers did not have enough resources that can be compatible to implement CLLS in their classroom.

The data gathered from the open-ended item also revealed that the majority of English language teachers replied they were encountered hindrance related to resources which can be compatible to be used as an input during cooperative learning.

Concerning item 18 above, 37% and 19% of the respondents replied '*strongly agree*' and '*disagree*'. 19% of the respondents responded '*strongly disagree*' and the remaining 12.5% of them answered '*undecided*' and '*disagree*'.

Therefore, this figure shows the majority of the respondents agree that the rewarding mechanism were not fair and de-motivating them not to work hard. The data gathered from the teachers' interview also revealed the same facts.

As can be seen in the above Table 7 in item 19, which assessed respondents' experience if they had taken any training related to CLLS, 44% and 25% of the respondents responded '*agree*' and '*strongly agree*' respectively. But the remaining 19% and 12% of them replied '*disagree*' and '*strongly disagree*'.

Therefore, the above data evidently shows that the majority of the respondents agree that they had never taken any training regarding CLLS.

4.1.2. Students' Response to the Questionnaire

Students' questionnaire was designed to diagnose their perception and awareness of cooperative group learning strategies in the English language learning classroom which pose challenges to teachers in their endeavors to implement cooperative learning strategies. Students' perceptions and awareness of what CLLS meant is a very essential feature in the teaching learning process. Thus, in the following Table 8, 6 items were asked to diagnose the students' perceptions, awareness and state of learning through cooperative group work in EFL classes.

Table 8: Students' Response regarding their Perception about CLLS

<i>No</i>	<i>Items Description</i>	<i>Options</i>	<i>F</i>	<i>TF</i>	<i>%</i>
1	Do you know what is meant by CLLS?	Yes	77	165	47
		No	88		53
	<i>Total</i>				
2	Which of the strategies do you enjoy most when you learn the English language?	Cooperative group work	71	165	43
		Role play	29		17
		Pair work	42		26
		Teacher’s lecture	23		14
	<i>Total</i>				
3	On which types of learning strategies are you effective?	When I work individually	24	165	14
		When I listen the teacher attentively	76		46
		When I work with other students	66		40
	<i>Total</i>				
4	Do you like learning the language in cooperative group teaching-learning strategies?	Yes	56	165	34
		No	109		66
	<i>Total</i>				
5	If your answer for question 5 is ‘ <i>no</i> ’, what are the reasons behind?	Cooperative learning takes me much time and energy	10	56	18
		Helping other students create conflict	6		11
		Group members are not equally responsible	27		48
		Few students always dominate during cooperative group work	13		23
			<i>Total</i>		
6	With which types of group formation strategy are you happy during CLLS	Teacher assigned	32	165	20
		Gender assigned	8		5
		Randomly assigned	14		8
		Self assigned	68		41
		Geographically assigned	6		4
		Ability based assigned	37		22
		<i>Total</i>			

The statistically presented data related to item 1 in the above table indicated that 77 (47%) of the students have the information about CLLS. Whereas, 88 (53%) of them did not have the information what CLLS meant before.

Therefore, the above data implies that more than half of the respondents were not aware well about the concept of CLLS. However, some of the respondents were aware about it. These respondents were tried to explain what does it means for them and they defined CLLS is a language teaching method in which the teacher organized students in to one-to-five grouping or more than that in which one of the student become a leader that enable them to learn the language communicatively in a meaning full ways. So it seems impossible to say the majority of them did not aware about it.

Concerning item 2 in the above Table 8, regarding assessing students' leaning preference, the majority of the respondents who covers 71 (43%) has revealed that they were happy when they learned in cooperative group. The other 43 (26%) of them preferred to learn being in pair .The remaining which covers 29 (17%) and 23 (14%) of them responded they preferred to learn being in role play and the teachers' lectures. This implies that many of the students had an interest to learn in cooperative groups to improve their language skills.

Regarding item 3 in the table presented above, 65 (40%) of the respondents replied that they are better in their command of English language when they learnt with students in groups. However, some of the respondents 76 (46%) of them responded that they are effective when they listened the teacher's lecture attentively. 24 (14%) of them responded that they are effective when they studied and did tasks alone.

It is possible to generalize that the majority of students wants to learn the language when the teachers taught them grammar and prepare them for examination. The data from the teachers' response reveal that many of the students did not consider as if they are the best teachers unless they were not lecturing them grammar.

Assessing whether students *like or dislike* learning cooperatively or not in the above table item 4, the majority of the students 109 (66%) of the respondents did not have interest to learn cooperatively with other peer mates.

On contrarily, the other 56 (34%) of them replied that they did not have an interest to learn with their fellow mate in cooperative groups. In general, we can conclude that many of the students did not have interest to learn in cooperative group work though there was some who want to learn with it.

As can be seen in the above table item 5, 27 (48%) of the respondents replied that they did not want to learn cooperatively as most of the group members did not have respect and responsibility. 13 (23%) of the respondents answered that few students dominate the group members as a whole that others did not have the opportunity to express their ideas or feelings during group discussion. 10 (18%) of them complained that CLLS took them much time and energy. 6 (11%) participants were responded that helping other students seems to result them conflict.

The above data clearly indicated that the majority of the students did not have positive attitude towards CLLS due to the reasons presented in the above data respectively.

According to item 6 in the table above, 68 (41%) of the respondents responded that they were happy when they formed in cooperative group based on their own interest. 37 (22%) of them replied that they were happy when they organized based on different mixed abilities. The others which accounts 32 (20%) of them replied that when the teacher assign them. The remaining 14 (8%), 8 (5%) and 6 (4%) of them replied that when they organized 'randomly', 'based on gender' and 'based on geographical area' respectively. This data seems to show that most of the students became happier when the teachers organized them based on the provisions of students' interest with whom they want to work with. But few of the respondents agreed ability based seating arrangements are their preference.

This section seeks information about the types of difficulties students encountered during cooperative language learning with their peers. Hence, the summarized data are presented in Table 9 below.

Table 9: Students' Response regarding to Challenges they encounter when they learn cooperatively

<i>No</i>	<i>Items Description</i>	<i>Options</i>	<i>F</i>	<i>TF</i>	<i>%</i>
7	Do you find difficult when you work with your peers during cooperative group work?	Yes	115	165	70
		No	50		30
	<i>Total</i>				<i>100</i>

As presented in the Table 9 above, a large number 115 (70%) of the respondent were faced different challenges when the teacher organized them to work cooperatively. The remaining 50 (30%) of them replied they did not encounter any challenges. Thus, it is possible to generalize that many of the students were encountered challenges when they were learnt cooperatively.

Similarly, the data indicated from open-ended item 10, students were encountered different hindrances when they have learned cooperatively: students' interest towards CLLS is the major one. Many of the respondents explained that most of the students did not take equal responsibility and have no interest. Some of the group members talked another issue which was not similar; the others did other subjects; few of them wanted to laugh at the group leader or other member when they used English during discussion. Moreover, most of the students were not willing to work with whom they were assigned. They added that individual differences in English language abilities were the other hindrance. They elaborated that when few members are good at English they want to show that they are the only student who speak English and ignore the other member not to share their ideas and feelings. This individual superiority creates psychological impact on the other member and conflict raised afterwards.

Furthermore, they discussed that shortage of time to discuss and much number of students in each group which was unmanageable was hindrances.

Finally, they indicated that students' misbehavior, absenteeism and lack of sufficient information were impediments they faced during cooperative learning strategies.

To assess students' response the extent to which English language teachers are implementing cooperative learning strategy in their English classes, 5 questions were asked and their responses are presented in the following section.

Table 10: Students' Response regarding Teachers' Implementation of CLLS

<i>N_o</i>	<i>Items Description</i>	<i>Options</i>	<i>F</i>	<i>TF</i>	<i>%</i>
8	Do your English language teacher assign you in to a certain groups based on your interest of students you want to work with?	Yes	94	165	57
		No	71		43
	<i>Total</i>				
9	Does your English language teacher organize you to learn cooperatively?	Yes	101	165	61
		No	64		39
	<i>Total</i>				
10	If your answer for question number 10 is ‘yes’, how often does he/she organized you?	Sometimes	44	101	44
		Rarely	27		27
		Usually	19		19
		Never	11		10
	<i>Total</i>				
11	How often is your English language teacher gives you clear instructions and tasks to engage you learn cooperatively?	Rarely	78	165	47
		Occasionally	41		25
		Always	34		21
		Not at all	12		7
	<i>Total</i>				
12	How many students do cooperative learning groups in your class often involved?	2-4	11	165	7
		2-6	79		48
		2-8	46		28
		8 and above	29		17

As one can observe from the table above in item 8, more than half of the respondents 95 (57%) agreed that the teachers organized students to certain cooperative groups based on students' interest. On the other hand, 71 (43%) of them disagreed that their teachers did not organize them based on their interest of students they want to work with. This data seems to indicate to contradict with the data presented in Table 8 item 6. In this item, the data revealed that 41% of the respondents replied that their teachers assigned them based on their interest but here in this data they replied that the teachers did not keep their interest.

Based on the information in Table 10, 101 (61%) of the respondents replied that their English language teachers organized them to learn in to different cooperative groups. But 64 (39%) of them replied that their teachers did not organize them to learn cooperatively. This data indicates that the majority of the English language teachers had been implementing CLLS whereas some of them seem implemented other strategies to teach the language.

Similarly, in item 10 in the Table 10 above indicates that 44 (44%) of the respondents replied that their teachers have implemented CLLS as one teaching strategy '*sometimes*', 27 (27%) of them replied '*rarely*' and the remaining 19 (19%) and 10 (11%) of them answered that they were implemented '*usually*', and '*never*' respectively. Consequently, it seems reasonable to generalize that most of the English language teachers were not used and implemented the language teaching strategy effectively to work more on students' language proficiency as they used sometimes and rarely in most cases.

As it appeared in item 11 above, nearly half of the respondents 78 (47%) answered that their language teachers gave tasks and clear instructions to engage them learn cooperatively '*rarely*'. On the other hand, 41 (25%) of them replied '*occasionally*' and the other 34 (21%) and 12 (17%) of them responded '*always*' and '*not at all*' respectively. This implies that students were not given clear instruction and tasks that engaged them to learn cooperatively.

Finally, regarding to item 12 above reveals that 79 (48%) of the respondents responded that when they grouped in cooperative learning strategy, the maximum number of group members were 2-8. The others which account 29 (17%) and 11 (7%) of the respondents responded 8 and

above group and 2-4 members were involved. This shows that students' group member were scientifically structured. However, the interview and observation data were not compatible.

4.1.3. Results of Teachers' and Students' Interviews

The researcher interviewed ten English language teachers out of the total of sixteen (16) who had been teaching English as a subject in grade eleven and ten (10) students out of the total of one hundred sixty five (165) who were learning in grade eleven in Ayer Tena Secondary and Preparatory School. Both teachers' and students' interview had taken the minimum of eight (8') and the maximum of eleven minutes (11') as the recorded data indicates.

Therefore, the results of the interview which were conducted with the teachers and the students were summarized as follows to triangulate the data gathered from questionnaires and classroom observations. But the detailed data findings were attached in the (Appendix G).

4.1.3.1. Data Obtained from the Teachers' Interview

The interviewees were asked whether cooperative learning strategy (CLLS) helped their students to learn the language in a more relaxed and better environment or not, almost all (9) of the English language teachers agreed that CLLS was one of the most decisive teaching strategy that helps students to learn the language in a more practical ways which helped them to improve their communicative skills. They further elaborated that when students learn through this strategy, they can develop self-confidence and avoid anxiety to express their ideas with their fellow mate. Because the teacher talking time is limited that students have full exposure to interact with their peers using the English language. However, in responding to this question, only one teacher disagreed that it did not have a benefit. He justified and believed that with this language teaching strategy, the majority of group members became dependent. Because many of the activities and tasks were usually done by the few of the group members and the others depend on them to get good marks since there are academic differences among students. Therefore, both the data gathered from the teachers questionnaire and an interview indicated that all the language teachers had the information about the benefit of the strategy in improving students' language and social skills.

The other question that the teachers were asked to give their evaluation whether CLLS is effectively implemented by the language teachers in their school or not, half of them (5) reported

that they do not totally believed it is implementing effectively. Whereas, the other half (5) of the interviewee reported that they did not totally believe it was implemented effectively rather to some extent.

However, all the interviewees agreed that they were not implementing in a more structured and formal ways. All of them replied that they simply organized students to a certain groups based on their sitting arrangement or students interest to engage them to do different activities and assignments. They were also asked to reason out why it is not implemented effectively, and all of them (10) said that large number of students in a single classroom, shortage of time which is 45' for one period, students interest, background information about CLLS and disciplines, and their own unfamiliarity with this strategy were the deterrence that hinders them not to implement effectively.

The third question which was asked if teachers and students perceive CLLS positively or negatively, and almost all (9) of the interviewee reported that teachers and students did not perceive positively. On contrarily, only one (1) interviewee replied that not all teachers and student were unwelcomed this strategy rather few of them. But when they reason out both in the interview and on open-ended questionnaires that all of the interviewee agreed on the same idea that the resistances had been developed from lack of experience and awareness that never worked hard before rather they were happy to implement it in their classroom to work on students language skills.

The fourth question which was asked was whether they had the experience as English language teacher in implementing CLLS in their class room to improve students' language skills or not, the majority (6) of the teachers explained that they had the experience in implementing in their classroom as one of the language teaching strategy. The remaining few (4) teachers reported that they did not have the experience. Nevertheless, as it was triangulated in question number two (2) in the above interview and in the data found in this section indicated that those who reported that they had the experience in implementing it sometimes and those who replied they did not have the experience elaborated that they had the same experience as they stated in the above section two.

The fifth question which was asked to assess if students are capable enough in their command of English language during their engagement in cooperative learning strategy, all (10) of the

interviewees replied that students were not capable enough to use the language during group the learning to share ideas and feelings.

They believed that this inefficiency and incapability was occurred due to lack of exposure from the students' side in expressing their ideas in English at lower grade and the lower grade teacher did not work much in teaching students the language in a communicative fashion. Moreover, most of them underlined that students do not have keen interest to learn the language because they believed that learning the language is something very difficult. However, few (4) teachers believed and suggested that if they made their lesson very smart and attractive and follow up them during cooperative group discussions, the students would be interested to use the language communicatively though several of them use Amharic.

The interviewees were also asked whether they faced challenges when they implemented CLLS in their classroom or not, all of (10) the teachers were facing challenges to implement in the language teaching- learning process. In asking them to list the types of challenges they faced, and they explained that students' number and interest, lack of training, shortage of materials etc. were the main impediments' they usually faced (See Appendix G).

Finally, the researcher interviewed teachers to give him their recommendations about the effective implementation of CLLS in the futures, and they recommend that to overcome the challenges and implementation of this strategy in the future, teachers capacity should be built well by giving them scientific and practical training about the implementation process. In addition to this, they suggested that the concerned bodies should work hard in inculcating clear awareness about the benefit and drawbacks of the strategy from both sides of teachers and students. Moreover, the class size and environment should be arranged in a way that invites both teachers and students to implement it effectively (See Appendix G).

4.1.3.2. Data Obtained from the Students' Interview

Ten (10) students of grade eleven (11) who were involved in filling the questionnaire were randomly selected to be involved in the interview. To make the data more reliable, the researcher conducted the interview in Amharic. This was done so as to create the opportunities for students to express their ideas and feelings with no shortage of language in English. Moreover, like teachers' interview students' interview took a minimum of six (6') minutes and maximum of nine

(9') minutes. Hence, the result of the data is summarized as follow. The more detailed data findings are attached in (Appendix H).

Regarding question number one students were asked to explain the different teaching strategies that their English language teachers practiced to teach them the language in their classroom, all of the interviewee reported that their teachers mostly used lecture method to teach them grammar. However, they replied that their teachers also organized them in groups based on their sitting arrangement to engage them to do different tasks and activities.

The second question was asked to assess interviewees' idea if CLLS benefited them to improve their language proficiency; all the interviewee said that they can get multiple benefits to improve their language skills. They said that CLLS helped them to improve their language and social skills. Besides, they agree that it helped them to avoid language and social anxiety and motivated them to develop confidence.

The other question that the interviewees were asked was to explain their overall evaluation about the effective implementation of cooperative learning in their school, almost all (8) of the students replied that they did not believe it was implemented well. They complained that teachers used this strategy when they want to give them assignments and class activities. They elaborate that teachers were not following the group structurally and the seating arrangement was not comfortable by comparing their previous school learning experience.

In asking the students whether they feel confident when they learn in cooperative group work with the students who had different learning experience and cultural background or not, *and* the majority (8) of the students responded that they felt confident. Almost all confirmed that when they learnt the language cooperatively, they can develop confidence as it was very simple to give and take comments from peers than from the teacher.

Moreover, the interviewee were asked to respond to what extent their language teachers give clear information about what to do and encouraged them to play different role in cooperative group work, a large number (7) of the interviewee replied that the teachers gave them clear instruction and individual role that each student in a group to play was to '*little extent*'. Teachers only gave them oral warning that every one of them involved in doing the activities. They replied

that they were divided different tasks based on the group members' agreement. Whereas, only one (1) responded that he/she could not say anything as their teachers never implemented this strategy in the classroom. But few (2) of them reported that their teachers gave them clear instruction and roles that they were expected to play in their learning.

The researcher also asked the students the types of challenges they encounter when they learn cooperatively, the data that was found from the questionnaire and the interview revealed that they faced challenges: students' absenteeism, discipline, interest and motivation, selfishness to share ideas, number of students and uncomfortable seat, shortage of time and teachers' carelessness to follow up the group's activities (See Appendix H).

The last question that was asked to give their recommendation to overcome those challenges and implement CLLS effectively in the future, they recommended that teachers should be serious and strictly follow the group process. They should move around their seats to manage the class discipline. In addition to this, students should be aware beforehand about the benefit of CLLS. Moreover, schools and teachers should work hand in hand to enhance students to learn best by bringing interesting topics and activities that can engage them learning cooperatively.

4.1.4. Result of Classroom Observation

As it was presented in the methodology, the researcher had been observed five (5) randomly selected sections of grade eleven (11) for five (5) successive periods of each section. The data was collected with the help of observation checklist (See Appendix I). One checklist was used for one classroom observation and a total of twenty five (25) checklists were used. After the researcher arranged the periods with English language teachers, actual classroom observation was taken place focusing teachers-related, classroom-related and student-related factors that challenge the English language teachers during the implementations of cooperative language learning.

The teachers come to their classes with different teaching strategies that can be compatible with their own belief and style of teaching. Therefore, the data found from classroom observation proved that English language teachers did not organize students to certain cooperative learning groups. During five successive classroom observations, the researcher observed that the majority (80%) of the language teachers were not seen organizing students in a formal and structured ways of cooperative groups to teach different language skills.

However, the researcher only found one teacher who attempt organizing students to cooperative group based on the students' academic performance and limiting their numbers 6 to 8 and taught them the lessons though it still lacks structured.

The above data and the data found from teachers' questionnaire in Table 2 item 2 and interviews show that the majority of teachers replied that they use group learning as one teaching strategy in which they organized students based on their sitting arrangement and interested. Therefore, it seems possible to conclude the majority of the English language teachers organized students using the traditional ways of cooperative grouping strategies in which the groups has no longer after a single classroom activities or assignments. In fact, this happened due to lack of awareness and training on how it can be implemented because the teachers' questionnaire, interviews confirmed that teachers did not have clear understanding and experience about the process of the implementation.

On the other hand, the classroom observation also indicated that the majority (72%) of the observed teachers did not give students clear instructions on how they did it, why they did it, and when they presented or used it before they group students to learn cooperatively. The majority of the teachers simply read the instructions provided on the students' textbook and let them do the activities accordingly. But few (28%) of them do as opposed to the majority of the teachers. These teachers tried their best by giving clear instruction what students are expected to do during group work so as to avoid confusion and draw their attention to cooperative work.

The researcher has observed the extent to which English language teachers use different strategies to assign students to certain cooperative group work. The observation data depicted that from the five observed classes almost all (92%) of the observed teachers did not employ different strategies to assign students to cooperative group work. Almost all of them organized students in groups or pairs based on their sitting arrangements and let them do activities and assignments. Moreover, teachers' and students' questionnaire and interview also proved the above facts. The teachers responded that they sometimes organized students based on their sitting arrangement to give them activities and group assignment. Students were also replied that their teachers organized them to certain groups based of their seat and interest with whom they want to work with. This fact indicates that the English language teachers in that particular school

had been organizing their students using traditional grouping strategies and they also seemed to have lack of experience in organizing students to modern cooperative group organization which were very heterogonous in its nature.

The classroom observation result regarding teachers motivational strategies used and their role during cooperative teaching shows that the large number of (85%) and (60%) English language teachers respectively did not use different motivational strategies to engage students learn cooperatively and make them active participant in their language learning. Teachers were not observed giving equal responsibility for each student for both individual and group work rather they have been observed giving the chance for volunteer students to present what they have done by representing the whole group members.

In most of their teaching periods, almost all the teachers were observed that after once they gave students certain activities from students' text book, they simply wrote the instruction on the chalk-board or told them orally what students would do in the activities. The students' questionnaire and interview confirmed this fact. Students complained that most of their teachers were not responsible in motivating them to work cooperatively rather they mostly focused on the actively participated students in most cases. This always discouraged them not to desecrate time in working cooperatively though they all have clear understanding about the benefit they could get from this strategy. While the students worked in groups, some of (40%) of the language teachers tried to act as a *facilitator and coordinator* by moving and encouraging around the students' seat. However, the majority of the teachers kept themselves in front and observed students' activities and watched their time again and again to stop the discussion. When the time is over, most of them let students answer the questions individually or in groups. This was in fact, because of large number of students and shortage of time. Both teachers' and students' questionnaire and interview confirmed that students' unmanageable numbers and shortage of times were the main impediment that results unwillingness to teach and learn cooperatively.

Regarding item 6 of the observation checklist, the observation data indicated that almost all four of the observed English language teachers did not bring different tasks and materials that could motivate students to learn the language and fit their levels and interest during cooperative learning. From the five observed teacher only one attempted to use authentic materials and tasks that were compatible with students' levels and interest. This teacher was used audio tape and

songs when he taught conditional sentences type two and three and passive and active voice. With this teaching style students were seen very active and interested to learn the language cooperatively.

The researcher observed that students of this teacher were active participant in their groups than other teachers. Most of the teachers depended on the students' text book and use it as the only materials that satisfy their students. This is due to the fact that, it was proven on the teachers' questionnaire in Table 7 item 17 that they had scarcity of materials which were compatible with students' level and interest in the school.

In observing teachers strategies in assisting students when difficulty arise during cooperative learning, among the observed classes all (100%) of the English language teachers tried to assist their students when they faced difficulties and need arise. This seems to depict that all teachers had courage to help the students, though, it was not well structured and lack consistency.

The classroom observation data related to the teachers' provision in evaluating students and strategies used to give feedback during cooperative learning, the researcher had observed and found that several (68%) of the English language teachers had been seen that they evaluated their students and gave feed back during each teaching period. The majority of them saw giving the chance for few of the students who raised their hands and participated freely. Whereas, few 32% of the observed classes revealed that the teachers were providing the opportunity for students to give and take feedbacks from their peers as well as from their teacher. Why the majority of the teachers failed to do this was presented in Table 5 item 8. This seems possible to say that, the majority of the students did not get much benefit from such evaluation and error corrections and feedback provision to see their progress and performance.

The classroom observation data regarding item 9 of the observation checklist which was intended to see whether teachers face challenges or not during cooperative learning and to triangulate the data found from the teachers and students questionnaire and interview. The observation data clearly shows that all (100%) of the English language teachers faced many challenges when they attempted to implement cooperative language learning in their classroom. The type of challenges which were found from observation was compatible with the data found

from teachers' questionnaire in Table 4 item 7 and students' questionnaire in Table 9 item 7 and the data from the interview (See Appendix G).

Therefore, we cannot generalize; cooperative language learning strategy is being implemented successfully by the English language teachers in Ayer Tena Secondary and Preparatory school.

On the contrary, most of the observed teachers were seen having courage to cope up with those challenges they encounter as discussed above by giving advice about the benefit of cooperative learning and by setting different classroom regulations and giving a credit for each group activities. However, few of the observed teachers seem reluctant and careless in coping up with those challenges. As the teachers' and students' interview data confirmed, some of the teachers are reluctant to implement cooperative language learning strategies as it required them additional effort in organizing students in group and prepare different tasks and activities.

Regarding item 11 of the observation checklist, which was intended to observe factors related to classroom environment in related to cooperative learning, the classroom observation proven that all (100%) of the classroom physical arrangements and the lay-out were not inviting for teachers and students to implement cooperative learning strategy. On the other hand, the desks which were not moveable and flexible, the large number of students which ranges from 60-70 in a single classroom was observed as the main factors which hindered the teachers' effectiveness in implementing the strategy. Similarly, the data found from both the teachers' and students' questionnaire and interview clearly indicated that the respondents underlined and agreed on the same issues as presented in the above data. Regarding the classroom, it was well ventilated as the observation indicates. All the classrooms were found starting from G+1(ground plus one) in a big building so that it was not suffocated and has enough windows and doors.

Finally, it is possible to conclude that classroom environment is considered as one of the key factors in conducting any teaching-learning process particularly cooperative approach to language learning.

The classroom observation data related to students-related factors, indicates that more than half of (52%) the students were observed that they had great interest to learn in cooperative group and work with their peers. When the teachers ordered them to form the groups based on their sitting arrangement, the number of students were seen interested and active in participating in their

groups. Whereas, nearly half (48%) of the observed students were seen unwilling and careless that they did not have the interest to learn cooperatively totally. When the teacher even encouraged and motivated them to join any group they like, they blacken their faces and act immorally. Moreover, after they joined the groups, they were not observed participating actively rather they were looking at unfriendly those students who discussed with them.

The teachers and students data confirmed that majority of students do not have courage and interest to learn cooperatively that were a big challenge both for teachers and students in the implementations of cooperative learning. Students agreed that this is due to unstructured teachers follow-up and carelessness to involve students in cooperative groups. Students complained that few (active) students' dominancy, anxiety; shortage of time, lack of awareness might be the root causes for their resistance. This depicted that students' perception towards cooperative language learning strategy could be one sort of the impediment for teachers in successful implementation of cooperative language learning.

Related to students' time management and the extent to which the allotted time is enough for them to complete certain activities in cooperative groups, the classroom observation proven that all (100%) of the students from all observed classes, the researcher found students did not have enough time to complete the given tasks on time and complete them with the allotted time. They were also seen not completing classroom activities and presented them to their peers. Due to this and other factors, most of the teachers were observed using whole-class discussion to check and evaluate their students understanding of the daily lessons. Therefore, it seems reasonable to conclude that teachers did not get enough room to implement communicative approaches and work on students' language improvement.

Moreover, the classroom observation data which were focused on assessing whether students participated equally or there were few students dominancy during the implementation of cooperative group work, the data collected reveals that few from the observed classes of the students had the chance to participate equally with their groups. But a number of the students had been observed that they did not have equal participation and few students were seen being dominant. The researcher observed that when students were ordered to be in group and did activities in groups, most of the group members from each group was slept on the desk or sat looking at others uninterestingly.

In the researcher's successive observations, he found that there were few and the same students were participating actively both in group and individual activities. This is in fact due to many reasons. The observation data assured that students misbehavior was considered as one of the challenges that minimize the students' active participation as a whole in cooperative group learning.

All of (100%) the data from observed class proven these facts. Many of the observed teachers were seen frequently reminding students to keep silent and do the activities and sometimes became offended and warned them.

Furthermore, the data from teachers' and students' questionnaire and interview also depicted that misbehaved students were the other challenges both for teachers and students that was difficult to manage.

All in all, it is possible to say that the aforementioned classroom observation data presented above clearly shows the factors that minimize the effective implementation of CLLS from the three points of view: teachers, classroom environment and students and needs solution for the future to minimize the challenges.

CHAPTER FIVE

SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This is the last chapter of this study which consists of summary of major findings, conclusions and recommendations. In the first part of this section summary of the major findings are presented from three points of view: teachers and students perceptions, the practice of cooperative learning and possible impediments which affect the effective implementation of CLLS. Following this conclusion of the major findings are forwarded. Finally, possible solutions for the findings are drawn respectively.

5.1. Summary of Major Findings

5.1.1. Teachers' and Students' Perceptions about Cooperative Learning Strategy

The data gathered from the three research tools: questionnaire, interview and classroom observation indicates that:

- ✚ Almost all English language teachers and students had good understanding about the possible benefits of CLLS. Both of them confirmed that organizing students using CLLS were observed improving their students' language and social skills. It also enables them to teach and learn the English language in a more practical and real life context which has a positive effect in improving their communication skills. However, teachers were not seen using this strategy usually to teach their lessons in their classrooms due to various reasons. They reason out that students' lack of interest and motivation, shortage of time, students discipline, absenteeism and language background differences were their short comings that hindered their effectiveness in implementing CLLS. On the other hand, students also shared their teachers' justification but they complained that the teachers' carelessness and unstructured follow up during group learning made them to perceive it negatively. So it seems possible to generalize that teachers and students perceptions were not positive because their understanding and experience in accepting to implement was quite different and incompatible.

5.1.2. The Practice of Cooperative Language Learning Strategy

The analysis of the data found from the three research tools proved that:

- ✚ The English language teachers did not observe using CL as one language teaching method in their classroom '*frequently*' to teach different language skills and improve their students' language proficiency. The majority of the teachers were observed implementing this method '*sometimes*' in which students were organized in groups conventionally. The majorities of the teachers were organized students to different groups based on their sitting arrangement and interest to give them classroom activities and assignments on different language skills excluding grammar. Such modes of assigning students to cooperative group works were very traditional and unstructured which lacks group heterogeneity.
- ✚ Teachers were not also being observed using different authentic materials, tasks or activities that fit students' interests and levels and engaged them learning the English language cooperatively. Almost all of them were observed using the text book as the only resourceful materials to teach their lessons frequently.
- ✚ The majority of the English language teachers were not played their expected roles by acting as *task designers, facilitator, and motivator* when students learn in cooperative groups teaching learning process. Instead most of them were observed standing in front; facing the students and observed them until the given minutes were over. Moreover, the teachers used whole class discussion, question and answer to evaluate students understanding and give them feedback as a whole. When their lesson was grammar, all the language teachers were used lecture method in which the teachers gave note on the chalk-board and conducted controlled explanation in which students were paused to listen their teachers passively.

5.1.3. Impediments in the Implementations of Cooperative Language Learning Strategy

It is also found that the implementation of CLLS was affected by the following obstacles. Some of the obstacles are presented as follows:

- ✚ The first and the main challenges are lack of sufficient information and training for both teachers and students about the practical implementation of CLS. Almost all the

participants agreed that they did not have clear information about the implementation of the newly introduced communicative language learning strategy.

- ✚ The second was teachers' and students' perceptions towards CLS. Teachers did not welcome this strategy positively as they believed students did not have interest; it required much time and additional energy in preparing tasks and activities that engaged students for purposeful language learning. On the other hand, students complain that shortage of time, students' misbehaviors and absenteeism and teachers' infirm follow up made them to develop negative perceptions about it.
- ✚ The other one was large number of students in a single classroom was difficult to manage misbehaved students and check individual and group participation and progress among the groups.
- ✚ The other impediments which minimize the effective implementation of CLLS were inflexible seats (which accommodated three students together at a time) and sitting arrangement. The participants were underlined that arranging those seats for group work took them much time as the allotted time was not sufficient.
- ✚ Few students' dominance by talking and doing everything as if they were the only person who knew everything during group discussion. This made medium and low achieving students stay passive receptive and minimize their motivation to participate and contribute something for the group.
- ✚ Inadequate English language background of students which minimized their participation during cooperative group learning. The data indicated that students were not capable in their command of English that hindered them expressing their ideas and feelings to their group members freely. Due to this, they prefer in order not to speak English or they speak Amharic to express their ideas and feelings during group discussions.
- ✚ Teachers' past habit of teaching and learning experience which is very old-fashioned were the other hindrances. Teachers mostly attach themselves to grammar teaching in a controlled way. As the data indicated students did not even appreciate and like their teachers unless they taught them grammar using traditional (lecture) methods. They did this because both teachers and students were worried to cover the contents of the book as students were preparing for the national exam.

5.2. Conclusions

Based on the findings of the study, the following conclusions are drawn:

- ✚ According to the finding, teachers and students had the theoretical concept of cooperative learning but the way teachers were implementing it and students' organizations and participations never compatible with CLL strategies. Almost all language teachers who participate in this study organized students to traditional group work which lacks group heterogeneity and formal structure. Therefore, it is possible to conclude that CLLS was not implemented effectively by EFL teachers and students in that particular school. But the fact that CLLS is organizing students to certain cooperative groups formally and structurally to make learners accomplished shared learning outcomes. When learners organized to formal cooperative groups which are heterogeneous, learners seek outcomes that are beneficial to themselves and beneficial to all other group members (David & Roger, 2000).
- ✚ Many of the English language teachers used CLLS as one alternative language teaching strategy '*sometimes*' and '*rarely*' depending on the types of activities they had designed. Therefore, it is sound to conclude teachers did not have the skills of implementing CLL strategies though they had little knowledge.
- ✚ EFL teachers had not been given any awareness and practical training about the practical implementation of CLLS. Therefore, teachers had great gaps in their skill to implement CLLS practically and effectively. And
- ✚ Generally, it can be concluded that implementing CLLS was given little attention by many of the English language teachers and students and other concerned bodies which is very crucial in improving students' language skills.

5.3. Recommendations

Based on the findings and conclusions of the study, the researcher would like to forward the following as possible solutions for the challenges EFL teachers encountered and for their effective implementation of CLLS in their language classes:

✚ As it was found and discussed, the majority of English language teachers were faced various challenges during the implementation of CLLS in their classroom. This was proved that due to lack of clear information and practical training on the implementation of the strategy before they involved implementing it practically.

These hindered the teachers' effective implementation of cooperative learning. Therefore, teachers' capacity should be improved by arranging short-term training which would be more precise and practical. If this is so it would be easy for them to accept as it is one of the modern language teaching strategies and implement it practically with no or little difficulty. Otherwise, teachers become de-motivated and reluctant and stick to traditional ways of teaching the language.

✚ Changing students' misperception regarding CLLS is important. To achieve this, pre-hand information and awareness creation should also be given for students by the concerned bodies. Because, students' misperceptions were observed as one of the deterrence for the successful implementation of the teachers. So that the students would be awarded and perceived it as an important and modern ways of learning the language so as to improve their language and social skills.

✚ Moreover, much work should also be done in lower grade. If this strategy is implemented well at the beginning, students might become familiarized and there should not be much resistance from both sides.

✚ Teachers should be devoted by presenting the lessons meaningfully, preparing tasks and activities which fit students' levels and interests; employing different language teaching methods like cooperative which gives students the opportunity to practice the language in an interactive ways among the groups.

✚ The physical arrangement and the number of students were found as the other main challenges that teachers were encountered. Therefore, the classroom environment should be arranged in a way that can invite both teachers and students to learn the language in a cooperative manner. In addition to this, students' numbers in a single classroom should be compatible with the class size so that teachers can manage and conduct careful follow up and evaluation on the progress of students.

✚ Language curriculum and syllabus designers and textbook writers should evaluate the curriculum, syllabus and text book and made some kind of improvements to suit teachers'

and students' interest to learn cooperatively and minimize the negative wash back effect on students and teachers at large.

- ✚ To minimize students' classroom misbehavior and make them more responsible to learn in cooperative groups, much work should be done by English language teachers. They should inform students clearly about *what they do, how they can do, why they do, when they do, for whom they do* it before they grouped cooperatively and let them involved in doing tasks and activities. In addition to these, English language teachers should also motivate and create a room for students to prepare their own ground rules and let them share responsibilities to each group members so that conflict among them would be minimized and do things responsibly.
- ✚ Generally, teachers should also play rewarding roles by detaching themselves from traditional ways of teaching practice and motivate students to learn cooperatively by considering themselves as a *facilitator, model, coach, and motivator* so that students become serious and feel belongingness in their group learning. It is recommended that teachers should play a role in providing questions for brain storming, give directions, explain activities, clarify procedures during cooperative group learning activities and check students understanding (Slavin, 1995).

5.4 Suggested Areas for Further Research

The researcher would not be able to assess and investigate everything regarding cooperative learning strategy in detail. This study aimed assessing grade eleven English language teachers' challenges in implementing cooperative learning strategy in one government school. Therefore, further research should be conducted in assessing teachers' and students' perceptions towards cooperative language learning strategies in a more and detailed ways. Another area is to study the roles and opportunities of cooperative language teaching and learning strategy in improving students' language skills like writing and speaking in detailed. Moreover, further investigation should be conducted on the effect of the grade eleven English for Ethiopian text book's contents and tasks with regards to cooperative language teaching and learning.

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ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

POSTGRADUATE STUDIES

APPENDIX A

QUESTIONNAIRE TO BE FILLED IN BY ENGLISH LANGUAGE TEACHERS

Dear colleague,

The purpose of this questionnaire is to gather data for a study to be conducted for the fulfillments of Master of Arts in English Language. The study aims at assessing grade eleven English Language teachers' classroom challenges in implementing cooperative language learning in your school. Hence, the researcher believes that your truthful responses are essential for the study to arrive at reliable findings and conclusions.

Ethical considerations: Please note that all the information you provided will be kept secured and confidential; it is only used for the research purpose. So, you are kindly requested to attempt all the questions and provide your sincere responses as much as possible.

Thank you in advance for your kind cooperation!!

Kefyalew Wereta

The Researcher

Part One: Teachers' Implementation of Cooperative learning Strategies (experience, challenges and understanding)

Direction: Please tick (✓) in the boxes that corresponds to your answer and write your opinion in the black space provided

1. Are you aware of the concept of 'cooperative learning strategies'?

Yes ☐

No ☐

2. If your answer for question number 1 is 'Yes' Please, explain what it means?

3. How do you understand the benefits of cooperative language learning strategy in improving students' language and social skills?

4. Do you use cooperative learning strategy as one alternative teaching method to improve your students' language skills in your classes?

Yes ☐ No ☐

5. If your answer for question number 4 is 'Yes', how often do you use?

Always ☐ Sometimes ☐ Rarely ☐

6. If your answer for question number 4 is 'No' what are the reasons that deter you and your colleagues from implementing cooperative learning strategies?

7. How do you assign students to each cooperative learning group?

Based on their sitting arrangement and friendship ☐

Based on their geographical area and interest ☐

Based on academic abilities and ethnicity ☐

I do not know ☐

Others (if any) _____

8. Do your students feel interested when you organize them to learn cooperatively?

Yes ☐ No ☐

9. If your answer for question number 8 is 'Yes' or 'No', how do you evaluate your students' level of interest towards cooperative learning?

Very high ☐ very low ☐

Medium ☐ low ☐

10. If your answer for question number 9 is 'very low', 'low' or 'medium', what do you think are the reasons behind this low level of students' interest?

11. Please, explain here why you prefer the mode (s) of organizing students that you have chosen in question number 7?

12. Do you encounter challenges when you are implementing cooperative group learning strategies?

Yes ☐ No ☐

13. If your answer for question number 12 is 'Yes', please mention the types of challenges you often encounter?

14. When you face challenges, what do you do as a language teacher to cope up the challenges?

Part two: Teachers' Impediment in Implementing Cooperative Learning Strategies.

Direction: Please indicate your response to each item below by putting a tick (✓) in the right place in the table to show to what extent you agree the following points are hindrances that minimize your effective implementation of cooperative learning strategies.

Note: SA= strongly agree A= agree U= undecided D= disagree SD= strongly agree

N _o	Teachers Related Impediments	SA	A	U	D	SD
1	My own teaching experience and perception about cooperative learning strategy.					
2	Absence of information how to implement cooperative learning in language classroom.					
3	I always think that cooperative learning strategy takes me much time and energy in preparing tasks that fit students' interest.					
4	The students and I always worry to cover the contents which are part of the exam since they compete with other students.					
5	I worry about high achiever students because when they help low and medium achieving students they delay back high achievers.					

6	I sometimes feel that implementing cooperative learning strategy is so difficult than other method.					
7	I feel I am not well experienced when I look back my work experience					
8	I always face difficulty how to evaluate individual and group performance so in order not to be bias I simply give individual tasks or pair work.					
	Students Related Impediments					
9	Students' perception and interest to learn through cooperative learning strategy.					
10	Students' misbehavior during group discussion which is difficult to manage and makes me nervous					
11	Students usually complain that all the groups are not equally share the responsibility so in order not to listen such complain, I simplify lecture them focusing their national exam.					
	Classroom Environments and other Related Impediments					
12	The number of students in one class is very large to manage					
13	The desks are not flexible and moveable that I cannot go around to observe individual and group performance.					
14	The allotted time for cooperative group work is not sufficient.					
15	The contents of the book are not inviting for cooperative group work					
16	Because of unconfirmed supervision and follow up of school principals and department head, I became reluctant to implement cooperative learning strategy					
17	I feel there is no sufficient resources that can be important to prepare certain tasks and activities.					
18	The kind of motivational strategies provided by the school always de motivate me so that I refrain not to work hard.					
19	I have not received any training about the concept of cooperative learning strategies so I feel I am not sufficient to implement cooperative learning strategy.					

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DEPARTMENT OF ENGLISH
POSTGRADUATE STUDIES
APPENDIX B
QUESTIONNAIRE TO BE FILLED IN BY STUDENTS

Dear student,

The purpose of this questionnaire is to gather data for a study to be conducted for the fulfillments of Master of Arts in English Language. The study aims at assessing grade eleven English Language teachers' challenges in implementing cooperative language learning in your school. Hence, the researcher believes that your truthful responses are essential for the study to arrive at reliable findings and conclusions.

Ethical consideration: Please note that all the information you provided will be kept secured and confidential; it is only used for the research purpose. So, you are kindly requested to attempt all the questions and provide your sincere responses as much as possible.

Do not write your name.

**I would like to appreciate your contribution and
forward my thanks in advance!!**

Kefyalew Wereta

The Researcher

Part One: Students' Perception towards Cooperative Language Learning

Direction: Please tick (✓) the choice that corresponds to your answer and write your opinion on the black spaces provided accordingly.

1. Do you know what is meant by cooperative learning strategies before?

Yes ☐

No ☐

2. If your answer for question number 1 is 'Yes' could explain what cooperative learning mean?

3. Which of the following learning strategies do you enjoy most when you learn the English language?

Cooperative Group work ☐

Role play ☐

Teacher's lecture ☐

Pair work ☐

Others (if any) _____.

4. On which types of learning strategies are you effective?

When I work individually ☐ when I work with other students ☐

When I listen the teacher attentively ☐

others (if any) _____

5. Do you like learning the language in cooperative group teaching-learning strategies?

Yes ☐

No ☐

6. If your answer for question number 5 is 'Yes', what are your reasons?

7. If your answer for question number 5 is 'No' what are the reasons behind?

cooperative learning takes me much time and energy ☐

Helping other students create conflict ☐

Group members are not equally responsible ☐

Few students always dominate during discussion so I feel am not confident ☐

Group members' frequent absenteeism ☐

Others(if any)_____

8. With which of the following group formation strategy are you happy during cooperative learning strategy?

Teacher assigned ☐

Self assigned group ☐

Randomly assigned ☐

Gender assigned ☐

Geographical assigned ☐

Ability based assigned ☐

9. Do you find difficult when you work with your peers during cooperative group work?

Yes ☐

No ☐

10. If your answer for question number 8 is 'Yes', list the types of challenges you are encountered? _____
- _____

Part Two: Teachers' Implementation of Cooperative Learning Strategies

11. Does your English language teacher assign you in to certain groups based on your interest of students that you want to work with?

Yes ☐ No ☐

12. Does your English language teacher organize you to learn cooperatively?

Yes ☐ No ☐

13. If your answer for question number 12 is 'Yes', how often does he/she organized you?

Sometimes ☐ Rarely ☐ Usually ☐ Never ☐

14. How often is your English language teacher gives you clear instructions and tasks to engage you learn cooperatively?

Rarely ☐ Occasionally ☐ always ☐ not at all ☐

15. How many students do cooperative learning groups in your class often involve?

2-6 ☐ 2-4 ☐ 2-8 ☐ 8 and above ☐

16. In what ways English language teacher helps you when you face difficulties during cooperative group learning strategy?

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APPENDIX C

ለተማሪዎች የተዘጋጀ መጠይቅ

ውድ ተማሪ፡-

የዚህ መጠይቅ ዋና አላማ የ2ኛ ድግሪየን (ማስትር ኦፍ አርት) በእንግሊዘኛ ቋንቋ እንድመረቅ የሚያስችለኝን የማሟያ ጥናታዊ ጽሑፍ በትምህርት ቤታችሁ እያዘጋጀሁ ስለሆነ መርጃ ለመሰብሰብ ነው፡፡ በመሆኑም ጥናቱ በዋናነት ትኩረት የሚያደርገው የ 11 ክፍል የእንግሊዘኛ ቋንቋ መምህራኖች የተጋግዞሽ (cooperative learning) የማስተማሪያ ስነ-ዘዴዎችን በእንግሊዘኛ ቋንቋ ክፍለ ጊዜ ሲተገብሩ የሚጋጥሟቸውን ችግሮች ዳሰሳ በማድረግ ለይቶ ለማወቅና አጠቃላይ ሳይንሣዊ ትንተና ለማድረግ ነው፡፡

በመሆኑም ውድ ተማሪ አንተ/ቺ ለቀረቡት ጥያቄዎች የምትሰጠው/ዬው ቀናና ትክክለኛ መልስ ለዚህ ጥናት መሳካት፤ ትክክለኛ ግኝትና ድምዳሜ ላይ ለመድረስ እጅግ አስፈላጊ መሆኑን የጥናቱ ባለቤት ያምናል፡፡

አስተውል/ውይ፡- ለዚህ መጠይቅ የምትሰጠው/ዬው ማንኛውም መረጃ በሚስጥር የሚያዝና ለዚህ ጥናት አላማ ብቻ የሚውል ይሆናል፡፡ ስለሆነም በተቻለህ/ሽ መጠን የቀረቡትን እያንዳንዱን ጥያቄ በትክክል በማንበብ ትክክለኛ ምላሽ እንድትሰጥ/ዬ በትህትና እጠይቃለሁ፡፡

ሥም መፃፍ አያስፈልግም!!

ላደረክው/ሽው ቀና ትብብርና አስተዋፆ አድናቆቴን እያቀረብኩ ከወዲሁ አመሰግናለሁ!!

ክፍያለው ወረታ

የጥናቱ ባለቤት

ክፍል አንድ፡- ተማሪዎች ስለተጋግዞቸው የቋንቋ ማስተማሪያ ስነ-ሀሴ /cooperative language learning strategies/ ያላቸው አመለካከት

ትዕዛዝ፡- እባክህ/ሽ ለእያንዳንዱ ጥያቄ በቀረቡት አማራጮች ፊት-ለፊት በተቀመጠው ሣጥን ውስጥ ስሜትህን/ሽን በሚገልጸው አማራጭ የጭረት (✓) ምልክት በማድረግ በተቀመጡት ባዶ ቦታዎች ላይ ሐሳብህን/ሽን በመጻፍ መልስ/ሽ፡፡

1. የተጋግዞቸው የማስተማሪያ ስነ-ሀሴ/cooperative language learning strategies/ ምን ማለት እንደሆነ ከዚህ በፊት ታውቅ/ቂ ነበር?

አዎ ☐ በጭራሽ ☐

2. ለጥያቄ ቁጥር 1 መልስህ/ሽ "አዎ" ከሆነ የተጋግዞቸው የቋንቋ ትምርት /cooperative language learning/ ማለት ምን ማለት እንደሆነ ብታብራራ/ሪ?

3. ከዚህ በታች ከተዘረዘሩት ቋንቋን የማስተማሪያ ስልቶች (strategies)፤የእንግሊዘኛ ቋንቋን ስትማር/ሪ የትኛው የበለጠ ያስደስትሃል/ሻል?

የተጋግዞቸው የቡድን ስራ ☐ በጥንድ ስማር/ስሰራ ☐

የተለያዩ ሚናዎችን እየተገበርኩ ስማር ☐

መምህራ ገለፃ ሲያደርግልኝ/ስታደርግልኝ ☐

ሌሎችካለደገለፁ

4. በየትኛው የመማሪያ ስልት (strategies) የእንግሊዘኛ ቋንቋን ስትማር/ሪ የበለጠ ውጤታማ ትሆናለህ/ሽ?

ለብቻዬ ሳነብና ስሰራ ☐ ከሌሎች ተማሪዎች ጋር በጋራ ስሰራ ☐

በክፍል ውስጥ መምህራ ሲያስረዳ በደንብ ስከታተል ☐

ሌላ ስልት ካለ _____

5. የእንግሊዘኛ ቋንቋን በተጋግዞቸው የማስተማሪያ ስነ-ሀሴ /cooperative language learning strategies/ መማር ትወዳለህ/ሽ?

አዎ ☐ በጭራሽ ☐

6. ለጥያቄ ቁጥር 5 መልስህ/ሽ "በጭራሽ" ከሆነ ከቀረቡት አማራጮች የትኛው ምክንያት ሊሆን ይችላል?

የተጋግዞሽ ትምህርት ብዙ ሰዓትና ጉለበት ስለሚወስድብኝ ☐

በተጋግዞሽ ትምህርት ወቅት ሌሎችን መርዳት ግጭት ስለሚያመጣብኝ ☐

በተጋግዞሽ ትምህርት ሁሉም የቡድን አባላት ሐላፊነት ስለማይሰማቸው ☐

በተጋግዞሽ ትምህርት ሁልጊዜ ጥቂት ተማሪዎች ብቻ የበላይነትን ስለሚያሳዩ እኔ እነሱን ለመፍካከርበራስ መተማመን ስለማጣ ☐

ብዙውን ጊዜ የቡድን አባላት ቀሪ ስለሚያበዙ ☐

ሌሎች ምክንያቶች ካሉ

7. ለጥያቄ ቁጥር 5 መልስህ/ሽ "አዎ" ከሆነ ምክንያትህ/ሽ ምን እንደሆነ ብታብራራ/ሪ?

8. በተጋግዞሽ ቋንቋን የማስተማሪያ ስነ-ዘዴ ከጓደኞችህ/ሽ ጋር በምትማርበት/ሪበት ወቅት ችግሮች ያጋጥሙህል/ሻል?

አዎ ☐ በጭራሽ ☐

9. ለጥያቄ ቁጥር 8 መልስህ/ሽ "አዎ" ከሆነ ምን አይነት ችግሮች እንደሚያጋጥሟችሁ አብራራ/ሪ?

10. ከዚህ በታች ከቀረቡት የቡድን አደረጃጀት ስልት፣ በየትኛው ስትቀናጁ/ስትደራጁ የበለጠ ደስተኛ ትሆናለህ/ሽ?

መምህራ በራሱ/ሷ ስታቦዳድነን ☐ እራሳችንን በፍላጎት ስንቦዳድን ☐

በዖታ ስንቦዳድን ☐ ከሰፊሬ ልጆች ጋር ስቦዳድን ☐

በጅምላ ስብጥር ስቦዳድን ☐ የተለያየ እውቀት ካላቸው ልጆች ጋር ስቦዳድን ☐

ክፍል ሁለት፡- የእንግሊዘኛ ቋንቋ መምህራኖች የተጋግዞ ስነ-ዘዴ አተገባበር

11. የእንግሊዘኛ ቋንቋ መምህራችሁ በተጋግዞ የማስተማሪያ ስነ-ዘዴ እንድትማሩ ሲያደራጁት/ስታደራጁት አብራችሁ መስራት ከምትፈልጓቸው ተማሪዎች ጋር ያባድናችኋል/ታባድናችኋለች?

አዎ ☐

በጭራሽ ☐

12. የእንግሊዘኛ ቋንቋ መምህራችሁ በተጋግዞ የማስተማሪያ ስነ-ዘዴ እንድትማሩ በቡድን ያደራጁት/ታደራጁት?

አዎ ☐

በጭራሽ ☐

13. ለጥያቄ ቁጥር 13 መልስህ/ሽ "አዎ" ከሆነ፤ መቼ ያደራጁት/ታደራጁት?

አንዳንድ ጊዜ ☐ አልፎ አልፎ ☐ ሁል ጊዜ ☐ በጭራሽ ☐

14. የእንግሊዘኛ ቋንቋ መምህራችሁ በተጋግዞ የማስተማሪያ ስነ-ዘዴን በመተግበር የተሻለ እንድትማሩና ውጤት እንታመጡ ምን ያህል ግልፅ መመሪያና ከፍላጎቶቻችሁ ጋር የሚዛመዱ መልመጃዎችን ይሰጧችኋል?

አልፎ አልፎ ☐ አንዳንድ ጊዜ ☐ ሁል ጊዜ ☐ በጭራሽ ☐

15. በተጋግዞ የማስተማሪያ ስነ-ዘዴ ስትማሩ በአንድ ቡድን ውስጥ ምን ያህል ተማሪዎች ይሳተፋሉ?

2-4 ☐

2-6 ☐

2-8 ☐

8 ና ከዚያ በላይ ☐

16. በተጋግዞ የማስተማሪያ ስነ-ዘዴ በቡድን ስትማሩና ችግር ሲገጥማችሁ የእንግሊዘኛ ቋንቋ መምህራችሁ በምን መልኩ ችግራችሁን ይፈታል/ትፈታለች?

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY**SCHOOL OF HUMANITIES AND LAW****DEPARTMENT OF ENGLISH****POSTGRADUATE STUDIES****APPENDIX D****INTERVIEW FOR TEACHERS**

First of all I would like to say welcome and thank you for volunteering to participate in my research work and to give me your genuine response.

The purpose of this interview is to gather data for a research project entitled “*Assessments of Grade Eleven English Language Teachers Classroom Challenges in Implementing Cooperative Language Learning*” which is being conducted in your school. So the researcher believes that you will give me sufficient and valuable information for the study.

1. Could you please tell me your name and what section and grade level you have been teaching?
2. Do you think the implementation of cooperative learning strategy helps students to learn the language in a better and relaxed ways? How?
3. Do you think cooperative language learning strategy is effectively implemented by English language teachers in this school?
4. How teachers and students perceive cooperative learning?
5. As an English language teacher, do you have the experience in implementing cooperative learning strategy to work on students’ language performance?
6. Do you think that students are capable enough in using the target language during cooperative group work to share ideas?
7. What procedures or steps do you usually employ when you implement cooperative learning strategy?
8. Do you face challenges when you implement cooperative group learning strategies?
9. What strategies do you use to overcome the challenges you encounter?
10. Does the school arrange short term training regarding to cooperative learning strategy? If you say ‘Yes’ how it helped you?
11. What do you recommend for effective implementation of cooperative learning strategies in the future?

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY**SCHOOL OF HUMANITIES AND LAW****DEPARTMENT OF ENGLISH****POSTGRADUATE STUDIES****APPENDIX E****INTERVIEW FOR STUDENTS**

First of all I would like to say welcome and thank you for being volunteers to give me your genuine response.

The purpose of this interview is to gather data on the research project titled “*Assessments of Grade Eleven English Language Teachers Classroom Challenges in Implementing Cooperative Language Learning*” in your school. Hence, the researcher believes that your genuine responses are essential for the study to arrive at reliable findings and conclusions.

1. Would you please introduce yourself and tell me which section you are from?
2. Could you tell me your experience about different teaching strategies practiced by your English language teacher in your classroom?
3. When you learn cooperatively with your peers, what important benefits do you think you could get to improve your language skills?
4. How do you evaluate the implementation of cooperative language learning strategies in your school?
5. Are you feeling confident when you are working with students with different learning experience and cultural background?
6. Could you tell me, the practical challenges you usually encounter when you are learning in cooperative group learning strategies?
7. To what extent does your English language teacher encourage you to play a role in cooperative group work?
8. What do you recommend for effective implementation of cooperative learning strategies the future?

ለተማሪዎች የተዘጋጀ ቃለ-መጠይቅ

APPENDIX F

በቅድሚያ በሙሉ ልብህ/ሽ ቃለ-መጠይቅ ለማድረግ ስለመጣህ/ሽ ከልብ አመሰግናለሁ፡፡

የዚህ መጠይቅ ዋና አላማ የ2ኛ ድግሪ (ማስትር ኦፍ አርት) በእንግሊዘኛ ቋንቋ እንድመረቅ የሚያስችለኝን የማሟያ ጥናታዊ ጽሑፍ በትምህርት ቤታችሁ እያዘጋጀሁ ስለሆነ መርጃ ለመሰብሰብ ነው፡፡ በመሆኑም ጥናቱ በዋናነት ትኩረት የሚያደርገው የ 11 ክፍል የእንግሊዘኛ ቋንቋ መምህራኖች የተጋግዞሽ (cooperative learning) የማስተማሪያ ስነ-ዘዴዎችን በእንግሊዘኛ ቋንቋ ክፍለ ጊዜ ሲተገብሩ የሚጋጥሟቸውን ችግሮች ዳሰሳ በማድረግ ለይቶ ለማወቅና አጠቃላይ ሳይንሣዊ ትንተና ለማድረግ ነው፡፡

1. በቅድሚያ ስምህን/ሽንና ከየትኛው ክፍል እንደመጣህ/ሽ ብታስተዋውቀኝ/ቂኝ?
2. እባክህ/ሽ የእንግሊዘኛ መምህርህ/ሽ አብዛኛውን ጊዜ ቋንቋን ለማስተማር ስለሚጠቀመው/ስለምትጠቀመው ስነ-ዘዴ ብትነግረኝ/ሪኝ?
3. በተጋግዞሽ የማስተማሪያ ስነ-ዘዴ ከአቻ ጓደኞችህ ጋር በቡድን ሆነህ ስትመር/ሪ ምን የተሻለ ጠቀሜታ የምታገኝ ይመስልሃል/ሻል?
4. የተለያዩ የመማር ልምድና ተሞክሮ ካላቸው ተማሪዎች ጋር በመሆን በቡድን ስትማር/ሪ በራስ የመተማመን ስሜት ይሰማሃል/ሻል?
5. በተጋግዞሽ የማስተማሪያ ስነ-ዘዴ የእንግሊዘኛ ቋንቋን ስትማሩ ተማሪዎች የተለያዩ ኃላፊነት እንዲወጡ የእንግሊዘኛ መምህራችሁ ያበረታታችኋል/ታበረታታችኋለች?
6. በተጋግዞሽ የቡድን ስራ በቡድን ከመደራጀታችሁ በፊት ምን መስራትና ማድረግ እንደሚጠበቅባችሁ የእንግሊዘኛ ቋንቋ መምህራችሁ/ርታችሁ ይነግራችኋል/ትነግራችኋለች?
7. በተጋግዞሽ የቡድን ስራ በቡድን በምትማሩበት ወቅት ተማሪዎች የተለያዩ ችግሮች ያጋጥሟቸዋል?
8. የተጋግዞሽ የማስተማሪያ ስነ-ዘዴን የበለጠ አጠናክሮ ለማስኬድ ወረፊት ይህ ቢደረግ የተሻለ ነው የምትለው/ትይው ሃሳብ ካለህ/ሽ?

APPENDIX G

Teachers' Interview Transcription

Key:

R: Stands for Researchers Questions

T: Stands for Teachers

Teachers' Names: are coded as A-J

Teacher One

R: Could you please tell me your name and what section and grade level you have been teaching?

T: My name is **A**. I have been teaching English for many years at Ayer Ten Secondary and Preparatory School. And now I am teaching in Grade eleven.

R: Do you think the implementation of cooperative learning strategy helps students to learn the language in a better and relaxed ways? How?

T: Yes, because students usually feel free to discuss issues since they are learning with their closest friend. Besides, it is also easy for teachers as well since his/her talking time is limited.

R: Do you think cooperative language learning strategy is effectively implemented by English language teachers in this school?

T: No, because I faced many problems. The first drawback is the number of the students in a single classroom is 60-70. So I face difficult to manage the class. The other one is the students' language background do not allowed them to discuss their ideas easily with their cooperative groups. They were also not accustomed to such strategies before. They came across with the usual teaching style where the teachers use chalk and talk to teach them certain language skills.

R: How teachers and students perceive cooperative learning strategy?

T: It is not positive. Though, we know its importance both for teachers and students, we teachers are not willing to accept the newly introduce strategy and implement it in our classroom. I think this might arose from lack of awareness and information how to implement it and work on students' language proficiency.

R: *As an English language teacher, do you have the experience in implementing cooperative learning strategy to work on students' language performance?*

T: No, you know most of the teachers do not have the experience I myself have limited experience how to implement it. Most of the educational officers do not provide us training. But now I use it sometimes because it is easy for me as well as for students.

R: *Do you think that students are capable enough in using the target language during cooperative group work to share ideas?*

T: No, as I have told you before the students do not have a good background of English. Because they were not taught in a way that enables them use the language communicatively. So they usually prefer to use Amharic. Because there is a huge problem related to students' exposure to use the language in the classroom. Students do not accept that English is not the language of teaching. So most of them use Amharic in English class and even we English language teachers use Amharic to give further explanation. Generally, I can say that lower grade teachers did not shape students and introduce the language in a communicative ways.

R: *Do you face challenges when you implement cooperative group learning strategies?*

T: The first problem in teaching students cooperatively is the capacity of the teachers even I myself have a drawback in implementing this strategy. Moreover, students' interest to learn cooperatively and miss behavior is a challenge for me to manage and I become discouraged afterwards. The other one is teachers experience and awareness to implement this strategy is few of the challenge among the many. At last the text book by itself is not inviting to implement this strategy.

R: *Does the school arrange short term training regarding to cooperative learning strategy?*

T: No, not at all.

R: *What do you recommend for effective implementation of cooperative learning strategies the future?*

T: To overcome these challenges, teachers' capacity should be improved well by giving training and creating awareness in implementing this strategy. We have to create the environment. The classroom must be arranged in a way that can invite us to implement. If so we can definitely implement effectively.

Teacher Two

R: *Could you please tell me your name and what section and grade level you have been teaching?*

T: My name is **B**. I have been teaching English in grade eleven sections 1, 2 and 3.

R: *Do you think the implementation of cooperative learning strategy helps students to learn the language in a better and relaxed ways? How?*

T: Yes, in our context it is important to some extent. But in terms of class size, it is very hard to implement. We teach 60-70 students in one class.

R: *Do you think cooperative language learning strategy is effectively implemented by English language teachers in this school?*

T: In fact, not only English language teachers are implementing this strategy but also other teachers who teach other subjects. I use this strategy sometimes since it helps students develop their language skills. But I don't know whether or not other teachers are implementing it in a more organized ways. But I think most of them still stick to traditional ways of teaching the language. The reasons might be many. As you know teachers are poorly paid that they have no motivation to take part in involving on additional activity. Due to this reasons, they stick to their text book not to invest additional energy.

R: *How teachers and students perceive cooperative learning?*

T: It is difficult for me to say anything. Because most of the teachers became careless due to many reason as I said before. But if the students are well organize I think they like it very much.

R: *As an English language teacher, do you have the experience in implementing cooperative learning strategy to work on students' language performance?*

T: I use always but it is not in a formal and structured ways I organized them randomly. If I found 40 students in a class I may organize students to work in group of 6 or 10. Generally, I organized depend on the nature of the activities and number of students in a class.

R: *Do you think that students are capable enough in using the target language during cooperative group work to share ideas?*

T: Okay: if we facilitate and encourage students, they use the target language freely. But if we don't they use Amharic.

R: *Do you face challenges when you implement cooperative group learning strategies?*

T: Yes, in fact we need materials to prepare different activities. But to do this thing we face scarcity of resources.

R: *Does the school arrange short term training regarding to cooperative learning strategy? If you say 'Yes' how it helped you?*

T: Yes, I had taken when I was second year university student which was organized by British council. But when I become a teacher in this school I had not taken any thing.

R: *What do you recommend for effective implementation of cooperative learning strategies the future?*

T: If materials are available, teachers are volunteering to implement it as it is easy for teachers. Secondly teachers should be motivated and different prize should be given for those who work hard.

Teacher Three

R: *Could you please tell me your name and what section and grade level you have been teaching?*

T: My name is **C**. I have taught English language for the last 20 years and currently I am teaching in grade eleven sections 13 and 14.

R: *Do you think cooperative language learning strategy is effectively implemented by English language teachers in this school?*

T: I don't think so because there is academic differences among students because of these low achieving students in most cases depend on high achieving ones.

R: *Do you think cooperative language learning strategy is effectively implemented by English language teachers in this school?*

T: No, the classroom matters. If you found a number of students in a class is very hard to manage. But had it been the class size is very small, cooperative learning would have been easy to be implemented.

R: *How teachers and students perceive cooperative learning?*

T: At the beginning it was nice. But when you came to the implementation I think it is difficult to implement.

R: *As an English language teacher, do you have the experience in implementing cooperative learning strategy to work on students' language performance?*

T: I haven't had the experience in implementing before because of the class size as I have said before. I usually use lecture methods and I rarely organize students to be in group when the situation allows me.

R: *Do you think that students are capable enough in using the target language during cooperative group work to share ideas?*

T: They didn't use. They give much attention to the grammar part. And they don't have exposure using the language in their lower grade. So in most cases I found very few students who tried to communicate in English.

R: *Do you face challenges when you implement cooperative group learning strategies?*

T: The majority of the groups depend on one group leader and they don't participate entirely. And the topic of text book is not inviting it doesn't trace Ethiopian culture.

R: *Does the school arrange short term training regarding to cooperative learning strategy? If you say 'Yes' how it helped you?*

T: No, they didn't. I haven't taken any training.

R: *What do you recommend for effective implementation of cooperative learning strategies the future?*

T: If the class size is small enough, it is easy for us to implement and helps students to learn the language in a better ways. Beside pre-hand information about cooperative learning strategy should be given both the teachers and students before the actual implementations.

Teacher Four

R: *Could you please tell me your name and what section and grade level you have been teaching?*

T: My name is **D**. I am a teacher in grade 11 sections 3 and 4.

R: *Do you think the implementation of cooperative learning strategy helps students to learn the language in a better and relaxed ways? How?*

T: Yes, cooperative learning strategy is very important specially to develop students' language skills. Since the students have much interaction during group learning they can have the opportunity to share ideas together. These help them develop confidence.

R: *Do you think cooperative language learning strategy is effectively implemented by English language teachers in this school?*

T: I don't think so. Theoretically it is very important. But when I am coming to the implementation part I don't think it is effectively implemented. Because the number of students and teachers back ground and awareness may not allowed implementing this strategy. In addition most of the students are not interested to work in group.

R: *How teachers and students perceive cooperative learning?*

T: No, I don't think, most of the teachers resist and unwilling to accept.

R: *As an English language teacher, do you have the experience in implementing cooperative learning strategy to work on students' language performance?*

T: I am implementing but not in a formal and cooperative teaching. I simply organized students based on their sitting arrangement and based on the nature of the task occasionally to work in groups.

R: *Do you think that students are capable enough in using the target language during cooperative group work to share ideas?*

T: No, they use their mother tongue but when I strictly follow and go around they try to use English.

R: *Do you face challenges when you implement cooperative group learning strategies?*

T: Yes, I have so many challenges. I usually face challenges related to time management. The allotted time is not sufficient. Some students complete the activities on time and the others may not and the remaining may not totally start doing. So in made me terrible to manage these things. In some cases some of the students are not willing to work in group totally, I don't know why.

R: *Does the school arrange short term training regarding to cooperative learning strategy? If you say 'Yes' how it helped you?*

T: Personally, I didn't take any.

R: *What do you recommend for effective implementation of cooperative learning strategies the future?*

T: I recommend that very good practical training should be given for the language teachers. On the other hand, teachers should be willing to accept it and work on it effectively.

Teacher Five

R: *Could you please tell me your name and what section and grade level you have been teaching?*

T: First of all thank you for inviting me to involve in your research work. My name is **E**. I am a teacher from Ayer Tena Secondary and Preparatory school teaching grade 11.

R: *Do you think the implementation of cooperative learning strategy helps students to learn the language in a better and relaxed ways? How?*

T: Yes, I believe because when students are learning cooperatively, they share knowledge and experience since they are from different background. I believe if it is implemented properly, we can teach the language in a better ways.

R: *Do you think cooperative language learning strategy is effectively implemented by English language teachers in this school?*

T: I don't believe, though, it is important and useful to help students master the lesson. But currently most of us are not implementing. Because, the situations doesn't allowed us to do so.

R: *How teachers and students perceive cooperative learning?*

T: Really! it is very useful to address our lesson communicatively. However, students and teachers didn't perceive and welcomed the strategy positively.

R: *As an English language teacher, do you have the experience in implementing cooperative learning strategy to work on students' language performance?*

T: No, because I have no experience in implementing this strategy since it is new for me. So I'm not using perfectly. But I sometimes organize students to teach them in group based on their sitting arrangement.

R: *Do you think that students are capable enough in using the target language during cooperative group work to share ideas?*

T: No, they are not. They like to use Amharic than the target language.

R: *Do you face challenges when you implement cooperative group learning strategies?*

T: There are many challenges. As you know students are not participate in the same fashion in cooperative learning. The other is the class size and desks which are difficult to manage. Moreover, lack of experience in implementing it. These impose my work negatively.

R: *Does the school arrange short term training regarding to cooperative learning strategy?*

T: I haven't taken any training yet.

R: *What do you recommend for effective implementation of cooperative learning strategies the future?*

T: First school management and concerned body should arrange short-term training to create awareness so that challenges become minimized.

Teacher Six

R: *Could you please tell me your name and what section and grade level you have been teaching?*

T: First of all thank you for inviting me. My name is **F**. I'm an English teacher here in Ayer Tena Secondary and Preparatory school particularly grade eleven students.

R: *Do you think the implementation of cooperative learning strategy helps students to learn the language in a better and relaxed ways? How?*

T: Yes, I think so. Because when students work together it will help them all the language skills.

R: *Do you think cooperative language learning strategy is effectively implemented by English language teachers in this school?*

T: I don't think that teachers are using this strategy effectively to teach the language. At the beginning teachers do not have any training and awareness how it can be practically implemented.

R: *How teachers and students perceive cooperative learning?*

T: No, because this is a new strategy that teachers lack training as I said before. Due to the challenges they encountered they perceive it negatively.

R: *As an English language teacher, do you have the experience in implementing cooperative learning strategy to work on students' language performance?*

T: I didn't used in my classroom since it is new for me.

R: *Do you think that students are capable enough in using the target language during cooperative group work to share ideas?*

T: Yes, but some of them. The majority of the students are not capable.

R: *Do you face challenges when you implement cooperative group learning strategies?*

T: Yes, among the many challenges, awareness about this strategy and school environment which is not inviting to do so are hindered me not to implement it.

R: *Does the school arrange short term training regarding to cooperative learning strategy? If you say 'Yes' how it helped you?*

T: No, I didn't

R: *What do you recommend for effective implementation of cooperative learning strategies the future?*

T: Awareness creation and training to both teachers and students should be provided

Teacher Seven

R: *Could you please tell me your name and what section and grade level you have been teaching?*

T: First I thank you very much. My name is **G**. I'm teaching grade eleven in this school.

R: *Do you think the implementation of cooperative learning strategy helps students to learn the language in a better and relaxed ways? How?*

T: Well! No one doubt about it is benefit since it is one of a strategy that enables us to teach the language in a more communicative ways.

R: *Do you think cooperative language learning strategy is effectively implemented by English language teachers in this school?*

T: Yes, but not all English teachers are implementing. I don't know why.

R: *How teachers and students perceive cooperative learning?*

T: In the previous time most of them were resisting but this time except few teachers most of us are implementing in our classes.

R: *As an English language teacher, do you have the experience in implementing cooperative learning strategy to work on students' language performance?*

T: Yes, I have been implementing for the last three years and my students and I are effective in the course of my teaching and learning process.

R: *Do you think that students are capable enough in using the target language during cooperative group work to share ideas?*

T: Some of them actually use Amharic but if you manage them they tend to use English. We can't blame them of course since they weren't learning in a lower grade.

R: *Do you face challenges when you implement cooperative group learning strategies?*

T: Yes, of course, most of the students tend to disturb the groups and do their own activities. Sometimes they discriminate those students who are academically low. These result conflict and difficulty to manage them.

R: *Does the school arrange short term training regarding to cooperative learning strategy? If you say 'Yes' how it helped you?*

T: No, it doesn't.

R: *What do you recommend for effective implementation of cooperative learning strategies the future?*

T: I recommend training should be given for teachers and awareness should also be created for students as well.

Teacher Eight

R: *Could you please tell me your name and what section and grade level you have been teaching?*

T: Thank you very much indeed. My name is H.I have been teaching grade eleven section 5 , 6 and 7.

R: *Do you think the implementation of cooperative learning strategy helps students to learn the language in a better and relaxed ways? How?*

T: Yes, it helps students to avoid fear and develop confidence.

R: *Do you think cooperative language learning strategy is effectively implemented by English language teachers in this school?*

T: No, I don't think so.

R: *How teachers and students perceive cooperative learning?*

T: They perceive it negatively including me. Because most of us think that it is time taking and we are always in a hurry to cover the contents of the book.

R: *As an English language teacher, do you have the experience in implementing cooperative learning strategy to work on students' language performance?*

T: I use some times especially when the school director forced us to do it. But depends on my lesson I may use group work. I use this specially to give students marks for continuous assessments.

R: *Do you think that students are capable enough in using the target language during cooperative group work to share ideas?*

T: They usually use their mother tongue. As I have said before the class sizes forbid us not to control this things.

R: *Do you face challenges when you implement cooperative group learning strategies?*

T: Yes, of course challenges are inevitable but in most cases impossible to live with. So regarding our topic top learners doesn't have interest to help others and work cooperatively. Because some of them think that it is wastage of time and they believe they can't get from such learning strategies. Besides, the contents of the book are not inviting as most of the topic not fit our students' interest and didn't invite them to talk about.

R: *Does the school arrange short term training regarding to cooperative learning strategy? If you say 'Yes' how it helped you?*

T: No.

R: *What do you recommend for effective implementation of cooperative learning strategies the future?*

T: Sufficient seat which are flexible must be provided for each class and also practical training should be given to teachers.

Teacher Nine

R: *Could you please tell me your name and what section and grade level you have been teaching?*

T: First of all thank you. My name is **I.** I am here from Ayer Tena Secondary and Preparatory School teaching English in Grade eleven.

R: *Do you think the implementation of cooperative learning strategy helps students to learn the language in a better and relaxed ways? How?*

T: Yes, it is very important in many aspects. But we never use it usually.

R: *Do you think cooperative language learning strategy is effectively implemented by English language teachers in this school?*

T: I don't think we are implementing effectively for the current time.

R: *How teachers and students perceive cooperative learning?*

T: Yes, both students and teachers perceive positively.

R: As an English language teacher, do you have the experience in implementing cooperative learning strategy to work on students' language performance?

T: Yes, to some extent. Most of the time I let them work in groups for some activities.

R: *Do you think that students are capable enough in using the target language during cooperative group work to share ideas?*

T: No, mostly they prefer to use Amharic even they prefer the teacher use Amharic too.

R: *Do you face challenges when you implement cooperative group learning strategies?*

T: Yes, I face challenges. Especially challenges related to students misbehavior and interest to learn the subject like others. So students did not want to share knowledge for other.

R: *Does the school arrange short term training regarding to cooperative learning strategy? If you say 'Yes' how it helped you?*

T: No, I haven't taken any.

R: *What do you recommend for effective implementation of cooperative learning strategies the future?*

T: First what I want to recommend is that much work should be done in lower grade to bring attitudinal change for many things and work on students language proficiency.

Teacher Ten

R: *Could you please tell me your name and what section and grade level you have been teaching?*

T: Thank you. My name is **J.** I have been teaching English in at Ayer Tena Secondary and Preparatory school particularly grade eleven and twelve.

R: *Do you think the implementation of cooperative learning strategy helps students to learn the language in a better and relaxed ways? How?*

T: Yes, I have used this strategy for a long time that I have got the chance to observe students expressing their ideas and feelings freely.

R: *Do you think cooperative language learning strategy is effectively implemented by English language teachers in this school?*

T: Yes, most of the teachers implement in their classroom to teach their lesson. So I can say it is implemented well.

R: *How teachers and students perceive cooperative learning?*

T: No, though, few perceive it negatively. I think the majority of the teachers is implementing well.

R: *As an English language teacher, do you have the experience in implementing cooperative learning strategy to work on students' language performance?*

T: Yes, use it.

R: *Do you think that students are capable enough in using the target language during cooperative group work to share ideas?*

R4: Students use Amharic but when you make your lesson smart and control them they try to use it even if their language background is poor.

R: *Do you face challenges when you implement cooperative group learning strategies?*

T: Yes, I have faces challenges. The first challenge is the language number of students in a classroom. The other one is Students dependency on one student who is the group leader that does everything for the group. The last one is students' irresponsibility to work together.

R: *What do you recommend for effective implementation of cooperative learning strategies the future?*

T: the concerned body should give clear information about the advantage and disadvantage of this strategy both for students and teachers. The big challenge is lack of awareness on both sides.

APPENDIX H

Students' Interview Transcription

Key:

R: Stands for Researcher Questions

S: Stands for students Response

Students' names are coded as A-J

Student One

R: Would you please introduce yourself and tell me which section you are from?

S: My name is A. I am from grade 11 section 6.

R: Could you tell me your experience about different teaching strategies practiced by your English language teacher in your classroom?

S: I do not believe my English teacher use different teaching strategy to teach us the language effectively. Because most of his teaching strategy is teacher centered than student centered. He gives us individual and group activities when he is not teaching grammar.

R: When you learn cooperatively with your peers, what important benefits do you think you could get to improve your language skills?

S: Really! I am very happy when I learn in a cooperative group strategy. Because two 'heads are better than one'. When we are working being together we can have the exposure to share ideas, experience and develop interdependence among the groups.

R: How do you evaluate the implementation of cooperative language learning strategies in your school?

S: I do not think it is effectively implemented. Because in most cases he organized us in groups when he wants to give us different activities and group work. But here I always have questions why he is not following the group contribution always. My English subject teacher fails to do so. So I can not dare to say it is being implemented effectively.

R: *Are you feeling confident when you are working with students with different learning experience and cultural background?*

S: Yes, as I have said before in cooperative group we are friends and found in the same level. So most of the students and I feel free to give and take correction when one made a mistake during discussions than the teacher correct me.

R: *To what extent does your English language teacher encourage and gives you clear instruction to play a role in cooperative group work?*

S: To little extent. He organized us to learn in cooperative group strategy but he did not share the role that is expected to play in the group. To tell you frankly we share on ourselves. When we share we give difficult task to those who are active and academician students in the group.

R: *Could you tell me, the practical challenges you usually encounter when you are learning in cooperative group learning strategies?*

S: We have many challenges. When we work and discussed together few disturb the others when this happened, the entire group member become de-motivated to learn together. These discourage those students who have great experience and interest. In addition to this, the teacher follows up and assessment. In most cases he grouped us cooperatively and gives us activities or assignments. After that he did not follow who did or who did not do that. He simply invites one student or two to present the other wrote their names and get marks. This is very disappointed for other students.

R: *What do you recommend to overcome these challenges and implement CLLS effectively in the future?*

S: Teachers do not invest their time and energy to follow up each student effort. So they better create their own strategies to evaluate and measure performances. They should also control the process of group functions carefully. Moreover, students should also be responsible and motivated to work hard in their groups.

Student Two

R: *Would you please introduce yourself and tell me which section you are from?*

S: My name is **B**. I am learning in grade 11 section 6 student.

R: *Could you tell me your experience about different teaching strategies practiced by your English language teacher in your classroom?*

S: Our teacher teaches us usually using lecture method. He gives us note on the chalk board and gives explanations. But sometimes he organizes students to do activities in groups.

R: *When you learn cooperatively with your peers, what important benefits do you think you could get to improve your language skills?*

S: It enables me to share ideas, feelings, experience and skills since all the group members the chance to interact each other.

R: *How do you evaluate the implementation of cooperative language learning strategies in your school?*

S: This time I do not think most of the teachers are implementing this strategy very well. But when I was in other school they use this strategy effectively. Most teachers simply organized us to certain groups' based on our sitting arrangement to give us group work. But in my previous school the sitting arrangement and the group formation strategy is quite different from this. So when I compared with my experience I cannot say we are benefitting much.

R: *Are you feeling confident when you are working with students with different learning experience and cultural background?*

S: Yes, I certainly feel confident.

R: *To what extent does your English language teacher encourage and gives you clear instructions to play a role in cooperative group work?*

S: As to me not too much. Of course he gives us the instructions how we can do activities and encourages us to contribute something to the group. But in my stay in the school I did not see that he gave specific role for each student in the group.

R: *Could you tell me, the practical challenges you usually encounter when you are learning in cooperative group learning strategies?*

S: The style of seating arrangement is one types of challenge. With row sitting arrangements misbehaved student get good opportunity to disturb the groups. Arranging them for CLLS also took much time. In general, these and others that I am not able to mentions are great challenges.

R: *What do you recommend to overcome these challenges and implement CLLS effectively in the future?*

S: As I mentioned earlier I have great experience in passing through this learning strategy and got much benefit. So before the implementation students should be aware about its benefit. Besides, teachers also should give special attention for it.

Student Three

R: *Would you please introduce yourself and tell me which section you are from?*

S: My name is **C**. I came from this school grade 11 section 7.

R: *Could you tell me your experience about different teaching strategies practiced by your English language teacher in your classroom?*

S: Most of the time my teacher makes use of individual work or “seatwork”, and whole-class instructional methods more frequently than others language teaching strategies.

R: *When you learn cooperatively with your peers, what important benefits do you think you could get to improve your language skills?*

S: I believe it has many important benefits. The first one is more from sharing each other’s feelings rather than working alone.

R: *How do you evaluate the implementation of cooperative language learning strategies in your school?*

S: He lets us to be in group of six or eight to do different activities. Especially when he wants to engage us with reading and vocabulary exercises.

R: *Are you feeling confident when you are working with students with different learning experience and cultural background?*

S: No, I do not. Because when I am speaking English language during group work most of my friend laughed at me and considered me as if I am boastful. So I prefer to work alone.

R: *To what extent does your English language teacher encourage and gives you clear instructions to play a role in cooperative group work?*

S: As much as he can he encouraged us by giving advice and the telling the benefit of working together. He gives and wrote every procedure we are expected to follow on the chalk board.

R: *Could you tell me, the practical challenges you usually encounter when you are learning in cooperative group learning strategies?*

S: As I mentioned before students interest and motivation is the major one that I observed.

R: *What do you recommend to overcome these challenges and implement CLLS effectively in the future?*

S: Students should be clearly informed about its benefit.

Student Four

R: *Would you please introduce yourself and tell me which section you are from?*

S: My name is **D.** I am from grade 11 section 4.

R: *Could you tell me your experience about different teaching strategies practiced by your English language teacher in your classroom?*

S: My teacher does not implement cooperative teaching strategy always. In most cases he ordered us to be in pairs and small groups when there is a class work and assignment. If not he teaches us by giving different notes on the board and giving us detail explanation.

R: *When you learn cooperatively with your peers, what important benefits do you think you could get to improve your language skills?*

S: I believe that it has multiple benefits. Among this it helps us to develop a sense of interdependence in sharing knowledge, skills and attitudes.

R: *How do you evaluate the implementation of cooperative language learning strategies in your school?*

S: As to me it is very low especially when I am comparing with my previous school. As I have said before he only organized us when he wants to gives us assignment. But in my previous school it was implemented always and our seats were structurally arranged but here based on our seats that we organized.

R: *Are you feeling confident when you are working with students with different learning experience and cultural background?*

S: Of ours, yes. Because when I work things being with different students I develop confidence by making those hard worker students as my model. When they share ideas and I do the same I become more experienced and I never forget what we discussed for a long time.

R: *To what extent does your English language teacher encourage and gives you clear instructions to play a role in cooperative group work?*

S: How can I answer this is when I have seen he was implemented it.

R: *Could you tell me, the practical challenges you usually encounter when you are learning in cooperative group learning strategies?*

S: As I think most of the students do not have courage and interest.

R: *What do you recommend to overcome these challenges and implement CLLS effectively in the future?*

S: Teachers and school principals should work things hand to hand. Because teachers' hard work is the base for students' progress and behavioral change too. Besides teachers should give strong advice for students about its benefits

Student Five

R: *Would you please introduce yourself and tell me which section you are from?*

S: My name is **E**. I came from grade 11 section 2.

R: *Could you tell me your experience about different teaching strategies practiced by your English language teacher in your classroom?*

S: Most of the time she teaches us by giving class works which can be done individually and sometimes in pair which can be done from the textbook and gives us notes from other guide when the lesson is grammar.

R: *When you learn cooperatively with your peers, what important benefits do you think you could get to improve your language skills?*

S: Oh! As we know we are different in our academic achievement. When this difference is grouped to think, share, discuss and help as one, assume how we feel comfort and become free to speak English. But when the teacher lectures us always, imagine how we feel bored. In general, CLLS encourages us to develop confidence and our language skills since we talk with peers using the language shamelessly.

R: *How do you evaluate the implementation of cooperative language learning strategies in your school?*

S: CLLS is very important in developing our language and social skills. But most of the teachers do not give attention and strictly follow the process of group functions.

R: *Are you feeling confident when you are working with students with different learning experience and cultural background?*

S: Yes, indeed. Because the groups are vary in many things. These could create for me the opportunity to appreciate others' effort and the effort of my own. So I do not feel shame to share my ideas with them since they are on similar status.

R: *To what extent does your English language teacher encourage and gives you clear instructions to play a role in cooperative group work?*

S: At the beginning of group organization he gives us instruction. But he does not gives us different roles that each group member to play. We share tasks and roles by ourselves.

R: *Could you tell me, the practical challenges you usually encounter when you are learning in cooperative group learning strategies?*

S: Students' absenteeism and unpunctuality and classroom disciplines are the main problem that I have observed.

R: *What do you recommend to overcome these challenges and implement CLLS effectively in the future?*

S: Teachers' should follow students seriously and better to move around students' seat so that they can manage misbehaved students and classroom disciplines.

Student Six

R: *Would you please introduce yourself and tell me which section you are from?*

S: My name is **F**. I am from grade 11 section 1.

R: *Could you tell me your experience about different teaching strategies practiced by your English language teacher in your classroom?*

S: My teacher teaches us by using lecture method and group work.

R: *When you learn cooperatively with your peers, what important benefits do you think you could get to improve your language skills?*

S: When we are listening teacher's lecture, we speak to inside of ourselves. But when we learn cooperatively we have the chance to interact and share knowledge and experience since we speak to others.

R: *How do you evaluate the implementation of cooperative language learning strategies in your school?*

S: He organized in groups based on our sitting arrangements when he gives us different activities so I cannot say he is implemented cooperative learning strategy in a more organizes ways

R: *To what extent does your English language teacher encourage and gives you clear instructions to play a role in cooperative group work?*

S: To some extent.

R: *Could you tell me, the practical challenges you usually encounter when you are learning in cooperative group learning strategies?*

S: Individual differences that that lacks back ground in learning with this strategy.

R: *What do you recommend to overcome these challenges and implement CLLS effectively in the future?*

S: Interesting activities and topics should be presented to students so that they can have the opportunity to generate ideas for discussions.

Student Seven

R: *Would you please introduce yourself and tell me which section you are from?*

S: My name is **G**. I am attending in this school and I am grade 11 section 4.

R: *Could you tell me your experience about different teaching strategies practiced by your English language teacher in your classroom?*

S: He teaches as grammar from the text book and from other guides. When he teaches us other language skills he organized us in groups and pairs.

R: *When you learn cooperatively with your peers, what important benefits do you think you could get to improve your language skills?*

S: We can get much benefit. For example we can improve our language and social skills.

R: *How do you evaluate the implementation of cooperative language learning strategies in your school?*

S: All in all it is nice.

R: Are you feeling confident when you are working with students with different learning experience and cultural background?

S: No, I did not feel comfort.

R: *To what extent does your English language teacher encourage and gives you clear instructions to play a role in cooperative group work?*

S: Not at all.

R: *Could you tell me, the practical challenges you usually encounter when you are learning in cooperative group learning strategies?*

S: Most of the time students are careless to when they learn cooperatively and they harass each other. They only do tasks when they are informed it has a mark.

R: *What do you recommend to overcome these challenges and implement CLLS effectively in the future?*

S: Teachers should set a king of rules for group member and take immediate actions

Student Eight

R: *Would you please introduce yourself and tell me which section you are from?*

S: My name is **H.** I am in grade 11 section 9.

R: *Could you tell me your experience about different teaching strategies practiced by your English language teacher in your classroom?*

S: As much as possible he tried to organize us in groups based on our seats and gives us activities. He also gives notes when the lesson is grammar.

R: *When you learn cooperatively with your peers, what important benefits do you think you could get to improve your language skills?*

S: Being individually never make one strong. So when we are together there are so many benefits to improve our speaking skills.

R: *How do you evaluate the implementation of cooperative language learning strategies in your school?*

S: I do not believe he is implemented well.

R: *Are you feeling confident when you are working with students with different learning experience and cultural background?*

S: Yes, I feel confident. Because when I made mistakes my friends can correct me. This time I don't feel ashamed. But when the teacher correct me I am not feel good.

R: *What do you recommend to overcome these challenges and implement CLLS effectively in the future?*

S: Students are compliant. Sometime there is disagreement on ideas that raised conflict.

R: *What do you recommend to overcome these challenges and implement CLLS effectively in the future?*

S: Teachers should give attention to each group and follow our activities and evaluate us based on our performance.

Student Nine

R: *Would you please introduce yourself and tell me which section you are from?*

S: My name is **I**. I came from grade 11 section 5.

R: *Could you tell me your experience about different teaching strategies practiced by your English language teacher in your classroom?*

S: I did not see anything new. He use the usual ways of teaching. He organized us in pairs or in group sometimes.

R: *When you learn cooperatively with your peers, what important benefits do you think you could get to improve your language skills?*

S: It is very important because it helps us to speak the language when we share ideas.

R: *How do you evaluate the implementation of cooperative language learning strategies in your school?*

S: I do not think we are learning with cooperative teaching strategy because after once he form students in group, he is not following well.

R: *Are you feeling confident when you are working with students with different learning experience and cultural background?*

S: Yes, I am.

R: *To what extent does your English language teacher encourage and gives you clear instructions to play a role in cooperative group work?*

S: No, he does not give us individual role from the group. But he warns us orally that every member is responsible to contribute something to our group.

R: *Could you tell me, the practical challenges you usually encounter when you are learning in cooperative group learning strategies?*

S: Number of students', interest, dependency on few students and lazy-fairness of the teacher to follow up and structure the groups

R: *What do you recommend to overcome these challenges and implement CLLS effectively in the future?*

S: Teachers should better to strictly follow each group's efforts.

Student Ten

R: *Would you please introduce yourself and tell me which section you are from?*

S: My name is **J.** I am in grade 11 section 7.

R: *Could you tell me your experience about different teaching strategies practiced by your English language teacher in your classroom?*

S: He teaches us by organizing in to cooperative groups.

R: *When you learn cooperatively with your peers, what important benefits do you think you could get to improve your language skills?*

S: Words are scratched to mention the benefit of this strategy especially to share ideas in English with my friends.

R: *How do you evaluate the implementation of cooperative language learning strategies in your school?*

S: I think it is very nice. He uses the group that was organized by our homeroom teacher when he gives us different tasks.

R: *Are you feeling confident when you are working with students with different learning experience and cultural background?*

S: Yes, certainly.

R: *To what extent does your English language teacher encourage and gives you clear instructions to play a role in cooperative group work?*

S: To great extent. He advice us to play a role in each group and gives us clear procedures what we are expected to do when we are in groups. Generally, I can say he is a good teacher for us.

R: *Could you tell me, the practical challenges you usually encounter when you are learning in cooperative group learning strategies?*

S: Yes, for instance students' discipline, selfishness to share ideas, irresponsibility and seating arrangements are few among the many.

R: *What do you recommend to overcome these challenges and implement CLLS effectively in the future?*

S: Strict punishment and measure should be taken on those students who are not responsible and attractive seat should be provided so that we can easily arrange the group.

APPENDIX I

Classroom Observation Checklist

Teachers Name _____

Grade and Section _____

Lesson _____

Date _____

Time _____

No	Activities to be Observed in the Classroom	Yes	No
<i>A. Teacher-related Factors in Implementing Cooperative Learning</i>			
1	Did the teacher organize students in to cooperative group work?		
2	Did the teacher give clear instruction on how, why, what, when.. types, to avoid confusion and draw students attention to cooperative group learning?		
3	Did the teacher use different strategies to form students in cooperative group learning strategies?		
4	Does the teacher motivating students when they learn cooperatively?		
5	Did the teacher serve as a facilitator, coordinator and motivator during cooperative learning process?		
6	Did the teacher provide different tasks and appropriate materials that fit the students' interest and level?		
7	Did the teacher assist students when difficulty arises?		
8	Did the teacher evaluate students and encourage them to give and take feedback from their peers?		
9	Did the teacher face any challenges when they implement cooperative learning strategies?		
10	Does the teacher have courage to cope up those challenges he/she encounter?		
<i>B. Factor Related to Classroom Environment</i>			
11	Is the classroom physical arrangement suitable to implement cooperative learning strategy?		

12	Are the desks flexible in a way teacher and students easily arranged for cooperative learning?		
13	Did students number in one class is small enough to implement cooperative learning strategies?		
14	Is the classroom well ventilated?		
C. Students-related Factors During Cooperative Teaching			
16	Did the students have an interest to learn the language cooperatively?		
17	Did students have enough time to complete the activities and present them in front of their peers?		
18	Did students use the allotted time effectively?		
19	Did all students participate equally in cooperative learning activities?		
20	Did few students dominate the whole group during cooperative learning activities?		
21	Did misbehaved students minimize the participation of group members as a whole?		

Adapted From: Dereje Mendero (2011)