

**JIMMA UNIVERSITY**

**College of Social Sciences and Humanities Department  
of English Language and Literature MA in TEFL  
Teaching English as a Foreign Language (TEFL)**

**The Implementation of Cooperative Learning Strategy  
in EFL Classes: Practices and Challenges**

**BY**

**Abyot Shaweno**

**A Thesis Submitted in Partial Fulfilment of the  
Requirements for the Degree Master of Arts in TEFL**

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**MAY, 2019**

**Declaration, confirmation, approval and evaluation**

Research Title: The Implementation Cooperative Learning Strategy in EFL Classes: Practices and Challenges in Yina Secondary School.

Declaration

I, the undersigned, declare that this thesis is my original work, not presented for any degree in any universities, and that all the sources used for it are duly acknowledged.

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## **Abstract**

The goal of this paper was to investigate the practices and challenges of implementing cooperative learning strategy in the EFL classrooms with regard to Yina secondary school teachers and students perspective. The researcher conducted a descriptive survey study by developing a questionnaire for both teachers and students comprising of 56 items: for teachers 32 and for students 24 items administered and semi structured interview for both teachers and students, and observations in EFL classrooms. One hundred eight five students and six English language teachers were the total population of the study. The data were collected from sixty-six students who have been selected using simple random sampling technique and all (six) teachers who were selected using comprehensive sampling technique. The questionnaire data were analyzed and interpreted in terms of percentage. The interview data were audio recorded and transcribed into written form, classroom observation was conducted using checklist and expressed verbally. The results revealed that teachers did not make the necessary preparation before implementing cooperative learning strategy in each practicing effectively in the classroom. They did not also try to teach their students using cooperative learning strategies. Students also did not work hard to take responsibility within their cooperative groups. Moreover, the results demonstrated that there are different factors related with learners like: limited understanding, shyness, carelessness, hesitation, resistance, reluctance, suspect and negative attitude. The major factors affecting the effective implementation of cooperative learning were poor understandings, unskilled teaching, unable to play their roles, teaching with poor preparation, distorted attitude towards cooperative learning, lack of facilities like shortage of tables, desks, and chairs. The researcher also recommended some suggestions for the elimination or abolition of those factors.

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## **Lists of Abbreviations**

CL Cooperative Learning

CLT Communicative Language Teaching

EFL English as Foreign Language

ICDR Institute for Curriculum Development and Research

LA Language Acquisition

PTA Parent-Teacher-Association

S2 Second Language

ZPD Zone of proximal development

# CHAPTER ONE: INTRODUCTION

The study was conducted on the investigation of the practices and challenges of implementing cooperative learning strategies in EFL classrooms. This chapter includes background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study and operational definition of key terms.

## 1.1. Background of the Study

Cooperative learning is an essential technique for facilitating learning. When teachers use instructional teaching strategy which is working with small manageable group of students interact and cooperate for facilitating academic subjects. Students in cooperative learning work together on learning activities in group and take certain responsibilities. (Kessler, 1992 as cited in Liang 2002), the function of cooperative learning to classroom teaching finds its origin in 1970s when Israel and the United States started to design and study cooperative learning models for classroom context.

Currently, cooperative learning is implemented and used all over the world in educational settings. Concerning this issue scholars like Johnson & Johnson, (1989), Kessler, (1992) stated that at present time cooperative learning is applied in almost all school content areas and, progressively more, in college and university contexts all over the world and is claimed to be a successful teaching method in foreign/second language teaching by scholars in abroad and at home. Azizinezhad, (2012), cites the ideas of Nelson, Gallagher, & Coleman (1993) cooperative learning is the best alternative for all students because it stresses active interaction between students of varied capacities and backgrounds. In addition, other known scholars like Tsai, 1998; Wei, 1997; Yu, (1995) emphasised on the benefits of cooperative learning that shows more positive results of student in educational success, social behaviour, and affective progress.

Cooperative learning has good solution to teaching problems. In cooperative learning learners are put into teams for the purpose of reaching a one common learning aim. In some situations, teachers may assume as planning cooperative learning in their classes; they may,

simply, put students sit either side-by-side at the same table, talking to each other while doing their own works, or in a group in which only one learner does the whole work and the others write their names on the result. These two features, though essential, do not make cooperative learning fruitful; the teachers then, are required to tell all what concerns this approach to make it work in EFL classes (Kezoui, N. (2015).

Cooperative learning has potential in facilitating students learning. As Slavin, (1995), cooperative learning played great role and it is fruitful in education. It is believed as a way of successful teaching and learning technique, rather than an approach, in which students participate in the process of learning through small group structures as far as they support each other to master the assigned academic content. One can understand from this expression, cooperative learning put the students in the process of debating and arguing with each other about their learning, assessing one another's current knowledge as well as filling in gaps in each other about their understandings. Moreover, the term cooperative learning has been recognized to be an effective teaching strategy for both teacher and learner.

As pointed out in Jacobs and McCafferly (2006), cooperative learning encourages learning to take place and allow communication to foster among learners. From this expression, it is understandable that cooperative learning facilitates learning through communications or sharing ideas can be promoted between learners. The idea of Robinson (1995, as cited in Belilew 2015), has forwarded that teaching technique of cooperative learning is affected by cognitive theory. It is clear that the practices and activities that teachers teaching mode is highly participatory in the case of cooperative learning. Teachers imagine self as elastic, permissive, interested in inspiring discussion and considering others grow mentally.

The cooperative learning teacher plays great role in fulfilling preconditions about the students learning before implementing different activities and tasks in classroom. Belilew (2015) cited the ideas of Lightbown and Spada (1993), to implementing cooperative learning teachers are expected to plan carefully about what learners need to learn before they apply those learning activities into their teaching. In addition, McDonell (1992) noted that teachers in cooperative learning play many roles as a supporter, facilitator, observer, change agent, and adviser. On the other hand, traditional language teaching which focuses the teaching of language regulations and vocabulary tend to create competition of grades. In order to get good grades in English, the teacher might bring the competition into the classroom. The traditional

instructional approach causes competitive learning and individual performance in the classroom teaching.

The studies which are conducted abroad by different scholars on the effects of cooperative learning with different language aspects, the difference between cooperative learning and competitive learning and local research which was conducted on practices and challenges of implementing cooperative learning in Ethiopian High Schools by Belilew (2015) are used as stand points for the current study.

## **1.2. Statement of the problem**

Different scholars stated in different ways that teachers in the cooperative learning play many roles as a supporter, facilitator, observer, change agent, and adviser (McDonell, 1992). Belilew (2015) forwarded the idea of traditional language teaching which emphasize the teaching of language rules and vocabularies tend to create competition of grades. In order to get good grades in English, the teacher might bring the rivalry into the classroom. Such a traditional instructional approach causes competitive learning and individual performance in the classroom teaching. However, too much competition might bring negative interdependence and lower the teaching effects (Slavin, 1995).

In spite of the number of years, the students are exposed to English language; their level of performance in using the language is very low. Moreover, as the observations and experience of the researcher show, students did not participate effectively in cooperative group during English classes in the way they have to do in the target language. The researcher believed that one of the possible reasons for this may be the inappropriateness of the methods and techniques employed in teaching English. As Mackey (1965 p138) says the teaching methodology can be "...the cause of success or failure in language learning; for it is ultimately the method that determines the 'what?' and the 'how?' of language instructions."

Using cooperative learning strategy for the purpose education is not satisfactory in most high schools, Colleges and Universities in Ethiopia. Learners' proficiency in language use in the schools is much lower than the level required of them (ICDR, 1999). This is due to the lack of practice of active learning method regularly in English lesson classes as the researcher has noticed the problems from his six years experience in teaching English at primary and secondary schools.

There were numerous studies that have been conducted in different corners of the world on implementation of cooperative learning and its effects. For instance, Anthony (2013) conducted his research on cooperative learning effects on the classroom he has concluded as cooperative learning techniques have also been shown to increase student motivation and retention of the learning material. While, more research needs to be done, cooperative learning methods can have a positive impact on the classroom.

Altun (2015) conducted his research on the Effect of Cooperative Learning on Students' Achievement. The result of the study indicated that CL method had a favourable effect on learning. The cooperation based learning-teaching environment provided cooperation, supported permanent learning, provided opportunities to be successful, contributed to the development of social and personal skills, but also caused worry as it requires students to be successful at all stages. Fatma (2013) has conducted a research on Implementing Cooperative Learning Technique in Teaching Speaking Skill. Her findings revealed that learning in small groups developed learners' oral skill and confirmed that the implementation of cooperative learning technique comprises some negative aspects like creating noise in the classroom and groups' conflicts. Based on the obtained results, we recommended that teacher-learner collaboration could reduce the problems that impede the success of implementing cooperative learning in the classroom.

Mahmoud (2014) has conducted a research on the Effectiveness of Using the Cooperative Language Learning Approach to Enhance EFL Writing Skills. His findings were the use of CLL approach had a positive impact on developing students' writing skills but more attention should be paid to conduct the activities in an effective planned and designed way. Needless to say, then, while using the CLL approach, the number of students in each group ought to be limited to three four or five. From the researcher's point of view, each group should be allowed to choose their partners in the group as well as their leader so that they could avoid unnecessary talk and time wasting. They could also work effectively together so as to develop and enhance their EFL writing skills.

Belilew (2015) has conducted a local research on the practices and challenges of implementing cooperative learning in EFL class on the issue of teachers' perspective in focus. As the researcher's conclusion, teachers have limited understanding of the principles and features of cooperative learning which resulted in negative attitude towards the new

approach. Teachers did not implement it properly because they believed that it was politically stimulated; hold bright learners back and an ideal approach in Ethiopian context. The research conducted internationally also focused on general issues in the methodology which is called CL and its effect on different language skills without consideration of the challenges and practices implementing it in the real situation to the classroom.

But no one extended his/her work more specifically to students' practices and challenges of implementing CL strategy in Yina secondary school in EFL classes. The current study is different from the above local research on the bases of methodology, setting and selected samples. In the earlier research the subjects of the sample were only teachers while in the current study the samples were both teachers and students. Moreover, in the previous research the data collecting instruments were questionnaire and semi structured interview. While in the current study classroom observation was included besides questionnaire and semi structured interview. The researcher believed that the finding of the research may benefit all EFL teachers and learners under the same circumstances. As known, cooperative learning can enhance learning; it also promotes respect and friendship between different groups of students. This implies that, when the more variety of students found in a team, the higher the profits for each learner. Hence, in order to achieve a variety of learning tasks, peers learn to rely on each other confidently (Long, 1996 as cited in Fekril 2016). Therefore, the current researcher has investigated the problems that the earlier researcher did not answer from the learner side about their practices and challenges of implementing CL in EFL class is the main concern of this study. In addition, there was no researcher who has examined the practices and challenges of implementing cooperation learning in Yina secondary school EFL teachers and students in particular. This is why the researcher became interested to conduct the research on the selected topic in the aforementioned school. He determined those practices and challenges in implementing cooperative learning. In this regard, at the mentioned grade level the researcher find out the implementation of cooperative learning has surrounded with teachers and learners limited understandings about the principles of cooperative learning. Students and teachers had held distorted perspectives in implementing this method in practice. However, as the belief of the current researcher, it is likely that there is limited number of studies examined the practices and challenges of implementing CL from the learner points of view in EFL classes. Consequently, the aim of the current study has investigated the practices and challenges which hindered the implementation of cooperative learning in Yina secondary school EFL teachers and learners perspective.

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

This study has both general and specific objectives.

#### **1.3.1. General Objective**

The purpose of this study is to investigate the practices and challenges of implementing cooperative learning strategies in EFL class in Yina secondary school teachers' and grade ten students' perspectives.

#### **1.3.2. Specific Objectives**

- To identify the practices of implementing cooperative learning strategies in EFL classrooms.
- To find out the challenges that teachers are encountering during implementing cooperative learning strategies in EFL classes.
- To find out learners' related problems which affect the practice of implementing cooperative leaning strategies.
- To describe learners' and teachers' attitude on using cooperative learning strategies in EFL classrooms.

### **1.4. The Research Questions**

1. How teachers and students are exercising cooperative learning strategies in EFL classrooms?
2. What are the challenges that teachers encounter when using cooperative learning strategies in EFL classrooms?
3. What problems do learners face in implementing cooperative learning strategies in EFL classrooms?
4. What attitude do EFL teachers and students hold about cooperative learning?

### **1.5. Significance of the Study**

According to the researcher's view, the present study has different uses. First of all, it provides practical significance for EFL teachers and the corresponding learners with clear understanding of the nature of cooperative learning technique and its role in developing language teaching and learning .So that, teachers and learners will be able to integrate it to teach and learn different aspects of language. Moreover, it highlights the process of managing cooperative learning classrooms and the different challenges that teachers and learners face



when this technique is implemented in the classroom which are not yet handled in different classrooms. Consequently, the present study provides instructors and learners with suggested solutions to overcome such difficulties and benefit from the use of cooperative learning. In addition to subject teachers and students, other EFL teachers and students, school managements of Yina secondary school, the researchers who wanted for further study, curriculum and material developers, and teachers and learners under the same circumstances in Ethiopian context may be benefited from the expected finding of the study. A more comprehensive overview of the practices and challenges of implementing cooperative learning would be gained if other grades will be also included in the sample.

### **1.6. Delimitation of the Study**

To take the study in a manageable size, the study was delimited in area of Southern Nation, Nationalities and people's regional government, Sheka zone, Masha Woreda. Yina secondary school grade 10 EFL teachers and students were included. Besides this, the research has been conducted to investigate practices and challenges of implementing cooperative learning strategies in EFL classrooms. The school is selected due to its proximity for the researcher and he has taught for six years in the aforementioned school. Therefore, the researcher had decided to select participants from this school.

### **1.7. Limitation of the Study**

The study would have been more comprehensive if it includes English teachers and students from other schools that represent different background.

### **1.8. Operational Definitions of Key Terms**

**Cooperative learning** is defined as a system of concrete teaching and learning techniques, in which students are active agents in the process of learning through small group Liang, (2002).

**Challenge** is a problem that students or teachers are encountering while teaching and learning including cognitive, affective, psychomotor problems that affect their result negatively (<https://www.igi-global.com/dictionary/practice>).

**Practice** is the actual application or use of an idea, belief, or method.

(<https://en-oxforddictionaries.com>).

**Strategy** refers to methods that students and teachers use to learn and teach.

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

The study focused on EFL teachers' and students' practices and challenges of implementing cooperative learning strategies in EFL. In addition, it focussed on EFL teachers' and learners' perspectives towards cooperative learning strategies and some theories were reviewed for the theoretical frame work of the study.

### **2.1. Concepts of Cooperative Learning**

Cooperative learning is defined as a system of concrete teaching and learning techniques, rather than an approach, in which students are active agents in the process of learning through small group structures so that students work together to maximize their own and each other's learning (Liang, 2002). According to (Kezoui, 2015), cooperative learning is one of the most noticeable and fertile areas of theory, research and practice in education. It is considered as a system of effective teaching and learning techniques, rather than an approach, in which students are active participants in the process of learning through small group structures as far as they support each other to master the assigned academic content. They go through the process of debating and arguing with each other, assessing one another's current knowledge as well as filling in gaps in each other about their understanding (Slavin, 1995).

As Trong (2010) quoted the idea of (Sharan, 1980), defined cooperative learning as the set of instructional strategies "which employ{s} small teams of pupils to promote peer interaction and cooperation for studying academic subjects". Slavin (1980), also stated as the term CL refers to classroom techniques in which students work on learning activities in small groups and receive rewards or recognition based on their group's performance.

As the idea of Trong, (2010), cooperative Learning conspicuously is not simply putting students together in groups and giving them tasks to do, but an environment in which teachers have to guarantee that the subsequent four elements transpire. These are as follows:

The first element is positive interdependence which generates the sense that "we sink or swim together" (Johnson et al., 1998). It is the sense of working together for a common goal and caring about each other's leaning (Sharan, 1980). When positive interdependence is established, each member's endeavour in the group is always required and she or he takes different role and responsibility for a part of the given task.

The group's success is the involvements from every member in the group. Without positive interdependence, learners occasionally fall into the trap of hitchhiking where they let one learner do all the work for them, or of being off task (Cohen, 1994).

The second one is individual accountability. This element emerges when each learner believes that learning her/his material is essential. Each team member has to be responsible for their own as well as their team mates' learning and makes an active contribution to the group. Thus there was no hitchhiking or freeloading for anyone in a team (Kagan, 1989).

The third is quality of group interaction process. In this process, learners are provided with abundant verbal and face-to-face interaction, where they can explain, argue, elaborate and link current material with what they have learned previously. Thus, it is crucial to let students sit in comfortable places where they can interact face to face easily. Johnson and Johnson (1989) suggest that groups should be small when learners are just beginning to work together and develop their skills.

The fourth is teaching social skills. Sufficient social skills entail an explicit instruction on appropriate communication, leadership, trust and conflict resolution skills so that the team can function effectively. Social skills refer to group-related skilled and task-related social skills. The former refers to the way students interact as teammates, such as mediating disagreements, encouraging, and praising. The latter refers to the way students interact with one another to achieve task objectives, such as asking, paraphrasing, explaining and summarizing. Cooperative Learning does not assume that students have already had the required social skills; hence, as cooperative learning techniques are implemented, cooperative skills are often taught.

## **2.2. Theories Underlying Cooperative Learning**

The theories related to the rationale of this study came from at least three nations: Vygotsky from Russia, Piaget from France, and Albert Bandura from the USA. As stated in above section, cooperative learning could be dated as far back as the first century. And now, the span of cooperative learning extended over three countries. Viewing from time and space in human history, cooperative learning deserved better recognition.

### **2.2.1. The Vygotskian Perspective**

The Vygotskian perspective related to cooperative leaning was the Zone of Proximal Development and the ensued affect on Krashen's Input Hypothesis. According to Vygotsky (1978), all good learning was that which was in advance of development and involved the acquisition of skills just beyond the student's grasp. Such learning occurred through interaction within the student's zone of proximal development. Vygotsky defined the zone of proximal development as the discrepancy between the student's actual developmental level (i.e., independent achievement) and his/her potential level (achievement with help from a more competent partner).

Vygotsky's zone of proximal development had many implications for those in the educational milieu. One of them was the idea that human learning presupposed a specific social nature and was part of a process by which children grew into the intellectual life of those around them (Vygotsky, 1978). According to this theorist an essential feature of learning was that it awakens a variety of internal developmental processes that were able to operate only when the child was in the action of interacting with people in his environment and in cooperation with his peers. Therefore, when it came to language learning, the authenticity of the environment and the affinity between its participants were essential elements to make the learner feel part of this environment. Unfortunately, these elements were rarely present in conventional classrooms. By explaining human language development and cognitive development, Vygotsky's theory served as a strong foundation for the modern trends in applied linguistics.

### **2.2.2. Bandura's Social Learning Theory**

The social learning theory of Bandura (1971) emphasized the importance of observing and modelling the behaviours, attitudes, and emotional reactions of others. Social learning theory explained human behaviour in terms of continuous reciprocal interaction between cognitive, behavioural, and environmental influences. The component processes underlying observational learning included: (a) attention, including modelled events (distinctiveness, affective valence, complexity, prevalence, functional value) and observer characteristics (sensory capacities, arousal level, perceptual set, past reinforcement), (b) retention, including symbolic coding, cognitive organization, symbolic rehearsal, motor rehearsal, (c) motor reproduction, including physical capabilities, self-observation of reproduction, accuracy of feedback, and (d) motivation, including external, vicarious and self reinforcement. Because

the social learning theory encompassed attention, memory, and motivation, it covered both cognitive and behavioural frameworks.

### **2.2.3. Constructivism**

Being student-centered by nature, cooperative learning owed much credit to constructivism. To date, a focus on student-centered learning might well be the most important contribution of constructivism (Cheek, 1992; Yager, 1991). Constructivism, or constructivist approach, was not a brand new theory but a holistic approach to the teaching and learning process developed by incorporating concepts from Piaget, Vygotsky, and Bandura, as discussed in the previous sections. All the aforementioned theoretical frame works are crucial for implementing cooperative learning. But constructivism theory is more convenience theoretical frame work for this study.

### **2.3. Teachers' Roles in Cooperative Classrooms**

Cooperative and traditional classrooms are also different from each other in terms of teachers' roles, teaching activities, interaction and evaluation. Teachers when structuring cooperative groups, they act as observers of how each group and each member is functioning. They offer support when needed and facilitate the process by explaining the task and intervening to solve the group conflicts. Cooperative groups promote a different way in which students interact with each other. This two-way communication involves discussion and working together to accomplish shared goals. Teachers, at the end, are supposed to evaluate each student's outcomes and also the development of the whole learning process.

Researchers like Belmekki and Kebiri, (2014) stated that the teachers' role in the process of cooperative learning can be summarised in the following five major strategies. Clearly specifying the objectives is the first step that the teacher must make. Before the lesson starts, the teacher should have already set what goals to be achieved by learners concerning both the assigned academic content and the collaborative skills. Secondly, the teacher is supposed to decide all about the size, the type, and the heterogeneity of the cooperative groups depending on some factors including the class size and his/her experience in using cooperative learning.

Teachers who seek to structure cooperative learning in their classrooms also need to know how the assigned materials should be distributed and how the assigned task should be explained. If the learning groups are new, teachers should carefully make sure that all the group members are using the materials; however, his responsibility may be decreased if the

groups are skilful enough in working collaboratively. Also, explaining the task can take the form of a usual traditional lecture where the teacher deliberately explains the lesson and the related concepts, relates the new lesson to the students' prior knowledge, and checks whether students are effectively grasping the point by engaging them in a two-way communication where the teacher asks and the students answer (Johnson & Johnson, 1987).

The teacher's role begins in earnest when students are already put in groups and have started to work together. Placing students in cooperative groups does not mean that teachers will have a break of some free time; instead, teachers engage in an observation process to check which groups are facing troubles in completing the task and intervene to offer help. The teacher may also intervene when noticing a conflict or an inappropriate behaviour within the group. Finally, the teacher should evaluate the students' learning usually by a criteria referenced system (Belmekki and Kebiri, 2014).

In traditional learning situations, students may feel unmotivated, frustrated, and exhausted. However, cooperative groups promote enjoyment of the learning experience to students Johnson and Johnson (1987). In the process of working together to achieve shared goals students can come to care about one another on more than just a professional level. Extraordinary accomplishments result from personal involvement with the task and each other. Moreover, it increases their learning outcomes and strengthens their psychological health and their relationships with peers.

#### **2.4. Student Roles within the Group**

Assigning students roles within the group has many advantages (Johnson & Johnson, 1999a; Slavin, 1994 as cited in Shindler, 2009). First, it provides students a clear sense of what to do in the process. Second, assigned roles make it more likely that the necessary roles and duties will ultimately be performed. Third, students learn that roles are useful in the accomplishment of collective efforts. They come to understand that those who can fulfill a certain role within a group can often be more valuable than those who are highly talented but provide a less focused contribution. Fourth, if roles are rotated regularly, students have the opportunity to take on roles that they may not otherwise have taken on normally. Some students will feel very comfortable taking the role of recorder but may never volunteer to be in a leadership position unless that role has been assigned to them. On the other hand, the student who has an expressive persona and comfort with a leadership role may always find

themselves taking over unless they are expected to fulfill another role that requires other skills. While it may not be entirely comfortable for students to work outside their natural strength areas, it provides them an opportunity to develop areas that could use growth. An added consideration is the opportunity to learn appreciation for effective performance in roles previously avoided. This contributes to admiration for others when they perform those roles (Shindler, 2009).

## **2.5. Cooperative Learning and Language Acquisition**

Cooperative learning is an effective teaching method in foreign/second language education was claimed by scholars abroad and at home. According to Liang (2002) cooperative learning and language acquisition could be inspected through three vital variables of input, output, and context, which contributed to language acquisition to a great extent (Krashen, 1985).

### **2.5.1. Input**

Language acquisition was fostered by input that was comprehensible (Krashen, 1985), developmentally appropriate and accurate (Kagan, 1995). To facilitate language acquisition, input must be comprehended (Krashen, 1985). Students working in cooperative learning needed to make themselves understood, so they naturally adjust their input to make it comprehensible. Kagan (1995) suggested that small group setting allowed a far higher proportion of comprehensible input, because the speaker had the luxury of adjusting speech to the level appropriate to the listener to negotiate meaning luxury unavailable to the teacher speaking to a whole class. McGroarty (1989) also found evidence that students gained both in comprehension and production of the second/foreign language through cooperative learning.

### **2.5.2. Intake**

According to Ying (1995) intake is described as a subset of input which has been internalized by learners after dealing out. He further stated that simple exposure to input is not enough for intake. Intake as the linguistic facts really processed from the input and held in functioning memory for additional processing. Similarly, Sharwood-Smith (1993) saw intake as the part of input which has actually been processed by the learner and turned into knowledge of some kind.

### **2.5.3. Output**

Many researchers in second language acquisition argued that successful language learning did not only require comprehensible input, but also comprehensible output. But, student

output was limited in a traditional classroom due to the dominance of teacher talk. With cooperative learning, students' language output could be enhanced while decreasing the amount of teacher talk Liang (2002).

#### **2.5.4. Context**

In addition to the variables of input and output discussed above, language acquisition was foster if it occurred in a context that was supportive, friendly, motivating, communicative, developmentally appropriate, and feedback rich (Kagan,1995).

### **2.6. Cooperative Learning and Communicative Language Teaching**

Different researchers might define cooperative learning in different ways. According to (Richards, Platt & Platt 1992 as cited in Azizinez, Hashmi & Darvishi 2013), the working definition of cooperative learning has the following features: cooperative learning was a system of teaching and learning techniques in which students were active agents in the process of learning instead of passive receivers of the product of any given knowledge. This system could increase students' academic learning as well as personal growth because (a) it reduced learning anxiety, (b) it increased the amount of student participation and student talk in the target language, (c) it built supportive and less threatening learning environment, and (d) it helped the rate of learning retention. The embodiment of communicative language teaching through cooperative learning was not new. (Richards, Platt & Platt 1992 as cited in Azizinez, Hashmi & Darvishi 2013), cooperative learning activities were often used in communicative language teaching. Kagan (1995) also claimed that communicative language teaching and cooperative learning was natural match in foreign language teaching. According to Kagan (1995), the two major components of communicative language teaching, i.e. (1) socially oriented lessons and (2) small group interaction, also corresponded to the essence of cooperative learning. With so many similarities in essence, cooperative learning was used as a set of teaching methods or techniques to embody the spirit of communicative language teaching in this study. With the increasing interest in cooperative learning, there were some misconceptions about cooperative learning and group learning that needed to be clarified before further examinations on cooperative learning. Therefore, the following sections would review relevant literature regarding the differences between cooperative learning and group learning.



## **2.7. Cooperative Learning vs. Group Learning**

Regarding this issue, some teachers might argue that they had used cooperative learning in their class, but the effects were not as positive. According to Liang (2002), the main thing is the distinguishing features between cooperative learning and group learning. Cooperative learning succeeded while group learning usually perished. In principle, cooperative learning stuck to the following five elements, i.e. (1) positive interdependence, (2) individual accountability, (3) quality group processing, (4) explicit teaching of small group skills, and (5) teaching of social skills. On the other hand, group learning simply put students to sit and work in groups without further assistance or careful structure to make group work become teamwork.

## **2.8. Cooperative Learning Principles**

According to future (Johnson & Johnson, 1999; Johnson, Johnson & Holubec, 1991; Kagan, 1994), in order to construct a lesson in cooperative learning model, the following five principles and elements should be included:

### **Positive interdependence**

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.

### **Individual accountability**

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.

### **Face-to-face interaction**

Although some of the group work may be parcelled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching, helping, supporting, applauding and encouraging one another in order to reach the group's goals.

### **Appropriate use of social, interpersonal, collaborative and small-group skills**

Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.

### **Group processing**

Team members set group goals, describe what member actions are helpful or not, periodically assess what they are doing well as a team, and identify changes they will make to function

more effectively in the future (Johnson & Johnson, 1999; Johnson, Johnson & Holubec, 1991; Kagan, 1994).

Systematically structuring those basic principles into group learning situations helps ensure cooperative efforts and enables the disciplined implementation of cooperative learning for long-term success.

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

This chapter deals with the research methodologies that would be used in collecting the required data and data analyzing technique that help to achieve the objectives of the study. It included different sections design of the study, study population, sample size, sampling techniques, data collection tools and data analyses were included.

## **3.1 Design of the Study**

As stated in chapter one, the general objective of the study is investigating the practices and challenges of implementing CL strategies in EFL class teachers and students perspectives. Because of the stated objective above, the study need both quantitative and qualitative data. The researcher used the descriptive survey design which was employed by both qualitative and quantitative (mixed) approach. According to Kothari (2004), the purpose of qualitative research is used to achieve the understanding of how people feel or what they think about a particular subject. On the other hand the quantitative technique has used to describe the problems and events to report what has happened/what are happening. The study has been carried out using mixed approach in collecting and analyzing data in order to offset the weakness of quantitative method with the strength of qualitative paradigm and vice versa. Creswell, (2003) noted that mixed approach is an investigation that centred on triangulating qualitative and quantitative data.

## **3.2. Study Population**

The target population in this study were grade ten students and their English subject teachers of Yina secondary school. There are 185 students found in grade ten in 2011 E.C. From the total population, the researcher has selected the representative sample. The sources of data for this study were the primary sources are used to gather data from the particular class students and their respective language teachers.

## **3.3. Sample Size and Sampling Technique**

According to Mugenda (2003), sampling is carefully selecting a sub group from the accessible population so as to be a representative of the population with relevant characteristics. Yina secondary school grade ten was selected from others through purposive sampling method based on the prevalence of inadequacy practice of EFL teachers and students to implement CL learning in school as the researcher has prior experience in

teaching English in the area before he left the school for M.A program. Moreover, feasibility of the study to reliable data source and the proximity to the researcher and, that the selected school is popular in the locality and have easy access of information.

Creswell, (2011) stated that if the number of population were 1,000 it is possible to select (20%) of the representative samples from the total population. But, the researcher selected more than (20%); that is 35% in order to gather ample data from respondents. Therefore, sixty six students were selected using simple random sampling particularly lottery method and six English teachers were selected using a comprehensive sampling technique. The researcher believed that relevant data was obtained from the primary sources that provided reliable information that led the researcher reached on valid conclusion and recommendation. Due to this, it is believed that the subjects are very important sources of data which secure the reliability of the gathered information.

### **3.4. Data Collection Instruments**

In the study the researcher used questionnaire, interview and observation for collecting data.

#### **3.4.1. Questionnaire**

The questionnaire was adopted from Joy Reid (1995) and some modifications were made associate with the context of the study. The questionnaires was prepared based on the basic questions and had administered to both of the sample population: students and their teachers for the sake of obtaining a clear data about their insights, the teaching learning situation and the reasons behind not using cooperative learning method by the majority of them at Yina secondary school. The questionnaires for students 24 close ended items and for teachers 32 close ended items were administered. The reason for varying the number of items for teachers and students were due to the need for gathering more data from experienced teachers including the students' information. All the items for questionnaire were written in Amharic in order not to make difficulty for the students to understand the items.

#### **3.4.2. Interview**

According to Glens and Peshkin (1992), interview will be used to access in-depth information around the topic of investigation. Semi structured interview has been used for collecting data from both teachers and students. Form sixty six students eight clever students who were selected in using purposive sampling for interview. The researcher believed that clever students can provide valid information about their ideas on the investigation. Five teachers

were participated in the interview and one teacher has left the interview after questionnaire due to death accident in his family. For students interview questions were prepared in Amharic language for getting sufficient information with clear language, unless did not understand the instruction and the items clearly. Therefore, the researcher deliberately shifted the language from English to Amharic for learners. But for teachers interview questions were prepared in English and administered. The interview has retained for a week. All interviews were audio recorded by using recording materials by the researcher.

### **3.4.3. Observation**

Observation is the third instrument in which the researcher has gathered reliable data continuously as teaching learning process has ongoing for two weeks using varying three sections and two periods in each sections. The three sections were selected purposely due to their permanency for a year. But the remaining two sections were not permanent because the students were immigrants from neighbouring woreda (Yeki) due to conflicts between people. Those students (refugee) who were enrolled as temporary did not include in the investigation. First, for its effectiveness the observation check list was prepared, and then the researcher has observed in the form of non participant observation method. Finally the researched reach on valid conclusion about the practice, interaction level, classroom management and sitting arrangements, teachers roles, group formation and learners interaction..

### **3.5. Data Collection Procedures**

The researcher followed a series of data gathering procedures in the study. First, the researcher collected data through classroom observation and then he conducted interview with eight selected students and five teachers more specifically to assess or examine their, practices, challenges facing them to implement CL strategies in EFL classes and their attitude towards CL.

Finally, he distributed the questionnaires to the respondents and collected data. The reason that the researcher sequenced the data gathering tools accordingly was that if teachers responded to questionnaires early, they might have arranged make up classes which they may not be practicing in the usual time. So, it helped the researcher to get valid and reliable information regarding practices of cooperative learning strategies in EFL classrooms.

### **3.6. Procedures of Data Analysis**

The researcher has critically analysed the raw data both qualitatively and quantitatively. The quantitative data has gathered using questionnaire data were analysed through descriptive way in which the frequency was expressed in percentage and in table form was used. The qualitative data was collected in semi structured interview has analysed using audio - record and then transcribed and read several times to describe verbally.

Concerning the validity of instruments, principal advisor and co advisor gave comments on the questionnaire, interview and the classroom observation checklist. After the researcher received the important feedbacks, comments and criticisms on the strengths and weaknesses of the items, he had modified it again before the actual data collection was started to the study to assure the validity (face validity). So that based on the comments obtained from my principal advisor and co advisor the necessary modifications were made. These were unclear instruction, ambiguous items, and inadequate scales were improved. For example in the observation checklist about classroom condition item 3 was amended. In the questionnaire section direction one, item 4, and 7 were amended.

The questionnaires were piloted on grade 10 students in Kubito secondary school which is found in the same Zone Yeki woreda. Its reliability was tested by Cronbach alpha method. The calculated reliability of the instrument was shown that 0.74 and 0.72 teachers and learners respectively. This result helped the researcher to check the reliability. Norland, (1990) noted that reliability indicates the accuracy of the measuring instrument. A reliability coefficient (alpha) of 0.70 or higher is considered suitable reliability. Thus the products of the Piloting test show that the instruments were established reliable to collect the real study. Consequently, the data gathered from both teachers and students through semi-structured interview and classroom observation were then arranged and analyzed through triangulation.

### **3.7. Ethical Consideration**

The researcher kept the ethical standards by respecting participants' rights and minimizing the risks to participants. He avoided unintended negative effects towards the participants in all cases of: before, during and after the actual study. The researcher adhered to ethical guidelines and ensured the interests of the participants of this study were not harmed as a result of participating. The data for this study was collected and recorded based on the informed consent. The researcher analyzed the collected data without data changing and

distortion. He reported the finding of the study honestly. The researcher acknowledged the authors while using different sources as reference. Creswell (2009) noted that qualitative researchers are always obliged to respect the rights, needs, values, and desires of the participants. Thus, as Creswell (2009) suggested that appropriate steps should be taken to observe strict ethical guidelines in order to maintain participants' privacy, dignity, rights, confidentiality and anonymity.

## CHAPTER FOUR: RESULTS AND DISCUSSION

This chapter deals with analysis and interpretations of the data which was collected through questionnaires, interview and classroom observation. The questionnaires, interview and classroom observation checklist were prepared for teachers and students in order to investigate their practices, challenge and perspectives on the implementation of cooperative learning.

### 4.1. Quantitative Data Analysis

As it was written under research methodology, questionnaires were prepared for both teachers and students.

The questionnaires were administered and distributed to 6 (six) teachers. All respondents have returned the questionnaire and they were used for analysis and this represents an overall response rate of 100%.

**Table 4.1.1 Teachers' understandings on the implementation CL strategies**

No	Item	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean
		No	%	No	%	No	%	No	%	No	%	
1	I apply the cooperative learning strategies in EFL classes frequently.	0	0	1	16.7	1	16.7	2	33.3	2	33.3	2.1
2	I play my role during cooperative learning as supporter	1	16.7	0	0	1	16.7	2	33.3	2	33.3	2.3
3	When I teach in cooperative group, my students are interacting with face to face discussion for their common goals	0	0	1	16.7	1	16.7	2	33.3	2	33.3	2.1
4	I clearly understand cooperative learning strategies	0	0	1	16.7	1	16.7	3	50.0	1	16.7	2.3
5	I plan before the class about every activity that is necessary for groups	0	0	1	16.7	1	16.7	2	33.3	2	33.3	2.1
6	I understand my students better in class when they are participated in cooperative group learning	1	16.7	2	33.3	0	0	2	33.3	1	16.7	3.1
7	I am responsible to support CL groups through explaining the activities to be done	0	0	2	33.3	1	16.7	3	50.0	1	16.7	3.0
8	I give equal mark for all members of the same cooperative group.	0	0	1	16.7	1	16.7	3	33.3	2	33.3	2.5
9	As a teacher, I know everything what I do during implementing CL	0	0	2	33.3	1	16.7	2	33.3	1	16.7	2.6
10	The teacher is responsible in training students to be successful in their CL groups	1	16.7	0	0	1	16.7	2	33.3	2	33.3	2.3
11	It is necessary to follow friendship grouping system to facilitate CL	1	16.7	1	16.7	1	16.7	2	33.3	1	16.7	2.8
Grand Mean											2.4	



As one understands from table 1 concerning the application of cooperative learning strategies in EFL classrooms among 6 respondents, 1 (16.7%), 2 (33.3%) and 2 (33.3%) rated as undecided, disagree and strongly disagree respectively whereas 1 (16.7%) rated agree on the idea of applying cooperative learning principles. The data demonstrated that the concepts of cooperative learning strategies that scholars in review related literature stated did not applicable in educational settings due to teachers lack of understanding. Trong (2010) quoted the idea of (Sharan, 1980), defined cooperative learning as the set of instructional strategies which employs small teams of pupils to promote peer interaction and cooperation for studying academic subjects. Moreover, (Kezoui, 2015), cooperative learning is one of the most noticeable and fertile areas, research and practice in education. It is considered as a system of effective teaching and learning techniques.

Concerning whether teachers play their roles in implementing cooperative learning strategies in their EFL classrooms and training students, 1(16.7%) rated undecided, 2(33.3%) rated disagree and 2 (33.3%) rated disagree. This data indicated that majority of subject teachers did not play their roles which are expected from them during implementation on CL principles in their actual classrooms. Teachers merely put students together in traditional group without any hint and training about how to work. In addition they did not form cooperative groups based on their mixed ability. Teachers did not structure activities for learners before the class has begun. Teachers are reluctant in performing their roles that scholars in review related literature stated. Belmekki and Kebiri, (2014) noted that the teachers' role in the process of cooperative learning can be summarised in the following five major strategies. Clearly specifying the objectives is the first step that the teacher must make. Before the lesson starts, the teacher should have already set what goals to be achieved by learners concerning both the assigned academic content and the collaborative skills. Secondly, the teacher is supposed to decide all about the size, the type, and the heterogeneity of the cooperative groups depending on some factors including the class size and his/her experience in using cooperative learning. Third, Teachers who seek to structure cooperative learning in their classrooms also need to know how the assigned materials should be distributed and how the assigned task should be explained. Fourth, explaining the task can take the form of a usual traditional lecture where the teacher deliberately explains the lesson and the related concepts, relates the new lesson to the students' prior knowledge, and checks whether students are effectively grasping the point by engaging them in a two-way

communication where the teacher asks and the students answer. Finally, the teacher should evaluate the students' learning usually by a criteria-referenced system.

Item 4, concerning whether teachers understand the CL strategy, 1 (16.7%) marked undecided, 3 (50%) marked disagree and 1 (16.7%) marked strongly disagree. The data demonstrated that teacher had not adequate awareness about cooperative learning strategies.

Item 5 and 7, concerning about teachers plan all the activities to be done in before the class, 2 (33.3%) rated agree, 1 (16.7%) rated undecided, 3 (50.0%) rated disagree and 1 (16.7%) rated strongly disagree. This data shown that subject teachers had failure to plan and prepare crucial activities for learners that are challenging for cooperative learners. Teachers entered the class without preparing cooperative lessons. But Johnson & Johnson (1987), when teachers are structuring cooperative groups, they should act as observers of how each group and each member is functioning. They offer support when needed and facilitate the process by explaining the task and intervening to solve the group conflicts. According to this scholar, failure to prepare activities for cooperative learning impedes group learners' performance learning and practice of cooperative learning principles in the classrooms. In general, the questionnaire results demonstrated that subject teacher had tried to implement CL strategies with little awareness and interest. Unwillingness to implement it according to cooperative learning principles was the results of poor understanding on its value, awareness gap, confusion on their roles and other students' related problems.

The questionnaires were administered and distributed to 66 (sixty six) teachers. All respondents have returned the questionnaire and they were used for analysis and this represents an overall response rate of 100%.

**Table1 4.1.2 Students’ understandings about the implementation of CL Strategies**

	Item	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean
		No	%	No	%	No	%	No	%	No	%	
1	I clearly understand the cooperative learning strategies	9	13.6	13	19.7	13	19.7	21	31.8	10	15.2	2.8
2	In class, I apply cooperative learning principles frequently.	9	13.6	10	15.2	12	18.2	15	22.7	20	30.3	2.5
3	In cooperative learning we are accountable for the success of our group	8	12.1	12	18.2	11	16.7	21	31.8	14	21.2	2.6
4	When we learn in team, we should interact with face to face discussion.	8	12.1	11	16.7	12	18.2	18	27.3	17	25.8	2.6
5	Members of the same group in CL should get equal grades or marks	7	10.6	6	9.1	11	16.7	20	30.3	22	33.3	2.3
6	The group formation is always the same and is retained for long period of time	23	34.8	20	30.3	8	12.1	9	13.6	6	9.1	3.6
7	Cooperative learning enhances learning and make the students fruitful in their	3	4.5	8	12.1	7	10.6	28	42.4	20	30.3	2.1
8	Teachers design cooperative learning activities for learners before the class has began	8	13.1	10	15.2	7	10.6	19	28.8	22	33.3	2.4
9	I know clearly what to do during cooperative learning	8	12.1	11	16.7	8	12.1	18	27.3	21	31.8	2.5
Grand Mean											2.6	

Item1, demonstrated that the practice of CL strategies and students understanding. Among 66 respondents 9 (13.6%) marked strongly agree, 13 (19.7%) marked agree whereas 13 (19.7%), 21 (31.8%), and 10 (15.2%) marked undecided, disagree and strongly disagree respectively. The data demonstrated that students have very limited understanding on cooperative learning principles and they were not familiar with cooperative group learning. Ngubane,N, (2013), forwarded his idea that learners faced during cooperative learning was, learners are unfamiliar to cooperative group learning that they are grouped heterogeneously,

The other thing that whether the students are applied cooperative learning principles in their cooperative group, 9 (13.9) stated strongly agree, 10 (15.5) stated agree. On the contrary, 12

(18.2%) stated undecided, 15 (22.7%) stated disagree and 20 (30.3%) stated strongly disagree. This data displayed that majority of the respondents assured the CL principles did not applied in the classrooms. Learners had not practiced the cooperative learning strategies. May be this is the results of lack of input from their teachers about how to work together for their common goal. Kagan (1995) suggested the necessity of input as small group setting allowed a far higher proportion of comprehensible input, because the teacher had the comfort of adjusting speech to the level appropriate to the listener to negotiate meaning luxury unavailable to the teacher speaking to a whole class. Besides, McGroarty (1989) also establish evidence that students gained both in comprehension and production of the second/foreign language through cooperative learning.

Item 3, related idea that the respondents ticked whether they had accountable for the success of their group, 8 (12.1%) ticked strongly agree, 12 (18.2%) and ticked agree but 11 (16.7%) ticked undecided, 21 (31.8%) ticked disagree and 14 (21.2%) ticked strongly disagree. One understands from this data very limited number of students in percent had known the importance of taking accountability for their cooperative groups. Learners had failed in taking accountability and showing positive interdependence. Majority of the respondents were reluctant to take accountability for their common goal. As different scholars in literature review indicated that without learners' accountability and positive interdependence it was difficult to think CL. Sharan, (1980), positive interdependence is established, each member's attempt in the group is always required and she or he takes different role and responsibility for a part of the given task for their common goal. In addition, without positive interdependence, learners infrequently fall into the problem of hitchhiking where they let one learner do all the work for them, or of being off task (Cohen, 1994).

Regarding learners face to face interaction between group members 8 (12.1%), ticked strongly agree, 11 (16.7%) and ticked agree while 12 (18.2%) ticked undecided, 18 (27.3%) ticked disagree and 17 (25.8%) ticked strongly disagree. This data demonstrated that there was failure to understand the importance of face to face interaction among members of the same group instead they considered side by side talking as cooperative group learning. Concerning this scholars in face-to-face promotive interaction, students sit knee to knee which is characterized by individuals providing each other with assistance, efficient and effective help, exchanging needed resources such as materials and information, challenging

each other's reasoning and conclusions for the sake to promote higher quality decision making and greater insight into the problems being considered, acting in trusting and trustworthy ways being, motivated to strive for mutual benefit and maintaining a moderate level of arousal characterized by low stress Kezoui, (2015).

Concerning students get equal marks for their contribution in the group, 7 (10.6%) rated strongly agree, 6 (9.1%) rated agree, 11 (16.7%) rated undecided, 10 (15.2%) rated disagree and the remaining 12 (18.2%) rated strongly disagree. This data revealed that 13 (19.6 %) of the respondents had recognized the value contributing their effort for their common goal and awarding equal marks for all members of the same group. However, majority of the respondents did not recognize the merit of tolerance and the habit of doing together for their common goal. Slavin (1980), stated that the term CL refers to classroom techniques in which students work on learning activities in small groups and receive rewards or recognition based on their group's performance but not individually.

Item 7, related with whether the group formation follow always the same procedures and stays or retains for longer period of time; this causes boring 23 (34.8%) scored strongly agree, 20 (30.3%) scored agree and 8(12.1%) scored undecided. The data revealed that students did not understand the benefits of the formed groups staying for longer periods of time. But students assumed that this causes boring and students developed the hating the same groups.

The questionnaire results demonstrated that learners had very poor understandings and insufficient knowledge about cooperative learning. It also revealed that they had distorted perspective towards application, use, group forming and grading system.

Table 4.2.3 below indicated the questionnaires which administered and distributed to 6 (six) teachers about the challenges of implementing cooperative learning. All respondents have returned the questionnaire and they were used for analysis and this represents an overall response rate of 100%.

**Table 4.2.3 Challenges in implementing cooperative learning (for teachers)**

No	Item	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean
		No	%	No	%	No	%	No	%	No	%	
1	Implementing CL takes too much time, as a result it cannot be manageable	1	16.7	4	66.7	1	16.7	0	0	0	0	4.0
2	The number of students is high, hence implementing CL is impossible	2	33.3	2	33.3	0	0	1	16.7	1	16.7	3.5
3	The physical set up of the classroom is an obstacle for using cooperative learning	1	16.7	3	50.0	0	0	2	33.3	0	0	3.5
4	Lack of accountability of students for their learning and the learning of others groups	2	33.3	3	50.0	0	0	1	16.7	0	0	4.1
5	There is no a clear guidelines directions to assess group performance in CL	2	33.3	3	50	0	0	1	16.7	0	0	4.0
6	Lack of training for teachers on the essences of cooperative learning	2	33.3	3	50	0	0	1	16.7	0	0	4.0
7	Lack of time to cover contents in text book for national examination, therefore unthinkable	2	33.3	3	50.0	0	0	0	0	1	16.7	4.3
8	Lack of moral initiation towards cooperative learning	2	33.3	3	50.0	1	16.7	0	0	0	0	4.1
9	Lack of learners positive interdependence is a significant factor for implementing cooperative learning	3	50.0	2	33.3	0	0	1	16.7	0	0	4.1
Grand Mean											3.9	

Table 3 above is about the challenges of implementing cooperative learning. Among six subject teachers, whether implementing CL takes too much time, 1 (16.7%) marked strongly agree, 4 (66.7%) agree, 1 (16.7%) undecided. The data illustrated that almost all teachers 5 (83.3%) of the subject teachers have made complain about cooperative learning kills much time the time that cannot be manageable. This may be from teachers' poor time management for all activities within a given period of time. Liang, (2002), noted that one of the limitations of cooperative learning is considered as time consuming to teach materials in a cooperative way. In addition, Ngubane, (2013), stated that teachers were prepare too many group activities and ran out of time before learners could finish their tasks. In this case cooperative learning is more time consuming than whole class learning.

Concerning whether high number of students are significant factor for the implementation of cooperative learning, 2 (33.3%) ticked strongly agree, 2 (33.3%) ticked agree and 1 (16.7%) ticked disagree and 1 (16.7%) ticked strongly disagree. This result demonstrated that high number of students is a hindrance factor for the effective use of cooperative learning in the actual classrooms. Also subject teachers ticked about the weather the physical setup and classroom materials related issue considered as obstacle for the effectiveness of CL, 1 (16.7%) ticked strongly agree, and 3 (50%) ticked agree. On the other hand, 1 (16.7%) ticked disagree. This data clearly illustrated that lack of classroom materials had significant factor for the implementation of CL. The finding of this data overtly exposed that learners did not have clear awareness about taking accountability for their work; as a result they did not have accountable for their learning and others groups learning.

In table 3, item 5, is whether the absence of clear guidelines and directions for assessing group learners performance, 2 (33.3%) answered strongly agree, 3 (50%) answered agree and 1 (16.7%) answered disagree. The data results of the data demonstrated that there were no clear directions and guidelines for how to assess, evaluate and mark groups' performance. Teachers did not have experience on how to apply cooperative learning strategies in their EFL classes. Subject teachers also marked lack of training for teachers is major challenge for the implementation cooperative learning strategies, 2 (33.3%) marked strongly agree, 3 (50.0%) marked agree and 1(16.7%) marked disagree. This data revealed that lack of training about cooperative learning principles was confused teachers about how to implement in their actual classrooms. Yu, (1995) stated that insignificant differences in academic successes might be due to teachers unfamiliarity with cooperative learning or the teachers inexperienced teaching. Moreover, Cheng, (2002) noted that a teacher's unfamiliarity with cooperative could affect the results of the learners in different ways.

Also subject teachers answered their students lack of interest and moral of initiation towards CL may be a challenge for the application, 2 (33.3%) answered strongly agree, 3 (50.0%) answered agree and 1 (16.7%) answered undecided. The data demonstrated that learners' motivation problem was major challenging for the effectiveness of CL implementation. This data revealed that students had lack positive interdependence in contributing ideas for their cooperative group hence this was the fundamental problem in implementing CL in the EFL classes.

**Table 4.1.4 Challenge in implementing cooperative learning (for students)**

No	Item	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean
		No	%	No	%	No	%	No	%	No	%	
1	I am reserving myself from participation in CL group	18	27.3	22	33.3	11	16.7	8	12.1	7	10.6	3.5
2	Our teachers did not give us clear direction and guidance about how to work together.	21	31.8	23	34.8	7	10.6	9	13.6	6	9.1	3.8
3	I learn better by reading what the teacher writes on the blackboard than participating in cooperative group	19	28.8	23	34.8	11	16.7	13	19.7	0	0	3.7
4	The group is dominated by some outstanding students; as a result many students are dominated by others.	24	36.4	19	28.8	8	12.1	5	7.6	10	15.2	3.6
5	Working in CL group created disturbed with unnecessary noise	25	37.9	23	34.8	11	16.7	5	7.6	2	3.0	3.9
6	Un conducive classroom condition is main factor for implementing CL	27	40.9	22	33.3	3	4.5	8	12.1	6	9.1	3.8
<b>Grand mean</b>												<b>3.7</b>

As indicated in table above the expected problems which affect the implementation of cooperative learning strategy, learners rated for each variable on the problem by saying strongly agree, agree undecided, disagree and strongly disagree. Regarding weathers they reserved themselves from participation in cooperative group, 18 (27.3%), marked strongly agree, and 22 (33.3%) marked agree. On the other hand 11 (16.7%) marked undecided, 8 (12.1%) marked disagree, and 7 (10.6%) marked strongly disagree. This result revealed that more than half percent of the respondents reserved themselves from getting actively involved in cooperative learning system. This may be resulted from fear and shyness due to inability to express their idea in target language. As Kezoui, (2015), students may keep silent and reserve themselves from cooperative group, may be because they were shy, not interested in a given topic, or they do not go along with some members in the same group.

Regarding whether teachers give clear direction for their learners about how to do 21 (31.8%) rated strongly agree and 23 (34.8%) rated agree whereas, 7 (10.6%) rated undecided, 9 (13.6%) rated disagree and 6 (9.1%) rated strongly disagree. The data indicated that teachers did not provide them clear directions for their learners as a result, learners be confused while



they were participated in their group. More over learners tried to cooperate in their groups with limited knowledge on how to deal together with their cooperative group.

Item 4, concerned whether the group was dominated by some outstanding students, 24 (36.4%) scored strongly agree, 19 (28.8%) scored agree, 8 (12.1%) scored undecided, 5 (7.6%) scored strongly disagree and 10 (15.2%) scored strongly disagree. The data illustrated that more than 43 (65 %) percent of the respondents agreed on the issue that the domination of some outstanding students over others were a significant factor when doing in cooperative group. In addition, this domination may be a cause for quarrels and conflicts among members of the group. Kezoui, (2015), stated that in cooperative group some bossy leaders who often use their own idea, neglect other group members' contribution and he/she order the groups, controls all the works and handle all the problems without participating their teammates. Moreover, Ngubane, (2013), stated as when heterogeneous groups are arranged, conflicting personalities were observed to hinder CL especially when group members had not fully practised conflict resolution skills.

Item 5, concerned about whether cooperative group disturbs learning, 25 (37.9%) rated strongly agree, 23 (34.8%) rated strongly disagree and 11 (16.7%) rated undecided. The data shown that 48 (72.2%) replied that unnecessary talk and uncontrollable noise disturbs the whole class which is hindrance factor for the practice of cooperative learning strategies in EFL classrooms. The result of the data indicated that majority of the respondents stressed on the shouting sound which was created during CL disturbed the class. This may be raised from class controlling and managing problems.

The learner also marked whether the classroom materials and sitting arrangement related problems affect the implementation of CL, 27 (40.9%) marked strongly agree and 22 (33.3%) agree whereas 3 (4.5%) undecided, 8 (12.1%) disagree and 6 (9.1%) strongly disagree. This data demonstrated that more than half percent of the respondents approved that problems related to classroom condition are another significant factor for the implementation of cooperative learning.

The questionnaire result illustrated that the implementation of cooperative learning was affected with different barriers like: learners' self reservation from cooperative group for fear, learners habit of learning, domination of some clever students over others, unnecessary

disturbing noise are crucial hindering factors in the implementation of CL. Also some classroom related factors like lack of tables and chairs are considered as crucial challenges for the implementation of cooperative learning. As Kezoui, N. (2015), the difficulty of mastering students sitting together, teachers' fear of consuming their time when structuring cooperative learning in the classroom, is being uncertain of the outcomes of gathering students in group are some challenges of implementing CL.

**Table 4.1.5 Teachers' attitude towards cooperative learning**

N	Item	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean
		No	%	No	%	No	%	No	%	No	%	
1	I prefer teaching in lecturing method than teaching in CL group techniques.	2	33.3	2	33.3	1	16.7	1	16.7	0	0	3.8
2	I am responsible in training students to be successful in their CL groups	0	0	1	16.7	1	16.7	3	50.0	1	16.7	2.3
3	It is difficult to implement CL where there are students with diverse ethnic group and educational background.	1	16.7	3	50.0	1	16.7	1	16.7	0	0	3.5
4	Teachers should support CL groups in explaining the activities to be done	0	0	1	17.7	1	16.7	3	50.0	1	16.7	2.6
5	Engaging in cooperative learning enhances students' social skills.	0	0	1	16.7	1	16.7	2	33.3	2	33.3	2.1
6	Cooperative learning group is similar to any grouping we use in classroom	1	16.6	2	33.3	1	16.7	1	16.7	1	16.7	3.1
7	Using mixed ability groups is a doubt for successful cooperative learning.	2	33.3	2	33.3	1	16.7	1	16.7	0	0	3.8
8	I do not think that CL is appropriate for secondary school students	1	16.7	3	50.0	1	16.7	1	16.7	0	0	3.6
9	Implementing CL is additional work for teachers	3	50.0	2	33.3	1	16.7	0	0	0	0	4.3
10	If I use CL, the students tend to be silent and off their tasks	2	33.3	2	33.3	1	16.7	1	16.7	0	0	3.8
11	Cooperative learning makes teachers busy	2	33.3	3	50.0	1	16.7	0	0	0	0	4.1
12	Competition among students to score high mark is necessary for secondary school learners	2	33.3	3	50.0	1	16.7	0	0	0	0	4.1
Grand Mean											3.4	

Table 4.1.5 is used to describe teachers' attitude on using cooperative learning in EFL classroom. Item1 subject teachers' response on their preference of teaching methods on lecturing than CL techniques, 2 (33.3%) marked strongly and 2 (33.3%) marked agree

whereas, 1 (16.7%) marked undecided and 1 (16.6%) marked disagree. This data demonstrated that majority of subject teachers were not familiar with cooperative learning. They were not interested with cooperative learning and its implementation rather they were focused on traditional lecturing method the new one. In other word teachers did not believe the necessity of cooperative learning. In traditional teaching and learning situations, teachers act as controllers and learners feel unmotivated and frustrated than cooperative learning Johnson and Johnson (1987).

Concerning taking the responsibility of training the social skills for their students to be successful in their cooperative group, 4 (66%) did not agree on training their students, The implication of the data was subject teacher were failure to take responsibility of training their students to be successful in CL. Teachers did not want to train students that in review literature as theoretical framework for cooperative learning by Vygotsky, 1978. I.e. essential feature of learning was that it awakens a variety of internal developmental processes that were able to operate only when the child was in the action of interacting with people in his environment and in cooperation with his peers. Therefore, when it came to language learning, the reality of the environment and the similarity between its participants were essential elements to make the learner feel part of this environment using social skills.

The other issue was whether the diversity of students considered as uncertainty for the implementation of CL. From subject teachers who were marked 2 (33.3%) marked strongly agree and 2 (33.3%) marked agree. The data exposed that subject teachers did not accept the importance of diversity in cooperative learning. But diversity of students in cooperative group having different educational background and family status may not be a factor for implementing CL. Ghaith and Shaaban (1995) noted that the importance of cooperative learning as when teachers carefully formed the cooperative groups based on heterogeneous students on previous average scores, during cooperative learning group members learn each other fruitfully.

Also subject teachers rated whether engaging students in cooperative learning develop their social skills, 2 (33.3%) rated disagree and 2 (33.3%) rated disagree. This data illustrated that. Majority of subject teachers had very limited awareness on the importance cooperative learning and of social skills. Schultz (1999) forwarded that teachers are expected to teach social skills for the learners during cooperative learning. Therefore, learners could work with

group members, not only in for the sake of cooperation but also without hostility and without teachers' authority.

Concerning whether CL learning group is similar with other group 1 (16.7%) marked strongly agree, 2 (33.3) marked agree and 1 (16.7%) marked undecided. This data demonstrated that subject teachers assumed as CL group learning is similar with other groups. But, according to Liang (2002), cooperative learning has its own distinguishing features than any other group learning. These are: positive interdependence, individual accountability, quality group processing, explicit teaching of small group skills, and teaching of social skills. The subject teachers also marked whether they may not think the appropriateness of CL for secondary school, 1 (16.7%) marked strongly agree, 3 (50.0%) marked agree .The data shown that of subject teachers did not accept the necessity of cooperative learning for secondary school. Because the positive effects of CL were found in all major subjects at all grade levels, in urban, rural, and suburban schools, and for high, average, and low achievers (Slavin, 1991 as cited in Kagan, 1994).

Subject teachers answered whether implementing cooperative learning is considered as additional work for teachers, 3 (50.0%) answered strongly agree, 2 (33.3%) answered agree, and 1 (16.7%) answered undecided. The data revealed that almost all (more than 83%) of the subject teachers ignored this techniques and misinterpret its application. They may not consider as an integral part of teaching learning process as a result, teachers were uninterested and unwillingness to implement CL techniques. But, Johnson & Johnson (1987), stated the roles of teachers during cooperative learning as: structuring cooperative groups, acting as observers of how each group and each member is functioning, offering support, facilitating the process by explaining the task and intervening to solve the group conflicts

Generally, the questionnaire data clearly revealed that subject teachers were attacked with negative perspectives on the implementation of cooperative learning strategies in the classrooms. The results demonstrated that majority of teacher preferred teaching in lecturing method than in cooperative learning. Teachers were not responsible to train their students about necessary social skills, mixing, they assumed cooperative learning impeded learners performance, and they did not accept difference between cooperative learning and other groups. Teachers also strongly believed that cooperative learning is not appropriate for secondary school students; competition for scoring high mark between students, CL made teachers and students restlessness and busy.

**Table 4.1.6 Students' attitude towards Cooperative Learning**

N	Item	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
		No	%	No	%	No	%	No	%	No	%
1	I think learning something in class with cooperative group is very important than working alone	7	10.6	9	13.6	9	13.6	23	34.8	18	27.3
2	I was effective when I participated in CL groups students having different abilities	7	10.6	8	12.1	3	4.5	20	30.3	28	42.4
3	I enjoy working with students who are my relatives in one group	17	25.8	28	42.4	6	9.1	7	10.6	8	12.1
4	Engaging in cooperative learning develops students social skills	2	3.0	9	13.6	7	10.6	23	34.8	25	37.9
5	Cooperative learning is different from any other groups	8	12.1	13	19.7	13	19.7	22	33.3	10	15.2
6	I feel Shyness to contribute ideas in my cooperative group	27	40.9	17	25.8	6	9.1	9	13.6	7	10.6
7	I do not think that cooperative learning is important for Secondary school students.	32	48.5	21	31.8	7	10.6	5	7.6	1	1.5
8	Cooperative learning makes the students busy	26	39.4	19	28.8	7	10.6	6	9.1	8	12.1
9	Focusing on national examination divert the attention from cooperative learning to individual readiness	25	37.9	22	33.3	6	9.1	7	10.6	6	9.1

The above table clearly indicated that learners hold distorted perspective on the importance of cooperative learning. Respondents marked whether they look the merits of learning in cooperative group than learning individual learning, 16 (24.2%) shown their agreement on the benefits of cooperative learning. Whereas, 9 (13.6%) marked undecided, 9 (13.6%) marked 23 (34.8%) marked disagree and 18 (27.3%) marked strongly disagree. Totally, 50 (75.5%) hesitated to believe the necessity of cooperative learning for their achievements. The data revealed that learners are misunderstanding the importance of working with cooperative group. This may be developed from the spirit of individualism. Kezoui, (2015) stated that students who had lived in cooperative learning function more correctly than who work individually or competitively.

Item 2, learners rated whether they were participated with students having mixed abilities, more than half percent 3 (4.5%) rated undecided, 20 (30.3) rated disagree and 28 (42.4%)

rated strongly disagree. The data illustrated that majority of the learners believed negatively about the benefits of having heterogeneous or mixed ability members in cooperative group.

Learners also assigned their interesting about the formation of friendship grouping 17(25.8%) assigned strongly agree and 28 (42.4%) assigned agree and 6 (9.1%) assigned undecided. This data illustrated that majority of the respondent believed as if the importance of friendship grouping. This may be developed from misunderstanding the merit of different ability group. On the other hand Kagan, (1994) stated heterogeneous groups create the highest chance for members of groups and support as well as improving cross race and cross sex relations interactions. Occasionally, random or special interest team could be formed to maximize learners' meet a specific student's need rather than cooperative groups' goal.

Learners also rated whether cooperative learning develop students social skills, 2 (3.1%) marked strongly agree and 9 (13.6%) marked agree. While, 7 (10.65) marked undecided, 23 (34.8%) marked disagree and 25 (37.9%) marked strongly disagree. The data obviously indicated that very small numbers respondents had understand the merits of CL in the development of social skills. But, majority of the respondents have misunderstanding about the merits of CL on their social skill development. Majority of the learners have very limited understanding of the importance that learners gained from CL social skills like: leadership, communication, and conflict resolution skills Ngubane, (2013).

The learners also rated on their assumption whether CL is different from other groups, 8 (12.1%) rated strongly agree and 13 (19.7%) rated agree. On the other hand, 13 (19.7%) rated undecided, 22 (33.3%) rated disagree and 10 (15.2%) rated strongly disagree. The data shown that small number of respondents have good perspective on the difference of CL group from other group. However, majority of the respondents have poor understanding about their difference. They assumed as cooperative learning is not different from any other group. But according to Liang, (2002) cooperative learning succeeded while group learning usually perished. As he identified cooperative learning is different from other groups.

In Table above item 7, learners also rated whether they did not consider CL is not important for secondary school, 32 (48.5%) marked strongly agree and 21 (31.8%) marked agree. On the other hand 7 (10.6%) marked undecided, 5 (7.6%) marked disagree and 1 (1.5%) marked strongly disagree. This data obviously displayed that more than 80% of the respondents had

negative outlooks on the merits of cooperative learning. This is because giving emphasis on national examination by refusing cooperative group learning. But, (Slavin, 1991 as cited in Kagan, 1994) mentioned the positive the positive effects of CL were found in all major subjects at all grade levels, and for high, average, and low achievers.

## **4.2. Analysis and Presentation of Interview Data Results**

As indicated in chapter three, an interview was held with five teachers and eight students using a semi- structured interview. The data were transcribed from recorded material, coded, analyzed thematically. So that in order to address the interview data, the themes were arranged in four main leading questions presented below:

- ✓ The practice of implementing cooperative learning strategies in EFL classrooms.
- ✓ Hindering factors that affect the practice of cooperative learning strategies in EFL classes.
- ✓ Teachers and students attitude towards implementing cooperative learning strategies.

Based on these major themes interview data were analyzed and interpreted.

### **4.2.1. Analysis of Interview on Teacher s' Practices**

To ensure the questionnaire results the researcher had conducted interview with five English language teachers. In order to know the teachers actual practice mainly on CL in EFL class participant teachers were asked different questions about it. The result thus indicated that the practice of CL strategy in EFL classrooms, most teachers replied in their interview in the following ways.

**T1** said ...I did not have enough knowledge about CL  
Because I did not take the course about CL in any  
college. But I simply make group and sometimes I  
ordered my students to work in group.

**T2** expressed his understanding on the principles of CL.  
He replied as “cooperative learning strategy is very  
important when we managed it effectively. In  
cooperative learning, students are supported each other

for their common goal. I support, guide and evaluate them effectively in the class’’

T3 expressed as ...it is very simple technique ... I applied it because there are three students sit on a desk and every day they do together...three of them discussed together and one student reporting their work. But, I do not have enough knowledge about how to design cooperative tasks.

T4 stated that: practicing CL strategies need great effort and enough understanding; due to lack of clear direction, guide lines I did not practice it in the classroom. I know only forming groups having three students and ordering them.

T5 stated that I do not have enough knowledge about cooperative learning. But I tried to implement it having three students in one group to work it together.

The interview data revealed that only one subject teacher has understood and tried practice cooperative learning strategies in his classroom. The remaining four subject teachers had tried to practice cooperative learning strategies without clear direction and awareness. They assumed that they were practicing through simple ordering of students without any direction. Because lack of training in any colleges or universities about how to use and apply it. In addition there were not included in syllabus and teachers’ guide about it. Therefore, they practiced it in a traditional way without considering the principles of cooperative learning. This is because subject teachers had inadequate understandings on cooperative learning strategies and its implementation. The understanding gap on its principles and strategies led them unsatisfactory achievements in their practices in the classrooms. Teachers merely touched the point that did not significantly relate with the cooperative learning. But Kezoui (2014) teachers are expected to set clear and direct instructions how learners should communicate, guide the group and trust each other as necessary.



#### **4.2.2. Analysis of Teachers' Interview on Challenges of Implementing CL**

T1 said that: implementing CL took too much time, the shortage of time to cover all the contents in students' text is difficult, teaching in CL makes teacher and students restless, and the implementation was filled with the burden and added on teachers as a load. Students are unwillingness to cooperate with others, the classroom is uncomfortable to make group and manage students easily. The number of students is more than 61 in one class hence, guiding and evaluating is hindering factor for the practice in the class.

T2 explained that: there are factors affecting the practice of cooperative learning strategies. There is no enough time to cover all the contents and activities in the students' text book. Trying to teach in CL grouping method kills our time. Students afraid of using target language, students lack of interest to do with cooperative groups, unfavourable classroom condition to facilitate cooperative learning, evaluating system in cooperative group is difficult.

T3 replied that: there are several hindering factors to practice CL strategies in the classroom. These are lack of students' interest in doing with their group, shy to speak in front of the teacher and their group, lack of ample time to manage groups and design tasks. Lack of clear direction and guideline to implement it in the classroom as result, it is difficult to evaluate individual students' performance in cooperative group.

T4 was also replied that: due to shortage of time to cover all contents in cooperative learning, I do not give emphasis on it. Classroom condition is another hindering factor that lacks of favourable desks and tables, narrow classroom with crowded students more than sixty one learners in one class. Students lack interest and they keep silent and reserve themselves from discussion due to inability to express their feelings in a target language.

T5 expressed that: there are many factors that related to student students keeping silent, careless for their common learning, lack of interest to cooperate and do with assigned groups. Lack of adequate time for preparing lesson, designing tasks, activities and lack of classroom conditions to facilitate cooperative learning are significant factors.

The other interview question asked by the researcher was the challenges related to implementing cooperative learning in EFL classes. Therefore, they were asked about the factors affecting the practice of implementing CL strategies in actual classrooms, teachers' interview data indicated as follows:

Generally, the teachers' interview data indicated that it is possible to think that implementing cooperative learning strategies has many constraints for practicing it in the class room. All five key respondents approved that there were many hindering factors that affect the implementation of cooperative learning strategies in EFL classrooms. These factors were teachers' understanding gap about CL and its actual implementation resulted in boring to use it. Other factors like lack of that teachers stated were clear direction and guidelines, failing interest of students, shy to express ideas freely in target language, unwillingness to cooperate with group members. In addition classroom related conditions were narrow class size, lack of desks, chair, and lack of enough space for free movement.

Therefore, the interview data indicated that it is possible to think that the implementation of CL strategies has constraints for practicing it in the EFL classrooms. So that the data noticed almost all teachers four in number agreed that there were many factors impeded their practice of CL strategies in EFL class room. These were lack of students interest, lack of clear direction and guidelines, shortage of time, little knowledge CL strategies ,students limited in using the target language, and large class size, are serious factors affecting the implementation or application of CL effectively in the classroom.

#### **4.2.3. Analysis of Interview on Teachers' Attitude**

The third interview point was about teachers' attitude towards the implementation of CL strategies. Teachers are asked interview question concerning their perspectives on implementing cooperative learning strategies in EFL classes. Therefore, teachers' interview data indicated as that:

T1 responded that: There are different capacity levels of students in one class like very fast, medium and lower students in one group. So that, it is difficult to compromise these difference in cooperative learning. Fast students neglected the ideas of lowers students' contribution. Moreover, trying to form mixed ability group causes some quarrel and conflicts among group members.

T2 stated that: I think cooperative learning is not necessary for secondary school students. The approach made teachers busy and restless. Training students about social skills and preparing lessons in cooperative learning mood needs great effort which is not the responsibility of teachers. The approach itself encourages dependency as lower achievers promoted from class to class depending on the shoulder of higher achievers. The cooperative learning strategy does not prepare learners for national examination.

S3 replied that: fast students neglected the ideas of lowers students' contribution. He also said ...higher students assumed lower students idea as valueless. As a result, lower achievers resist participating in cooperative on the process of cooperative learning. As a result, lower students reserved themselves from the cooperative groups. Cooperative learning makes teachers restless and its implementation and designing tasks for learners consume the time which is allocated to cover all portions from students' text. To be effective in cooperative learning teachers need additional training and payment.

T4 replied that: mixing students in one group from different ethnic group may cause conflict. At this time forming cooperative groups of students having different cultural background and ethnic difference was serious because there was a conflict in surrounding. Its application was difficult, boring and it needs additional time. Training students about social skills in cooperative learning is not my responsibility. Training social skills for learners is the responsibility of others.

T5 explained that: mixed students from different educational background, family status and religion open the way for exchanging ideas. Sharing different experiences fill learners learning gap if it was guided wisely, unless it was major cause for the conflicts between students.

The interview data demonstrated that subject teachers were interpreted the necessity of cooperative learning in negatively. Except one teacher (S5), four key informants understood its benefits negatively. They assumed as implementing cooperative learning needs additional time and payment for teacher. The implementation was bored and time consuming, made teaches busy, training students on social skills need additional time and not appropriate for secondary school students due to the preparation for final examination were negative perspectives of teachers forwarded in interview. They also considered the presence of mixed ability in the group may cause quarrel and unnecessary conflict between students.

#### **4.2.4. Analysis of Interview on Students' Practices**

In order to know the students actual practice basically on cooperative learning strategies EFL class; eight key informants were asked different questions.

S1 tried to express his understanding of cooperative learning as ‘‘cooperative learning is sitting together on one table; three students in one group. I sat in my table together with two students and sometimes we discussed.’’

S2 forwarded his idea...hence learning in cooperative group needs enough knowledge, I did not have such knowledge. I kept myself from the groups' participation. Due to lack of clear direction and guideline I am confused while group is formed. Several times our teacher ordered us to do in cooperative group but, he did not no one has provided us the direction on how we are doing. ...sometimes simply we are talking our own case.

S3 replied as ... there is no face to face interaction among learners. We learn in the form of side by side discussion rather than face to face interaction. ...there is a discussion in the classroom. I do not know what cooperative learning means.

Sometimes I am doing with other students when class work is given. I have some responsibility in my group and I am group leader. ...I control and write the names of students who are participated in group work.

S4 expressed that: participating in cooperative learning develops our social skills. As you know when I participated in cooperative learning group improve my language. And also I communicated very well with other people in the community. I also improve my speaking skills which was crucial for communicating in the society.

S5 I do not know cooperative learning strategy. Sometimes students were learning on side by side discussion. The members of the group sometimes fluctuate from three to five...always we are discussing in our group when the teacher gave us class work.

S6 replied that: ...when I am participating in cooperative group, I freely expressed my feeling without any shy only if when the group members are my relatives and close to me...I get confidence and expressed my feeling freely when my close friends are in my group.

S7 expressed that: participating students with having different ability is seriously affecting those lower achievers....teachers only give chance for those who are clever. I am practicing through discussing with three students in our group with our teacher order. When we are discussing some students are doing their own works.

S8 Actually I do not know the cooperative learning strategy. But sometimes I work together with other student. Only one student writes his idea and writes our name on the paper and

considerer this as cooperative group work. Without understanding we are cooperating together as a result we are simply talking.

The interview data also demonstrated that practicing of cooperative learning strategy is not understood well. Students simply assumed cooperative learning is sitting together without common goal like traditional grouping. Moreover, face to face discussion was not significantly applied and students developed misunderstanding on the value of CL. The understanding gap is the results of lack of clear direction and guidance from their teachers.

#### **4.2.5 Analysis of Students' Interview on Challenges of Implementing CL**

Students were asked interview question concerning the challenges related to implementing cooperative learning in EFL classes. So that, they were asked about the factors affecting the practice of implementing CL strategies in the classrooms, students' interview data indicated as follows:

S1 the classroom materials are not conducive for cooperative group learners. I am afraid of expressing my idea due to inability of communicating in target language. Our teachers did not give us clear direction on how to do and what to do as result, most of time I am confused while the teacher ordered.

S2 responded that: our teacher not interested to give clear direction about how to work with cooperative group; students also lack willingness to cooperate with others and share their ideas. The classroom is not conducive to promote cooperative learning, because the classroom is too narrow and the shortage of desks for forming group is additional factor. I am afraid of doing in cooperative learning group. I feel shyness to discuss with cooperative group in front of my teacher with broken English language

S3 also responded that: when the group is formed the class is narrow and over crowded with high number of students more than sixty in one class. Students also lack interest, fear or shy

in using the target language, lack of enough materials for facilitating cooperative learning, our teacher simply ordering us without providing necessary direction.

S4 said that: there are several factors that hinder the practice of implementing cooperative learning in the classroom. Some of them are unfavourable classroom conditions like shortage of enough space for free movement, lack of desks for group forming as result, face to face discussion is very difficult. There are also student related factors like uninterested participate actively in their groups, fear to express their ideas in their groups, reservation from group work and side by side taking and disturbing are some challenges.

S5 stated that: there are several factors hinder the implementation of cooperative learning strategies in our classroom. Some of them are related with classroom condition; the classroom is narrow and the numbers of students are high (more than sixty one) in one class. No enough space between desks, no chairs at all, unfavourable classroom condition that cannot attract students to work in cooperatively.

S6 said that: I am not interested to work with cooperative group; because I am afraid of my friends and my teacher due to difficulty of expressing my idea in target language and I care for not making mistakes. Some clever students ignore the idea of others and they do independently. Some students' dominate of the group as a result there are some students who are neglected from groups.

S7 replied that: there are several factors that affect the practice of cooperation learning strategies in our classroom. Some of them are related with classroom conditions, some

related with teachers and some other related with students. Classroom related factors are like lack of chairs, desks, necessary tables, and spaces for free movement and discussion. Teacher related factors are poor class management, lack of giving clear direction and guideline, lack of time allocation for the activities. Students related factors are fail to participate actively, reservation, shy and unwillingness to participate in cooperative group learning.

S8 responded that: there are certain inconveniences related to classroom condition. These are lack of enough materials; hence the classroom is narrow lack of enough space between desks and tables for effective learning. Lack of students interest and afraid of speaking in English are significant factors. Teacher also simply ordered students to work in group without any direction and hint.

Generally, learners' interview data clearly revealed that the practice of cooperative learning was surrounded by several factors. The factors were lack of clear direction from subject teachers, teachers' poor time management for all activities and tasks, lack of forming competent group with students having mixed ability. There were also students related factors: afraid of doing with others, unwillingness, shy, carelessness and individualism. Lack of enough space between tables and desks, lack of chairs and of ample materials were others which were hindering factor for the practice of implementing cooperative learning strategies in EFL classrooms.

#### **4.2.6. Analysis of Interview on Students' attitude towards CL**

Students are asked interview question concerning their perspective towards implementing cooperative learning in EFL classes. So that, they were asked about perspectives towards implementing CL strategies in the classrooms, students' interview data indicated as follows:

S1 responded that: learners' attention was grabbed with national examination and ignoring the habit of learning cooperatively. Cooperative learning questions did not



appear in national exam. I read for myself because national exam is not asked in cooperative group.

S2 replied that: ...this is not a time for discussing cooperative learning groups. In this grade level I prepared myself for national examination. S5 in the same way ...leave this please. I am grade 10 students who will take national examination in near future. Learning in cooperative group means killing generation because the time for individual preparation for national examination is occupied with helping other students. Cooperative learning holds back the learners from their way.

S3 said that: to me cooperative learning is not different from any other group learning. I think simply the name is changed. I do not like it because I am not in lower grade level but, I am grade 10. Cooperative learning may be crucial for lower grade levels.

S4 learning in cooperative group created disturbing noise. Helping lower achievers is not my duty. Since I am grade 10, I prepare myself for national examination.

S5 replied that: I do not like cooperative learning because it kills our time to read for final exam and national examination. This method encourages dependency. Generally I do not like it.

S6 replied that: it is difficult to learn with different combinations students. Some students are clever, some are medium achievers and some others are lower achievers so that, how we are doing together? It promotes dependency, confusion and sometimes quarrels.

S7 Stated that: cooperative learning do not much with secondary students' grade level. In this grade level students are expected to prepare themselves for national examination. As you know examinations are asked independently. Cooperative learning questions did not exist in national examinations.

S8 replied that: it is additional burden for learners because it is a time for readiness to take national examination. Cooperative group is meaningless in this grade level. May be it is necessary for primary school students.

Generally interview data revealed that learners hold distorted attitude towards the value of cooperative learning strategies. They assumed as cooperative learning made learners dependent on the shoulder of the others. In addition, they believe as it was time consuming, made learners busy and restlessness, not appropriate for secondary school students.

### **4.3. Analysis and Interpretation of Classroom Observation**

In order to find out grade ten English teachers and students actual classroom practices using the procedures of cooperative learning principles to identify challenges of implementing it in the cooperative group. To this end, the researcher entered each classroom with checklist analysis of cooperative learning two times in each section. The data collected through observation were analyzed using frequencies and percentages. The following are results obtained from the classroom observation and the most commonly employed activities of teachers and students are presented in the table below.

**Table 4.3.1 Frequencies and Percentage of Classroom Situation**

No	List of observation	Cumulative of three observations			
		Yes		No	
		F	%	F	%
1	The presence of enough desk to promote CL	-	-	9	100%
2	Enough space between desks for movement	-	-	9	100%
3	Favourable lay out classroom management for cooperative group learning	-	-	9	100%
4	making the objectives clear to the students	2	22.2%	6	66.6%
5	Teachers support their students effectively during CL	1	11.1%	8	88.8%
6	Students face to face interaction in cooperative learning	-	-	9	100%
7	Engagement of all students in cooperative group learning	2	22.2%	6	66.6
8	Do teachers apply cooperative learning principles	-	-	9	100%

As presented in above table the classroom situation especially the sitting arrangement was described in a clear way. It was confirmed that there were no enough sitting space all the seats are not moveable and the classroom layout was not arranged to facilitate cooperative learning. As it was viewed above in the table, all classes were rated as ‘no’ that means 9 (100%). The observation results are indicated in classrooms had challenged with shortage of tables, chairs and desks. Moreover, the classes were over crowded with average 61(sixty one) students in each class. The desks and tables were not favourable to facilitate cooperative learning. Hence cooperative learning needs enough space for movement between desks in the classrooms, as researcher observed there was no enough space for free movement between desks.

Regarding the presence of enough sitting space layout arrangement to facilitate cooperative learning, the observation displayed that 9 (100%) the classroom condition were not favourable for the implementation of cooperative learning. Concerning teachers role in the classroom, there were many problems that teachers didn’t performed. As observed teachers only ordered the students to be in group and do activities without giving clear direction and

any hint about how to do and what to do. Beyond mere ordering they did not do anything as a cooperative teacher. Cooperative group facilitators or teachers have their own roles as Belmekki and Kebiri, (2014,) begins in positive when students are already put in groups and have started to work together. Putting students in cooperative groups does not mean that teachers will have a break of some free time; instead, teachers engage in an observation process to check which groups are facing troubles in completing the task and intervene to offer help. The teacher may also intervene when noticing a conflict or an inappropriate behaviour within the group rather than simply ordering the learners.

Students were ordered in order to do in group but, they did every activity either individually or side by side talking. Face to face interaction was not achieved. The problem is raised lack of enough space to made face to face discussion at one hand and students resistance to cooperate with others on the other. Concerning students' active participation, the observation data displayed that some clever students were partially participated and majority of the learners did not give care for their work. Majority of the students did not engage in cooperative tasks. Some students did their own work; some others also were chat with friends. Most of the students were careless during cooperative tasks.

Generally, the classroom observation data was clearly shown that the classroom conditions were not favourable for facilitating cooperative learning strategies. There was no enough desks, chair and tables, no enough spaces for adjusting groups and free movement between desks. Teacher did not play their roles to enhance learning in CL. They did not prepare tasks and activities for learners before class has begun. Lack of giving clear direction and hint about how to work with their cooperative groups was another factor that affects the practice of implementing cooperative learning strategies. Students were worked by side to side talk rather than face to face interaction. Students were passive recipients rather than active agents in the process of learning. In general the class room condition was not good to implement cooperative learning strategies in EFL class room. This is due to the fact that there are more than sixty one students were found in one section from an average of 185 (one hundred eight five) students in the particular grade level. The classrooms are narrow and have not enough space to students practice in cooperative learning strategies in the classrooms. These were major problems which were observed in the classroom observation in the EFL classes.

# CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMENDATIONS

The researcher has done this research in order to investigate the practices and challenges of implementing cooperative learning strategies in EFL class with reference to Yina secondary school teachers and students perspectives. In order to investigate teachers' and students' practices, challenges and views in the implementation CL strategies, four specific questions were designed as in: how teachers and students are exercising cooperative learning strategies in EFL classrooms?, what are the challenges that teachers encounter when using cooperative learning strategies in EFL classrooms?, what problems do learners face in implementing cooperative learning strategies in EFL classrooms and what perspectives do EFL teachers and students hold about cooperative learning?

## 5.1. Summary of Major Findings

In this part of the thesis, a discussion is made to summarize the results of the study with reference to the basic research questions formulated under the statement of the problem by referring the findings against or similarity with literature reviews and the previous studies. The major ideas or theme of the discussion are:

- ✓ Practices of teachers and students in implementing cooperative learning strategies.
- ✓ The challenges that the implementing cooperative learning strategies
- ✓ The perspective of EFL teachers and towards cooperative learning strategies

Based on the above stated theme research questions and findings were expressed. The first question was aimed to identify teachers' and students' experiences of implementing cooperative learning techniques in EFL class rooms. Generally the major ideas or theme of discussion is: Practices of teachers and students in implementation of cooperative learning principles

As can be seen from data teachers and students did not practice cooperative learning strategies in EFL classrooms. Both teachers' and Students' questionnaire data under this theme clearly revealed that majority of teachers and learners did not have adequate

understandings on the principles of cooperative learning. They had tried to implement cooperative learning strategies with no/ little understandings. As a result of no/ limited understanding on the principles of CL, these practices were affected.

Concerning identifying their roles during CL, subject teachers did not act as supporter, guidance, evaluator, leader and change agent during cooperative learning. As it was also pointed that in the review literature part by Johnson & Johnson (1987), when teachers are structuring cooperative groups, they should act as observers of how each group and each member is functioning. They offer support when needed and facilitate the process by explaining the task and intervening to solve the group conflicts. Teachers were dominated the class through lecturing as a result, the students' output was decreased. But, Liang (2002), stated that students language output could be enhanced during cooperative learning. Learners also didn't interact with face-to-face discussion instead they simply practiced traditionally. Learners didn't take accountability for their common goal.

Referred to taking responsibility training about social skills for their learners to be successful in their CL, more than 83% did not achieved effectively. Teachers forget these important skills that learners are expected to learn. Even teaches did not clearly understand whether this is expected from them. Learners also didn't understand the value of CL on the development of social skills. As scholars in review literature indicated social skills are real -life situations like a self-introduction activity, interview games, and modelling created positive relationships among learners and motivated them to work together (Ngubane,N, 2013). The

As can be seen from data instruments teachers did not plan for the activities to be done. They did not take necessary measure, actions and preparation for the practicing of CL techniques in the classrooms. In addition, on awarding equal marks for all members of the same group teachers didn't understood the benefit of doing together getting equal marks

Regarding to the time management is considered as a factor for implementing cooperative learning, teachers didn't manage their time effectively as a result more than 83% key informants raised time issue as significant factor to cover all the contents in students text.

As data from classroom observation revealed the classroom was not conducive for practicing cooperative learning as number of students in one class is more than 61 (sixty one) and the

scarcity of seating in the classroom for members of groups. Moreover, lack of enough space between desks for free movement during practicing is crucial challenging and the classroom layout arrangement to facilitate cooperative learning was not conducive.

The data results revealed that teachers were confused in implementing cooperative learning due to lack of clear guideline and direction. Moreover, the gaps of training on how to implement cooperative learning resulted in unsatisfactory achievement in the classroom.

Regarding to the students reservation as hindering factor data demonstrated that majority of the learners did not participated actively in cooperative learning groups. This resulted from misunderstanding the merits of cooperative learning.

Referred to the impotence of diversity and mixed ability group for the effectiveness of cooperative learning in order to gain social skills in review literature. However, in this research the questionnaire and interviewee's data indicated more than half percent of the respondents did not believed as positive for its effectiveness. They had distorted attitude towards considering diversity in cooperative group.

Regarding to the importance of cooperative learning for secondary school as the data of all instruments verified both teachers and learners hold negative attitude. They both assumed as cooperative learning did not have value for secondary students' result achievements. Instead individual readiness and preparation made the learners effective. They blamed the idea of including cooperative learning for secondary school learners. They think as CL is only favourable for lower grade students.

Regarding using cooperative learning in EFL classrooms, teachers did not consider this as an integral part of their teaching method. The data revealed that they assumed as an additional work which was hampered on their shoulder without their interest. Teachers need additional payment for its application in the classroom. Due to this misunderstanding it was not effectively used.

Concerning learners' shyness for the implementation of cooperative learning, Majority of the learners negatively interpreted and blamed that CL strategies created unnecessary fear and shy during cooperative group learning.

And finally related to the practice of implementing CL made teachers and students restless as all data indicated that both of them had complained that they were busy when they have tried to practice this method in their actual classrooms.

## **1.2. Conclusions**

At the very beginning the study has tried to investigate practices and challenges of implementing cooperative learning strategies in EFL classrooms in Yina Grade 10 secondary school. The results obtained from questionnaire, interview and classroom observation reveal that:

Teachers did not have adequate understandings on the implementation of cooperative learning strategies. The understanding gap of teachers was the results of lack of enough training in any universities or colleges about cooperative learning. Due to this, teachers did not clearly identify their roles which scholars stated in review literature like: act as observers of how each is group performing and functioning Johnson & Johnson (1987). More over they are not aware of the advantages of using CL and they did not integrate it in teaching EFL. They merely put students in small group and let them to do in group without clear directions and guidelines. Similar finding were achieved by Belilew (2015) who examined this issue in Ethiopian high schools, it was found that teachers had limited understandings of the principles of cooperative learning which led them to poor achievements. Moreover, teachers taught their students without pre planned and designed activities for cooperative learner groups before the class has began. They did not purposely nominate group with mixed ability and provided activities for the CL group learners. They did not create a context for cooperative learners. As stated in chapter two in review literature, a context for language acquisition was promoted if it occurred in a context that was supportive, friendly, motivating, communicative, developmentally appropriate, and feedback reached(Kagan, 1995).Rather subject teachers ordered the learners to do their tasks in group without creating a context for CL. Moreover, teachers were not responsible in training their students about social skills which are crucial for cooperative learners. Social skills are real -life situations like a self-introduction activity, interview games, and modelling created positive relationships among learners and motivated them to work together Ngubane,N, (2013). They did not provide comprehensive input for the learners as evidence to facilitate their learning. Kagan (1995) suggested that small group setting allowed a far higher proportion of comprehensible input,



because the speaker had the luxury of adjusting speech to the level appropriate to the listener to negotiate.

As data from questionnaire, interview and classroom observation indicated the classroom conditions were not favourable to implement cooperative learning strategies at the aforementioned grade level. Because the class size was narrow due to high number of students average (sixty one) students in one class. As a result, there were no enough desks, chairs, tables and space between desks and tables for free movement. Other factors are related to teachers boring, lack interest, willingness and motivation.

Teachers' attitude towards cooperative learning became failed and very limited. Majority of teacher (66.6%) assumed cooperative learning is similar to any other group learning and only the name is changed. But, cooperative learning has its own distinguishing features than any other group learning. These are: positive interdependence, individual accountability, quality group processing, explicit teaching of small group skills, and teaching of social skills Liang (2002). Teachers were assuming as teaching in cooperative learning was not their responsibility. But they think as additional burden which was put on their shoulder. Due to this teacher need additional payment in order to implement it in the classroom. Also 83% of questionnaire data and interview revealed that more than subject teacher did not believe that on awarding equal marks for members of the same group, because they believed that this encourages dependency.

As the evidence from questionnaire data from key respondents 44 (66.7%) students did not understand the meaning and the merits of cooperative learning strategies. Interview data also confirmed that students had very limited understanding about cooperative learning and they looked it as any other group work. The awareness gap is results of lack of clear directions from their teachers. Students were practiced it only in side by side discussion and they were not actively participated but, some group members did all the activities and report to their teacher merely by writing the names of others without their significant contribution.

As data from all tools: questionnaire, interview and classroom observation indicated that, the practice of implementing cooperative learning was hugged with several student related factors like fear of morally participated due to inability to express their idea freely in English, carelessness, lack of preparation, motivation, students shy for example 50 (75.8%)

and unwillingness to participate actively in their groups were crucial hindering factors to implement cooperative learning strategies effectively. Several students were kept silent, not interested and do not work along with group members in order to escape from criticism and unnecessary talk which resulted in quarrels and conflicts. Students did not interact with face to face discussion along with their group members. While they were discussing there were no sign of helping each other, supporting, assisting, and encouraging others. But, sometimes they were doing in side by side discussion as a result they are passive recipients rather than active participants. However, as indicated in review literature in the theory of constructivism cooperative learning students were active participant and teaching learning process were student centered in which students were active agents (Cheek, 1992; Yager, 1991).

As data from questionnaire, interview and classroom observation revealed that there were several challenges impede the implementation of cooperative learning strategy in EFL classrooms. Some of them were students' noise, leaders and clever students domination over the others in expressing their own ideas, undermining lower students' idea, controlling all the work without following the other group members and leaders handle all the problems without others contribution.

As questionnaire and interview data indicated students hold negative attitude on the implementing cooperative learning strategy that individual difference and the diversity causes a conflict among group members. This is may be some students lough when members make mistakes criticizing of others idea. Similar findings were attained by Fatma, B. (2003) who was examined on implementing cooperative learning technique in teaching speaking Skill, has found that the implementation of cooperative learning technique comprises certain negative aspects such as learners are not interested in working in groups, group conflicts which results in noise. From questionnaire data, 49 (71.5%) of the students and the majority of key respondents in the interview data revealed that students were hold negative attitudes that cooperative learning was not necessary for secondary school students hence, the students are preparing themselves for national examination. They believed that cooperative learning was necessarily important for lower grade level learners.

### 5.3. Recommendations

Based on the discussions and conclusions made, the researcher would like to present the following recommendations:

- Concerned bodies/stakeholders should be aware of the application of cooperative learning strategies in the classroom in collaboration with school directors; Woreda and Zone education offices and departments should arrange either short or long term training on it and make conducive environments for the implementation of CL.
- From the background information and items assessing their understanding and knowledge on CL of teachers, it was observed that majority of them did not get training on active learning. This hinders their implementation of active learning. Therefore, it is important to carry out in- service short term training so that their use of CL will be improved. Cheng, (2000), also recognized the importance of teachers' development, the inclusion of teacher training on cooperative learning.
- Teachers should form the groups by dividing students into heterogeneous groups. It is necessary to use students average scores based on the previous three scores and chosen two top achievers, two middle achievers and two lower achievers two form a group Ghaith and Shaaban, (1995).
- Teachers should give emphasis on effectively using their roles during cooperative learning as much as possible. Moreover, they should monitor their students how they perform and what they do. According to Slavin (1991), teachers should offer students more stimulating activities that are challenging and attractive. In addition, teachers also should prepare challenging materials and content, higher-level thinking structures, etc. for secondary school learner during cooperative learning Kagan, (1994). Moreover, subject teachers should prepare themselves to implement cooperative learning strategies using planning in terms of time allocation Ngubane (2013).
- The students are also expected to be active participant and involve themselves in the cooperative lesson. Thus, their low participation in cooperative learning results low language proficiency in their academic performance, so they should also be aware of the importance the cooperative learning strategies.

- School principals and Parent-teacher-association committee (PTA) should take accountability to provide necessary facilities. They also should plan and allocate budget for the fulfilment of school related materials like: manageable class, desks, table and other necessary materials which help to promote cooperative learning.
- Teachers should take accountability for implementing cooperative learning strategies as one of the essential part of their teaching learning and they should avoid the need for other payment.
- Teachers should create conducive environment for their learners in order to practice cooperative learning strategies in their groups. They should form groups based on mixing different ability groups. Learners should prepare themselves and get ready for their group learning.
- Students should express their feelings freely without any fear and participate actively by avoiding shy which make them feel uncertainty for makings. The learners should not Lough or criticize while their group members made mistakes which gradually led them to quarrel and conflict. Because as Fatema (2013), all members often do the same kind of mistakes and none of them is proficient than others as well as they work as a team in which they are not just individuals but as one unit.
- Students should interact with in face to face promotive discussion because it gives them the way to helping each other by understanding the weakness of others. Kezoui, N. (2015) confirmed that face to face interaction is characterized by individuals providing each other with assistance, efficient and effective help, exchanging needed resources such as materials and information, challenging each other's reasoning and conclusions for the sake to promote higher quality decision making and greater insight into the problems being considered.
- Those clever and leader students should give chances for all member in order to contribute their effort and share ideas rather than dominating lower students. Because each students effort is the sum of the group's performance. Therefore, undermining the idea of others may cause quarrels and conflicts.
- Students should accept the importance of diversity as a spice of life and the role of social skill development for academic achievement. Heterogeneous group make the

greatest chances for group learners and help since well as recuperating cross race and cross sex relations and communication Kagan, (1994).

- Students should admit that cooperative learning enhances learning and improves the results of learners in all grade levels. Positive effects of CL were found in all major subjects at all grade levels, in urban, rural, and suburban schools, and for high, average, and low achievers (Slavin, 1991 as cited in Kagan, 1994).

Finally, the researcher encourages other researchers to find out some other problems that are not discovered in this study.

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## APPENDICES

### Appendix A: Teachers' Questionnaires for Classroom practice

Dear teacher,

This questionnaire is designed to gather information for MA thesis which is aimed to explore challenges and practices of implementing cooperative learning strategies in EFL classroom.

The information you give is really very helpful for the success of the thesis. Therefore, I kindly request you to respond frankly and honestly. Put a tick mark (√) to indicate your answers.

#### General instruction:

- Please, do not write your name on the questionnaire
- Please, follow the directions which are given under each part

Adopted from Joy Reid (1995)

A (5 points)	B (4 points)	C (3 points)	D (2 points)	E (1 point)
Strongly agree	Agree	Undecided	Disagree	Strongly disagree

No	Items	A	B	C	D	E
1	I apply the cooperative learning strategies in EFL classes frequently.					
2	I play my roles during CL: I act as supporter, guidance, evaluator, leader and change agent					
3	When I teach in cooperative group, my students are interacting with face to face discussion for their common goals					
4	I clearly understand the principles of cooperative learning					
5	I plan before class about the CL groups' task, evaluation system, and what every activity that is necessary for groups					
6	I understand my students better in class when they are participated in cooperative group					
7	I am responsible to support CL groups through explaining the activities to be done					
8	I give equal mark for all members of the same cooperative group.					
9	As a teacher, a know everything what I do during implementing CL					
10	The teacher is responsible in training students to be successful in their CL groups					
11	It is necessary to follow friendship grouping system to facilitate CL					

## A appendix B: Students' Questionnaires for Classroom practice

Dear student

This questionnaire is designed to gather information for MA thesis which is aimed to explore challenges and practices of implementing cooperative learning strategies in EFL classroom.

The information you give is really very helpful for the success of the thesis. Therefore, I kindly request you to respond frankly and honestly. Put a tick mark (√) to indicate your answers.

### General instruction:

- Please, do not write your name on the questionnaire
- Please, follow the directions which are given under each part

A (5 points)	B (4 points)	C (3 points)	D (2 points)	E (1 point)
Strongly agree	Agree	Undecided	Disagree	Strongly disagree

No	Items	A	B	C	D	E
1	I clearly understand the principles of cooperative learning					
2	In class, I apply cooperative learning principles frequently.					
3	In cooperative learning we are accountable for the success of our group					
4	When we learn in team, we are interacting with face to face discussion.					
5	Members of the same group in should get equal grades or marks					
6	Cooperative learning enhances learning and makes the students fruitful in their results.					
7	I know clearly what to do during cooperative learning					
8	Teachers plan and tell us before class about the CL groups' task, evaluation system, and what every activities look like					
9	The group formation is always the same and is retained for long period of time this causes boring					

## Appendix C: Teachers' Questionnaires for challenges of implementing CL

Dear teacher,

This questionnaire is designed to gather information for MA thesis which is aimed to explore challenges and practices of implementing cooperative learning strategies in EFL classroom. The information you give is really very helpful for the success of the thesis. Therefore, I kindly request you to respond frankly and honestly. Put a tick mark (√) to indicate your answers.

### General instruction:

- Please, do not write your name on the questionnaire
- Please, follow the directions which are given under each part

A (5 points)	B (4 points)	C (3 points)	D (2 points)	E (1 point)
Strongly agree	Agree	Undecided	Disagree	Strongly disagree

No	Items	A	B	C	D	E
1	Implementing CL takes too much time, as a result it cannot be manageable					
2	The number of students is high, hence implementing CL is impossible					
3	The physical set up of the classroom is an obstacle for using cooperative learning					
4	Lack of accountability of students for their learning and the learning of other groups					
5	There is no a clear guidelines directions to assess group performance in CL					
6	Lack of training for teachers on the essences of cooperative learning					
7	Lack of time to cover contents in students' book so CL technique is unthinkable.					
8	Lack of initiation, moral and positive interdependence					
9	Lack of learners positive interdependence is a significant factor for implementing Cooperative					

## Appendix D: Student' Questionnaires for Classroom Challenges

Dear student,

This questionnaire is designed to gather information for MA thesis which is aimed to explore challenges and practices of implementing cooperative learning strategies in EFL classroom. The information you give is really very helpful for the success of the thesis. Therefore, I kindly request you to respond frankly and honestly. Put a tick mark (√) to indicate your answers.

### General instruction:

- Please, do not write your name on the questionnaire
- Please, follow the directions which are given under each part

Strongly agree	Agree	Undecided	Disagree	Strongly disagree
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No	Items	A	B	C	D	E
1	I am reserving myself from participation in CL group					
2	Our teachers did not give us clear direction and guidance about how to work together.					
3	I learn better by reading what the teacher writes on the blackboard than participating in cooperative group					
4	The group is dominated by some outstanding students; as a result many students are dominated by others.					
5	Working in CL group created disturbed with unnecessary noise					
6	Un conducive classroom condition and lack of enough materials are main factors					

## Appendix E: Questionnaires for teachers Perspective

Dear student,

This questionnaire is designed to gather information for MA thesis which is aimed to explore challenges and practices of implementing cooperative learning strategies in EFL classroom. The information you give is really very helpful for the success of the thesis. Therefore, I kindly request you to respond frankly and honestly. Put a tick mark (√) to indicate your answers.

### General instruction:

- Please, do not write your name on the questionnaire
- Please, follow the directions which are given under each part

Strongly agree	Agree	Undecided	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

No	Items	A	B	C	D	E
1	I prefer teaching in lecturing method than teaching in CL group techniques.					
2	I am responsible in training students to be successful in their CL groups					
3	It is difficult to implement CL where there are students with diverse ethnic group and educational background.					
4	Teachers should support CL groups in explaining the activities to be done					
5	Engaging in cooperative learning enhances students' social skills.					
6	Cooperative learning group is similar to any grouping we use in classroom					
7	Using mixed ability groups is a doubt for successful cooperative learning.					
8	I do not think that CL is appropriate for secondary school students					
9	Implementing CL is additional work for teachers					
10	If I use CL, the students tend to be silent and off their tasks					
11	Cooperative learning makes teachers and students restless					
12	Competition among students to score high mark is necessary for secondary school learners					

## Appendix F: Questionnaires for Students' Perspective

Dear student,

This questionnaire is designed to gather information for MA thesis which is aimed to explore challenges and practices of implementing cooperative learning strategies in EFL classroom. The information you give is really very helpful for the success of the thesis. Therefore, I kindly request you to respond frankly and honestly. Put a tick mark (√) to indicate your answers.

### General instruction:

- Please, do not write your name on the questionnaire
- Please, follow the directions which are given under each part

Strongly agree	Agree	Undecided	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

No	Items	A	B	C	D	E
1	I think learning something in class with cooperative group is very important than working alone					
2	I was effective when I participated in CL groups students having different abilities					
3	I enjoy working with students who are my relatives in one group					
4	Engaging in cooperative learning develops students social skills					
5	Cooperative learning is different from any other groups					
6	I feel Shyness to contribute ideas in my cooperative group					
7	I do not think that cooperative learning is important for Secondary school students.					
8	Cooperative learning makes the students restlessness and busy					
9	Focusing on national examination divert the attention from cooperative learning to individual readiness					

## Appendix G: Classroom Observation Checklist

This checklist is prepared to investigate the practices of teachers and students in implementing cooperative learning principles in EFL classroom. The practices were rated in the category of Yes /No as they happen in the classroom.

School \_\_\_\_\_ Section \_\_\_\_ Period \_\_\_\_\_ Time \_\_\_\_ Observation date \_\_\_\_\_ Round \_\_\_\_

No	Checklists points of observation	Yes	No	Comments
1	The presence of enough desk to promote CL			
2	Enough space between desks for movement			
3	Favourable lay out classroom management for cooperative group learning			
4	making the objectives clear to the students			
5	Teachers support their students effectively during CL			
6	Students face to face interaction in cooperative learning			
7	Engagement of all students in cooperative group learning			
8	Do teachers apply cooperative learning principles			



**በአማርኛ ተተርጉሙ ወይም በተማሪዎች የቀረቡ አጠቃላይ የጽሁፍ መጠደቅ**

ወይም ተማሪ፡ ደህ የጽሁፍ መጠደቅ የተዘጋጀው ስማስተርስ ድግሪ (ድርጅት ምረቃ) ጥናታዊ ጽሁፍ ስማዘጋጀት ታላቅ በማድረግ የቀረበ ስለሆነ በአተገባበር ሂደት ውስጥ የሚያጋጥሙ ችግሮችን በመሰየት የመፍትሔ ሀሳብ ስማቅረብ ስለሆነ የተማሪው ምሳሌ ወሳኝ በመሆኑ ትክክለኛውን ነባራዊ ሁኔታ በተሰጠው ሰንጠረዥ ውስጥ የ(✓) ምልክት በመጠቀም የግንዛቤ ጥያቄዎችን እንዲትሞሳ/ሞደ በታላቅ አክብሮት አጠድቃለሁ።

ማሳሰቢያ፡-በመጠደቅ ላይ ስም መጻፍ አያስፈልግም። መጠደቅን ስትሞቱ መመሪያውን በጥንቃቄ አንረብቡ።

A (5 ነጥብ)		B (4 ነጥብ)		C (3 ነጥብ)		D (2 ነጥብ)		E (1 ነጥብ)				
በጣም አስማማላለሁ		አስማማላለሁ		አልወሰንኩም		አልሰማማም		በጣም አልሰማማም				
ተ/ቁ	ጥያቄዎች							A	B	C	D	E
1	በህብረት መግባበት በቡድን የመማር ምንነትን በግልጽ ሰደፍ ተረድቻለሁ።											
2	በክፍል ውስጥ አዘወተረ በህብረት አደረጃጀት የመማሪያ ህደት አተገባራለሁ።											
3	በህብረት አደረጃጀት ስንማር ሁላችንም ሰጋሪ ሰኪታችን ሀሳብን እንወስዳለን።											
4	በ1 ስ5 ትሰር (በቡድን) ስንማር ፊት ስፊት ተቀምጠን እንወደዳለን ፡											
5	በህብረት አደረጃጀት(በ1ስ5) ውስጥ ስንሰራ ሁላችንም ተመሳሳይ ወጤት እናገኛለን።											
6	ጥሩና የተሻለ ወጤታማ የሚሆነው በህብረት አደረጃጀት መማር አቻል ነው።											
7	በህብረት አደረጃጀት ውስጥ ምን አይነት ተግባራትን ማከናወን እንዳስብኝ አውቃለሁ።											
8	መምህራን አስቀድመው ስለሚሰሩ ስራ ሁሉ አስቀድመው በሚገባ አቅደውና የሚሰሩ ስራዎችን አዘጋጅተው በመምጣት ያሰሩናል።											
9	የቡድን አመሰራረት ሁሉ ጊዜ ተመሳሳይና ወጥነት ያለው ሆኖ ስብዘት ጊዜ ይቀያል።											
ስ10	በህብረት(በ1ስ5) አደረጃጀት በምንማርበት ጊዜ ራሴን ከቡድኑ ትምህርት እንድታሰቡ											
11	መምህራን በህብረት(በ1ስ5) ስንደራጅ እንዲትና ምን መስራት እንዳስብን ግልጽ የሆነ አቅጣጫ መከተል ያስብንን መመሪያ አይሰጡንም።											
12	በህብረት (1ስ5) ተደራጅቶ ከሚሰሩ ደብዳቤ በራሴ ጊዜ ማንበብና መምህራችን የሚሰጡን በማዳመጥ መስራት ይሻለኛል።											
13	በ1ስ5 ትሰር ውቅት እንደነድ ገበዝና ፈጣንና ተማሪዎች በዘገምተኛ ተማሪዎች ሳይ ተሰክኖ ያደርሳሉ።											
14	በህብረት (1ስ5) አደረጃጀት ውቅት የተማሪዎች ድምፅ ስለሚረብሽ በጋራ ስመስራት ያስችገራል											
15	በቡድን ስመስራት የመማሪያ ክፍልና ቁሳቁስ (መቀመጫ፣ ጠረጴዛና ወንበር) ምቹ ካለመሆኑ የተነሳ በጋራ ስመስራት ያስችገራል።											
ስ16	በህብረት (በ1ስ5) አደረጃጀት አንድን መማር ሰውጤታችን ጠቃሚ እንደሆነ አስባለሁ።											
17	ከተሰዩ የብቃት ደረጃ ካላቸው ተማሪዎች ጋር ተደራጅቶ ስማር የበሰጠ ወጤታማ እሆናለሁ።											
18	በህብረት (1ስ5) ቡድን አደራጅ የቡድን አመሰራረት በተወደደብን ወይም በቀረበታችን መሰረት ቢሆን ይመረጣል።											
19	በህብረት (1ስ5) ቡድን ተደራጅተው መማር የተማሪዎን ማህበራዊ ክህሎት ያዳብራል											
20	የህብረት (የ1ስ5) ቡድን ስራ ክህሎቶች የቡድን ስራዎች የተሰየ ነው።											
21	በህብረት ቡድን ውስጥ የራሴን አስተዋጽኦ ስማርበኛ ፍርሀት ያስችገራል።											
22	በህብረት (በ1ስ5) ቡድን ታቅፎ መማር ስለሰተኛ ደረጃ ተማሪዎች ምንም አይጠቅምም።											
23	በህብረት (በ1ስ5) ቡድን ተደራጅተው መማር ተማሪዎችን ስራ ስለሰጠ ስለሆነ ያደርጋቸዋል።											
24	የ10ኛ ክፍል ብሄራዊ ፊተና ጉዳይ ተማሪዎች ሀሳባቸውን ከህብረት ቡድን ስራ ደብዳቤ የገሰ መስራት ሳይ እንዲያተኮሩ ያደርጋቸዋል											

## **Appendix H: Questions for teachers' interview**

Dear teacher,

I am conducting a research on practices and challenges of implementing cooperative learning in EFL class. Your cooperation will have a great contribution to the successful completion of this study. Thus, you are kindly requested to provide your authentic responses in this interview.

1. How do you implement cooperative learning strategies in your EFL classroom?
2. What are your roles when you implement cooperative learning strategies?
3. Do you face certain problems when you use cooperative learning strategies in EFL classroom? If yes, identify some of them.
4. Do you think cooperative learning help in your teaching of English as a foreign language? If yes, in what way? If not, please tell me your reasons.

Finally, thank you for your time, help and collaboration.

## Appendix I: Questions for Students' Interview

Dear, student

I am conducting a research on implementing cooperative learning strategies in EFL classes' practices and challenges. Your cooperation will have a great contribution to the successful completion of this study. Thus, you are kindly requested to provide your authentic responses in this interview.

1. How do you use cooperative learning strategies in your EFL classroom?
2. What are your roles when you implement cooperative learning strategies?
3. Do you face certain problems when you use cooperative learning strategies in EFL classroom? If yes, identify some of them.
4. Do you think cooperative learning help in your teaching of English as a foreign language? If yes, in what way? If not, please tell me your reasons.

Finally, thank you for your time, help and collaboration.

### ስተማሪዎች በስማርት ተተርጉሞ የቀረበ ቃላት መጠዘቅ

ወደ ተማሪ:

የዚህ ጥናት አጥኝ በጅማ ዩኒቨርሲቲ የሁለተኛ ድግሪ የድህረ ምረቃ ጽሁፍ በማዘጋጀት ሳይ ደገኛል። ስለሆነም የጥናቱ ርዕስ የ10ኛ ክፍል ተማሪዎችና መምህራን በህብረት (1ስ5) ቡድን የመማር ዘዴን በእንግሊዝኛ ክፍሉ ጊዜያዊዉ እንዴት እንደሚተገብሩና በክፍሉ ዉስጥ በስተገባበር ዙሪያ ያጋጠሙ ችግሮችን በመለየት የመፍትሔሀሳብ ሰመስጠትን ታሳቢ ያደረገ በመሆኑ የእንግሊዝ ትክክለኛ ምሳሌ ወሳኝ በመሆኑ የሚተጠየቁትን ጥያቄዎች በስግባቡ በማዳመጥ ተገቢዉን ምሳሌ እንዲተሰጡኝ በአክብሮት እጠይቃችኋለሁ።

1. በእንግሊዝኛ ክፍሉ ጊዜያዊዉ የህብረት(1ስ5) ቡድን ስራን እንዴት ተተገብራላችሁ ? ምን ያህል አባላት በእንደ ቡድን ዉስጥ ይኖራሉ?
2. በህብረት በሚተማሩበት ወቅት የቡድኑ አባላት ምን ምን አደነት ሚና ይኖራቸዋል? መምህሩስ ምን ምን አደነት ነገሮችን ያከናወናል?
3. በቡድን በሚተሰሩበት ወቅት ስስተገባበር ስስቸጋይ የሆኑ ነገሮች ስስ? ካስ ምን ምንድን ናቸዉ? ካስነስ በማነስና እንዴት ይረታሉ?
4. በህብረት (1ስ5) ቡድን እንግሊዝኛን መማር ይጠቅማል ብለህ ታስባለህ? ከሆነ ሰምን? ካስሆነስ ምክንያቱን ስትነገረኝ/ሪኝ ትችላለህ/ሽ?