

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF LANGUAGE STUDIES
DEPARTMENT OF ENGLISH**

**INVESTIGATING PROBLEMS RELATED TO
COOPERATIVE LEARNING IN ENGLISH CLASSES WITH
REFERENCE TO GRADE 10 STUDENTS OF FENOTE
BIRHAN SECONDARY SCHOOL**

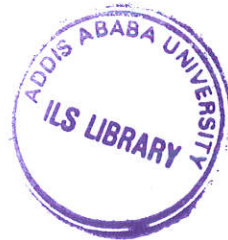


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**JUNE 2011
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ABSTRACT

The main purpose of this study was to investigate problems related to cooperative learning with reference to grade 10 students in Fenote Birhan secondary School in Adigrat town. Specifically, the study also dealt with identifying the roles that English teachers play to alleviate problems related to cooperative learning.

To conduct the study, a descriptive survey method was employed. 118 students and 5 English teachers were subjects of the study. Student subjects were selected using random sampling technique. Three data gathering tools namely, questionnaire, interview, and observation were used to collect data for the study. Frequency and percentage were used to analyze the close-ended data whereas qualitative data analysis was used for open-ended questions, interview, and observation.

The result of the study showed that there were several problems during cooperative learning in English classes. In line with this, some students dominated cooperative learning. Majority of the students used their mother tongue instead of the target language. The time allotted for cooperative learning was very little. Students did not cooperate when they were grouped with those whom they were not familiar with. Students did not have good English ability to share ideas among themselves. Most students did not use their team practice time effectively. Some students were misbehaving and making noise and disturbing others. The physical arrangement of classes was not suitable for cooperative learning as the chairs and desks were fixed. Similarly, the data revealed that English teachers disregarded some of their duties during different stages of cooperative learning.

Based on the findings, it was concluded that dominating group by some students, students' low English ability, use of mother tongue, misbehavior, noise, insufficient time allotted by teachers, students' grouping unwillingness with others, in appropriate classroom arrangement, and students' inability to use the allotted time effectively were the problems encountered during cooperative learning in English classes. Hence, English teachers should consider these problems and then should exert maximum efforts to promote students' cooperative learning.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

In the traditional approach to language teaching, time is mostly spent by the teacher lecturing and students are generally, considered as passive learners and recipients of the educational content (Flender and Brent, 1999) as cited in Gebeyaw (2007, p. 1). In this approach, students are expected to work quietly and on their own for most of the school day and their performance is evaluated with tests regardless of group cooperation (Putnam, 1997, p.4). In this context, students do not get a chance to work together and cooperate by sharing ideas among themselves to achieve their common understanding rather they simply depend on the teacher who is 'the knowledge expert' for their information and knowledge.

However, cooperative learning is the instructional use of small groups so that students work together to maximize their own and other's learning (Brubacher, et al 1990, p.69). This method is introduced to the teaching learning process to avoid the traditional seeing of learners as passive consumers (Hopkins, 2002). The idea of building cooperative learning into regular classrooms was promoted by the American educator John Dewey at the early twentieth century and it was more generally developed in the United States in the 1960s and 1970s as a response to the forced integration of public schools and has been substantially refined and developed since then (Rodgers and Richards, 2001, p. 192).

In cooperative learning method, students work in small groups to help each other. The groups have high, average, and low achievers; boys and girls; students of any ethnic groups in the class; and students with any disabilities. The students are responsible for one another's learning as well as their own and the success of one student helps other students to be successful (Slavin, 1994, P.1).

Besides, Arends (1997) states that students work together and promote each other's success by sharing resources, and helping, encouraging, and applauding each other's efforts to achieve. Similarly, Johnson and Johnson (1990, p.21) state that students learn content through group activities when they interact with each other, exchange information, and knowledge, and work as a team to achieve the learning goals. This learning approach is student-centered which encourages students to cooperate with each other in achieving their learning outcomes. Woodward (1985) also reports that regardless of the subject matter, students working cooperatively in group tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional modes that is in competitive or individualistic learning method.

Nevertheless, cooperative learning can be an effective method only when the conditions of positive interdependence (group goals) and individual accountability are realized. When achievement benefits of cooperative learning are combined with the other positive outcomes, such as improved cross-ethnic relations, peer acceptance of students with disabilities, improved behavior, liking of school and teacher, and increased self-esteem, it becomes apparent that it has advantages over more traditional, strictly none cooperative approaches (Putnam, 1997, p. 45). Besides, cooperative learning can be effective whenever appropriate groups are formed, relevant tasks are designed, group process and conflict are properly monitored and finally both the process and product of cooperative learning goals are appropriately assessed (Gebeyaw, 2007, p. 3).

From the above discussion, we can understand that cooperative learning can play a paramount role in promoting students' academic achievement, self-esteem, and relationship only when it is properly managed. Unless cooperative learning is carefully managed, it brings about negative effects on students' academic achievement.

Therefore, the intention of this study is to investigate problems related to cooperative learning in English classes of Fenote Birhan Secondary school, grade 10 students in focus.

1.2. Statement of the Problem

In the area of language pedagogy, the new alternative has come in the form of communicative approach to language teaching. The new approach has new tent that students should take an increasingly greater responsibility for their own learning. It calls for students' greater involvement in learning through cooperative learning (Getachew, 2008, p.3).Through cooperative learning, learners can develop abilities like how to plan, make decision, converse, and negotiate ideas with their group members (Putnam, 1997, p. 11).Besides, learners can encourage and help one another. That is, the cooperative atmosphere of working in small group helps them develop affective bonds among themselves. This in turn, increases motivation and positive attitude towards their learning (Slavin, 1994).

Though cooperative learning has the above listed benefits, there is often hesitation because of unfavorable experiences when groups quarrel and have failed to complete the tasks, left the task to one or few students (Johnson and Johnson, 1990, p.143). These scholars added that unless carefully managed, cooperative learning's disadvantages outweigh its advantages and may turn to be as boring as the traditional lecture mode.

These days, cooperative learning method is incorporated in the Ethiopian educational system so as to promote students' cooperation and use English effectively. However, several Ethiopian high school students have been facing difficulties to use the language for different purposes.

With regard to this idea, Alamrew (1992) stated that even though some changes of curricula and methods in English language teaching have been made in the past decades, students in Ethiopia have frequently

remained deficient in the ability to actually use and understand English language in normal communication.

As far as the researcher knows, there have been some local studies conducted on different aspects of cooperative learning. For example, Fasil Damite (2005) tried to see students' use of cooperation strategy in writing classes; Berhanu G/Michael (2000) conducted a study on the practice of cooperative learning in group work organization in focus, and Gebeyaw Teshager (2007) studied the implementation of group-based cooperative learning. However, they did not study the investigation of problems related to cooperative learning in English classes.

Thus, the aim of this study was to investigate problems related to cooperative learning in English classes with reference to grade 10 students of Fenote Birhan Secondary School.

1.3. Objectives of the Study

The main objective of this study was to investigate problems related to cooperative learning with reference to grade 10 students of Fenote Birhan secondary school. On the assumption that teachers' high efforts can minimize cooperative learning problems, the paper attempts to answer the following research questions.

1. What are the problems related to cooperative learning in English classes?
2. What roles do English teachers play to minimize problems related to cooperative learning?

1.4. Significance of the Study

The result of this study will give valuable sources of data about problems related to cooperative learning to English teachers who will be interested in examining their own ways of teaching. The study will also point out where adjustments are to be made to create better learning opportunities for students. Furthermore, it will motivate those who are interested in carrying out further research on this issue.

1.5. Delimitation of the Study

The scope of this study was confined to investigate problems related to cooperative learning in English classes with reference to grade 10 students of Fenote Birhan Secondary School.

1.6. Limitation of the Study

This paper is limited to study problems related to cooperative learning in only one government secondary school in Adigrat town. Actually, there are three secondary schools in the town. However, time and financial constraints forced the researcher to select only one school. Therefore, the applicability of this research should be seen in light of the above limitation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this part of paper, brief reviews of the literature related to the major topic of the thesis have been made. The principal areas to be discussed are definition of cooperative learning, benefits of cooperative learning, problems of cooperative learning, and teachers' roles in minimizing cooperative learning problems.

2.1. Definition of Cooperative Learning

Different scholars defined cooperative learning at different times. Concerning this idea, Paquette (1996, p.36) states that it is difficult to produce one definition to cooperative learning which is internationally accepted. However, it is possible to give generally acceptable definitions. For example, Richards and Rodgers (2001, p.192) define cooperative learning as an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. Artz and Newman (1999, P.5) also define cooperative learning as a teaching strategy that allows students to work together in small groups with individuals of various abilities, backgrounds, and talents.

The concept of cooperative learning has been widely advocated throughout the professional literature. According to Brubacher, et al (1990, p.69), the term "cooperative learning" refers to the instructional use of small groups so that students work together to maximize their own and other's learning. Similarly, Cuseo (1992,p.12) defines cooperative learning as a learner-centered instructional process in which small group of students work interdependently in a well-defined learning task; individual students are held accountable for their own performance and the teacher serves as a facilitator or consultant in the group learning process. With in cooperative learning groups, students are given two responsibilities: to learn the material and to make sure that all other members of their group do likewise. Thus, a student seeks an outcome that is

beneficial to him/her and beneficial to all other group members. Concerning this idea, Johnson, Johnson and Holubec (1986, p. 184) state:

The main purpose of cooperative learning is to actively involve students in the learning process; a level of student empowerment which is not in a lecture format. The underlying premise is found in constructivist epistemology. It is a process which requires knowledge to be discovered by students and transformed into concepts to which the students can relate. The knowledge is then reconstructed and expanded through new learning experiences. Learning takes place through dialogue among students in social setting.

The definitions given above are similar to each other. This is to mean that cooperative learning is a successful strategy in which small teams work together to achieve their learning goals. With in cooperative learning, each member of a team is responsible not only learning what is taught but also for helping teammates. Students also benefit from sharing ideas rather than working alone. In other words, students perceive that they can reach their learning goals only if the other students in the learning group also do so.

2.2. Benefits of Cooperative Learning

Proponents of cooperative learning claim that the active exchange of ideas within small groups increases the interest among participants and promotes critical thinking. The presence of good cooperation in one class can result the longest effect on learners' academic achievement, acceptance of diversity, self-esteem, and social skill development.

2.2.1. Academic Achievement

Studies made so far show that students perform better academically in cooperative learning programmes. In line with this, Arends (1997, p.135) states that in cooperative learning, there are more winners because all group members reap from the success of achievement.

According to Johnson and Johnson (1989, p.82), working together to achieve a common goal produces increased effort, higher achievement, and greater productivity than working alone. Concerning this idea, Waxman and Walberg (1991, p. 283-84) state the following idea:

Cooperative learning provides the context within which cognition and meta cognition best take place. The interpersonal exchange within cooperative learning groups and especially the intellectual challenge resulting from conflicting ideas and conclusions (i.e. controversy), promotes critical thinking, higher level reasoning and meta cognitive thought.

Furthermore, cooperative learning brings about the longest effect on basic skills. Higher-order cognitive skills are best improved by the more open-ended methods used in cooperative learning. In relation to this, Hopkins (2002, p. 114) states:

Cooperative learning develops higher order thinking skills (e.g. the capacity to form or reform concepts). It develops the capacity to memorize, hold, and recall information; it increases a context for learning that supports both able and less able students alike; it encourages positive feelings among members, reduces loneliness, and alienation, builds relationships and provides affirmative views of other people.

2.2.2. Social Skill Development

The other essential element of cooperative learning is the development of social skills. During cooperative learning, students learn to take risks and are praised for their contribution. They are able to see others point of view other than their own. Such benefits contribute to the overall satisfaction of learning (Arends, 1997, p.128).

In cooperative classes, students work with their classmates who have different learning skills, cultural background, attitudes, and personalities. These differences force them to deal with conflicts and interact with others. This social interaction improves communication skills that become a necessity to functioning in society (Arends, 1997, p.106).

2.2.3. Greater Self- Esteem

Greater self-esteem is also the other effect of cooperative learning. According to Putnam (1997) and Waxman and Walberg (1991), students in cooperative learning feel they are liked by their classmates because of the increased opportunities to interact. These scholars added that when students feel they are making a significant contribution to the group process and these contributions are valued by the group members, they are more likely to feel successful academically.

In line with the above idea, Slavin (1994, p. 43) states:

Perhaps the most important psychological outcome of cooperative learning methods is their effect on self-esteem. Students' beliefs that they are valuable and important individuals are of critical importance for their ability to withstand the disappointments of life, to be happy and productive individuals.

The implication behind is that cooperative learning promotes students self-esteem when they are actively participated in their group by helping one another to achieve their common understanding.

2.2.4. Acceptance of Diversity

According to Arends (1997, p.134), acceptance of diversity refers to a wider acceptance of people who are different by virtue of their race, culture, social class, ability or disability. The same writer states that cooperative learning provides for these learners of varying background and conditions an opportunity to work interdependently on common tasks, and through the use of cooperative reward structures, they learn to appreciate each other.

Similarly, Johnson, Johnson, Holubec (1990) and Slavin (1991) cited in Putnam (1997, p. 41) summarized the benefits of cooperative learning as follows:

- Increased academic achievement
- Improved inter group relations
- Improved self-esteem

- Higher-level reasoning strategies and increased critical reasoning competencies.
- Greater ability to view situations from others' perspectives
- Greater intrinsic motivation
- More positive attitudes toward teachers, principals, and school personnel.
- More positive attitudes toward subject areas, learning, and school.
- Less disruptive and more on task behavior
- Greater collaborative skills and attitudes necessary for working with others.
- Greater feeling of individual control over one's success in school
- Increased altruism and supportive behaviors toward others
- Increased pro-social behavior
- Improved skills at resolving conflicts
- Increased attendance.

2.3. Some Problems of Cooperative Learning

Though cooperative learning has a lot of advantages, there could be some problems that hinder students' interaction. Some of these problems according to different scholars are to be listed as follows.

2.3.1. Learning Might be Dominated by Some able Individuals

In heterogeneous cooperative learning groups, students having different performances, sex, age, ethnicity, and background are involved. The main purpose of heterogeneous grouping is to promote students' interaction and cooperation. However, there is a situation in which only some members of the group become beneficiary from learning by dominating other members of the group. Concerning this idea, Arends (1997 p. 136) states:

During cooperative learning, some students dominate group activity; other students may be unwilling or unable to participate. Some times those who avoid group work are shy. Often shy students are very bright and they may work well alone or with one other person. However, they find it very difficult to participate in a group. The rejected student is another type of student who may have difficulty participating in group activity. Finally, there is other wise typical student who chooses for whatever reason to work alone and refuses to participate in cooperative group endeavors.

Similarly, Cohen (1994) states that students with high academic status are commonly believed by their teachers to do better in group activity than those with low academic status. This makes academically able students dominate the group alone. Cohen (1994, p. 154) states:

High status students are generally expected to do well on new intellectual tasks and low status students are generally expected to do poorly on the same tasks. When a teacher assigns a group work task, general expectations come into play and produce a self-fulfilling prophecy in which the high status students talk more and become more influential than the low status students.

In relation to the above idea, Johnson and Johnson (1989) state that there are several ways in which group efforts go wrong. They further say that less able students sometimes leave group's tasks to others to be completed. Thus, the able members become "free riders", of doing the majority of group actives.

Concerning this issue, Waxman and Walberg (1991, p. 279) state:

In group learning, high ability group members may be deferred to and may make over the important leadership roles in ways that benefit them at the expense of the other group members (the "rich-get-rich effect"). The more able group member may give all the explanations what is to be learned. Since the amount of time spent explaining correlates highly with the amount learned, the more able member learns a great deal while the less able members flounder as a captive audience.

Generally speaking, even though cooperative learning is a student-centered approach which gives learners great opportunity for interaction and collaboration, there are several problems that affect it. Having dominating students with in a group is one problem that inhibits students' cooperative learning. Hence, teachers

should be very careful when they are forming cooperative groups and had better create a conducive classroom atmosphere which benefits all group members regardless of their ability.

2.3.2. Students' Lack of Language Proficiency

Language proficiency is one of the main sources that students need to accomplish their tasks via talking. This means that language proficiency is one of these factors that affect students' participation in small cooperative groups (Ellis, 1994).

Tsehay (2001) states that having the necessary language ability such as grammar knowledge, and adequate vocabulary ability to organize and express ideas, may help students to actively participate in group discussions.

In contrast, lack of language proficiency can create a severe problem in the teaching-learning process. When students are unable to express their ideas with their group members using the target language, they tend to be passive learners. Concerning this, Arends (1997) suggests that because of low language proficiency, several students remain silent during cooperative learning and begin to be dependent on other few group members who have the necessary language ability to accomplish the group activity.

Similarly, Girma (2003, p. 117) states the following idea:

Because the students have very little proficiency, they do not participate when asked to work in group. When they are asked they say they do not understand. This is because the students' proficiency in English is not good enough to enable them to use the language or to carryout a group activity. Students' resistance to use English or to work in groups is due to their lack of proficiency.

Furthermore, students who have poor language proficiency feel that they make mistakes while they are trying to say something using the target language. Although they know the right answer or what is to be said, they prefer silence

since making any kind of mistake may lead them to be laughed by other group members (Girma, 2003).

On the other hand, low language proficiency may force students to use their mother tongue as a means of communication. Mulat (2007) indicates that when students face difficulties to express their ideas using the target language, they tend to use their mother tongue. When mother tongue is frequently used in group learning classes, it hinders students' interaction.

2.3.3. Students' Misbehavior

Misbehavior is the other problem which inhibits students' cooperative learning. In line with this, Arends (1997, p. 92) states that "in any large group situation, there is an opportunity for some students to be involved while others are not only uninvolved but perhaps misbehaving".

Students may misbehave for several reasons. According to Putnam (1997), some students in cooperative class feel that they are incapable of learning with others by contributing ideas that achieve common understanding. Due to this, they are rarely disruptive or defiant. On the other hand, Johnson and Dunlap (1993) cited in Putnam (1997, p. 56) state that "repetitive misbehavior may be a signal that the student is trying to meet his or her needs for attention, recognition, or self-determination, but has not learned appropriate, and socially acceptable ways of doing so".

When students misbehave repeatedly, they disturb other group members and affect their cooperative learning. Regarding this idea, Girma (2003, p. 115) states:

If we make the students sit, for example, in a group five, there will be about 16 or more groups. This means since all of the students talk simultaneously, it creates an opportunity for students with disruptive behavior to involve in unacceptable activities as they know that the teacher is not in a position to identify what they are really doing.

The implication behind is that misbehavior has an influential force in impeding students' cooperative learning.

2.3.4. Students are too Noisy

Noise is one of the major problems which negatively influence the use of cooperative learning in classroom context. In line with this, Slavin (1994, p. 61) suggests that "noise is more of a problem in some schools than others, depending on acoustics, open versus traditional construction, and school attitudes toward noise". When a group of students are working together to accomplish a given task, they may create noise and this noise often affects their interaction. Girma (2003) states that when students are told to work in groups, they start making intolerable noise and this noise becomes uncontrollable and difficult to manage.

In a very noisy class, students can not hear each other. When they are learning cooperatively, they face difficulties at sharing ideas clearly and this creates poor understanding among group members (Slavin, 1994).

2.3.5. Students are Unfamiliar with one Another

The other problem which influences students' cooperative learning is their unfamiliarity with one another. In line with this, knight and Lindsay (2006) cited in Getachew (2008, p. 23), state that students who like one another tend to communicate effectively and the content of their interaction is positively oriented, where as students who do not like one another have less communication and negatively oriented interaction.

Similarly, Putnam (1997, p.65) indicates that "if students in a group do not know one another very well, they are less likely to interact comfortably". This shows that when students are unfamiliar to one another, lack of responsiveness could happen and less participation in cooperative learning may

follow. Moreover, Slavin (1994) indicates that students may not feel happy to interact with others especially in the first week. (Ibid) adds that a team is made up of students who are different from one another in terms of sex, ethnicity and academic performance level. When these students are grouped and told to cooperate, they may feel unhappy and give up interacting. This problem continuous to be severe when teachers do not deal with their responsibilities to alleviate it.

2.3.6. Mother-tongue Use

In a class where all or a number of the learners share the same mother tongue, they may tend to use it because it is easier and it feels unnatural to speak to one another in a foreign language (Rivers, 1987, p.47). Similarly, Harmer (2001 , p.29) says that one reason why students use their own language in the classroom is because it is an entirely natural to do. When we learn a foreign language, we use translation almost with out thinking about it.

More recently, attitudes to the use of the students' mother tongue have under gone a significant change. However, Harmer (2001) argues that if students are doing an oral fluency activity, the use of mother tongue other than English makes the activity pointless. When students frequently use their mother tongue to share ideas among themselves, they become deficient in the target language.

2.4. Teachers' Roles in Minimizing Cooperative Learning

Problems

Even though cooperative learning plays a paramount role in promoting students' communication skill, there are several problems which impede students' cooperation. Unless these problems are alleviated, students' cooperation will play nothing on their academic development. To alleviate these problems, teachers should play their best roles.

One of the ways in which cooperative learning problems can be minimized depends on the nature and organization of cooperative learning groups (Richards and Rodgers, 2001, p. 196), because good organization of cooperative groups promotes students' interaction.

X If cooperative groups are not carefully formed and organized, there will be a great probability for some students to dominate the group learning ceaselessly. This could be really a serious problem which several high school teachers commonly face. Learners' reluctances to participate in cooperative group activities are found to be a serious problem in foreign language classes (Getachew, 2008, p. 27).

To minimize cooperative learning problems, several writers suggest good organization of cooperative groups is a remedy solution. For instance, Waxman and Walberg (1991) explain that in cooperative learning, students can work together and maximize their own and one another's learning when they are well organized and formed in groups.

This indicates that cooperative learning problems could be alleviated if teachers know their responsibilities and work harder. In line with this idea, Richards and Rodgers (2001, p. 199) state the following teacher roles:

The teacher has to create a highly structured and well-organized learning environment in the classroom, setting goals, planning and structuring tasks, establishing the physical arrangements of the classroom, and assigning students to groups.

Furthermore, according to Brubacher, et al [1990, p.222], teachers must complete the following four sets of activities during cooperative learning.

- Clearly specify the objectives of the lesson.
- Make a number of decisions about placing students in learning groups.
- Monitor the effectiveness of learning groups and intervene when necessary to increase students' interpersonal and group skills.
- Evaluate students' achievement and help them to discuss each other.

Other writers also state that the following steps are important and teachers should follow for minimizing cooperative learning problems.

2.4.1. Process during Presentation

During the process of presentation, teachers should play the following roles to minimize cooperative learning problems.

2.4.1.1. Introduce the lesson

According to Putnam (1997, p. 62) as soon as students have formed their groups, the teacher should explain the purpose of the lesson, provide directions for the activity, and explain the criteria for success. The introduction needs to be clear and succinct. Related to this idea, Ur (1996) argues that giving introduction at the beginning of the lesson is a decisive one. He also says that if students do not know what they are going to do, there will be a great confusion and lack of effective practice. This indicates that there will be a good cooperation only if there is a clear instruction.

2.4.1.2. Preliminary Rehearsal

During cooperative learning, teachers are expected to tell their students about the kind of language to be used in the class. Regarding this idea, Ur (1996) states that students can cooperate and participate successfully if they use the necessary language that fosters their communication.

2.4.1.3. Decisions

During cooperative learning, the teacher should make decisions in terms of group size, group formation, seating arrangements and time limit.

2.4.1.3.1. Group Size

Concerning the group size, research suggests that the smaller the group, the higher the cooperation among the members of the group. Although research

recommends an ideal group size of 3 to 5, the large class sizes like that we have in Ethiopia require some modification. Hence, teacher's role concerning this issue is important (Getachew, 2008).

2.4.1.3.2. Assigning Students to Groups

Effective cooperative learning needs good group formation. According to Arends (1997), during cooperative learning, teachers assign cooperative groups in different ways. Some teachers assign groups based on their achievement level. Some others might form groups in terms of students' interest and others based on the type of task.

Similarly, Putnam (1997) states that teachers should compose cooperative groups considering their ethnicity, sex, and ability because this kind of grouping minimizes cooperative learning problems and fosters common understanding.

2.4.1.3.3. Plan for Time

Several writers suggest that one of the important planning tasks for cooperative learning is deciding how time will be used. In line with this, Arends (1997, p. 128) states that cooperative learning lessons take more time than most other instructional models because of its reliance on small group interaction.

Similarly, Exley and Dennik (2004, p.24) state that to conduct cooperative learning effectively, there should be adequate time provided by the teacher. They added that if the time allotted for cooperative learning is either too long or too short, learning becomes so boring.

The implication behind is that time is one of the most important contributors either for the success or failure of students' learning. Hence, teachers should be more realistic about time requirements and should not underestimate the amount of time needed for cooperative learning lessons.

2.4.1.3.4. Plan for Space

The other important planning task for cooperative learning is determining how space will be used. According to Waxman and Walberg (1991, p.279), cooperative learning requires special attention to the use of classroom space, and it requires moveable furniture.

Similarly, Arends (1997, p. 128) suggests that cluster seating and swing-seating arrangements lend themselves to cooperative learning because of their flexibility.

Generally speaking, teachers should make members of a group sit close enough to one another so that they can talk to one another and maintain eye contact with all group members.

2.4.2. Process during the Practice

During the teaching learning process, teachers should deal with the following issues to minimize cooperative learning problems.

2.4.2.1. Monitoring and Intervening

The other method in which cooperative learning problems can be minimized is through teacher's monitor and intervention. According to Putnam (1997), monitoring helps teachers to identify specific problematic behaviors and give solution. This makes students improve their behavior and get adequate guidance from their teacher.

Similarly, Brubacher, Payne, and Richette (1990) state that during the teaching-learning process, teachers should see what problems the students are facing.

2.4.2.2. Teacher's Movement in the Classroom

Regarding to teacher's movement in the classroom, several issues have been raised by writers. For example, Moore (1995, p.222) believes that teacher's

movement has both advantages and disadvantages. According to him, the disadvantage of teacher's movement is that it may draw students' attention while they are learning. This can happen when the teacher over does the movement and frequently interferes in learners' cooperation. On the other hand, teacher's movement is advantageous toward students' learning. When the teacher moves round the class, students get guidance from him. Moreover, it is useful for alleviating disciplinary problems.

2.4.2.3. Feedback, Assessment and Evaluation

Feedback, assessment, and evaluation have an influential force on students' learning. According to Putnam (1997), students' learning can be assessed based on their learning performance. Putnam (1997, p. 181) writes:

Assessment of student learning in cooperative groups encompasses three major areas: (1) academic performance- such as the ability to solve math problems, write an essay, or make a presentation; (2) social skill performance- such as the ability to be a good listener, make contributions to the group, or encourage others in the group; and (3) general group functioning- such as the ability to achieve positive interdependence, stay on task, or behave respectfully toward one another.

Similarly, McConnel (1994, p.1) expresses that teachers should assess students learning, evaluate their group activities and then provide feedback at the end. According to the same writer, assessing, evaluating, and giving feedback helps learners learn from the process and makes them be better prepared and skilled for the next assessment.

The implication behind is that teacher's assessment and feedback plays an important role in minimizing cooperative learning problems.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

In conducting this study, a descriptive survey method was employed on the ground that it would help to show the general picture of investigating problems related to cooperative learning in Fenote Birhan secondary School which is found in the Eastern Zone of Tigray (Adigrat Town). Descriptive survey method helps to have general understanding of the problem by studying the current status, nature of prevailing conditions, practices, and trends through relevant and precise information (Koul, 1996).

3.1. Source of Data and Sampling Technique

The main sources of this study were both primary and secondary sources. The primary sources of the study were both teachers and students of Fenote Birhan Secondary School and the secondary sources were books, journals, and internet. From 1230 (grade 10) students, 118 (9.6%) students and all (5) English teachers were taken as subjects of the study. To select student subjects, random sampling technique was employed since it gives each element of the population an equal chance of being included in the sample. The following table provides some information about research participants.

Table 1: Study Population in Fenote Birhan Secondary School

Total number of grade 10 students	Number of sample students		Total number of grade 10 English teachers	Number of sample teachers	
	No	%		No	%
1230	118	9.6	5	5	100

3.2. Instruments of Data Collection

In conducting this study, data were collected from teachers and students of Fenote Birhan Secondary School. The data were collected through questionnaire, interview, and observation.

3.2.1. Questionnaire

According to Leedy (1993), a questionnaire is the common technique for gathering data for descriptive survey. Koul (1996) also says a questionnaire is widely used in educational research to obtain information about certain conditions and practices, and to inquire opinions and attitudes of individuals or group. Based on these facts, one questionnaire was designed for students. The questionnaire contained both close-ended and open-ended questions. The main purpose of the questionnaire was to get information from students about problems related to cooperative learning in Fenote Birhan Secondary School. The questionnaire was designed with the objective of the study, issue raised in the review of related literature, and experience of the researcher. The questionnaire was constructed and handed over first to three fellow post graduate students for comments and then to research advisor for his suggestions. Based on their suggestions, some items were improved, some were deleted, and some were added and the whole items were fairly distributed to key issues of research purpose. The questionnaire was translated into Tigrigna so that students could understand and respond without any difficulty. After translation, it was piloted with 20 grade 10 students in Fenote Birhan secondary school.

3.2.2. Interview

According to Koul (1996), interview is necessary to get deep feeling, perceptions, and values from people. As the number of English teachers was small (i.e. 5 teachers), interview was used to elicit information in depth. The semi-structured interview which is highly favored for its flexibility has been selected for this study.

To handle inherent problems of interviewer effects and language used, the interview questions were piloted with two English teachers at Alem Birhan Secondary School before actual use.

3.2.3. Classroom Observation

Classroom observation was one of the main data collecting instruments used in this study. The main purpose of observation was to have practical data on what problems are encountered during cooperative learning and what roles teachers play to minimize these problems. The observation was conducted using checklist. During observation, each teacher was observed two times by putting (+) mark on the list of items that the teacher performed or to the observed problems and (-) mark on the items he did not perform or to the non-observed problems. The results of observation were interpreted along with the results obtained from questionnaire and interview.

3.3. Procedures of Data Collection

This study was conducted in Fenote Birhan Secondary School to investigate problems related to cooperative learning.

To collect data for this study, the following procedures were used. First, classroom observation was conducted using observation checklist. During the observation, problems encountered during cooperative learning and the roles played by English teachers to minimize these problems were carefully observed. Each teacher was observed two times by putting (+) mark to the observed problems or to the roles played by the teacher and (-) mark to non-observed problems and to the roles which were not played by the teacher. Short notes were also taken during the observation session.

Secondly, questionnaire was distributed to 123 student subjects after explaining the purpose of the study. The distribution of the questionnaire was carried out by the researcher in collaboration with subject teachers. From the distributed questionnaires (123), 118 questionnaire papers were returned after they had been filled by student subjects.

Third, interview with five English teachers was conducted. Before the interview session, the researcher informed subjects about the purpose of the interview and arranged appropriate time. During the interview session, responses were recorded using tape recorder.

3.4. Methods of Data Analysis

The data gathered through questionnaire, interview, and observation were analyzed quantitatively and qualitatively. The data obtained through close-ended questions were quantitatively analyzed by counting and converting the tallies into percentages. Similarly, the data gathered through open-ended questions, interview, and observation were analyzed qualitatively. Finally, the findings obtained by the use of these three data collection instruments were summarized and concluded. Recommendations were also given based on the conclusions.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

In this part of the paper, an attempt has been made to analyze and interpret the data gathered from subjects in Fenote Birhan secondary School. The data obtained from students' questionnaire, teachers' interview, and classroom observation were integratively presented and analyzed in the following organizational scheme (themes) derived from research questions:

- What are the problems related to cooperative learning in English classes?
- What roles do English teachers play to minimize problems related to cooperative learning?

Accordingly, these themes were discussed in the order they are put above and the data gathered through the three tools were presented integratively.

4.1. Problems Related to Cooperative Learning in English Classes

In this sub section, an attempt was made to gather information about problems that students encountered during cooperative learning

Table 2: Students' responses to language related problems that they faced during cooperative learning

No	Items		Responses					Total
			SA	A	U	D	SD	
1	I face difficulty to share ideas with my group members using English due to low language ability	No	89	21		8		118
		%	75.4	17.8		6.8		100
2	The use of mother tongue during cooperative learning makes me not interact with others using the target language effectively.	No	76	28		14		118
		%	64.4	23.7		11.9		100

As can be seen in the above table, 89 (75.4%) and 21 (17.8%) of the respondents replied that they strongly agreed and agreed respectively that they faced difficulties to share ideas with their group members using English due to low language ability. On the other hand, 8 (6.8%) of them said that they disagreed that they faced difficulties to share ideas with their group members using English due to low language ability.

With regard to item 2, 76(64.4%) and 28(23.7%) of the respondents said that they strongly agreed and agreed respectively that the use of mother tongue was a problem which hindered their cooperative learning. Similarly, 14 (11.9%) of the respondents replied that they disagreed that the use of mother tongue was a problem which made them not interact with others using the target language effectively.

When teachers were asked to forward their opinion about whether students had good English ability to share ideas with their group members during cooperative learning or not.

Thus, all of them gave related responses. For example, two of the interviewees put their responses as follows.

T1: No, one of the major problems that students face during cooperative learning is language difficulty. Almost all the students in our school do not have the ability to share ideas with their group members using English effectively. This is due to lack of adequate words.

T2: No, students' low language ability in English is one of the problems which inhibit cooperative learning in English classes. In this school, majority of the students have poor vocabulary knowledge and speaking skill. As a result, they fail to share ideas among themselves using English. When they face such problem, they begin to use their mother tongue as a means of communication within their group. [Please see appendix C]

Similarly, during classroom observation, the researcher observed that almost all the students had very poor English language ability. They were unable to exchange ideas within their groups using English effectively. It was also seen that majority of the students were using their mother tongue during cooperative learning which in turn hindered their interaction.

In short, the above data indicate that students' poor English language ability and their frequent use of mother tongue were some of the major problems that inhibited cooperative learning in Fenote Birhan Secondary School.

Table 3: Students' responses to group related problems that they faced during cooperative learning

No	Items		Responses					Total
			SA	A	U	D	SD	
3	Some members of the group dominate cooperative learning and I remain silent	No	81	19		18		118
		%	68.6	16.1		15.3		100
4	I do not actively cooperate when I am grouped with those whom I am not familiar with. This makes me not be benefited from cooperative learning	No	76	42		-		118
		%	64.4	35.6		-		100

As indicated in the table above, 81 (68.6%) and 19 (16.1%) of the respondents strongly agreed and agreed respectively that some members of the group dominated cooperative learning in their classes. In the same manner, 18 (15.3%) of them disagreed that cooperative learning was dominated by some members of the group.

Furthermore, all the interviewed teachers confirmed that cooperative learning was dominated by some members of the group.

T₁, for example, states:

No, all students do not participate during cooperative learning. Because in one group there are top level, medium level, and low level students. The medium and the low level students choose silence because they are afraid of making mistakes and not to be laughed by the top level students. As a result, they tend to be dominated by the top level students.

Similarly, teacher 2 forwards:

No, all students who are grouped to cooperate may not have the same knowledge, speaking skill, and confidence. This means that some students may have good confidence, knowledge, and speaking ability whereas some others may not. Thus, those who have these abilities dominate those who have less confidence, and poor speaking skill, and inadequate knowledge.

In the observed sections, it was seen that some students were actively participating more than other students during cooperative learning. This means that majority of the students were seen silent whereas some others were observed elaborating, paraphrasing, and summarizing their group task.

In short, the above data indicate that most students of Fenote Birhan Secondary School were not benefited from cooperative learning. Because cooperative learning was dominated by some members of the group.

Regarding item 4, 76 (64.4%) of the respondents strongly agreed that they did not actively cooperate when they were grouped with others whom they were not familiar with. In the same manner, 42 (35.6%) of them agreed that they did not actively cooperate when they were grouped with those whom they were not familiar with.

When the interviewed teachers were asked to suggest whether students cooperated when they were grouped with others whom they were not familiar with during cooperative learning or not. Thus, all of them gave similar responses. One of the interviewees (T₁), for example, says:

No, during cooperative learning, students need to be grouped with their friends. Because they feel that it is easy to interact and exchange ideas. They also feel that it avoids shyness and language anxiety. However, when they are grouped with others whom they are not familiar with, they tend to feel shyness, language anxiety, and lack of self confidence. Due to this, they become silent.

Similarly, T₂ responded that:

No, most students do not effectively cooperate when they are grouped with others whom they are not familiar with since they become less confident and shy to express their ideas.

All in all, the results obtained from students' questionnaire and teachers interview show that students' unwillingness to interact with others whom they were not familiar with was one of the major problems that inhibited their cooperative learning in Fenote Birhan Secondary School.

Table 4: Students' responses to the impact of misbehavior and noise on their cooperative learning

No	Items	Responses						
		SA	A	U	D	SD	Total	
5	Students' misbehavior hinders my participation during cooperative learning	No	87	20		11		118
		%	73.7	17		9.3		100
6	Students' noise draws my attention while I am learning cooperatively. This makes me not cooperate with others effectively	No	45	64		9		118
		%	38.1	54.2		7.7		100

As the above table shows, 87 (73.7%) and 20 (17%) of the respondents replied that they strongly agreed and agreed respectively that the misbehavior made by students in their classes influenced their participation during cooperative learning. On the other hand, 11 (9.3%) of them disagreed that students' misbehavior impeded their participation during cooperative learning.

Regarding noise, 64 (54.2%) of the respondents agreed that students' noise drew their attention during cooperative learning and made them not cooperate effectively. Similarly, 45 (38.1%) of the respondents strongly agreed that students' noise diverted their attention during cooperative learning. On the other hand, 9 (7.7%) of them disagreed that noise hindered their interaction during cooperative learning.

As data obtained from teachers' interview indicate, all teachers affirmed that students' misbehavior and noise were some of the major problems which impeded cooperative learning in English classes. Teacher one (T₁), for example, responds as follows:

Yes, noise and misbehavior are some of the major problems which inhibit cooperative learning in our school. When students are told to learn cooperatively, some of them begin to misbehave and make noise. As a result, other students become easily disturbed and then unable to cooperate effectively.

Similarly, T₂ forwards:

Yes, during cooperative learning, all learners are not equally interested to learn cooperatively. Some learners like to learn from others by exchanging ideas, where as some others do not. Thus, these less interested students disturb others by misbehaving and making noise.

Similar result was noted during classroom observation that students' noise and misbehavior were some of the problems that inhibited cooperative learning. Some students were seen making noise and misbehaving and others were seen informing their teachers as they were disturbed and could not cooperate effectively through out the observation process.

Generally, the data obtained from students' questionnaire, teachers' interview, and classroom observation show that noise and misbehavior were some of the problems which hindered cooperative learning in Fenote Birhan Secondary school.

Table 5: Students' responses to time related problems that they faced during cooperative learning

No	Items		Responses					Total
			SA	A	U	D	SD	
7	The time allotted for cooperative learning is not adequate. Some times, the teacher forces our group to stop doing before the group task is finished.	No	40	60		12	6	118
		%	33.9	50.8		10.2	5.1	100
8	I do not use team practice time effectively. Because I spend most of my time doing other things rather than cooperating with my group members.	No	-	32		62	24	118
		%	-	27.1		52.6	20.3	100

Regarding item 7, 60 (50.8%) and 40 (33.9%) of the respondents agreed and strongly agreed respectively that the time allotted for cooperative learning was very short and the teacher sometimes made them stop doing before the group work was finished. On the other hand, 12 (10.2%) and 6 (5.1%) of them responded that they disagreed and strongly disagreed respectively that the time allotted for cooperative learning was not adequate and the teacher sometimes forced them to stop doing before group task was finished. The result in this

data signifies that majority of the respondents agreed/strongly agreed that the time allotted for cooperative learning was not adequate.

With regard to item 8, 62 (52.6%) and 24 (20.3%) of the respondents replied that they disagreed and strongly disagreed respectively that they did not use team practice time effectively as they spent most of their time on other things rather than on cooperative learning. On the other hand, only 32 (27.1%) of the respondents said that they agreed that they did not use team practice time effectively since they spent most of their time on other things rather than on cooperative learning.

When teachers were asked if they allotted sufficient time to cooperative learning, two (40%) of them (T₁ and T₅) reported that they allotted adequate time for students' cooperation but most students did not use their time effectively. On the other hand, three (60%) of the interviewees (T₂, T₃, and T₄) said that they did not think that the time they allotted for cooperative learning was adequate. The other problem they mentioned was that students did not use their time effectively. Teacher one (T₁) and teacher two (T₂), for example, put their responses:

T₁: yes, I allot adequate time for cooperative learning. But one major problem is that students do not use the time allotted for cooperative learning effectively. This means that most of them spend their time doing other things such as talking on films, football, and so on.

Similarly, T₂ responded that:

No, I don't think that the time allotted for cooperative learning is always adequate. Sometimes, I make groups stop doing even if they do not finish their group task. Because if much time is given for cooperative learning, the daily lesson may not be covered on time. Though the allotted time is short, several students do not use it effectively as they spend most of their time on other things.

During classroom observation, three teachers [T2, T3, and T4] were not seen giving groups adequate time for their cooperation. The time given for cooperative learning was very short and groups were seen forced by their teachers to stop doing before they finished their group task. Similarly, students were not seen using their time effectively. Many of them were seen doing other things such as talking about films, football, drawing pictures, and writing something to one another.

Hence, it could be deduced that the insufficient time given by teachers and students' inability to use their time effectively were the problems which influenced cooperative learning in Fenote Birhan Secondary school.

Table 6: Students' responses to the influence of seating arrangements on their cooperative learning

No	Items	Responses						
		SA	A	U	D	SD	Total	
9	The physical arrangement of the classes is not suitable for cooperative learning. Because the fixed chairs and desks cannot be easily rearranged.	No	104	14				118
		%	88.1	11.9				100

As the above table depicts, 104 (88.1%) of the respondents replied that they strongly agreed that the physical arrangement of classes was one problem which affected their cooperative learning, because the fixed chairs and desks could not be easily rearranged. Similarly, 14 (11.9%) of them said that seating arrangements like fixed chairs and desks hindered their cooperative learning.

Similarly, five of the interviewed teachers said that the physical arrangement of classes in Fenote Birhan Secondary School was not suitable to cooperative learning. For example, T₂ says:

No, they are not suitable, because most classes in our school have fixed chairs and desks which do not allow students sit face to face to cooperative learning.

During classroom observation, students were not seen sitting face- to -face for cooperative learning. All English teachers were not also seen forming cooperative groups by making them sit face- to - face for cooperative learning. This was due to unsuitable classroom arrangement like fixed chairs and desks. Hence, it could be deduced that seating arrangements such as fixed chairs and immovable desks were the major problems that students of Fenote Birhan Secondary School encountered during cooperative learning.

4.2. Teachers' Role in Minimizing Problems Related to Cooperative Learning

In this sub section of the data, an attempt was made to gather information about the roles that English teachers played to minimize problems related to cooperative learning.

Table 7: Students' responses about the Role of their Teachers at the Presentation Stage

No	Items		Responses					
			SA	A	U	D	SD	Total
10	Introduces the daily lesson clearly	No		74		38	6	118
		%		62.7		32.2	5.1	100
11	Uses different methods to form cooperative groups	No		19		72	27	118
		%		16.1		61	22.9	100
12	Allots sufficient time to our cooperative learning	No		31		54	33	118
		%		26.3		45.8	27.9	100
13	Encourages us to actively cooperate among our selves.	No		36		68	14	118
		%		30.5		57.6	11.9	100

As can be seen in the above table, 74 (62.7%) of the respondents said that they agreed that their English teachers introduced the daily lesson clearly. On the other hand, 38 (32.2%) and 6 (5.1%) of the respondents said that they disagreed and strongly disagreed respectively that their English teachers introduced the daily lesson clearly.

With regard to group forming methods, 72 (61%) of the respondents replied that they disagreed that their English teachers used different methods to form groups. Similarly, 27 (22.9%) of them replied that they strongly disagreed that their teachers used different methods of group formation. Only 19 (16.1%) of the respondents said that they agreed that their English teachers used different methods to assign cooperative groups.

Concerning time allotment, 54 (45.8%) and 33 (27.9%) of the respondents said that they disagreed and strongly disagreed respectively that their teachers allotted adequate time to cooperative learning. Similarly, 31 (26.3%) of the respondents said that they agreed that their teachers allotted sufficient time to cooperative learning.

In line with teachers' encouragement, 68 (57.6%) and 14 (11.9%) of the respondents revealed that they disagreed and strongly disagreed respectively that their teachers encouraged them to actively participate during cooperative learning. Similarly, 36 (30.5%) of them replied that they agreed that their English teachers encouraged them to actively cooperate among themselves.

In addition, in the open-ended questions few students gave their responses about the role of their teachers at the presentation stage. They said that their teachers introduced the daily lesson, formed groups using different methods, allotted appropriate time to cooperative learning and encouraged them to learn cooperatively.

During the interview session, teachers were asked about the roles they played at the presentation stage to minimize cooperative learning problems. According to the interview, 3 teachers said that they played all the roles mentioned above. Where as 2 teachers said that they practiced most of the roles. According to the interview conducted, the teachers gave their responses as follows:

- T₁. During the presentation stage, I play different roles. For example, I introduce the daily topic, I order students to form groups, and tell them the time allotted for their cooperation by motivating them to learn effectively.*
- T₂. During presentation stage, I introduce the daily lesson to students clearly, I form cooperative groups, I inform groups the time allowed to their cooperation, and encourage them to learn actively.*
- T₃. There are many roles that I play during presentation. Some of these roles are: introducing the lesson, forming students into groups, allotting time for group learning, and encouraging students to engage in cooperative learning.*
- T₄. At the presentation stage, I introduce the daily topic, I inform students to work in group, and tell them the time allowed to their work.*
- T₅. At the presentation or introduction stage, I play some roles like introducing the daily lesson, assigning groups, and encouraging students to work effectively.*

In addition to students' questionnaire and teachers' interview, classroom observation was conducted by the researcher to observe the role of teachers at the presentation stage. However, during the observation session, three teachers (T₁, T₂, and T₃) were not seen practicing some of the roles that they mentioned during the interview session as if they did at presentation stage. For example, they were not seen allotting adequate time for cooperative learning, assigning cooperative groups using different methods, and encouraging students to help

one another during cooperative learning. In line with this, Putnam (1997) suggests that to promote students' cooperative learning, it needs unreserved effort from teachers' side. Teachers need to use different methods of assigning groups in stead of one, allot adequate time to allow students interact with each other effectively and encourage them all to be benefited from cooperative learning.

Table 8: Students' Responses to the Role of their Teachers at the Practice Stage

No	Items	Responses						
		SA	A	U	D	SD	Total	
14	Moves round the class to observe the progress of cooperative groups	No		43		59	16	118
		%		36.4		50	13.6	100
15	Monitors and facilitates cooperative learning	No	8	19		85	6	118
		%	6.8	16.1		72	5.1	100
16	Intervenens and helps when it is necessary	No	26	45		30	17	118
		%	22	38.1		25.4	14.5	100
17	Encourages us to use the target language rather than mother tongue	No	7	30		61	20	118
		%	5.9	25.4		51.7	17	100

The above table depicts that 59 (50%) and 16 (13.6%) of the respondents said that they disagreed and strongly disagreed respectively that their teachers moved round the class to observe their progress. On the other hand, 43 (36.4%) of the respondents said that they agreed that their teachers moved round the class to observe groups' progress.

Concerning monitoring and facilitating, 85 (72%) and 6 (5.1%) of them replied that they disagreed and strongly disagreed respectively that their teachers monitored and facilitated cooperative learning. On the other hand, 19 (16.1%) and 8 (6.8%) of the respondents replied that they agreed and strongly agreed respectively that their teachers monitored and facilitated groups during cooperative learning.

Regarding teachers' intervention and help, 45 (38.1%) and 26 (22%) of the respondents said that they agreed and strongly agreed respectively that their teachers intervened and helped them when necessary. Only 30 (25.4%) and 17 (14.5%) of them said that they didn't agree and didn't strongly agree that their teachers intervened and helped them during cooperative learning.

In line with teachers' encouragement, 61 (51.7%) of the students responded that they disagreed that their teachers encouraged them to use the target language rather than mother tongue during cooperative learning. Similarly, 20 (17%) of them responded that they strongly disagreed that teachers encouraged them to use English rather than mother tongue while they were learning cooperatively. On the other hand, 30 (25.4%) and 7 (5.9%) of them responded that they agreed and strongly agreed respectively that their teachers encouraged them to use the target language rather than mother tongue during cooperative learning.

Moreover, in the open-ended question majority of the students responded that their teachers intervened and helped them when necessary. On the other hand some students replied that their English teachers moved round the class, encouraged them to use English rather than mother tongue, monitored, and facilitated their cooperative learning at the practice stage.

This issue was also raised during teachers' interview session that 3 (60%) teachers replied that they played all roles listed in the above table. However, 2 (40%) of the teachers said that they played most of the activities at the practice stage. Teachers' interview responses are summarized as follows:

T₁. There are several roles that I play at the practice stage. These are: Monitoring groups, helping students when it is necessary, moving from place to place to see how learning is going on, and encouraging students to share ideas among themselves using the target language.

- T₂. During practice, I move from place to place to observe students' progress, I monitor groups, and help them when they face a problem.*
- T₃. At the practice stage, I help students moving round the class and monitor or facilitate their works when they are learning cooperatively.*
- T₄. There are many things that I do at the practice stage. For example, I move from place to place and see students work, I monitor and facilitate cooperative groups, I encourage students to interact using English, and help them when necessary.*
- T₅. During practice, I move round the class and monitor groups. Besides, I motivate students to actively participate and exchange ideas in English. When they encounter any difficulty, I intervene and help them as much as possible.*

During classroom observation, almost all English teachers were not observed practicing some of the roles that they mentioned during the interview session as if they did at the practice stage. For example, T₁, T₂, T₃, and T₅ were not seen encouraging students to use English rather than mother tongue during cooperative learning.

Hence, the result of this study indicates that the roles that English teachers played at the practice stage to minimize cooperative learning problems were very much limited.

Table 9: Students' Responses to the Role of their Teachers at the Ending Stage

No	Items		Responses					
			SA	A	U	D	SD	Total
18	Evaluates the performance of cooperative groups	No		27		82	9	118
		%		22.9		69.5	7.6	100
19	Gives us feedback and correction when necessary	No	7	12		70	29	118
		%	5.9	10.2		59.3	24.6	100

According to the above table, 82 (69.5%) and 9 (7.6%) of the respondents replied that they did not agree and did not strongly agree respectively that their English teachers evaluated their group performance. Similarly, 27 (22.9%) of them replied that they agreed that their teachers evaluated their group performance.

Concerning teachers' feedback and correction, 70 (59.3%) and 29 (24.6%) of the respondents said that they did not agree and did not strongly agree respectively that their teachers gave them feedback and correction. Whereas 12 (10.2%) and 7 (5.9%) of them responded that they agreed and strongly agreed respectively that their English teachers gave them feedback and correction at the ending stage.

Furthermore, in the open-ended question some of the respondents asserted that their teachers evaluated their group performance, gave them feedback and correction at the ending stage of cooperative learning.

The roles of English teachers at the ending stage of cooperative learning was also raised during teachers' interview session that most of them (T₁, T₃ and T₅) said that they evaluated the performance of their students and gave them feedback and correction. Similarly, two teachers (T₂ and T₄) responded that they

evaluated the performance of their students and gave them feedback and correction only when there was sufficient time. Generally, the interviewed teachers put their responses as follows:

- T₁. At the ending stage, I evaluate students' performance by asking them questions and encouraging them to ask questions. Evaluating their performance, I give them feedback and correction at the end.*
- T₂. At the ending stage, I evaluate students' understanding by raising some questions and motivating them to answer the questions. Finally, I give them feedback and correction. If there is not sufficient time for evaluation, feedback, and correction, I don't play any of these two roles properly.*
- T₃. At the ending stage, I ask students some questions to know how well they have understood the lesson; I accept their questions, and give them response. Finally, I give them feedback and corrections.*
- T₄. The role I play at the ending stage of cooperative learning depends on the time available. If there is time, I ask questions, I answer students' questions, and give students feedback and correction. However, if there is no enough time, I don't do these activities.*
- T₅. At the ending stage of cooperative learning, I evaluate students' understanding by asking them some questions and by encouraging them to raise questions that they do not understand. Finally, I give them feedback and correction.*

During classroom observation, only two teachers (T₁ and T₅) were seen evaluating students' performance and giving them feedback and correction on their works. Thus, it could be deduced that the roles that English teachers played to alleviate problems related to cooperative learning at the final stage of cooperative learning were very limited and unsatisfactory.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1. Summary of the Findings

The main purpose of this study was to investigate problems related to cooperative learning in English classes of Fenote Birhan Secondary School, grade 10 students in focus. In order to achieve the purpose of the study, the following research questions were designed.

1. What are the problems related to cooperative learning in English classes?
2. What roles do English teachers play to minimize problems related to cooperative learning?

Taking these research questions into account, data was collected using a questionnaire, interview, and observation. The data gathered through questionnaire, interview, and observation were analyzed quantitatively and qualitatively.

On the basis of the analysis made, the major findings of the study were summarized as follows:

5.1.1. Problems Related to Cooperative Learning

The results of data obtained from students' questionnaire, teachers' interview, and classroom observation show that the following were some of the problems encountered during cooperative learning:

- **Dominating cooperative learning by some students-** The data evidences that some members of the group dominated cooperative learning and most students remained silent.
- **Students' Low English ability-** The data proves that students did not share ideas among themselves during cooperative learning effectively due to low ability in English.
- **Use of mother tongue-** As the data indicates that most students used their mother tongue instead of the target language during cooperative

learning. As result, they were unable to give response to others using English.

- **Misbehavior-** The data evidences that students did not cooperate effectively due to the influence of misbehavior created by some students of the class.
- **Insufficient time given by the teacher-** The data proves that the time allotted for cooperative learning was very short and cooperative groups were forced by their teachers to stop doing before they finished their group task.
- **Noise-** As the data indicates that students did not participate during cooperative learning effectively as the noise created in their class diverted their attention.
- **Inappropriate Classroom arrangement-** The data shows that the physical arrangement of the classes in Fenote Birhan secondary school was not suitable to cooperative learning. Because the fixed chairs and desks did not allow students to sit face -to- face and learn cooperatively.
- **Students' grouping unwillingness-** The data depicts that most students did not cooperate effectively when they were grouped with other students whom they were not familiar with.
- **Students' inability to use the team practice time effectively-** Both the interview and classroom observation results show that majority of the students did not use their practice time effectively as they spent their time doing other things out of the group discussion.

5.1.2. Teachers' Role in Minimizing Problems Related to Cooperative Learning

The findings of this study depict that the roles that English teachers played to minimize problems related to cooperative learning were very limited.

For example, they did not form cooperative groups using different grouping techniques, and did not allot sufficient time for cooperative learning at the presentation stage.

Furthermore, the data obtained from the questionnaire and classroom observation revealed that English teachers did not make use of these roles at the practice stage: monitoring or facilitating cooperative groups, moving round the class to observe groups' progress, and encouraging students to use the target language instead of mother tongue during cooperative learning. However, it was found out that those teachers intervened and helped cooperative groups when necessary. As to the last stage, the data indicates that English teachers did not evaluate the performance of cooperative groups and did not give feedback and correction when necessary.

5.2. Conclusions

Based on the findings, the following conclusions were made:

- Dominating cooperative learning by some students, students' low English ability, use of mother tongue, misbehavior, insufficient time allotted by teachers, noise, students' grouping unwillingness, in appropriate classroom arrangement , and students' in ability to use team practice time effectively were some of the major problems encountered during cooperative learning in English classes.
- English teachers of Fenote Birhan Secondary School played some of their roles at different stages of cooperative learning to alleviate cooperative learning problems. The result also shows that they disregarded the following important roles which may help to minimize the problems related to cooperative learning.

Stage	Activities Disregarded
At presentation stage	<ul style="list-style-type: none"> • Using different techniques to form cooperative groups
	<ul style="list-style-type: none"> • Allotting sufficient time for cooperative learning
At practice stage	<ul style="list-style-type: none"> • Moving round the class to observe the progress of cooperative groups
	<ul style="list-style-type: none"> • Monitoring and facilitating cooperative learning
	<ul style="list-style-type: none"> • Encouraging students to use the target language instead of mother tongue
At ending stage	<ul style="list-style-type: none"> • Evaluating the performance of cooperative groups
	<ul style="list-style-type: none"> • Giving feedback and correction when necessary

5.3. Recommendations

Taking in to account the findings, the following recommendations are made:

- English teachers should encourage all students to actively participate, share ideas among themselves, and help one another to achieve their common goal. Because this will create a fertile ground for students to exchange their existing knowledge, views, and opinions. Besides, they develop confidence in which they will be able to express their ideas freely in or outside of the class.
- It would be better if English teachers motivate students to take part in cooperative learning using English instead of mother tongue. When students frequently use English as a means of interaction in their group, their cooperative learning will be easily promoted .This will also help them to use English for different purposes effectively.
- As group factors have adverse effects on students' cooperative learning, English teachers should pay attention to different grouping techniques.

Accordingly, they should assign students in a relatively small and mixed ability group, these help students to enhance their participation during cooperative learning.

- Regarding time, it is possible to say that the shortage of time was one of the serious problems that students faced during cooperative learning. Hence, it is found to be necessary for teachers to give sufficient time to students so that they can cooperate effectively. They should also encourage students to use the time allotted for cooperative learning properly and wisely as it promotes good communication among group members.
- English teachers had better move from place to place in the class and observe groups' progress since it helps students to get guidance from their teacher, stop disruptive behavior, and making unwanted noise.
- It would be better if English teachers monitor and facilitate cooperative learning unceasingly and give assistance when necessary. They should also see what problems the students are encountering in working cooperatively and give remedy to the problems.
- English teachers should evaluate students' cooperative learning and give feedback and correction. This will help group members learn from the process and in helping them better prepared and skilled for the next evaluation. It also helps them to learn from what they did.
- The Ministry Of Education or other concerned bodies should help schools to arrange seating arrangements in classrooms in accordance with the language teaching approach used. Since this study is very limited in its scope to come up with all critical problems of cooperative learning, interested researchers in the field should conduct a further study.

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Appendices

APPENDIX - A
Addis Ababa University
Institute of Language Studies
Department of English

A Questionnaire to be filled by students

Dear Students!

The main purpose of this questionnaire is to collect relevant information regarding problems related to cooperative learning with reference to grade 10 students in Fenote Birhan Secondary School English classes. Thus, as a respondent, you are kindly requested to respond to all statements or questions as per the instructions. Your information is used only for research purpose.

Thank you in advance for your cooperation!

Part One: Personal Data

Direction: Some profiles about students are listed below. Please, select the appropriate answer from the alternatives given and encircle it or fill in the blank spaces as necessary.

1. Sex: a) Male b) Female
2. Age _____
3. School name _____

NB: Do not write your name.

Part Two:

Problems that you may face during cooperative learning are given below. Please, indicate your agreement or disagreement by putting tick (✓) mark in the box according the following response scale:

SA (Strongly Agree), **A** (Agree), **U** (Undecided), **D** (Disagree) and **SD** (Strongly Disagree)

No	Items	Responses				
		SA	A	U	D	SD
1	Some able students dominate cooperative learning and I remain silent					
2	I face difficulty to share ideas with my group members using English due to low language ability					
3	Students' misbehavior hinders my participation during cooperative learning					
4	The time allotted for cooperative learning is not adequate. Sometimes, the teacher forces our group to stop doing before the group task is finished					
5	The physical arrangement of classes is not suitable for cooperative learning. Because the fixed chairs and desks cannot be easily rearranged					
6	Students' noise draws my attention while I am learning cooperatively. This makes me not cooperate with others effectively.					
7	The use of mother tongue during cooperative learning makes me not interact with others using English language effectively					
8	I do not actively cooperate when I am grouped with those whom I am not familiar with. This makes me not benefited from cooperative learning					
9	I do not use team practice time effectively. Because I spend most of my time doing other things rather than cooperating with my group members					

10. List below if there are other problems that you encounter during cooperative learning _____

Part Three

Roles that your English teachers may play to minimize problems related to cooperative learning are given below. Please, indicate your agreement or disagreement by putting tick (✓) mark in the box according the following response scale.

AS (Strongly Agree), **A** (Agree), **U** (Undecided), **D** (Disagree) and **SD** (Strongly Disagree)

No	Items	Responses				
		SA	A	U	D	SD
11	Introduces the daily lesson clearly					
12	Uses different methods to form cooperative groups					
13	Allots adequate time for cooperative learning					
14	Encourages us to actively cooperate among ourselves					
15	Moves from place to place to observe the progress of cooperative groups					
16	Monitors and facilitates cooperative learning					
17	Intervenens and helps us when it is necessary					
18	Encourages us to use the target language rather than mother tongue during cooperative learning					
19	Evaluates the performance of cooperative groups					
20	Gives us feedback and correction when it is necessary					

21. What important roles does your English teacher play to minimize problems that you face during cooperative learning at the following three stages of cooperative learning?

At presentation stage

At practice stage

At ending stage

APPENDIX B

Teachers' Interview Guide

1. Do students have good English ability to share ideas with their group members during cooperative learning? If No, why?
2. Do all students actively participate during cooperative learning? If there is a difference, what could be the reason for this?
3. Do students cooperate when they are grouped with those whom they are not familiar with? If No, why? If yes, how do they cooperate?
4. Do students misbehave and make noise during cooperative learning? If yes, what is the effect of noise and misbehavior on cooperative learning?
5. Do you allot adequate time for cooperative learning? If No, why? If yes, how do students use the time?
6. Do students use their mother tongue during cooperative learning?
7. Are seats such as chairs and desks suitable to form cooperative groups in the way you like during cooperative learning? If No, why? If yes, how do you form groups?
8. What important roles do you play to minimize problems related to cooperative learning during these three stages of cooperative learning?
 - At presentation stage
 - At practice stage
 - At ending stage.

APPENDIX C

Summary of Teachers' Interview Responses

C.1 Interview with Teacher one [T1]

G: (G/medhin) First of all, I would like to thank you for your cooperation to this interview. I wish to ask you some questions about problems related to cooperative learning. To start with my first question. Do students have good English ability to share ideas with their group members during cooperative learning?

T₁: No, one of the major problems that students face during cooperative learning is language difficulty. Almost all the students in our school do not have the ability to exchange ideas with their group members using English effectively. This is due to lack of adequate words.

G: Do students use their mother tongue during cooperative learning?

T₁: Yes, most of the students use their mother tongue rather than English since it is so easy to exchange ideas among themselves.

G: Do all students actively participate during cooperative learning?

T₁: No

G: What could be the reason for this?

T₁: All students do not participate during cooperative learning. Because in one group there are top level, medium level, and low level students. The medium and low level students choose silence as they are afraid of making mistakes and not to be laughed by the top level students. Due to this, they tend to be dominated by the top level students.

G: Do students cooperate when they are grouped with others whom they are not familiar with?

T₁: No

G: Why?

T₁: During cooperative learning, students need to be grouped with their friends. Because they feel that it is easy to interact and exchange ideas. They also feel that it avoids shyness and language anxiety. However, when they are

grouped with others whom they are not familiar with, they tend to feel shyness, language anxiety, and lack of self confidence. Due to this, they become silent.

G: Do students misbehave and make noise during cooperative learning?

T₁: Yes

G: What could be the effect of noise and misbehavior on cooperative learning?

T₁: Noise and misbehavior are some of the major problems which inhibit cooperative learning in our school. When students are told to learn cooperatively, some of them begin to misbehave and make noise. As a result, other students become easily disturbed and then unable to cooperate effectively.

G: Do you allot adequate time for cooperative learning?

T₁: Yes, I allot adequate time for cooperative learning. But one major problem is that students do not use the time allotted for their cooperation effectively. This means that most of them spend their time doing other things such as talking about films, football, and so on.

G: Are seats such as chairs and desks suitable to form cooperative groups in the way you like?

T₁: Actually, they are not suitable to form cooperative groups in the way I like since they are immovable.

G: What important roles do you play to minimize problems related to cooperative learning during presentation, practice, and ending stage of cooperative learning?

T₁: During presentation stage, I play different roles. For example, I introduce the daily topic, I order students to form groups, and tell them the time allotted for their cooperative learning by motivating them to learn effectively.

There are several roles that I play at the practice stage. These are: monitoring and facilitating groups, helping students when it is necessary, moving from place to place to see how learning is going on, and encouraging students to share their ideas among themselves using the target language.

At the ending stage, I evaluate students' performance by asking them questions and encouraging them to ask questions. Evaluating their performance, I give them feedback and correction at the end.

C2. Interview with Teacher Two (T₂)

G: I would like to thank you for volunteering to give me an interview. I wish to ask you some questions about problems related to cooperative learning and to start with the first question. Do students have good English ability to share ideas with their group members during cooperative learning?

T₂: No, students' low ability in English is one problem which impedes cooperative learning in English classes. In this school, majority of the students have poor vocabulary knowledge and speaking skill. As a result, they fail to share ideas among themselves using English. When they face such problem, they begin to use their mother tongue as a means of communication within their group.

G: Why do they use their mother tongue?

T₂: Because it is easy to speak.

G: Do all students actively participate during cooperative learning?

T₂: No, all students who are grouped to cooperate may not have the same knowledge, confidence, and speaking skill. This means that some students may have good confidence, knowledge, and speaking skill where as others may not. Thus, those who have these abilities dominate those who have less confidence, poor speaking skill, and inadequate knowledge.

G: Do students cooperate when they are grouped with those whom they are not familiar with?

T₂: No, most students do not effectively cooperate when they are grouped with others whom they are not familiar with since they become less confident and shy to express their ideas.

G: Do students misbehave and make noise during cooperative learning?

T₂: Yes, during cooperative learning, all students are not interested to learn cooperatively. Some students like to learn from others by exchanging ideas, where as some others do not. Thus, these less interested students disturb others by misbehaving and making noise.

G: Do you allot adequate time for cooperative learning?

T₂: I don't think that the time allotted for cooperative learning is always adequate. Sometimes, I make groups stop doing even if they do not finish their group task. Because if much time is given to cooperative learning, the daily lesson may not be covered on time. Though the allotted time is short, several students do not use it effectively as they spend most of their time on other things.

G: Are seats such as chairs and desks suitable to form cooperative groups in the way you like?

T₂: No, they are not suitable, because most classes in our school have fixed chairs and desks which do not allow students sit face to face to cooperative learning.

G: What important roles do you play to minimize problems related to cooperative learning during presentation, practice, and ending stage of cooperative learning?

During presentation stage, I introduce the daily lesson to students clearly, I form cooperative groups, I inform students the time allowed to their cooperation and encourage them to learn actively.

During practice, I move from place to place to observe students' progress, I monitor groups and help them when they face a problem.

At the ending stage, I evaluate students' understanding by raising some questions and motivating them to answer the questions. Finally, I give them feedback and correction. If there is not sufficient time for evaluation, feedback and correction, I don't play any of these two roles properly.

C3. Interview with Teacher Three (T₃)

G: I would like to say thank you for your cooperation to this interview. I wish to ask you some questions about problems related to cooperative learning and to start with the first question. Do students have good English ability to share ideas with their group members during cooperative learning?

T₃: No, they don't have good English ability. Since most of them have shortage of words and lack of sentence organization, they face difficulties to express their ideas to others effectively.

G: Do students use their mother tongue during cooperative learning?

T₃: Yes, most of them use their mother tongue to share ideas among themselves. Because they think that it is very easy to speak using mother tongue than English.

G: Do all students actively participate during cooperative learning?

T₃: No, all students do not participate during cooperative learning. Because most of the time, some students become active and others become passive.

G: Do students cooperate when they are grouped with those whom they are not familiar with?

T₃: Actually, most of them do not cooperate effectively. Because some of them may fear of making mistakes and others may not need to share their knowledge to others who are not their friends.

G: Do students misbehave and make noise during cooperative learning?

T₃: Of course, there are some students who disturb the class by making noise and misbehaving during cooperative learning.

G: Do you allot adequate time for cooperative learning?

T₃: No, I don't give much time to cooperative learning since most of the students do not use it effectively. This means that they do other things out of the group discussion during cooperative learning.

G: Are seats such as chairs and desks suitable to form cooperative groups in the way you like?

T₃: No, they are not suitable. Because they can not be easily moved from place to place since they are fixed.

G: What important roles do you play to minimize problems related to cooperative learning during presentation, practice, and ending stage of cooperative learning?

T₃: There are many roles that I play during presentation stage. Some of these roles are; introducing the lesson, forming groups, allotting time for cooperative learning, and motivating students to help one another for common understanding.

At the practice stage, I help students moving round the class and monitor or facilitate their works when they are learning cooperatively.

At the ending stage, I ask students some questions to know how well they have understood the lesson; I accept their questions and give them response. Finally, I give them feedback and correction.

C4. Interview with Teacher Four (T₄)

G: First of all, thank you very much for your willingness to this interview. I wish to ask you some questions about problems related to cooperative learning and to begin with the first question. Do students have good English ability to share ideas with their group members during cooperative learning?

T₄: No, they don't have good ability. Since most of the students grew up in village, they did not get an access to learn and develop their English language. As a result, they face difficulties to transmit their ideas to others in English during cooperative learning.

G: Do all students actively participate during cooperative learning?

T₄: No, only some students who have better knowledge of the subject, confidence, and language ability dominate cooperative learning.

~

G: Do students cooperate when they are grouped with others whom they are not familiar with?

T4: No, several students do not help one another when they are grouped with those who are not their friends. Because they may not have good ability in the target language to express their ideas. Besides, making mistakes in front of other group members may make them feel inferiority.

G: Do students misbehave and make noise during cooperative learning?

T4: Yes, there are few students who misbehave and make noise. Even though they are few in number, they have an influential force in disturbing other group members during cooperative learning.

G: Do you allot adequate time for cooperative learning?

T4: No, I don't allot adequate time. Because most of the students are not interested to learn cooperatively and use the allotted time properly.

G: Do students use their mother tongue during cooperative learning?

T4: Of course, majority of the students use their mother tongue instead of English while they are learning cooperatively.

G: Are seats such as chairs and desks suitable to form cooperative groups in the way you like?

T4: No, the physical arrangement of most classes in this school is one of the problems that students and teachers encounter during cooperative learning. Because it doesn't allow students to sit face to face for group interaction. At the same time, it is very difficult for teachers to form groups using different methods of group assignment. Because the chairs and desks are not flexible.

G: What important roles do you play to minimize problems related to cooperative learning during presentation, practice and ending stage of cooperative learning?

T4: At the presentation stage, I introduce the daily topic, I inform students to work in group, and tell them the time allowed to their work.

There are many things that I do at the practice stage. For example, I move from place to place and see students work, I monitor and facilitate

cooperative groups, I encourage students to interact using English and help them when necessary.

The role I play at the ending stage of cooperative learning depends on the time available. If there is time, I ask questions, I answer students' questions, and give students feedback and correction. However, if there is not enough time, I don't do these activities.

C5. Interview with Teacher Five (T₅)

G: First of all, I would like to thank you for volunteering to this interview. I wish to ask you questions about problems related to cooperative learning in English classes and to begin with the first question. Do students have good English ability to share ideas with their group members during cooperative learning?

T₅: No, they don't have. Most students were stayed in the traditional approach to language teaching for a long time. In that approach, they were learning English to master grammar rather than to use the language for different purposes. Due to this influence, they are unable to express their ideas and give response to others' questions using English during cooperative learning.

G: Do all students actively participate during cooperative learning?

T₅: I don't think all students participate. Because most of the time, some students become more active than others by doing majority of the tasks given to the group.

G: Do students cooperative when they are grouped with others whom they are not familiar with?

T₅: No, most of them are not willing to cooperate as they worry other group members will laugh at them when they make mistakes during cooperative learning.

G: Are there students who misbehave and make noise during cooperative learning?

T₅: Yes, there are a number of students who disturb during cooperative learning. As most of the classes we have are large in size, these students become out of the teacher's control and then they disturb other group members while they are learning cooperatively.

G: Do you allot adequate time for cooperative learning?

T₅: Yes, most of the time, I give sufficient time to cooperative groups so that they will be able to achieve their common understanding by sharing their ideas and knowledge among themselves. However, most of the students do not use the time given to them effectively as they talk about other issues repeatedly.

G: Do students use their mother tongue during cooperative learning?

T₅: Yes, most of them use their first language frequently. As they think that it is difficult to learn and achieve common understanding using English, they use their first language to ask questions, explain things, agree or disagree, and give response to others' questions.

G: Are seats such as chairs and desks suitable to form cooperative groups in the way you like?

T₅: No, they are not suitable. Because they are fixed and immovable and it is difficult to make students sit in circle to help one another.

G: What important roles do you play to minimize problems related to cooperative learning during presentation, practice, and ending stage of cooperative learning?

T₅: At the presentation or introduction stage, I play some role like introducing the daily lesson, assigning groups, and encouraging students to work effectively.

During practice, I move round the class and monitor groups. Besides, I motivate students to actively participate and exchange ideas in English. When they encounter any difficulty, I intervene and help them as much as possible.

At the ending stage of cooperative learning, I evaluate students' understanding by asking them some questions and by encouraging them to ask questions that they do not understand. Finally, I give them feedback and correction.

	• Allot adequate time for cooperative learning?		-	+			-		-		-	+		+			-		-		-	
	• Encourage students to actively cooperate among themselves?		-		-		-	+			-		-		-	+			-		-	
	• Move round the class and observe the progress of cooperative groups?		-		-		-				-	+			-			-		-	+	
	• Monitor and facilitate cooperative learning?		-		-		-				-		-		-			-		-	+	
	• Intervene and help when necessary?	+		+		+			-	+		+		+		+		+			-	
	• Encourage students to use English rather than mother tongue?		-		-		-	+			-		-		-			-		-		-
	• Evaluate students' progress and give feedback and correction when necessary?	+			-		-	+		+		-		-		-		-		-	+	
III	Classroom																					
	• Is the classroom suitable for students to sit face to-face and learn cooperatively?		-		-		-				-		-		-			-		-		-

Note: + observed problem or performed activity

- Not observed problem or not performed activity

	• Allot adequate time for cooperative learning?		-	+		-		-		-	+		+		-		-		-	
	• Encourage students to actively cooperate among themselves?		-		-	-	+		-		-		-	+			-		-	
	• Move round the class and observe the progress of cooperative groups?		-		-	-		-		-	+		-		-		-		+	
	• Monitor and facilitate cooperative learning?		-		-	-		-		-		-		-		-		-	+	
	• Intervene and help when necessary?	+		+		+		-	+		+		+		+		+			-
	• Encourage students to use English rather than mother tongue?		-		-	-	+		-		-		-		-		-		-	
	• Evaluate students' progress and give feedback and correction when necessary?	+			-	-	+		+		-		-		-		-		+	
III	Classroom																			
	• Is the classroom suitable for students to sit face to-face and learn cooperatively?		-		-	-		-		-		-		-		-		-		-

Note: + observed problem or performed activity

- Not observed problem or not performed activity

01- Observation one

02- Observation two

03- Observation three

04- Observation four

05- Observation five

06- Observation six

07- Observation seven

08- Observation eight

09- Observation nine

010- Observation ten

DECLARATION

I, the under signed declare that this thesis is my original work and all the materials used for this thesis have been duly acknowledged.

Name: Gebremedhin Ghidey

Signature:  _____

Place: Addis Ababa University

Date: May, 2011 _____

This thesis has been submitted for examination with my approval as a university advisor.

Name: Italo Beriso (Ph.D)

Signature: _____

Date: _____