

ADDIS ABABA UNIVERSITY
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DEPARTMENT OF ENGLISH

**ASSESSING STUDENTS' AND TEACHERS' PERCEPTION AND CLASSROOM
PRACTICE OF COOPERATIVE LEARNING IN EFL CLASSES: A CASE STUDY OF
HAIK GENERAL SECONDARY AND PREPARATORY SCHOOL**

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JUNE, 2011
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List of Abbreviations

- CI- Complex Instruction
- CIRC- Cooperative Integrated Reading and Composition
- CL- Cooperative Learning
- CLGs- Cooperative Learning Groups
- CLM- Cooperative Learning Method
- CLTs- Cooperative Learning Techniques
- N.D- No Date
- STAD- Student Team Achievement Division
- STL- Student Team Learning
- STLT- Student Team Learning Technique
- TAI- Team Accelerated Instruction
- TGT- Teams-Games-Tournaments

Abstract

The purpose of this study was to assess students' and teachers' perception and classroom practice of cooperative learning in EFL classes by using grade-12 students and their EFL teachers in Haik General Secondary and Preparatory School.

In order to achieve the intended purpose, the required data were gathered through questionnaire (for students), interview (for teachers) and classroom observation. A questionnaire (consisting of four thematic groups which were based on the objectives of the study) of 32 items for 83 (27.7%) students (who were randomly selected from 6 sections); interview with 4 EFL teachers and classroom observations on 3 sections were administered in February and March 2011.

The overall findings of this study showed that majority of students and all EFL teachers under the study had positive and high level of perception for most of cooperative learning tenets. Although the school has a printed material on some techniques of cooperative learning, in the actual implementation of cooperative learning both students and teachers were not effective since both of them could not identify their major roles properly. Therefore, the study conversely reveals that there is a clear mismatch between what students and teachers perceive about cooperative learning and what they actually practice it in their EFL classroom.

Chapter One

Introduction

1.1 Back Ground of the Study

For many years, foreign language teaching and learning has been a complex issue. It has been a difficult practice for scholars in the field to come up with a best way to language teaching and learning (Stern, 1983).

In the field of education, many scholars have tried to find their own effective methods for language teaching and learning. They have formulated hypothesis through experiments on students. They have also developed their findings in to methods and approaches. They have formulated various teaching and learning methods as well. Out of many language learning methods, cooperative learning (CL) is the one which has been used in many countries.

Cooperative learning has antecedents in proposals for peer-tutoring and peer monitoring that go back hundreds of years and longer. Slavin (1995) points out that the history of cooperative learning can be traced back as far as the 17th century. He cites such educational theorists as Comenius in the 17th century, Rousseau in the 18th century, Pestalozzi in the 19th century, and Dewey in the early 20th century, who held some form of cooperation among students as essential to learning. Slavin also refers to Piaget's and Vigotsky's developmental theories which emphasized on the importance of discussion and joint problem solving among peers.

According to Johnson et al (1994a), social interdependence theory can trace its roots back to Koffka in the early 1990's. They also state that many experimental and co- relational studies have been conducted on cooperative learning since 1898.

Although the term may not have been used, cooperative learning in some form has been happening for decades. Therefore, cooperative learning is not new in the history of education (Slavin, 1982).

According to Diribsa et al (1999) cited in Beyene (2008), the teaching of English as a foreign language in Ethiopian educational settings can be associated with the introduction of modern education in the country. In Ethiopia modern education was introduced at the turn of the 20th century and it officially commenced in 1908 with the opening of Menelik II School in Addis

Ababa, after a long history of church education in the country. The history of foreign language teaching, therefore, is traced back to early 20th century.

However, when we see the teaching of English in Ethiopian educational settings, we can observe many problems. These problems could be related to applying the principles of cooperative learning by teachers and students or lack of training and retraining in cooperative learning or misconceptions about cooperative learning. Or it could be related, as many teachers complain, to learners' unwillingness to participate in cooperative activities. Therefore, it is important to study EFL teachers' and students' perception and Classroom Practice of cooperative learning in EFL classes to address the problems.

1.2 Statement of the Problem

In the teaching and learning process, it is clearly the interest of the majority of teachers and students to understand and implement any teaching and learning method effectively, because if teachers and students understand the concept and effect of the teaching learning method, they can identify whether the method is good for academic achievement or not.

In order to improve one's success in the area of education, cooperative learning has so many advantages. In support of this idea, Slavin (1990) states that cooperative learning can and usually do have positive effects on students' academic achievement. However, academic achievement effects are occurred when students and teachers practice cooperative learning effectively and when they have clear information about it.

In relation to the perception of students and teachers toward cooperative learning, no research works have been conducted locally. However, related to the practice of CL, Berhanu (2001) has conducted a research entitled "The Study of the Practice of Cooperative Learning." In his study, Berhanu tried to investigate the problems that affect the effective implementation of CL in classroom by using three governmental schools of Addis Ababa. Finally, he came up with solutions for the problems that students and teachers have faced in implementing CL. Therefore, Berhanu tried to assess only the problems in the actual implementation of cooperative learning.

Mulat (2007) has also conducted his research entitled "An Exploration of Teachers' Role in Implementing Group Work." In the study, he was trying to state some of the roles of the teacher

while implementing group work. He tried to study the teachers' role by separating teachers' role into three types: before, while and after group work. The study shows that:

1. Majority of the teachers are not effective in achieving their roles in group work
2. The major factor for the hindrance of the study was negligence of group work
3. The study concluded that group work was not properly implemented by the majority of English language teachers.

Sisay (1999) has also conducted a research entitled "Classroom Interaction and its Influence on the Development of Students Speaking Skills in English." He used grade-11 students in the study. His study shows that organizing group work has not become practical by the majority of the teachers. The study also shows that many students do not get the opportunity to exercise oral activity in interactive manner, because their teachers do not create conditions for the actual implementation of cooperative learning.

In addition to the above research works, Zeleke (2006) has also conducted a research entitled "A Study toward How EFL Teachers Manage Group Work." He was intended to find the techniques which can assist EFL teachers to manage group work in secondary school during English classes by using grade- 10 students. The study showed that teachers do not pay attention for students understanding and also the teachers do not monitor group work properly. Finally, he came up with techniques that can assist EFL teachers to manage group work effectively.

In addition to the previous local research works, the researcher has observed one foreign research work which is conducted by Iqbal (2004) entitled "Effect of Cooperative Learning on Academic Achievement of Secondary School Students in Mathematics." His study was an experimental study on grade- 10 students. In the study, he classified grade-10 students into two: experimental (those who have learnt cooperatively) and controlled (those who have learnt individually) groups. Finally, his finding shows that those students who have learnt cooperatively achieved a better result in mathematics compared to those students who have learnt individually. To see the effect of CL on academic achievement, he used pre and post tests for both groups.

Differing from the already mentioned research works, in this study the researcher wants to assess students' and teachers' perception and classroom practice of cooperative learning. In other words, in this study the perception of students and teachers towards the principles, benefits, their roles

and techniques and activities with their effectiveness in implementing CL was addressed. In this respect, students' and teachers' understanding of some CL tenets and their effectiveness in the actual implementation of CL was assessed. In addition; the grade level and the area are different from the previous local and foreign research works.

In this respect, the most important reason that enforced the researcher to conduct his study on cooperative learning is that now on time student-centered approach teaching/learning style has been recommended by many scholars to be applicable in any governmental and private schools. It is known that CL has a direct contact or relation with the concept of student-centered approach since it can make learners to be active participants. However, since the concept of CL is a western idea and method, there might be a possibility for 'CL' to be ill-suited to Ethiopian contexts for some reasons-e.g. large class size, students incompetence to communicate with the target language while they implement CL. It should, therefore, be investigated if these ill-suited circumstances prevail in Ethiopian schools in relation to teachers' and students' perception and classroom practice of CL. Also many teachers complaint that many students in their school are not interested to participate in CL activities. But, do these problems exist now on time? And what are some major causes of these problems (if they exist). Because of these, the researcher was motivated to conduct his study on CL. Therefore, in this study an attempt was made to assess students' and teachers' perception and classroom practice of cooperative learning by using grade-12 students and their EFL teachers of Haik General Secondary and Preparatory School to address the problems.

Therefore, the following research questions were posed.

1. How do grade 12 EFL students and teachers perceive the features of cooperative learning?
2. Do grade 12 EFL students and teachers practice cooperative learning in EFL classroom effectively?

1.3 Objectives of the Study

1.3.1. General Objectives of the Study

The general objective of the study was to assess students' and teachers' perception and classroom practice of cooperative learning in EFL classes.

1.3.2. Specific Objectives of the Study

The specific objectives of the study were:

1. to assess the perception of students and teachers towards the principles of cooperative learning.
2. to assess the perception of students and teachers towards the implementation of cooperative learning in terms of their roles.
3. to assess the perception of students and teachers towards the techniques and activities of cooperative learning.
4. to assess the perception of students and teachers towards the benefits of cooperative learning.
5. to see the effectiveness of students and teachers in the actual implementation of cooperative learning.

1.4 Significances of the Study

The research finding will have multi dimensional significances. Most importantly:

- The study will be helpful for students and teachers to develop the concept of cooperative learning and its practices in that particular school and grade level.
- The study is expected to give methodological insights to EFL teachers to implement CL effectively.
- The study will also be helpful for researchers who want to conduct their research on the area of cooperative learning.

1.5 Delimitation of the study

The study was restricted to grade 12 students and English teachers (who have been teaching grade-12 students) of Haik General Secondary and Preparatory school. The rationale is that it was not manageable if other grade level students and schools are included in the study due to time and financial constraints which the study is required. On the other hand, the problem which has already been studied by the researcher was delimited to the overview of current condition of students and teachers perception and classroom practice of cooperative learning.

1.6 Limitations of the Study

In conducting the study, there were some constraints. Primarily, the reliability of the questionnaire, especially for objective 4 (benefits of CL) was not that much strong. Although the researcher modified some items, it may create a danger on the study since frequent pilot study was not conducted. Also demonstrating all aspects of cooperative learning techniques could not be carried out within a short period of time since it requires an intensive investigation to reflect all aspects of cooperative learning. Therefore, the instruments which are used to gather the required data are limited to raise only some features of cooperative learning to language teaching.

Furthermore, teachers included in the observation sample group were observed only 3 times each. It was impossible to have more observation sessions due to time constraints. It was better if all sections were observed more than 3 times to gather sufficient information through observation.

Chapter Two

2. Review of Related Literature

2.1 Cooperative Learning

2.1.1 Definition of Cooperative Learning

The term cooperative learning (CL) has been defined by many scholars. However, most of these attempts to define CL reflect more or less the same ideas without any radical changes. As follows, some scholars' definitions of CL are handled.

Cooperative Learning may be broadly defined as a language learning situation in which students of all levels of performance work together in structured groups toward a shared or common goal. In other words, CL means group participation in a project in which the outcome results from common effort, the goal is shared and each person's success is linked with every other person's success. In practice, this means that ideas and materials are shared, labor is divided, and everyone in the group is rewarded for the successful completion of the task (Kagan, 1989).

As an approach, Richards and Rodgers (2001) cited from Olsen and Kagan (1992) define CL as a group learning activity organized in such a way that learning is based on the socially structured exchange of information between learners in groups in which each learner is held accountable for his/ her own learning and is motivated to increase the learning of others.

Parker (1994) defined CL as a classroom environment where students interact with one another in small groups while working together on academic task to attain the common goal.

Johnson and Johnson (1998) provided a brief definition of cooperative learning and differentiated it from competitive and individualistic learning as: Cooperative learning is instructional use of small groups so that students work together to maximize their own and each other's learning. It may contrasted with competitive where students work against each other to achieve an academic goal such as grade "A" that only one or a few students can attain and individualistic where students work by themselves to accomplish learning goals unrelated to those of other students learning.

Harnack et al (1977) define CL as cooperative learning is a language teaching/learning method whereby three or more people sitting together in structured manner to exchange information or ideas in face-to-face situation to achieve a goal. The goal or end product may be to increase knowledge or agreement leading to action.

Kagan (1994) proposed that CL is a successful teaching method in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught, but also for helping team mates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

CL is a type of structured peer interaction emphasizing positive human relationships, collaboration between peers, active learning, academic achievement, equal participation and equal status of students in the classroom. It can be used to teach any subject matter, whether that can be foreign languages, math, social studies, etc (Kagan &Kagan, 1998).

2.1.2 The Goals of Cooperative Learning

The goals of organized human effort are as diverse as individual human needs and human interests. Most CL activities involve a complex intermeshing of group and individual goals. A single contribution in a CL may move the discussant in the direction of several goals (Harnack et al, 1977). Richards and Rodgers (2001:193) state the major goals of CL. These are:

- ❖ *to create meaningful language learning experiences that will help students to develop genuine fluency in another language.*
- ❖ *to make students to be good at information processing and to improve attitudes toward CL activities.*
- ❖ *to provide opportunities for naturalistic second language acquisition through the use of interactive pair and group activities.*
- ❖ *to provide teachers with a methodology to enable them to achieve basic goals.*
- ❖ *to enable focused attention to particular lexical items, language structures, and communicative functions through the use of interactive tasks.*

- ❖ *to provide opportunities for learners to develop successful learning and communication strategies.*
- ❖ *to enhance learner motivation and reduce learner stress and to create positive affective classroom climate.*

From the above goals of CL, we can understand that cooperative learning crosses both mainstream education and second and foreign language teaching.

2.1.3 Principles of Cooperative Learning

It is only under certain conditions that cooperative efforts may be expected to be more productive than competitive and individualistic efforts. According to Richards and Rodgers (2001:196), "...the success of CL is crucially dependent on the nature and organization of group work. This requires structured programs of learning carefully designed so that learners interact with each other and are motivated to increase each other's learning."

Many principles have been proposed for cooperative learning. However, the most important principles of CL are:

- 1. Positive Interdependence:** this refers the essence of the cooperative group in the development and maintenance of strong interdependence among team members. A sense of interconnectedness can help students transcend the gender, racial, linguistic and other differences they may sense among themselves. These differences often are at the root of prejudice on other interpersonal stress that students experience in school (Johnson and Johnson, 1994; Falchikov, 2005; Richards and Rodgers, 2001).

In the principle of positive interdependence, each group member's efforts are indispensable for group success. Also, each group member has a unique contribution to make to the joint effort because of his/her resources and task responsibilities. Based on their success groups will sink or swim together (Kagan, 1994).

- 2. Face-to-Face (Simultaneous) Interaction-** it means that all students are actively engaged at the same time during the class. Basically, CL creates interactive contexts in which students have authentic reasons for listening to one another, asking questions and restating points of view. Interactive tasks or activities also naturally stimulate and

develop the students' cognitive, linguistic, and social abilities (Kagan, 1994; McGroarty, 1993; Swain, 1985).

Face-to-face interaction occurs where learners explain, argue, elaborate and link current materials with what they have learned previously. In reality, face-to-face (simultaneous) interaction promotes each other's success, because it gives a chance for learners to explain the way how to solve problems orally, to share an experience, to discuss concepts etc (Kagan, 1994; Nunan, 1992).

- 3. Equal Participation-** this means that all students receive the same chances and incentives to be involved in class without the domination of one or two member(s) in the group. In CL task design, rewards and accountability procedures are used to encourage equal participation. Related to accountability procedures, they can be implemented through teacher or peer-observation, and requiring all group members to report on what their partners said (Kagan, 1994).

In CL, a good group promotes a friendly atmosphere that encourages all members to participate. Even though realistically not all members participate and interact equally, all must participate from time to time. Finally, students cooperate to master the subject matter. The CLM facilitates the development of such a group (Rabow et al, 1994).

- 4. Individual Accountability-** In CL, individual accountability has a great importance for the success of the group. As the name implies, individual accountability refers to the necessity of each group member being accountable for achieving its goals (Johnson et al 1994a and 1994b). Also, individual accountability involves both group and individual performance, for example, by assigning each student a grade on his or her portion of a team project or by calling on a student at random to share with the whole class, with group members, or with another group (Richards and Rodgers, 2001).

According to Nunan (1992:35), "...individual accountability achieved whereby every team member feels in charge of their own and their teammates' learning and makes an active contribution to the group. Thus, there is no 'free loading' for anyone in the group since everyone pulls their weight."

5. Social Skills- since language is a means of communication, Cooperative Learning Groups (CLGs) set the stage for students to learn social skills. These skills help the learner to build strong cooperation among group members. Leadership, decision making, trust building, communication and conflict management skills are social skills that can be developed by CL (Kagan, 1994; Nunan, 1992).

In the real world situation, social skills determine the way students interact with each other as teammates. However, usually some explicit instruction in social skills is needed to ensure successful interaction (Richards and Rodgers, 2001).

6. Heterogeneous Grouping- it means that the groups in which students do CL tasks are mixed on one or more of a number of variables including religion, ethnicity, personality, age, language proficiency, sex and diligence (Jacobs, 2002).

7. Group Autonomy- this principle encourages students to look to themselves for resources rather than relying solely on the teacher. When student groups are having difficulty, it is very tempting for teachers to intervene either in a particular group or with the entire class (<http://www.clcrc.com/pages/qanda.html>.)

8. Group Processing-the final phase of the discipline of using cooperative groups is structuring group processing. Effective group work is influenced by whether or not groups reflect on how well they are functioning. A process is an identifiable sequence of events taking place over time, and process goals refer to the sequence of events instrumental, in achieving outcome goals (Johnson and Johnson, 1999).

In addition to the above basic principles, sensitivity to feedback, respect, negotiation, and intrinsic motivations are also the principles of CL (Collis and Lacey, 1996).

In relation to curriculum design, CL has the principle of valuing the process rather than the product, importance of context and its relevance, flexibility to be responsive to the needs of individual learners, student-centered active learning, and value of a developmental progression in understanding knowledge and attitudes etc (Ibid).

2.1.4 Types of Cooperative Learning Groups

Johnson et al (1994) cited in Richards and Rodgers (2001:196) describe three types of cooperative learning groups (CLGs).

- 1. Formal CLGs- formal CLGs last from one class period to several weeks. The teacher may structure any academic assignment for formal CLG. Formal CLG ensures that students are actively involved in the intellectual work of organizing material, explaining it, summarizing it, and integrating it into existing conceptual structures. These CLGs are established/made for a specific task and involve students working together to achieve shared learning goals.*
- 2. Informal CLGs- these are ad-hoc groups that last from a few minutes to one class period. Mostly, teachers use them during direct teaching (lectures, films, videos) to focus students' attention on the material they are to learn, help, set expectations as to what class will cover, ensure that students cognitively process the material the teacher is teaching, and provide closure to an instructional session.*
- 3. Cooperative Base Groups- these are long term (lasting for at least a year), heterogeneous groups with stable membership whose primary purpose is for members to give each other the support, help, encouragement, assistance to be successful academically. This type of CLGs provides students with long- term committed relationships.*

2.1.5 Implementation of Cooperative Learning

Before beginning to plan a cooperative learning lesson, there are things that should be done. To implement CL effectively, the teacher should have enough understanding about CL. For the success of the program in classroom, the instructor should begin by observing other instructors who effectively use CL in their own classroom (if there is in the school campus). Later these persons could serve as a coach. Next, a continuous training in CL is crucial for the success of the program. Also, the use of references about CL is important. Furthermore, a support group should be formed with other instructors who are interested to implement CL in their classroom. By investigating time in these steps, one will be able to determine whether or not CL is the appropriate choice for language development (Egeen and Kauchak, 2001; Johnson et al, 1991).

2.1.5.1 Techniques to Implement Cooperative Learning

According to Slavin (1994:1), "Cooperative Learning Techniques (CLTs) refer practical classroom mechanisms teachers can use every day to help students learn any objective, from basic skills to complex problem solving."

Many researchers all over the world have been studying practical applications of CL principles and as a result many Cooperative Learning Techniques (CLTs) are in practice today. The common techniques of cooperative learning are mentioned and discussed as follows.

2.1.5.1.1 Student Team Learning Techniques (STLTs)

All CLTs share the idea that students work together to learn and are responsible for their teammates' learning as well as their own. In addition to the idea of cooperative work, STLTs emphasize the use of team goals and team success, which can be achieved only if all members of the team learn the objectives being taught. That is, in a student team learning (STL) the students' tasks are not to do something as a team but to learn something as a team (Slavin, 1994).

Three concepts are central to all STLTs: team rewards, individual accountability, and equal opportunities for success. This ensures that high, average, and low achievers are equally challenged to do their best, and that the contributions of all team members are valued (Ibid).

- 1. Student Teams Achievement Divisions (STAD)**-In STAD, students are assigned to four-member learning teams that are mixed heterogeneously by ability, gender, race, and ethnicity. After listening a lesson with their team students will take a quiz, at which time they may not help one another. Students' quiz scores are compared to their own past quiz results, and points are awarded based on the degree to which students can meet or exceed their own earlier performance. These points are then added to form team scores, and then teams that meet certain criteria may earn rewards. Slavin considers this method as an appropriate for teaching well defined objectives, such as language usage. Especially, with reference to the second language classroom, STAD may be useful for grammatical forms as well as vocabulary (Slavin, 1982 & 1994).

According to Slavin (1994), "...planning for the STAD CLT is a five step process that includes: planning for instruction, organizing groups, planning team building activities, planning for team study and calculating base scores."

2. Teams-Games-Tournaments (TGT)-This technique uses the same teacher's presentations and team work as in STAD, but replaces the quizzes with weekly tournaments, in which students compete with other team members to contribute points to their team scores. For the success of the program, students from different teams are placed in groups of three students of comparable ability. As in STAD, high-performing teams earn team rewards (Slavin, 1994).

TGT has many of the same dynamics as STAD, but adds a dimension of excitement contributed by the use of games. Because of its fun and activity, many teachers may prefer TGT compared to STAD (Ibid).

3. Jigsaw II- This technique is an adaptation of Elliot Aronson's (1978) Jigsaw technique, and developed by Robert Slavin. In this technique, competition occurs between learning teams for specific group rewards, which are based on individual performance. Points are earned for the team by each student's current performance relative to his/her performance on previous quizzes. Also all students lead a common narrative and then each is assigned a topic upon which to become an expert (Slavin, 1994).

Jigsaw II uses a concept called task specialization; therefore, students are assigned to read authentic or non-authentic materials to become an expert on some aspect of a reading assignment. After reading the material, experts from different groups meet to discuss their topics, and then they return to teach their topics to their teammates. Finally, there is a quiz on all topics, scoring and team recognition is the same as in STAD (Egeen and Kauchak, 2001; Slavin, 1994).

2.1.5.1.2 Other Cooperative Learning Techniques

1. Circles of learning- in this technique students' work in four or five member of heterogeneous groups on a group assignment sheet. A single product is turned in, and the groups receive

rewards together. Emphasis is highly given on team building activities and regular discussions within groups about how well they are working together (Johnson et al, 1984).

2. **Jigsaw III**- It was developed by Kagan S., which is used for bilingual classroom. Cooperative groups consist of one English speaker, one non-English speaker, and one bilingual student. The intention here is to make one student to be a bilingual speaker. All materials are bilingual (Knight and Bohlmeier, 1990).
3. **The Group Investigation Technique**- in this technique, groups take on topics within a unit studied by the entire class. The groups break these topics into tasks within the group and carry out the activities necessary to prepare group reports, which are presented to the class as a whole (Sharan and Jhachar, 1988).

This technique could lend itself to creative projects in the second language classroom. Groups would be given a theme to prepare and would be required to break that into smaller topics for research and discussion. Many opportunities for meaningful language use would take place since it emphasizes more on students' choice and control than other CLTs and is formed on the basis of common interest in a particular aspect of a general topic (Ibid).

4. **Complex Instruction (CI)** - developed by Elizabeth Cohen. The major focus of this technique is on building respect for all of the abilities students have. Projects in complex instruction require a wide variety of roles and skills, and teachers points out how every student is good at something that helps the group succeed. CI has particularly been used in bilingual education and in heterogeneous classes containing language minority students, where materials are often available in English (Slavin, 1995).
5. **Team Accelerated Instruction (TAI)** -According to Slavin (1994:5), "...in this technique, four member mixed ability learning teams work together to complete their learning material or home work. In TAI, students enter an individualized sequence according to a placement test and then proceed at their own rates."

Teammates each other's works using answer sheets and help one another if there is any problem. Final unit tests are taken without teammate help and are scored by student

monitors. Each week, the result of students who were assigned in the same group will be added and certificates for high-performing groups will be given. Individual accountability, equal opportunities for success and motivational dynamics are the main features of this technique (ibid).

6. Cooperative Integrated Reading and Composition (CIRC) – CIRC is a comprehensive program for teaching reading and writing. In most CIRC activities, students follow a sequence of teacher instruction, team practice, team pre-assessments, and quiz. Students do not take the quiz until their teammates have determined that they are ready. Based on the success of the team, rewards will be given for high performing team. Since the materials are appropriate to students' reading levels, they have equal opportunities for success. Also individual accountability is ensured since all students in a team have their own contribution (Slavin, 1994).

2.1.5.1.3 Informal Cooperative Learning Techniques

The most common informal techniques of CL are mentioned as follows. These are:

- 1. Spontaneous Group Discussion** – If students are sitting in groups, it is easy to ask at various times during a lecture or presentation for the students to discuss the meaning of something, why something works, or how a problem might best be solved. This simple CL structure complements a traditional lesson, and the group work can vary from a few minutes to a full class session (Slavin, 1994).
- 2. Numbered Heads Together** – in this technique, every student in a group had a number and the students knew that only one student would be called on each time to represent the group. In this respect, there should be a buzz of animated talking and the buzz of animated discussion is the attempt of the students to share the information so that everyone knew the answer. That way they would receive a point no matter which number is called (Slavin, 1994).

Number heads together is basically a variant of group discussion; the twist is having only one student represent the group but not informing the student in advance who the

group representative will be. That twist ensures total involvement of all the students. This method is an excellent way to add individual accountability to group discussion (ibid).

- 3. Team product** – have your students in teams to make a learning center, write an essay, draw a mural, work a work sheet, make a presentation to the whole class, make a list of possible solutions to a social problem, or analyze a poem. To maintain individual accountability, the teacher should assign specific roles for every team member or individual areas of responsibility (Slavin, 1994).
- 4. Cooperative Review** – it is used the day before the exam. Students in groups make up review questions. They take turns asking the other groups the questions. The group asking the question gets a point for the question. The group initially called on gets a point for a correct answer. Then there is the opportunity or the chance for a second group to receive a point if they can add any important information to the answer (Slavin, 1994).
- 5. Think-Pair-Share** – involves a three step CL structure. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs or the entire group by the help of the teacher (Kagan, 1994).

2.1.5.1.4 Group Discussion and Group Projects

Among the oldest and most widely used forms of CLTs are group discussion and group projects. For example, many social studies and English teachers use discussion or project groups (Slavin, 1995).

- 1. Discussion Groups-** the main task in setting up a discussion group is to make sure the participation of each group member. If the group is ordered to write a report, it is also very important for each member to have a well-defined part of the task, so that all the work does not fall on one member of the group (Slavin, 1995).

It is important to select a leader of the discussion group. This person should be chosen based on his/her leadership ability and organizational skills, not on the basis of academic achievement alone. The leader should ensure that every one participates and that the group stays on task (ibid).

2. Group Projects- in this technique, a group leader is as important for projects as for discussion, but again the teacher should emphasize that the leader's job is to get every group member to participate, and not to be personally responsible for the outcome. The best ways to get every group member to participate in a group project are the same as for the group report: either give each member specific part of the task, if the task can be divided, or give each member a part of the report to write or to present to the class. If group members do not feel an individual responsibility for the group product, they are unlikely to participate fully (Slavin, 1995).

2.1.5.2 Phases and Roles in Implementing Cooperative Learning

According to Johnson et al (1991), in implementing cooperative learning the phases are classified into three. These are: pre-implementation, while-implementation and post- implementation phases. In these phases, students and teachers have their own roles.

2.1.5.2.1 Pre-Implementation phase

After deciding to implement CL, the biggest challenge will be planning and readying the classroom and students for CL. According to Johnson et al (1991), there are several tasks that the instructor and students must accomplish before implementing CL in classroom.

According to Johnson et al (1991), in the Pre-Implementation phase the instructor has different roles. Most importantly he/she should:

- *specify instructional objectives (academic and social) of CL- the instructor must explain why he/she is using CL, describe its benefit and the results typically found from using CL.*
- *determine group size and assign students to groups*
- *arrange room- the instructor should optimize the space in their classroom*
- *plan instructional materials to promote interdependence- the instructional materials should allow each individual to contribute to the groups' success.*
- *assign group roles and tasks*
- *explain criteria for success- the instructor should communicate the group work skills that will be evaluated*
- *structure positive interdependence and accountability*

- *specify desired behaviors- refers teaching students how to work in a group. To achieve this, the instructor can conduct mini-lessons on ways to respect others (praise, taking turns) and students need to be trained in conflict resolution.*

Also, students have several tasks. First, they can help the instructor to generate an evaluation rubric; they could possibly help to design the assessment task if the instructor is willing to let the students to participate in the capacity. In addition, they have the responsibility to ask questions if anything is unclear to them (ibid).

2.1.5.2.2 While-Implementation Phase

Johnson et al (1991) state that in this phase students have the responsibility to work together, to listen to one another, to questioning one another, to keep records of their work and progress, to produce the assessment task and to assume personal responsibility.

Also the instructor has the following responsibilities:

- *Monitor behavior- the instructor should circulate throughout the classroom, visiting each group.*
- *Intervene if needed- while circulating, if the instructor notices any group conflict or off-task behavior, he/she should intervene.*
- *Assist with needs- the instructor should assist groups with their needs.*
- *Praise- students need to know if they are completing the assignment in a satisfactory manner. For this reason, the instructor should let individual students and groups know when they do something right or well (ibid).*

2.1.5.2.3 Post-Implementation Phase

In the post- implementation phase, Johnson et al (1991) give the following jobs for the instructor:
These are:

- *provide closure through summarization- the instructor should reconvene the entire group of students. At this point, the instructor can summarize the important points of the lesson.*

- *evaluate students' learning- the instructor should use a rubric to grade/evaluate each group's assessment task. They should also be evaluated on their group work using a rubric.*
- *reflect on what happened and give rewards for high-performing groups- the instructor should keep a record of what worked and why it worked each time they undertake a CL lesson or unit. Finally, certificates or other rewards will be given for the group members who achieve a better result.*

According to Johnson et al (1991), in this phase, students have the responsibility to take notes when their instructor summarizes the important points of the lesson / unit. They should also motivate as they participate as group members and arrange conditions for further success in the actual implementation of cooperative learning.

2.1.5.3 Activities and Procedures to Implement Cooperative Learning

To implement CL in a language classroom, the teacher can use different activities. Most importantly, debates (it can be on the benefits of language skills), questions for discussion, triggers, personal stories, quiz, games, drama, interviews, opinion exchange etc can be used to implement cooperative learning (Exley and Dennick, 2004).

To be effective in implementing CL, the teacher should follow the following five major steps. These are:

- 1ST** – the teacher must decide whether cooperative activities will help meet the goals of the class or not. The teacher must also decide which type of cooperative methods and activity to use. Then, the teacher decides on one of many cooperative methods and techniques to use.
- 2nd**- the teacher decides how to put the groups together. Teachers might do this by counting off; by placing students in mixed proficiency, or different language groups; or by allowing the students to choose their own partners in the presence of the target language.
- 3rd** –once the teacher has decided on the cooperative activity, he or she explains to the group members what they will do. Sometimes each person in a group will be assigned a role such as recorder, leader or negotiator. At times, it may also be necessary to model the technique and to explain why they will be working in groups. Then divide the class into groups.

4th –students begin and the teacher checks with the groups to make sure that they understand what they are supposed to be doing. The teacher monitors the groups by walking around to make sure they stay on the task if this is an in-class activity. He/ she is also available to answer any questions or problems that may arise.

5th –when the group is finished with its activity, which may take several minutes to several weeks depending on the activity, there should be a final product or discussion. The final product or its part should be shared with the whole class. This might take the form of a formal presentation, a discussion or a chance for everyone to ask (Richards and Rodgers, 2001; <http://www.teflplace.com/?p=407>).

2.1.5.4. Causes of Difficulty in Implementing Cooperative Learning

CL may be affected by many factors; and thus mainly deal with personal, situational and other factors (Nunan, 1992; Bligh, 1986).

Personality factors refer a tendency or predisposition to behave in a particular manner. Factors like extremely low or high self-esteem, authoritarianism (domination), anxiety, language abilities, absence of tolerance, negative attitudes toward CL, unwillingness to speak in CL activities may seriously affect cooperative learning (ibid).

Situational factors like group size, group composition (heterogeneous groups are preferred), group cohesiveness (the extent to which the members like each other), friendship, gender, age time, discipline, staffroom atmosphere, educational materials etc may affect the normal process of CL (Nunan, 1992; Falchikov, 2005).

The combination of these factors may occur either within the group at a social level, or in terms of outcomes. Therefore, in order to be effective in implementing CL, the teacher should give a prior attention for the above causes of difficulty in CL (Falchikov, 2005).

2.1.5.5 Considerations in Implementing Cooperative Learning

Cooperative learning represents a major change from teacher fronted instruction since it raises new issues that educators need to consider. At the same time, using CL does not mean abandoning teacher fronted mode; it means combining various modes of teaching/learning

(Cohen, 1994). Therefore, in order to be effective in CL, there are some considerations that should be taken into account.

According to Johnson et al (1991), the most important considerations while implementing CL are:

- 1. Teacher's Role- the teacher should consider him/her self as a coach/facilitator.*
- 2. Organization of the Classroom- the nature of desks, chairs, and other related materials of the classroom should be attractive and appropriate.*
- 3. Group Size- the number of students who are assigned in each group should not be more than five or six.*
- 4. Group Spacing- in order to avoid some kind of disturbances (noises) there should be space between groups*
- 5. Personal Needs- in implementing CL, comfort, safety, etc should be considered.*

2.1.6 Benefits of Cooperative Learning

One reason why the quality of experience in many school clubs and other student groups is poor is that many students and teachers are not aware of the values of CL activities. Too often, the attention of students and teachers is focused on producing a finished dramatic performance, an outstanding school paper, or a winning team, instead of on the lines positive attraction or repulsion being formed among members (Strang, 1946). However, in reality, cooperative learning has many advantages if it is implemented effectively.

According to Qin et al (1995), CL can be seen as a powerful tool to motivate learning and has a positive effect on the classroom climate which leads to encourage greater achievement, to foster positive attitudes and higher self-esteem, to develop collaborative skills and to promote greater social support. They also added that CL efforts result in better preference in problem solving than competitive efforts do. This is true at all grade level, for both linguistic and non-linguistic problems regardless of whatever a problem has a clearly defined operation and solutions that are less clear or are ill defined.

Sadker and Sadker (1997) state the importance of CL for the development of cognitive and affective growth. They also added that CL gives a path for higher achievement gains, promotes positive relationship in classroom and with communities and it helps students to be acceptable by different racial and ethnic groups.

Johnson and Johnson (1998:7-8) state that, differing from competitive or individualistic learning, CL results in:

- 1. Greater efforts to achieve- this includes higher achievement and greater productivity by all students, long term retention, intrinsic motivation, achievement motivation, higher level reasoning and critical thinking.*
- 2. More positive relationship among students- this includes committed relationship, personal and academic social support, valuing of diversity and cohesion.*
- 3. Greater psychological health- includes ego-strength, social development, self-esteem, self-identity, and ability to cope with stress.*

In addition to the above scholars' point of view, on the benefits of CL, Strang (1946:78) mentioned the following values of CL. These are:

- 1. Developmental values- include social and emotional development, social norms, vocational values, knowledge, and skills development.*
- 2. Diagnostic values-in this respect; passive students can avoid their problem since CL enables them to know their abilities and limitations.*
- 3. Values to the school and community- by the help of CL students can be active participants in their school and environment.*

Cowie et al (1994) also added that CL enables students to communicate effectively with one another; to gain in self confidence, to relate new knowledge to previous understanding, to develop social relationships and to develop ideas more extensively.

CL provides an opportunity for a person to develop abilities and capacities, and achieve through collection action what the individual alone cannot. Related to this, CL helps the participant

interpret and evaluate the subject matter in terms of his/her own emotional and intellectual experience and his/her own abilities and needs (Harnack et al, 1977)

According to McGroarty (1993) and Swain (1985), CL tasks naturally stimulate and develop students' cognitive, linguistic and social abilities. They also added that CL creates powerful learning opportunities especially for those students who are learning English as a second or foreign language.

Kagan (1993) and Cohen (1994) state that cooperative learning represents a valuable strategy for helping students attain high academic achievement. Also, Palloff and Pratt (2009) said that CL increases a sense of community, promotes self-directed learning, self-efficacy and discovery and increases problem solving skills.

Kagan (1994) proposed that the techniques which are used in CL promote students' learning and academic achievement, increase students' retention, enhance students' satisfaction with their learning experience, develop students' skills in oral communication, develop students' social skills, promote students' self-esteem and positive race relations etc.

From the perspective of second language teaching, McGroarty (1989) cited in Richards and Rodgers (2001:195) offers the following benefits of cooperative learning. These are:

- *increased frequency and variety of second language practice through different types of interaction.*
- *possibility for development or use of language in ways that support cognitive development and increased language skills.*
- *opportunities to integrate language with content based instruction*
- *freedom for teachers to master new professional skills, particularly those emphasizing communication*
- *opportunities for students to act as resources for each other, thus assuming a more active role in their learning.*

According to Panitz (1998), in relation to students' motivation, CL has the power to enhance students' self-esteem, to reduce classroom anxiety, to develop student-teacher attitudes, to develop social interaction skills, to foster student interaction at all levels, to help majority and

minority populations in a class learn to work to each other, to increase leadership skills, to develop higher level thinking skills, to develop students' oral communication skills etc.

Aronson (1978) states that by its nature cooperative learning reduces racial conflict among students, promotes better learning, improves students' motivation and increases enjoyment of the learning experience.

Also, according to Exley and Dennick (2004:4), "...cooperative learning is essential for the development of intellectual understanding, professional abilities, communication skills, group working skills and reflective practices."

Johnson and Johnson (1983) also state that Cooperative learning situations, compared to competitive or individualistic ones promote greater achievement motivation, more intrinsic motivation, more persistence in completing the tasks and greater continuing motivation to learn. CL experiences also result in more positive attitudes toward the subject area and instructor. It also results in higher levels of self-esteem, healthier processes for deriving conclusions about one's self worth, and greater psychological health.

2.1.7 Cooperative Learning versus Competitive and Individualistic Learning

According to Nunan (1992:33), "...classroom work is goal-oriented, aiming to achieve certain goals, and it is conducted under some goal structure. The work to achieve learning goals can be structured so as to promote individual learning, competition between students or cooperation among them."

According to Johnson and Johnson (1987 and 1989) and Johnson et al (1990) cited in Nunan (1992), in individual learning, learners work on their own at their own pace, in their own space and at their own speed to achieve a pre-set criterion of learning. Their achievements are usually evaluated on a criterion-referenced basis. Their goal achievements are thus independent of each other: students perceive that the achievement of their learning goals is unrelated to what other students do.

In competitive learning situations students compete to achieve their individual goals. Therefore, in competitive work, learners compete with each other to see who is best. If achievement is graded on a norm-referenced basis, students' test scores are rank ordered to determine the

individual grades. This tends a negative interdependence in the class: students perceive that they can obtain good grades when other students do worse. In such a learning environment there is thus little motivation to work together. While competition encourages some students to work hard to do better, there are other students who are labeled as being failures in school. There are also a number of students who give up because they do not believe that they have a chance to do well in the competition (ibid).

In cooperative learning situations learners work together to accomplish shared goals. Their achievements are evaluated on a criterion-referenced basis. Since all group members now share a common goal, they are motivated to work together for mutual benefit in order to maximize their own and each other's learning. This creates a positive interdependence among the learners: they perceive that they can reach their goals best when the others in the same learning group also do as well as possible (ibid).

2.1.8 The Need to Learn English Cooperatively

Many scholars state that to develop one's knowledge and language skills in English, cooperative learning plays an important role. In support of this idea, Johnson et al (1991) state that in the area of language CL can help learners to master the four language skills (listening, speaking, reading & writing) very well. This can be achieved when students share their ideas and thoughts for their teammates clearly and effectively.

Also, McGroarty (1993) added that by their nature cooperative activities integrate the acquisition of language skills and create powerful learning opportunities. Such interactive experiences are particularly valuable for students who are learning English as a second or foreign language, who face simultaneously the challenges of language acquisition, academic learning and social adaptation.

2.1.9 Perception and Classroom Practice of Cooperative Learning

According to Lindsey and Norman (1977), perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. Sensation refers to the result of stimulation of sensory receptors in the eyes, ears, nose, tongue, or skin. Perception on the other hand describes one's ultimate experience of the world and typically involves further processing of sensory input. Thus, perception in humans describes the process whereby sensory

stimulation is translated in to organized experience. That experience is the joint product of the stimulation and the process itself.

Also, perception can be defined as a process by which people translate sensory impressions into coherent and unified view of the world around them. (<http://www.businessdictionary.com/definition/perception.html>).

A large part of our learning is accomplished through perception. In the first place, we learn directly about things by observing them. In addition to this, perception often plays an important part in other learning activities. Most of the time, perception fuses with action; it is the frequent source of the task (Kingsley and Garry, 1957).

Many scholars consider perception as the requisite property of animate practice and they said that without perception practice would be unguided and without practice perception would serve no purpose. Animate practices require both perception and practice and perception and practice can be described as “two sides of the same coin” (<http://www.en.wikipedia.org/wiki/perception>).

In perception, human beings apprehend objects or activities. When they perceive, they translate impressions made upon their senses by the stimuli from their environment into practice (Kingsley and Garry, 1957).

2.1.9.1 Students' Perception and classroom practice of Cooperative Learning

Many research works have been conducted on students' perception and classroom practice of cooperative learning. For instance, Fahad (2009) has conducted a study on cooperative learning entitled “Students Attitudes and Perceptions towards the Effectiveness of Mobile Learning in King Saud University, Saudi Arabia.”. The result of his study clearly indicated that many students believe the importance of cooperative learning to improve their retention in the teaching and learning process. Also, in his class students were effective in implementing CL activities.

Caroline et al (2007) have also conducted a research on low ability students entitled “perceptions of low ability students on cooperative learning.” In the study, they state that low ability students considered CL as a powerful teaching/learning method to improve their competence in interacting with others even though there are problematic organizational and instructional issues

that have to be ironed out before students can profit fully from CL programs. In the actual implementation of CL, except in a few cases, students were effective.

In addition to the above findings, Holtfreter and Holtfreter (N.D) have conducted a research entitled “Cooperative Learning Teams: Perceptions of Accounting Students.” In the study, majority of students felt that they were part of a team that allowed them to interact well with other students and the instructor. The students accepted their role as active learners whereas the instructor role was relatively passive. The students also accept the principle of CL as a means to enhance academic achievement, self-esteem, attitudes towards learning and developing positive relationship among others. Furthermore, in the study, students enjoyed working together and showed a strong preference towards cooperation versus working competitively or individualistically and they were effective in the actual implementation of cooperative learning.

2.1.9.2 Teachers’ Perception and Classroom Practice of Cooperative Learning

Related to the perception of teachers towards cooperative learning, Thanh (2008) has conducted a research entitled “The Roles of teachers in implementing educational innovation: the case of implementing cooperative learning in Vietnam”. The study shows that many teachers in Vietnam have a serious problem in implementing CL. This was due to their low perception towards CL. The study argues that many principles of cooperative learning are in serious conflict with the traditional perceptions of Vietnamese teachers regarding the nature of teaching and learning.

Veenman (2001) has also assessed teachers’ perception and classroom practice of cooperative learning. In the study, based on pre and post course observations, a significant treatment effect was found for the four of the five basic principles regarded as essential for a lesson activity to be cooperative: positive interdependence, face to face interaction, social skills, and group processing. In addition, the course had a positive effect on the engagement rates of students in the treatment condition. The majority of teachers subscribed to CL to achieve both academic and social goals and also showed a readiness to use CL in their future lessons. The researcher also observed a positive attitude of teachers towards working in groups and rated the benefits of CL relative to competitive or individualistic learning quite positively and in their classroom many teachers were effective in implementing cooperative learning.

Furthermore, Tippawan (2006) has conducted a short study on the perception of two Thai teachers towards cooperative learning. The study was conducted based on teachers' experience of teaching. In the study, the teacher who does not have a long experience of teaching lacks confidence in implementing CL effectively. However, the teacher who has a better experience of teaching was good in implementing CL in classroom. Therefore, his finding clearly indicated that experience by itself has its own impact on the implementation of CL. Nevertheless, both teachers accept the principles of CL for better academic achievement and interaction.

In addition to the above research findings, many project works have already been conducted in U.S.A, U.K, Canada, and Japan on teachers' perception towards cooperative learning. Almost all research works reported that many teachers committed to using CL and they felt positive about the role of the method on the pupil in their classes. Also in the study many American and British teachers were effective in implementing CL in their classroom (Cowie et al, 1994).

2.1.9.3 The Relationship between Students' and Teachers' Perception and classroom practice of Cooperative Learning

With regard to students' and teachers' perception and classroom practice of cooperative learning, the previous foreign research works have already shown that many students and teachers have a positive attitude towards cooperative learning and many of them accepted the principles of CL for achieving a better academic result, for improving interaction, for developing self-esteem and so on compared to competitive or individualistic learning methods. Also they were effective in the actual implementation of CL in their classroom except in the case of Vietnam where teachers were not successful in implementing cooperative learning.

However, in the Ethiopian context, in relation to the practice of CL, some local research works have already shown the ineffectiveness of teachers and students in the actual implementation of cooperative learning in their classroom.

Chapter Three

3. Research Design and Methodology

As mentioned in chapter one, the purpose of this study was to assess students' and teachers' perception and classroom practice of cooperative learning in EFL classes. This chapter describes the methods of the study that were employed to achieve the main objectives of the study. Therefore, it discusses the research method, the sources of data, the sample size, the sampling technique, the methods of data collection, the data collection procedure, and the methods of data analysis used in the entire study.

In conducting the research both qualitative and quantitative approaches were employed. The data gathered through interview and observation was analyzed qualitatively while the data obtained through questionnaire was analyzed quantitatively using frequency, percentage and mean.

3.1 Research Method

This study is descriptive since it is more appropriate to identify students' and teachers' opinion, perception, belief about cooperative learning and to see their effectiveness in the actual implementation of cooperative learning.

3.2 Sources of Data

In conducting the research, the sources of the data were 83 randomly selected grade 12 students (44 male and 39 female students) and 4 preparatory EFL teachers (all male). The 4 participant teachers' experience in the teaching of English ranged from one to fifteen year(s) and all have degree. For classroom observation, 3 sections (A, C, and D) were observed.

3.3 Sample Size

In the school there were 300 grade 12 students who were assigned in 6 sections. Out of 300 students, the researcher was intended to use 90 (30%) students as a sample size. Similarly, from each section the researcher was intended to take 30% of them for sampling. Nevertheless, the distribution of students in all sections was not equal (i.e. in section 'A'=56, in section 'B'=59, in section 'C'=57, in section 'D'=56, in section 'E'=35, and in section 'F'=37 students). In order to get the intended sample size from each section (i.e. 30%), the researcher used Thomsen's (1976)

proportional allocation formula (i.e. $n_i = \frac{n \times N_i}{N}$ where n_i is sample size of each section, n is total number of students in each section, N_i is the total number of students which are taken as a sample from the 6 sections and N is the total number of grade 12 students). Therefore, the sample size in section 'A', 'B', 'C', 'D', 'E' and 'F' was "17", "18", "17", "17", "10" and "11" respectively. Based on these sample values, 90 questionnaires were distributed for students. However, out of 90 questionnaires, 83 of them were returned to the researcher. Therefore, in this study 83 (27.67%) students were used as a sample. Also the school has 4 EFL teachers who are assigned for grade 12 students and all of them were used in the study.

According to Cohen and Manion (1994) cited in Beyene (2008), the sample size is determined by the nature of the population and the purpose of the study. Thus, since the nature of the population is attributed to homogeneous group and the purpose is limited to grade-12 students and their EFL teachers, it is also believed that the existing sample is sufficient for the study.

3.4 Sampling Technique

In order to conduct the study, the researcher used simple random sampling for students. Because the method is not tiresome and it is appropriate with the amount of time which is given for conducting the study. In this respect, in every section three students were sitting together on one desk and the questionnaire was given for one student out of the three using a lottery method. However, all four EFL teachers were used as a sample for the interview since their number is small.

3.5 Methods of Data Collection

For gathering the required data the researcher was employed questionnaire, interview and classroom observation.

3.5.1 Questionnaire

With regard to questionnaire, the researcher prepared close-ended questionnaire. The questionnaire was prepared for students, because the technique was not tiresome and helped the researcher to assess the perceptions of all the sampled population easily. Also, the technique is extremely flexible and can be used to gather students' perceptions on almost any topic involving cooperative learning in EFL classes in relation to the purpose. In conducting the research, the

questionnaire was prepared in Amharic for making it easily understandable by students. The questionnaire was composed of 24 Likert-type (on level of agreement) and 8 Hoban's style (on level of importance) close ended items. And the questionnaire was divided in to two parts. They are:-

- 1- Personal information- served to provide accurate description of the participants.
- 2- Perception of students towards cooperative learning - designed to assess students' perception towards the principles, implementation, techniques and activities and benefits of CL.

The questionnaire was developed primarily to meet the objectives of the study; and the items were designed in line with the literature review. After the advisor's rigorous comment on the items, the researcher reshaped the instrument and the directions for the items. After preparation, to develop appropriate instrument for the study and to correct unclear and misleading questions, in the third week of February 2011, the researcher administered a pilot study at Haik General Secondary and Preparatory school to 15 grade-12 students. Based on the data gathered, the reliability (which was computed using split-half method) was found to be 0.78 for the three consecutive objectives (1, 2 and 3) and 0.51 for the fourth objective (i.e. benefit) of the study. Then, all questionnaires were distributed to the sampled population.

3.5.2 Interview

In addition to questionnaire, the required data was gathered with the help of structured and unstructured interviews with EFL teachers who have been teaching grade 12 students. This technique helps the researcher to get the perception of these EFL teachers towards cooperative learning deeply. Also, employing this technique was important to collect complex information on teachers' perception towards cooperative learning with high response rate. The interview questions were prepared in line with the objectives of the study. Structured interview was prepared so that the same types of questions can be presented in the same order and manner to every interviewee while unstructured type interview was prepared to get chances of flexibility to rephrase the questions, modify them and add some new questions to the list on conditions.

In analyzing the data which are obtained from interview, the name of the teachers is coded as teacher 'A', teacher 'B', teacher 'C', and teacher 'D'. In relation to the interview questionnaire, it was composed of 13 open-ended items. Also it was divided in to two sections. They are:

- 1- Personal Information
- 2- Perception of teachers towards cooperative learning - designed to assess teachers' perception towards the principles, benefits, implementation; and techniques and activities of CL.

The interview questions were intended to achieve the desired objectives of the study; and the items were designed in line with the literature review similar to that of students questionnaire. To check the strength of the items in responding the objectives, the drafted items were given to 3 TEFL graduate students. After receiving their comments and suggestions and after the advisor's serious comment on the items, the researcher modified and changed some items.

3.5.3 Observation

In conducting the study, classroom observation was made to see the effectiveness of students and teachers in the actual implementation of cooperative learning. The classroom observation was made based on a check list which focused on "instructional activities", "teacher's role", "students' role", and "instructional materials" used in the teaching/learning process. In this respect, the school has a copy of some cooperative learning techniques and the observed teachers were trying to implement Spontaneous Group Discussion and Jigsaw II cooperative learning techniques. In relation to the observation check-list, some parts were adapted from Beyene (2008) and it was categorized into observed and unobserved activity/thing. As can be mentioned previously, the researcher has observed only 3 sections (A, C, and D) on March 18, 21, and 22, 2011. Therefore, the analysis for classroom observation was made based on the results of the 3 sections.

3.6 Data Collection Procedures

The data collection session took over 1 month beginning with administering the questionnaire followed by interview and then by classroom observation. These processes were conducted after having permission from the school director and the willingness of the participants.

Therefore, a questionnaire (see appendix-A) was distributed to 90 students in the presence of the researcher at the normal class time and 83 of them were returned. Before distributing the questionnaires, the researcher has made a general explanation about the purpose and the way they should respond their answers for the questions.

In relation to interview, for teachers (see Appendix-B) it was conducted before classroom observation. Then classroom observation (see Appendix-C) was made to see the effectiveness of students and teachers in the actual implementation of cooperative learning.

3.7 Methods of Data Analysis

Both quantitative and qualitative data analysis techniques were employed to analyze the collected data. Therefore, to achieve the intended objectives of the study, the data gathered through questionnaire was tabulated and quantitatively analyzed using descriptive statistics: frequency, percentage and mean. And the data collected through interview and observation was qualitatively analyzed using the following procedures.

The data obtained from the questionnaires were first tallied, tabulated and were registered as frequency that could show the number of respondents for each item. The data analysis procedure consisted of Likert-type item analysis for three of the five specific objectives of the study (i.e. techniques and activities, principles and roles). The Likert-type items, which were designed to assess students perception of CL were given numerical scores (e.g. 'Strongly Agree'=5; 'Agree'=4; 'Undecided'=3; 'Disagree'=2 and 'Strongly Disagree'=1). As stated by Taylor (1973) cited in Beyene (2008), Likert assigned numerical values to responses and the numerical representation (the coding) of the items went through the following two ways:-

The favorable items (statements which directly address the concept of CL) were coded as: 'Strongly Agree'=5; 'Agree' =4; 'Undecided'=3; 'Disagree'=2 and 'Strongly Disagree'=1. The unfavorable items (those which are designed to assess the students' perception towards CL and address non-cooperative aspects) were coded in reverse manner as:- 'Strongly Agree'=1; 'Agree'=2; 'Undecided'=3; 'Disagree'=4 and 'Strongly Disagree'=5.

Also the items of the questionnaire for the 'benefits of CL' were taken from Hoban (2005:225) and coded as:- 'A Great deal'=6; 'Quite a lot'=5; 'A fair amount'=4; A Little'=3; 'I don't

decide'=2 and 'Not at all'=1. In relation to the benefits of CL, all items are written in the form question and all of them were analyzed as favorable items.

In analyzing the data, the mean score of each item was computed in line with the coding numerals. For instance, if the frequencies of 30 respondents for favorable item no 1 and unfavorable item no 2 were as:-

Items	SA	A	U	D	SD	Total	Mean
1	10	12	5	1	2	117	3.9
2	2	3	1	13	11	118	3.93

The mean for favorable items was computed as:-

$$\begin{aligned}\bar{X} &= (10 \times 5) + (12 \times 4) + (5 \times 3) + (1 \times 2) + (2 \times 1) \\ &= 50 + 48 + 15 + 2 + 2 \\ &= \frac{117}{30} \\ &= 3.9 \text{ and}\end{aligned}$$

The mean for unfavorable item was computed as:-

$$\begin{aligned}\bar{X} &= (2 \times 1) + (3 \times 2) + (1 \times 3) + (13 \times 4) + (11 \times 5) \\ &= 2 + 6 + 3 + 52 + 55 \\ &= \frac{118}{30} \\ &= 3.93\end{aligned}$$

According to Karavas-Doukas (1996) cited in Beyene (2008), a higher mean score indicates the respondents' high perception towards the given item and vice versa. Therefore, the analysis was done by relating the computed percentage and mean values and the results ranged between mean scores 5 to 1. The same process was done for the benefits of CL where the results ranged between the mean scores 6 to 1. In this respect, in analyzing the three consecutive objectives (1, 2, and 3), any item which has a mean value of more than 3 shows the positive and high perception of students towards the item; and the item which has a mean value of below 3 shows the students' negative or low perception towards the item. Also in analyzing the benefits of CL, the item which has a mean value of more than 4 shows the positive and high perception of students towards the item; and the mean value below 4 shows their negative or low perception towards the item.

To make the discussion easier, the items of the questionnaire were categorized in to four sub parts based on the specific objectives of the study. They were:-

1. Perceptual questions on the principles of cooperative learning (8)
2. Perceptual questions on the students' role in the implementation of CL (8)
3. Perceptual questions on the techniques and activities to implement CL (8)
4. Perceptual questions on the benefits of cooperative learning (8)

The data gathered by interview and observation scheme were analyzed qualitatively. In relation to interview, the interview questions address the above specific objectives of the study. Therefore, the qualitative analysis was done in the light of the interview result and the observation check list.

Chapter Four

4- Presentations and Discussion of Data

As stated earlier, the main objectives of this study were:

1. to assess students' and teachers' perception towards the principles of CL.
2. to assess students' and teachers' perception towards the implementation of CL in terms of their roles.
3. to assess students' and teachers' perception towards the techniques and activities of CL.
4. to assess students' and teachers' perception towards the benefits of CL.
5. to see the effectiveness of students and teachers in the actual implementation of CL.

The data, therefore, are discussed in the light of the objectives mentioned.

In this section, the collected data are presented, analyzed and discussed. This chapter generally consists of presentation of the statistical results obtained, illustrated tables, discussion of the results obtained from questionnaire, interview and observation of both students and teachers.

4.1. Analysis of Students Perception towards Cooperative Learning

As mentioned in the previous chapter, the items of students questionnaire are categorized in to four thematic units based on the purpose. They were:

1. perceptual questions on the principles of CL
2. perceptual questions on the students' role in the implementation of CL.
3. perceptual questions on the techniques and activities to implement CL and
4. perceptual questions on the benefits of CL.

By using the above thematic categories, the highest possible score that can be obtained in the scale to measure the most favorable (the strongest) perception towards CL is a mean value of five (5) and the lowest mean value is one (1) which indicates the weakest perception towards the tenets of CL for the three consecutive objectives and a mean value of six (6) for the strongest perception and one (1) for the weakest perception in relation to the benefits of cooperative

learning (objective four). In addition, since the questionnaire consists of favorable and unfavorable items, the coding of the data was done as discussed in 3.7.

Therefore, based on the results obtained from students' questionnaire, students' perception towards CL on principles, their roles, techniques and activities, and benefits was discussed with reference to 'Tables 4.1.1- 4.1.4' A brief description followed by detailed presentation of each thematic category was made to achieve the intended objectives of the study.

4.1.1 Analysis of Students Perception towards the Principles of Cooperative Learning

Students' perception towards the principles of cooperative learning was briefly analyzed using descriptive statistics based on 'table 4.1.1'. In the table, in relation to the principles of CL, 8 items (5 favorable and 3 unfavorable) were analyzed and it was found that a great majority of respondent students with an average mean value of 4.03 (near to the point of 'agree') have favorable view (perception) of CL principles. Table 4.1.1 below shows students' responses for the items on the principles of cooperative learning.

Table 4.1.1: Frequency, Percentage and Mean of responses for the principles of CL

Scale Value			5	4	3	2	1	Total	Mean
			1*	2*	3*	4*	5*		
Items	Statements	Fr&%							
1	<i>In cooperative learning, there should be strong interdependence among team members.</i>	Fr. %	65 78.3	18 21.7	0 0	0 0	0 0	83 100	4.78
2*	<i>In cooperative learning, those students who are academically successful and who speak English fluently should contribute a lot compared to other members of the same group.</i>	Fr. %	30 36.14	35 42.2	4 4.82	8 9.64	6 7.23	83 100	2.1
3	<i>In order to be effective in cooperative learning, social skills like leadership, conflict management, decision making skills etc are necessary pre-conditions.</i>	Fr. %	44 53.01	34 40.96	5 6.02	0 0	0 0	83 100	4.47
4*	<i>In implementing cooperative learning, those students who have the same ethnicity should be assigned in the same group (e.g. Amhara with Amhara, oromo with oromo, tigrarian with tigrarian, but not Amhara with Oromo etc.)</i>	Fr. %	4 4.82	6 7.23	4 4.82	22 26.5	47 56.6	83 100	4.23
5*	<i>Whenever cooperative learning is implemented in classroom, students should be depending solely on the teacher.</i>	Fr. %	2 2.40	2 2.40	2 2.40	37 44.58	40 48.20	83 100	4.34
6	<i>The success of any cooperative activity is determined by whether or not groups reflect on how well they are functioning.</i>	Fr. %	41 49.4	35 42.17	4 4.82	3 3.61	0 0	83 100	4.37
7	<i>It is only in an atmosphere of trust and mutual respect that cooperative learning can achieve the desired goals.</i>	Fr. %	32 38.6	30 36.10	6 7.21	12 14.50	3 3.61	83 100	3.92
8	<i>Cooperative learning can be considered as student-centered active learning.</i>	Fr. %	32 38.6	39 46.99	2 2.41	5 6	5 6	83 100	4.06
	<i>Average fr. And % for favorable items</i>	Fr. %	42.8 51.57	31.2 37.6	3.4 4.1	4 4.82	1.6 1.93	83 100	4.32
	<i>Average fr. And % for unfavorable items</i>	Fr. %	12 14.5	14.3 17.23	3.3 3.96	22.3 26.87	31 37.35	83 100	3.56
	<i>Average fr. And % for all</i>	Fr. %	31.3 37.7	24.88 29.98	3.38 4.07	10.88 13.14	12.60 15.20	83 100	4.03

Source: own survey

*unfavorable statements and their corresponding values

As can be seen from Table 4.1.1 above, item 1 states that “in cooperative learning, there should be strong interdependence among team members.” In response to this item, a total of 100% (with 78.3% ‘strongly agree’ and 21.7% ‘agree’ points) of the respondents agree and appreciate the idea which states the principle of positive interdependence in CL. When this value is described in terms of mean, the mean value of the responses for this item is 4.78, which is around the point of ‘strongly agree’ with regard to the scale. Therefore, the respondent students have strong and high perception towards the principle of positive interdependence.

The issues which are stated on items 2, 4, and 5 are unfavorable statements which deny the principles of equal participation, heterogeneous grouping, and group autonomy in CL respectively. For item 2, a total of 78.34% (with 36.14% ‘strongly agree’ and 42.2% ‘agree’ points) of the respondents accept the idea that ‘in cooperative learning, those students who are academically successful and those who speak English fluently should contribute a lot compared to other members of the same group’. However, 16.87% of them (with 9.64% ‘disagree’ and 7.23% ‘strongly disagree’ points) rejected the idea. The remaining 4.82% respondents are on ‘undecided’ point. When we look at the mean value of this item, it is 2.1, which is around the point of ‘agree’. This means that in relation to the principle of equal participation, the respondents have a negative and low perception since the mean value of this item is far from the average mean value of the unfavorable items (i.e. 3.56). Nevertheless, the respondent students have a positive degree of perception for the principles of ‘heterogeneous grouping’ (item 4) and ‘group autonomy’ (item 5) since the mean value of the students responses for the two consecutive items is 4.23 and 4.34 respectively.

Item 3 dealt with the principle of social skills. In response to this item, 53.01% of the respondents strongly agreed and 40.96% respondents agreed to the point while only small portions i.e. 6.02% of the respondents are on the ‘undecided’ point. Hence, we can see that a total of 93.97% of the students have strong view about the principle of ‘social skills’ in CL. As can be seen from the table, the response for item 3 has a mean value of 4.47, which is between the points of ‘strongly agree’ and ‘agree’ regard to the scale. Therefore, in relation to the principle of ‘social skills’ majority of the students have a positive degree of perception.

Item 6 is dealing with the principle of ‘group processing’ in CL. Majority of the respondents i.e. 91.57% (with 49.4% ‘strongly agree’ and 42.17% ‘agree’ points) of them accept the idea that ‘the

success of any cooperative activity is determined by whether or not groups reflect on how well they are functioning' while 4.82% and 3.61% of them are on 'undecided' and 'disagree' points. When this value is described in terms of mean, the mean value of the students' response has a mean value of 4.37, which is the point between 'agree' and 'strongly agree' with regard to the scale. Based on this result, we can conclude that large numbers of students have high and positive degree of perception towards the principle of 'group processing' in cooperative learning.

Item 7 dealt with the presence of trust and mutual respect as a principle in CL. In relation to this item, a total of 74.7% (with 38.6% 'strongly agree' and 36.1% 'agree' points) of the respondents with the mean value of 3.92 accept and appreciate the idea. Therefore, majority of the respondent students have a strong perception towards the principle of 'trust and mutual respect' in cooperative learning.

Similarly, item 8 is a favorable statement that states 'cooperative learning can be considered as student-centered active learning'. In response to this item, 85.59% (with 38.6% 'strongly agree' and 46.99% 'agree' points) respondents appreciate the idea while 12.41% (with 6% 'disagree' and 6% 'strongly disagree' points) rejected the idea. In terms of mean, the response of this item has a mean value of 4.06. This indicates that majority of respondents have strong and positive degree of perception towards this CL principle.

Generally, from the above points we can understand that respondent students' have positive degree of perception towards the principle of CL except in relation to the principle of 'equal participation' where the majority of students felt a feeling of inferiority compared to academically successful students and proficient language speakers. Nevertheless, for the remaining seven principles of CL, majority of the students have strong and high perception.

4.1.2 Analysis of Students Perception towards Their Roles in the Implementation of Cooperative Learning

Table 4.1.2 presents the students' response towards their roles in the implementation of cooperative learning in EFL classes. The result was analyzed by categorizing the items in to pre-, while- and post-implementation phases. As we can see from the table, a great majority of the students with average mean value of 4.25 favorably agree with the concept of CL in line with their roles in the implementation of CL.

Table 4.1.2 Frequency, Percentage and Mean of Responses for the Students' Roles in the Implementation of CL

Scale value	Statements	Fr&%	5	4	3	2	1	Total	Mean
			1*	2*	3*	4*	5*		
1	In order to be effective in implementing cooperative learning, as a student you can help your teacher to generate an evaluation rubric.	Fr %	20 24.1	36 43.37	10 12.05	10 12.05	7 8.43	83 100	3.63
2	Before the actual implementation of CL, you can help your teacher in designing the assessment task if your teacher let you participate in the capacity.	Fr %	19 22.9	27 32.53	19 22.9	15 18.07	3 3.62	83 100	3.53
3	In the actual implementation of CL, you have the responsibility to work together with your group members.	Fr %	70 84.34	13 15.66	0 0	0 0	0 0	83 100	4.84
4*	While implementing CL, you should enforce your group members to listen only your idea.	Fr %	5 6.02	2 2.41	2 2.41	27 32.53	47 56.63	83 100	4.31
5	In implementing CL, you have the responsibility to keep records of your work and progress.	Fr %	45 54.22	32 38.6	4 4.82	1 1.20	1 1.20	83 100	4.43
6	In CL, for the success of the group, you are responsible to produce the assessment task with the help of your group members.	Fr %	34 41	38 45.8	3 3.62	5 6.02	3 3.62	83 100	4.14
7	After implementing CL, you have the responsibility to take notes when your teacher summarizes the important points of the lesson.	Fr %	58 69.9	23 27.7	2 2.41	0 0	0 0	83 100	4.68
8	After listening to the points which are summarized by your teacher, you should arrange conditions for further success in CL lesson.	Fr %	48 57.83	29 34.94	3 3.62	1 1.2	2 2.41	83 100	4.45
	Average Fr. and % for favorable items	Fr %	42 50.6	28.29 34.08	5.86 7.06	4.57 5.51	2.29 2.76	83 100	4.24
	Average Fr. and % for unfavorable items	Fr %	5 6.02	2 2.41	2 2.41	27 32.53	47 56.63	83 100	4.31
	Average Fr. and % for all	Fr %	37.38 45.04	25 30.1	5.38 6.48	7.38 8.89	7.88 9.49	83 100	4.25

Source: own survey

* Unfavorable statements and their corresponding scale values

Items 1 and 2 are positive statements and are stated the roles of students in the pre-implementation phase of cooperative learning. In response to item 1, a total of 67.47% (With 24.1% 'strongly agree' and 43.37% 'agree' points) of the respondents with the mean value of 3.63 accept and appreciate the idea that 'in order to be effective in implementing cooperative learning as a student you can help your teacher to generate an evaluation rubric'. Similarly, in response to item 2, which says 'before the actual implementation of cooperative learning, you can help your teacher in designing the assessment task if your teacher lets you participate in the capacity', 22.9% of the respondents strongly agreed and 32.53% of the respondents agreed to the point. When this value is described in terms of mean, the response of the item has a mean value of 3.53. From these results, we can infer that majority of students identify their roles which should be accomplished in the pre-implementation phase of cooperative learning. Therefore, majority of students have high and positive degree of perception for their roles which should be accomplished in the pre-implementation phase of cooperative learning.

The points which are stated from item 3 to 6 demonstrated the roles of students in the while implementation phase of cooperative learning. From these items, only item 4 is unfavorable statement. As can be seen from the table, the learners showed high perception in their response regarding their role while implementing cooperative learning. Therefore, in response to item 3, which says 'in the actual implementation of cooperative learning, you have the responsibility to work together with your group members', a total of 100% (with 84.34% 'strongly agree' and 15.66% 'agree' points) of the learners accept the idea. When this is described in terms of mean, the students' response has a mean value of 4.84 (near to 'strongly agree' point). This shows students' positive and strong perception towards their role in the actual implementation of CL. Similarly, for items 5 and 6, majority of students' i.e. 92.82 % (with 54.22% 'strongly agree' and 38.6% 'agree' points) of the respondents with the mean value of 4.43 and 86.8% (with 41% 'strongly agree' and 45.8% 'agree' points) of the respondents with the mean value of 4.14 accept the ideas as their roles in the actual implementation of CL in their respective order. From these results we can infer that majority of students have high and positive degree of perception for their roles which should be accomplished in the while-implementation phase of cooperative learning. In addition, for the negative (unfavorable) item 4, 56.63% and 32.53% of the respondents are on the 'strongly disagree' and 'disagree' points respectively. This means that a total of 89.16% (with a mean value of 4.31) of the respondents rejected or disagreed to the idea that 'while

implementing cooperative learning, you should enforce your group members to listen only your idea'. Therefore, students have strong view about the idea which is already stated on item 7.

The results obtained from the responses of items 7 and 8 (which both are positive statements and are stated the roles of students in the post-implementation phase of cooperative learning) show students' strong perception towards their roles in the post-implementation phase of cooperative learning. In response to item 7, a total of 97.6% (69.9% 'strongly agree' and 27.7% 'agree' points) of the respondents with a mean value of 4.68 accept the idea which says 'after implementing cooperative learning, you have the responsibility to take notes when your teacher summarizes the important points of the lesson.' Also in response to item 8, which says 'after listening to the points which are summarized by your teacher, you should arrange conditions for further success in cooperative lesson', a total of 92.77 (57.83% 'strongly agree' and 34.94% 'agree' points) of the respondents with the mean value of 4.45 accept the idea as their responsibility in the post-implementation phase of cooperative learning. From these results we can generalize that the majority of the respondent students have high and positive degree of perception for their roles which should be accomplished in the post- implementation phase of cooperative learning.

Literature suggests that the students have a number of roles in the implementation of cooperative learning in a language classroom. According to Johnson et al (1991), in implementing cooperative learning, students have several tasks. In the pre-implementation phase, they can help the instructor to generate an evaluation rubric, to design the assessment task and to ask questions if anything is unclear to them. Also while implementing CL, they have the responsibility to work together, to listen to one another, to keep records of their work and progress and to assume personal responsibility. Furthermore, in the post-implementation phase, they have the responsibility to take notes when their instructor summarizes the important points of the lesson and to arrange conditions for further success in the implementation of cooperative learning.

In general, even though a small portion of the respondents revealed their misconception or weak perception about the students' role in implementing CL in EFL classes, a great majority of the respondents (with average mean value of 4.25) testified that they have strong belief and high level of understanding about what role the student should play in the implementation of CL in EFL classes.

4.1.3 Analysis of Students perception towards the Techniques and Activities of Cooperative Learning

The analysis for students' perception towards the techniques and activities of CL is based on table 4.1.3 which contains 8 items (6 favorable items 2, 3, 4, 5, 6, and 8 and 2 unfavorable items 1 and 7). As can be seen from the table, a great majority of students, with a mean value of 4.0 (exactly on the point of 'agree'), favorably agree the concept of CL in relation to the techniques and activities of cooperative learning.

Table 4.1.3 Frequently, Percentage, and Mean of Responses on the Techniques and Activities of CL

Scale value			5	4	3	2	1	Total	Mean
			1*	2*	3*	4*	5*		
Items	Statements	Fr & %							
1*	All techniques which are used to implement CL do not share the idea that students work together to learn and are not responsible for their teammates' learning as well as their own.	Fr %	3 3.6	11 13.25	10 12.05	35 42.17	24 28.91	83 100	3.8
2	In listening lesson, by using quizzes, CL can be implemented after assigning students to four-member learning teams, which are mixed heterogeneously by ability, gender, race and ethnicity in the form of competition.	Fr %	20 24.1	29 34.49	12 14.46	9 10.84	13 15.66	83 100	3.41
3	In reading section, after assigning students in groups, CL can be implemented by comparing the reading ability (reading speed and pronunciation) of one group member with the other group member on the same topic in the form of competition.	Fr %	33 39.76	34 40.96	8 9.64	3 3.2	5 6	83 100	4.05
4	For meaningful language use (communication), by taking a certain topic which is interested to your group members, CL can be implemented by breaking down these topics into tasks to prepare group reports, which are presented to the class as a whole.	Fr. %	25 30.12	43 51.81	11 13.25	3 3.62	1 1.21	83 100	4.06
5	Before the exam, CL can be implemented by preparing review questions in groups of four or five to ask other group members (turn by turn) and finally by adding the correct responses of each group for team reward in the form of competition.	Fr. %	60 72.23	17 20.48	3 3.6	1 1.21	2 2.41	83 100	4.6
6	CL can be implemented by comparing and contrasting the benefits of two or more language areas (e.g. grammar VS pronunciation) in the form of debate between cooperative groups.	Fr. %	29 34.49	45 54.22	6 7.23	3 3.62	0 0	83 100	4.21
7*	Triggers, stories, and vignettes cannot be used as an activity to implement CL in classroom.	Fr. %	4 4.82	5 6	13 15.66	34 40.96	7 32.13	83 100	3.9
8	Whenever CL techniques are implemented; group rewards, individual accountability and equal opportunity for success should be considered as a central element	Fr. %	20 24.1	35 42.27	13 15.66	11 13.25	4 4.82	83 100	3.68
	Average Fr. & % for favorable items	Fr. %	31.17 37.6	38.83 40.76	8.83 10.64	5 6	4.17 5	83 100	4.0
	Average Fr. & % for unfavorable items	Fr. %	.5 4.22	8 9.64	11.5 13.86	34.5 41.57	25.5 30.7	83 100	3.85
	Average Fr. & for All	Fr. %	24.25 29.22	27.38 32.99	9.5 11.45	12.38 14.92	9.5 11.45	83 100	3.96

Source: *own survey*

*unfavorable statements and their corresponding scale values

Items 1 and 7 are unfavorable statements about the techniques and activities of cooperative learning respectively. In response to item 1 which says 'all cooperative learning techniques do not share the idea that students work together to learn and are responsible for their teammates' learning as well as their own', a total of 71.08% (with 42.17% 'disagree' and 28.91% 'strongly disagree' points) of the respondents with the mean value of 3.8 rejected the idea. This shows that a great majority of students have strong perception towards the common objectives of all CL techniques. Similarly, for item 7, with 40.96% 'disagree' and 32.53% 'strongly disagree' points, respondents rejected the idea. This means that a total of 73.49% of the students with the mean value of 3.9 rejected the idea that 'triggers, stories, and vignettes cannot be used as an activity to implement cooperative learning.' Hence, majority of the respondents have positive and strong perception towards these items.

Items 2, 3, 4 and 5 are favorable statements which all are showed the procedures to implement specific CL techniques. In response to item 2 (which is on the techniques of student Teams Achievement Divisions or STAD), a total of 59.04% (with 24.1% 'strongly agree' and 34.94% 'agree' points) of the respondents accept the idea which shows the general procedures to implement STAD in classroom. However, the remaining 26.5% respondents (with 10.84% 'disagree' and 15.66% 'strongly disagree' points) rejected the idea which shows the procedures to implement STAD in classroom. When this is described in terms of mean, the respondents' response has a mean value of 3.41, which is the point between 'undecided' and 'agree'. This means that majority of the respondent students have positive degree of perception towards STAD technique of CL. Furthermore, in response to the remaining items (3, 4 and 5) which show the procedures to implement Jigsaw II, the Group Investigation and Cooperative Review CL techniques in language classroom, more than half of the respondents agreed on the ideas. In terms of mean, the mean value of the respondents' response for the three items (i.e. 3, 4, and 5) is more than 4. This shows that majority of students have high and positive degree of perception in relation to Jigsaw II, Group Investigation and Cooperative Review cooperative learning techniques.

Similarly, the result obtained from the responses of item 6 for the idea 'cooperative learning can be implemented by comparing and contrasting the benefits of two or more language areas (e.g. grammar and pronunciation) in the form of debate between cooperative groups', depicts that

34.94% and 54.22% of the respondents strongly agreed and agreed on the idea. This means that a total of 89.16% of the respondents accept 'debate' as an activity to implement CL. In terms of mean, the item has a mean value of 4.21, which is around the point of 'agree'. From this result we can infer that majority of students have high and positive degree of perception towards the use of debate for implementing CL.

Also the results of item 8 shows that 66.27% (with 24.1% 'strongly agree' and 42.17% 'agree' points) of the respondents accept and appreciate the idea that 'whenever CL techniques are implemented; group rewards, individual accountability, and equal opportunity for success should be considered as central elements.' This implies that majority of students with the mean value of 3.68 have strong perception towards the idea although 15.66% and 18.07% of them hesitated to decide and rejected the idea in their respective order.

Generally, concerning the techniques and activities of cooperative learning, the students' responses demonstrate that the average mean value of their response is 3.93; and this implies that majority of the respondent students' perception towards the techniques and activities of CL is high and positive even though they are not familiar with the terms (e.g. with the term Jigsaw II, Spontaneous Group Discussion etc).

4.1.4 Analysis of Students Perception towards the Benefits of Cooperative Learning

For the group of items dealing with the benefits of CL, there were eight items which are written in the form of question. The total score obtained (i.e. mean value 5.01) shows that a great majority of students identify the multi dimensional significances of cooperative learning. From Table 4.1.4, we can understand that majority respondents are on the scale points between 'A great deal' (which is 6) and 'Quite a lot' (which is 5).

Table 4.1.4: Frequency, percentage and mean of responses on the benefits of cooperative learning

Scale value			6	5	4	3	2	1	Total	Mean
	Statements	Fr.&%								
1	To what extent is CL important to foster positive attitudes and higher self-esteem?	Fr. %	33 39.76	32 38.55	10 12.05	5 6.02	2 2.41	1 1.21	83 100	5.04
2	To what extent is cooperative learning beneficial in developing your interaction with your classmates, teachers and communities as well?	Fr. %	45 54.22	23 27.71	10 12.05	5 6.02	0 0	0 0	83 100	5.3
3	To what extent is cooperative efforts result in better preference in problem solving than competitive efforts do?	Fr. %	28 33.74	22 26.51	11 13.25	12 14.46	5 6.02	5 6.02	83 100	4.49
4	To what extent is cooperative learning important in giving a path for higher academic achievement gains?	Fr. %	25 30.12	30 36.15	16 19.28	10 12.05	0 0	2 2.41	83 100	4.77
5	To what extent is cooperative learning helpful in making you acceptable by different racial and ethnic groups?	Fr. %	22 26.51	36 43.37	13 15.66	8 9.64	3 3.62	1 1.21	83 100	4.76
6	To what extent is cooperative learning necessary to strength your intrinsic motivation?	Fr. %	44 53.01	26 31.33	6 7.23	6 7.23	1 1.21	0 0	83 100	5.28
7	To what extent is cooperative learning essential in promoting self-directed learning?	Fr. %	40 43.19	27 32.53	6 7.23	4 4.82	4 4.82	2 2.41	83 100	5.07
8	To what extent is cooperative learning important in creating opportunities for you to act as resources for each other in a group?	Fr. %	52 62.65	20 24.1	7 8.43	1 1.21	1 1.21	2 2.41	83 100	5.39
	Average Fr. and % for all	Fr. %	36.13 43	27 32.53	9.86 12	6.38 7.7	2 2.41	1.63 1.96	83 100	5.01

Source: own survey

If we look at items 1 and 6, they dealt with the psychological benefits of cooperative learning. Item 1 says 'to what extent is cooperative learning important to foster positive attitudes and higher self-esteem?' Mean while, in response to this item, 78.31% (with 39.76% 'A great deal' and 38.55% 'quite a lot' points) of the respondents strongly consider CL as an important teaching method in fostering positive attitudes and higher self-esteem. Also 12.05% and 6.02% of them are under 'a fair amount' and 'a little' points respectively. When this value is described in terms of mean, the mean value of the respondents' response is 5.04 (around the point of 'quite a lot'). This indicates that the students' perception towards the importance of CL in fostering positive attitudes and higher self-esteem is high. Similarly, in response to item 6, which states the importance of CL in strengthening intrinsic motivation, 84.34% (53.01% 'a great deal' and 31.33% 'quite a lot' points) of the respondent students believe the necessity of cooperative learning in developing intrinsic motivation. In plus to this, 14.46% of them are under the points of 'a fair amount' and 'a little'. In terms of mean, the students' response for item 6 has a mean value of 5.28 (between 'quite a lot' and 'a great deal' points). This shows that majority of students accept the role of CL in improving intrinsic motivation. Therefore, majority of respondent students have high and strong perception towards the importance of cooperative learning in improving intrinsic motivation.

Items 2 and 5 dealt with the benefits of CL in developing interaction with the school community and with different racial groups in their respective order. In response to item 2, a total of 81.93% (with 54.22% 'a great deal' and 27.71% 'quite a lot' points) of the respondent students strongly accept the benefits of CL for the idea that 'to what extent is CL necessary in developing positive interaction with your classmates, teacher and community?' Also, the remaining 12.05% and 6.02% of them are under 'a fair amount' and 'a little' points. In terms of mean, the respondents' response has a mean value of 5.3, which is the point between 'quite a lot' and 'a great deal'. From this result, we can infer that majority of students have strong perception towards the importance of CL in developing interaction with their classmates, teachers and communities as well. Also for item 5 which states the importance of cooperative learning in making students to be acceptable by different racial and ethnic groups, more than half (69.88%) of the respondents with the mean value of 4.76 considered CL as a good teaching and learning method in making them to be acceptable by different racial and ethnic groups. This shows the students' strong perception towards the use of CL in relation to the idea which is already stated on item 5.

Items 3, 4, 7 and 8 dealt with the benefits of cooperative learning in the area of education. In response to item 3, more than half (60.25%) of the respondent students strongly accept the idea, which states the importance of cooperative efforts in solving problems compared to competitive efforts. When this is described in terms of mean, the mean value of the students' response is 4.49 (between 'quite a lot' and 'a fair amount' points). This shows that the perception of students towards the importance of cooperative efforts in problem solving compared to competitive efforts is still positive and good. Also in relation to item 4, a total of 66.27% (with 30.12% 'a great deal' and 36.15 'quite a lot' points) of the respondents strongly accept the importance of cooperative in giving a path for higher achievement gains and 19.28% of the respondent students moderately accept the importance of cooperative learning in giving a path for higher achievement gains. In terms of mean, the students' response for the item has a mean value of 4.77 (between 'a fair amount' and 'quite a lot' points). Therefore, the majority of students perception is somewhat strong since they accept the importance of CL for higher achievement gains. For item 7 and 8, the majority of the respondents' responses are on 'a great deal' and 'quite a lot' points. In response to item 7, 75.72% (with 43.19% 'a great deal' and 32.53% 'quite a lot' points) of the respondents with a mean value of 5.07 strongly accept the use of CL in promoting self-directed learning. Thus, the perception of students is high and positive. Similarly, in response to item 8, 86.75% (62.65% 'a great deal' and 24.1% 'quite a lot' points) of the respondents believe the importance of CL in creating opportunities for students to act as resources for each other in a group. In relation to mean, the students' response has a mean value of 5.39, which is between 'quite a lot' and 'a great deal' points regard to the scale. Therefore, majority of students have a high and positive degree of perception.

In general, in spite of the fact that there were few portions of the respondents who misunderstood the benefits of cooperative learning, however, as can be seen from table 4.1.4, more than half of the respondents with the mean value 5.01 reflected that they have good perception towards the benefits of cooperative learning.

4.2 Analysis of Teachers Perception towards Cooperative Learning

Teachers' perception towards cooperative learning was analyzed qualitatively. Therefore, based on the results obtained from teachers' interview, the analysis was conducted. In this respect, in order to make the analysis easier, the teachers' interview questions were categorized in to two thematic categories. They were:

1. Questions on the principles (4 items) and benefits (3 items) of CL.
2. Questions on the teacher's role (3 items); and techniques and activities (3 items) of CL.

4.2.1 Analysis of Teachers Perception towards the Principles and Benefits of Cooperative Learning

Teachers' perception towards the principles and benefits of cooperative learning was briefly analyzed qualitatively. In relation to the principles and benefits of cooperative learning, 4 and 3 questions are analyzed in their respective order.

Regard to the principle of cooperative learning, item 1 states about the presence of positive interdependence between students while implementing CL in English classroom. In response to this item, all teachers (A, B, C, and D) have positive and strong perception and they state that while implementing CL, the presence of positive interdependence makes their students to be active participants, confidential and knowledgeable. Even though teacher 'B' supports the principle, he said that most of his students are not interested to engage in cooperative activities when cooperative learning is implemented in classroom. Therefore, standing from this point, we can generalize that all teachers felt good and have a strong perception about the principle of positive interdependence.

In response to item 2 which dealt with teachers' perception towards the principle of equal participation in cooperative learning, all teachers (A, B, C, and D) support the principle of equal participation while cooperative learning is implemented in classroom. According to Rabow et al (1994), even though realistically not all members participate and interact equally in cooperative learning, all must participate from time to time. Similar to this scholar's point, teacher 'A' and 'B' state the difficulty of applying equal participation in group learning in a perfect manner. Nevertheless, both teachers appreciate and accept the principle. Also they consider 'equal

participation' as a necessary principle for their students to share different experiences, to improve their level of understanding and to create strong interaction. Hence, teachers have positive and high degree of perception for the principle of equal participation in cooperative learning.

Item 3 states, 'how can individual accountability ensure the success of the group in cooperative learning?' According to Falchikov (2005) and Nunan (1992), since the individual accountability allows every team member to feel in charge of their own and their teammates learning and to make an active contribution to the group, the principle can ensure the success of a certain group. In response to this item, similar to the idea which is proposed by Falchikov and Nunan, all teachers state the necessity of every group member being responsible for his/her own portion of the task to achieve the desired goal. Therefore, the respondent teachers have high and positive degree of perception towards the principle of individual accountability in cooperative learning.

With regard to item 4, which states the reasons for making heterogeneous grouping (in terms of sex, religion, academic achievement, age and etc) while implementing cooperative learning, all teachers support the principle and state that forming heterogeneous group can help their students to share different experiences, knowledge, belief and culture. However, teacher 'B' rejected the state of being heterogeneous in religion. Scholars like Jacobs (2002) proposed that while implementing CL, students should be heterogeneous on one or more of a number of variables including religion, sex, diligence and etc. in relation to this, the researcher believes that being heterogeneous in religion is good in CL, because whenever students share ideas about the given context, they may relate points from the perspective of their religion. As a result, students can improve their knowledge about the religion of their teammates. And this can help them to know the difference and similarity between their teammates religion with them. Therefore, except in the case of religion (for teacher B), the respondent teachers have high perception towards the principle of heterogeneous grouping in cooperative learning.

As mentioned before, items 5, 6 and 7 are perceptual questions on the benefits of CL. Item 5 says, 'can you mention some of the psychological benefits of CL for your students and teachers?' All teachers commonly state that cooperative learning develops self-confidence, thinking skills, and positive attitudes. In relation to the psychological benefits of CL, Qin et al (1995) and Sadker and Sadker (1997) state that CL is important to foster positive attitudes, higher self esteem, self confidence, cognitive growth and so on. Standing from these scholars points of view, we can

generalize that the respondent teachers have positive degree of perception towards the psychological benefits of cooperative learning.

Item 6 states the importance of CL in the social areas including education and communication. In response to this item, all teachers have a good perception and commonly state that cooperative learning helps students to be academically successful since it enables them to share ideas, to develop social relation, to know the culture of a certain community, to develop their language skills. According to Strang (1946), cooperative learning has many developmental values such as social and emotional development, social norms, vocational values, and knowledge and skills development. Therefore, all teachers have strong and positive perception towards the social benefits of cooperative learning.

Similarly, in response to item 7, which states the importance of cooperative learning in developing teacher's professional skills and their students' language skills, three teachers (A, B and C) considered cooperative learning as a best way to know different techniques of teaching, to make their students active participants, to be a good manager, to develop different assessment techniques and to develop students' language skills. Although teacher 'D' accepts the importance of cooperative learning for the development of his students' language skills, he rejected the necessity of CL for his professional development. Despite of this, Exley and Dennick (2004) state that cooperative learning is essential for the development of intellectual understanding, professional abilities, communication skills, reflective practices etc. The researcher also believed that CL gives a chance for teachers to interact with their students. This interaction can help teachers to know the feeling of their students towards the teaching method that has been employed by the teacher. If the teaching method is not appreciated by his/her students, the teacher will try to find another method of teaching. This enables the teacher to develop his/her profession in relation to teaching methods. Hence, in relation to the importance of cooperative learning in developing professional skills, three teachers (teacher A, B and C) have high and positive degree of perception and in relation to the importance of cooperative learning in developing their students' language skills all respondent teachers have high and positive degree of perception.

Generally, concerning the principles and benefits of CL, there are few points which are not clear for English teachers. However, for most of the principles and benefits of CL, the teachers' perception was positive and strong.

4.2.2 Analysis of Teachers Perception towards the Implementation; and Techniques and Activities of Cooperative Learning

Item 1 states the role of the teacher before the actual implementation of CL. According to Johnson et al (1991), in the pre implementation phase, the instructor should specify instructional objectives, determine group size, arrange the classroom, plan instructional materials etc. Similarly, all teachers state that before implementing cooperative learning, the teacher should arrange the classroom, should determine the group size and should select the activities. This indicates the strong perception of teachers towards their roles in the pre-implementation phase of cooperative learning.

In response to item 2, which states the role of the teacher in the while-implementation phase of cooperative learning, all teachers identify some of the teacher's role. According to Johnson et al (1991), in the implementation phase of CL the instructor has his/her own responsibilities. These include; monitor behavior, intervene if needed, assist with needs and praise. Among these roles 'monitoring', 'assisting' and 'intervention' responsibilities are mentioned by all teachers. This shows the teachers' strong and positive perception towards their roles which should be accomplished in the while implementation of cooperative learning.

Item 3 says, 'after implementing cooperative learning, what kinds of roles are expected from the teacher?' In response to this item, all teachers identify their major responsibilities. In relation to the role of the teacher in the post implementation of CL, Johnson et al (1991) state that after implementing CL in classroom, the instructor should provide a closure through summarization, evaluate students' learning, reflect on what happened and give rewards for high performing groups. Similar to these points, all teachers identify their responsibilities in summarizing the points, in evaluating their students learning. This shows that in the post implementation of CL, all teachers identify their roles. Therefore, the teachers have a strong perception towards their major roles which should be accomplished in the post-implementation phase of cooperative learning.

Item 4 says, 'what do you think cooperative learning techniques refer to?' According to Slavin (1994:1), 'cooperative learning techniques (CLTs) refer practical classroom mechanisms teachers can use every day to help students learn any objective, from basic skills to complex problem solving.' In response to this item, all teachers define CLTs similar to the definition proposed by Slavin. Hence, teachers have strong perception towards the definition of CLTs.

Item 5 says, 'in relation to the techniques of cooperative learning, some scholars state that all techniques which are used to implement cooperative learning share the idea that students work together to learn and are responsible for students' teammates learning as well as their own. What do you think about this assumption?' In response to this item, all teachers support this idea and they commonly said that since cooperative learning is a means for interaction, it enables students to share ideas, knowledge and experience. These ideas, knowledge and experiences are shared through CLTs and since any technique is considered as cooperative learning technique, it should create interaction in the group and should give a way to share ideas. Therefore, they accept the assumption as the common feature of all CLTs. This indicates the strong perception of the respondent teachers towards the common feature of all CLTs.

In relation to the activities of cooperative learning, item 6 says that 'what kinds of activities can be used in implementing cooperative learning?' In response to this item, CL activities like dialogue, debate, drama, discussion were mentioned by all teachers. Therefore, the respondent teachers have positive degree of perception towards CL activities.

Generally, teachers' perception towards the implementation of cooperative learning (in identifying their roles) was good. This shows their strong perception in identifying their roles in the implementation of CL. In addition, all teachers have strong and high degree of perception towards the techniques and activities of cooperative learning.

4.3 Analysis of Classroom Observation

As can be mentioned in the previous chapter, the observation check list was categorized in to four sub-parts (i.e. Instructional Activities, Teachers' Role, Students' Role and Instructional Materials). Based on the observation check list, the analysis was conducted as follows. In this respect, two cooperative learning techniques namely Jigsaw II (in section 'A' and 'C') and Spontaneous Group Discussion (in section 'D') were observed.

Under the category of 'Instructional Activities' item 1.1 states that 'classroom activities maximizing cooperation opportunity (debates, drama, discussion, dialogue, triggers etc). During classroom observation, in all classes (A, C and D), discussion was the only CL activity that can be observed. Although the instructional activity gives more emphasis for cooperative work (item 1.3), it was not more student-oriented (item 1.2). However, the focus of the instructional activity in all classes was on the target language (English) as a medium of instruction (which is stated on item 1.4). Therefore, the result obtained from 'instructional activities' generally implies that all teachers are not giving due attention for CL activities, because apart from discussion other CL activities are not observed. This indicates that the perception of teachers towards 'Instructional Activities' in implementing CL is medium since the tenets of the first category are under the point of observed and unobserved activity/thing.

With regard to the teachers' role, the observed teachers gave an emphasis for some of the CL tenets, that is 'explaining criteria for success', 'assignment of group roles and tasks' and 'summarization'. However, for the remaining CL tenets which are stated on item 2.1, 2.2 and 2.3 that is 'making heterogeneous grouping in terms of sex, age etc', 'motivation and intervention' and 'facilitating and monitoring classroom activities' were under the point of 'unobserved activity'. Therefore, in the implementation of CL all observed teachers did not identify their major roles properly. Differing from this, in response to the interview questionnaire all teachers can mention their roles in the while implementation phase of cooperative learning. This shows that except in a few cases there is a clear mismatch between what teachers perceive about cooperative learning and what they actually practice it in their classroom. Generally, teachers were not effective in the actual implementation of CL since they could not identify their major roles.

In relation to the students' role, the observed students gave the least importance for most of the CL tenets, that is 'interdependence', 'listening and questioning one another', 'taking notes', 'taking responsibility' and 'autonomy'. However, for some CL tenets, like 'listening to teacher's explanation' and 'asking questions to teacher', they gave due attention. This shows the students' ineffectiveness in the actual implementation of CL since they did not identify most of their roles. Differing from this, in the students' questionnaire, the responses of majority students for the implementation of CL was positive and high, but in the actual implementation of CL, students

were not effective. Especially, roles like interdependence among group members, note taking, listening and questioning one another, group autonomy and individual accountability were unobserved activities. Here, there is a clear mismatch between what students respond in the questionnaire and what they actually practice CL in their classroom.

In relation to Instructional Materials that can be used in implementing CL, only students' text book was the observed material which is stated in item 4.1. This shows that all teachers solely depend on student's text book. Therefore, teachers did not give due attention for other instructional materials to implement cooperative learning. As a result, instructional materials like 'duplicated materials (item 4.2)', 'authentic materials (item 4.3)', and 'pictures, maps, charts...(item 4.4) were unobserved instructional materials in all classes during classroom observation. This implies that still the teachers are not aware of the place of other instructional materials for implementing cooperative learning rather than the students' textbook despite their relative high degree of perception towards the features of cooperative learning.

To summarize the findings of the study, the responses of the students and teachers for the questionnaire and interview demonstrated that although they have favorable and strong perception for most of the points which are stated under CL, both of them were not effective in the actual implementation of CL. Therefore, students' and teachers' perception for the theoretical and practical aspect of CL is different. Because both teachers and students do not identify their major roles while implementing cooperative learning in their classroom although they understand the importance of learning cooperatively.

Chapter Five

5 Conclusions and Recommendations

This chapter presents the conclusions and recommendations of the research findings. After the conclusion some possible recommendations are given.

As can be mentioned in the previous chapters, this study was intended to assess students' and teachers' perception and classroom practice of cooperative learning in EFL classes. To achieve the overall purpose of the study, three types of data gathering instruments namely questionnaire, interview and observation were used. After a pilot study was made, the data were gathered through the already mentioned instruments and were presented, analyzed and discussed in chapter four. Based on the analysis and discussion, the following conclusions and recommendations are made.

5.1 Conclusions

The research findings revealed that despite students' and EFL teachers' high and positive perception about the features of CL; all teachers retain some fear of adapting CL as an instructional method because of perceived disciplinary problems related to classroom practices. Meanwhile, the findings showed that almost all of the average results, in terms of mean score from the students' questionnaire about their perception for the specified objectives ranged from 3.93-4.28 (for objective 1, 2, and 3) and 5.01 (for objective 4). Therefore, with regard to students' perception, the findings revealed that the total mean score for the 'principles of CL' yielded 4.03, 'their roles in the implementation of CL'=4.25, the 'techniques and activities' of CL=3.96, which all are around the point of 'agree' and the mean score for the 'benefits of CL' yielded 5.01, which is around the point of 'quite a lot'. Generally, from all the results we can conclude that students have positive and strong perception for most of the CL tenets.

In relation to teachers' interview, the findings revealed that for many items which have a direct contact with CL, the responses of the all teachers were positive and good. However, in the actual implementation of cooperative learning all three teachers were not effective, because some major roles like 'facilitating and monitoring', 'making heterogeneous grouping', 'motivation and intervention' were not observed in the three classes (section 'A', 'C' and 'D'). Therefore, in the

actual implementation of cooperative learning teachers were not effective since they could not identify their major roles properly. This shows that there is a negative correlation between teachers' perception and classroom practice of cooperative learning.

Except in a few cases, the data obtained from classroom observation and students' questionnaire indicate that there is a clear mismatch between what students perceive about the CL tenets in the questionnaire and what they actually practice CL in their classroom. As can be seen the results of the observation (page-56), it shows that students were failed to practice classroom cooperative activities and rather they tend to practice non-cooperative ones. Because during classroom observation, students' role like 'positive interdependence', 'listening and questioning one another', 'taking notes', 'taking responsibility' and 'group autonomy' were unobserved activities. Similar to students, all the results of teachers' interview and classroom observation have shown a certain degree of mismatch. Nevertheless, all teachers were somewhat good in explaining criteria for success and in summarizing the important points of the lesson. Generally, all teachers and students did not identify their major roles properly. Therefore, in the actual implementation of cooperative learning both teachers and students were not effective.

As can be seen from classroom observation, the major problems that hindered or blocked students and teachers from practicing CL in their classes in effective manner were:- large class size, domination, language abilities, unwillingness to speak in CL activities, group composition, and gender (females were passive and reluctant compared to males). Meanwhile, the respondent teachers professed that although they knew that CL is important to improve interaction with their students and helps to share ideas and experiences, it is difficult to make it effective because it consumes time.

To summarize, the overall findings of this study shows that in spite of the fact that both teachers and students have a high level of understanding for most of CL tenets, in reality they failed to practice it in EFL classroom effectively. This generally indicates that except in a few cases, there is a clear mismatch between what they perceive about CL and what they actually practice. Also based on the findings, we can predict that still now teacher-centered approach has been employed in the school since students were very reluctant in the actual implementation of cooperative learning.

5.2 Recommendations

Based on the research findings and the conclusions drawn above, the following recommendations are made.

- First, in relation to the principle of 'equal participation' in cooperative learning, students have extremely low and negative perception. As the finding showed, majority of students need the domination of academically successful students in CL. However, according to Kagan (1994), in CL, all students should receive the same chances and incentives to involve in cooperative activities without the domination of one or two member(s) in the group. Therefore, teachers should tell the importance of equal participation while implementing group work for their students.
- Second, given this research findings that both teachers and students lack practical application knowledge of cooperative learning in their classroom, teachers should be given the opportunity to acquire knowledge about the implementation of CL. Then they should teach their students, especially, in identifying their roles properly. To this end, it is recommended that teacher education programs, which aim at in-depth training about language teaching methodologies, should properly deal with both the strengths and weaknesses of CL as an instructional method ranging from basic principles to specific techniques. This is because the current teaching method is recommended to be student-centered approach.
- Third, the most important reason that makes learners lack interest and motivation to involve in CL effectively was the nature of the students' text book, because the students' text book does not contain plenty of activities which should be accomplished cooperatively. Therefore, the instructional materials designers (including text book designers) and other concerned bodies are expected to modify the students' text book. And if there are many CL activities, teachers will turn their face to employ CL in their classroom in proper manner.
- Fourth, as can be observed the three sections, all grade-12 EFL teachers were solely depend on students' textbook while they implement CL in their classroom. This can often create a danger on expanding the knowledge of their students since other instructional materials were neglected. Hence, all EFL teachers should give due attention for other

instructional materials while they implement CL in their classes. This can make their students to be flexible and knowledgeable on different issues

- More or less, the research findings can help not English teachers but also other concerned bodies to start distancing themselves from primary focus on the teacher fronted language teaching style and it is suggested that teachers should begin the implementation of CL since the major objective is to make their students academically successful and active participants.
- Finally, the research findings can be used as a bridge for further research findings (as mentioned in 1.4). Therefore, this study is not intended to make any generalization on the concept of cooperative learning, so any concerned and interested body can make use of this study as a venue for further research findings.

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Appendix A: Students' Questionnaire

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ት/ቤት

የጽንፈኞች ጥናት ፋክሊቲ

የእንግሊዘኛ ት/ት ክፍል

• ለ12ኛ ክፍል ተማሪዎች የተዘጋጀ መጠይቅ

○ ውድ ተማሪ

የዚህ መጠይቅ ዋና አላማ የ 12ኛ ክፍል ተማሪዎች በእንግሊዘኛ ክ/ጊዜ በህብረታዊ ትምህርት (Cooperative Learning or Group learning) ላይ ያላቸውን ግንዛቤ ለመገምገም ነው። መጠይቁ ሁለት ክፍሎች አሉት። የመጀመሪያው ክፍል የተማሪዎችን የግል መረጃ (Personal information) ያትታል። የሁለተኛው ክፍል ደግሞ ተማሪዎች በእንግሊዘኛ ክ/ጊዜ በህብረታዊ ትምህርት (Cooperative Learning/Group learning) ላይ ስላላቸው ግንዛቤ ያትታል።

ውድ ተማሪ፡- የዚህ ጥናት (Research) ስኬታማነት የሚረጋገጠው ለእያንዳንዱ ጥያቄ በምትሰጠው/ጭው መልስ ነው። ስለዚህ እያንዳንዱን ጥያቄ በጥንቃቄ በማንበብ የበኩልህን/ሽን አስተዋጽኦ እንድታበረክትልኝ/ችልኝ በአክብሮት እጠይቃለሁ።

ማሳሰቢያ 1- በየትኛውም የመጠይቅ ክፍል ላይ ስም አይጻፍም።

2- ለእያንዳንዱ ጥያቄ የምትሰጡት መልስ ለዚህ ጥናት ብቻ የሚውል ነው።

ለትብብራችሁ በቅድሚያ አመሰግናለሁ

የጥናቱ ባለሙያ

ክፍል 1. ግላዊ መረጃ

ትእዛዝ 1: ለ2ኛ እና 3ኛ ጥያቄዎች ትክክለኛውን መልስ በሳጥን ውስጥ የ «✓» ምልክት በማድረግ መልስ /ሽ::

1. የት/ቤቱ ስም _____
2. የታ ወንድ ሴት
3. ሴክሽን 12ኛA 12ኛB 12ኛC 12ኛD 12ኛE 12ኛF

ክፍል 2

ትእዛዝ 1: የሚከተሉትን የህብረታዊ ትምህርትን መሠረታዊ መርሆዎች (Cooperative learning Principles) በጥንቃቄ ካነበባችሁ በኋላ መስማማታችሁን ወይም አለመስማማታችሁን ለመግለጽ ቀጥሎ ከተሠጡት አምስት አማራጮች አንዱን በመምረጥ በሳጥን ውስጥ የ « ✓ » ምልክት አስቀምጥ/ጭ:: የተሰጡት አማራጮች:-

- | | |
|--------------|--------------|
| 5 በጣም እስማማለሁ | 2 አልስማማም |
| 4 እስማማለሁ | 1 በጣም አልስማማም |
| 3 አልወሰንኩም | |

➤ የህብረታዊ ትምህርትን መሠረታዊ መርሆዎች ያማከሉ ግንዛቤያዊ ጥያቄዎች

ተ.ቁ	ጥያቄዎች	አማራጮች				
		5	4	3	2	1
1	ህብረታዊ ትምህርት ወቅት በአንድ ቡድን አባላት መካከል ጠንካራ የሆነ መደጋገፍ ሊኖር ይገባል::					
2	ህብረታዊ ትምህርት ወቅት፣ በትምህርታቸው ጎበዝ የሆኑ ተማሪዎችና የእንግሊዝኛን ቋንቋ አቀላጥፈው የሚናገሩ ተማሪዎች ከሌላው የቡድን አባል በተለየ መልኩ ለተሰጠው ስራ ክፍ ያለ አስተዋጽኦ ማበርከት አለባቸው::					
3	ህብረታዊ ትምህርት ወቅት፣ እንደ አመራር (Leadership) ግጭትን የመፍታትና ውሳኔ የመፍጠር ማህበራዊ ክህሎቶች አስፈላጊ ቅድመ ሁኔታዎች ናቸው::					

4	ህብረታዊ ትምህርት ተግባራዊ በሚደረግበት ወቅት ብሔራቸው ተመሳሳይ የሆኑ ተማሪዎች አንድ ቡድን ውስጥ መካተት አለባቸው (ለምሳሌ:- አማራ ከአማራ፣ ኦሮሞ ከኦሮሞ፣ ትግሬ ከትግሬ አንድ ላይ፣ ነገር ግን አማራ ከኦሮሞ ወዘተ አንድ ቡድን መሆን የለባቸውም።)					
5	ህብረታዊ ትምህርት ተግባራዊ በሚሆንበት በማንኛውም ሰዓት፣ ተማሪዎች በሚያስተምሯቸው አስተማሪዎች ላይ ብቻ ጥገኛ መሆን አለባቸው።					
6	የማንኛውም ህብረት ስራ (Group work) ስኬታማነት የሚወሰነው የአንድ ቡድን አባል የሆኑ ተማሪዎች የተሰጣቸውን ስራ በምን ዓይነት መልኩ እንዳከናወኑት የሰሩትን ስራ ለቡድን አባሎቻቸው ማንጸባረቅ (መከለስ) ሲችሉ ነው።					
7	በህብረታዊ ትምህርት፣ የሚፈለገው አላማ ወይም ግብ ላይ መድረስ የሚቻለው በአንድ ቡድን ውስጥ የመተማመንና የመከባበር መንፈስ ሲኖር ብቻ ነው።					
8	ህብረታዊ ትምህርት፣ ተማሪዎችን ያማከለ የትምህርት አሰጣጥ ነው ተብሎ ሊጠራ ይችላል።					

ትእዛዝ 2:- የሚከተሉት ጥያቄዎች በህብረታዊ ትምህርት ወቅት ተማሪዎች ያላቸውን ሚና ወይም አስተዋጽኦ (roles) ይመለከታሉ። እያንዳንዱን ጥያቄ በጥንቃቄ ካነቡብክ/ሽ በኋላ መስማማትህን/ሽን ወይም አለመስማማትህን/ሽን ለመግለጽ ከተሰጡት አምስት አማራጮች በአንዱ ላይ በሳጥኑ ውስጥ የ «✓» ምልክት አስቀምጥ/ጭ። አማራጮቹም ፦

- 5 በጣም አስማማለሁ
- 4 አስማማለሁ
- 3 አልወሰንኩም
- 2 አልስማማም
- 1 በጣም አልስማማም

▷ በህብረታዊ ትምህርት ወቅት የተማሪዎችን ሚና የሚመለከቱ ግንዛቤያዊ ጥያቄዎች

ተ.ቁ	ጥያቄዎች	አማራጮች				
		5	4	3	2	1
1	በህብረታዊ ትምህርት ውጤታማ ለመሆን እንደ ተማሪነት/ሽ አስተማሪነት/ሽን የአንድ ቡድን መገምገሚያ ወይም መመዘኛ መስፈርት (Evaluation rubric) በሚዘጋጅበት ወቅት ማገዝ አለብህ/ሽ።					
2	ህብረታዊ ትምህርት ተግባራዊ ክመደረጉ በፊት አስተማሪ/ሽ ፈቃደኛ ከሆነ መሰራት ያለበትን ስራ (assessment task) በማዘጋጀት ረገድ አስተማሪነት/ሽን ማገዝ አለብህ/ሽ።					
3	ህብረታዊ ትምህርት ተግባራዊ በሚደረግበት ሰዓት ፣ እንተ/ ቺ ከቡድን አባልህ/ሽ ጋር የመሰራት ኃላፊነት አለብህ/ሽ።					
4	ህብረታዊ ትምህርት ተግባራዊ እየሆነ ባለበት ሰዓት፣ የአንተን/ቺን ሐሳብ ብቻ እንዲሰሙ ሌሎች የቡድን አባላትን መገፋፋት አለብህ/ሽ።					
5	ህብረታዊ ትምህርት ተግባራዊ በሚሆንበት ሰዓት፣ እንተ/ቺ የቡድንህን/ሽን የስራ አካሄድና ስራውን በሚመለከት ማስታወሻ መያዝ አለብህ/ሽ።					
6	በህብረታዊ ትምህርት ወቅት፣ ለቡድንህ/ሽ ስኬታማነት፣ የተሰጠውን ስራ በቡድኑ አባላት እርዳታ የመስራት ግዴታ አለብህ/ሽ።					
7	ህብረታዊ ትምህርት ተግባራዊ ከሆነ በኋላ ፣ አስተማሪ/ሽ በተሰራው ስራ ላይ ማጠቃለያ ሲሠጥ/ሱትሰጥ፣ እንተ/ቺ ማስታወሻ መያዝ አለብህ/ሽ።					
8	በአስተማሪነት/ሽ የተሰጠውን ማጠቃለያ ካዳመጥክ/ሽ በኋላ፣ ወደፊት ለሚኖሩ ህብረታዊ የትምህርት ክፍሎች ስኬታማ ለመሆን አንዳንድ ቅድመ ሁኔታዎችን ማስተካከል አለብህ/ሽ።					

ትእዛዝ 3:- የሚከተሉት ግንዛቤያዊ ጥያቄዎች ህብረታዊ ትምህርትን ተግባራዊ ለማድረግ የምንጠቀምባቸውን ቴክኒኮችንና መተግበሪያ መንገዶችን (Activities) ይመለከታሉ። እያንዳንዱን ጥያቄ በጥንቃቄ ካነቡብክ/ሽ በኋላ መስማማት ወይም አለመስማማትህን/ሽን ለማሳየት ከተሰጡት አምስት አማራጮች አንዱን በመምረጥ በሳጥኑ ውስጥ የ«✓» ምልክት አስቀምጥ/ጭ። አማራጮቹም፡-

5 በጣም እስማማለሁ

2. አልስማማም

4 እስማማለሁ

1. በጣም አልስማማም

3 አልወሰንኩም

>ህብረታዊ ትምህርትን ተግባራዊ ለማድረግ የምንጠቀምባቸውን ቴክኒኮችንና መተግበሪያ መንገዶችን (Activities) የተመለከቱ ግንዛቤያዊ ጥያቄዎች

ተ.ቁ	ጥያቄዎች	አማራጮች				
		5	4	3	2	1
1	ህብረታዊ ትምህርትን (Cooperative Learning) ተግባራዊ ለማድረግ የምንጠቀምባቸው ሁሉም ቴክኒኮች፣ ተማሪዎች በህብረት እንዲሰሩ የተማሪዎችን ብሎም የቡድን አጋራቸውን ትምህርት በማጎልበት ረገድ ተመሳሳይ የሆነ መለያ ባህሪ ን አይጋሩም።					
2	በማዳመጥ ክ/ጊዜ (reading lesson)የተለያዩ ክህሎት፣ ፆታ ወይም ብሔር ያላቸውን አራት ተማሪዎች አንድ ላይ በመመደብና የማድመጥ ክህሎትን የሚጠይቁ ቴሰቶችን በማዘጋጀት ህብረታዊ ትምህርትን ውድድራዊ በሆነ መልኩ ተግባራዊ ማድረግ ይቻላል።					
3	በምንባብ ክ/ጊዜ (Reading lesson) ተማሪዎችን በቡድን ካደራጁ በኋላ፣አንድን የቡድን አባል ከሌላው የቡድን አባል ጋር ያለውን የማንበብ ችሎታ (የንባብ ፍጥነትና፣የቃላት አነባብ) በማነፃፀር ህብረታዊ ትምህርትን ውድድራዊ በሆነ መልኩ መተግበር ይቻላል።					

4	ትርጉም ላለው የቋንቋ አጠቃቀም (ንግግር) አንድ ምድብ የሆኑ የቡድን አባላት የፈለጉትን ርዕስ ከአስተማሪያቸው በመውሰድ ከዛም የመረጡትን ርዕስ ወደ ተለያዩ ክፍሎች ከከፋፈሉ በኋላ የየድርሻቸውን ለክፍል ጓደኞቻቸው በማቅረብ ህብረታዊ ትምህርትን ውድድራዊ በሆነ መልኩ ተግባራዊ ማድረግ ይቻላል።					
5	ፈተና ከመድረሱ በፊት፣ አራት ወይም አምስት አባላትን የያዘ ቡድን በመመስረትና ለክለሳ የሚሆኑ ጥያቄዎችን በማዘጋጀት ከዛም የተዘጋጁትን ጥያቄዎች በቡድን በመጠያየቅ ህብረታዊ ትምህርትን በውድድር መልክ ማዘጋጀት ይቻላል።					
6	ሁለት ወይም ከሁለት በላይ የሆኑ የቋንቋ ክፍሎችን (ለምሳሌ፡- ሰዋሰውን እና የቃላት አነባበብን ወይም Grammar and Pronunciation) በመውሰድ ያላቸውን ጠቀሜታ በማነፃፀርና በማወዳደር ህብረታዊ ትምህርትን በተለያዩ ቡድኖች መካከል ክርክራዊ በሆነ መልኩ ተግባራዊ ማድረግ ይቻላል።					
7	ለአንድ ነገር መፈጠር መንስኤ ሊሆን የሚችሉ ሀሳቦችን፣ የተለያዩ ታሪኮችንና ስእሎችን በመጠቀም ህብረታዊ ትምህርትን ተግባራዊ ማድረግ አይቻልም።					
8	የህብረታዊ ትምህርት ቴክኒኮች ተግባራዊ በሚሆኑበት በማንኛውም ሰዓት የቡድን ሽልማቶች ፣ግለሰባዊ ኃላፊነት እና ለስኬት አኩል የሆነ እድል የማግኘት ሁኔታዎች እንደ መሰረታዊ ቁልፍነት ሊቆጠሩ ይገባል።					

ትእዛዝ 4:- የሚከተሉትን ጥያቄዎች በጥንቃቄ ካነቡብክ/ሽ በኋላ፣ ህብረታዊ ትምህርት ያለውን ጠቀሜታ ለማሳየት ከተሰጡት ስድስት አማራጮች አንዱን በመምረጥ በሳጥኑ ውስጥ የ«✓» ምልክት አስቀምጥ/ጭ። አማራጮቹም፡-

- | | |
|--------------------|---------------|
| 6 እጅግ ከፍተኛ በሆነ መልኩ | 3. በመጠኑ |
| 5 ከፍተኛ በሆነ መልኩ | 2. አልወሰንኩም |
| 4 መካከለኛ በሆነ መልኩ | 1. ምንም አይጠቅምም |

➤ ህብረታዊ ትምህርት ያለውን ጠቀሜታ የሚመለከቱ ግንዛቤያዊ ጥያቄዎች

ተ.ቁ	ጥያቄዎች	አማራጮች					
		6	5	4	3	2	1
1	አዎንታዊ የሆነ አስተሳሰብንና ለራስ መልካም አመለካከትን በማሳደግ ረገድ ህብረታዊ ትምህርት ምን ያህል ጠቃሚ ነው?						
2	ከክፍል ጓደኞችህ/ሽ ፣ አስተማሪህ/ሽ ብሎም ከህብረተሰብህ/ሽ ጋር ያለህን/ሽን ትስስር ወይም ግንኙነት በማጎልበት ረገድ ህብረታዊ ትምህርት ምን ያህል አስፈላጊ ነው?						
3	አንድን ችግር በመፍታት ረገድ ህብረታዊ ጥረቶች ከፋ-ክክራዊ ጥረቶች አንጻር ምን ያህል ተመራጭ ናቸው?						
4	ከፍተኛ የሆኑ የስኬት ፋይዳዎችን (Achievement gains) ለማግኘት የተለያዩ መንገዶችን በማሳየት ረገድ ህብረታዊ ትምህርት ምን ያህል አስፈላጊ ነው?						
5	በተለያዩ የህብረተሰብ ክፍሎች አንተን/ቺን ተቀባይነት እንዲኖርህ/ሽ በማድረግ ረገድ ህብረታዊ ትምህርት ምን ያህል ጠቃሚ ነው?						
6	ውስጣዊ መነሳሳትን (Intrinsic Motivation) በማሳደግ ረገድ ህብረታዊ ትምህርት ምን ያህል አስፈላጊ ነው?						
7	በራስ የመማርን (self directed learning) ለማሳደግ ህብረታዊ ትምህርት ምን ያህል አስፈላጊ ነው ?						
8	በአንድ ቡድን አባላት መካከል አንዱ ተማሪ ለሌላው ተማሪ የትምህርት ምንጭ እንዲሆን ከማድረግ አኳያ ህብረታዊ ትምህርት ምን ያህል ጠቃሚ ነው?						

Appendix- B
Addis Ababa University
School of Graduate Studies
Faculty of Language Studies
Department of English

➤ **Interview Questions for Teachers**

First of all, I like your cooperation and willingness to my interview. The objective of this interview is to assess the perception of grade 12 EFL teachers towards cooperative learning in EFL classes. The interview question has two parts. The first one deals with teachers' personal information. And the second part is designed to assess teachers' perception towards cooperative learning in EFL classes.

Dear teacher, the success of this study is determined by your own answers which will be given for every question. Therefore, I kindly request you to listen to every question carefully and to contribute your own share. In this respect, I want to tell you that any information that you are going to give me will be kept confidential and used only for this study.

Thank you in advance for your co-operation

The researcher

Part I: personal information

1. Name of the school _____
2. Age (in years) 20-25 26-30 31-35 36-40 41 & above
3. Sex Male Female
4. Teaching experience 0-5 year(s) 6-10 years 11-15 years
 6-20 years 21 & above
5. Academic qualification PhD MA Degree Diploma other

Part II- Interview questions for teachers about their perception towards cooperative learning and its practices in English classes.

Direction 1: The following questions are perceptual questions on the principles (1-4) and benefits (5-7) of cooperative learning. Based on the given question reflect your ideas and understanding.

1. What do you think about the principle of positive interdependence between your students while implementing cooperative learning in your classroom?
2. What do you say about the principle of equal participation in cooperative learning?
3. How individual accountability can ensure the success of the group in cooperative learning?
4. In implementing cooperative learning, in most cases heterogeneous grouping (in terms of sex, religion, ethnicity, age, language proficiency, academic achievement, etc) is recommended. In your assumption, what could be the possible reasons for this?
5. Can you mention some of the psychological benefits of cooperative learning for your students and teachers?
6. What kind of benefits can be achieved from cooperative learning in relation to social issues including education, communication etc?
7. What do you think about the importance of cooperative learning in developing your professional skills and your students' language skills?

Direction 2: The following questions are perceptual questions on teacher's role (1-3) in the implementation of CL and techniques and activities of cooperative learning (4-6). Based on the given question reflect your thought and perception.

1. Before the actual implementation of cooperative learning, what kind of responsibilities should be accomplished by the teacher in relation to group size, class arrangement, and structuring of positive interdependence among group members?
2. In the actual implementation of cooperative learning, what are the responsibilities of the teacher?
3. After implementing cooperative learning, what kinds of roles are expected from the teacher?

4. What do you think cooperative learning techniques refer to?
5. In relation to the techniques of cooperative learning, some scholars state that all techniques which are used to implement cooperative learning share the idea that students work together to learn and are responsible for students' teammates learning as well as their own. What do you think about this assumption?
6. What kinds of activities can be used in implementing cooperative learning?

Appendix - C
 Addis Ababa University
 School of Graduate Studies
 Faculty of Language Studies
 Department of English

➤ **Classroom Activities' Observation Check-List**

Section _____ Teacher's name _____

Date _____

no	Activities/Things to be observed	Class time 45'	
		Observed	unobserved
1	Instructional Activities		
1.1	Classroom activities maximizing cooperation opportunity (debates, drama, dialogue, triggers etc.)		
1.2	More students-oriented		
1.3	More emphasis on cooperative work		
1.4	Focus on the target language (English) as a medium of instruction		
2	Teacher's Role		
2.1	Making heterogeneous grouping in terms of sex, age etc		
2.2	Motivation and intervene		
2.3	Facilitating and monitoring class activities		
2.4	Explaining criteria for success		
2.5	Assignment of group roles and tasks		
2.6	Summarization		
3	Students' Role		
3.1	Listening to teacher's explanation		
3.2	Interdependence		
3.3	Autonomy		
3.4	Taking notes		
3.5	Listening and questioning one another		
3.6	Asking questions to teacher		
3.7	Taking responsibility		
4	Instructional Materials		
4.1	Text book		
4.2	Duplicated materials		
4.3	Authentic materials		
4.4	Pictures, maps, charts.....		

Declaration

I, the undersigned, declared that the thesis is my original work and has not been presented for a degree in any other university and that all sources of materials used for the thesis have been duly acknowledged.

Name: Wossen Mekonenn Shibeshi

Signature: 

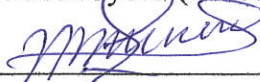
Place: AAU, Faculty of Language Studies

Submission Date: 3rd June, 2011

Approval

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

Name: Tibebe Alemayehu (Associate Professor)

Signature: 

Date: 2nd June, 2011