



**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM AND**  
**COMMUNICATION**

**Department of Foreign Language and Literature**

Assessing Opportunities and Challenges of Implementing Cooperative Learning in English  
Language Classroom: Checho and Mugunja Secondary Schools in focus

**By: Tsegaye Abebe**

*July, 2024*

Addis Ababa Ethiopia



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**Advisor: Dr. Badima Belay**

**A Thesis submitted to Department of Foreign languages and Literature in Fulfillment of  
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**Approved by Board of Examiners**

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### ***Abstract***

*This research project aimed to investigate the challenges, the practices and the role of using cooperative learning to enhance academic success in English classes. Specifically, it is planned to examine the challenges of practicing cooperative learning; to investigate the extent of practicing cooperative learning in English Language classes; to examine the effects of cooperative learning in developing students' academic success in two secondary schools. The populations of this study were Checho and Mugunja Secondary schools' students and English teachers. In order to select sample, the researcher used random sampling; and from random sampling, simple random sampling. And from the two schools 20(twenty) teachers and 200(two hundred) students were selected. In order to get adequate information about the practices and the challenges that encountered the effective implementation of CL in classroom lesson, the researcher used two types of data collecting instruments, namely: questionnaire and interview. In order to analyze the data which were collected using questionnaire, descriptive statistics (mean and standard deviation) was employed. Close-ended questionnaire were analyzed quantitatively. The data collected through open ended questionnaires and interview were analyzed qualitatively. All the data which were collected through the selected tools were analyzed for triangulation. Hence, the findings were: teachers seem to have a clear knowledge about cooperative learning; and teachers have positive attitude in each school in the implementation of CL in their classroom interaction. The major challenges for implementing CL effectively were some of the students' attitude towards organizing and implementing of CL in their assigned group, because of constraints of time; and majority of teachers to cover lesson contents in the allotted time. The Students did not take responsibility for their own learning and they did not share knowledge, skills and experience to each other; students' interest, belief and commitment also affecting the implementation of CL in schools. In sum from the result of the table, the information from questionnaire and interview, we can conclude that the implementation/practice of cooperative learning in selected schools is low.*

## **CHAPTER ONE: INTRODUCTION**

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

Lectured method approach failed in feeding skilled manpower for the need of the country. Due to this paradigm shift is mainly focused on transformation of teaching method from teacher centered to student centered. In line with this, Bar and Tag (1995) indicate that the paradigm shifts away from teaching to an emphasis on learning has encouraged power to be moved from the teacher to the student. The teacher-focused on transmission of information formats, such as lecturing, have begun to be increasingly criticized and this has paved the way for a widespread growth of ‘student-centered learning’ as an alternative approach.

When we see these two concepts accordingly, teacher-centered is an approach which gives priority role and responsibility to the teacher in teaching-learning process. In such classes learning is predominantly teacher controlled, and it focuses only on imparting knowledge, skill or attitude to the students provided by the classroom teacher. To this end, Davis, (1981); Perry, (1998) suggest that, such classes never promote learning by doing and students are limited to perform those activities provided by the teacher. This method lacks in producing skilled man power who can think critically, and there was a search for the best method in the higher education history until the introduction of student-centered approach.

The student-centered approach was becoming base from Kindergarten up to grade 12 grades in the 1990’s when the term “student-centered” was more commonly used. It was grafted onto the assessment of the 1980’s and hailed as a new paradigm shifts by educational theorists, regional accrediting agencies and national organizations. Thus, the term “learner-centered” describes concepts and practice in which students learn from one another. It proposes a global shift away from instruction that is fundamentally teacher centered, at times glibly termed sage on the stage focusing instead on learning outcomes.

Based on the above discussion, one of the contributing factors for quality education improvement can be the teaching methodology which can be practiced in the classroom. Kembo (2002) suggests that the main causes of the problem in the class are failure in utilizing sufficient teaching methods and practice. Among various methods of student centered teaching

methodologies, cooperative learning can be used in students' learning to enhance students' communicative competence.

As Wang (2017) stated that one important point of cooperative learning in English Second Language education is that learners at different levels communicate and cooperate with each other in the process of completing the task; learners conduct information exchanges and achieve common progress through joint efforts in the cooperative learning mode.

Cooperative learning facilitates students' individual development by providing time to practice spoken English in the group through several basic activities and forms of social exchange, including asking or offering help to other students, as well as fulfilling specific roles that are assigned to different members within the group.

Having such significance of cooperative learning on students' involvement in various activities, the researcher planned to study the practice of cooperative learning and its role in increasing students' academic success in selected schools.

## **1.2. Statements of the Problem**

Education has been established as the leading power to promote the wellbeing of society by promoting economic growth, creating wealth and development. Ethiopia started introducing modern education in the 1940s. Its purpose when it had been started as Lemlem (2010) stated that it has remained essential for the country to come out of poverty. The challenge has been to create educated human capital and skills through developing an education system built and legitimized by the active participation of all the stakeholders who agree to resource and support education development.

Though the country introduced modern education by understanding its significance, teacher centered methods were used for long time. Regarding lecturing method, Cashin (1985) explained that lecturing methods are not well suited for higher levels of learning: application, analysis, synthesis, influencing attitudes or values. Active learning specifically cooperative learning is suited with Cambridge Assessment International Education (2017) explained that active learning is based on constructive learning theory which emphasizes on the fact that learners construct or build their own understanding since learning is a process of making meaning.

Further, studies indicated that students learn best by doing. For instance, Dale (1969) established following relationships between level of involvement of learner and how much the learner remembers:- “We remember: 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we hear and see, 70% of what we say 90% of what we do”. Lecturing is best suited to the lower levels of knowledge and understanding. Accordingly the methodology used contributes for not creating problem solver and creative citizens in the earlier education system.

Moreover, with the current education reform, it has been introduced active learning methodology to have creative and problem solver citizens. In line with this, Weldemariam & Girmay (2015) concluded that students’ network was introduced in Ethiopia as a cooperative learning strategy since 2010 is rarely practiced in line with the principles of cooperative learning. In addition, Tran (2014) discussed that positive interdependence needs to be constructed in cooperative learning groups to help students work and learn together. Positive interdependence results in reciprocal interaction among individuals, which promotes each group member’s productivity and achievement. Pro motive interaction occurs as individuals encourage and facilitate each other’s efforts to accomplish the group’s goals. Furthermore, Weldemariam & Girmay (2015) added that it is fair to conclude that the introduction of student network (cooperative learning) could be taken as salient tool and exemplary experience to lift students’ achievement and quality of education in Ethiopia.

Active learning in general and cooperative learning in particular can make learning effective and interesting if it is applied in a systematic approach and well planned manner Anwar (2017). Cooperative learning is important to improve the academic achievement and social skills of students. However, as Mohammed (2012) studied cooperative learning was not effectively practiced in his study area. Moreover, Zeleke and Tsega (2015) stated that the heterogeneity of the cooperative group was not strictly done by carefully considering the skills of learners. These authors mentioned further that even though each individual members of the group has their own roles, the problems revealed were the shortage of sharing the roles equally with teammates or lack of equal participation with cooperative group. Hence, the researcher motivated to identify challenges teachers face in implementing of cooperative learning. In addition, this study examines the roles of cooperative learning in developing students’ academic success in English language Classroom. The current study is different from the aforementioned one since it will test

the opportunities and Challenges of implementing cooperative learning, the extent of cooperative learning and awareness of teachers' and students' in English Language classes.

### **1.3. Basic Research Questions**

The study answers the following research questions.

- What are the Opportunities and Challenges of Implementing Cooperative Learning in English Language classes of Checho and Mugunja Secondary Schools?
- To what extent cooperative learning is implemented in Checho and Mugunja Secondary Schools?
- Are teachers and students aware of the advantages and challenges of cooperative learning?

### **1.4. Objectives of the Study**

#### **1.4.1. General Objectives of the Study**

The general objective of this research is to identify the Opportunities and Challenges of Implementing Cooperative Learning in English Language classes of Checho and Mugunja Secondary Schools to enhance students' learning.

#### **1.4.2. Specific Objectives of the Study**

More specifically, the study has the following objectives.

- To check Opportunities and Challenges of Implementing Cooperative Learning in English Language classes of Checho and Mugunja Secondary Schools.
- To investigate the extent of implementing cooperative learning in English classes of Checho and Mugunja Secondary Schools.
- To understand teachers' and students' awareness of the advantages and challenges of cooperative learning.

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

The finding of this study is important for education administrators by showing them how students' cooperative learning is important to increase their academic success. In addition, the study will help secondary school teachers in the way that they may get some information that

enable them to overcome challenges that they may face in implementing cooperative learning in English language classroom. Lastly, this research helps the students to maximize learning through English Language, as well as it can minimize language difficulties during testing and examinations; furthermore, cooperative learning uses them to be internationally competitive as they able to communicate in using this lingual academics. In sum, this study have its own contribution in bringing quality education for the society in general since many studies indicated that one of familiarity of Ethiopian education is English language difficulty whereas it is the medium of instruction.

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

Geographically, this study is situated public Secondary schools which are found in Hedero Tunto Zuria Woreda Kembata Zone, CER. Hedero Tunto zuria administrative Woreda has five Secondary schools. The researcher selected Checho and Mugunja Secondary schools for the study. This study addresses the challenges of implementing cooperative learning, the level of implementing cooperative learning and peer feedback.

### **1.7. Limitations of the Study**

It is obvious that research work can not totally free from limitation. Hence, some limitations were observed in this study. One apparent limitation was that some of the participants in the study area were busy and they had no enough time to respond to questionnaires and interviews. Some of them who have enough time were also unwilling to fill in and return the questionnaire as per the required time. In spite of these short comings, however, to successfully accomplish the research, the researcher used few available previous research findings, conducted by gathering the information from willing and cooperative respondents. The study of the total population is not possible and it is also impracticable. The practical constraints are: respondent's diligence to give immediate response during data collection and in availability of well-organized documents about students cooperative learning difficulty. The study of the total population is not possible and it is also impracticable. The researcher believes that an investigation of the implementation and challenges of practicing Cooperative learning in all secondary Schools and their actual classrooms require longer study time to see through the overall CL processes from the beginning to the end. Hence, the researcher do not allowed all population to conduct the study.

## **1.8. Definition of Technical Terms**

**Cooperative learning** refers to an active, a learner-centered and inclusive approach in which a group of heterogeneous students (in achievement, sex, age, and special needs) work together in a structured form with each member taking an active participation to maximize their own and another learning ability.

**Challenge** refers to problems, difficulties or constraints that face during classroom interaction when CL implemented in the selected classroom instruction.

**Implementation** refers to the process of putting a method to practices of CL in the selected classroom instruction by the implementers (teachers and students).

**Practice:** is how cooperative learning strategies put into practice in classroom instructions by teachers and students.

**Mean:** is the average of all scores

**Standard deviation:** is an indication of how wide a range of answers there were.

**CL = cooperative learning**

## **1.9. Organization of the Research**

This research is organized in to five chapters. The first chapter contains the introduction part which consists of, the background of the study, statement of the problem, research questions and objectives of the study, significance of the study, the delimitation of the study, limitations of the study and definition of operational terms or concepts. The second chapter contains review of related literature pertinent to the research. The third chapter deals with research methodology that incorporates description of study area, research design, research method, population, sample size and sampling technique, instrument of data collection, procedures of data collection, methods of data analysis and ethical consideration. The fourth chapter is concerned with the analysis and interpretation of data and discussion on important issues. Chapter five presents findings, recommendations and conclusions of the study. Finally, list of reference materials used for conducting the study and also questionnaire and interview questions are annexed at the end.

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

### **2.1. Cooperative Learning**

Cooperative Learning is much more purposeful than conventional group work and has a clearer framework and it challenges students in many ways, socially and intellectually Stanley (2003). Johnson & Johnson state that they started investigating cooperative Learning and creating Cooperative Learning structures because this approach radically changes the atmosphere of classrooms. Traditional teaching approaches tend to be very competitive and often in inappropriate ways. Cooperative learning, on the other hand, is built on the very foundation of human nature; human beings cannot survive without cooperating with others (Johnson & Johnson, 1994).

Cooperative learning is a student-centered instructional approach that has the potential to encourage more interactions among students and maximize the improvement of each student's learning process (Wang, 2014). Cooperative learning fits quite nicely into constructivist theories regarding education as students are more active in constructing their own knowledge in a social setting. Cooperative Learning methods are an ideal teaching tool when it comes to teaching languages. All teachers would agree that the most important element of language learning is that students need to use that language, without practice they cannot learn the subject. Wick (2010) reports that cooperative learning is a practical teaching strategy, offering students more active learning experiences, equal access to learning and a more supportive social environment.

Cooperative Learning not only affords students the opportunity to use the language but it also allows them to discover it, the vocabulary and the grammar, for they and they learn how to manipulate the language to serve their purposes. When incorporating cooperative learning into the language classroom it is necessary for teachers to take time to prepare themselves and their students because in order for Cooperative Learning to result in a better understanding of the material at hand it must be done correctly and efficiently. This means that when designing a task, the teacher should make use of the enormous amount of structures meant to enhance learning and have been created by experts in order to help teachers make their classrooms a resource of knowledge and competence for students.

Cooperative learning in the foreign language classroom is believed to increase target language use, improve communication skills, build confidence and stimulate learner autonomy. However, challenges may arise due to poor group dynamics, time constraints, standardized curricula, and other classroom issues (Celtic et al, 2012).

## **2.2. Cooperative Learning Methods**

Johnson & Johnson (2003); Liang, (2002); and Sharon (2010) claim that cooperative learning embraces different methods for organizing and conducting classroom interaction. Johnson (2003) further insists that any teacher can find a way to use cooperative learning methods that agree with his or her teaching ideas, practice and learning context. Among many methods that research has developed, (Johnson, 2003) affirms that those discussed in the following section of this paper are the easiest to implement in any learning context and have received the most attention and popularity across the world. The rationale for the choice of cooperative learning methods discussed in the following section. The researcher found these methods simpler for second language learners and undemanding in terms of learning resources.

Four of the most widely used methods for cooperative learning are: Student Team Learning, Jigsaw, Group investigations and Learning Together. The Student Team Learning Method was developed by (Slavin, 1983 a). The two most popular student team learning methods are Student Teams-Achievement Divisions (STAD) and Teams-Games-Tournaments (TGT). In both methods, students are grouped in teams and they compete against each other. STAD teams consist of students with different achievement levels. Teams' overall grade is based on the collective improvement of the team members. TGT teams consist of games and tournaments in which teams are formed with the students of same achievement level.

The Jigsaw Method was developed by Aronson (1978) and is based on the concept of division of labor among the individual group members. Here each student is responsible for completing a task and teaching the task to the rest of the group. An intermediate step in Jigsaw Method would be such that a student of one group discusses and compare the results with the students from other groups.

The group investigations method was developed by Sharon & Sharon (1976). This method is similar to the Jigsaw method. In this method, each group has a different task and groups create

presentations to teach the rest of the class. This method is unique because of the use of open-ended problems that provide students a significant control on the sub tasks. Students can assess on their presentations.

Learning Together was developed by Johnson and Johnson (1975). Learning Together is based on the belief that all students work together on the same task and should share a common goal.

### **2.3. Basic Elements of Cooperative Learning**

In order for a lesson to be cooperative in an English language classroom, CL emphasizes positive interdependence, face-to-face interaction, individual and group accountability, social skills and group processing should be applied at any grade level with any subject (Kessler, 1992). The elements are further discussed below.

#### **2.3.1. Positive Interdependence**

It is successfully structured when group members perceive that they are linked with one other in a way that one cannot succeed unless everyone succeeds. Group goals and tasks, therefore, must be designed and communicated to students in a way that makes them believe they sink or swim together. It is solidly structured to offer highlights that (a) each group member's efforts are required and indispensable for group success and (b) each group member has a unique contribution to make to the joint effort because of his/her resources and/or role and task responsibilities. Doing so creates a commitment to the success of group members as well as one's own, and is the heart of CL. If there is no positive interdependence, there is no cooperation (Johnson & Houlihan, 1993).

#### **2.3.2. Face-to-Face Interaction**

Face-to-face verbal interaction refers to the physical set up of the group. Students need to be clustered together in a tight group, facing each other in order to have the kind of interchange necessary to accomplish the task. In other words, learners are provided with abundant face-to-face interaction, where they can explain, argue, elaborate and link current or previous materials. Thus, it is crucial to let students sit in comfortable places where they can interact face to face easily (Tuan, 2010).

### **2.3.3. Individual Accountability**

A level of accountability must be structured into cooperative lessons. Each member must be accountable for contributing his/her share of the work. Individual accountability exists when the performance of each individual is assessed and the results are given back to the group and the individual in order to ascertain who needs more assistance, and encouragement in learning (Ames, 1985). Gullies (2007) also explained that individual accountability involves students' understanding that they will be held accountable for their individual contributions to the group, that free-loading will not be tolerated, and that everyone must contribute.

### **2.3.4. Social Skills**

Social skills refer to interpersonal and small group skills. CL is inherently more complex than competitive or individualistic learning because the students have to engage simultaneously in task work (learning academic subject matter) and teamwork (functioning effectively as a group). Social skills for effective cooperative work do not magically appear when cooperative lessons are employed. Instead, social skills must be taught to students as purposefully and precisely as academic skills. Leadership, decision-making, trust-building, communication, and conflict management skills empower the students to manage both teamwork and task work successfully (Christ son, 1994) as cited in (Wondwosen, 2017).

### **2.3.5. Group Processing**

Group processing exists when group members discuss how well they are achieving their goals and maintaining effective working relationships. Groups need to describe what member actions are helpful and unhelpful and make decisions about what behaviors' to continue or change. Continuous improvement of the process of learning results from the careful analysis of how members are working together and determining how group effectiveness can be enhanced. This may take five minutes or a whole lesson; it can happen immediately after the classroom interaction or on their next meeting. Thus, during the group processing, both teacher and students should be equally involved; students must identify how well they have achieved their goals and maintained effective relationships among members Williams & Burden (1997). In general, the success of implementing the elements of CL in English language classrooms depends on the overall relationships among a teacher, learners and a textbook.

## **2.4. Challenges of Cooperative Learning**

There are also problems that teachers face when trying to increase interaction in the language classrooms. It is unfortunate but true that some learners are not enthusiastic about pair or group work, especially where learners are expected to communicate in the language they are less competent in. One major challenge of interaction within cooperative learning groups is the issue of self-consciousness among second language learners. Many learners become very nervous and embarrassed when asked to speak English and this may hinder interactions in the classrooms. Again, while theoretically the more students there are in a class the more possibilities for interaction there should be, however, this not the case in practice. The more learners there are, the more difficult developing interactions can be since there are more people to monitor, and, therefore more chances of problems like noise levels, simultaneous talking, excessive use of the first language, and some learners not participating in the interactions (Harmer, 2009).

Another common challenge in the cooperative learning classroom where learner-learner interaction is the main focus is the insufficient language to start the interaction. Sometimes learners in second language classrooms do not have the language needed to interact with their cooperative learning groups and, therefore, completing the task becomes an uphill struggle (Harmer, 2009).

Most of the limitations of cooperative learning came from not being able to implement the cooperative structure carefully. If the teachers just put the students into groups to learn and didn't structure the positive interdependence and individual accountability, then it would not be unusual to find groups where one person did most (or all) of the work and the others signed off as if they had learned it or had done the work. Or it might be easy to have a "bossy" student who didn't allow the others to take part; or other group dynamic problems that might come from not setting the ground rules for behavior and carefully crafting the group dynamics Kagan (1995) as cited in Liang (2002).

Another concern, according to Turco and Elliott (1990), was that the educational rationale for cooperative learning techniques tended to have been developed more from socialization needs than from achievement needs. Several possible disadvantages might emerge from this perspective. First of all, there was an inherent danger for low-achievers to be belittled by high-

achievers if they had nothing or little to contribute Slavin et al, (1985). Secondly, some of the cooperative learning strategies, like STAD, TGT, and Jigsaw, seemed to ignore the importance of individual education (Turco & Elliott, 1990).

In addition, Carroll (1994) also reported in a one-year study of an 11th grade English class that there were a significant number of students with negative responses to cooperative learning. Many of the students were reluctant to talk over personal ideas with their peers for fear that other students might think little of their opinions.

Moreover, McClure (1990) also reported his unsuccessful experience in group-work in secondary English class. In his class, the students felt uncomfortable being judged by their peers. Another limitation of cooperative learning lied in the differences of opinion regarding encouraging conflict or achieving consensus among group members Tsai (1998). There was an underlying establishment in cooperative learning to encourage consensus and thereby arousing unnecessary peer pressure to suppress individual differences and comply with the decisions of the group Dipardo & Freeman (1988).

Some teachers might experience frustration and open hostility from their students. For example, bright students complained about being held back by their slower teammates; weaker or less assertive students complained about being discounted or ignored in group sessions, and resentments build when some team members failed to pull their weight. Instructors with sufficient patience generally found ways to deal with these problems, but others became discouraged and reverted to the traditional teacher-centered instructional paradigm, which was a loss both for them and for their students Kagan (1991).

## **CHAPTER THREE: METHODS OF THE STUDY**

### **3.1. Description of the Study Area**

The study was geographically delimited to Hedero Tunto Zuria Woreda Checho and Mugunja Secondary Schools in Kembata Zone, CE Regional State. Kembata Zone is one of 6 Zones in the CER. Kembata Zone is bordered on the west by Hadiya, on the north, by Silte and Hadiya zone, on the East Hadiya and Gurage zone and on the South Tembaro Special Woreda. The study was included two Secondary Schools which are found in woreda center.

### **3.2. Research Design**

In this study, descriptive survey was used. Descriptive study interprets what the researcher seeks to find out, reveals the conditions or relationships that exist between variables, to interpret opinions that are evident and developing trends. It reports a given phenomenon as it is Alemayehu (1993) and Adana (1996). It involves with collecting data in order to test hypotheses or answer research questions concerning the current status of the subject of a study. Typically, data for a descriptive survey study was collected through questionnaire and interview.

### **3.3. Population, Sample Size and Sampling Techniques**

The populations of this study were Checho and Mugunja Secondary school students and English teachers. According to the information obtained from Checho and Mugunja Secondary school directors, the total number of students in these schools was 4245. Of these, 1995 are females (this is 47 percent of total number of students) and 2250 are males (this is 53 percent of total number of students.) There are 32 English Language teachers. In order to select sample, the researcher used simple random sampling. From population in the schools, two schools were selected. And from the two schools 20(twenty) teachers 200(two hundred) students were selected. In addition, the study schools and classrooms were drawn randomly. Furthermore, students and teachers from each selected schools and classrooms were selected by using simple random sampling technique.

### **3.4. Tools of Data Collection**

In order to get adequate information about the practices and the challenges that encountered the effective implementation of CL in classroom lesson, the researcher used two types of data collection instruments, namely: questionnaire and interview guide.

#### **3.4.1. Questionnaire**

This tool was employed to collect the data regarding to challenges in implementing cooperative learning, the frequency of using cooperative learning. The questionnaires have three parts. The first part targeted on respondents' preliminary information. The second part is 5- point Lick-art Scale a questionnaire designed to investigate students' and teachers' Implementing cooperative learning and the challenges of using cooperative learning. A 5- point Lick-art Scale close ended questionnaires was used. In addition, a few open ended questionnaires were added.

#### **3.4.2. Interviews**

The reason of using interview in data collecting process is to supplement the data which will be obtained by using questionnaires. Semi-structured interview was used to strengthen the data collected through the above instruments and to investigate detail information on the extent of using cooperative learning. Also, the challenges of using cooperative learning were strengthened by the interview in addition to what obtained from the questionnaires. It was conducted with 6 teachers and ten students were selected by simple random sampling technique within the sample size from every sample sections.

### **3.5. Procedure of Data Collection**

The researcher concerned about all the ethical considerations and standard procedures when conducting the study. Permission letter was granted from Addis Ababa University to the selected Schools. Then, the researcher contacted respective Schools principal to get their concert to collect data for the research purpose. In addition, the following main points were informed to the participants for avoiding frustration and developing honesty between the researcher and respondents, and to collect adequate data from the participants. At the beginning, the researcher introduced himself to the respondents and explained why they need the data and how they used

the data. The researcher informed the participants about the importance of giving real information to reach at a right conclusion.

Before administering the instruments, the questionnaire was commented by professional educators and English language professionals to improve validity of the instruments. Based on the given comments, some improvement was made to achieve appropriateness. Then, these tools were distributed for respondents of the study. In other words, questionnaires were distributed to selected teachers and students. Finally, to get detail information about the challenges and implementing of using cooperative learning, first, teachers were selected randomly and their willingness to be interviewed.

### **3.6. Data Analysis Techniques**

In order to analyze the data which collect using Close-ended questionnaire were analyzed quantitatively and descriptive statistics. For example, to analyze the challenges and the implementing of using cooperative learning, descriptive statistics (mean and standard deviation) was employed. The data which was collected through open ended questionnaires and interview analyzed qualitatively. All the data which collect through the selected tools was analyzed via triangulating together. The researcher enhanced the reliability of the findings by triangulating different data sources and examining evidence from the sources to determine the accuracy of the finding. Finally, the result interpreted and discuss thoroughly; then, conclusions were drawn.

### **3.7. Quality Assurance Mechanisms**

To examine the validity and reliability of the instruments pilot study was done. Based on the input obtained from the pilot study the questionnaire items were edited. The data collected during the pilot study as well as during the actual study the reliability also checked.

### **3.8. Ethical Considerations**

The researcher was conscious about all the ethical considerations to be made when conducting the study. According to the research code of ethics, this study was intended for academic purpose of Kembata Zone. Hence, the researcher was governed by maintaining privacy and/or other related values of research. The researcher was promised to the participants of the study that the information which collected from the respondents would not be transferred for other than the

purpose of the research study. In addition, the process of data collection done without writing participants' name, identification number, telephone number, and so on. On the other hand, appropriate measures were taken to assure confidentiality of the information both during and after data collection. As a social science research, it may be expected to have informed consents. Thus, in the data collection process, the researcher and the data collectors informed the purpose of the research study to secondary school teachers and students before the interviews conducted. Similarly, in the questionnaire items the purpose will explain to the participants to have informed consents. With the permission of the study subjects, the data collection continued.

## CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

This section of the paper presents the presentation, analysis and interpretation of the data collected from the respondents. The data for this study were collected from teachers and students through questionnaire and interview. In general, the qualitative and quantitative data that were collected from different participants via the above instruments were presented and analyzed accordingly.

### 4.1 The Analysis of Teachers' Response

One of the major tools employed in this study was questionnaire to teachers'. The purpose for developing this instrument was to generate information from teachers with regard to their awareness of cooperative learning. Items related to teachers' awareness of cooperative learning were designed to find out teachers' awareness of cooperative learning. The results of teachers' responses towards their knowledge of cooperative learning were calculated and presented in **Table-1. Teachers' Awareness of Cooperative Learning.**

Items	N	Mean	Std. Deviation
1.Cooperative learning facilitates greater students' participation in class activities	20	4.45	1.828
2. Cooperative learning enhances classroom participation	20	4.3	1.663
3. Cooperative learning makes learning easier	20	4.25	1.642
4. Cooperative learning makes me express opinions, argue, debate, negotiate and ask questions.	20	4	1.414
5. Cooperative learning encourages interaction between us.	20	4.15	1.522
6. Cooperative learning encourages interaction between students	20	4.4	1.647

As it can be seen from the above table, the teachers were asked if Cooperative learning facilitates greater students' participation in their classroom activities. For this item teachers responded with the mean value of 4.45 and with the standard deviation of 1.828. In the same table, item 2 asked the teachers to recognize if cooperative learning enhances classroom participation, and they replied that with the mean value of 4.3 and standard deviation 1.663. Item 3 asked the teachers whether cooperative learning makes learning easier. Accordingly, they responded with the mean value of 4.25 and standard deviation 1.642. Item 4 was given to the teachers to ask if cooperative

learning makes students work together to achieve more than when they work alone. They reacted with the mean value of 4 and the standard deviation 1.414. Item 5 was given to the teachers to know if cooperative learning makes students to express opinions, argue debate, negotiate and ask questions. They gave responses with the mean value of 4.15 and the standard deviation 1.522. Finally, item 6 asked the teachers if cooperative learning encouraged interaction between their students, and they reacted with the mean value of 4.4 and the standard deviation 1.647. From the table 1, the majority of the respondents expressed their agreement to the items designed to measure the knowledge of teachers regarding the essence of cooperative learning. The response in the table indicates that the majority of the respondents have a clear understanding regarding the essential elements, characteristics and advantages of cooperative learning. The above finding can be figuratively further substantiated by the grand mean value 4.45 of all the responses as evidenced from the table. This show the tendencies of the responses to maintain the values for agree. Therefore, from the responses, one can deduce that teachers seem to have a clear knowledge about cooperative learning.

**Table -2. Teachers' Attitude towards Cooperative Learning**

No	Items	N	Mean	Std. Deviation
1	I believe that Cooperative learning is useful method in students' learning	20	4.5	1.83
2	I perceive that Cooperative learning has a positive impact on the students' learning	20	4.3	1.663
3	I feel that Cooperative learning is a good example for active learning strategies in the educational process	20	4.85	1.82
4	I perceive Cooperative learning contributes in development of real collaborative skills among students	20	4.55	1.781
5	I believe that Cooperative learning strategy motivates students to use more of mental processes of thinking	20	4.25	1.472
6	I believe that Cooperative learning strategy helps students to be problem solvers	20	4.34	1.645

Table 2 shows the respondents responses regarding their attitude towards cooperative learning. For example, item 1 was given to know the teachers believe that cooperative learning is useful method in students learning. For this item, teachers responded with the mean value 4.5 and standard deviation of 1.83. In the same table, the teachers were also asked item 2 regarding to their perception whether cooperative learning has a positive impact on the student' learning or not. They replied with the mean value of 4.3 and standard deviation 1.663. Regarding this instructor's interview on item 2, asked about the importance of cooperative learning and he replied that "Cooperative learning helps students to increase their participation since they can share ideas and it also helps to increase their self-confidence". It shows that the teacher had good perception about the benefit of CL, but it is not that much detail and it may be because of lack of practicing on cooperative learning. Item 3 was given to understand whether the teacher feel that cooperative learning is a good example for active learning strategies in the educational process not and they reacted with the mean value of 4.85 and standard deviation of 1.82. This indicates that the majority of teachers had positive views of CL and either agreed or strongly agreed with the affirmative statements presented. This suggests that the respondents' perception towards CL is closer to the rating point 'agree' i.e. score of responses of 4. This informs us, the respondents' perception towards Cooperative Learning is high.

Some students and teachers provided reasons behind their preference for the CL lessons. All the teachers indicated that students could academically and socially benefit from using CL. One of the most important academic benefits mentioned was motivation. All the tears mentioned that CL enhances students' motivation to learn. Other explained that, "students in the group encourage each other to work together in order to achieve mutual goals. These shared goals motivate students to work and learn." Similarly, teachers said, "When students have opportunity and bear the responsibility, productivity is increased. At the same time, they receive support from their teammates and the teacher to achieve the shared goal".

As Table 2, the teachers' responses have shown that they agreed about the attitude in the implementation of CL. Moreover, the overall mean and standard deviation of attitude issues still fall in the range of agreement.

In order to get further information about the attitude of practicing CL in classroom instruction from the selected schools, teachers were interviewed. In response to this as one of teachers responded:

*“In our school, we give more focus on implementing CL for all subjects and all participation aspects of the students, because we expect that if our students work in group, then they can develop their skills, attitude and knowledge. But some students were not interesting to implement CL in their classroom”.* From the responses of teachers, one can say that, they have positive attitude in schools in the implementation of CL in their classroom interaction.

In connection to this, one of the teachers reflected:

*“In our school, CL implementation can be assessed as high; this high practice of CL might be caused due to positive attitude of teachers towards CL”.*

The interview result found from the above interviewees can be summarized that the teachers, who take the major role in the practical implementation of CL, had positive attitude towards CL implementation in classroom interaction.

### **Descriptive statistics**

The major area of the investigation under this part was designed to identify the major challenges faced in the implementation of CL in classroom in the selected schools. To achieve this 9 items which had 5-point response scales were administered ranging from strongly disagree (1) ...to strongly agree (5). The results of the study were presented in the following manner.

**Table-3. Challenges Using of Cooperative Learning**

No	Items	N	Mean	Std. Deviation
1	I use Cooperative learning, to many students, a few clever students do the task	20	2.1	1.0936
2	It is impossible to implement Cooperative learning without appropriate facilities	20	2.7	1.3942
3	Cooperative learning is time consuming	20	1.85	1.743
4	There are too many students in my class to implement Cooperative learning effectively	20	3.4	0.7866
5	My students are resistant to work in Cooperative learning.	20	2.4	1.043
6	I prefer Lecture teaching methods over trying new methods like cooperative learning	20	3.3	1.089
7	I like Cooperative learning	20	4.1	1.47953
8	If I use Cooperative learning, my classroom is too noisy	20	1.9	1.85445
9	The physical set up of my classroom is an obstacle to using Cooperative learning	20	2.55	1.123

As it seen in the table above, the mean value of items related difficulties and challenges of practicing cooperative learning shows that teacher faced challenges during practicing cooperative learning in the classroom. Item 1 of Table 3 also showed that, reluctance of students to participate during CL, unwillingness of students to take responsibilities and unequal sharing of task among group members were highly affecting the implementation of CL as their mean score was 2.1. This indicates, student related factors such as lack of awareness about CL, lack of interest in CL and domination of some students over the others during group work were moderately affecting the implementation of CL. By supporting this, the responses of the teachers in the interview affirmed that students' interest, belief and commitment affected the implementation of CL in schools.

Moreover, the result of interview held with one of the students indicated "some students are careless, they do not take their responsibility, and they need to gain benefits being on the shoulder

of others.” In the interview part, teachers were also asked to consider the possible challenges and problems posed by learning through CL. Teachers indicated that “there are three main challenges and difficulties that seem to affect their use of cooperative learning: the existence of large number of students in one class; uncomfortable seating arrangement of students and problem of group organization/arrangement”.

Item 3 noted that the implementation of the Cooperative learning method requires time, demand of learners and discipline. Noisy students may not take it seriously. Moreover, added that, shortage of time is serious problem hindering students to practice student centered method of teaching. One of the students response mentioned that “the teacher gives us a few minutes to do the task but we need more time to help each other to understand the task questions, so the time is not enough”.

However, item 4 expressed concerns about issues related to classroom management, class size, and time needed to use the cooperative learning structural approach properly in their classes. This indicates that, the existence of large number of students in one class and uncomfortable seating arrangement of students were extremely affecting the implementation of CL. By supporting this, one of the interviewed student explained “the major factors affecting the implementation of CL in our class are large class size and uncomfortable seats to practice CL”. Yet, found out that, large class size is serious problem affecting the implementation of active learning. Along similar table, item 8 expressed concern about “noise”. The teachers were asked how often they made their learners work in group activities. In response to this question, five of the six interviewees said that they made their learners participate in group activities in accordance with the instructions. However, one of the interviewees said that she/he made the students work in groups once a week.

The second question that the teachers asked is the sitting arrangement, fixed desks, number of students in the class, etc. in each classroom whether conducive for conducting the group lessons. As to this question, three of the six interviewees replied that the classroom was not favorable to carry out the oral group lessons because of the large number of students and fixed desks. Nevertheless, they ordered their students to participate in oral group lessons as they were in their seats. Moreover, the other teacher said that he/she tried to arrange the desks for group activities for a month or two. However, students of another shift disordered what had been arranged.

Because of this, he/she gave up arranging the desks for oral group activities any longer. Instead, he/she made the students exercise oral group lessons as they were in their seats.

Likewise, the result obtained from interview data; there are many challenges that were provided by the interviewees. The majority of the respondents said that the main challenges in a CL are lack of students' awareness, infrastructure problem. The aggregate responses of the participants indicate that the implementation of CL in the selected study areas faced different challenges. Overall, major things were stand out clearly from the collected data. The major challenges for poor implementation were some of the students' attitude towards organizing and implementing of CL in their assigned group, time was constraint for the majority of instructors to cover course contents in the allotted time.

**Table-4. Teacher's Practice of Using Cooperative Learning**

no	Items	N	Mean	Std. deviation
1	I use jigsaw method	20	2.1	1.275
2	I use group investigation method	20	3.95	1.146
3	I used learning together method	20	3.5	0.56
4	I use cooperative learning method	20	4.15	1.357

As can be seen above, the grand mean from teachers' questionnaires on practice of cooperative learning is 4.15 mean values. This shows that the participants perceived the cooperative learning methods followed by the learning together methods. On the other hand, the teachers' role in the group investigation method entails structuring the elements of cooperative learning and supporting investigation, whereas as student team achievement divisions implementation requires preparation of worksheets, quizzes, and answer keys to determine improvement points and group rewards. Similarly, implementation of the learning together method requires careful planning and structuring positive independence among learners, ensuring individual accountability, and doing group processing at the personal and group level. Furthermore, it entails addressing cognitive and social skills objectives in every lesson, which may not be easy to observe and evaluate. This indicates most of the total teachers' time they used practice of cooperative learning. This suggests that active learning is valued in the context of the present

study and the participating teachers appreciate maximizing classroom interaction in their classes and involving students as active agents in the learning process rather than being passive recipients of information.

In contrast to the above ideas, in the interview, one of the teachers said that:

*“I know various cooperative learning methods; but because of large class size and shortage of time to cover student’s text book, I have some times employed five in one cooperative learning, group work and pair work learning strategy”.*

As it can be seen above, the majority of the participants’ expressed their agreement frequently to the items designed to measure the practical implementation of CL in classroom interaction. Moreover, the respondents have a good understanding regarding the essential elements, characteristics and advantages of CL implementation. This show the tendencies of the responses to maintain the values for frequently practiced. However, the data collected through interviews and questionnaires indicates that most of the respondents did not practice CL well.

#### 4. 2. The Analysis of Students’ Response

In this section, students’ response on the use of cooperative learning has been included, In addition to this students’ perception towards cooperative learning is explained. In triangulating the obtained result from the students’ questionnaires, and interview results have been explained. Moreover, the overall implication of the results under each table has been concluded.

**Table -5. Students’ response on the Use of Cooperative Learning**

Items	N	Mean	Std. Deviation
1. Cooperative learning enhance our class participation	200	4.065	1.697
2. Cooperative learning makes learning easier	200	4.13	1.76
3. Cooperative learning makes us work together to achieve more than when we work alone	200	4.12	1.74
4. Cooperative learning makes me express opinions, argue, debate, negotiate and ask questions.	200	4.3	1.89
5. Cooperative learning encourages interaction between us.	200	4.405	1.984

As it can be seen in the above table, the students were asked if Cooperative learning enhance their class participation. For this item students responded with the mean value of 4.065 and with the standard deviation of 1.697. In the same table, item 2 asked the students to know if cooperative learning makes learning easier, and they reacted that with the mean value of 4.13 and standard deviation 1.76 respectively. Item 3 asked the students whether cooperative learning makes them work together to achieve more than when they work alone. Accordingly, the students reacted with the mean value of 4.12 and 1.74 standard deviation. The data demonstrated that the students enjoy working together and using cooperative learning strategies in the classroom.

Item 4 was given to the students to know if cooperative learning makes them to express opinions, argue debate, negotiate and ask questions. They gave answers with the mean value of 4.3 and the standard deviation 1.89. Finally, item 5 asked the students if cooperative learning encouraged interaction between them, and they responded with the mean value of 4.405 and the standard deviation 1.984. As student's responses show from the table, the majority of the respondents responded that the participation of the students in cooperative learning is low. Therefore from the table, we can conclude that the extent of the participation of students in cooperative learning is low. Similar to this, (Cohen, 1994) cited in Gebeyaw Teshager (2007) that student may simply not engage in group based cooperative learning secession because they feel that it will be a waste of time or are afraid of taking part. In other cases they may be reluctant to make the very real personal commitment that many group –based cooperative learning exercises require , because they do not feel that they have the necessary skills and do not want to show themselves up' in front of their peers.

In this regard, Johnson, Johnson and Smith (1991) noted that cooperation is not assigning a report to a group of students where one or two students do all the work and the others put their name on the product. Thus, cooperation is much more than being physically near students, discussing materials with them, helping them or sharing materials among students although each is important cooperative learning. In addition this, Johnson (1989) reported that group based cooperative learning develops positive teachers and students attitudes. They argue that teachers learn about students' behaviors. Since students have many opportunities to explain their actions

and thoughts to the teacher. They concluded that the empowerment created by the many interpersonal interaction leads a very positive attitude by all participants involved.

**Table -6. Students’ Response on their Perception of Cooperative Learning**

The major area of the investigation under this part was perceptions of students’ towards CL in classroom instruction. They were asked to reflect what they feel, believe or think about CL. To achieve this 4 items which had 5-point response scales were administered ranging from strongly disagree (1) ...to strongly agree (5). The results of the study described in the following manner.

Items	N	Mean	Std. Deviation
1. I believe that cooperative learning is useful method in our learning	200	4.37	1.93
2. I perceive that cooperative learning has positive impact on our learning	200	4.29	1.8492
3. I feel that cooperative learning is a good example for active learning strategies in the educational process	200	4.355	1.876
4. I perceive cooperative learning contributes in development of real collaborative skill	200	4.41	1.927

In the above table, item 1 was given to know if students believed that cooperative learning was useful method in their learning. For this item the students gave answers with the mean value of 4.37 and the standard deviation 1.93 respectively. Similarly item 2 asked that if the students perceived cooperative learning had positive impact on their learning. They responded with the mean value of 4.29 and the standard deviation 1.8492 respectively. In the same table item 3 asked the students if they felt that cooperative learning is a good example for active learning strategies in their education. Accordingly, they responded with the mean value of 4.355 and the standard deviation 1.86. In addition, item 4 asked the students if they perceived cooperative learning contributed in development of real collaborative skill. From the explained result above it can be concluded that the students had positive believe and perception towards cooperative learning.

The result of the above table shows that the Students did not take responsibility for their own learning and they did not share knowledge, skills and experience to each other’s. This contradict the idea Johnson et al. (1991) cited in Wosson (2011) that instructors and students must

accomplish some of their tasks before implementing CL in classroom. The main reason for their poor participation might be due to failure of students' perception to allocate responsibilities equally among them and failure. In addition to this, the students reported that small group discussion was one of cooperative learning method frequently used by their teachers through one or two of group members completed the group task while the other member desired their names to be listed on the assignment paper as if they were actively participated on the discussion.

Davis also (1993) states that some students like instructors initially express skepticism about the value of cooperative group work, or feel that class time is best spent hearing from the instructors (who's the authority) rather than working with students who, they believe, known as little as themselves. Similarly, Christen (1990) explains that most students who come to college classes expecting the conventional classroom arrangement, with the instructor in front of the class and students in straight rows listening and watching the teacher, they will be confused and hesitated when these expectations are not met.

In order to consolidate the results obtained from the teachers' interview, the students were selected for interview. In the other hand, the overall mean and standard deviation of perception issues still fall in the range of agreement. Furthermore, Students have different mean values implying that perception may differ from Student to Student. It is possible to suggest that the attitude of respondents towards CL implementation in the selected students were not positive.

On the other hand, based on their past experience with school, many students perceive that they are in competition with the classmates and students may also object, in part because their education has been based on individual effort, and they may feel uncomfortable helping others or seeking help (Cooper and Associates, 1990). This shows that many students enter higher education having developed independent study habits and are strongly oriented towards) their own personal achievement. Thus, these students may perceive little value for their own learning in group activities, or may be frustrated by the need to negotiate.

To sum up the above analysis which extracted from questionnaires and interviews, respondents in the selected study areas have positive attitude to cooperative learning. But the implementation of cooperative learning in classroom instruction was low. The reasons for this situation were lack of students' knowledge on implementation CL rather than their attitudinal problems, and there was attitude difference among the students. The duties and responsibilities of implementing CL in classrooms put down on the hands of both teachers and students to achieve educational goal.

## **CHAPTER FIVE: MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1. Findings**

*The findings were: teachers seem to have a clear knowledge about cooperative learning; and teachers have positive attitude in each school in the implementation of CL in their classroom interaction. The major challenges for implementing CL effectively were some of the students' attitude towards organizing and implementing of CL in their assigned group, because of constraints of time; and majority of teachers to cover lesson contents in the allotted time. The Students did not take responsibility for their own learning and they did not share knowledge, skills and experience to each other; students' interest, belief and commitment also affecting the implementation of CL in schools. In sum from the result of the table, the information from questionnaire and interview, we can conclude that the implementation/practice of cooperative learning in selected schools is low. The response in the table indicates that the majority of the respondents have a clear understanding or awareness regarding the essential elements, characteristics and advantages of cooperative learning. Therefore, the duties and responsibilities of implementing CL in classrooms put down on the hands of both teachers and students to achieve educational goal.*

### **5.2. Recommendations**

From the discussions given above, findings and conclusions reached, the researcher forwarded the following recommendations:

Teachers must properly understand cooperative learning. They also need practical knowledge with examples. Teachers should know that CL works in similar situations to their own. Otherwise, they will continue to use what they see as reasonably successful in their own classroom without understanding what CL can do for their students.

Teachers should motivate group members on the basis of the fact that group incentives induce students to encourage goal-directed behaviors within the group. Furthermore, teachers and students had better use an effective way of evaluating the group lessons to ameliorate future CL situations.

The result of this study revealed that the classroom condition was not arranged in the way to facilitate cooperative learning. It was also observed teachers formed cooperative groups based on students' seats. This affects the assumption of cooperative learning. For example, it affects students' academic achievement and social skills. Hence, teachers should be aware of the impact of classroom conditions and grouping mechanisms on students' meaningful learning.

Therefore, the first step of learning should be arranging classroom conditions in the way suitable to implement different kind of cooperative learning, and forming heterogeneous ability grouping should also be given due emphasis.

### **5.3. Conclusions**

Based on the findings, the following conclusions have been made.

Even though the lessons in the English classroom of secondary schools promote teachers and students for CL, they are not uniformly practiced in the English language classroom. This is because, some teachers believe that their learners' poor background knowledge of English, the unmanageable number of students in each class, and the presence of fixed desks in each classroom prevent them from implementing the group activities as properly as possible. As a result, they do not pay due attention as to how their students form groups and conduct the group activities. They order the students to form groups and discuss the group lessons for the sake of simply conveying order. All the teachers complain about the large number of students in each class which is inconvenient for them to make their learners participate in the group activities and monitor them closely.

With regard to the attitude of teachers towards cooperative learning, the findings of the study revealed that though, they did not practice in the actual classrooms, their attitude seem to be positive. Therefore, it can be concluded that, though teachers did not implement cooperative learning, their attitude towards cooperative learning seem to be positive.

Regarding classroom conditions (arrangement of seats and number of students in the class room,) the result of the study showed that classrooms of the selected sample schools were not supportive for cooperative learning implementation. It was also founded though there were enough seats,

they were placed haphazardly. Therefore, it can be concluded that teachers did not arrange seats in the way suitable to practice cooperative learning.

Though all the learners are equally beneficial from a CL, it was found that low achievers who are dependent on high achievers for their success benefit more from it without exertion. As one of the students told us during interview, that they frequently use their native language while discussing the group lessons and then translate their thoughts into English for presenting what they have prepared for the class.

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## APPENDIX A

Addis Ababa University

College of Social Science and Humanities

Department of English Language and Literature

### 1. Teachers' Questionnaire

Dear teachers, thank you in advance for your contribution to this study. The objective of this study is to investigate the Opportunities and Challenges of Implementing Cooperative Learning in English Language Classroom. The purpose of this questionnaire is to collect information for the study that attempt to investigate the Opportunities and Challenges of Implementing Cooperative Learning in English Language Classroom. Your response to each question is the main source of contribution to the effectiveness of this study. Therefore you are kindly asked to read each item and respond genuinely. Finally, I would like to assure you that your data will never be used for any other purposes. Your response to the questionnaire would be kept confidential. Your name will never be identified. As a further assurance, you don't need to write your name. Each statement has five options to choose. There are: **Strongly disagree, disagree, undecided, agree and strongly agree**. These are provided in the columns right in form of the statement and are represented by number ranging from 1-5 as follows:

**Thank you in advance for your valuable time and co-operation,**

**The researchers**

#### Part 1: Personal Information:

1. The school you are teaching \_\_\_\_\_
2. Gender?      A) Male                      B) Female
3. Age?            A) 18-29                      B) 30-39      C) 40-49                      D) 50 or above
4. How many years have you been teaching?  
A) 1-5                              B) 6-10                              C) 11-15                              D) above 15

5. What is the highest academic degree you earned?

- A) Diploma                      B) Bachelor of Arts (BA)                      C) Bachelor of Education (B.ED)  
 D) Masters of Arts (MA)                      E) Masters of Education (M.ED)

**Part 2:** Please read the following statements and tick one of the given responses. **1 for strongly disagree, 2 represents disagree, 3 stands for undecided, 4 represents agree, 5 for strongly agree.**

**Teachers' Awareness of Cooperative Learning**

No	Items to be done	1	2	3	4	5
1	Cooperative Learning facilitates greater students' participation in class activity					
2	Cooperative Learning makes learning easier					
3	Cooperative Learning makes Students work together to achieve more than when they work alone					
4	Cooperative Learning encourages interaction between Students					
5	Cooperative Learning enhances Classroom participation					
6	Cooperative Learning encourages interaction between us					

**Teachers' Attitude towards Cooperative Learning**

No	Items to be done	1	2	3	4	5
1	I believe that Cooperative Learning is useful method in students' learning					
2	I perceive that Cooperative Learning has a positive impact on students' learning					
3	I feel that Cooperative Learning is a good example for active learning strategies in the educational process					
4	I perceive Cooperative Learning contributes in development of real collaborative skills among students					
5	I believe that Cooperative Learning strategy motivates students to use more of mental processes of thinking					
6	I believe that Cooperative learning strategy helps students to be problem solvers					

### Challenges of Implementing Cooperative Learning

No	Items to be done	1	2	3	4	5
1	When I use Cooperative Learning, only a few clever students do the task					
2	It is impossible to implement Cooperative Learning without appropriate facilities					
3	Cooperative Learning is time Consuming					
4	There are too many students in my class to implement Cooperative learning effectively					
5	My students are resistant to work in Cooperative Learning					
6	If I use Cooperative Learning, my classroom is too noisy					
7	The physical set up of my classroom is an obstacle to use Cooperative Learning					
8	If I use Cooperative learning, my classroom is too noisy					
9	The physical set up of my classroom is an obstacle to using Cooperative learning					

### Teachers' Practice of Using Cooperative Learning

No	Items to be done	1	2	3	4	5
1	I use jigsaw method					
2	I use group Investigation method					
3	I use learning together method					
4	I use Cooperative Learning method					

Write are the other methods you use when to practice cooperative learning. -----  
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## **APPENDIX B**

**Addis Ababa University**

**College of Social Science and Humanities**

**Department of English Language and Literature**

### **1. Students' Questionnaire**

Dear students, thank you in advance for your contribution to this study. The objective of this study is to investigate the Opportunities and Challenges of Implementing Cooperative Learning in English Language Classroom. The purpose of this questionnaire is to collect information for the study that attempt to investigate the Opportunities and Challenges of Implementing Cooperative Learning in English Language Classroom. Your response to each question is the main source of contribution to the effectiveness of this study. Therefore you are kindly asked to read each item and respond genuinely. Finally, I would like to assure you that your data will never be used for any other purposes. Your response to the questionnaire would be kept confidential. Your name will never be identified. As a further assurance, you don't need to write your name. Each statement has five options to choose. There are: **Strongly disagree, disagree, undecided, agree** and **strongly agree**. These are provided in the columns right in form of the statement and are represented by number ranging from 1-5 as follows:

**Thank you in advance for your valuable time and co-operation,**

**The researcher**

#### **Part 1: Personal Information**

**Direction 1:** Please give information about yourself for each of the categories below. Circle the appropriate letter where necessary.

1. Sex:      a) Male    b) Female

**Direction 2:** Please read the following statements and tick one of the given responses. **1** for strongly disagree, **2** represents disagree, **3** stands for undecided, **4** represents agree, **5** for strongly agree.

**I. Students' Awareness of Cooperative Learning**

No	Items	1	2	3	4	5
1.	Cooperative learning enhance our classroom participation					
2.	Cooperative learning makes learning easier					
3.	Cooperative learning makes us work together to achieve more than when we work alone					
4.	Cooperative learning makes me express opinions, argue, debate, negotiate and ask questions.					
5.	Cooperative learning encourages interaction between us.					

List any other concepts you know about cooperative learning.

.....  
 .....

**II. Students' Perception of Cooperative Learning**

No	Items	1	2	3	4	5
1	I believe that cooperative learning is useful method in our learning					
2	I perceive that cooperative learning has positive impact on our learning					
3	I feel that cooperative learning is a good example for active learning strategies in the educational process					
4	I perceive cooperative learning contributes in development of real collaborative skill					

What is your perception about cooperative learning?

.....  
 .....

## **APPENDIX C**

### **Addis Ababa University**

#### **College of Social Science and Humanities**

#### **Department of English Language and Literature**

##### Interview Guides to Teachers

1. How do you feel the practicability of cooperative learning in school?
2. What do you think are the advantages of cooperative learning?
3. How do you evaluate the knowledge of Students toward cooperative learning?
4. How do you see the attitude of Students on cooperative learning?
5. Are there any disadvantages for cooperative learning?
6. How often do you make your learners work in group activities?
7. Are the group lessons appropriate for group work? How?
8. Do the group lessons make students learn from one another? How?
9. Do students learn something out of the group lessons when they work in groups? What do they learn?
10. Do you think that Cooperative learning help learners practice social skills like leadership, conflict management, decision making, etc.? How?

## **APPENDIX D**

**Addis Ababa University**

**College of Social Science and Humanities**

**Department of English Language and Literature**

### **Interview Guides for Students**

1. How often do you work in groups in the English language classes? How much emphasis do a teacher and students give to it?
2. Do you think that Cooperative learning makes you learn from each other when you work together in groups? How?
3. Do you think that Cooperative learning helps you practice social skills? What kind of social skills do you practice?
4. Have you come across with any problem in relation to the Cooperative learning? If your answer is yes, what would be the solutions?
5. Do you have additional remarks in connection with the Cooperative learning?