

Addis Ababa University
School of Graduate Studies

**An Exploration of Students' Characteristics and their
Perceptions of Cooperative and Individualistic Teaching
Approaches in EFL Reading Classroom**

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Addis Ababa

June 2014

**An Exploration of Students' Characteristics and their
Perceptions of Cooperative and Individualistic Teaching
Approaches in EFL Reading Classroom**

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A Dissertation Submitted to

The Department of Foreign Languages and Literatures

Presented in Partial Fulfillment of the Requirements of the

Degree of Doctor of Philosophy

(Teaching English as a Foreign Language)

Addis Ababa

June 2014

Addis Ababa University
School of Graduate Studies

This is to certify that the thesis prepared by Yoseph Mezgebu, entitled *An Exploration of Students' Characteristics and their Perceptions of Cooperative and Individualistic Teaching Approaches in EFL Reading Classroom* submitted in partial fulfillment of the requirements of the degree of Doctor of Philosophy (Teaching English as a Foreign Language) complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

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June 2014

ACKNOWLEDGEMENTS

I would like to express my gratitude to my advisor Dr. Seime Kebede for his valuable suggestions and ever friendly and loving approaches during the study. His enlightened views and comments as well as his assistance in terms of materials have made great contributions to the completion of the present study. I would also like to acknowledge the support and assistance of W/o Meseret Bayeleyegn who provided me materials that have been of use for this study. My appreciation should also go to the teachers and principals of Fasiledes and Hidar 11 General Secondary Schools who supported me during the study. I am particularly indebted to Ato Alebel Adego and w/o Aminet Nuru who assisted and encouraged me throughout my study. I would like to thank my family for their invaluable support. My mom who always prays for the well-being of me should receive my precious love. Many people have given me valuable help during my study. It is impossible to cite all of them. Though their names do not appear in this acknowledgement, they shall always be cherished and remembered in my heart. Above all, all praise is due to Jesus Christ and his mom the compassionate and merciful who helped me to be on the right track.

ABSTRACT

The main objective of this study is to explore students' characteristics and their perceptions of cooperative and individualistic teaching approaches in EFL reading classroom. To investigate this objective, two different sections of grade 9 were selected from Hidar 11 General Secondary School in Gondar town. The selection was made using simple random sampling technique. Each group consisted of 30 students who were assigned using the same sample selection technique. In order to teach the two groups, two teachers who were working with the students in regular classes were assigned on voluntary basis. One teacher employed the cooperative teaching approach whereas the other teacher used individualistic approach in the EFL reading classroom. In order to generate data from the participants, two different sets of questionnaires and a semi-structured interview were employed. In order to analyze the data generated through these instruments, both quantitative and qualitative methods were employed. The quantitative data were subjected to paired sample t-test. A significant difference within each group was determined at 0.05 levels. The students' responses to the items of the questionnaires indicated that the cooperative teaching group showed a statistically significant change in their characteristics ($P < 0.05$). Because they had been exposed to the cooperative teaching approach, they became satisfied, increased their self-esteem and developed the confidence to learn the materials introduced. The students in this group also developed a favorable perception towards the cooperative teaching approach. The teacher interview responses also support this finding. Regarding the implementation of individualistic approach, there was not a statistically significant change in the group's characteristics ($P > 0.05$). The students in individualistic teaching group did not show a good regard on these learning aspects. However, there were a few students from this group who were confident and successful in learning the reading skills through individualistic approach. The implications drawn from the findings suggested that teachers need to use the cooperative approach as a teaching learning approach in the EFL classrooms in the Ethiopian context. Teachers should also focus on social and task related skills so that students become more responsible for completing individual and a group's goal. To this end, English language teachers may need on the job training on the principles, techniques and assumptions of the cooperative teaching approach.

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CHAPTER ONE

I. Introduction

1.1. Background of the Study

Records that date back to 1875 through 1880 showed that Colonel Francis Parker, an American school superintendent, introduced the cooperative teaching approach against individualistic teaching approach in Quincy, Massachusetts. He brought his advocacy of the cooperative teaching enthusiasm, idealism, and practicality in the public schools. Even though he tried to create a classroom atmosphere that was based on cooperative teaching, it was not formally accepted and applied for many years. Instead, interpersonal competition along with individualistic teaching was implemented in schools. However, gradually the schools accepted the cooperative teaching approach that resulted in student-centered teaching. Thus, Parker's advocacy of cooperation among students dominated American education (Johnson and Johnson, 1989; Slavin, 1994). From the beginning of the 1930s to the end of 1960s, research focused on the effectiveness of cooperative teaching and individualistic teaching. Maller (1930) researched that the cooperative teaching was more effective than individualistic teaching approach for students who were similar in age and intelligence. Myres (1954) also discovered that college students who studied in groups had more cohesive agreement among group members, and communicated more appropriate information than those working competitively. Myres concluded that students learning through the cooperative approach developed task-oriented behavior more effectively than those that used the traditional approach.

During the 1970s, scholars looked more deeply into cooperative teaching and examined the structure of groupings in the cooperative teaching approach. For example, Nada (1972) investigated the effects of cooperative teaching focusing on the group structure emerging from students' cooperation. He stated that small team teaching in the cooperative approach resulted in social interdependence among students and better academic performance. Individuals who usually performed poorly scored better test results after working in small teams. David and Smith (1976) substantiated that when teachers became facilitators to make students learn in small teams, students developed higher self-esteem and positive reactions towards group learning as well as their group members.

Recently, different researches have been conducted on the relative effectiveness of cooperative teaching and traditional teaching on students' performance and other learning aspects. For instance, Johnson (2004) and Rahvard (2010) showed that the application of the cooperative teaching approach has brought a shift in the responsibilities of both teachers and students in the classroom. It facilitates students to take part in discussions actively. They share the responsibility for successful learning and become less dependent on teachers to meet their own language learning needs. Arnold and Cook (2001) and Liang (2002) added that in the cooperative teaching approach, teachers guide their approach to create a smooth relationship between the students and the subject. They do not act as the controller and knowledge provider in every aspect of the teaching- learning process. They view themselves as 'coaches', who provide support and open interactions among students.

Moreover, Eva (2003) and Chen (2005) showed that the cooperative teaching approach enables students to develop social skill. It increases opportunities to share ideas, respect and encourage

one another in group discussions. Students also develop more caring and supportive relationship among each other. They can learn the value of interdependence. Thus, success is dependent on both individual and group efforts. Shen (2002) and Ghaith (2003) added that the cooperative approach helps students learn in small mixed ability groups. As a result, the weaker students gain from seeing how better students study and approach problems, and the strong students gain a deeper understanding of the subject by teaching it to others.

In the traditional approach, however, the teaching- learning process is often teacher-centered where the teacher acts as the center of all instruction and controller of every aspect of the EFL classroom environment (Millis, 2002). The teacher is considered as the sole provider of knowledge and cognitive skills (Heather, 2006). Furthermore, Chen (2008) and Rahvard (2010) pointed out that in this approach, teachers often fail to realize the critical connection between students' academic performance and their feelings about the subject matter being studied or about themselves. Teachers do not help students in solving problems as well as increasing students' self-confidence to do tasks. Chen (2008) and Rahvard (2010) conclude that in individualistic approach, students compete against each other; as a result, they feel isolated and helpless when they encounter problems.

Research conducted in the Ethiopian context so far indicated that there are problems that hinder students' characteristics in reading classrooms. One of the problems lies in teaching approaches. The teacher's approach in EFL classrooms is often regarded as a traditional where students are supposed to deal with the tasks individually and come up with their own answers (Solomon, 2000). Moreover, Dubale (1999) added that the teaching approaches in reading classrooms do not seem suitable for students. That is because the teachers often employ the traditional approach

which causes loss of students' interest in the reading texts. When students lose interest in reading (Gebretsadik, 2005), they become anxious and they lose a clear purpose of coming to the reading classroom; and they lack the required confidence and competence (Gebremedhin, 1993 and Michael).

Therefore, the aforementioned research suggested that students may be experiencing difficulty in maintaining their characteristics in the EFL reading classrooms. The present study endeavors to explore whether certain student characteristics determine which students are most and least successful with the cooperative and individualistic teaching approaches. In addition, this study investigates students' perceptions towards the cooperative and individualistic approaches.

1.2. Statement of the Problem

My experience as a student and as a teacher tells me that the dominant approach to teaching reading in the General Secondary Schools in Gondar town has been the traditional approach. English language teachers often give the reading texts as homework for their students, and then discuss the answers in the classroom. The teachers do not often give the students the opportunity to discuss the reading tasks in small teams. Instead, they give the gist of the passage without giving the chance to learners to share ideas with each other and discuss the details of the text. The only interaction that occurs in a classroom is when the teacher nominates a student and gives her/ him a turn to answer the teacher's question or when the questions are directed to volunteer students.

Such practice, amongst other things, has its own effect on students' learning. The students are more likely to be over-dependent on their teachers. They tend to remain passive recipients of

knowledge rather than active participants in the classroom. Moreover, students rarely share their thoughts with other students. On the whole, there is no interdependence among students. In spite of expressing a strong desire to learn reading, the students do not seem to develop confidence and positive perception towards their learning. Regarding this point of view, local researches such as Dubale (1999), Solomon (2000), Gebretsadik (2005), Durebssa (2006) and Seid (2012) indicate that the dominant approach for teaching reading is the traditional one which does not seem to be suitable for EFL learners in the Ethiopian context.

The importance of cooperative teaching over individualistic teaching approach on various grounds has been discussed in the background section. Furthermore, there is a debate among researchers on the effectiveness of the certain approaches in teaching reading and enhancing students' characteristics in the EFL classroom. For instance, Senel (2008) and Shelley (2009) argue that reading comprehension deals with extracting the required information from a text as efficiently as possible. The writer's intention is that the text should be read not heard. Its process involves the reader's own knowledge of the language in general, the world and the text types in particular. This involves an independent understanding of the text. Thus, in this context reading is a silent and individual activity. Otherwise, students may not take responsibility for their own learning and maintain their self-esteem and confidence in the EFL reading classroom. The students may not also understand the given text and relate it to their prior knowledge.

However, Nembhard and Rossetti (1998), Ajdeh (2003) and Bridge (2007) strongly argue that if reading remains a silent and individual activity, it is difficult for teachers to manage the classes as they cannot see what is going on in students' mind. The teachers cannot be sure whether the students have comprehended the text confidently or not. Most of the time, the teachers stand in

front of the class and ask questions which the students are expected to answer. Bridge (2007) further states that only a few of the students raise their hands and answer the questions. Several other students sit quietly with their eyes averted as if trying to make themselves invisible. Moreover, according to Bridge (2007) learning reading becomes dominated by competition. Students always desire to outperform their peers. Thus, the students in the reading classroom may become anxious and lose their confidence to learn the reading skills. In light of these debates, the researcher believes that it is worthwhile to explore students' characteristics and their perceptions of cooperative and individualistic teaching approaches in the EFL reading classrooms. (See section 2.13 for related local researches conducted in the area).

1.3. Objectives of the Study

The study has the following general and specific objectives.

1.3.1. General Objective

The general objective of the study is to explore students' characteristics and their perceptions of cooperative and individualistic teaching approaches in the EFL reading classroom.

1.3.2. Specific Objectives

The current study specifically:

1. Investigates the cooperative teaching group of students' characteristics in the EFL reading classroom.
2. Explore individualistic teaching group of students' characteristics in the EFL reading classroom.

3. Examine the perception of students on the cooperative teaching approach in the EFL reading classroom.
4. Identify the perception of students on individualistic teaching approach in the EFL reading classroom.
5. See how the cooperative group teacher views the cooperative teaching approach during the study.

(See the operational definitions of the terms *characteristics* and *perception* in section 1.6. below)

1.4. Significance of the Study

It is obvious that teachers' instructional approach has paramount importance to teach the reading skills in the EFL reading classroom. It has its own impact on the quality and quantity of teachers' classroom management as well as students learning. Therefore, it is hoped that the research findings could help Ethiopian language teachers gain a better understanding of teaching the reading skills in English as a foreign language classroom. The study shows an alternative teaching approach for EFL teachers who find that they are not successful in helping students for successful learning in the reading classroom. The teachers gain useful directions to overcome the challenges that have been facing in the teaching learning process at the level. The results of this study is also hoped to generate baseline information to decision makers in Ethiopian general secondary schools in order to incorporate significant procedures and techniques while structuring tasks based on a better approach for teaching the reading skills.

Since there is no end to syllabus design, this study could benefit English language syllabus designers by giving them a clear picture of a better approach to teach the reading skills. It

proposed guidelines for those who wish to reflect the better approach to enhance students learning as well as development of their self-esteem and confidence towards learning English as a foreign language. By conducting this study, the researcher hoped that the better approach for students' learning could receive more attention and become practical in materials used for teaching the reading skills in the EFL classrooms.

The current study could also benefit the EFL learners to understand the techniques and procedures they used to learn the reading skills in the EFL classroom. The study could develop students' interest of achieving both individual and common goals through interdependence. It could also give students the opportunity to learn one from the other, rather than receiving knowledge from teachers or textbooks alone. It also help them be aware of their roles and responsibilities in learning the reading skills and perform them responsively. Finally, the ideas of the use of the cooperative and individualistic teaching approaches have been studied with the increasingly interest of looking for the better approach in EFL classrooms. Therefore, the current study is hoped to provide some useful directions for those who want to conduct further research in the area.

1.5. Scope of the Study

The scope of this research was to explore students' characteristics and their perceptions of cooperative and individualistic teaching approaches in the EFL reading classroom with particular reference to grade 9 students from Hidar 11 General Secondary School. The researcher selected grade 9 students as a target group since students in Amhara region learn five subjects out of nine in their first language (Amharic). But from grade nine onwards, all the subjects except Amharic are given in the target language (English). To cope with the language shift from their first

language to the foreign language, the students need to enhance their confidence, self-esteem and satisfaction to learn the materials being introduced to that grade level. Therefore, due to the above mentioned reasons this study focused on only grade 9 students from Hidar 11 General Secondary Schools.

Moreover, in order to avoid information leakage and manage the groups uniformly during the study, only two sections and two teachers were selected in the same school. One section was taught the reading skills using individualistic teaching approach and the other group used the cooperative teaching approach. The cooperative group went through the classroom procedures based on only the Cooperative Jigsaw Model. Thus, the scope of the study was delimited only to a single General Secondary School, a single grade level and limited sections.

1.6. Operational Definitions of Terms

Cooperative Teaching Approach- is a method of instruction in which the teacher follows some classroom techniques and procedures so that the students could learn in small teams, share ideas and take responsibilities to maximize their own and each other's learning. Therefore, in this research, the cooperative teaching group refers to the group who were taught the reading skills through the cooperative approach/small teams with a goal of completing tasks for common achievement.

Individualistic Teaching Approach- is a method of instruction that encourages self-learning through individual's participation under the guidance or supervision of the teacher. The teacher, in this approach, follows a self-direct method to promote students working silently and independently. Based on the nature of the approach (see 2.5.1), it is named as

competitive/independent teaching approach. In the current study, these terms are used alternatively. Individualistic teaching group, therefore, refers to those students who were taught the reading skills more silently and independently focusing on the use of individual's learning styles in doing tasks.

Student Characteristics- refer to the diversity of some traits that are vital for students' learning in the EFL reading classroom. In this study, students' characteristics exhibit different variables, such as students' satisfaction, their self-esteem towards their learning, their classroom anxiety, and level of understanding the materials being learnt.

Perception- During the current study, the students in the cooperative group were taught the reading skills through the cooperative teaching approach, whereas, individualistic approach was used in the other group. In this study, therefore, perception refers to students' understanding and impressions towards the cooperative and individualistic approaches based on their experience in the EFL reading classrooms.

CHAPTER TWO

Review of Related Literature

2.1. Introduction

In this chapter, the underlying assumptions and principles of cooperative and traditional teaching approaches are discussed. Then, the integration of the cooperative teaching into reading classroom is also elaborated. The comparisons and contrasts between the cooperative teaching and the other approaches employed in the EFL classrooms are discussed. Then, the basic elements of cooperative teaching and their applications in reading classrooms are presented. The benefits of the cooperative approach are also part of this chapter. Following this, techniques of the cooperative teaching approach are discussed. Descriptions of the pitfalls of the cooperative approach are also included. To show the research gaps, local researches done in the area are treated. Finally, the theoretical framework is dealt with.

2.2. Cooperative and Individualistic Teaching Approaches: Definitions

The concepts of cooperative and traditional teaching approaches are defined by different scholars in many ways. Some of their definitions are similar and some others are stated in different ways. A few of them are discussed as follows:

Chen (2005) and Heather (2006) defined cooperative teaching as an instructional approach that refers to student- centered teaching in which the responsibility for the type of learning required is handed over to the students. Similarly, Slavin (1994) and Liang (2002) described cooperative teaching as a learner- centered instruction in which groups of students work on well defined

learning tasks. They further stated that it is an instruction in which individual students are held accountable for their own performance. The main task of the teacher is being a facilitator in the small team learning process. However, the traditional teaching is defined as a teacher-centered approach, where students have very little chance of being involved in communication. The teacher is the sole knowledge provider and the decision maker in the teaching-learning process (Slavin, 1994 and Liang, 2002).

The definitions given above indicate that the cooperative teaching approach gives more credit to student learning. They focus on giving value for students in the teaching learning process. The cooperative teaching approach inspires students to become active participants and leaders for their own learning. However, the traditional learning approach initiates a teacher to provide information to students so that they can achieve their goals independently.

Cooperative and traditional learning approaches are also defined from the group size and group composition aspects. For instance, Slavin (1998) and Wichade (2004) defined the cooperative teaching as a teaching approach that deals with the formation of small groups of students with different abilities (high and low), gender (male and female), ethnicity, color, etc. This is aimed at making students work together on specific tasks in a way that all the students in the group benefit from the interactive experiences. However, in an individualistic approach, learning takes place independently. Individuals have no concern for other students. A student works to score a better result than his/her classmates. This implies that the goal of the cooperative teaching approach can be achieved by making students in small heterogeneous groups with different aspects mentioned above. However, in the traditional learning approach students work independently and separately. They are not given the chance to form small groups and help one another.

Cooperative teaching is contrasted to individualistic/ competitive teaching. In the later one, students work against each other to achieve a good grade and only a few of them succeed. In this case, students work individually and independently to achieve learning goals unrelated to those of other students (Johnson and Johnson, 1989 and Apple, 2006). Within competitive situations, individuals seek outcomes that are beneficial to themselves and detrimental to others. Students' effort is on performing faster and better than their classmates. The students realize that they can obtain their goals if and only if the other students in the class fail to do so; students would like to score better on the expense of other's failure (Chen, 2005). This, therefore, indicated that individualistic learning is simply working by oneself to ensure that one's own learning meets a present criterion independently from the efforts of other students.

2.3. Reading: definitions

Reading is not a straightforward process of lifting the words off the page. It is rather a complex process of problem solving in which the reader works to make sense of a text not only from the words and sentences on the page but also from ideas, memories and knowledge evoked by the words and sentences (Ruth, Cythia, Christian and Lori, 2000). Moreover, Marva (1988) and Michael (2007) stated that reading is a process involving the integration of decoding ability, vocabulary knowledge, prior knowledge of the topic considered and relevant strategies to make sense of a text and understand it. It involves cognitive processes including clarifying meaning, summarizing texts, drawing inferences and predicting information. It is specific learned procedures that foster active and meaningful text analysis. Similarly, Bernhardt and Kamil (2003) stated that reading is about understanding written texts. It is a complex activity that involves both perception and thought.

Even though the above scholars defined reading in different ways, the concepts they raised are the same. Their definitions show that reading is not a mere process of looking at the printed materials. It is rather a more complex process that requires readers to analyze, synthesize the written materials in a text and construct meaning accordingly. The learners in the reading classroom should come with their knowledge of the world and the text as well and involve actively. This process enables the learners create meaning by integrating and synthesizing ideas.

Tennant (2001) defined reading from two different aspects: as an interactive process between information in a text and the knowledge of the reader, and as a word recognition process. Word recognition refers to the process of perceiving how written symbols correspond to one's language. In short, it is the active creation of meaning. The combination of the two aspects enables students to be good at reading comprehension. Johnson (1992) and Hellekjar (2009) defined comprehension as the process of making sense of words, sentences and connected texts. It involves deriving meaning and vocabulary knowledge as well as thinking and reasoning from a series of texts. According to Gessesse (1999) and Solomon (2000), reading is an active and complicated process that plays a key role in students' academic achievement. It is the core of language teaching and learning activities in an EFL classroom. Readers always begin their reading progress by looking at articles first, and have different levels of interaction with the content of articles. This includes explaining, judging, combining between previous and current reading experiences and developing new understandings about articles.

The above writer further stated that during the three reading phases (pre-reading, while-reading and post-reading), readers are able to integrate the article content with his or her personal experiences to construct their own meaningful understanding about the reading materials. This

enables the readers to enhance their reading comprehension and motivation towards learning the skills. Obviously, reading comprehension is the primary component for students to be called *good* or *poor* readers. Good readers (Tennant, 2001) read with meaning, accuracy and understanding. They read more that enables them to make further gain in learning reading. They are also aware of how well they understand a given text. They take active steps to overcome difficulties in comprehension.

All these scholars agree with the importance of reading for English language learners to comprehend texts fluently and accurately. As far as this idea is concerned, no opponents raised their points. The researcher also believes that reading is crucial for EFL students to understand any other subject being taught in English. Thus, all the above definitions of reading can be also applicable to Ethiopian school context.

2.4. The Teaching of Reading Skills in Ethiopia

In Ethiopia, the ability to read has been as old as the traditional church schools, which dated back to 360 AD. The learning of reading at that time was concerned with the reading and memorization of the psalms. This is to mean that the social purpose of reading was only to address spiritual matters mainly to the church rituals, prayers and hymns in Geez (Pankhurst, 1990).

The focus of the curriculum in various times affected the focus of the four macro skills in Ethiopia. Sometimes the receptive skills (reading and listening) got more weight and some other times the productive skills (speaking and writing) were the focus. The natural order of the skills, i.e. listening, speaking, reading and writing was also given emphasis. Regarding reading, the

focus of the texts and the tasks were also different in different times. Even though reading was given various emphases in different times, the skill was given at all levels of the educational sector in Ethiopia (Pankhurst, 1997).

In the 1947 to 1948 Elementary English Curriculum, more emphasis was given to the receptive skills (reading and listening) than the productive skills (speaking and writing). This was because of the belief that second language learners should first be exposed to the target language through reading and listening before they start using speaking and writing for communication purpose (Ibid). Moreover, Tesfaye and Taylor (1976) stated that in the 1947/48 curriculum, reading and understanding were given prior focus than other skills. The teachers were also more comfortable with teaching reading than speaking since they found oral English very difficult.

However, in the 1958 to 1959 curriculum entitled *Elementary Community School English*, English was taught through the natural order of skills: listening, speaking, reading and then writing. Since this was the way the students acquired their mother tongue, they were expected to learn the target language easily (Bender et al, 1976). Moreover, in the 1963 to 1964 Secondary English Curriculum, reading did not get the proper attention. The general aims and purposes of all English teaching were, among others, to increase the proficiency and accuracy in spoken and written English. It was also aimed at increasing fluency in speech and reading, improve pronunciation and intonation and introduce students to English literature. The emphasis on spoken English testified the approach to enhance oral language. Reading was considered as having secondary importance (Tesfaye and Taylor, 1976).

However, in the 1970s-1996 reading was given appropriate emphasis, but that went with the mismatch between the immediate need of learning English and the types of activities that students were expected to do in the classroom. Regarding the tasks designed in the 1970s-1996, the aforementioned writers stated the following. The comprehension exercises at this time were mainly of the objective type (multiple choice, true/false, matching, fill in the blank space) and a few open-ended questions. The vocabulary part with words selected from the reading passages focused on the definitions of words. Students were supposed to put these words in the blank spaces of the given sentences. The grammar part also began with selected sentences from the reading passages in which the target grammar items were used. The main aim of the selected sentences from the reading passages was to present the grammar items of drilling (Bender et al, 1976).

In the current trend (1996 to present), however, a new curriculum has been in place. It focuses on all the skills of English, such as reading, listening, speaking, writing and vocabulary and grammar. Reading activities are designed in a way that they would enhance students to process their own learning and solve problems independently rather than sticking to what their teachers told them to do (Ibid). In line with the above point, Gessesse (1999) stated that reading skill has been offered in different educational level of the country. It is taught at primary, secondary and tertiary levels. In the curriculum, English subject has always incorporated reading as part of the language syllabus. The course books prepared for primary and secondary schools include parts on reading comprehension.

Although reading is given in different levels of educational institutions, students are not comfortable with it. As Gessesse (1999) claimed, the approach employed to teach reading does

not focus on developing skills essential to enhance students' reading abilities. Together with poor reading background that students bring, the approach used to teach reading is negatively affecting the performance and attitude of students. Solomon (2000) added that most Ethiopian students do not master reading adequately. They lack sufficient comprehension, evaluation and synthesis. This might be because, among the different factors, the influence of traditional language teaching practice and problems related to teachers and students are causes of the inadequacy.

2.5. The Teaching Approaches in the EFL Classroom

Different approaches have been employed alternately ranging from teacher-centered to student-centered learning in the EFL classrooms. These approaches are discussed below.

2.5. 1. Cooperative and Individualistic Teaching Approaches

According to Johnson (2004) and Chen (2005), the cooperative teaching approach is different from individualistic approach. In the former one, students make an effort on helping each others' success and encourage one another to perform better. They work together and help one another so that all can arrive at some common achievement. Conversely, individualistic teaching is dominated by whole class teaching in which the teacher always acts as the center of learning and gives the lecture dominantly. The teaching- learning process is carried out only between students' and teachers' interactions. There is little or no student- student interaction when practicing in the target language.

Robert (1999) and Seng (2006) added that in the individualistic approach, students' effort is on performing faster and better than their classmates. This makes them learn independently and

work against each other to achieve individual's goal. As a result, only a few of them often dominate the classroom to see their success on behalf of others' failure. This in turn increases the majority of students' classroom anxiety level and decreases the motivation of students to learn English. Joe (1996) and Ghaith (2005) added that in a whole-classroom approach, there is a negative interdependence among students. Students perceive that they can achieve their goal if and only if other students in the class fail. Their learning goal is unrelated to others' goal and students develop a sense of competition. Hence, interaction among students is hampered. In line with this, Johnson and Johnson (1999) and Apple (2006) indicated that cooperative teaching typically focuses on supportive and friendly relationships, competence and self-esteem and greater peer commitment among students. This results in enhancing motivation and higher language achievement.

The aforementioned scholars explain that, contrary to the traditional teaching approach, the cooperative approach focuses on student-centered learning which promotes academic achievement and personal development in language learning. The cooperative teaching provides opportunities for frequent and consistent language achievement for students. Moreover, the approach creates a more positive relationship among students. Students in the cooperative teams achieve higher levels of thought and exchange information longer than students who work quietly as individuals.

2.5.2. Cooperative and Collaborative Teaching Approaches

Unlike individualistic teaching, collaborative teaching is not completely on the opposite side of cooperative teaching. Dogran (2004) and Rahvard (2010) indicated that collaborative teaching is the same as cooperative learning in most cases. The two approaches help students work together as part of their academic success rather than compete with each other individually. Similarly, Bennet (2002) showed that the two approaches, in common, bring positive results such as students' deeper understanding of contents, increase overall language achievement, and improve self anxiety and higher motivation to remain on task. They help students become actively and constructively involved in learning, become decision makers of their learning procedures, and solve group conflicts and improve teamwork skills. Moreover, Joe (1996) and Curtis and Lawson (2001) viewed the cooperative and collaborative learning as similar concepts that encompass procedures involving both teachers and students in a joint effort.

From the aforementioned idea, we can deduce that the cooperative and collaborative approaches make favorable situations where students engage in solving problems together. They show the way the students share and adapt each other's experience towards the intended goal. In both cases, discovery approaches are used to teach interpersonal skills. On the contrary, Dillenbourg (1999) and Curtis and Lawson (2001) pointed out the difference between cooperative and collaborative teaching approaches. The cooperative teaching unlike collaborative learning encourages independent effort at the very beginning of a task. The subdivision of tasks restricts the interdependence of students among each other as it requires students to do much of the work individually at the very first phases of the cooperative learning. This helps each member of a group be active in managing his/ her own task. However, in the collaborative learning students work jointly on the same task rather than individually throughout the whole session.

Dogran (2004) and Baker (2009) added that the cooperative teaching is distinguished from the collaborative teaching in that the first is accompanied by the division of tasks among participants as an activity where each person is responsible for a portion of the problem solving. The latter involves the mutual engagement of participants in a group effort to do the tasks together. Moreover, the cooperative teaching advocates group interaction, individual skill development and social learning. However, the collaborative learning focuses on mutual dependency amongst learners. In the collaborative teaching, some students might remain passive in the team work. Some others might dominate the learning process. But, in the cooperative teaching the reluctance of a student affects the whole group performance. Thus, every student engaged in performing certain tasks.

As can be seen above, the cooperative teaching approach gives individuals the chance to do tasks individually first. It encourages students to be autonomous learners right from the beginning of the activities. The division of tasks among group members makes them problem solvers without the influence of peers or teachers. They can apply their own style and strategies to do tasks before they take it to their home groups. But in the collaborative teaching, students are interdependent one another throughout the discussion. One may not try to solve problems individually. Thus, the collaborative teaching is more of natural to a classroom setting. There are no sets of rules to form groups. In this case some students may remain passive and others dominate the discussion. Thus, in the collaborative teaching there may not be equal distribution of work among group members.

2.5.3. Cooperative Approach and Group Work

Yan (1993) and Liang (2002) state that the cooperative teaching is more than group work in that the former deals with the duties and responsibilities of every member in a group, whereas the latter makes students sit and work in groups without further assistance. No structure is made between the groups. Group work sometimes fails because teachers lack the approach necessary to manage all the learners. For instance, teachers often find that students do not participate equally in group activities. They may not be devoted to help each other. The disagreements between them lead to develop bad feelings. As a result, some of the group members become passive learners (Millis, 2001). Similarly, Berhanu Bogale (2000:2) citing Lazarowity (1992) illustrates that,

Group work is accepted in an EFL classroom, but there are some challenges, for example, the possibility of free riders (those who do not contribute but take credit for group effort), and suckers (hard workers who slacken off), is wide open in a group work. If learners display any of the behaviors, the possibility of rejection, domination, and argument within the group is increased.

Thus, we can see that getting students in deliberately formed groups and letting them know all the procedures of doing tasks are the unique characteristics of the cooperative teaching approach. This brings students to equal participation as it motivates them to be in state of sharing tasks and responsibilities of thinking about one another. This implies that the structure of group formation makes the cooperative teaching better than group work. Moreover, there are other differences between the cooperative teaching and the group work. Regarding this, Jackos and Maria (2004) further stated that in the cooperative teaching, the size of the group members that plays the greatest role in smoothing the interaction among group members is pre-determined. The number

of students in this approach is smaller (three or four) so that students have more opportunity for language use than group work.

Peklac (2003) and Chen (2005) also explained that the use of small groups that work towards certain goals is the unique feature of the cooperative teaching. There are only three or four members that enable the students to work more effectively. Students with this approach can perform their own tasks. They are given the chance to operate the learning process in a social unit. But, in a group work with an increased number of group members, all students do not participate equally. This is to mean that, the interaction among group members is affected by individual differences in terms of abilities, perceived status in the group and social based differences. Millis (2001) also indicates that in the cooperative teaching three or four is generally considered ideal because the group is large enough to contain students who will bring diverse opinions, experiences, and learning styles to help in problem solving. This, therefore, implies that the development of the cooperative teaching approach in an EFL classroom has unique features that make it to be different.

The other unique feature of the cooperative teaching is the composition of groups. The assignment of group members could be based on different situations. Groups could be formed based on their performance. Mixed ability students can be assigned to the same group or it might be based on ethnicity or gender. According to Millis (2001), groups in heterogeneous ability have higher achievement than groups in homogenous ability. Having a homogenous group (with only weak or strong students in the same team) has a negative impact on students' participation and performance. The strong groups have an unfamiliar advantage over the other groups in the class. The team members also tend to divide up the task and communicate only with their

interest, omitting the others' interest. In mixed ability groups, on the other hand, the weaker students gain the exposure of how better students study and solve problems. The strong students gain a deeper understanding of a subject by teaching it to others.

Moreover, there is persuasive evidence that (Jacob and Maria, 2004) teams with mixed abilities achieve higher levels of thought and retain information longer than groups with the same abilities. That is because the learning experiences of heterogeneous ability students give every member of the group an opportunity to share different experiences, engage in hot discussion and take responsibility for their own learning. Each member of the team is concerned about not only following what has been given in the course but also helping their friends learn. This enables them to achieve their goals together. On the contrary, students with the homogeneous ability group have little interaction with each other. Low achievers, especially, become anxious. They may remain silent and follow their classmates. They come to class with an absolute power of a few students. This is to say that only a few of the students dominate the discussion. They hardly develop social skills in the classroom.

To summarize, the cooperative teaching is much more than being physically close to each other. Or it is not a matter of sharing materials with other students although each of these is important in the cooperative teaching. It is only under different conditions that cooperative efforts may be expected to be more productive than individualistic, collaborative or group efforts. Cooperative teaching is different from these approaches in that it seems more structured in terms of procedures and group formations. For example, the group formation and group size are based on deliberate selections. The use of heterogeneous groups with small size is common in the

cooperative teaching approach. The natural setting is very minimal in this approach as compared to the others.

2.6. Benefits of Individualistic and Cooperative Teaching Approaches

Regarding the benefits of the cooperative and individualistic teaching approaches in enhancing students' characteristics in the EFL reading classroom, scholars raised debatable issues. The arguments made by these two groups of people are discussed in the following ways:

2.6.1. Benefits of Individualistic Teaching Approach

Senel (2000), Jennifer (2008) and Shelley (2009) argued that for the students to sustain their own learning style in the EFL reading classroom, individualistic learning plays a significant role. Competition among students promotes higher achievement and productivity than learning cooperatively. Students learn better and enjoy their thinking, exploring their thoughts and feelings when they do tasks silently and individually. This kind of students' learning style is more of independent and they prefer to work alone. As a result, they consider the cooperative teaching approach as a problem for their learning. Moreover, John and Smith (2003) argued that small team learning do not enable students to have benefits towards their learning equally. Some students take control over other group members in doing tasks. Some others do not even care for the idea of working cooperatively. Thus, individualistic teaching approach yields better results than cooperative teaching in reading classroom.

According to Jones (2007) and Olovede and Adebowale (2011), individualistic approach has greatly provided the students with the opportunity to maintain their learning style. The learning style which is an individual's natural or habitual pattern of acquiring and processing information

in learning situations is a core concept that individuals differ in how they learn. This makes them compete and win their learning well. If people are more competitive, then they will work harder to do the best. If all people are more competitive, then they will outshine and promote their confident. When students are more confident, they exhibit less anxiety in doing tasks and make active participation in the classroom. The situation makes students work harder since they are placed under competition which makes students responsible for their own learning. In a similar way, in the current study students were provided with the opportunity to do tasks silently and individually. They were made to compete to do their best on their own. Competition among students was taken as means to progress students' learning.

Attle and Baker (2007) added that individualistic learning means that the students are constantly trying to improve and make better their learning which doesn't happen in a stalemate situation. In this approach, feedbacks are given to students on the basis of individual's performance compared with the performances of others doing the same task or participating in the same activity in a classroom. Faust and Paulson (1998) further stated that in individualistic approach, immediate feedback techniques are given by the teacher to indicate individual student understanding of the material presented. When students are recognized based on their performance, they show high self-esteem towards their own learning. In line with this point, in the current research the students in individualistic teaching group followed the procedures that are commonly used to promote students' preference towards their own learning. The students were given an opportunity to do the reading activities on their own. Most of the time, the interaction goes on between the students and the teacher. The students' performances were determined based on individual's effort.

According to Farady and Meyer (2008), for the most part, individualistic approach is a self-imposed or self-selected condition which enables students enhances their academic performance, improve their motivation and confidence. It also creates greater student awareness towards their limitations and abilities to manage their learning and it enables teachers to provide differentiated tasks for students. Students in this approach are more encouraged to learn, report more enjoyment of the material and are more actively involved in their learning. In short, in individualistic approach, the students could control the pace and direction of their own learning on the basis of their learning styles.

Moreover, Faust and Paulson (2003) and Shindler (2008) stated that in individualistic learning there is a shift of responsibility for the teaching-learning process from the teacher to the students. This involved students' acquiring an understanding of their own learning environment. The students do not merely involved working alone; teachers have a key part to play in enabling and supporting individualistic approach. Moreover, the use of individualistic approach enables teachers to organize a wide range of activities in their classrooms and to focus more on students' active engagement of tasks than on group organization. In the same way, in the current study there were times the teacher talked to the students about the contents being learnt. There were also other times the students dealt with the activities silently and individually, communicated with the teacher by asking and answering questions and by receiving and giving feedbacks about their learning.

Regarding obtaining language skills that are important for students learning in the EFL classroom, Farady and Meyer (2008) discussed as follows. Students develop the cognitive skills such as being able to solve problems and reason logically. They also develop Metacognitive

skills that involves the students' ability of controlling their learning, and identifying key activities essential for learning such as listening, remembering, applying previous learnt knowledge and monitoring their progress. Students in individualistic learning also dealt with affective skills that relates to managing students' feelings based on their learning styles. Thus, individualistic teaching approach provides students with positive learning environment.

Although the aforementioned scholars argued that individualistic teaching approach resulted in many benefits for students learning, there are other scholars who supported the use of the cooperative teaching approach instead of using individualistic approach. These scholars believe that the cooperative teaching approach is better in bringing different successful learning environments for students. They discussed the benefits of the cooperative teaching approach for students learning as follows:

2.6.2. Benefits of Cooperative Teaching Approach

Regarding the benefits of cooperative approach, Yan (1993), Liang (2002) and Johns and Johns (2008) stated that the approach promotes higher students' academic achievement than individualistic approach. They reviewed the evidence from their studies concerning the relative impact of the cooperative and individualistic learning experiences on students' achievement. They indicated that the cooperative teaching situations are superior to individualistic learning situations in promoting higher achievement. Slavin (1989) and karrie (2008) added that the cooperative efforts are more effective than individualistic efforts in promoting higher achievement of important learning tasks, such as concept attainment, problem-solving, retention and memory. These studies show that cooperative teaching procedures can provide students appropriate learning experiences for different kinds of students who work together.

Besides, there have been reports of improved students' performance in higher order intellectual skills, or deeper level processing of a material studied. The students manipulated new concepts, rephrased them and learned to see their implications. They also built up a structure of the evidence and argument offered by the sources. There was also an enhanced power of thought and judgment. When students were exposed to a variety of sources, they learned to make independent judgments. Independent thinking and attitude appeared to be accompanied by an increase in the deep-level processing of the sources (Peklac, 2003 and Felder and Brent, 2007).

Moreover, Johnson and Johnson (1989) and Green (1998) stated the academic benefits of cooperative teaching as follows. Cooperative teaching develops oral communication skills. When students are working in teams, one partner verbalizes his/her answer while the others listen, ask questions or provide comments. Clarification and explanation of one's answers are a very important part of the process. This represents a higher order thinking skill. Chen (2005) and Seng (2006) added that students who tutor each other develop a clear idea of the concept they are presenting and orally communicate it to their partners. The aforementioned writers described the benefit of developing oral skills which are discipline specific. A consequence of having students work together in small groups is that they speak with one another and directly engage in discipline-specific language use. Likewise, in the current research the students were made to do tasks on their own. Then, they came to their *original* group and teach what they did individually. During this time they promoted their group interactions by asking and answering questions.

Faraday and Meyer (2008) and Johns and Johns (2008) added that the additional benefit of having students being fluent language users is that they can enter into the culture of the disciplines. They are able to understand more knowledge. That is, learning the language opens

the door to cope with the skills. We should not therefore minimize the value of having our students be able to talk with one another about their work. The social setting of cooperative teaching provides this opportunity. And this is where students are interacting with one another rather than with teachers.

Green (1998) and Apple (2006) further stated that when students work in groups and express themselves, the following benefits are obtained. First, students demonstrate appropriate ways of approaching a problem, how they analyze content material and formulate arguments and justifications for their approaches. Through a process of questioning, these students become more aware of the thinking processes they are using. Second, instead of individual's thinking about a problem in isolation, a group often looks at a problem from a wider perspective and considers many more options as possible solutions. Third, by discussing various aspects of problems and questioning students themselves, all of them can learn how to solve problems without the help of their teachers.

Moreover, Slavin (1998) and Rahvard (2010) stated that cooperative teaching fosters Meta cognition in students. Meta cognition involves student recognition and analysis of how they learn. The activities enable students to monitor their performance in a course and their comprehension of the content material. This includes detecting errors and learning how to make corrections while monitoring one's performance. Cooperative approach also focus on the process of learning. This includes the evaluation of the group's work by individual group members, assessment and improvement of the social interactions which take place during cooperative activities, and efforts to make corrections in each individual's performance.

Cooperative group discussions improve students' recall of text content. Green (1998) and

Johnson and Johnson (1998) pointed out that when students read a text together and explain the concepts to each other and evaluate each other's explanations, they engage in a high level of critical thinking. They frame the new concepts by using their own vocabulary and basing their comments upon their previous knowledge. Thus, they construct a new knowledge based on top of their existing base.

This shows that in the cooperative teaching approach, students performed better than individualistic one in their acquisition of sufficient and detailed information. In addition, students in the cooperative approach gain more communicative instructions than students in individualistic approach. This research, therefore, aimed at assessing the relative effectiveness of cooperative teaching and individualistic learning in terms of reading comprehension performance in the Ethiopian context. However, proponents of individualistic teaching approach believe that students are more beneficial in this approach since there are opportunities to use their learning styles. No one is there to tell them what to do and what not to do. This enables the students to enhance their academic performance. In the current research therefore the two groups of students went taught the reading skills using the two approaches to determine the characteristics of students that are most and least successful in the approaches.

Moreover, Johnsons and Johnson (1989), Slavin (1994) and Liang (2002) added that motivation is about doing something because it is interesting and effective. This can lead to more self-initiated efforts, more sustained efforts in the absence of direct supervision, and self-reinforcement and attributions to internal control when goals are achieved. In addition, deep approaches to learning are based on intrinsic motivation. Therefore, Smith (2000) and Biggs and Telfer (2002) stated that motivation is more desirable to the teaching learning process.

Cooperative teaching is likely to encourage more motivation in students' performance when they are involved more in the learning process.

Since there is a shift in the authority-dependence relationship in small-group learning, students have to assume greater responsibility for their own learning. They set their goals, choose their activity and proceed with their own pace. The material becomes theirs because they have taken the active part in processing them. Thus, there will be a greater feeling of ownership and involvement in the task. It was also found out that cooperation is positively related to involvement in a learning activity. Students in the cooperative condition are more willing to express their ideas and feelings in small groups than students in the competitive condition (Ibid).

This reveals that cooperative teaching creates a learning atmosphere in which learners feel motivated and connected to one another. This approach creates a strong social support system. The teacher plays a very active role in facilitating the process and interacting with each student. According to Collier (2003), self-efficacy (a person's expectation of how well s/he could perform) is closely linked with motivation in learning. A person who sees him/herself as being good at doing something is highly likely to be motivated. His/her desire to know more about it will be manifested in his active involvement with the task. Humans are motivated to do something that they feel they are good at. Results show that students working in groups demonstrate higher self-esteem, more internal control and greater feeling of personal worth.

Motivation is likely to occur when the learners feel positively toward the task and the learning context. Studies investigating the effects of different learning structures on students' attitudes find out that cooperative teaching experiences promote more positive attitude towards the

instructional activities, tasks and subject areas (Johnson and Smith, 2003 and Randal, 2006). Thus, in the cooperative teaching situations, students tend to associate the task with pleasure. And there is a greater interpersonal attraction which creates a favorable learning environment.

In sum, the aforementioned ideas tell that cooperative teaching promotes intrinsic motivation by involving students in the learning process, enhancing students' self-efficacy and providing a facilitative learning context. High quality learning results from deep approaches and deep approaches result in motivation. Therefore, the cooperative teaching approach is conducive to the enhancement of students' motivation that results in the deep level processing of the materials being learnt.

Another advantage of cooperative teaching is the promotion of social skills. Although other scholars such as Jones (2007), Senel (2000) and Shelley (2009) claim that students learn better when they maintain their own learning style in classroom, there are others who strongly believe in the benefits of the social skills for students learning. According to Hurber (2004) and (Gillies 2007), students can learn to support each other and deal with tasks individually. A further advantage is that students are able to learn listening to each other and solving problems together. This can lead to less fear and stress in a class and can increase motivation. The classroom atmosphere can be improved through a cooperative approach. In this research while employing the cooperative approach in the EFL reading classroom, in the very beginning the students were made to develop their social skills so that they came to know each other, work together and share materials with each other.

In line with this, Gillies (2007) for example stated that though it was emphasized how

cooperative teaching can influence the social-affective learning, it has also been pointed out that many factors are required in order to foster this type of learning. Placing students in groups and telling them that they are about to cooperate does not ensure that they will use the interpersonal and small-group skills needed to work effectively together. These skills must be explicitly taught if students are to benefit from their small-group experiences. By structuring the social skills properly, Khan (2008) stated that in the cooperative approach the teacher could move around the class in order to observe students' interaction. An opportunity is created whereby the teacher can talk to the students directly or in small groups. Teachers may raise questions to help students or explain concepts. In addition, a natural tendency to socialize students on a professional level is created by approaches to problem solving and about activities and attitudes which influence their performance in class.

Besides, Johnson and Johnson (1989) and Apple (2006) stated that cooperative teaching develops social interaction skills. A major component of cooperative teaching includes training students in the social skills needed to work cooperatively. Students do not come by these skills naturally. Cooperative teaching approach promotes positive societal responses to problems and fosters a supportive environment that manages conflict resolution. They added that the approach reduces classroom violence in group discussion. It eliminates fear and blame, increases friendliness and consensus. However, Attle and Baker (2007) and Shindler (2008) claimed that in individualistic learning teachers do not put pressure on students to form group based on teacher's interest. They should not come to classroom with predetermined path to teach the students. Instead, the teacher should promote students' learning style by making them do tasks in the way they prefer to do task. Despite these arguments in the current study, individualistic and cooperative teaching approaches were maintained to conduct the research under investigated.

According to Khan (2008), cooperative teaching approach creates a stronger social support system. He stated that the approach uses students' social experiences to encourage their involvement in the learning process. Group building activities used throughout the course promotes a social support. To this end, the teacher plays a very active role in facilitating the process and interacting with each student. Moreover, cooperative teaching fosters and develops interpersonal relationships. Johnson and Johnson (1989) and Seng (2006) show that the reliance on groups to help individuals keep track of each other's performance. The interdependence created by self and group assessment and improvement techniques. The social nature of cooperative teaching processes all combine to improve interpersonal relationships among students.

Slavin (1994) and Rahvard (2010) added that in the traditional competitive classroom, students are concerned with their individual grade. Emphasis is placed on doing better than everyone else. In the cooperative class, the opposite is true. Mechanisms are in place which creates interdependence among students and reliance upon others for the group's success. A learning atmosphere is created whereby students help each other and take responsibility for their entire group's progress. Group celebration based on individual and group performances promote a supportive atmosphere and highlight each student's responsibility to the entire group.

The aforementioned points indicate that the cooperative teaching approach establishes an atmosphere of cooperation that enables students to help each other. It focuses on the accomplishment of groups as well as individuals. Teamwork is the modus and inter-group cooperation is encouraged. Even when group competitions are used, the intent is to create a

positive helping environment for all participants. A function of cooperative teaching is to help students resolve differences among group members. They need to be taught how to challenge ideas and advocate for their positions without personalizing their argument.

2.7. Cooperative and Individualistic Approach: Perceptions in EFL Classroom

There are still controversial issues regarding the effectiveness of the cooperative and individualistic teaching approaches for EFL learners. According to Dillenborg (2000) and Rahvard (2010), with the application of the cooperative teaching approach in EFL classrooms, students feel they get the benefit in team work. They share ideas and grapple to understand the materials more and clearer. There is also a great feeling of ownership and active involvement. The students also desire to know more about their active involvement with their tasks. This in turn enhances students to come to classroom with good perception to learn. But these benefits are not applicable in the traditional learning. In this approach, students are not considerate to each other. Since there is no spirit of helping one another, they often strive to work better than their classmates.

Ahuja (1994) and Liang (2002) added that in the cooperative teaching approach, students who perceive learning positively, judge that they are competent enough to accomplish the given tasks. They often find learning interesting and they understand the materials more clearly. They also involve actively in learning with each other as they become less anxious. They feel proud that they play an important role in helping one another. Thus, they often show proper respect to their group members in which students in the traditional group could not do.

The idea revealed that students with good perception take responsibility for their own learning by being given some control over *what, how and when* to learn. They set realistic goals, develop

strategies for coping with new situations, evaluate and assess their own work. They generally know how to learn from their own success and failure in a way that helps them to be more efficient learners in the future. In the same way, Mara (1994) and Petkus (2005) added that when students engaged more in small team learning, their perception increases favorably. To develop good perception to learn, students need ample opportunity to interact with each other as well as steady encouragement and support for their learning efforts. By placing students in teams and giving them tasks that require interdependence, each member of the group becomes accountable for achieving a shared goal. Students are then motivated by the team effort as well as by seeing their own contributions accepted by the group. This enables them to develop a good regard to learning. Thus, exchanging of ideas actively within small teams not only increases interest among the students but also promotes critical thinking.

The above scholars stated that in order to increase students' interest to learn in groups and work effectively, teachers should provide a cooperative teaching environment. This is because cooperative teaching leads students towards fulfilling academic goals that result from the students' own effort. With the application of the cooperative learning, students feel that they contribute not only to themselves but also to their groups. The approach enables students minimize their classroom anxiety level and develops perception positively.

However, Jones (2007) and Shindler (2008) argued that in individualistic approach, students learning style is valued by the teacher and their classmates. Since the learning style varies from one learner to another, there is an opportunity for students to show their performance that are regarded as individual's effort. They strive to get recognition on the basis of independent performance. Therefore, through individualistic teaching approach, students compete to do their

best. Moreover, Farad and Meyer (2008) added that individualistic approach is often linked with learning such as maintain personal interest, student center learning and ownership of learning. There is no one to tell students what to do and not what to do. Implementation of individualistic teaching approach frequently arises in the context of important learning issues such as student-teacher roles and relationships.

Moreover, Farad and Meyer (2008) stated that individualistic approach involves the creation of strong relationship between students and teachers, and the establishment of an enabling environment in which student's personal learning can be an important element. Individualistic teaching approach does not merely involve students working alone instead it also stresses the important role teachers can play in enabling and supporting students learning. There are skills individual students have, such as the cognitive skills-focusing memory and attention, and problem solving, Metacognitive skills associated with an understating of how learning occurs and affective skills related to feelings and emotions are maintained in the classroom. Since students obtain these benefits that are important for their learning, they often show a good regard to the approach. In this research, therefore, in order to explore students' perception towards the cooperative and individualistic teaching approaches in the EFL reading classrooms, the two groups of teachers went thorough different procedures based on the nature of each approach and determined the perception of students towards the respective approaches.

2.8. The Application of Elements of Cooperative Approach in Reading Classrooms

In the cooperative approach there are five major elements that define the approach in a classroom and make the cooperative teaching successful. These elements make the approach unique in its features. These elements are discussed as follows.

2.8.1. Positive Interdependence

Positive interdependence focuses on helping one another for common achievement. Cooperation results in participants' contribution for mutual assistance so that all members of the group benefit from each other's efforts (one's success benefits his/ her group's success) (Millis, 2001) and Johns and Johns (2008). Students celebrate not only the group's success but also the success of every individual in the teams. The poor students get a mechanism of better achievement. The better students also understand the subjects in depth with the knowledge while helping the other students. Group-oriented setting of all class members contribute to each other's learning (Rahvard, 2010).

Aida (1994) Beisheler (1997) and Eva (2003) stated that positive interdependence can be established by having students achieve: (a) mutual goals, such as reaching an agreement on specific solutions to problems or arriving at team-generated solutions; (b) the group reward based on the sum of individual performance or individual reward based on group performance; (c) structured tasks, such as a report or complex problem solving with sections contributed by each team member; and (d) interdependent roles-the group members serve as discussion leaders, organizers, recorders, and spokespersons.

The aforementioned writers show that positive interdependence encourages individuals to work for their group performance. The success of each group member depends on each other's mastery of the given reading text. Without the active contribution of a team member, the group fails to understand the given text. It is this *all for one, one for all* feeling that leads group members help each other and see that they share a common goal. This makes every student feel

that they are responsible to master the material being learned. Thus, the more students tend to work with each other, the better the group performance is.

Likewise, in the current research, positive interdependence is employed by making students help one another. To this end, a group has three members. Tasks are equally given to students so that they should depend upon one another for their personal, teammates and groups' success in completing the assigned tasks and mastering the target content skills. Team members are also obliged to rely on the information one provides. If any team member fails to 'master' his/her part, the group would fail to understand the whole reading text. However, writers like Jones (2007) and Jennifer (2008) do not take this relationship as a good regard in the teaching learning process since it does not give students the opportunity to depend on their own work. In the current research, positive interdependence is given weight since it plays the key role in learning the reading skills in the cooperative classroom.

2.8.2. Individual Accountability

According to Arzu (2005), Gillies (2007) and Johns and Johns (2008), in the cooperative teaching approach, it is not only what students perform but also the individual's unreserved contribution that matters for the group performance. No matter how they help and encourage each other as a team, individual students must be responsible for their achievement. The students' first task is to accomplish what has been given individually. Moreover, their final course grades will be based on personal efforts since teachers give quizzes, projects and final exams individually to decide on the group achievement. Therefore, individual accountability can be enhanced through classroom activities. According to Robert (1999) and Apple (2006), the need for carefully designed tests, assignments and final exams is considerably important in

individual accountability. It encourages weaker students to request and typically receive peer coaching. It encourages shy or less able students to accept leadership roles since their selection is based on their interest. Their report to the whole class is based on the group discussion. Thus, the student feels free to present the group's performance. However, Shelley (2009) argued that the idea of individual accountability works well when students are given the opportunity to do tasks silently and independently. Otherwise, some students may become reluctant and others dominated in doing tasks since they know that they are measured based on the group performance.

However, Senel (1996) and Seng, (2006) stated that in cooperative approach, each group member is held accountable for his/ her work. It helps to avoid members from being reluctant in doing tasks. They come to class to make their own contributions for the group's work. Similarly, in the current research individual accountability employs for teaching reading. In jigsaw reading, every one of the group shares a task he/she should accomplish the material being learned. A student is responsible for the task he/she is supposed to read. Then, they do the tasks together. The reason why teachers let students be in cooperation is to make each and every student obtains higher academic success individually and in groups at the same time.

2.8.3. Face-to-Face Interaction

Ruth (2001), Arzu (2005) and Gillies (2007) stated that once a teacher establishes positive interdependence, he/she needs to maximize the opportunity for students to promote their success by helping, encouraging and praising each other's effort to learn. There are cognitive activities and interpersonal dynamics that only occur when students get involved in promoting each other's learning. This includes explaining how to solve problems, discussing the nature of the concepts

being learned, teaching one's knowledge to group members and connecting the present with past learning. Abass (1998) and Baker (2009) added that accountability to peers, ability to influence each other's reasoning, social support and interpersonal rewards increase as the face-to-face interaction among group members increases. The verbal and nonverbal responses of other group members provide important information concerning students' performance. Promoting each other's effort results in a higher achievement and helps know each other on a personal as well as a group level. They further stated that when positive interdependence creates the conditions for working together, there is an actual face-to-face interaction in which students work together and promote each other's success.

Since cooperative teaching is a student-centered approach, teachers play an auxiliary role in the learning process. In this way, students feel much more relaxed when expressing their ideas with their classmates. Meanwhile, peers in a group provide an audience and students can share what they have read. After reading some interesting materials, students may share what they have read with others. At this time, peers will be the best audience. When students engage in exchanging ideas and feelings, they will provide new perspectives and discover new opportunities to practice the target language (Ely, 2001; Michael, 2007; Wang, 2009). Likewise, in this research, face to face interaction promotes students to forward what they have done individually in the reading classroom. After mastering individual's task, students are put in situations where they interact with one another. They teach one's knowledge to others. In short, it involves working in small groups where students can face each other and are engaged in face-to-face interactions.

2.8.4. Social Skills

One of the objectives of cooperative teaching approach is the intentional development of students' social skills in a classroom. To enhance their interpersonal relationships, the following aspects are incorporated in the cooperative learning. First, explicit instructions on effective skills for communication with others are given to students for their involvement in small-group learning activities. Such instruction may include strategies for encouraging and supporting other group members, constructive disagreement, conflict resolution and consensus building. Thus, students receive some preparation and guidance for handling the social and emotional demands of small-group work rather than being left entirely to learn independently (Horwitz, 1996; Abu and Flowers, 1998 and Apple, 2006). The provision of opportunities for students to reflect on and evaluate the process of social interaction is also incorporated in the cooperative learning. Similarly, in reading classroom students are encouraged and helped to develop and practice trust-building, leadership and conflict management skills. The roles in a group are given to the students equitably (Joseph, 2007 and Wang, 2009). However, John and Smith (2003) argued that small team learning do not benefit students in the classroom. Some students take control over other group members in doing tasks. Some others do not even care for the idea of working cooperatively. Thus, individualistic teaching approach yields better results than cooperative teaching in EFL reading classroom.

According to Jacobs (2007), in order to develop social skills, students are needed to work with each other. They should not lack the language involved in using the skills or the inclination to apply the skills to learn reading. Seong (2001) and Michael (2007) added that with social skills to teach reading depend on the particular students' success in collaboration with others such as: checking that others understand, asking for and giving reasons, responding politely to

disagreements and encouraging others to participate. Asking for and giving reasons for the tasks to do in group pushes students to think more deeply. When disagreement is handled properly, it encourages students to explain what they have said.

In the current research, social skills are taken into consideration. Students in the cooperative group cannot do anything without their social skills. Thus, before starting the teaching- learning process, students are taught the social skills. They are made to introduce their names to each other and know how to help their friends. They are also told that unless there is a strong bond among group members, the group performance will be slowed down. They are also made to resolve any conflicts among group members. It is only when the problem is beyond them that they can ask the teacher for a help.

2.8.5. Group Processing

Cooperative teaching typically begins with the intentional selection of group members on the basis of predetermined criterion. For instance, groups may be deliberately formed to maximize heterogeneity and diversity of perspectives. This is done by grouping students with different levels of academic achievement, learning styles, racial backgrounds, gender or ages (Jefferson, 2007). The criteria for determining group composition may vary depending on the teacher's objectives or the characteristics of students in the class. The essential factor is that group formation is not left to chance. Deliberate selection is given to create the optimal social learning environment (Badrawi, 2003 and Baker, 2009). Conversely, there are other researchers who take group processing as waste of time. According to Faust and Paulson (2003) and Shindler (2008) the use of individualistic approach enables teachers to organize a wide range of activities in their

classrooms and to focus more on students' active engagement of tasks than on group organization.

According to Abass (1998) and Khan (2008), group processing involves evaluating skills such as leadership, decision-making and conflict resolution. Group members discuss how well they achieve their goals and maintain successful working conditions. They also describe which actions are helpful and harmful to the group so that they go shoulder to shoulder for the improvement of the group. Moreover, in the cooperative teaching classroom, the teacher monitors group behavior and learn by moving from one group to another. In group processing, the teachers reassure that students remain on task. The students also build rapport by showing common interest and they acquire opportunities to integrate ideas and build self-esteem (Arzu, 2005 and Gillies, 2007).

From the points mentioned above, one can see that group processing refers to intra group reflection to identify supportive or non-supportive interaction and to decide which group behaviors should continue or be terminated. This involves discussion of what actions are helpful and unhelpful during group work and what actions should be continued and what should be changed. This action is also implemented during the current study in the cooperative classroom. In any cases during the study, students may speak out the major problems (if there is any) they face in each group through their representatives. Based on the report, the researcher and the classroom teacher provide the necessary feedback to resolve the problems.

2.9. Techniques of Presenting Cooperative Teaching

Researchers such as Slavin (1994), Seong (2001) and Arzu (2005) explain that the five elements mentioned above are essential for producing basic skills achievement in the cooperative teaching approach. It is not enough simply to tell students to work together. They should have a reason to take one another's achievement seriously. If students are given guidance on how to manage the group and share the responsibilities within each group, students become successful. In addition to the elements of the cooperative teaching approach, the application of the techniques of the cooperative teaching in the EFL classroom makes the teaching learning process smoother. They are also infused in the current research while using the cooperative approach in the EFL reading classroom.

The following are the common models and their techniques in the cooperative teaching approach that are worthy to implement. The Jigsaw Method, Student Team Achievement Division (STAD), Cooperative Integrated and Composition (CIC), group Investigation, Paired Storytelling and Numbered Heads Tiger (Joe, 1996, Arzu, 2005 and Baker, 2009). Based on the literature stated below, the Jigsaw Cooperative Model was employed as the techniques of the study since the researcher found the procedures more convenient for teaching the reading skills. Thus, the discussion on the other techniques was made to give some ideas about them.

2.9.1. Jigsaw

Jigsaw was originally developed by Aronson in 1978. The basic premise is on giving students the opportunity to share ideas with their peers. Regarding the effectiveness of jigsaw technique, a large body of researchers like Sami (2001), Laiy (2006) and Adam (2013) state as follows: Jigsaw is one of the cooperative teaching techniques we should often use for teaching reading. It

is designed to assist students to master large amounts of content through reading and sharing information among themselves. Kam-wing (2004) and Joseph (2007) added that the relevance of this approach for second/ foreign language learners is that it provides a good environment for learning reading through exploring relevant content using purposeful interaction and the development of academic skills through carefully designed reading.

According to Chen (2005:37), “in the jigsaw classroom, the student group is the students’ audience, and each student’s contribution in the first instance is shared by only three to four other people, allowing much more specific feedback”. He further stated that each cooperative group teaches the whole class about what they learn from their reading session. This activity is a good way to elicit participation from each group members. Students will feel less inhibited by first presenting in small groups. After much practice, they often feel more comfortable when presenting in front of the whole class.

In order to make the jigsaw reading more practical, students should be in small groups (Jacobs, 2007; Palmer, 2013). The students deal with the materials in depth with the intention of being expertise. They are able to give what they understand, or tell the others in the group the important details and main points of his/her own piece of information. Then, the students in their teams synthesize and evaluate tasks together. This helps them solve the problems they encounter while doing the activities individually. Students develop their cognitive skills of evaluation, analysis and synthesis of information by sharing their experiences (Lucas, 2000 and Baker, 2009).

Moreover, Mohammed (2001), Liang (2002) and Hilliard (2012) indicated that the jigsaw technique begins with the selection of group members based upon predetermined criteria designed to create positive effects in small group learning. In the jigsaw teaching, three to four students in a group are usually learnt together. This grouping is active enough to contain students who can bring diverse opinions, experiences and learning styles to solve problems. Fortner (1999) further stated that all can smoothly carry their fare share of the work load. The jigsaw technique is, therefore, effective for retelling or paraphrasing the main points of what has been read. Moreover, it is a very effective technique to learn reading skills in the EFL classrooms.

According to Meng (2010), reading comprehension is viewed as a process of decoding written materials and working from smaller units to larger ones. It is important that reading is not invariable that there are different types of reading skills that correspond to the many different purposes we have for reading. According to Lichun (2009), the specific reading skills can provide learners with a concrete idea of the skills. They can also play a significant role in the reading process. They include everything from rapid identification of vocabulary to the making of meanings that are integrated based on the learner's understanding of the given text.

In the current study, the jigsaw cooperative teaching is the only technique that is implemented in the cooperative group during the study. The cooperative group teacher employs the jigsaw technique for teaching the reading skills. That is because in this technique there is a wide opportunity for students to do tasks both independently and cooperatively. There are also roles students should play in this technique. Applying the jigsaw technique, the teacher treated the following specific reading skills. These are the sub skills being learnt in grade 9.

1. Skimming texts [surveying to obtain gist].

2. Scanning text [reading for specific detail].
3. Deducing the meaning and use of unfamiliar lexical items through understanding word formation.
4. Understanding the communicative value of sentences with/ without explicit indicators.
5. Synthesizing ideas through recognizing similarities/ differences of ideas in different texts.
6. Selective extraction of relevant points from a text to summarize information.

2.9.2. Cooperative Integrated Reading and Composition (CIRC)

According to Slavin (1994) and Rahvard (2010), CIRC is another technique of cooperative teaching approach which is used for teaching two English language skills. It is a comprehensive program for teaching reading and more for writing. Students work in small groups. They engage in a series of activities with one another. The students make predictions about how narrative stories will come out, summarizing stories to one another and writing responses to stories. They also work together to master main ideas and other comprehension skills. Regarding this idea, Kam-wing (2004) stated that among the cooperative jigsaw model is convenient for teaching the reading skills. The procedures and techniques of the model enable students to focus on the reading texts and do tasks individually and as a team.

In the current study, therefore, the Cooperative Integrated Reading and Composition was not implemented during the study. That is because students in the EFL reading classroom engaged only on tasks related to the reading skills; they focused on comprehension questions. Writing

activities were not entertained during the study. CIRC technique could be applicable when students are engaged in doing writing activities integrating with the reading activities. The researcher, however, used only the procedures of the jigsaw techniques that have much to do with the reading activities.

2.9.3. Student Team Achievement Division

In this case, students are assigned in small heterogeneous groups. A teacher presents a lesson and students work within their teams to ensure that all team members have mastered the lesson. While assigning students to teams, it should be balanced so that each team is composed of students with different ability groups (Arzu, 2005 and Baker, 2009). The STAD is most appropriate for teaching well-defined objectives with single right answers, such as mathematical computations and applications, language usage and mechanics, geography and map skills, and science facts and concepts. However, it can be easily adapted for use with less well-defined objectives by incorporating more open-ended assessments like essays (Slavin, 1994 and Ghaith, 2005).

This shows that the procedures used in this technique are almost similar with the procedures used in the jigsaw technique. However, in the current research, the researcher did not select this model to use in the EFL reading classroom. That is because the Student Team Achievement Division makes students interdependent throughout the classroom discussions. In the current research, however, the students did the tasks first silently and independently, and then in small teams so that they helped each other. Moreover, STAD is also more effective for natural science subjects than language. This model does not provide the student with the opportunity to do reading tasks

based on their learning styles. There is no way of doing the reading tasks silently and independently. Thus, this model was not incorporate as the procedures of the study.

2.9.4. Group Investigation

In Group Investigation Technique, teams take on topics within a unit studied by the entire class. The students break these topics into tasks within the group and carry out the activities necessary to prepare group reports. Then, they present them to the whole class. Groups would be given a theme to prepare and break it into smaller topics for discussion. Thus, in this technique many opportunities for meaning use would take place (Khan, 2008 and Abetintseva, 2009). In this technique, the group members are given the opportunity to discuss activities in the group. There do not seem to be an opportunity for the students to deal with tasks individually and silently. Individual accountability is relatively minimized in the group discussion.

However, Ely (2001) stated that in the cooperative group investigation, there are always unequal distributions of roles among group members. When groups are not structured carefully (Berhanu Bogale, 2000), larger and larger proportion of group members tend to participate less than their fair share. Only a few members can have the chance to dominate the decision of the group. If learners display any of these behaviors, the possibility of rejection, domination and argument with the group increases. In the current research, however, the students were made to share the roles among group members equally. The distribution of task should be also equal among group members. Due to this reason, this technique was not considered to teach students in the reading classroom in the current study in order to avoid the problems.

2.9.5. Paired Story Telling

Slavin (2004) and Chen (2005) stated that paired story telling provides a purpose and helps students in order to maximize comprehension. This technique works best with narrative texts. The text is divided into two segments. Students are paired off and assigned different segments of the text. After they read/listen to their own parts, they jot down key concepts found in the sections. Each student lists the key words/ phrases in the order they appear in the text. Then they exchange the list and relate the clues to the story part they have read/heard. Each student develops and writes his/ her own version of the missing part of the story. When they finish, they may read/ hear the original version of the whole story and conclude the session with a discussion. According to Abass (1998) and Ghaith (2005), since students are seated in pairs, this technique helps students to do tasks actively. The problem of students' domination over others is minimized. There is an opportunity for the students to share tasks and ideas fairly.

This shows that this technique is good at teaching the reading skills to enhance students' active participation. Individual student is given the opportunity to deal with the activities on his/her own and share to the partner. This makes every student responsible for their own learning and the domination of students over their group members is minimal. However, in this technique only two students form a partner in the EFL classroom that did not match with the current research where each group had three members. Therefore, the researcher did not consider this technique for the present study.

2.9.6. Number Heads Together

It helps group members put their heads together to come up with an answer and an explanation of the group's work. After this, the teacher may call a number, and a student with that number

gives and explains their answers to the whole class (Chen, 2005; Jones and Jones, 2008). This technique is convenient when groups are supposed to deal with task together and report to the whole class. Although the whole group members do the tasks together, one student presents the work on behalf of the work. Since individual students are given the chance to do the activities individually, teachers can not ensure whether all the group members have answered the questions correctly or not. Only better might dominate the discussions. The problem in this case (Berhanu Bogale, 2000) is that the majority of the group members tend to participate less than their fair share. Only a few members can have the chance to dominate the decision of the group. In the current research, the primary task was avoiding unfair distribution of tasks among group members. Ensuring fair distribution of activities among group members was done during the study. The reading texts are cut and divided among students in each group equally. As a result, this technique was not found to be convenient in the EFL reading classroom in this research.

To summarize, the aforementioned techniques determine the effectiveness of the cooperative teaching approach in the EFL classrooms. In fact, all the techniques may not be effective in all circumstances. Depending on the situation, the course, the skills or the tasks being done, the teachers can select the most appropriate technique of the approach. For instance, jigsaw is considered to be more suitable for teaching the reading skills; the Student Team Achievement Division is more convenient for natural science courses and Paired story telling for narration. Depending on the existing classroom situation, the teacher might modify the techniques so that it can fit for the best of his/ her teaching. Therefore, in the current research, the Jigsaw Model has been employed as a classroom procedure for the cooperative teaching group.

2.10. Principles of Cooperative and Individualistic Teaching Approaches

Although cooperative teaching approach is useful to bring better educational outcomes, it might remain useless if not properly implemented in the EFL classrooms. Hence, teachers should carefully plan, monitor and evaluate the activities to maximize group effectiveness. To achieve the potential benefits of cooperative teaching, the following principles should be taken into account (Slavin, 1994 and Jacobs, 2007). In this section, the contents that are implemented in the current study in the EFL reading classroom have been discussed.

2.10.1. Classroom Management

According to Ledlow (2002) and Jacobs (2007) , in a cooperative approach, classroom teachers' management skills plays a predominate role for the teaching learning process. In addition to paying attention to organizing lecture notes, teachers have to think about preparation. It ensures that small groups are able to work relatively independently while staying on task and getting along. In line with this, Chen (2005) and Barriet, (2009) added that before teaching a class that relies heavily on cooperative teaching, it's often useful to assign roles and other pre-activities to ensure adequate preparation. If teachers have a well-designed activity that relies upon students, it can be a good way of managing the class. Likewise, in the current research the primary role of the teacher was assigning the roles and activities to each group members to be certain that the group members participated equitably. It is only after the teacher makes sure that there is fair distribution of tasks and roles in the groups that he preceded with other tasks.

Moreover, Ledlow (2002), Jacobs (2007) and Barriet (2009) stated that in the classroom management, teachers should frequently specify the social skills needed to the teaching learning

process successfully. Sometimes teachers simply remind students to make sure that everyone contributes to their groups so that they become successful together. Other times they help them brainstorm components of complicated skills like giving constructive feedback. Similarly, the students in this study make their own contributions by doing tasks silently and individually. When they come to group discussion, every student gives and receives feedback on the tasks to be done.

However, Jones (2007) and Olovede and Adebowale (2011) stated that in the individualistic teaching approach, students form their own learning system to manage the interactions in the classroom. This leads to the establishment of students towards independent learning. The teacher ensures the proper management of the class by allowing students to maintain their individual styles. In the cooperative teaching approach (Slavin, 1994 and Jacob, 2007), teachers and students consider the best way of group formation. Effective management of cooperative groups involves the will and skill to cooperate. An effort should be made to create and maintain the will and skill within and beyond the group. Team building can be an important investment in creating the atmosphere necessary for teams to maximize their potential. Based on the different features of the two approaches, the two groups' teachers assigned for this study used different classroom management. One group focused on how to employ cooperation among group members, and the other group of teacher dealt with teaching students based on their personal preferences.

When students are enthused about the opportunity to learn with and from their peers, it is not uncommon for teachers to encounter students who are reluctant to participate in any sort of group activity. Thus, how does one take a class of students whose feelings are about cooperative teaching ranging from love through indifference to downright hostility and turn them into a

community of learners. The first step is to work on creating a class climate that encourages cooperation. Communicate clear expectations to students about cooperative teaching on the first day of class. Students should be informed how to use cooperative teaching, why they use it and what it means to them (Ledlow, 2002 and Karrie, 2008). Then, the teacher provides a non-threatening introduction about the cooperative teaching approach that students can easily accomplish. Rather than telling students that cooperation makes learning fun, the teacher should demonstrate it. Students ought to be out into teams and have them do a simple, well structured cooperative activity. The activity could introduce your techniques, cooperative teaching, or your content and then personalize the learning environment (Ibid).

This is to mean that cooperative teaching is more than simply asking students to get in a group and work on tasks together. It is rather a formal instructional model in which teachers have carefully designed lessons and activities that are suitable for use by teams. As a result, in the current research classroom setting should be first employed for the proper implementation of the cooperative teaching approach. Then, the teacher dealt with assigning the tasks and roles to each group members so that the teacher as well as the students could know managing the teaching learning process. Therefore, the teacher guided the students and the students monitored and evaluated their own learning. In this condition, the researcher told and assisted the cooperative group teacher in order to maintain the classroom management properly.

2.10.2. Task Structure

As Ledlow (2002) and Khan (2008) stated, a well designed cooperative lesson and assignment give students a specific task, such as solving a problem, creating a model, or comparing and contrasting. They also provide a set of instructions that describe how students should work

together. There are a number of considerations in developing lessons and assignments (Laiy, 2006 and Rahvard, 2010). They should be considered using or adapting a pre-existing structure or procedure like Jigsaw, STAD, etc. In choosing a structure, the teacher should consider whether he/she wants one answer or multiple answers from the team, what form or product he/she expects their work to take and how skilled or experienced they are at working together. In the present research, the jigsaw model was employed in order to structure the reading tasks. The students went through the activities based on the pre-determined procedures the teacher employed in the EFL reading classroom during the study. Thus, before the teacher began the teaching learning process, he designed the tasks so that all the group members dealt with them cooperatively.

However, Attle and Bake (2007) and Shelley (2009) indicated that in individualistic teaching activities, students are assumed to be interested in participating and contributing to the individual's performance. This assumption may prove and lead to individual based participation in the classroom. Conversely, in the cooperative teaching, teachers structure tasks by dividing work and limiting resources. It also happens by explaining a rule that a group cannot proceed with a new learning task until all the members have completed their parts. This task structure can create positive interdependence among the group members. Students feel their contribution is significant to the group's performance. They also rely on their team mate's contribution. Thus, they would behave cooperatively toward each other (Ibid). In addition, Barbar (2002) and Liang (2002) stated the following important phases of establishing a cooperative activity. Three important guidelines can help teachers and students establish and evaluate cooperative teaching activities.

First, students need to understand the nature and value of the proposed activity. Many students come to class with their own learning styles that predispose them to work independently. Furthermore, they may have been biased in the past by ineptly managed group work. Thus, they must understand why group interactions lead to other desirable outcomes such as acquiring the teamwork skills needed in the modern workplace.

Second, clear instructions are essential. Group work can be frustrating for students if instructions are unclear. Students may question a teacher's organizational skills and they may waste precious class time puzzling over instructions. For complex tasks, teachers can provide instructions given either to individuals or to teams. Projecting tasks and expectations on a screen or writing them on a chalkboard can prove helpful. For simpler activities, asking a single student or the class to repeat the instructions reinforces them. Clear instructions not only explain the task but also specify the time involved. Students can also manage their time wisely.

Last, students appreciate a sense of closure. As indicated earlier, students may be unwilling group members unless they see the value of the cooperative teaching. The teacher must avoid the appearance seeming all sided with students by withholding information while a group struggles with a difficult problem. Generally, it is appropriate to offer help when all group members admit that they need it. Sometimes the teacher, as the authority, may need to summarize a lesson, validating the learning that has occurred in groups.

In the current research, therefore, the cooperative group teacher made the students work the tasks among group members. He divided the activities among the students equally and told them to do individually and silently. Then, he made them work with their group members. During this time

although the teacher deliberately withdrew from being the focus of attention, he took a role of a guide. He helped the students in structuring and doing tasks whenever necessary. Whereas, the teacher in individualistic group gave clue on doing the tasks and told them to do individually and silently. The teacher in this case also helped the students when they found vague situation in doing the activities. Thus, the two group teachers first arranged the tasks before the students engaged in doing them.

2.10.3. Individual and Group Accountability

According to Slavin (1994) and Johnson and Johnson (1989), a teaching approach which provides group grade or product without making each member accountable for his/her contribution does not consistently produce achievement gains. If evaluation is not based on individual contribution, it is possible for a free rider or a workhorse to develop. A free rider is the group members who accepts the group grade but does not work while a work horse does more than his/her share (Berhanu Bogale, 2000 and Liang, 2002). In individualistic teaching, however, (Jones, 2007 and Shindler, 2009) the students are free from such problems. Teachers assess the learning styles of their students and adapt their classroom approach to best fit each student's learning style. Under this teaching condition, the students became free from peer-pressure.

In the current research, however, in the cooperative teaching group, in order to ensure each group member's responsibility in dealing with the tasks, individual and group accountability was taken in to account. In order to ensure individual accountability, the students did the reading tasks individually and silently first. For the group accountability, the students returned to their home groups and shared what they have done individually and silently. Since the group performance

was determined based on individual's effort, every group member strived to make their group successful.

Slavin (1994) and Liang (2002) further stated that individual accountability can take different forms and degrees depending on the content. One way to ensure individual accountability is through giving a reward. Students can be made individually accountable by having each student receive a grade on his or her portion of the team project. In addition to the individual product, the group must somehow be held accountable for its collective activity. One way to do this is to require the group to turn out a product of its exchange. This includes a presentation to a class, the creation of physical model, and the results of a group report. Likewise, in the current research in the cooperative teaching group, individual students gets reward base on the group performance, and the group get reward based on the sum of individual performance. However, in individualistic teaching approach, the students were responsible to their own performance. A student gets reward based on their own activity.

2.10.4. Group Processing and Team Building

According to Johnson and Johnson (1999) and Liang (2002), to ensure sustainable success of implementing the cooperative teaching approach, teachers should invest some time and make effort in group processing. The group should reflect on a group session to describe what actions were helpful and unhelpful. This helps to make decisions about what actions to be made. The purpose of group processing is to clarify and improve the effectiveness of the members in contributing efforts to achieve the group's goal. In the current research, the group processing is ensured by giving students some orientation on how to form groups before they begin the teaching learning process. This enables the students know each other and be familiar with other

group members. Dogran, (2004) and Chen (2005) supported this idea in that in the cooperative teaching approach, group processing plays the pivotal role to make the teaching learning process smoother.

Moreover, teambuilding may be defined as the process needed to create, maintain and enrich the development of a group of people into a cohesive unit. Team building exercises are very important in the development of teams that works together for an extended period of time on a complex project or a series of activities. Team building is simply getting acquainted and becoming socially cohesive. Team building exercises that have a component of fun or play are useful in allowing social cohesiveness to develop. Examples include: designing a team logo, sharing information about first tasks, or participating in activities to discover the characteristics that team members have in common (Liang, 2004; Chen, 2005).

According to Dogran (2004), teams need to develop roles and norms. An example of a team builder which would help teammates to develop effective norms would be to ask them to develop team ground rules. A team builder which would help teammates use roles effectively might ask them to select the roles which are most needed to accomplish the task at hand and assign those roles to team members. Effective interpersonal communication is vital for the smooth functioning of the groups. Norms will develop to govern communication. In line with point, Johnson and Johnson (1999) and Liang (2002) added that team building exercises can focus on skill development, communication and norms. The group members need to be able to process or reflect on how well they are working together.

In the same way, in the current research, the students were told to develop the skills of listening, giving and receiving feedback for their group members and developing other social skills which are important for the smooth relationship among group members. Teaching every group members to give and receive constructive feedback (both positive and negative), and allowing them time in class to do so helps to focus their attention on their interdependence. While doing these, the students were oriented to avoid any ill-feelings towards their group members.

Therefore, based on the aforementioned writers' view, we can state that if the cooperative approach is implemented properly, it is a respect for students regardless of their educational or social backgrounds and a belief in their potential for academic interdependence. All students learn and work in environments where their individual strengths are recognized. Individual needs are also addressed. Students learn within a supportive community in order to feel safe enough to do the tasks. Cooperative teaching also promotes a shared sense of community. This approach offers students support and encouragement through systematic classroom interactions.

2.11. Teacher's and Learner's Roles

2.11.1. Teacher's Roles

According to Allison (1998) and Gillies (2007), one of the focuses during the implementation of the cooperative teaching in an EFL classroom is the roles of the teachers and their influence on students' readiness to learn. Despite the importance of cooperative teaching in enhancing students' achievement, it is a challenge that many teachers have failed to accomplish it. The failure is because teachers often do not have a clear understanding of the basic principles of cooperative teaching. Moreover, the research and theoretical perspectives that have informed

this practice and how they put into practical applications that can be used in their classrooms are also causes. A reluctance to embrace cooperative teaching may also be due to the challenge it poses to the teacher's control of the learning process, the demands it places on classroom organization and the personal commitments teachers need to make to sustain their efforts. Moreover, a lack of understanding of the key role teachers need to play in embedding cooperative teaching into the syllabus fosters little communication and engagement among teachers and students. Providing students with emotional and intellectual stimulating learning environments may also be another contributing factor (Ibid).

Despite these problems, the teacher's role in cooperative teaching classroom is to provide students with the opportunity to take the learning process and harmonize for common achievement. The teachers serve as facilitators of the teaching learning process. They pave the way for the students so that they can assist one another. Cuseo (1992) and Rahvard (2010) indicate that teachers not only teach language, they teach cooperation as well. The teacher is seen as a helpful source of guidance that is there to make them successful, rather than a judge who hands out grades and mark papers with red ink.

While conducting a lesson, the teacher monitors each learning group, intervenes when needed to improve team work and brings closure to the lesson. It is important to observe the interaction among group members to assess students' academic progress and appropriate use of interpersonal and small-group skills. The teacher needs to make sure that students benefit from face-to-face interactions (Cuseo, 1992 and Rahvard, 2010).

Thus, we can see that the teachers' role should be preparing for observing the learning groups. It also includes observing to assess the quality of cooperative efforts among students. It should also be intervening when necessary. Students should be also assessed on the quality of their own individual participation in the learning groups. Moreover, the teachers need to evaluate the progress and performance of the students continuously. He/she should make sure that every student has to take part in the discussion actively.

2.11.2. Learner's Roles

In cooperative teaching classroom, (Gillies 2007) the students are the primary targets of the teaching learning process. They usually form heterogeneous groups so that they make the approach smooth. They are interdependent, working for common achievement. They discuss the material to be learned together, help and assist each other to understand it and encourage for common achievement. Through cooperative teaching activities, students become motivators and instruct one another.

Students are taught to plan, monitor and evaluate their own learning. This is something that requires students' direct and active involvement and participation. Maximizing their performance through the cooperative teaching approach is what has been expected from the students. Moreover, Cuseo (1992) and Chen (2005) stated that in the cooperative teaching activity, each learner within the group has a specific role. If each learner does not fulfill his or her role, the group effort fails to meet its overall objective. There are many potential roles, but to mention some: *facilitator/ leader*- a person responsible for ensuring that the group stay on task, *recorder*- a person responsible for writing down group answers and decisions, *summarizer*- a person responsible for summarizing the group answers, *reporter*- a person responsible for conveying the

group's ideas to another group and *time-keeper*- a person responsible for checking the time left to finish the task. Other roles are possible, depending on the nature of the task and the time necessary to complete it.

The aforementioned scholars added that when first employing cooperative teaching roles in the classroom, teachers may choose to appoint the roles to students. However, students can become more motivated if they are allowed to choose their roles within the group. Teachers should make sure that the same student does not always choose the same role each time. Instead different roles should be assigned in different times to ensure equitable distribution among students. One rule teachers might consider is that students must take different roles each time until they have done all roles possibly.

As can be seen above, the teachers' role in the cooperative teaching seems easier than their roles in whole class learning. The teacher is the facilitator of the teaching learning process in the cooperative approach. This does not mean that the teacher abandons the class and ignores the job. But, the focus here is the proper utilization of power over the students in the classroom. The teacher is not considered as the only knowledge provider and problem solver. The students themselves are the decision maker and problem solver on their own learning. Therefore, during the study, the students are assigned to be a leader, recorder and reporter.

2.12. Pitfalls of Cooperative Teaching Approach

Although the infusion of cooperative and individualistic teaching approaches into the EFL classrooms has promoted many things (see section 2.6), there are drawbacks unless properly handled them.

The free riders among team mates are the first problem in the cooperative team work. According to Chen (2005) and Robert and McInnerney (2007), some students complained that group members who ignored their roles carried on irrelevant discussion during group work. This situation not only frustrated other team mates' learning but also negatively influenced the effectiveness of cooperative learning. Therefore, when teachers divide students into small groups, they should take into account not only the learners' academic performance but also individual differences in motivation, learning styles and even students' personalities. In line with this point, Slavin (1994) stated as follows: free rider: if not properly constructed, cooperative teaching can allow for the free rider effect in which some group members do all or most of the work while others go along for the ride. The free rider effect is most likely to occur when the group has a single representative as when they are asked to handle in a single report, complete a single worksheet or produce one project.

Arzu (2005) also found out that high achievers prefer individualistic learning over cooperative teaching because high achievers think they are often expected to serve as peer-tutors, repeatedly explaining the same content to low achievers. These redundant explanations can frustrate high achievers and stifle their learning. However, Chen (2008) indicated that the cooperative teaching instruction improves high-achieving students' motivation to learn, the opposite of the findings for low-achieving students.

Moreover, irrelevant chatter may produce annoying noise that affects classroom management. To engage group members in an on-task dialogue during group discussion, teachers should design challenging cooperative teaching activities to arouse student interest, motivation and participation so that they work on their tasks with positive results. Furthermore, the teaching goal

should not be limited to basic ability acquisition, such as the ability to read and write. McManus (2002) asserted that any cooperative teaching environment should be structured carefully by delivering challenging learning tasks so that group members learn to make decisions about how they perform those tasks as well as the value of helping one another through teamwork.

In addition, Slavin (1994) and Khan (2008) identified that if the cooperative teaching approach is not implemented effectively, there is a diffusion of responsibility. It is a situation in which students who are perceived to be less skillful are ignored by other group members. For example, the ideas or contributions of students believed to be poor at reading could be ignored or brushed off. There is also little incentive for the more active participants to take time to explain what they are doing to the less active group members. In general, the aforementioned writers indicated that the improper implementation of the cooperative teaching approach may cause disruption in the teaching learning process. The intended goals may not be achieved. In line with these ideas, the current research would take some measures to alleviate the drawbacks of the cooperative teaching approach. To this end, the cooperative teaching group teacher would be given training on the overall concepts of the approach (see chapter three for further information).

2.13. Related Local Researches on Cooperative Teaching

Regarding the practice of cooperative teaching approach in the Ethiopian EFL classrooms, some related researches have been conducted.

Among these, Berhanu G/Michael (2000), for instance, investigated the practice of cooperative learning in grade 11. His research is meant to find out what the group work organization looks like in English class while conducting the cooperative learning. He also explored whether the actual practice of the cooperative teaching meets the underlying theories and principles of the

approach. In his finding, he pointed out that English Language textbooks invited teachers and students to implement the cooperative teaching approach. However, there was resistance from the students and teachers. There was poor practice of the approach in the classroom since the teachers lacked the willingness and knowledge of implementing the cooperative learning. They never thought of the proper implementation of the underlying theories and principles of the approach. The students' background on the approach in elementary and junior level was also very limited. This impeded the interaction between the teachers and the students, and the students themselves.

It does not necessarily mean that all the teachers completely ignored group formation. Sometimes they told students to form groups and do the tasks together. However, the teachers never focused on other important processes of group formation such as group size, group composition, group duration, role assignment and group interdependence. This implies that the teachers did not think about the structure of group formation. As a result, students' cooperation and involvement in doing tasks were weak. When groups are not structured carefully (Berhanu Bogale, 2000), larger and larger proportion of group members tend to participate less than their fair share. Only a few members can have the chance to dominate the decision of the group. If learners display any of these behaviors, the possibility of rejection, domination and argument with the group increases.

In this perspective, Fasil (2005) conducted a research on students' use of cooperative strategy in writing classes at Unity University College. His main target was to investigate the extent to which cooperative strategy is in use by students in sophomore English class. His findings showed that teachers in writing class followed the traditional teaching approach. The teaching of

writing was based on the process approach which has ample opportunities for the use of cooperative strategy. However, in the actual classroom in most cases students and other fellow teachers did not regard writing as a cooperative activity. The teachers did not allow students' cooperation to carry out their assignments since they believed that writing tasks could be effectively taught without allowing the strategy. The teachers did not also use small groups in their teaching of writing and failed to make sure that every member of the class participated equitably.

Other scholars conducted researches related to cooperative learning. Among them, for example, Abebe (2007) studied the opportunities and challenges of group work in the English classroom. As he stated, one major problem in an EFL classroom was the extent of group work implementation. It was limited in application in our context. Many students have never worked in cooperative teaching groups. They lacked the skills of involving active and tolerant discussion, helping one another in mastering content and managing disagreements. In general, what has been prevailing in English class was a traditional language teaching approach which was teacher-fronted.

In this regard, Girma (1999) who investigated the pattern of turn-taking in group discussion showed that there was a poor practice of group learning in English class. He claimed that teachers and students seemed to lack the awareness of practicing and coping with group learning. Little attention has been paid to engage students in group activities. In such traditional ELT classrooms, the teacher was the only information donor. As a consequence, the students became less competent in conversational skills. However, English textbooks opened up opportunities for learners to get into pairs/ groups to discuss the activities.

Alamirew (1992) also conducted a research on the application of group work in learning English in high schools. His thesis basically sought to find out whether group work could be applied in Ethiopian high schools and whether it improved the proficiency of students' English language performance. His result indicated that the students' level of academic performance was very low. One of the possible reasons for this is the approach and techniques used in the teaching of English. Almost all teachers employed the traditional teaching approach. They followed the lecture method that did not enable the learners to use the target language effectively. He further explained that the more the teacher did what the learners could do for themselves, the less he/she empowered them to help one another and the less the students developed the confidence to act autonomously.

Another research which focused on the effects of cooperative learning on reading comprehension achievement in the EFL classroom and social skills of grade 10 was conducted by Seid in 2012. His research is specifically meant to find the relationship between cooperative teaching and students' reading achievement. It also explored the relationship between cooperative approach and the students' interpersonal and group management skills. Finally, his research investigated the students' resolution and leadership skills in cooperative groups in EFL classroom. During the study, among the different techniques of cooperative teaching approach, he used 'Learning Together Model' in the cooperative teaching group. This technique mainly emphasizes on the use of team building activities. It is about how well group members are working together to develop social skills among each other. In his research he found out that the cooperative approach enhances students' reading comprehension performance and their social skills.

The current research, therefore, endeavors to examine students' characteristics and their perceptions of the cooperative and individualistic teaching approaches in the EFL reading classroom. Finally, this research investigated the cooperative group teacher's latter opinion on the cooperative teaching approach.

2.14. Conceptual Framework

The concepts related to the cooperative teaching approach have been derived from the constructivist theory. Accordingly, the conceptual framework of cooperative teaching lies in three major theories: Social interdependence, socio-cognitive and motivational perspective.

2.14.1. Social- Interdependence Theory

From the constructivist point of view, knowledge originates in the learner's activity. To know is to understand in a certain manner which can be shared by others to form a community of understanding. When the learners develop positive relationships and show active social competence, their knowledge becomes more powerful (Ahuja, 1994 and Chen, 2005). Cooperative learning, like the theory of constructivism, grounds on the principle that knowledge is not passively received but actively built by the individual. The use of the cooperative teaching approach makes students share ideas with each other to do whatever helps the group succeeds (Liang, 2002).

Moreover, Arzu (2005) stated that the process of promoting social interdependence is the process of group learning. Knowledge viewed from the constructivist perspective is a learner's activity. Constructivism considers learning to be the activity of constructing relationships and patterns. This situation can be greatly enhanced by social interaction. In the same way, Liang (2002)

stated that in cooperative learning, students are engaged in a collective effort for good performance. Learners assume the role of explorers and inventors. The classroom is a learning place where active discussions among students are conducted. The teachers are facilitators of learning rather than the source of information. Therefore, it is through social interaction that students can be encouraged towards discovery learning.

2.14.2. Socio- cognitive Theory

According to Liang (2002) and Chen (2005), from constructivists point of view learning is an active process in which learners establish new ideas or concepts based upon the past and current knowledge. The learners select and transform information, construct a hypothesis and make decisions relying on a cognitive structure. Cognitive structure provides meaning, organization and interpretation to experiences and allows the individual to go beyond the information given to them. It is characterized by expanding equilibration, i.e. a balance between what has already been known and what is currently being experienced.

Likewise, cooperative teaching aims at arousing cognitive conflicts among students. It helps students justify concepts and ideas through discussion and debate. This situation can be a significant point for discussions about problem solving. Seong (2001) substantiated that the discussions of different perspectives on problem-solving approach results in conflict/ disagreement. This is viewed as one of the socio-cognitive features. Students benefit from interaction in doing tasks. When they engage in discussions, socio-cognitive conflicts arise. As a result, students start thinking critically. Abu and Flowers (1997) and Apple (2006) point out that when students interact with each other, they can get the chance to explain and discuss each other's perspective. This leads to a greater understanding of the materials learned. In the same

way, the struggle to resolve potential conflicts during cooperative teaching results in the development of higher levels of understanding.

2.14.3. Motivational Perspective

The constructivists' view advocates the importance of motivation to students. Motivation concentrates on the reward or goal structures under which a group operates. The reward acts as a stimulus for the students to lead to an effective learning (Slavin, 1994 and Liang, 2002). Likewise, in the cooperative teaching approach, individual's goal is dependent on the success of the group as a whole. Since students perceive that their success or failure is dependent on their ability to work together as a group, students are more likely to encourage one another. Therefore, rewards are given to individual students on the basis of the group performance, and group rewards are given on the basis of the sum of the individual's performance. This shows that cooperative teaching promotes the provision of motivation to students in an EFL classroom (Slavin, 1994; Liang, 2002).

As can be seen above, cooperative teaching owes much credit to constructivism. A focus on student-centered learning is one of the major contributions of this paradigm. The constructivists advocate an active process in which learners construct new ideas or concepts based on their current and past knowledge. They also provide settings in which all students have an opportunity to engage in meaningful and authentic activities, explore complex problems and communicate about the activities with peers and teachers in the classroom. Moreover, they provide a social setting for students to know and help one another.

In Ethiopian context so far, the teaching of reading at present needs new educational approach that can pave ways of enhancing students' characteristics in the EFL classroom. Incorporating the constructivists' view into EFL reading classroom and exploring the results on students' characteristics sounds appropriate. Thus, in this research it is worthwhile to see the students' characteristics and their perceptions of the cooperative approach in the EFL reading classroom (which are designed based on the constructivist point of view).

Based on the constructivists' paradigm and the concepts related to this study, the following model is designed. The model incorporates the three prominent theories that are the basis for the idea of the cooperative teaching approach under investigation in this research. In order to make the conceptual framework clearer, the research described the model. The following model has been designed for this study:

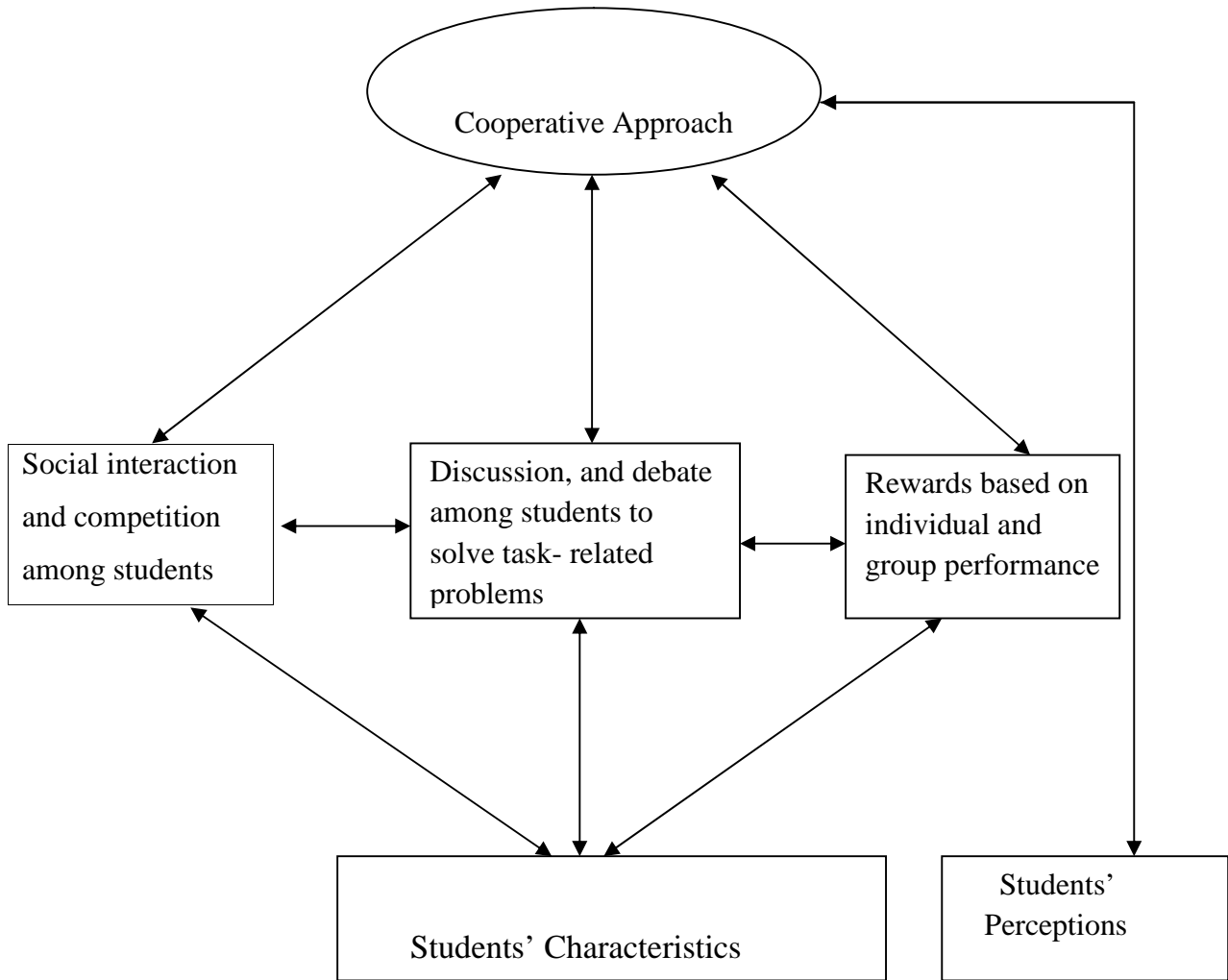


Fig 1: Conceptual Framework

The above model shows that the theories related to the cooperative approach have multidimensional relationships. With the application of this approach, there is a social interaction and competition among students. Learning takes place as a result of social interdependence in classrooms. When students help each other, they develop the confidence to discuss and solve problems on their own. They can actively construct knowledge and make their own interpretations. This helps individual students get a reward based on the group performance and the group receives reward based on the sum of individuals' performance. The interaction among learners, the feeling of interdependence and their effort to promote critical thinking enable them to get the value of learning. Students assume responsibility for their own learning. The application of these theories in turn ensures the implementation of the cooperative teaching approach.

Chapter Three

Research Design and Methodology

3.1. Introduction

The purpose of this study is to explore students' characteristics and their perceptions of the cooperative and individualistic teaching approaches in the EFL reading classroom. It also investigates the teacher's latter opinion about the cooperative teaching approach. To achieve these objectives, two different sections of grade 9 were assigned using simple random sampling technique. One group was taught the reading skills through the cooperative teaching approach and in the other group individualistic approach was employed in the EFL reading classroom (see section 3.2.1 for details). To this end, choosing the most suitable design for this study was basic. Accordingly, an exploratory study was employed for the current research.

Under this design, the research approaches were considered for the data collection. As Bazeley (2002) and Zoltan (2007) point out, there are three major research approaches in education. They are quantitative, qualitative and mixed. Based on the nature of the specific objectives, the current research employed the mixed approach. The predominant approach was the quantitative one. This was used to collect data for specific research objectives one, two, three and four. To this end, the questionnaires for the two groups were employed. The second approach used in this research was the qualitative one. This was designed to deal with all the specific research objectives. To generate the qualitative data, open ended items of the questionnaires and interview were used (see the specific objectives in section 1.3.2).

3.2. Sampling Techniques

3.2.1. Students

In Gondar town, there are five General Secondary Schools: Fasiledes, Ashewa Meda, Angereb, Hidar 11 and Azezo. In order to give each school equal chance of being selected, the researcher employed simple random sampling technique. Accordingly, Hidar 11 General Secondary School was chosen for the main study (see the pilot study in the next chapter).

From the aforementioned school, grade 9 students were made to be the subjects of the study. The reason is that in Amhara region grade one to eight students study five subjects out of nine in Amharic. However, from grade nine up to grade twelve and then at tertiary level, all the subjects except Amharic are offered in English. In order to understand these subjects, the students' characteristics play the predominant role. The students' satisfaction, self-esteem, classroom anxiety and level of understanding the materials directly affect their academic performance of the level. Thus, grade 9 students should enhance their characteristics to cope with the language shift from their first language to the foreign language.

During the study, each group consisted of thirty students for the following two different reasons. First, the optimum class size recommended by the Amhara Regional Education Bureau for an EFL classroom is thirty two. Second, the cooperative teaching group students had three members for each group. Therefore, the formation of ten groups of students each with three members had a total of thirty students for the study. For the research purpose, one group was assigned to learn reading through the cooperative teaching approach, and the other group through individualistic approach. Thus, there were some distinct procedures the two groups used. The procedures the cooperative teaching group went through were designed based on the Cooperative Jigsaw Model,

but individualistic group employed individualistic teaching based approach. The following are the procedures the two groups came across during the study.

3.2.1.1. Cooperative Teaching Group

The primary role of the cooperative group teacher was carefully designing the teaching learning environment. The teacher changed the seating arrangement in the classroom. Instead of sitting in rows facing each other's back, for the proper implementation of the cooperative approach, the students of three members sat face to face with their group members. This helped the students spend much of their class time in small teams in which they helped one another in the EFL reading classroom.

This group of students was briefed on the cooperative teaching approach by the researcher. They devoted their time to the development of teamwork skills within a group. This was aimed at developing interpersonal relationship among them. The students were informed that discussions and debates were encouraged to allow any ill-feelings or misunderstandings to be removed. Moreover, simply placing students in groups and letting them work together does not promote cooperation. In order to check the smooth functioning of the groups and ensure that there was an equal distribution of work, the teacher monitored the ongoing interactions among students.

After the researcher persuaded the students towards the idea mentioned above, the teaching-learning process was begun. The students underwent the following procedures throughout the study (see the duration of the study below). First, this group of teacher introduced the materials that were assigned to that particular session. The teacher considered the number of students who

were involved in the task before he let them begin working with it. This made the teacher aware of balancing the distribution of activities among students.

Second, the group gave roles to its members. In one group at a time, one student was assigned as a leader, and his/her responsibility was to oversee the smooth functioning of the group and make sure that each member was on task. The second student was assigned as a recorder and his/her activity was to take notes during the discussions. The last student's role was acting as a reporter and he/she was responsible for reporting the group discussion to the whole class. In order to ensure that each student had the chance to experience all the roles and share different responsibilities, they were first assigned randomly and then rotated after every lesson.

Third, the students read the text segments independently. The students were told to read the text that was given as an individual and silent activity. In other words, every student focused on the material he/she was supposed to read. At this time, the teacher encouraged them to jot down notes of important concepts.

Fourth, every student was now an 'expert' to his/her task. The teacher gathered the students into 'expert groups', who studied the same topic. The students had time to discuss the tasks they did individually. The teacher encouraged them to jot down the main points whenever the expert groups exchanged new ideas with one another.

Fifth, all the students were more 'experts' on the assigned reading. At this stage, they met with their home/original group and discussed the concepts, highlights and other information they felt were most important. This group also created a summary of key points or highlighted notes which would be shared with others. The teacher did not assume individual teams moved in the

right direction without some guidance. He made sure that each team prepared the main points of the texts for classroom discussions.

Finally, the teacher brought all the groups towards the end of the class and asked them for most important points of the discussions. The teacher gave comments after each presentation, and acknowledged those groups that did better. The teacher, in all the steps, deliberately withdrew from being the focus of attention. He took a role of a guide. He moved from group to group as a facilitator wherever he was wanted. He encouraged the students to seek for help and clarification from each other rather than from the teacher unless it was beyond them. In order to check that the teacher implemented the aforementioned procedures in reading classroom during the study, the researcher prepared a checklist and made a continuous follow up. Based on the daily basis evaluation, the researcher and the teacher discussed the progress of the study (see the checklists in Appendix A, unit 3).

3.2.1.2. Individualistic Teaching Group

Some researchers (Apple, 2006; Seng, 2006 and Karrie, 2008) indicated that the cooperative teaching approach results in different benefits for EFL learners. However, there are a wide variety of research conducted by different scholars, such as Attle and Baker (2007), John (2007) and Farady and Meyer (2008) who advocated that through individualistic approach, students gain more benefits in the classroom. The results of their studies showed that individualistic approach is a self-imposed or self-selected condition which enable students enhance their academic performance and increase their self- confidence. It also creates greater student awareness of their ability to manage themselves, and make teachers provide different tasks for students.

During the study, the students in individualistic teaching group were engaged in working on various objectives of reading skills using a wide variety of individualistic instructional techniques which are different from the procedures the cooperative group used. According to Johnson and Johnson (2005), the key difference between the cooperative and individualistic teaching approaches is the way students' learning goals are structured. The goal structure specifies the ways in which students will interact with each other and the teacher during the instructional session. With cooperative situations, individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. In individualistic approach the students work by themselves to accomplish learning goals independent to those of the other students

Thus, in the current study the students in individualistic approach went through silent and individual activities during the study. They were first involved in whole class discussions and then dealt with the assigned reading material silently and independently at their seats. They also completed tasks, engaged in discussions with the teacher in response to the activities they accomplished, and then asked and answered questions. The following procedures were employed to teach the students the reading skills through individualistic approach:

First, the teacher revised previous lessons by asking and answering questions. Then, the teacher introduced new lessons to the whole classroom. He also told the students to do the activities silently and independently. While the students were engaged in the activities, the teacher supported their learning whenever necessary. At this time, there was a gradual transfer of responsibility from the teacher to the students step by step.

The teacher also provided the students with the opportunities to monitor themselves. The teacher encouraged students to self-monitor by helping them use self feedback and teacher feedback to see whether the learning styles they used were effective for achieving their learning goals. Individualistic teaching was promoted by encouraging students to model the behavior of their teacher and their learning styles like by discussing how the students should read, understand and synthesize ideas from the text. Then, the teacher developed communication and provided feedback on the students' activities. Finally, the teacher strived to improve the students' confidence in working individually and helped them develop the reflective aspect of individualistic learning.

Before conducting this study, the researcher made a baseline study to see the teacher's approach in the EFL reading classroom. The study was conducted at Fasiledes and Hidar 11 General Secondary Schools in Gondar town. During this study, the researcher observed that the teacher's approach were more of traditional. The teachers' activity in make the students help each other and communicate with one another has been given little emphasis. How teachers' structure student-student interaction patterns, how well students learn, how they feel about each other and how they feel about their teachers was not treated in a pre-determined way. In fact, the teachers sometimes told the students to work in groups. However, Yan (1993) and Liang (2002) indicated that there are differences between simply having students work in traditional groups and structuring small teams of students to work cooperatively. Making students into groups does not necessarily gain a cooperative relationship unless it has been structured and managed by the teacher properly. Robert and McInnerney (2007: 260) added that, "simply placing students in groups and telling them to work together does not in and of it result in cooperative efforts. There are many ways in which group efforts can go wrong". (See section 2.5.3 for details regarding the

differences between the traditional group work and the cooperative teaching approach). The results of the base line study is similar with the researcher's own teaching experience in the EFL reading classroom and other local research conducted in the area (see section 1.2 for details).

3.2.1.1. Ethical Issues

In a scientific research, ethics is an important concern during the data collection and in the analysis of findings for the well-being of all individuals and the institutions participating in the research (Weijer, et al, 1999). Hence, in the current research in order to anticipate ethical issues that may arise during and after the study, the following actions were done.

It is important to remind that there are two groups of scholars who conducted a sustained argument regarding the benefits of the cooperative and individualistic approaches in the EFL reading classroom. Researchers such as Seng (2006), karrie (2008) and Rahvard (2010) argue that the cooperative teaching provides students with the opportunity to do reading tasks in groups, share ideas and solve problems together. This enables students to enhance their characteristics that are of useful traits for their successful learning. Whereas, other researchers such as Jones (2007), Jenifer (2008) and Shelley (2009) strongly argued that individualistic teaching approach gives students the chance to use their learning styles and compete to do best on their own. Since students have different preferences and strengths in how they take in, and process information, individualistic teaching approach help them learn more effectively. With these arguments, the current research was conducted to determine the group of students that were most and least successful with the two approaches. The study also explored the kind of perceptions (either positive or negative) the students developed towards the approaches during the study.

The findings of the study indicated that the majority of students in the cooperative group enjoyed the cooperative teaching approach. There were also a few students who did not like the approach. In the same manner, there were some students in individualistic teaching group who did not enjoy learning using the approach and some others who liked the approach in the EFL reading classroom. When the study was completed, based on the results of the findings, the teachers of the participating groups were told to integrate individualistic and cooperative approaches for teaching the reading skills successfully. The teachers need to give students the opportunity to do reading tasks first silently and individually, and then discuss in small teams. In the silent and individual activity, the students could get the chance to use their own learning styles. Then in forming small teams, they helped each other and shared ideas for common achievement. Therefore, when this research was over, the researcher encouraged the teachers who participated in the current study to employ individual and social related activities in the EFL reading classroom.

In this research, the duration of the study for the cooperative and individualistic teaching groups were considered. The time of the study was designed as follows:

3.2.1.4. Time Frame

For a study on the cooperative teaching approaches, at least four to five weeks of exposure are needed (Johnson and Johnson, 1989 and Rahvard, 2010). They further stated that three categories are identified as far as class length is concerned. If students taught for fifty minutes or less, it is considered as a short time; if it is between sixty to hundred twenty minutes, it is considered as medium; if it is over hundred twenty minutes, it is considered as long.

In the current research, the students were taught for eight weeks (two months) for the following prominent reason. The cooperative teaching group went through the application of the techniques of Cooperative Jigsaw Model and the procedures of individualistic teaching approach was used for the other group. This enabled the students to acquaint themselves with the specified and fixed procedures of the approaches. Thus, two months were enough to acquaint them with the necessary skills incorporated in the cooperative and individualistic teaching approaches.

3.2.2. Teachers

In order to implement the cooperative and individualistic teaching approaches in the two groups, two teachers were selected. Assigning only one teacher or the researcher as a teacher for the two groups might create a bias in implementing one of the approaches (that is more favorite for the teacher) for the groups. Thus, two teachers were assigned for the study on voluntary basis. The researcher believed that the students in both groups would be more comfortable to stay with their regular classroom teachers than other new teachers during the study. Thus, the regular classroom teachers were assigned to their respective classes to teach the reading skills using each of the approaches.

As it has been mentioned in section 1.2, the techniques and procedures of the cooperative teaching approach were given little emphasis in the general secondary schools. Thus, in the current study, the teacher's awareness and readiness for the implementation of the cooperative teaching approach has paramount importance for this study. In line with this, the group teacher should have the interest, devotion and effort to integrate the cooperative teaching approach into reading skills and overcome the challenges that might occur while employing the approach. To

this end, he should be aware of the underlying principles and assumptions of the approach. As a result, the researcher offered training to him based on the manual prepared for this study (see Appendix A).

3.3. The Training Manual

3.3.1. Designing the Manual

The researcher has obtained two different training manuals from online sources. The first manual is entitled *Cooperative Education Training Manual* prepared by Central Florida Community College on October 25, 2009 (rodgersj@cf.edu). The second one is entitled *Trainers' Manual: Cooperative Problem Solving* developed by Search for Common Ground in June 2003 (<http://www.itrainonline.org/>). The researcher modified these two training manuals in line with the literature incorporated in Chapter Two of this work.

3.3.2. Coverage of the Manual

The training manual had three units. The first one was the introduction which comprised: a letter to the trainee, the training agreement form, an overall view of the training manual, time allocated to the training and to each lessons addressed in the training, and a checklist for the training. The second chapter included the overall contents addressed during the study, such as: the notion of cooperative and individualistic teaching approaches, the learning approaches in an EFL classroom (Cooperative and individualistic in particular), the application of elements of cooperative teaching in reading classroom, the techniques of presenting cooperative teaching (the jigsaw technique in particular), the principles of cooperative teaching, and learners and teachers' roles in the approach. The last chapter dealt with the practical aspects of the training. It focused

on the procedures the cooperative and individualistic teaching groups came across during the study. The social skills and the procedures of the teaching learning process were emphasized (see Appendix A for the entire parts of the training manual).

3.4. Instruments of Data Collection

In order to gather data, the researcher employed two different sets of questionnaires and a semi-structured interview.

3.4.1. Questionnaires for the Cooperative Teaching Group

The questionnaires had two different purposes. The first one was to explore the cooperative teaching group students' characteristics in the EFL reading classroom. The second purpose was to see the students' perceptions towards the cooperative teaching approach. Thus, two different sets of questionnaires each with two parts were prepared for the cooperative teaching group (see Appendix B for the items of the questionnaires).

Questionnaire Part I: The first part of the questionnaire aimed at exploring the cooperative teaching group of students' characteristics in the EFL reading classroom. The questionnaires consisted of the Likert Scale based items and open ended items. The Likert Scale had twenty four items ranging from strongly agree to strongly disagree. They were written under four categories: items 1-6 inquired the cooperative teaching group of students' satisfactions in the EFL reading classroom, items 7-12 asked students' classroom anxiety when they were taught using the cooperative approach, items 13-18 asked students' self-esteem to learn and participate in the EFL reading classroom, and items 19-24 inquired students' understanding of the reading materials learned in the classroom.

In addition to the Likert Scale based items, there were four open-ended questions administered for the students in the cooperative group. The questions asked whether the students were satisfied and understood the materials being learnt. They also asked the students' feelings about the cooperative teaching approach. Finally, the students were enquired to explain the qualities they maintained when they were taught the reading skills using the cooperative teaching approach in the EFL classroom.

Questionnaire Part II: Part two of the questionnaires was also administered for the cooperative teaching group. It had thirty six Likert Scale based items ranging from strongly agree to strongly disagree. These items were grouped under six categories. Items 1-6 dealt with students' impressions to the cooperative teaching approaches. Items 7-13 asked what the students thought of the approach in developing the confidence and the willingness to take roles and responsibilities while learning reading. Items 14-19 asked how they regarded the approaches in sharing ideas and helping each other. Items 20-25 asked whether they felt the approaches helped their learning or not. Items 26-30 asked whether they felt they acquired social skills when they learn reading through the cooperative teaching approach, and the remaining items asked whether the students liked the teachers' reactions towards their learning.

In addition to the Likert Scale based items, there were five open-ended questions given for this group of students. The items asked: if the group of students enjoyed working cooperatively, the roles students played in the EFL reading classroom, if they thought the cooperative teaching approach helped their future learning, the benefits the group obtained from the approach and the overall feelings the cooperative teaching group had to the approach. The same questionnaires

were administered by the teachers and the researcher to the participants before and after the study.

3.4.2. Questionnaires for Individualistic Teaching Group

The questionnaires administered for individualistic teaching group had two different purposes. The first one was to explore individualistic group of students' characteristics in the EFL reading classroom. The second purpose was to see the students' perception towards individualistic teaching approach. Thus, two different parts of questionnaires were prepared for individualistic teaching group (see Appendix C).

Questionnaire Part I: the purpose of the first part was to explore individualistic group of students' characteristics in the EFL reading classroom. The questionnaires consisted of the Likert Scale based items and open ended items. The Likert Scale part had twenty four items ranging from strongly agree to strongly disagree. They were classified under four categories: items 1-6 inquired the students' satisfactions while learning reading through individualistic approach, items 7-12 asked students' classroom anxiety to learning in the EFL reading classroom, items 13-18 asked students' self-esteem to learning, and items 19-24 inquired students' understanding of the reading materials learned in the classroom.

In addition to the Likert Scale items, there were four open-ended items designed for students in individualistic teaching group. The items asked whether the students were satisfied in learning in the EFL reading classroom. The items also asked the students if they understood the reading materials being learnt. The questions also asked the students' overall feelings about

individualistic approach and the qualities they maintained while they were learning reading through individualistic approach.

Questionnaire Part II: The questionnaires administered for individualistic teaching group also had thirty six Likert Scale based items ranging from strongly agree to strongly disagree. These items were grouped under six categories. Items 1-6 dealt with students' impressions to individualistic teaching approach employed in the EFL reading classroom. Items 7-13 asked what this group of students thought about the approach in developing the confidence and the willingness to take roles and responsibilities while learning reading in the EFL classroom. Items 14-19 asked how they regarded the approach in sharing ideas and helping each other. Items 20-25 asked whether they felt the specific approaches helped their learning or not. Items 26-30 asked whether they felt they acquired personal/individual skills while learning reading through individualistic approach or not, and the remaining items asked whether the students liked the teachers' reactions towards their learning.

In addition to the Likert Scale based items, there were five open-ended questions. They asked: if this group of students enjoyed working individually. The items also enquired students to state the roles and responsibilities they maintained while learning through individualistic approach. The items also asked the students if they thought individualistic teaching approach helped their future learning or not. The students were also asked to state the benefits they obtained in learning the reading skills through individualistic approach. Finally, the students were asked to write down the overall feelings they had to individualistic teaching approach. The two parts of the questionnaires were administered by the teachers and the researcher to the participants before and after the study.

In order to collect data from the two groups of students, the researcher told the informants about the main purpose of filling out the questionnaires in different classrooms. Moreover, the students were informed that they would not be required to write their names in any stage of the questionnaires. They were also told that their answers would be kept confidential. Their responses would not also affect their grades or their teacher's impression towards them. To make it free from culture-bound, the questionnaires were designed based on the existing literature of this study.

3.4.3. Interview

The interview was used to collect data on how the cooperative group teacher viewed the cooperative teaching approach during the study. As it has been mentioned in the statement of the problem (see section 2.1.), in the General Secondary Schools in Gondar town, the cooperative teaching approach has been given little emphasis to teach the reading skills in the EFL classroom. The researcher believed that exploring the cooperative group's teacher latter opinion about the approach was convenient. To this end, a semi-structured interview was designed. This means that, some questions were already established and based on the teacher's responses other questions were elicited. This was aimed at obtaining sufficient data. To handle all his responses, a tape recorder was used (see the interview questions in Appendix D).

The contents of the interview included: the teacher's roles in the cooperative teaching approach. How he maintained his roles and whether he performed them effectively or not. The challenges he faced while implementing the approach and his reactions to them, his feelings about the approach (whether he liked it or not, he felt it aids his future job or not, it helped students' future

learning or not). It also included the students' over all reactions to the approach that the teacher observed during the study and his overall comments on the approach in relation to the existing situation in the school.

3.5. Data Gathering and Analysis Procedures

3.5.1. Data Gathering Procedures

In order to get the school permission, above all, the researcher created a rapport with the school community and discussed the issue of the study with them. First, all the necessary information about the study were told to the principal and the teachers. Then, the researcher together with the two teachers contacted the students and offered them brief information the study. That is because the informants' understanding about the fundamental purpose of the research and their willingness would affect this study.

The researcher also gave the two group students a comprehensive introduction about the nature and importance of the data collection instruments in different classrooms. The researcher had set out very clear objectives and procedures of the instruments before starting to collect any kind of data. This made the students react to the study freely and confidently. Once they became aware of all these things, the researcher and the sample teachers administered the questionnaires. Then, the two groups of students started learning reading through individualistic and cooperative approaches. When the teaching learning process was over, the researcher and the two teachers administered the questionnaires for the two groups of students. Finally, data were gathered from the cooperative group's teacher using a semi-structured interview.

3.5.2. Data Analysis Procedures

In order to find out the cooperative and individualistic groups of students' characteristics in the EFL reading classrooms and their perceptions of the cooperative and individualistic approaches, two different sets of questionnaires were administered for these groups. The data obtained from these questionnaires were subjected to a statistical tool called Paired Sample T-test. This tool is used to compare a sample of matched pairs of similar units, or one group of units that has been tested twice (William, 2001). As a result, the data obtained from the cooperative teaching group were compared only within the groups since they were asked to deal with the cooperative teaching approach. Likewise, the data obtained from the students in individualistic group were used to compute the results within the group since they were enquired to deal with individualistic teaching approach.

For the paired sample t-tests, the mean value (\bar{X}), the degree of freedom (d/f), the t-value and the probability value (p-value) have been computed. As for William's definition, (\bar{X}) refers to the raw data average score of the two groups, (d/f) stands for the number of values in the final calculation of statistics that are free to vary, (t-value) refers to the difference between the means of the two groups, and (p-value) shows a statistical significant difference and cut-off point of the results of the two groups.

Thus, in the current research, based on the mean results obtained from each group, their significant differences were determined. The statistical significant difference within the mean scores of each group on the variable was tested at 0.05 Levels. If the p-value is less than or equal to 0.05, a statistically significant difference within the group is observed. If the p-value is greater than 0.05, no difference is observed.

Moreover, the data gathered through the questionnaires were rated based on a five-point Likert Scale (strongly agree-5 to strongly disagree-1). For the positive statements, the value given under each alternative was taken as it is: strongly agree (5 points), agree (4 points), undecided (3 points), disagree (2 points), and strongly disagree (1 point). On the other hand, for the negative statements, the value given under each alternative except for undecided (3 points) was reversed. This is because, the point the respondents gave for the positive statements does not imply the same point for the negative statements (Dennis, William and Stephenson, 1998). Finally, the data gathered through the interview was analyzed qualitatively.

3.6. Validity and Reliability of the Research Instruments

Before collecting the data for the main study, the validity and reliability of the research instruments were considered in the pilot study. According to James (1997) and Manda (2011), reliability and validity of the data collection instruments must be determined before the data gathering method is employed. They further stated that whenever a measuring device is used as part of the data collection process, the validity and reliability of the instruments need to be considered. We should not use a measuring device of a research that is not tested in such away.

James (1997) and Manda (2011) stated that validity refers to the degree to which it measures what it is supposed to measure. In this regard, the face and construct validity of an instrument is the most important criterion. In this research, therefore, the face and construct validity was ensured before gathering data. They were checked by other colleagues that are working with the subject matter. James (1997) and Manda (2011) added that once the validity of the instrument is established, the researcher should ensure its reliability. Therefore, the items in the questionnaires needed to be free of ambiguous words and confusing statements. Thus, the instruments were

commented on by colleagues and re-organized accordingly. The reliability of the questionnaires was also computed using Cronbach's Alpha Statistics. The items of the interview were also commented and organized by colleagues to avoid ambiguity and confusion of the instrument (see section 4.6.1 for the validity and reliability results of the instruments).

Chapter Four

The Pilot Study

4.1. Introduction

The pilot study involved a small scale testing of the research instruments and procedures used in the main study. It was used to check the validity and reliability of the instruments and see whether these instruments could generate the necessary data or not. This was also used to check if the training manual designed to train the cooperative teaching group teacher adequately represented the features of the cooperative teaching approach. Moreover, the results gained from the pilot study were used as a springboard for the main study. Based on the insights obtained in this study, necessary modifications were made in revising the methods and procedures of the research instruments and the training manual before the main study (see section 4.8 for details). In this chapter, therefore, the methods and procedures employed in the pilot study are discussed.

4.2. Sampling Techniques in the Pilot Study

4.2.1. Students

There are five General Secondary schools in Gondar town (see section 3.1.2 above). Of these schools, Fasiledes was selected for the pilot study using simple random sampling technique. From 26 sections of grade 9, section 10 was assigned as an individualistic learning group and 21 as a cooperative teaching group randomly. There were 47 students in section 10 and 50 in section 21. Among these, 21 students in each group were selected for the study randomly.

4.2.2. Teachers

There were twelve English language teachers at Fasiledes General Secondary School. Of these, seven teachers were assigned to grade 9. The teachers' assignment for the grade level was based on their relative teaching experience. The junior teachers were assigned for grade 9. For this research, two teachers with respect to their regular classes were assigned for the pilot study.

In order to make the cooperative teaching group teacher aware of the underlying principles of the cooperative teaching approach, the researcher offered training to him. The time and date of the training were arranged on the basis of the teacher's prior interest so that he could join it without inconvenience. The training took place two hours in a day, and it lasted for eight hours. For daily reference throughout the study, the teacher had the training manual (see the manual in Appendix A). The two teachers used the same teaching materials recommended by the government for that grade level. They have also equal qualifications, equal teaching experience and the considerably the same background.

4.3. Time Frame

The length of the regular class period at the General Secondary Schools in Gondar town was forty two minutes. However, in the pilot study, it was extended to ninety minutes in the opposite shift. If it were below that, the researcher could not get enough time to go through the procedures of the cooperative teaching approach and collect sufficient data. The study took place two days in a week, each with an hour and half. Entirely, the study in both groups was spread over eighteen hours in a period of six weeks time (from November 28, 2011 to January 6, 2012).

4.4. Instruments of Data Collection in the Pilot Study

4.4.1. Questionnaires

The questionnaires were used to investigate the cooperative and individualistic teaching groups of students' characteristics in the EFL reading classroom. They were also employed to see the perceptions of the two groups of students on cooperative and individualistic teaching approach. The questionnaires were administered before and after the implementation of approaches. On November 25, 2011 the questionnaires were administered the first time, and on January 10, 2012 they were administered after the implementation of the approaches. The procedures, instructions and contents addressed before the study in the questionnaires were exactly the same as those that appeared in after the study. All the sample population in both groups took part in filling out the questionnaires.

4.4.2. Interview

It is important to remind that the implementation of the cooperative teaching approach and the jigsaw model in particular was given little attention at the school. Thus, an effort was made to know what the teacher felt when he taught the reading skills through the cooperative teaching approach during the study. In order to gather data on how the cooperative teaching group teacher viewed the cooperative teaching approach after the study, a semi-structured interview was conducted. During the study, the researcher and the teacher met for some time to discuss issues arising in the progress of the study at the end of every week, and the teacher took notes accordingly. In doing so, the researcher was able to get data in depth during the interview session. The interview took place on January 13, 2012. In order to catch up all his responses, the researcher used a tape recorder during the interview.

4.5. Data Gathering and Analysis Procedures in the Pilot Study

4.5.1. Data Gathering Procedures

Before the cooperative and individualistic teaching groups were involved in the study, the researcher generated data from the two groups using the questionnaires. Then the study underwent a period of six weeks time. Soon after the study was over, data was gathered again through the questionnaires from the same participants. Finally, an interview was conducted with the cooperative teaching group teacher.

4.5.2. Data Analysis Procedures

Raw data scores obtained from the questionnaires were tallied for the purpose of interpretation. For the manipulation of these data (the Likert Scale based items), a paired sample t-test was computed. Thus, the data generated through the questionnaire were analyzed quantitatively. Moreover, the data obtained from the open ended items of the questionnaires were analyzed qualitatively.

4.6. Validity and Reliability of the Research Instruments

The validity and reliability of the questionnaires were considered during the pilot study. The items of the questionnaires were evaluated for construct validity and clarity by colleagues working at Gondar University and Fasiledes General Secondary School. In the first part, thirty eight negative and positive items were listed. As a result of the evaluation, the items were reduced to thirty-six. Besides, some vague words and too long sentences were replaced with simple and precise language. The face validity of the questionnaires was also commented by the same people. The reliability of the items in the questionnaires was also checked using a

Cronbach's Alpha Statistics. The analysis was found out to be 0.796 for the first part of the questionnaire and 0.78 for the second part. This Figure indicated that there was a strong relationship among the items.

For construct validity and clarity, the interview questions were checked by these colleagues. Vague words and phrases were redesigned to make them clearer and more precise. First, ten interview questions were designed. Based on their evaluations, the questions were reduced to seven to avoid redundancy. Before all these procedures, the instruments were evaluated and commented by the research supervisor. This, therefore, shows that the research instruments were commented on and re-organized before the main study.

4.7. Data Analysis and Discussion: the pilot study

4.7.1. Introduction

In this section, first the results of student questionnaires are described. They were used to measure the two groups of students' characteristics in the EFL reading classroom. It was also aimed at measuring the perceptions of the cooperative and individualistic teaching approaches. In the second section, the data obtained through the interview are shown. This instrument is employed to see the overall view of the cooperative teaching group teacher towards the cooperative teaching approach. Finally, the lessons learnt from the pilot study and the summary of the findings are discussed.

4.7.2. Results of Student Questionnaire in the Pilot Study

Table 1: Results of Paired Sample T-test on Cooperative Group’s Characteristics

Group	Cooperative Teaching Group						
	N	X	SD	SE	D/f	t-value	P-value
Before the implementation	21	2.91	1.01	.21	20	-2.962	.008
After the implementation	21	2.93	.95	.21			

In table 1, paired sample t-test was computed to see the cooperative teaching group of students’ characteristics in the EFL reading classroom.

In this table, the mean values of the questionnaires before the implementation of the approach were 2.91 and (2.93) for the questionnaires administered after the study. The t-value is computed to be -2.962 with (d/f=20), and the p-value is .008 which is less than 0.05. This reveals that there was a significant difference among the cooperative teaching group of students’ characteristics. Thus, the implementation of the cooperative teaching approach in this group shows promotion of students’ satisfaction, self-esteem, classroom anxiety and level of understanding to the materials learnt.

Table 2: Results of Paired Sample T-test on Individualistic Group's Characteristics

Group	Individualistic Teaching Group						
	N	X	SD	SE	D/f	t-value	P-value
Before the implementation	21	2.93	1.22	.27	20	-7.694	.000
After the implementation	21	3.19	1.30	.28			

In table 2, paired sample t-test was computed to see individualistic teaching group of students' characteristics in the EFL reading classroom.

The mean values of the responses obtained from the questionnaires before and after the implementation of individualistic approach are calculated to be 2.93 and 3.19 respectively. The t-value is found out to be -7.694 with $d/f=20$ and (.000) p-value which is less than 0.05. This indicates that there was a significantly difference among students' characteristics in individualistic teaching approach. Thus, the implementation of individualistic teaching approach in the EFL reading classroom shows good regard on the students' satisfaction to learning, students' self-esteem, classroom anxiety and level of understanding of the materials introduced.

Table 3: Results of Paired Sample T-test on Students' Perceptions towards Cooperative Approach

Group	Cooperative Teaching Group						
	N	X	SD	SE	D/f	t-value	P-value
Before the implementation	21	3.39	1.08	.24	20	4.252	.000
After the implementation	21	3.23	1.14	.25			

Table 3 shows the students' perception on the cooperative teaching approach in the EFL reading classroom.

The above table shows that the mean values of the data in the questionnaires before the implementation of the cooperative approach is (3.39) and (3.23) after the implementation of the approach. The t-value is calculated to be 4.252, with (d/f=20). The p-value is .000 which is less than 0.05. This is an indication that there was a statistically significant difference between the perceptions of the students on the cooperative teaching approach in the study. This is to mean that this group of students' perception towards the cooperative teaching approach before and after the study shows disparity.

Table 4: Results of Paired Sample T-test on Students' Perceptions towards Individualistic Approach

Group	Individualistic Teaching Group						
	N	X	SD	SE	D/f	t-value	P-value
Before the implementation	21	2.80	1.21	.26	20	-3.179	.005
After the implementation	21	2.97	1.37	.29			

Table 4 shows the students' perception on individualistic teaching approach in the EFL reading classroom.

The mean values of the students in the questionnaires are found out to be 2.80 before the implementation of individualistic approach and 2.97 after the implementation of the approach. The t-value is computed to be -3.179 with (d/f=20), and the p-value is .005 which is less than 0.05. This figure shows that the students' perception of the traditional teaching approach in the questionnaires shows a statistically significant difference. This is to mean that individualistic teaching group of students showed favorable perception on individualistic teaching approach.

In addition to the Likert Scale based items, there were some other items that required the students to respond based on *Yes* or *No* questions. These items are analyzed in the following ways (see the data in tables in Appendix I).

Responses from the cooperative teaching group/ the pilot study: An attempt was made to see whether the cooperative teaching group of students was anxious when they learnt cooperatively

in the study or not. Before the implementation of the cooperative teaching approach, 12 students out of 21 (57.14%) replied that they were not anxious of learning reading through the approach. However, the rest 9 students (42.86%) responded that they were anxious about learning cooperatively. After the implementation, 16 students (76.19%) responded that they were not anxious when they learnt cooperatively; whereas 5 students (23.81%) reported that they were in a state of anxiety when they learnt cooperatively. This figure shows that the number of students who felt anxious of learning cooperatively was smaller after they experience the cooperative teaching approach.

The cooperative teaching group of students was also asked if they enjoyed the cooperative teaching approach before and after the implementation of the approach. Before the implementation 16 students (70.19%) responded that they enjoyed working cooperatively. The remaining 5 students (23.81%) reported that they did not enjoy it. After the implementation, 19 students (90.48%) reported they enjoyed working cooperatively, whereas 2 students (9.52%) reported that they did not enjoy working cooperatively. The figure indicates that smaller number of students were anxious in learning cooperatively after the implementation.

The cooperative teaching group of students was asked if they thought the cooperative teaching would be helpful for their future learning. Before the implementation of the approach, (19 students=95.24%) reported that the cooperative approach would be helpful for their future learning. The remaining students rejected the idea. After the implementation, the same number of students reported that the cooperative teaching would be helpful for their future learning. This indicated that the majority of students before and after the implementation responded positively on the importance of the cooperative approach for their future learning.

With regard to the open-ended items, the majority of cooperative teaching group students reported that learning cooperatively in such a way provided a more interesting environment and encouraged peer support for learning. When they worked in groups, they helped each other. Students who came from different areas and schools got the chance to know each other and share ideas. Thus, they came to realize that knowledge could be obtained when they shared what they had in mind, and difficult tasks could be solved through group discussion, argumentation and negotiation.

But, two students complained that even if they had group members, not all the students worked well with other group members because they have a specific learning style that works for them. They also added that the information they received from others may not be suitable for all group members. The cooperative teaching group students added that in the past when they did tasks alone, they were supposed to sit and passively listen to the teacher. Any question that arose just went to a few students or the teacher answered them. Sometimes in the past in reading classroom although they were paired for the seating arrangement, they did their work individually; or there was a conflict among group members. Either somebody was acting up being lazy/ active, or simply was not doing his/her work. If a person was not serious about completing the work, or when some students ignored the others while doing tasks, learning became frustrating.

However, in the cooperative teaching when the students were given roles every day, they felt the responsibility of doing tasks on time, managing the group conflict and sharing ideas. They were able to get help from each other. Some students stated that when they got new ideas and new styles of learning from friends, they got satisfaction in learning the materials they studied. On the other hand, very few students reported that cooperative teaching was boring since the group

members argued each other. They sometimes created unnecessary sustained debate, instead of looking for solutions from other groups or from the teacher. Despite this, one student stated, *'although we were given roles, a few students did not play the roles actively. They always wanted to be told what to do. Therefore, the teacher should control whether the students maintained the roles or not'*.

To conclude, the data obtained from the cooperative teaching group showed that in the cooperative approach there was team spirit among group members. Working with others certainly helped them understand the tasks more easily because if one needed help, he/she could ask other members in the group. Moreover, they liked the idea of social skills and the responsibility that were assigned to every member of the group. But, there were very few students who were not comfortable with the approach.

Responses from individualistic teaching group/ the pilot study: An item was used to see whether students in the individualistic teaching group were anxious when they learnt individually before and after the implementation of the approach. Before the implementation, 11 students out of 21 (52.38%) replied that they were anxious when they learnt individually. However, the remaining 10 students (47.62%) responded they did not feel so. After the implementation, 17 students (80.95%) responded that they were anxious when they learnt individually; whereas 4 students (23.52%) were not anxious.

Individualistic teaching group of students were also asked if they enjoyed working individually. Before the implementation, 18 respondents (85.71%) replied working individually was not interesting. Only 3 (14.29%) students responded that working individually was enjoyable. After the implementation, 14 students (66.67%) responded that they did not enjoy working

individually, but 7 students (33.33%) responded they enjoyed learning individually. Although the numbers did not show disparity, the majority of them did not enjoy individualistic teaching approach before and after the implementation.

Besides, an attempt was made to check if individualistic teaching group of students thought that individualistic teaching would be helpful for their future learning. The questionnaire result at the beginning indicated that 15 students (71.43%) perceived that individualistic teaching would not be helpful to their future learning, whereas 6 students (28.57%) perceived individualistic teaching would be helpful for their future learning. The result of the questionnaire after the study was exactly the same with that of the above result.

The majority of students in individualistic teaching group reported that individualistic approach did not help them learn better. When they learnt individually, they did not have anyone to share ideas and solve problems together. They did not have anyone to ask for clarification and get peer correction. They also reported that when they did tasks alone, they could not distinguish important points from the textbook. One student stated that:

In individualistic work, there was no one to help me to work hard and enhance my performance. The teacher did not visit me to check if I could do the tasks effectively and efficiently. He added that the teacher's contact was with only a few students that in turn discouraged the majority of them.

Most of the respondents from the individualistic group reported that learning individually did not seem to hold any fascination for them. The way they were taught in the study made them find learning the skill boring. They never did any activity on their own. Instead, they simply copied the answers from the blackboard. Even when they sometimes wanted to ask and answer questions, they had some hesitancy or frustration. Thus, they prefer to stay silent. However, two

students mentioned that when they learnt individually, they had the opportunity to do the tasks with an absolute freedom. No one tried to dominate others' learning. Moreover, since no one was there for argumentation, individualistic teaching did not waste their time.

In general, the data gathered from the individualistic group showed that even if the teacher told ways of solving problems for them, they often got confused because they did not understand how to reason out or find out the answers. When they were asked for answers, even if they knew, they got terrified and lost their confidence. They felt that they are individually responsible for the problems they made in the classroom. Moreover, since the classroom interaction goes between the teacher and the students, the majority of them kept silent. Despite these all, there were some students who were interested in learning through individualistic approach. They were comfortable to take their own way to do tasks.

4.7.3. Results of Teacher Interview in the Pilot Study

During the interview, the cooperative teaching group teacher reported that when the students experienced the cooperative approach, they showed the interest to learn reading. Since they developed a sense of friendship, they worked together and helped each other. But previously in the conventional approach, the students were scared and dissatisfied in learning reading. They worked individually and were involved in the competitive aspect of achievement. Some students who participated actively bothered about achieving better than others. While performing tasks individually, they did not share information and they were not friendly. The teacher added that:

As a traditional way of teaching, I controlled most of the activities and most of the time students are listeners. I take their time by explanation, by giving some knowledge. I collect some information from books and I provide them and I am the source of knowledge and give them notes.

The teacher also reported that in the cooperative approach, his roles were different from the previous one. The teacher was acting as a facilitator and guide. He helped the students only when necessary. Most of the activities were done by the students. They planned, shared and evaluated their own work. However, in the traditional approach, he explained everything to the students. Knowledge and information were transferred from the teacher to the students. Everything was managed by him. Hence, he was considered as the source of knowledge. Despite the above results, there were few students who did not want to be told what to do. They were arguing that doing the exercises alone enabled them move on their own pace. They even considered that learning in small teams was stressful and wastage of time.

According to the teacher's report, during the study he could see that the cooperative teaching approach initiated the majority of students to be active participants. Their behavior of participation and the interest to present the group's work were interesting for the following prominent reasons: the first reason was the roles given to each student. Students were assigned to be the group leader, recorder and reporter. It was interesting for him to see how the group leader facilitated the group members to do the tasks on time, and see the students presented their group's work to the whole class. The second reason was the avoidance of anxiety among the group members. In the cooperative approach, students had the chance to see the task individually and then in groups. If an individual provided a wrong answer, he/she knew that it was the group's performance. Thus, he/she would not be frustrated to present the group's work to the whole classroom.

The teacher added that every reading text was divided and given to each individual, so every student was responsible to go through the text in detail and share to other group members of the

same part. Moreover, they shared their knowledge to the original group members. In doing so, the low achievers benefited from the high achievers and the high achievers learn more. Obviously, learning by itself is exchanging and developing knowledge. Thus, when they did the activities together, they fostered knowledge. But in the traditional approach, every student read by him/herself and if there was a problem, they did not get help from their partners. Therefore, they often remained confused.

Regarding the application of silent and individual reading in the cooperative teaching approach, he stated:

In cooperative approach some parts are covered by silent and individual reading, because when the text is divided and given to the member groups, initially the students read the passage silently and individually in order to understand the text thoroughly. The other activity i.e. cooperative work comes after silent and individual reading.

Thus, he emphasized that in the cooperative teaching the silent and independent reading was included. It was the first and crucial stage to teach reading.

The teacher also reported that the cooperative approach would be more helpful to teachers and students. As he stated:

Cooperative approach is more effective than the other one in the EFL classroom, because as we know students learn by themselves rather than giving them in the form of spoon feeding. Therefore, when they are talking or discussing, they can share experiences, they can learn one from the other.

He also indicated that this approach decreases the work load of teachers. That is because the teacher can manage the class as a group, and student evaluation is made based on their group's performance.

Regarding the implementation of the cooperative approach in the school, the teacher stated: *we haven't implemented so far this approach in our school. It is new to me and it should be implemented, but teachers should get some sort of training to implement it in a very good way. As to me it should be given.* He added that in our case, where there is always a large class size, it is preferable to use this approach. In the traditional approach, while teaching a large class, a teacher always presents the lesson. Very little chance is given to the students. But as to his experience in the cooperative approach, everyone was responsible for his/her own learning. Moreover, the assessment was much quicker and easier with the added benefits of facilitation of more interaction with the students. The students also enjoyed having responsibility. They had the chance to make sure that all the group members behaved well and were on task all the time. Thus, in the cooperative approach the teacher took less time to manage classes; it was easier for the teacher to manage the group as a single unit rather than managing individual students.

To conclude, the teacher emphasized that the implementation of the cooperative approach resulted in a better achievement than the traditional one. Students during the study avoided competitive teaching that delayed others' learning. The cooperative teaching approach enabled them to understand the materials better. An added advantage of cooperation was that it encouraged all students to be actively involved in the task. In the traditional classroom, however, only a few of the students were active in asking and answering questions, while others just sat and watched the teacher's activities.

4.8. Lessons Learnt from the Pilot Study

The cooperative teaching group of students was given an orientation on the cooperative teaching approach after they filled out the questionnaire before the study. Since the students were not well familiar with the idea of this approach, some of them could not provide sufficient data on the first and second parts of the open-end items of the questionnaires. But, all the students did the Likert Scale based items because the researcher already told them the meanings of key words, and it was easy for them to put a tick mark to each item. In the main study, however, they would be given orientation about the cooperative teaching approach some time before they begin filling out the questionnaire so that they could provide the necessary data for the open-ended items.

Moreover, when the students filled out the questionnaires, the researcher explained some key words/phrases. Since it was found out that briefing the words for the students was time consuming, the researcher took extra time to collect data through these instruments. In the main study, however, the researcher would explain these key words and phrases some time before they begin filling out the questionnaires.

In the pilot study, eight hours training was given for the cooperative teaching group teacher about the principles and procedures of the cooperative teaching approach and the jigsaw technique. Even if he was clear with these concepts, he was not trained practically before the study. This made him confused to implement the approach at the commencement of the study. However, in the main study the researcher would offer the training to the cooperative teaching group teacher practically with model groups.

During the study, the cooperative and individualistic teaching group of students learnt for an hour and half in one class period. Since the procedures of the cooperative teaching approach were implemented in the cooperative teaching group, there was scarcity of time. They could not sometimes finish the tasks independently and then cooperatively in one class period. In the main study, however, one class period would consist of two hours both in the cooperative and individualistic teaching group of students.

4.9. Summary of the Pilot Study

The main objective of the pilot study was to investigate the students' characteristics and their perception of the cooperative and individualistic teaching approaches in the EFL reading classroom. To gather data, two different sets of questionnaires for the two groups and an interview for the cooperative group teacher were used. The data generated through these instruments are summarized as follows:

For the data generated through the questionnaires from the two groups were subjected to paired sample t-test. The perceptions of the cooperative group towards the cooperative teaching approach and individualistic teaching group of students towards individualistic approach were investigated using the Likert Scale. The responses from the questionnaires indicated that the cooperative teaching group of students showed positive perception on the cooperative teaching approach after the study. Moreover, the cooperative teaching group of students showed better characteristics in the EFL reading classroom. However, there were few students who did not enjoy the cooperative teaching approach.

Regarding individualistic teaching group, the data in the Likert Scale indicated that the students' developed positive perception on individualistic teaching approach after the implementation of the approach. The students also showed positive regard in their characteristics in the EFL reading classroom. However, students' responses to the open-ended items revealed opposite results. The majority of students stated that in individualistic teaching approach they did not show positive regards in their characteristics. They also indicated their negative perception of the approach. The researcher believed that the result gained from the Likert Scale could be because of the recklessness of item rating.

The interview was also another instrument that was designed to gather data from the cooperative teaching group teacher after the study. The result revealed that the teacher was interested in teaching reading because of his exposure to the cooperative teaching approach. He found out that the implementation of this approach reduced teacher's workload. The approach also enabled him to set out clear distinctions between the roles of the teachers and students. This enabled them to be responsible in playing their roles. The students were active in making their own contributions to the development of their individual and social skills in the EFL reading classroom.

Chapter Five

The Main Study

5.1. Introduction

This section contains the description of sampling techniques (selection of students and teachers) and data collection instruments such as the questionnaires and the interview used in the study. It also comprises of the time frame used in the study. The data collection and analysis procedures are also part of this section.

5.2. Sampling Techniques

5.2.1. Students

Hidar 11 General Secondary School was selected for the main study. In this school, there were 14 sections of grade 9. Students in two sections (9⁸ and 9¹³) were randomly selected as the participants of the main study. By the same sample selection technique, section 9⁸ was classified as a cooperative teaching group and section 9¹³ as an individualistic teaching group. The two groups had 72 students each. Among these, 30 students were chosen from each group using simple random sampling technique as the participants of the study.

Although the two groups were taught the reading skills through the two different approaches, they attended at the same time, i.e. in the opposite shift. The cooperative teaching group attended on Mondays and Wednesdays; and individualistic group of students on Tuesdays and Thursdays. Moreover, the two groups were taught the same set of materials recommended by the government for that grade level. They also covered the same chapters and up on the same tasks.

5.2.2. Teachers

There were 8 English language teachers at Hidar 11 General Secondary School. Five of them taught grade 9. Based on their relative teaching experience, the junior teachers were assigned to grade 9. This type of assignment is becoming the common trend in the General Secondary Schools of Gondar town. For the present study, two teachers were assigned for the two groups. One teacher was assigned to teach the reading skills using individualistic teaching approach and the other teacher used the cooperative teaching approach. The researcher believed that the students would be more comfortable to stay with their regular classroom teachers than new teachers. Therefore, the two teachers were assigned to their regular classes for the study on voluntary basis.

The teacher who was assigned to the cooperative teaching group took training about the underlying principles and techniques of the cooperative approach. That is because the implementation of the cooperative teaching approach has been given little emphasis in the school (see section 1.2. for details). The training was given for two hours long in a day. The eight hours training focused on both the theoretical and practical aspects of the Cooperative Jigsaw Model. After the researcher introduced the teacher to the theories of the cooperative approach, the teacher received training on how to implement the approach practically with three model groups.

Moreover, the teacher had the training manual for his further reference in the EFL classroom (see the manual in Appendix A). Except the approaches the teachers employed, the two groups teachers covered the same set of materials and the same units and tasks up on the same schedule. These teachers had equal qualifications (BA Degree), nearly equal teaching experience (7 years)

and considerably similar background. In order to check whether the cooperative teaching group teacher implemented the approach based on the training he took, the researcher made a continuous follow up using a structured checklist (see Appendix A, unit 3). Based on the daily basis evaluation, the researcher provided comments on the progress of the study for its smooth functioning.

5.3. Time Frame

The regular class period at the General Secondary Schools in Gondar town was forty two minutes. However, during the study, one class period took up more time. The extension of the study time was aimed at giving the two groups enough time to go through the procedures of the cooperative and individualistic teaching approaches. At this school, students usually took make up classes for more than an hour and half, so they have the experience of staying in class after the regular class time. Therefore, during the study students in the cooperative and individualistic teaching groups met for two days a week, each day for two hours. The study extended over a period of 8 weeks, from 03 December 2012 to 25 January 2013. The entire study lasted for 32 hours excluding test and questionnaire administration sessions.

5.4. Instruments of Data Collection

In order to gather data for the main study, the questionnaires and the interview were employed.

5.4.1. Questionnaires

The questionnaires were administered for the cooperative and individualistic teaching groups. These two sets of questionnaires had two different purposes. The first purpose of the

questionnaire administered to the cooperative group was to explore the cooperative group of students' characteristics in the EFL reading classroom. The second purpose was to see the perceptions of the cooperative group towards the approach. Moreover, the first purpose of the questionnaire administered to individualistic teaching group was to explore the students' characteristics in the EFL reading classroom. The second purpose was to see the perceptions of students in individualistic group towards the approach. Thus, two sets of questionnaires each with two parts were administered for the cooperative and individualistic teaching groups.

The questionnaires were administered by the researcher and the two teachers on November 30, 2012. In other words, the questionnaires were administered before the implementation of the cooperative and individualistic teaching approaches to the respective groups for teaching the reading skills. Moreover, the same questionnaires were administered for the second time on January 27, 2013. That means, the questionnaires were administered after the students were taught the reading skills using the cooperative and individualistic approaches. All the participants took part in filling out the questionnaires. To control doubt and bias, the two groups of students were instructed not to write their names in any part of the questionnaires.

5.4.2. Interview

The purpose of the interview was to see the cooperative teaching approach from the teacher's perspective during the study. It is important to remind that the cooperative teaching approach did not get proper attention by the teachers in the general secondary schools in Gondar town (see section 2.1 for details). Therefore, in order to assess the teacher's latter opinion about the cooperative approach, the interview was conducted by the researcher. He was inquired to express

his views about his cooperative teaching experience and reflect what was going on about the approach. To this end, a semi-structured interview was conducted. A list of questions was drawn up as a guide and further questions were asked following the teacher's responses.

During the study, as mentioned above, the researcher and the teacher discussed the progress of the study and the teacher took notes accordingly. This helped the researcher to elicit more information on the overall procedures the teacher came across during the study. The interview took place after prior appointment with the teacher. It was conducted on 28 January 2013. In order to collect all his responses, the researcher used a tape recorder with the consent of the interviewee (see the interview questions in Appendix I). The teacher's responses were transcribed for the analysis (see appendix Q).

5.5. Data Collection and Analysis Procedures

5.5.1. Data Collection Procedures

Before the students were involved in the study, the researcher collected data using the questionnaires from the students in the cooperative and individualistic teaching groups. Then, the implementation of the approaches continued for two months. Soon after the study was over, data were gathered using the same questionnaires. The questionnaires were served to explore the cooperative and individualistic teaching group of students' characteristics and their perceptions towards the respective approaches. Finally, an interview was conducted with the cooperative group teacher to collect data on his overall view about the cooperative teaching approach when the study was over.

5.5.2. Data Analysis Procedures

The raw data gathered through the questionnaires were arranged for the purpose of analysis and discussion. For the manipulation of data: the means (\bar{X}), the degree of freedom (d/f), the difference of means (t-value) and the significance (p-value) were computed for each group. The significant differences within the mean scores of each group of students on the variables of the questionnaires were tested at 0.05 levels by applying the paired sample t-test. The data collected through the Likert Scale based items of the questionnaires were subjected to quantitative analysis. To this end, the paired sample t-test was employed. Moreover, the data collected through the semi-structured interview and the open ended items of the questionnaires were analyzed qualitatively.

5.6. Data Analysis and Discussions

5.6.1. Introduction

In this section, the analysis and discussions of the data generated from the participants are presented. First the data gathered through the questionnaires from the cooperative and individualistic groups of students are stated. Following this, the teacher interview results are dealt with. Finally, the summary of the results is discussed. There are arguments regarding the benefits of the cooperative and individualistic teaching approaches in the EFL reading classroom (see section 2.6.). This research, however, arrived at some agreement in relation to the debate after the analysis and discussions of the data.

Specific Research Objective 1

5.6.2. Cooperative Groups' Characteristics in the EFL Reading Classroom

The first specific research objectives focused on exploring the cooperative teaching group of students' characteristics in the EFL reading classroom. This group of students was enquired to show if there was a change in characteristics due to their exposure to the cooperative teaching approach. The data gathered from this group of students are analyzed in two ways: quantitatively and qualitatively. The data generated through the five-point Likert Scale and the *yes/no* based items were analyzed quantitatively and it was subjected to the paired sample t-test. Whereas, the open-ended items of the questionnaires were analyzed qualitatively.

Table 5: Paired T-test on the Cooperative Teaching Group's Characteristics

Group	Cooperative Teaching Group						
	N	X	SD	SE	D/f	t-value	P-value
Before implementation	30	70.90	9.08	1.69	28	-3.257	.002
After implementation	30	78.76	8.81	1.69			

Table 5 shows the characteristics of students in the cooperative group in the EFL reading classroom. Thus, the comparison was made within the students in the cooperative group.

Responses in the questionnaires indicated that the mean value of the cooperative teaching group before the implementation of the cooperative approach is 70.90 and 78.76 after the implementation. In the same table, the t-value is found out to be -3.257 with (d/f=28), and the p-

value is .002, which is less than 0.05. This is an indication that there was a statistically significant difference among the cooperative group of students' characteristics before and after the implementation of the approach. Thus, the students in the cooperative teaching group showed good regard in enhancing their satisfaction, self-esteem and the confidence to understand the materials being learnt.

The findings of table 5 are similar to the results of Johnson and Johnson (1989) and Shen (2002) who found that in the cooperative teaching approach, students help each other and build a supportive community that promotes individuals and group performances. It enables them to develop higher self- esteem and confidence to solve problems on their own. The approach enables students to get satisfaction for the activities value their abilities and include them in the process. However, according to Jones (2007) and Olovede and Adebowale (2011), there are cases where students do not want to be taught using the cooperative teaching approach since they do not want to be told what to do and what not to do. They do not want also to form small teams without their interest. At this time, the students remain passive recipients rather than active participants in classrooms.

Table 6: Cooperative Group's Response to the Yes/ no Questions

Item	Respondents before the implem.				Respondents after the implem.			
	Yes		No		Yes		No	
Do you feel anxious when you learn cooperatively?	Fre	%	Fre	%	Fre	%	Fre	%
	13	43.33	17	56.67	6	20	24	80

Table 6 attempted to see whether the students in the cooperative teaching group felt anxious when they learnt cooperatively.

The questionnaire responses before the implementation of the cooperative teaching approach showed that 13 students out of 30 (43.33%) said they felt anxious when they learnt cooperatively, whereas 17 students (56.67%) reported that they did not feel anxious of learning cooperatively. After the implementation of the cooperative approach, 6 students (20%) reported that they were anxious about learning cooperatively, but the majority of students (80%) said they did not feel anxious. The figure, therefore, shows that the number of students who enjoyed the cooperative teaching approach was greater after they were learnt reading through the cooperative teaching approach.

The results in table 6 are similar with Senel (1996) and Rift's (2007) findings. They indicate that in the cooperative teaching approach students are responsible to do tasks individually and in groups. As a result, they become confident in accomplishing tasks and get rewards based on individual and group performance. In spite of this, Attle and Baker (2007) argued that there are students who do not want to be evaluated based on their group performance; instead, they want to be evaluated based on their own individual performance.

Regarding the data collected through the open-ended items, the majority of students in the cooperative teaching group were satisfied with the cooperative approach although there were a few students who did not want to be taught through this approach. Most of the students liked the way they formed groups. In addition, the teamwork helped them know more about a friend who had not known well before and establish support and develop mutual assistance. They worked

together harmoniously. They communicated well as to when they finished individual activities and then worked through the tasks cooperatively. The students could also make sure everyone understood how to solve problems well as a team.

However, four of the students in the cooperative group reported that they did not know how they were assigned to their groups. They complained that the group members were not selected based on their interest. The cooperative teaching did not allow them to have group members based on self-selection although they came to know the new group members gradually, and worked together. Specially, at the beginning of the implementation of the approach, they could not relax to do the group activities with the assigned group members. They added that waiting for a friend and dealing the exercises with them made the teaching learning process boring. They also felt they were slowed down in their work. Moreover, one student complained that during the cooperative teaching approach, when he/she shared the tasks with the group members, they did not find it interesting. They became dissatisfied with the answers. They did not trust him/her and react positively. Thus, he/she became angry to do the reading exercises with other people and found working with them discouraging.

Despite the above problem, the majority of students in the cooperative teaching group stated that they understood the materials they learnt well. They did the activities with good confidence-feeling that they could make great contributions to their teams. Moreover, everyone did not feel anxious in doing the activities individually and in groups. That is because in the cooperative teaching approach, there was an opportunity for the group members to help each other for the tasks that they could not understand. This approach helped them develop their power of reasoning. One student found the approach useful and stated: *'when I face difficult exercise in the*

text book, I asked my group members and the teacher. Thus, I was able to learn the book by discussing with different students in my classroom'.

The majority of students pointed out that through small team learning, they were able to maintain their qualities of learning: asking and answering questions, peer teaching, classroom presentations, etc. In general, the qualitative and quantitative data regarding students' characteristics indicated that learning through the cooperative teaching approach showed positive regard in enhancing majority of students' satisfaction and minimizing their classroom anxiety. The approach also promoted the students' self-esteem and enabled them understand the materials learnt. However, there were a few students who did not give a good regard to the cooperative teaching approach. They preferred individual learning and they want to be evaluated based on individual's performance.

Specific Research Objective 2

5.6.3. Individualistic Group's Characteristics in the EFL Reading Classroom

The second specific research objective was aimed at investigating individualistic teaching group of students' characteristics in the EFL reading classroom. The students in this group were enquired to show if there were changes in characteristics due to their exposure to the approach. Therefore, the data generated from this group of students are analyzed in two ways: quantitatively and qualitatively. The data gathered through the five-point Likert Scale and the *yes/no* based items were analyzed quantitatively and it was subjected to the paired sample t-test. Whereas, the open-ended items of the questionnaires were analyzed qualitatively.

Table 7: Paired T-test on Individualistic Teaching Group's Characteristics

Group	Individualistic Teaching Group						
	N	X	SD	SE	D/f	t-value	P-value
Before the Implementation	30	75.10	14.81	2.05	28	.479	.636
After the Implementation	30	73.62	11.04	2.05			

Table 7 shows the characteristics of students in individualistic teaching group in the EFL reading classroom. Thus, the comparison is made within the students in this group.

The data gathered through the questionnaires in table 7 revealed that the mean values of individualistic teaching group of students before and after the implementation of individualistic approach are found out to be 75.10 and 73.62 respectively. The t- calculated value is .479 with

(d/f =28), and .636 p-value, which is greater than 0.05. This indicates that there was not a statistically significant difference among the individualistic teaching group of students' characteristics. Therefore, the implementation of individualistic teaching approach in the group did not show changes in the majority of students' characteristics in the EFL reading classroom.

The findings of table 7 are contrary to the results of Jones (2007) and Farady and Meyer (2008) who found that in individualistic teaching approach, students work independently that promotes individuals performance. Most students in this approach develop confidence to solve problems on their own. The approach enables students to get satisfaction for the activities they have done on their own. This helps the students promote a mastery rather than helpless attribution pattern. Thus, the majority of the students could obtain all these benefits since they work alone and are responsible for the job they have done individually.

Table 8: Individualistic Teaching Group's Responses to the *Yes/ no* Questions

Item	Respondents before the implem.				Respondents after the implem.			
	Yes		No		Yes		No	
Do you feel anxious learn individually?	Fre	%	Fre	%	Fre	%	Fre	%
		18	60		40	20	66.67	10

In table 8 an attempted is made to see whether the students in individualistic teaching group felt anxious when they learnt individually.

The students' responses in the questionnaires indicated that before the implementation of individualistic approach 18 students (60%) felt anxious due to learning individually, but 12 students (40%) did not feel so. After the implementation of the approach, 20 students (66.67%) reported that they felt anxious of learning through individualistic approach, whereas 10 students (33.33%) did not feel so. This figure shows that although the number of students did not show much difference before and after the implementation of individualistic teaching approach, the majority of them felt anxious of learning individually. However, there were some other students who were not anxious of learning the reading skills through individualistic approach.

The results in table 8 are not in line with Jones (2007) and Olovede and Adebowale (2011) who argued that individualistic approach has greatly provided the students with the opportunity to maintain their learning style. The learning style is basic in that individuals differ in how they learn. This makes them compete and win their learning well. If people are more competitive, then they will work harder to be the best and this effort minimizes their classroom anxiety. However, Senel (1996) and Rift's (2007) argued differently. They indicate that in individualistic approach, the students' effort is to perform faster and better than their classmates. The classroom interaction often goes between the teacher and the students. This makes students learn independently and achieve at the expense of others' failure. This increases most students' classroom anxiety. The result of the present study is in line with the results of the second group of people.

The data generated from the open-ended items revealed that some students were interested in learning reading through individualistic approach and there were others who did not want to be taught the reading skills through the approach. However, the results indicated that the majority of

students in the individualistic group remained passive recipients of knowledge since the teacher encouraged only interested students to participate. Most of the students felt anxious about making mistakes in front of their classmates. Because of this, they preferred being silent in the classroom. In short, the majority of the students attended classes silently and passively since the classroom interaction goes on between the teacher and only some students.

Conversely, three students in the individualistic teaching group reported that individualistic approach was favorable for them to learn reading. They could do the exercises independently and confidently. There was no one to tell them what to do in the class. They also added that the teacher's evaluation and feedback made them confident and certain to accomplish the exercises. One student added: *'individualistic learning was interesting since it enabled me to learn the textbook by myself. I can do the exercise alone'*. However, the overall results of the group indicated that individualistic approach did not enhance most of the individualistic teaching group of students' characteristics. They were not interested in the way they were taught the reading skills in the EFL classroom. The students complained that most of the time the classroom interaction was dominated by a few students, but the majority of them kept silent during the classroom discussions.

Specific Research Objective 3

5.6.4. The Perception of Students on the Cooperative Teaching Approach

In this sub-section, discussions are made on the perceptions of the cooperative group of students towards the cooperative teaching approach in the EFL reading classroom. The students were enquired to indicate their perception towards the approach. Therefore, the data generated from this group are analyzed in two ways: quantitatively and qualitatively. The data generated using the five-point Likert Scale and the *yes/no* based items are analyzed quantitatively. To this end, the paired sample t-test is employed. The open-ended items are analyzed qualitatively.

Table 9: Cooperative Group's Perceptions towards the Cooperative Approach

Group	Cooperative Teaching Group						
	N	X	SD	SE	D/f	t-value	P-value
Before the implementation	30	108.24	18.38	3.41	28	-3.872	.001
After the implementation	30	121.69	8.38	3.41			

In table 9, Discussion is made to see the perceptions of students towards the cooperative teaching approach.

The mean values students in the cooperative teaching group are found out to be 108.24 before the implementation of the approach and 121.69 after the implementation of the approach. The t-calculated value is -3.872, (d/f =28), and the p-value is .001, which is less than 0.05. This indicates that the students' perceptions towards the cooperative teaching approach showed a

statistically significant difference. This means that the majority of students in the cooperative group showed a good regard to the approach.

This result is similar to the findings of Ahuja (1994) and Dillenburg (2000). They point out that in the cooperative teaching approach by placing students in groups and giving them tasks that require interdependence, each group member becomes accountable for achieving a shared goal. This could make students develop a positive perception towards the approach.

Table 10: Cooperative Group’s Responses to the Yes/ no Questions

Item	Respondents before the implem.				Respondents after the implem.			
	Yes		No		Yes		No	
Do you enjoy working Cooperatively?	Fre	%	Fre	%	Fre	%	Fre	%
	14	46.67	16	53.33	22	73.33	8	26.67

Table 10 focuses on the perception of students on the cooperative teaching approach, and it mainly asked if the students enjoyed the approach in the EFL reading classroom.

The data gathered before the implementation of the cooperative approach shows that 14 students (46.67%) enjoyed working cooperatively. The remaining 16 students (53.33%) reported they did not enjoy working cooperatively. The data obtained after the implementation of the approach indicated that (22 students=73.33%) enjoyed working cooperatively, whereas (8 students=26.67%) did not enjoy working cooperatively. The figures reveal that a greater number of students in the cooperative teaching group developed interest towards the approach after they

were taught the reading skills through the cooperative approach. However, a few other students did not find learning the reading skills through the cooperative approach enjoyable.

The results in table 10 is similar to Johnson (2004) and Chen's (2005) findings. They report that the cooperative approach is dominated by teaching through interactions in which a teacher always acts as a facilitator of students' learning. There is an opportunity for student-student interaction and the teacher comes to classroom with pre-determined pattern. Thus, students in the cooperative group enjoyed learning better than students in the traditional teaching group. Conversely, John and Smith (2003) argued that small team learning do not make students enjoy learning in the classroom. Some students take control over other group members in doing tasks. Thus, individualistic teaching approach yields better results than cooperative teaching in reading classroom.

Table 11: Cooperative Teaching Group of Students' Responses to the yes/ no Questions

Item	Respondents before the implem.				Respondents after the implem.			
	Yes		No		Yes		No	
Do you think CL is helpful for your future learning?	Fre	%	Fre	%	Fre	%	Fre	%
		16	53.33	14	46.67	23	76.67	7

In Table 11, the students' were asked about their perceptions towards the importance of cooperative teaching approach for their future learning.

Before the implementation of the cooperative teaching approach, 16 students (53.33%) reported that the approach would be helpful for their future learning. The remaining 14 students (46.67%) said the approach would not be helpful. After its implementation, 23 students (76.67%) accepted the importance of the cooperative approach for their future learning, but 7 students (23.33%) reported it would not be helpful. The figure shows that the majority of students after the implementation of the approach reported positively on the importance of the cooperative teaching approach for their future learning, but a few students still rejected the benefits of the approach towards their future learning.

The results of table 11 are similar to the findings of Mara (1994) and Petkus (2005). They found out that when students become more and more engaged in team learning, their perception increases. Students' opportunities to interact with one another as well as steady encouragement and support for their learning enable them to develop good perception towards the approach.

In addition, the data generated from the open-ended items indicated that most students in the cooperative teaching group enjoyed the approach for it made them realize how to work individually and as a team although there were others who opposed the idea. They indicated that the group performance depended on individual contributions. Their group could not succeed without individuals' effort. They did not want to be reluctant and disappoint their group members. They worked hard for the benefit of the group as well as themselves. Because of this, they could maximize their interactions within their teams. This individual accountability and personal responsibility ensured that members of the groups contributed their fair share. Regarding this idea, one student stated: *'in cooperative teaching, I learnt how to help friends*

although I did not know the situation before. When I was given exercise, I did it for myself and to teach my friends’.

The majority of the students in the group added that this trend made them present each group’s work to the whole class. With this approach, they benefited since they encouraged to present tasks in front of their classmates on behalf of his/her group. The students went on to say that presenting in front of the class was amazing and it was a very good skill. It was a new skill and for them this was the first time they talked in front of the students that increased their self-confidence. At this time, the barriers between the students and the teacher were broken. There was nearness with the teacher that they could ask him any question at any time.

Conversely, three students in the cooperative teaching group reported that they had some problems with their group members. They sometimes could not get good relationships with these members. They reported that they had disagreements. They encountered some conflicts within the group. They were also bored because of the disagreements within their groups. This situation wasted their time. The activities also took extra time. Thus, these students disliked the way they were taught the reading skills through the cooperative teaching approach.

The cooperative teaching group of students reported that in the classroom they divided the roles such as *chairperson*, *recorder* and *reporter* among them. They exchanged these roles from time to time. The teacher told them to divide the roles and tasks among group members equitably. The teacher was organizing the group roles and helping them when they needed. Similar to this finding, Cuseo (1992) and Ledlow (2002) indicate that teachers not only teach language, they

teach cooperation as well. The teacher is seen as a source of guidance that is there to make students successful.

In general, the majority of students in the group indicated a good regard on the cooperative teaching experience and appreciated its value as part of their learning. For the students, sharing ideas were a positive tendency. Most students in this group showed a favorable perception towards the approach since it gave much opportunity for the students to participate and solve problems on together. The students' reports are similar to the findings of Ahuja (1994) and Chen (2005) who point out that cooperative teaching approach makes students more motivated, believe in their efforts and desire to achieve their goals. It leads students for optimum learning. The students like it the fact that being allowed to work in groups give them the opportunity to get to know their classmates, interact with and get help from them. Thus, the approach should be used when we want students to learn more, like the subject better and learn effective social skills.

Specific Research Objective 4

5.6.5. The Perception of Students on Individualistic Teaching Approach

In this section, discussions are made on individualistic teaching group of students' perception towards individualistic approach in the EFL reading classroom. During the study, the students were taught the reading skills using individualistic teaching approach, so they were asked to show their perception towards the approach. The data generated from this group using the five-point Likert Scale and the *yes/no* based items are analyzed quantitatively. To this end, the paired sample t-test is employed. Moreover, the data gathered through the open-ended items of the questionnaires are analyzed qualitatively.

Table 12: Individualistic Group's Perception towards the Approach

Group	Individualistic Teaching Group						
	N	X	SD	SE	D/f	t-value	p-value
Before the implementation	30	115.97	15.84	2.94	28	.721	.477
After the implementation	30	113.17	20.77	3.86			

In table 12, an attempt is made to see students' perception towards individualistic approach.

The responses of the questionnaire in the table indicated that the mean values of the students in the individualistic teaching group before the implementation of the approach are found out to be 115.97 and 113.17 after the implementation of the approach. The t-value is .721, (d/f =28), and

the p-value is .477, which is greater than 0.05. This shows that the perception of individualistic teaching group on individualistic teaching approach did not show a statistically significant difference. Most of the students in the group did not show a favorable perception towards individualistic teaching approach. A few students, however, showed a good regard towards the approach.

The results in table 12 are contrary to the findings of Farad and Meyer (2008). They stated that individualistic approach involves the creation of strong relationship between students and teachers, and the establishment of an enabling environment in which student's personal learning can be an important element. They added that in individualistic teaching approach, the students get the chance to utilize their learning styles and preferences. As a result, students often show strong desire towards the approach in classrooms.

Table 13: Individualistic Group's Responses to the yes/ no Questions

Item	Respondents before the implem.				Respondents after the implem.			
	Yes		No		Yes		No	
Do you enjoy working individually?	Fre	%	Fre	%	Fre	%	Fre	%
	9	30	21	70	12	40	18	60

In Table 13, individualistic teaching group of students were asked to show their perception on the approach, and the item mainly asked if the students enjoyed working individually.

The data generated using the questionnaire before the implementation of the approach indicated that 9 students (30%) enjoyed working individually, whereas 21 students (70%) said working individually was not enjoyable. After the implementation of the approach, (12 students=40%) stated that they enjoyed working individually, but (18 students =60%) reported they did not enjoy working individually. This shows that although there was no great disparity among students before and after the implementation, the majority of them did not enjoy learning individually. On the other hand, there were some students who enjoying the way they were taught the reading skills through the approach.

The results in table 13 are similar to Johnson (2004) and Chen's (2005) findings. They report that in individualistic approach, the teaching- learning process is carried out only between student and teacher interactions. There is little or no student- student interaction when practicing the target language. As a result, most students prefer keeping silent instead of making contributions in the classroom participation. However, Senel (2008) and Shelley (2009) claimed that individualistic approach yields better results than cooperative teaching approach in reading classroom. Thus, students enjoyed learning reading through individualistic approach. The current research is in line with the fist group since the majority of the participants did not enjoy working with the approach.

Table 14: Individualistic Group’s Responses to the yes/ no Questions

Item	Respondents before the implem.				Respondents after the implem.			
	Yes		No		Yes		No	
Do you think individualistic teaching is helpful for your future learning?	Fre	%	Fre	%	Fre	%	Fre	%
	11	36.67	19	63.33	9	30	21	70

The item in Table 14 asked students’ perception on the importance of individualistic teaching approach for their future learning.

The result of the questionnaire shows that 11 students (36.67%) accepted the importance of individualistic approach for their future learning, but 19 students (63.33%) rejected the idea before the implementation of individualistic approach. In the same table, the result indicates that 9 students (30%) accepted the importance of the individualistic teaching approach for their future learning, but the remaining 11 students (70%) did not accept it after the implementation of the approach. These figures indicate that the majority of students before and after the implementation did not like individualistic teaching approach. However, there were others who liked individualistic teaching approach for their future learning.

In line with this idea, Mara (1994) and Petkus (2005) argued that when students engaged more on individualistic teaching approach, their perception decreases. Students’ opportunities to interact with one another as well as steady encouragement and support for their learning are very little. On the other hand, Farady and Meyer (2008) stated that, for the most part, individualistic approach is a self-imposed or self-selected condition which enables students creates greater

student awareness towards their abilities to manage their learning. The students could achieve through individualistic teaching in which the learners grapple individually and independently. Thus, since students benefit from their learning, they perceive the approach positively. The results of table 14 are similar to the findings of the first group of scholars since the majority of the students did not show a good idea towards their importance of the approach to their future learning.

The data generated through the open-ended items of the questionnaires indicated that there were a few students who enjoyed learning the reading skills through individualistic approach. However, the majority of the students in the group stated that they did not enjoy the approach as the interaction in the classroom was dominated by the teacher and only a few students. The role of the majority of students in the classroom was to receive the information that came from the teacher. Their job was to attend the teacher as the contents were absolutely delivered by the teacher. What they had to do in the classroom was to get benefit from the lesson and the teacher's explanation.

The students added that the interactions were dominated by the teacher and a few students who usually participated in the classroom. Thus, for them the learning approach they came across has influenced their interactions. They realized that controversy and debate on task related issues were not entertained. Somebody in the classroom usually understood the problems and explained it to the teacher. Only few and outstanding students worked out the tasks well with the teachers instead of learning with their classmates. Thus, the classroom participation was left for those outstanding students.

Although the majority of students were unhappy with individualistic teaching approach, three students in the group reported that they liked it since the approach did not take a lot of class time in arguing with their partners. There was no one to let them learn under pressure. They did not want to be told by their friends on how to do things. They preferred listening and taking notes as the teacher went over the material. One student further stated: *‘when I do things or questions individually, I feel do confidence on myself. Confidence is very important to do things independently. Doing things individually develop confidence. Being confident is also very necessary’*. On the whole, a few students in the two groups preferred individualistic teaching approach. They felt free when they were told to do the tasks individually. According to them, discussions and debate with their friends are simply a waste of time.

Specific Research Objective 5

5.6.6. The Cooperative Group Teacher's View on the Approach

The cooperative group teacher was asked to report on what he felt about the implementation of the cooperative teaching approach in the reading classroom. Thus, he was expected to forward what he faced during the study.

The teacher reported that he was glad to have participated in implementing the cooperative teaching approach in his classroom. By using the cooperative teaching approach, the class became interesting to him as he could see and know everything that happened in the teaching learning process. It helped him to control the students since they were busy and could not find time to do non-task related activities. The students were also controlled by their group mates as they knew they would win or lose together. Therefore, the students took care about their group mates for the group performance. The teacher added: *cooperative teaching made students' learning better because the students were not working individually the whole time but with other students. If one did not understand something and had difficulty with a concept, there were others to explain.*

This idea has been substantiated by the cooperative teaching group of students' report in the questionnaires. They explained that through the application of the cooperative teaching approach, every student was striving to accomplish the tasks on time. They were helping each other for the group and individual performances. Because of this, they could maximize their interactions within their group and ensure that the members contributed their fair share.

In fact, at the beginning of the study, it was difficult both for the students and for him to implement the cooperative approach. One of the difficulties was that the students had no experience of using such an approach before. In addition, receiving orientation on the new approach and performing the roles were difficult since some of the students understood them quickly and some others needed more time. Thus, the first two days of the implementation seemed difficult for them. Moreover, a few students were resistant. They often showed dissatisfaction since they believed they could understand the texts better when they studied individually.

This finding agrees with the responses made by the students in the questionnaires. A few of the students in the cooperative teaching group complained during the study that they were forced to form groups with whom they had not known before. Although they requested to make self-selected groups, the teacher did not allow them. Therefore, they could not get the freedom to work with other students. In short, the group formation was not satisfying for the students. Moreover, the cooperative teaching approach seemed difficult for the teacher himself. When he thought of the implementation of the approach at the beginning, it was in his mind that it needed more efforts to keep the class on the truck. But, when the approach was implemented, he found most of those feelings were misperceptions.

During the interview, the teacher reported that he usually employed the teacher-centered approach that did not do much to enhance students' reading comprehension performance. He did a lot of talking, and students listened and answered the questions when asked. The learning process was almost a one way communication. The students passively received what the teacher taught. Discussions and debate among students were rare. There were no cooperative techniques

in the classrooms. The majority of students failed to read and comprehend a text perhaps because there was too little communication with their friends. The process of teaching reading was boring. This report is similar to individualistic teaching group of students' response in the questionnaires. They indicated that the teacher's interaction was with only a few students who often dominated the classroom. The majority of them remained passive and preferred being silent.

The teacher also emphasized that in the traditional teaching approach, he was not conscious of employing different techniques and strategies of teaching reading skills to his students. He did not spend time in establishing the proper approach to help students develop the confidence in sharing ideas while learning reading. He simply told the students to come to class with the answers done. The only thing the teacher often worried about was the preparation of the contents he had to cover at a given time. He gave little attention to maintain the proper approach that could enhance students' classroom participation and their confidence to learn the skill.

However, in the cooperative teaching approach, mutual benefits were understood among the students. All groups were working and participating. The approach helped them develop a better understanding of the materials being learnt because the students went over them first alone, then with other classmates of the same tasks and finally with their group members. This helped the students build retention of the materials. Moreover, he pointed out that:

The cooperative teaching is an effective way of teaching reading, because the approach has different techniques that enable the students understand the passage, give attention to the text through and when they joined with other students with the same task, they digest it as they have the opportunity to read again and share ideas.

The teacher's reports were in line with those findings in a study carried out by Chen (2005) and Meng (2010). They found out that in the traditional teaching class, the teacher asks the students to read the whole passage and answer some questions. The teacher explains the important words and phrases. The main task for the students is to read over and over again until they understand the passage thoroughly and communicate with the teacher voluntarily. However, in the cooperative teaching approach, students learn how to read, comprehend texts and solve problems in a systematic way.

The teacher also reported that the students in the cooperative teaching group had important parts in sharing roles. They were responsible for performing their roles well. Since they knew that they did not have to bear the burden for others, they worked harder and enjoyed the cooperation. The basic thing with this approach was helping each other. If a student needed help, the group members stepped in and assisted him/her. He added that:

In the cooperative approach, the students were interested in the classroom. When they were given activities, they were motivated to cover the work and generally they were eager to participate for a better performance. In the traditional approach, however, I never give responsibility and roles to students. Everything is directed to the whole classroom that has a negative impact on them.

The teacher added that in the cooperative teaching approach, if someone was off task, other students helped him/her since the social skills they obtained from the approach enabled them develop the idea of interdependence. This finding is similar to the data obtained from the students' questionnaires in the cooperative teaching group. They reported that in the cooperative approach, they obtained social skills. They came to know new friends and got support each other. Thus, in this approach there was mutual assistance among group members.

However, the teacher reported that in the mid of the group discussion, the discipline was sometimes unmanageable since the classroom became noisy. At this time, he found it difficult to maintain the students' behavior properly. According to Ahuja (1994) and Michael (2007), the cooperative teaching may influence the classroom environment. If there is talking growing during cooperation and the students are more on-task, it is considered to be constructively oriented toward their learning.

The teacher mentioned that in the conventional class, he explained every aspect of the tasks and the students reacted accordingly. Everything was given by the teacher. Hence, he was taken as the source of knowledge. Most of the time, the students were assumed to copy the answers from the blackboard. However, in the cooperative teaching approach, he assisted the students to manage their own learning. He provided help for groups that were under difficult circumstances.

Finally, the cooperative group teacher reported that the cooperative approach has not yet been employed in his school. He found out that the procedures and the techniques he implemented in the EFL reading classroom could be of helpful in our school context. He suggested that this type of program should be incorporated to a greater extent in the schools in teaching the reading skills of English language. If teachers want to improve students' academic performance and develop their social and individual skills, the cooperative teaching would be appropriate. This result is similar to the reports made by the students in the questionnaires. The majority of students in the cooperative teaching group stated that after they had been exposed to the approach, they felt the cooperative teaching approach would be important to enhance their academic and social skills. Therefore, they showed interest to the approach they were exposed to.

Chapter Six

Summary, Implications, Limitations and Suggestions for Future Researches

6.1. Introduction

In this chapter, the general summary and the findings of the study are described. Then, the conclusions are drawn. Following this, the implications of the study are discussed. Finally, the limitations and suggestions made for further study are dealt with.

6.2. General Summary of the Study

In order to carry out the study, one group was taught the reading skills through the cooperative approach, and the other group through individualistic approach. The data were collected before, during and after the study. The data generated from the participants of the study were subjected to both qualitative and quantitative analysis. The data gathered through the five Likert Scale were analyzed quantitatively, whereas the open-ended items are analyzed qualitatively. In this section, therefore, the procedures and the major findings of the study are discussed.

6.2.1. Procedures of the Study

This research aimed at exploring students' characteristics and their perceptions of cooperative and individualistic teaching approaches in the EFL reading classroom. The research was mainly designed based on the following four specific research objectives, which are to:

1. Explore cooperative teaching group of students' characteristics in the EFL reading classroom.
2. Investigate individualistic teaching group of students' characteristics in EFL the reading classroom.
3. Examine the students' perceptions on the cooperative teaching approach.
4. Identify the students' perceptions on individualistic teaching approach.
5. See how the cooperative group teacher views the cooperative approach during the study.

In order to collect data on the problem under investigated, the research undergone two phases. The first one was conducting the pilot study and the second phase was the main study. The purpose of the pilot study was to check the validity and reliability of the instruments and see whether these instruments could generate the necessary data. It was also used to see if the training manual could represent the features of the cooperative teaching approach. Thus, it was conducted on a smaller scale than the main study.

For the data collection, two General Secondary Schools were assigned using simple random sampling technique. Fasiledes was selected for the pilot study and Hidar 11 for the main study. In both schools, two sections of grade 9 served as the sample of the study. These two sections were assigned as the cooperative and individualistic teaching groups randomly. Each group had twenty-one students for the pilot study, and thirty in the main study. They were selected randomly. One group was taught reading through individualistic teaching approach, and the cooperative approach was used for other group. The cooperative group of students went through

certain techniques and procedures of the Cooperative Jigsaw Model and individualistic teaching group through the procedures of individualistic approach (see section 3.2.1). In order to teach these groups, two English language teachers were assigned to their respective sections. These teachers had equal qualifications (BA degree), nearly equal teaching experience and considerably equal background. They used the same teaching materials and covered the same units at the same time.

To ensure adherence to the underlying principles and assumptions of the cooperative approach, the researcher prepared the training manual based on *the Cooperative Education Training Manual* prepared by Central Florida Community College on October 25, 2009 (rodgersj@cf.edu) and *Trainers' Manual: Cooperative Problem Solving* developed by Search for Common Ground in June 2003 (<http://www.itrainonline.org/>), and based on the existing literature of this study. It was on the basis of this manual that the researcher offered training to the teachers both in the pilot and main studies before the commencement of the study. The training took place two hours long in a day. A total of eight hours was allocated for each of the two phases.

In order to check whether the teacher implemented the cooperative teaching approach as per the training, the researcher made a continuous follow up using a structured check list. Based on the observation, the researcher and the teacher discussed issues on the progress of the study (see the checklist in Appendix A, Unit 3). In order to collect data from the two groups of students, two different types of questionnaires were designed. The questionnaires were prepared based on the existing literature in the current research. It was prepared both for the cooperative and individualistic teaching groups of students. Each questionnaire had two different parts. The first part consisted of 24 Likert Scale items (ranging from strongly agree-5 to strongly disagree-1) and

4 open-ended items. The second part had 36 Likert scale items and 5 open-ended items (see the description of the questionnaires in section 3.4.2).

The validity and reliability of the questionnaires were considered before the main study. It was evaluated for construct validity and clarity by the same persons used for the test. As a result of their evaluations, vague sentences, difficult words and phrases were reconsidered for clarity. Two items from the second part were also rejected since they were redundant. Besides, the reliability of the first part of the questionnaires was checked using cronbach's alpha and it was found out to be 0.796. For the second part of the questionnaire the reliability was calculated to be 0.78. The last instrument the researcher employed for the study was the semi-structured interview. Since it was conducted with the cooperative teaching group teacher, the items focused on what was going on during the implementation of the Cooperative teaching approach. For this purpose, there were seven established questions. Based on the teacher's responses, some other questions were elicited during the interview.

For the construct validity and clarity, the interview questions were also judged by the same people. Based on their evaluations, some changes were made on the sentences, words and phrases to make them clearer. Moreover, ten questions that were formulated first were reduced to seven to avoid redundancy. Above all, these instruments were commented on by the research supervisor.

Before the commencement of the study, the cooperative and individualistic teaching groups of students took the questionnaires both in the pilot and main studies. The instruments were administered on 24th and 25th November 2011 for the pilot study, and 29th and 30th November

2012 for the main study. The purposes of the questionnaires were to explore students' characteristics in the EFL reading classroom. The questionnaires were also used to see the perceptions of the students on the cooperative and individualistic teaching approaches. To avoid any kind of doubt, the students were told not to write their names in any stage of the questionnaires. The students were also told that the test scores and the questionnaire responses would be kept confidential.

After the administration of the questionnaires, the two groups of students were involved in the study. The pilot study lasted for about six weeks (November 28/2011 to January 6/2012). Students attended two classes in a week, each an hour and half long. Thus, the study lasted for eighteen hours. In the main study, however, the study took about eight weeks. The two groups of students had two classes a week, each two hours long. The study therefore lasted for thirty two hours (03 December 2012 to 25 January 2013). When the study was completed, the questionnaires were administered to the cooperative and individualistic teaching groups during the pilot and main studies. The questionnaires were administered 10th January 2012 for the pilot, and 27th January 2013 for the main study.

The data generated through the questionnaires were analyzed using the paired sample t-test. That is because the comparisons of the questionnaires responses were made within each group. To this end, the raw data averages of the two groups (X), the mean difference between the groups (t-value), the degree of freedom (d/f), and the significance level (P-value) were considered for the statistical analysis. Therefore, the data generate using the Likert Scale and yes/no based items of the questionnaires were analyzed using the paired sample t-test. The results obtained in the open-ended items were analyzed qualitatively.

Finally, in order to see the cooperative group teacher's overall view on the cooperative teaching approach after the study was over, a semi-structured interview was conducted. To catch up all his responses, a tape recorder was used with the consent of the interviewee. The interview was conducted on January 13, 2012 for the pilot study and January 28, 2013 for the main study. The responses of the teacher in the main study were transcribed (see Appendix Q for the transcription).

6.2.2. Major Findings of the Study

In order to collect data under the problem investigated, the researcher formulated the five specific research objectives. Following this, the instruments were designed so that the researcher generated sufficient data from the participants. For this purpose, two sections were selected: one as a cooperative and the other as an individualistic teaching groups randomly. One group of students learnt reading through the cooperative teaching approach, and the other group through individualistic approach.

The data were analyzed quantitatively and qualitatively. The Likert Scale based items of the questionnaires and the percentage values that were administered for the cooperative and individualistic groups were analyzed quantitatively. For the comparison within the students in each group, the paired sample t-tests were used. The open-ended items of the questionnaires and the interview responses were analyzed qualitatively. The quantitative and qualitative findings of the study are summarized in the following ways:

Specific Research Objectives 1 and 2

The first and second specific research objectives were to: *explore the cooperative and individualistic teaching group of students' characteristics in the EFL reading classroom respectively.*

Under this research objective, discussions were made on two aspects: (1) the cooperative teaching group of students' characteristics, (2) Individualistic teaching group of students' characteristics in the EFL reading classroom. In order to generate data, the questionnaires were administered before and after the study. For the data analysis, the paired t-test was employed.

The major findings are discussed as follows:

1. The implementation of the cooperative teaching approach showed a significant change in promoting the cooperative group of students' self-esteem and confidence to learn the materials introduced. With peer support, most students in this group found learning more lively, less anxious and less tense. They felt free to ask for clarification and explanation. They also became satisfied and interested to think and read more about the texts and work hard for the accomplishments of the group tasks. The students were also satisfied with their learning experience. In general, the cooperative teaching approach enhanced the majority of students' characteristics in the EFL reading classroom.

Regarding this point, there is a persuasive evidence that (Jacob and Maria, 2004) teams with mixed abilities give every member of the group an opportunity to share different experiences, engage in hot discussions and take responsibility for their own learning. In

other words, each member of the team is concerned about not only following what has been given in the course but also helping their friends learn. This enables them to develop the confidence to achieve their goals together.

2. However, the implementation of individualistic teaching approach did not show a statistically significant change in the students' characteristics. Most of the communication in this group was between the students and the teacher. A few Interested students often dominated the discussions. There was also little interaction among the students themselves. Since the students were evaluated based on what they did individually and silently, some of them preferred being silent in the EFL reading classroom interactions. However, there a few students who enjoyed learning the reading skills through individualistic approach. Since they were give the opportunity to follow their own learning styles, they strived to make the best in the classroom.

This result substantiates the findings of Senel (1996) and Johnson (2004). They indicate that in the traditional approach, most of the time the teachers stand in front of the class and ask questions which the students are expected to answer. Only a few of the students raises their hands and answer the questions. Several others sit quietly with their eyes averted as if trying to make themselves invisible. Moreover, learning reading becomes dominated by competition. Students always desire to outperform their peers. To get the top means one has to fight off the rest.

Specific Research Objectives 3 and 4

The third and fourth specific research objectives were about: *examining the perceptions of the students on the cooperative and individualistic teaching approaches in the EFL reading classroom respectively.*

The third and fourth specific research objectives dealt with two things. First, it explored the perception of one group of students towards the cooperative teaching approach. Second, it investigated the perception of the other group of students on individualistic teaching approach. In order to generate data from the participants, two different sets of questionnaires were administered for the cooperative and individualistic teaching groups. For the comparisons of results within the groups, the paired sample t-test was computed and the following results were found out.

1. The majority of students in the cooperative teaching group reported that they had a favorable perception towards the cooperative teaching approach after the study. These students found the approach helpful for their future learning. They found themselves learning more, and that they understood the materials more and clearer.

Since they had the roles to maintain in the class and individual students were given the opportunity to teach his/her group members, the students were conscious about their learning. They knew that their groups could not succeed without individual's effort. Thus, one did not want to show a reckless disregard for the group members in the discussions. The students were also happy to present their group's performance to the

whole class. The majority of them mentioned that this was their first time to present and discuss in front of their classmates. Generally, the majority of students in the group found the cooperative teaching experience enjoyable and successful. Their participations in the groups were high. Therefore, they perceived the approach positively.

In the cooperative teaching approach (Johnson and Johnson, 1989 and Gillies, 2007), students are continuously discussing, arguing and clarifying their understanding of the concepts and materials being considered during class time. They are constructing their own knowledge base. The emphasis is on understanding the material as evidenced by the student's ability to explain ideas to their peers. This makes students be happy with their learning.

2. Most of the students in individualistic teaching group were not interested in the teaching learning process, and they developed unfavorable perception to individualistic approach. Since the students were not given the chance to solve problems on their own, they did not enjoy their learning. During the discussions, only a few students wanted to communicate with the teacher. They tried to dominate other students. In short, the students in this group did not find individualistic approach helpful to their learning. As a result, the majority of them developed negative perception on the approach. Conversely, a few students showed a good regard for individualistic approach, and they compete each other based on their own preferences; there was no one who told them what to do and what not to do.

This finding is similar to those studies made by Johnson and Johnson (1989) and Chen (2005). They point out that in a traditional classroom, when a teacher calls upon a

student, he/she becomes the focus of attention to the entire class. Any mistakes or incorrect answers become subject to scrutiny by the whole class. Such experiences produce embarrassment and anxiety in many students' learning.

Specific Research Objective 5

The fifth specific research objective aimed at: *assessing how the cooperative teaching group teacher views the cooperative teaching approach after the study.*

Slavin (1994) and Khan (2008) indicate that for the proper implementation of the cooperative teaching approach, the teacher's awareness and willingness play paramount importance. Therefore, in order to carry out this study, the cooperative group teacher took the leading role. The data generated from this teacher using a semi-structured checklist was summarized as follows:

1. The teacher reported that the cooperative teaching approach was important for teaching the reading skills in the EFL classroom. It is not only the teacher but the students were also benefiting from the approach. Although it was their first experience, the students found the approach interesting and they got the freedom to solve their own problems. The students became better language learners since they were engaged in deliberate thought about *what* and *how* they were learning. Furthermore, the students' interactions with each other and the promotion of group cohesiveness through the approach had major effects on students' participation. The students worked together to accomplish a group goal, and they came to be conscious in favor of doing whatever was necessary for the group to succeed.

Abass (1998) and Rahvard (2010) indicate that through the cooperative teaching approach, students' interest to learn increases when they have self-defined and relevant learning goals. This gives them more confidence in their learning efforts and creates a positive classroom experience which in turn enhances the dynamics of each group.

2. Based on his experience during the study, the teacher came to realize that the cooperative approach would be helpful for teachers and students. As a result, he felt that in order to create meaningful learning experiences and stimulate students thinking to solve problems on their own, the cooperative approach would be convenient. That is because (Seid, 2012) the cooperative teaching would alleviate the problems students face in understanding a text in Ethiopian General Secondary Schools.

To summarize, the data generated from the instruments indicated that although the cooperative teaching approach was not a panacea to all the problems existed in the EFL reading classrooms, it would provide a means for students to become active in the learning process. It could also give the students the chance to share knowledge with each other and tapped into the powerful diversity that existed among the students. The cooperative teaching approach was also very powerful to the development and refinement of the types of skills such as learning to learn, communication and teamwork that our students need. Thus, the approach would present a number of interesting opportunities to teachers who are willing to implement it.

6.3. Conclusions

This study endeavors to explore students' characteristics and their perceptions of the cooperative and individualistic teaching approaches in the EFL reading classroom. Indeed, the approach teachers employ to teach reading in the classroom has an effect on students' learning. In this regard, Gessesse (1999) report that the approach employed to teach reading in Ethiopian EFL classrooms does not focus on developing skills essential to enhance students' learning. Together with poor reading background that students bring, the approach used to teach reading is negatively affecting students in many ways. Solomon (2000) added that among the different factors, the influence of individualistic language teaching practice is one of the major problems that affect learners negatively in the EFL reading classroom. The researcher's experience as a student and as a teacher also shows the existence of the same problem in the EFL reading classrooms (see section 1.2).

Therefore, in the present research the following conclusions are drawn.

1. The results revealed that the cooperative teaching approach resulted in positive regard on important learning aspects. It increased group cohesiveness and improved the social skills that enabled them to be responsible for the group and individual performance. It also increased students' self-esteem and confidence to deal with the materials being introduced. The approach also improved students' classroom behavior as compared to individualistic teaching approach where the students learnt individually and independently.

In general, the cooperative teaching approach provided for students appropriate experience to maximize their own and each other's learning. It ensured that students

were actively involved in constructing their own knowledge and at the same time encouraged each other to achieve their learning goals.

2. Although the benefits of the cooperative teaching approach were better than that of individualistic teaching approach, there were a few students from the two groups who had been interested in learning individually. The students in the cooperative teaching group did not enjoy the group formation and the overall procedures they came across during the implementation of the approach. They preferred following their own pace. Similarly, a few students in individualistic learning group were happy with individualistic teaching approach since they could maintain their effort to achieve their learning goals independently. In short, there were a few students both in the cooperative and individualistic learning groups who preferred individualistic teaching approach.

6.4. Pedagogical Implications of the Study

Based on the findings of the current study, different implications have been proposed in the research. The implications focused on the quality and applicability of the cooperative and individualistic teaching approaches in the EFL reading classrooms, modification of the research model and provision of some assumptions in the area. The following are the implications drawn based on the results:

1. Researches conducted by different scholars in different areas like culture, age and educational level prove that the cooperative teaching approach is superior to that of individualistic teaching approach (see section 2.5.1). The current study also shows the relative benefits of the cooperative teaching approach over individualistic ones in the

EFL reading classroom. The cooperative teaching approach enabled the students to use the target language more often, encourages communication and creates an environment that stimulate students learning. Moreover, in the current study, it was found out that the implementation of the cooperative teaching approach provided a supportive and predicitive classroom environment that helped the students develop important skills like learning how to work with others. Besides, there were attractive and varied opportunities for equitable classroom participation. This calls for the idea that the present study would perhaps provide a reasonable evidence for teachers to adopt the cooperative teaching as a teaching learning approach in the EFL classrooms. It needs to be introduced as an integral part of the EFL classroom.

2. Cooperative teaching approach is not a matter of getting students into groups. It is not something naturally endowed to learners. Instead, it paves a way for students working in a well structured manner which the students share ideas and help each other. Thus, unless the cooperative teaching approach is properly implemented, the students may perceive that working together has little use for their academic progress. They might also think that it is time consuming. By carefully structuring the group activities (Yan, 1993 and Rahvard, 2010), it would be possible to encourage more positive interdependence among group members and more interaction within the cooperative teaching groups.

By implication, to be *truly* cooperative, a group must have a clear positive interdependence. They need to use their skills as a group to work together. Each member must hold each other individually and there must be group accountability to do their fair share of the work. The discussion of social and task related skills needs to be focused so

that students become more responsible for completing their individual work and assessing each other in achieving the group's goal.

3. The current research indicated that the cooperative teaching approach produced better results than individualistic one. However, it does not mean that the cooperative teaching approach is designed to preclude the use of individualized teaching. Teachers should also think about the implementation of independent teaching. Similar to this, Ahuja (1994 and Adeyemi (2003) indicate that for the effectiveness of the teaching learning process, teachers need to be selective in implementing the approaches based on the lesson to be taught and students learning preferences. To this end, the current research indicated that teachers need effort to create a teaching environment that fosters the academic and social success in the classroom. They are teaching situations the teachers may mold and shape gradually.

Moreover, when teachers implement the cooperative teaching approach, it is important to pay attention to students who are placed together in the same group. Some students worked with many others, but there were others who had difficulty in contributing to a group atmosphere (see section 5.6.3 and 5.6.5 above). Thus, the group formation need to be determined based on various situations that would perhaps offer students the greatest chance for peer tutoring and support. The groups could be organized based on student ability, sex, teacher interest or based on student interest.

4. In the current study, it was found that a few students in the cooperative teaching group appeared not to be interested in the implementation of the cooperative teaching approach.

They sometimes created conflict among each other. As Johnson and Johnson (1989) and Chen (2005) point out, sometimes students may not become interested in doing the job, some other time they may want to dominate the discussion. Such instances were also observed in the present study. To solve this kind of problem, the teacher should teach the students the principles of the cooperative teaching to promote fair share. One way to achieve this could be the division of tasks among the group members.

This leads to the idea that whenever teachers implement the cooperative teaching approach, they need to make continuous follow-up until the students understand and accept the idea of 'true' cooperative teaching. In order to make students involved in the discussions, the teacher should monitor the cooperative teaching process. To this end, the teachers need to wander around in the classroom, frequently check within the groups and ask how they are doing.

5. In the current research, it was found out that the students' characteristics were enhanced in the EFL cooperative jigsaw classroom. Therefore, embracing the cooperative teaching as a classroom approach in the Ethiopian General Secondary Schools would require the revamping of our syllabus, our pedagogy, our grouping patterns and our grading and assessment procedures. This idea, by implication, inspires that the importance of the cooperative teaching approach need to be widely popularized in school communities so that they implement the approach without any reservations and they cooperate for any further research on the area.

6. In order to make the cooperative teaching approach more practical, English language teachers need to change their classrooms from teacher-centered to student-centered. In order to do so, they should think of the roles and responsibilities of teachers and students in the teaching-learning process. Teachers should act as guides and facilitators of students' learning. Students should be planners, monitors and evaluators of their own learning. Moreover, for the smooth implementation of the cooperative approach, teachers should be aware of the underlying theories and procedures of the approach. As Seid (2010:196) states, 'as a result of insufficient teacher training, many teachers appear to have an imperfect understanding of what cooperative teaching really is'.

Thus, teachers may need well designed trainings on the concept of the approach. Their knowledge of the teaching approach would enable them to teach the necessary and sufficient skills explicitly so that students become aware of what is required in the cooperative teaching setting.

7. Finally, students need to recognize that in the cooperative teaching approach, they should negotiate for the establishment of meaningful learning. To this end, the classroom interaction should not always be between the teacher and the students. It should be also among the students themselves. In the classroom, therefore, students need to learn to obtain new knowledge through creative thinking and active learning on the basis of what they have already known.

This idea is in line with the theory that the current research based upon. As it has been indicated in the literature (section 2.15), the conceptual basis of this research is the

constructivist paradigm. The theory underpinning in this paradigm emphasized that students should develop their knowledge based on the socio-cognitive structure. They should actively construct new ideas or concepts in line with the present and the past knowledge (Liang, 2002).

6.5. Limitations of the Study

This study explored the students' characteristics and their perceptions of the cooperative and individualistic teaching approaches in the EFL reading classroom. Although some measures were taken to alleviate constraints while conducting the study, there were still limitations in the current research. According to Stephane (2013) the limitations of the study are the constraints on generalizability and utility of findings that are the results of the ways in which one chose to design the study and/or the method used to establish internal and external validity.

Throughout the study, the students in the cooperative teaching group were given some instructions about how to give and receive help while working in groups. Group interactions were regularly monitored by the teacher and help was provided when needed. The students were placed in groups, and discussions were entertained among the groups. However, among the different models of the approaches, the students went through fixed and specified procedures throughout the study; they were limited only on the Cooperative Jigsaw Model to learn the reading skills. Thus, the students' group interactions were confined to one model only; the Jigsaw Model.

The other limitation was the generalizability of this study to other general secondary schools. In current study, students in grade 9 in one general secondary school were assigned as the

participants of the study. Instead of testing the applicability of the results to other general secondary schools, the study was limited to one school and two sections. The limitation here was the applicability of the results of the current study for other general secondary schools.

Despite the aforementioned limitations, this study could make valuable contributions towards a better understanding of the students' characteristics that are most and least successful in the cooperative and individualistic teaching groups in the EFL reading classroom. The characteristics include variables such as: students' self-esteem, satisfaction, classroom anxiety and level of understanding the materials. This study could also help to determine the kind of perceptions students in the two groups developed towards the cooperative and individualistic teaching approaches while learning the reading skills in the EFL classroom.

6.6. Suggestions for Further Research

1. It is important to remind that the cooperative teaching approach was found out to be helpful to the students who need constant support and encouragement. The students also needs the skills of sharing ideas focusing on their interest and concentration on their academic work. In the current research, these students became more aware of their own learning since they had the cooperative teaching experience. They were conscious of what they intended to get out of a piece of work and how to go about it in order to achieve the goal interdependently.

However, the data generated from the cooperative teaching group teacher indicated that some of the students were not interested in the group formation. At the beginning of the study, they were resistant. They repeatedly requested to have self-selected groups or to

learn independently. The same idea was reflected on the students' questionnaires although it was anonymous. Regarding this idea, Arzu (2005) indicates that some students prefer individualistic teaching over cooperative teaching since they think they are expected to serve as peer-tutors, repeatedly explaining the same content to other students and show how to solve problems. These redundant explanations can frustrate the students and stifle their learning.

Therefore, the researcher suggests that further study should be conducted on examining whether these kinds of students could be interested in learning cooperatively. In other words, there should be further research that would show conditions to improve the behavior of the students towards the cooperative teaching approach.

2. Although the results obtained in this study support the importance and benefits of implementing the cooperative teaching approach in the EFL reading classrooms, it does raise further questions about its effectiveness in different grade levels. This means that, in the current study the implementation of the cooperative teaching approach was restricted to the range of a single unit, that is, only in General Secondary Schools.

This shows the need to conduct similar studies in other grade levels, especially in lower grades, where children have very little experience of working together, and may not even know how to discuss issues related to the subject matter being taught. Thus, of particular interest in this regard would be perhaps the exploration of whether students in the lower grade levels perform better in the cooperative teaching approach than that of individualistic one.

3. It is also important to remember that this study examined the students' characteristics and their perceptions of the cooperative teaching approach in the EFL reading classroom. However, the areas of cooperative teaching would provide an extensive field of research if professionals wish to examine the relative effects of the two approaches on the different macro and micro skills of the English language. Moreover, for the generalizability of the current research, further studies should be conducted to investigate the relative effects of the two approaches on other variables, such as student attitude, motivation and self-efficacy.

4. Finally, there are different models of cooperative teaching approach that are employed in the EFL classrooms alternately. For example, the Jigsaw Model is considered to be effective to teach reading skills; the Cooperative Integrated Reading and Composition to teach reading and writing skills; the Learning Together Model to teach social skills; and Story Telling Technique to teach narrative stories (see section 2.9 for details).

In this study, the researcher employed only the Cooperative Jigsaw Model. According to Slavin (1993) and Chen (2005), the jigsaw or any other model is not a solution for all problems that are pertaining in the EFL classrooms. In line with this, the researcher suggests that the effectiveness of the use of a model as a teaching learning strategy depends on how effective the teacher is in using the model in relation to a lesson. Therefore, for the proper implementation of the models, teachers should know *where*, *when* and *how* to use them. Therefore, this needs that future research should be done on comparisons among the cooperative teaching models in order to determine whether they are effective in producing the desired outcomes.

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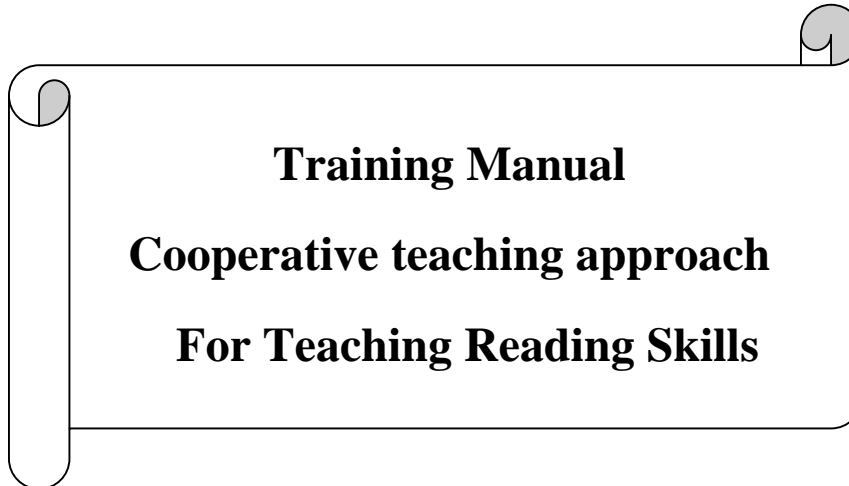
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Appendix A



Compiled by: Yoseph Mezgebu

Sources:

1. Cooperative Education Training Manual: Central Florida Community College, 2007.
2. Trainers Manual, Cooperative Problem Solving: Search for Community Ground, 2003.
3. The Literature of the Current Research

2011

Addis Ababa

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Unit One: Introduction

The objective of this study is to explore students' characteristics and their perceptions of cooperative and individualistic teaching approaches in the EFL reading classroom. To achieve this objective, two sections will be selected as the cooperative and individualistic teaching groups. Two teachers will be assigned for these groups. Individualistic teaching group of teaches the reading skills through individualistic approach, and the cooperative teaching group through the cooperative approach. To make the cooperative teaching group teacher aware of the underlying principles and assumptions of the cooperative approach, the researcher will give you training before the study. The training manual will be delivered to you as the teacher of this group prior to the commencement of the study.

The training manual has three major units with different subsections.

The first unit deals with **the introduction**. In this unit, the letter written to the teacher trainee, the training agreement form, the overall view of the training and the time allocated are included. In addition, the time breakdown to each lesson and the checklist for the training are incorporated.

The second unit discusses the **theory** underpinning the cooperative teaching approach. This helps the trainee to gain knowledge of the approach before its implementation.

In the last chapter, the **practical procedures** the teacher should implement during the study are included. The trainee will perform these procedures through model groups.

1.1. A Letter to the Teacher Trainee

Dear Teacher trainee:

First of all, I would like to appreciate your willingness to devote your time and effort that would make great contributions to the successful completion of the study. This training is attempted to share ideas on the cooperative teaching approach. The genuine follow up of the training that is offered by the researcher would result in successful implementation of the approach in the reading classroom.

After the training, you will be assigned to one section of grade 9 that is selected as a sample population for the current research. For the proper implementation of the approach, you are kindly requested to make an unreserved effort in attending the training properly and timely. For further reference during the training and for classroom use, the training manual will be given to you.

As you go through this training manual, please realize that this is slightly adapted from *the Cooperative Education Training Manual* prepared by Central Florida Community College on October 25, 2009 (rodgersj@cf.edu), *Trainers' Manual: Cooperative Problem Solving* developed by Search for Common Ground in June 2003 (<http://www.itrainonline.org/>) and the literature of this study. Thus, implementing the cooperative teaching approach based on this manual in reading classroom is hoped to be smooth and effective in achieving the intended objective.

Thank you for your cooperation!

1.2. THE TRAINING AGREEMENT FORM

This form should be completed before the beginning of training on the cooperative approach in reading classrooms

Teacher trainee's Address

Name: _____

Address: _____

Phone no: _____

E-mail: _____

Trainer's Address

Name: _____

Address:

Phone Number: _____ E-mail: _____

The training is offered from _____ to _____

I, the teacher trainee, have attended all the training sessions on the cooperative approach that offered by the researcher. Following the training, I confirm my unreserved willingness to implement the cooperative approach in reading classroom during the study. I will also follow all the procedures I am supposed to follow.

Trainee's Sign _____

Date _____

Trainer's Sign _____

Date _____

1.3. Overall View of the Training Manual

The objective of this research is to explore students' characteristics and perceptions of cooperative and individualistic teaching approach in the EFL reading classroom. In order to achieve this objective, the cooperative teaching group teacher should be aware of the underlying principles and assumptions of the cooperative teaching approach. Thus, this training manual is designed to make the teacher aware of these concepts.

The training manual is oriented to work with the actual contents of the program, specifically the students' characteristics and perceptions of the cooperative and individualistic approach in the EFL reading classroom. To this end, the training includes the approach that is employed in the study groups concerning the reading topics that are incorporated in grade 9 English text book.

The training manual is designed to familiarize the teacher about the basic principles of the cooperative teaching approach; make you learn how to structure a class in a cooperative form; give them the ability to evaluate the effect that the introduction of the cooperative teaching has on their students, and offer them the chance to have strong social skills among themselves, etc. To this end, specific and detailed contents are presented in unit 2 of the training manual.

1.4. Time Allocated to the Training

The time and date of the training will be arranged at your convenient time. The training will take place two hours long in a day, and it will last for eight hours. As a result, the theory and practice of the cooperative teaching approach will be familiar to you within the given time. For daily reference throughout the study, you will have the training manual. During the training sessions or other times, asking questions and giving comments are most welcome either.

1.5. Time Breakdown to Each Lesson

The following table shows the time allocated to each lesson during the training.

Nu	Lessons	Time
	Cooperative and individualistic approach: definitions	1hr
	The teaching approaches in the EFL classroom	1hr
	Benefits of cooperative teaching approach	1hr
	The application of elements of cooperative teaching in real classroom	1hr
	Techniques of presenting cooperative teaching	1hr
	Teacher's and learners' roles	1hr
	Practicing the procedures of the Study	2hrs

Unit Two: Contents Covered during the Training

In this unit, the contents addressed during the training are described. Before you are given the training practically, discussions will be made on the theoretical aspects of the cooperative teaching approach. The process the researcher and the teacher will come across, the contents and the techniques that will be raised during the training are discussed. Therefore, before practicing the implementation of the cooperative teaching approach, you should know the following contents.

2.1. Cooperative and Individualistic Teaching: definitions

Objective: The purpose of this lesson is to make the trainee aware of the notions related to the cooperative and traditional teaching approaches. Under this sub-section, discussions are made in the definitions of the two approaches so that you would have a clear understanding about them.

The **cooperative teaching** is defined as an instructional approach that refers to student- centered learning in which the responsibility for the type of learning required is handed over to the students.

Cooperative teaching is also defined from the group size and composition aspects. It is as an approach that deals with the formation of small groups of students with different abilities (high, middle and low), gender (male and female) or ethnicity so that they can work together on specific tasks in a way that all the students in the group benefit from the interactive experiences.

Individualistic teaching is defined as a teacher-centered approach, where students work independently and individually and have very little chance of being involved in small team. The teacher is the knowledge provider and the decision maker in the teaching-learning process.

2.2. The Teaching Approaches in the EFL Classrooms

Objective: This lesson aimed at making you clear with the underlying principles and assumptions of the approaches that are employed in the EFL classrooms alternately. In order to make you aware of the differences and similarities between the

approaches, the following points are given. Although there are different learning approaches, only the cooperative and traditional teaching approaches are described.

Cooperative Teaching	Traditional Teaching
Focus on sharing learning materials	Independent and individual learning
Maximizing group members' learning	Accomplishing one's own task
Student-centered	Teacher-centered
Individual and group performance	Achieving faster and better than others
Individual and social skills	Individual skills

2.3. The Application of Elements of Cooperative Teaching in Reading Classrooms

Objective: There are five elements that distinguish the cooperative teaching approach from others. Unless the elements are incorporated in the class, we could not have *true* cooperation among students. They are used to govern the students in their team works. Thus, this subsection aims at making you aware of the five elements you should infuse while implementing the cooperative teaching approach.

- ✓ **Positive Interdependence-** It focuses on helping one another for common achievement. Cooperation results in participants' effort for mutual assistance so that all members of the group benefit from each other's help (one's success benefits his/ her group's success).
- ✓ **Individual Accountability-**In the cooperative teaching, it is not only what students perform cooperatively but also the individual's unreserved contribution that matters for the group success. No matter how they help and encourage each other as a team, individual students must be responsible for their achievement. The students' first task should be to accomplish what has been given individually.

- ✓ **Face-to-Face Interaction-** Once teachers establish positive interdependence, they need to maximize the opportunity for students to promote their success by helping, encouraging and praising each other's effort to learn. This includes explaining how to solve problems, discussing the nature of the concepts being learned, teaching one's knowledge to a group members and connecting the present with past learning.
- ✓ **Social Skills-** This refers to the intentional development of students' social skills with each other. The way they introduce themselves and their group members to each other, and their readiness to work together is what social skills mean. The provision of opportunities for students to reflect on and evaluate the process of social interaction is also incorporated in the cooperative teaching.
- ✓ **Group Processing-** Cooperative teaching typically begins with the intentional selection of group members on the basis of predetermined criteria which have been deliberately designed to see the results of small group learning. For instance, groups may be deliberately formed to maximize heterogeneity and diversity of perspectives by grouping students with different levels of academic achievement, learning styles, ethnic or racial backgrounds, gender or ages.

2.4. Techniques of Presenting Cooperative Teaching (Jigsaw)

Objective: This research focuses on the procedures of the Cooperative Jigsaw Model. During the study, you will use specific and fixed procedures of the jigsaw model. Regarding the idea of this model, you are given the following concepts. For the implementation of the techniques, you will practice them in the next unit.

The Jigsaw Model is designed to assist students to master large amounts of contents through reading and sharing information among themselves. The relevance of this approach for second/foreign language learners is that it provides a good environment for learning reading through exploring relevant contents using purposeful interaction and the development of academic skills through carefully designed reading. The basic premise is on giving students the opportunity to share ideas with their peers. The model has its own procedures for teaching the reading skills.

2.5. Teacher's and Learner's Roles

Objective: This lesson is aimed at making the trainee aware of the roles of the teacher and the students in the cooperative teaching approach. Obviously, there are roles the teacher and the students often play in the traditional teaching approach. As a teacher, you might know them very well. There are also other roles teachers and students should maintain in the cooperative teaching approach. They are already prescribed. As an cooperative teaching group teacher, you need to study them carefully. Therefore, this subsection clearly shows the distinctions between the roles of the teacher and the students in the cooperative teaching approach.

2.5.1. Teachers' Roles

The teacher's role in the cooperative teaching classroom is to provide students with the opportunity to take the learning process and harmonize for common achievement. Thus, as an cooperative teaching group teacher, you serve as:

- (1) a **facilitator**-you should show the students the way to help one another during the teaching learning process. You teach the reading skills as well as cooperation to the students. You are not expected to give everything for them.
- (2) a **guide**- you will be there to make the students successful rather than a judge who hands out grades and mark papers with red ink. In short, you act as a guide for the students' learning process. You need to visit the students only when there is a need.

2.5.2. Students' Roles

The students are the primary target of the teaching learning process. During the study, they will form groups so that they help one another. They are interdependent, working for common achievement. They will discuss the materials to be learned together and assist each other and encourage for common achievement. Through the cooperative teaching activities, students will instruct one another for common goals.

In the cooperative teaching approach, students should be taught to **plan, monitor** and **evaluate** their own learning. That is because learning is something that requires students' direct and active involvement and participation. Maximizing their performance through cooperative teaching approach is what has been expected from the students.

In this research, therefore, the students in a group will be given the following roles so that they become planner, monitor and evaluator of their own learning:

- (1) a **leader**- his/her responsibility is to oversee the smooth functioning of the group and make sure that each member is on task.
- (2) a **recorder**- his/her responsibility is to take notes of the group discussions.
- (3) a **reporter**- he/she is responsible for reporting the group discussion to the whole class on behalf of his/ her group.

In order to ensure that each student has the chance to experience all the roles and share different responsibilities, they will be assigned to students randomly and then rotated after every unit.

Unit Three: Practicing the Procedures of the Study

Introduction: Here are the procedures you should follow while teaching reading through the cooperative teaching approach. There are two parts you should practice in the classroom. The first part is teaching your students the social skills, and the second one is teaching them how to do the tasks. They are derived from the Cooperative Jigsaw Model. You are kindly requested to follow the training properly and implement the procedures for the successful completion of the study. Before the application of the procedures in the EFL reading classroom, you will be trained on three model groups.

Each model group will have three students. They are assumed to be **high, middle** and **low** achievers. You will organize them as if you are in the actual classroom to implement the cooperative teaching approach. Then, you will apply the following procedures in the groups.

PART I: PRACTICING THE SOCIAL SKILLS

(THE COOPERATIVE JIGSAW MODEL)

N.B. In the cooperative teaching, unlike any other approach, things are done in a well structured environment. They are predetermined situations which the implementer should come about in the classroom. Therefore, the social skills should be taught to the students so that they adopt it with out any difficulty.

- ✓ First, consider the seating arrangements of the students. Instead of rows, the students should sit facing one another so that they can see each other during the group discussions. One group consists of three students. This enables students to help one another.

- ✓ You should teach the students about the social skills. This makes them help each other, listen to one another's problem and accomplish the objectives of the cooperative teaching approach. Learning the social skills help them share their resources as well as playing the assigned roles. Thus, let your students do the following:

- I. First, make the students of the same group **introduce their names** to each other.
 - II. Then, they should talk about their **hobbies, personal experiences and other non-task related issues** with their group members.
 - III. Following this, you should let one of the group members **introduce his/her friends to other groups**. This helped not only the group members but also other students know each another.
- ✓ In doing so, you should encourage the whole class to ask other students for questions, give comments or suggestions so that they get easily to know each other. The students should also be told that during the study, any discussion or debate among the groups are entertained. Ill-feelings or conflicts among the group members should be avoided. Individual students should work for the enhancement of the group's performance.

PART II: PRACTICING THE TEACHING-LEARNING PROCESS

1. After the infusion of the social skills among students, you should introduce the materials that is assigned for that particular session. Divide the tasks as per the number of students who are involved in the discussion before he/she let them begin working with it. You need to make sure that the students would have almost equal activities.
2. You should order the students to share the roles among the group members. The roles are **leaders, recorders and reporters**. Tell them that the task of:
 - I. **a leader** is to control the smooth progress of the group and make sure that every member is on task.
 - II. **a recorder** is responsible to jot down the main points of the group discussion, and
 - III. **a reporter** is responsible to report a group's performance.

In order to ensure that the students agree on taking the roles, you should tell them that the roles would be rotated to them in different times.

3. You should tell the students to do the tasks independently. While the students are doing this, encourage them to identify important information they need to share with their groups. Or students may jot down notes as a means for extracting important concepts from their task. At this time, you should move here and there to provide help whenever necessary.
4. Gather the students who studied the same topic. Then, let them discuss their findings of individual work. Encourage them to underline or jot down the main points whenever they exchange new ideas to each other. At this time, there is a probability for the different ability groups to meet together and discuss the same tasks.
5. You should make the students of the same/home group discuss the concepts, highlights and other information they feel are most important. This group also creates a summary of key points or highlighted notes which are to be shared with other groups. You do not assume individual teams could move in the right direction without some guidance. Make sure that each team prepares to teach the other groups and that students make the points you want them to make.

During this time, you should move here and there to control if the groups are heading in the right track. You may also help them whenever they request.

6. Finally, you bring all groups towards the end of the class and ask them for most important points of the discussion. You also give feedback after each presentation, and acknowledge those groups that perform better.

N.B. When you make the aforementioned procedures applicable in the EFL classroom, you are also ensuring the inclusion of the features of the cooperative teaching approach in the EFL reading classrooms.

In order to check whether the procedures are clear or not, you may tick (X) in any one of the alternatives, and reconsider the procedures if necessary. The elements 1-3 are the summary of the basic procedures of the training you have already applied with the model groups.

Cooperative Jigsaw Model	Yes	No	Comments
1. Do all students clearly identify which group they belong in and one another?			
2. Do all the students understand the task they have done in before they share with others of the same task?			
3. Do the students teach what they have done individually to the groups before reporting to the whole class?			

PART III: MANAGING RESISTANCE

There are different reasons students may resist the implementation of the cooperative teaching approach. Some students may feel that the approach is a bad experience since there might be a conflict among group members. Students may also feel unhappy with students whom they had not known before. Or they might come with negative attitude towards small team work. Thus, they may want to avoid the cooperative teaching.

In order to alleviate the problems you might face during the study, you need to be familiar with the theoretical and practical aspects of the training. Attending the training properly enable you to solve the problems/challenges.

Moreover, at the beginning of the study, there should be time for the students to understand the fundamental objectives of the implementation of the cooperative teaching approach. You should orient them. This means that your knowledge of the overall ideas of the cooperative teaching approach enables you to alleviate the problems and implement the approach smoothly.

N.B: After the training is completed, you will begin the teaching learning process through the cooperative teaching approach. At this time, the researcher will observe you to check if all the procedures are implemented properly. To this end, the following checklist will be in use during the study.

PART IV: CHECKLIST

No	Items	Yes	No	Comments
1	Does the teacher tell the students to sit in groups of three?			
2	Does he assign the students to each group heterogeneously?			
3	Does he give them the chance to introduce one another?			
4	Does the teacher introduce the materials?			
5	Does the teacher assign roles?			
6	Does the teacher distribute the tasks to the students equitably?			
7	Does the teacher check the proper utilization of the roles among			
8	Does the teacher encourage the students to do the tasks independ			
9	Does the teacher give the chance for students with the same task discuss and solve problems together?			
10	Does the teacher order them to sit in their first groups and discuss they have done independently?			
11	Does the teacher ask groups to report their answer to the whole c			
12	Does the teacher give feedback to the groups for their performan he encourage all the groups for their good participation?			

THANK YOU FOR YOUR COOPERATION!

Appendix B

Addis Ababa University
College of Humanities, Language Studies and
Journalism and Communication
Department of Foreign Languages and Literature
Postgraduate Programs

Questionnaire for Students

Section: _____ Sex: _____

Dear Respondents

This questionnaire has two parts. The purpose of the first part is to gather information on students' characteristics in the EFL cooperative reading classroom. The second part is about the perception of students on cooperative teaching. For the successful completion of this questionnaire, you are kindly requested to answer what you think and feel on the given items for the two parts. Please, read each statement carefully and respond by putting (X) mark under each alternative that most accurately represents your thinking and feeling. You can ask any question for further clarification while filling out the questionnaire. You are not supposed to write your names at any stage of the questionnaire, so your responses will be kept confidential.

Key

Strongly Agree----- 5

Agree-----4

Undecided-----3

Disagree-----2

Strongly Disagree-----1

Thank you for your Cooperation!

Part I

	Items	Alternative				
		1	2	3	4	5
1	My mind seems elsewhere when I do things in groups					
2	I am eager to learn about new things with my friends					
3	Group learning seems really worthless					
4	If I am not told to, I will not have done anything					
5	I feel that it is important to me to do things individually					
6	I have a feeling of freedom to make some of my decisions in the group					
7	I never feel quite sure of myself when I do things in a group					
8	I do not worry learning with my group members					
9	I tremble when I know that I study with individually					
10	I am usually at ease during group learning					
11	I often worry about the consequences of failing in group learning					
12	It embarrasses me to study in groups					
13	I feel that I am a person of worth in group learning					
14	I believe that I have a number of qualities to contribute					
15	I am not able to do things as well as most other group members do					
16	I certainly feel useless when I do things in a group					
17	I feel I have much to be proud when I am with friends					
18	I often blame myself when things go wrong in group learning					
19	I feel involved in learning the material when I study with my group members					
20	I do not feel focused when I am told to do things.					
21	I take a critical look at the material when I work with my group members					
22	I try to distinguish important points from the text to tell to my friends					
23	I try to connect what I am learning with things I already know					
24	I notice that I often do not understand when others tell me about the material					

I. Direction: Read the questions carefully and provide appropriate responses in the blank spaces.

1. To what extent are you satisfied in learning with other students? State briefly, please

2. To what extent do you understand the material deeply when you discuss it with your group members?

3. Do you feel anxious when you learn in a group? Yes No

Give your reasons for any of the answers you provided above, please.

4. How do you rate your qualities of learning among group members? State briefly, please

Instruction: Read each statement carefully and respond by putting (X) mark under each alternative that most accurately represents your thinking and feeling.

Part II

	Items	Alternative				
		1	2	3	4	5
1	I enjoy learning in small teams					
2	I learn to manage tasks effectively in group learning					
3	I feel that cooperative teaching is a waste of time					
4	It sounds good that I get relaxed atmosphere working in small groups					
5	I am happy that group learning is not boring					
6	I feel nervous working with others					
7	I feel that I make significant contributions to the group					
8	I feel a greater responsibility for myself and for the group					
9	I am comfortable that I learn things better when I take group roles					
10	I do not feel good when others tell me how to do things in the group					
11	I listen to and respect the idea of others					
12	I do not feel comfort in presenting my group's work in front of the whole class					
13	I am not comfortable in playing active roles in the group discussion					
14	Comments of my friends make me think the problems more deeply					
15	I am glad that I could generate ideas and share views with the group					
16	I do not think that there is equal distribution of work and contribution among group members					
17	Small team learning could help me exchange knowledge					
18	I feel discomfort that my group members are resistant					
19	I am glad that the group members rely on individual's work					
20	Working in small groups helps me understand what I learn better					
21	Learning in a group helps me get the work completed on time					
22	Learning in a group does not seem to bring a new opportunity of learning					
23	I am not sure that cooperative teaching satisfies me to learn					
24	Small team should be employed in my future learning					
25	Small teamwork is important for a deeper understanding of the material					
26	Team work makes us know each other and like each other					
27	I feel discomfort about the group members in the classroom					
28	It seems challenging to me to stay with other students with some time					
29	I do not have a feeling of belongingness to others					
30	I am happy to trust and respect other group members					
31	I enjoy that the teacher encourages us to work in small groups					
32	It is easy for me to understand the teacher's instruction					
33	The teacher does not seem to be happy to come and visit the groups					
34	I feel the teacher does not make a continuous follow up in the classroom					
35	I am happy that the teacher facilitated our group discussions					
36	I feel confident that the teacher appreciated me when I answered questions					

II. Direction: Read the questions carefully and provide appropriate responses in the blank spaces.

1. Do you enjoy working cooperatively? YES , NO

If you say YES or NO, what are your reasons?

2. Which of the roles (discussion leader/moderator, organizer, recorder, spokesperson/reporter, etc.) do you play in the group discussion?

A. _____ C. _____ E. _____
B. _____ D. _____ F. _____

How do you maintain the roles in your group?

3. Do you feel that cooperative teaching is more likely to be helpful for your future learning?

YES , NO

Give your reasons, please.

4. What are the benefits you obtain from small group learning?

5. Write the overall feelings you have about cooperative teaching? State your positive and negative feelings of the approach.

A. Positive Feelings

B. Negative Feelings

Appendix C

Addis Ababa University

College of Humanities, Language Studies and

Journalism and Communication

Department of Foreign Languages and Literature

Postgraduate Programs

Questionnaire for Students

Section: _____ Sex: _____

Dear Respondents

This questionnaire has two parts. The purpose of the first part is to gather information on students' characteristics in EFL individualistic teaching classroom. The second part is about the perception of students' towards individualistic teaching. For the successful completion of this questionnaire, you are kindly requested to answer what you think and feel on the given items. Please, read each statement carefully and respond by putting (X) mark under each alternative that most accurately represents your thinking and feeling for part I and II. You can ask any question for further clarification while filling out the questionnaire. You are not supposed to write your names at any stage of the questionnaire, so your responses will be kept confidential.

Key

Strongly Agree----- 5

Agree-----4

Undecided-----3

Disagree-----2

Strongly Disagree-----1

Thank you for your Cooperation!

Part I

	Items	Alternative				
		1	2	3	4	5
1	My mind seems elsewhere when I do things individually					
2	I am eager to learn about new things individually					
3	Individual teaching seems worthless					
4	If I am not told, I will not do anything					
5	I feel that it is important to me to do things in groups					
6	I have a feeling of freedom to make some of my own decisions individually					
7	I never feel quite sure of myself when I do things individually					
8	I do not worry while learning individually					
9	I feel tremble when I know that I study with in groups					
10	I am usually at ease in individualistic teaching					
11	I often worry about the consequences of failing in my own work					
12	It embarrasses me to study individually					
13	I feel that I am a person of worth when I do things individually					
14	I believe that I have a number of qualities to do things alone					
15	I am not individually able to do things the same as most other students do					
16	I certainly feel useless when I do things individually					
17	I feel I have much to be proud when I do things alone					
18	I often blame myself when things go wrong in my work					
19	I feel involved in learning the material when I study individually					
20	I do not feel focused when I am not told by other students					
21	I take a critical look at the material when I work individually					
22	I try to distinguish important points from the text					
23	I try to connect what I am learning with things I already know in group disc					
24	I notice that I often do not understand when others tell me about the material					

III. Direction: Read the questions carefully and provide appropriate responses in the blank spaces.

1. To what extent are you satisfied with individual teaching? State briefly, please

2. To what extent do you understand the material deeply when you work with it individually?

3. Do you feel anxious when you learn individually? ? Yes No

Give your reasons for any of the answers you provided above, please.

3. How do you rate your qualities of learning when you are alone? State briefly, please

Instruction: Read each statement carefully and respond by putting (X) mark under each alternative that most accurately represents your thinking and feeling.

Part II

	Items	Alternative				
		1	2	3	4	5
1	I enjoy learning individually					
2	I learn to manage tasks effectively in individualistic teaching					
3	I feel that individual teaching is a waste of time					
4	It sounds good that I get relaxed atmosphere while working alone					
5	I am happy that individual teaching is not boring					
6	I feel nervous working individually					
7	I feel that I make significant contributions to the class					
8	I feel a greater responsibility for my own work					
9	I am comfortable that I learn things better when I learn individually					
10	I do not feel good when I often do things individually					
11	I do not want to listen to and respect the idea of others in the class					
12	I do not feel comfort in presenting my own work in front of the class					
13	I am active enough in doing tasks individually					
14	Comments of my classmates on my work make me think the problems more					
15	I am glad that I generate ideas and share views in class					
16	I do not think that there is equal participation among students while working individually					
17	Individual teaching could help me exchange knowledge with other students					
18	I feel comfort that no one is resistant while working individually					
19	I am glad that my classmates rely on my work					
20	Working individually helps me understand what I learn better					
21	Individual teaching helps me get the work completed on time					
22	Individual teaching does not seem to bring a new opportunity of learning					
23	I am not sure that individual teaching satisfies me to learn					
24	Individual teaching should be employed in future learning					
25	Individual teaching is important for a deeper understanding of the material					
26	Individualistic teaching makes us know each other and like each other					
27	I feel discomfort about the classmates in individualistic teaching					
28	It seems challenging to me to stay alone with some time					
29	I do not have a feeling of belongingness to others					
30	I am happy to trust and respect other classmates					
31	I enjoy that the teacher encourages us to work individually					
32	It is easy for me to understand the teacher's instruction					
33	The teacher does not seem to be happy to come and visit me					
34	I feel the teacher did not make a continuous follow up in the classroom					
35	I am happy that the teacher facilitates individual work					
36	I feel confident that the teacher appreciates me when I answer questions					

IV. Direction: Read the questions carefully and provide appropriate responses in the blank spaces.

1. Do you enjoy working individually? YES , NO

If you say YES or NO, what are your reasons?

2. Do you feel that individualistic teaching is more likely to be helpful for your future learning? YES , NO

Give your reasons, please.

3. What are the benefits you obtain from individualistic teaching?

4. Write the overall feelings you have about individualistic teaching? State your positive and negative feelings of the approach.

A. Positive Feelings

B. Negative Feelings

Appendix D

Interview Questions

1. To what extent did you employ your roles in implementing the cooperative approach? Which of the roles were more effective?
2. How did you see these roles as compared to the roles you employed in the traditional approach?
3. How did students react towards the cooperative approach in reading classrooms?
4. What challenges did you face while implementing the cooperative approach in the classrooms?
5. How did you react to the challenges of the cooperative approach in reading classrooms?
6. How do you rate the cooperative approach to teach reading? State briefly, please.
7. Do you think the cooperative approach will aid your future job? Why? How about the traditional/individualistic approach?
8. Do you think the cooperative approach will help students' future learning? Why? How about the traditional approach?
9. Which of the approaches do you like to be implemented in your school, the cooperative or the traditional teaching? Why?

Thank you for your cooperation!

Appendix E

Cooperative Teaching Group Questionnaire Results on Perception

Item no	Pre-questionnaire result					Post- questionnaire result				
	SD (1)	D (2)	U (3)	A (4)	SA (5)	SD (1)	D (2)	U (3)	A (4)	SA (5)
1	1	3	0	9	8	2	0	1	10	8
2	2	2	2	9	6	2	1	1	8	9
3	5	11	2	2	1	6	10	2	3	0
4	6	5	1	5	4	6	4	3	5	3
5	3	2	1	7	8	2	0	3	6	6
6	9	11	0	0	1	10	6	1	2	2
7	4	0	2	2	13	3	0	0	8	10
8	1	0	2	6	12	2	1	0	7	11
9	1	1	1	6	12	3	1	2	4	11
10	11	6	1	0	3	11	5	0	4	1
11	2	3	1	5	10	4	1	1	9	6
12	1	2	3	2	13	6	4	4	5	2
13	3	0	0	5	13	6	7	3	2	3
14	1	1	0	5	14	3	2	2	6	8
15	3	1	1	5	11	2	0	2	8	9
16	9	6	1	4	1	1	2	1	8	9
17	4	2	0	9	6	4	1	1	7	8
18	8	7	1	3	2	7	6	1	4	3
19	2	3	2	6	8	4	6	1	4	6

20	0	0	1	3	17	1	2	2	3	13
21	2	0	0	9	10	3	3	1	9	5
22	13	5	0	2	1	11	4	3	1	2
23	2	0	0	7	12	5	2	0	7	7
24	0	0	0	6	15	2	2	0	7	10
25	0	0	2	6	13	2	0	0	4	15
26	0	1	0	8	12	3	1	1	5	10
27	8	4	1	4	4	11	5	3	1	1
28	4	3	0	10	4	10	4	3	1	2
29	11	6	3	1	0	10	8	1	1	1
30	1	0	0	8	12	2	0	1	4	14
31	8	1	0	5	7	3	2	1	7	8
32	2	5	0	6	8	2	1	2	10	6
33	11	7	0	1	2	8	11	0	1	1
34	11	3	2	3	2	5	11	0	3	2
35	7	1	1	10	2	1	3	1	6	10
36	2	6	0	5	8	2	1	1	5	12

Appendix F

Individualistic Teaching Group Questionnaire Results on Perception

Item no	Pre-questionnaire result					Post- questionnaire result				
	SD (1)	D (2)	U (3)	A (4)	SA (5)	SD (1)	D (2)	U (3)	A (4)	SA (5)
1	16	4	0	1	0	13	2	4	1	1
2	6	6	3	2	4	6	6	4	1	4
3	5	4	2	5	5	3	2	9	2	5
4	9	1	2	6	3	9	3	2	3	5
5	10	4	1	4	2	6	8	2	3	2
6	2	4	6	5	4	4	3	4	3	7
7	6	7	4	1	3	9	5	2	5	0
8	7	3	1	1	9	4	4	3	3	7
9	10	4	2	0	5	5	6	2	5	3
10	5	2	1	3	10	6	2	3	5	5
11	14	4	2	1	0	9	2	2	1	7
12	14	2	3	0	2	8	2	4	2	5
13	6	7	3	1	3	2	6	1	5	6
14	1	0	0	4	16	3	0	3	5	10
15	3	1	2	6	8	4	0	3	4	10
16	6	0	2	6	7	2	2	1	4	12
17	10	7	0	0	4	8	4	2	3	4
18	8	5	2	3	3	7	5	4	3	2
19	4	2	4	4	7	8	2	6	4	1

20	9	9	0	1	2	7	5	2	4	3
21	7	5	1	7	1	7	4	1	7	2
22	3	4	3	2	9	5	1	3	6	6
23	5	1	0	5	10	5	0	1	6	9
24	10	4	1	3	3	11	1	2	3	4
25	9	7	0	4	1	10	4	2	3	2
26	17	2	0	1	1	17	1	1	2	0
27	1	0	0	15	5	1	3	0	6	11
28	3	5	1	4	8	2	3	1	6	9
29	10	7	3	1	0	7	3	1	3	7
30	2	0	0	6	13	4	2	1	7	7
31	7	7	3	3	1	4	5	2	7	3
32	7	7	1	5	1	6	4	0	7	4
33	3	5	4	6	3	3	9	1	4	4
34	3	4	2	7	5	3	6	1	6	5
35	8	7	1	3	2	7	3	2	3	6
36	1	0	1	3	16	3	0	0	5	13

Appendix G

Cooperative Teaching Group Questionnaire Results on Characteristics

Item no	Pre-questionnaire result					Post- questionnaire result				
	SD (1)	D (2)	U (3)	A (4)	SA (5)	SD (1)	D (2)	U (3)	A (4)	SA (5)
1	12	4	0	4	1	13	3	2	2	1
2	0	0	1	5	15	0	0	2	4	15
3	11	7	0	2	1	8	7	1	3	2
4	7	9	2	3	0	7	7	2	4	1
5	1	0	0	9	11	2	0	0	9	10
6	0	3	1	11	6	1	1	3	7	9
7	4	11	2	3	1	9	10	1	0	0
8	8	3	0	8	2	3	0	1	10	7
9	13	4	1	1	1	10	6	1	3	1
10	2	1	1	5	12	1	1	0	8	11
11	10	2	2	4	2	8	5	3	3	2
12	13	6	1	1	0	13	5	0	2	1
13	1	1	1	8	10	2	1	2	9	7
14	2	2	0	7	10	1	0	0	9	11
15	14	4	1	1	1	14	5	0	1	1
16	13	7	0	0	1	11	8	2	0	0
17	1	1	1	5	12	2	0	0	9	10
18	10	2	2	6	1	6	5	1	8	1
19	5	2	2	7	5	0	2	0	8	11

20	9	8	0	2	1	14	4	0	3	0
21	5	4	1	5	6	2	2	0	10	7
22	2	0	1	6	12	2	2	1	8	8
23	2	0	1	7	11	2	1	0	7	11
24	13	2	0	4	2	14	6	0	0	1

Appendix H

Individualistic Teaching Group Questionnaire Results on Characteristics

Item no	Pre-questionnaire result					Post- questionnaire result				
	SD (1)	D (2)	U (3)	A (4)	SA (5)	SD (1)	D (2)	U (3)	A (4)	SA (5)
1	7	4	2	4	4	6	8	2	2	3
2	7	5	3	6	0	4	2	4	5	6
3	1	3	4	7	6	7	4	5	1	4
4	12	5	0	2	2	11	3	0	6	1
5	1	2	1	5	12	4	1	2	5	9
6	5	5	3	3	5	7	2	4	3	5
7	5	4	0	7	5	3	4	2	3	9
8	9	4	1	5	2	5	4	4	4	4
9	13	5	0	2	1	7	6	4	0	4
10	9	6	1	4	1	5	5	5	5	1
11	6	6	3	2	4	7	7	2	1	4
12	7	7	2	2	3	7	3	6	1	4
13	7	2	0	8	3	2	2	4	5	8
14	3	2	2	7	7	7	1	2	3	8
15	2	0	1	3	15	1	1	2	7	10
16	4	7	5	3	2	6	2	3	4	6
17	6	3	0	7	5	2	0	4	3	12
18	3	4	1	4	9	3	0	6	3	9
19	7	3	2	7	2	3	1	2	5	10

20	15	4	1	0	0	11	5	1	2	2
21	2	2	2	7	7	0	3	3	5	10
22	1	0	0	11	6	0	0	2	6	13
23	2	1	1	4	13	0	0	6	5	10
24	12	2	2	0	2	9	2	4	2	4

Appendix I

Cooperative and Individualistic Teaching Groups Response on yes/no Based Questions

Item	Respondents before the implem.				Respondents after the implem.			
	Yes		No		Yes		No	
Do you feel anxious you learn in groups?	Fre	%	Fre	%	Fre	%	Fre	%
		9	42.86		57.14		23.81	1

Item	Respondents before the implem.				Respondents after the implem.			
	Yes		No		Yes		No	
Do you feel anxious learn in individually?	Fre	%	Fre	%	Fre	%	Fre	%
		11	52.38	10	47.62	12	57.14	9

Item	Respondents before the implem.				Respondents after the implem.			
	Yes		No		Yes		No	
	Fre	%	Fre	%	Fre	%	Fre	%
Do you enjoy working cooperatively?	16	70.19	5	23.81	19	90.48	2	9.52

Item	Respondents before the Implem.				Respondents after the implem.			
	Yes		No		Yes		No	
	Fre	%	Fre	%	Fre	%	Fre	%
Do you enjoy working individually?	3	14.26	18	85.71	7	33.33	14	66.67

Item	Respondents before the implem.				Respondents after the implem.			
	Yes		No		Yes		No	
Do you think CL is helpful for your future learning	Fre	%	Fre	%	Fre	%	Fre	%
		20	95.24	1	4.76	20	95.24	1

Item	Respondents before the implem.				Respondents after the implem.			
	Yes		No		Yes		No	
Do you think individualistic teaching is helpful for your future learning	Fre	%	Fre	%	Fre	%	Fre	%
		6	28.57	15	71.43	6	28.57	15

Appendix J

Addis Ababa University

College of Humanities, Language Studies and

Journalism and Communication

Department of Foreign Languages and Literature

Postgraduate Programs

Questionnaire for Students

Section: _____ Sex: _____

Dear Respondents

This questionnaire has two parts. The purpose of the first part is to gather information on students' characteristics in the EFL cooperative reading classroom. The second part is about the perception of students on cooperative teaching. For the successful completion of this questionnaire, you are kindly requested to answer what you think and feel on the given items for the two parts. Please, read each statement carefully and respond by putting (X) mark under each alternative that most accurately represents your thinking and feeling. You can ask any question for further clarification while filling out the questionnaire. You are not supposed to write your names at any stage of the questionnaire, so your responses will be kept confidential.

Key

Strongly Agree----- 5

Agree-----4

Undecided-----3

Disagree-----2

Strongly Disagree-----1

Thank you for your Cooperation!

Part 1

No.	Items	Alternatives				
		1	2	3	4	5
1	My mind seems elsewhere when I do things in groups					
2	I am eager to learn about new things with my friends					
3	Group learning seems really worthless					
4	If I am not told to, I will not have done anything					
5	I feel that it is important to me to do things individually					
6	I have a feeling of freedom to make some of my decisions in the group					
7	I never feel quite sure of myself when I do things in a group					
8	I do not worry learning with my group members					
9	I tremble when I know that I study with individually					
10	I am usually at ease during cooperative teaching					
11	I often worry about the consequences of failing in group learning					
12	It embarrasses me to study in groups					
13	I feel that I am a person of worth in cooperative teaching					
14	I believe that I have a number of qualities to contribute					
15	I am not able to do things as well as most other group members do					
16	I certainly feel useless when I do things in a group					
17	I feel I have much to be proud when I am with friends					
18	I often blame myself when things go wrong in group learning					
19	I feel involved in learning the material when I study with my group members					
20	I do not feel focused when I am told to do things.					
21	I take a critical look at the material when I work with my group members					
22	I try to distinguish important points from the text to tell to my friends					
23	I try to connect what I am learning with things I already know					
24	I notice that I often do not understand when others tell me about the material					

V. Direction: Read the questions carefully and provide appropriate responses in the blank spaces.

1. To what extent are you satisfied in learning with other students? State briefly, please

2. To what extent do you understand the material deeply when you discuss it with your group members?

3. Do you feel anxious when you learn cooperatively? Yes No

Give your reasons for any of the answers you provided above, please.

5. How do you rate your qualities of learning among group members? State briefly, please

Instruction: Read each statement carefully and respond by putting (X) mark under each alternative that most accurately represents your thinking and feeling.

Part II

No.	Items	Alternatives				
		1	2	3	4	5
1	I enjoy learning in small teams					
2	I learn to manage tasks effectively in group learning					
3	I feel that learning in a group is a waste of time					
4	It sounds good that I get relaxed atmosphere working in small groups					
5	I am happy that learning in a group is not boring					
6	I feel nervous working with others					
7	I feel that I make significant contributions to the group					
8	I feel a greater responsibility for myself and for the group					
9	I am comfortable that I learn things better when I take group roles					
10	I do not feel good when others tell me how to do things in the group					
11	I listen to and respect the idea of others					
12	I do not feel comfort in presenting my group's work in front of the whole class					
13	I am not comfortable in playing active roles in the group discussion					
14	Comments of my friends make me think the problems more deeply					
15	I am glad that I could generate ideas and share views with the group					
16	I do not think that there is equal distribution of work and contribution among the group members					
17	Small team learning could help me exchange knowledge					
18	I feel discomfort that my group members are resistant					
19	I am glad that the group members rely on individual's work					
20	Working in small groups helps me understand what I learn better					
21	Learning in a group helps me get the work completed on time					
22	Group learning does not seem to bring a new opportunity of learning					
23	I am not sure that group learning satisfies me to learn					
24	Small teamwork should be employed in my future learning					
25	Small teamwork is important for a deeper understanding of the material					
26	Team work makes us know each other and like each other					
27	I feel discomfort about the group members in the classroom					
28	It seems challenging to me to stay with other students with some time					
29	I do not have a feeling of belongingness to others					
30	I am happy to trust and respect other group members					
31	I enjoy that the teacher encourages us to work in small groups					
32	It is easy for me to understand the teacher's instruction					
33	The teacher does not seem to be happy to come and visit the groups					
34	I feel the teacher does not make a continuous follow up in the classroom					
35	I am happy that the teacher facilitated our group discussions					
36	I feel confident that the teacher appreciated me when I answered questions					

VI. Direction: Read the questions carefully and provide appropriate responses in the blank spaces.

6. Do you enjoy working cooperatively? YES , NO

If you say YES or NO, what are your reasons?

7. Which of the roles (discussion leader/moderator, organizer, recorder, spokesperson/reporter, etc.) do you play in the group discussion?

A. _____ C. _____ E.

B. _____ D. _____ F.

How do you maintain the roles in your group?

8. Do you feel that cooperative teaching is more likely to be helpful for your future learning? YES , NO

Give your reasons, please.

9. What are the benefits you obtain from small group learning?

10. Write the overall feelings you have about small team learning? State your positive and negative feelings of the approach.

A. Positive Feelings

B. Negative Feelings

Appendix K

Addis Ababa University

College of Humanities, Language Studies and

Journalism and Communication

Department of Foreign Languages and Literature

Postgraduate Programs

Questionnaire for Students

Section: _____ Sex: _____

Dear Respondents

This questionnaire has two parts. The purpose of the first part is to gather information on students' characteristics in the EFL reading classroom. The second part is about the perception of students' towards individualistic/ traditional teaching. For the successful completion of this questionnaire, you are kindly requested to answer what you think and feel on the given items. Please, read each statement carefully and respond by putting (X) mark under each alternative that most accurately represents your thinking and feeling for part I and II. You can ask any question for further clarification while filling out the questionnaire. You are not supposed to write your names at any stage of the questionnaire, so your responses will be kept confidential.

Key

Strongly Agree----- 5

Agree-----4

Undecided-----3

Disagree-----2

Strongly Disagree-----1

Thank you for your Cooperation!

Part I

	Items	Alternative				
		1	2	3	4	5
1	My mind seems elsewhere when I do things individually					
2	I am eager to learn about new things individually					
3	Individual teaching seems worthless					
4	If I am not told, I will not do anything					
5	I feel that it is important to me to do things in groups					
6	I have a feeling of freedom to make some of my own decisions individually					
7	I never feel quite sure of myself when I do things individually					
8	I do not worry while learning individually					
9	I feel tremble when I know that I study with in groups					
10	I am usually at ease in individualistic teaching					
11	I often worry about the consequences of failing in my own work					
12	It embarrasses me to study individually					
13	I feel that I am a person of worth when I do things individually					
14	I believe that I have a number of qualities to do things alone					
15	I am not individually able to do things the same as most other students do					
16	I certainly feel useless when I do things individually					
17	I feel I have much to be proud when I do things alone					
18	I often blame myself when things go wrong in my work					
19	I feel involved in learning the material when I study individually					
20	I do not feel focused when I am not told by other students					
21	I take a critical look at the material when I work individually					
22	I try to distinguish important points from the text					
23	I try to connect what I am learning with things I already know in group disc					
24	I notice that I often do not understand when others tell me about the material					

VII. Direction: Read the questions carefully and provide appropriate responses in the blank spaces.

1. To what extent are you satisfied with individual teaching? State briefly, please

2. To what extent do you understand the material deeply when you work with it individually?

3. Do you feel anxious when you learn individually? Yes No

Give your reasons for any of the answers you provided above, please.

4. How do you rate your qualities of learning when you are alone? State briefly, please

Read each statement carefully and respond by putting (X) mark under each alternative that most accurately represents your thinking and feeling.

Part II

	Items	Alternative				
		1	2	3	4	5
1	I enjoy learning individually					
2	I learn to manage tasks effectively in individualistic teaching					
3	I feel that individual teaching is a waste of time					
4	It sounds good that I get relaxed atmosphere while working alone					
5	I am happy that individual teaching is not boring					
6	I feel nervous working individually					
7	I feel that I make significant contributions to the class					
8	I feel a greater responsibility for my own work					
9	I am comfortable that I learn things better when I learn individually					
10	I do not feel good when I often do things individually					
11	I do not want to listen to and respect the idea of others in the class					
12	I do not feel comfort in presenting my own work in front of the class					
13	I am active enough in doing tasks individually					
14	Comments of my classmates on my work make me think the problems more					
15	I am glad that I generate ideas and share views in class					
16	I do not think that there is equal participation among students while working individually					
17	Individual teaching could help me exchange knowledge with other students					
18	I feel comfort that no one is resistant while working individually					
19	I am glad that my classmates rely on my work					
20	Working individually helps me understand what I learn better					
21	Individual teaching helps me get the work completed on time					
22	Individual teaching does not seem to bring a new opportunity of learning					
23	I am not sure that individual teaching satisfies me to learn					
24	Individual teaching should be employed in future learning					
25	Individual teaching is important for a deeper understanding of the material					
26	Individualistic teaching makes us know each other and like each other					
27	I feel discomfort about the classmates in individualistic teaching					
28	It seems challenging to me to stay alone with some time					
29	I do not have a feeling of belongingness to others					
30	I am happy to trust and respect other classmates					
31	I enjoy that the teacher encourages us to work individually					
32	It is easy for me to understand the teacher's instruction					
33	The teacher does not seem to be happy to come and visit me					
34	I feel the teacher did not make a continuous follow up in the classroom					
35	I am happy that the teacher facilitates individual work					
36	I feel confident that the teacher appreciates me when I answer questions					

VIII. Direction: Read the questions carefully and provide appropriate responses in the blank spaces.

5. Do you enjoy working individually? YES , NO

If you say YES or NO, what are your reasons?

6. Do you feel that individualistic teaching is more likely to be helpful for your future learning? YES , NO

Give your reasons, please.

7. What are the benefits you obtain from individualistic teaching?

8. Write the overall feelings you have about individualistic teaching? State your positive and negative feelings of the approach.

A. Positive Feelings

B. Negative Feelings

Appendix L

Interview Questions

1. To what extent did you employ your roles in implementing the cooperative approach? Which of the roles were more effective?
2. How did you see these roles as compared to the roles you employed in the traditional approach?
3. How did students react towards the cooperative approach in reading classrooms?
4. What challenges did you face while implementing the cooperative approach in the classrooms?
5. How did you react to the challenges of the cooperative approach in reading classrooms?
6. How do you rate the cooperative approach to teach reading? State briefly, please.
7. Do you think the cooperative approach will aid your future job? Why? How about the traditional/individualistic approach?
8. Do you think the cooperative approach will help students' future learning? Why? How about the traditional approach?
9. Which of the approaches do you like to be implemented in your school, the cooperative or the traditional teaching? Why?

Appendix M

Cooperative Teaching Group Questionnaire Results on Characteristics

Item no	Pre-questionnaire result					Post- questionnaire result				
	SD (1)	D (2)	U (3)	A (4)	SA (5)	SD (1)	D (2)	U (3)	A (4)	SA (5)
1	9	6	5	6	4	18	5	5	1	1
2	4	6	0	7	13	1	0	4	11	14
3	15	9	3	2	1	11	12	1	3	3
4	10	10	5	1	4	15	5	2	4	4
5	4	6	3	9	8	1	3	1	10	15
6	6	6	3	7	8	3	4	2	10	11
7	8	10	1	5	6	17	9	1	2	1
8	10	6	2	4	8	4	1	2	13	10
9	11	6	2	5	6	13	6	2	5	4
10	7	4	4	7	8	3	1	4	9	13
11	9	2	1	10	8	11	9	2	5	3
12	10	4	1	3	12	17	5	1	2	5
13	4	7	3	8	8	1	2	3	10	14
14	5	11	2	6	6	3	3	1	11	12
15	13	6	1	7	3	15	6	2	6	2
16	12	6	0	2	10	7	5	1	8	9
17	3	6	1	7	13	1	2	1	10	16
18	9	2	0	7	12	7	3	1	12	7
19	9	8	2	3	8	2	1	1	11	15

20	7	6	0	6	7	15	9	2	2	2
21	6	12	1	5	6	1	3	1	11	14
22	10	9	0	5	6	3	1	1	14	11
23	3	3	2	10	12	2	2	1	9	16
24	4	7	0	5	14	18	6	1	3	2

Appendix N

Individualistic Teaching Group Questionnaire Results on Characteristics

Item no	Pre-questionnaire result					Post- questionnaire result				
	SD (1)	D (2)	U (3)	A (4)	SA (5)	SD (1)	D (2)	U (3)	A (4)	SA (5)
1	7	5	1	10	7	4	8	2	7	9
2	9	3	1	7	10	8	5	0	9	9
3	11	2	2	6	9	12	2	1	7	8
4	8	6	0	9	7	10	5	0	8	7
5	7	3	3	7	10	6	5	1	7	10
6	4	3	0	8	15	6	2	0	12	10
7	2	4	1	12	11	3	3	0	11	13
8	5	4	2	8	11	4	4	2	10	10
9	8	4	1	9	9	8	5	0	9	8
10	10	9	2	5	4	9	11	0	3	7
11	4	3	2	11	10	5	2	1	11	11
12	9	6	1	10	4	7	6	0	9	8
13	5	6	2	9	8	6	8	2	5	9
14	4	7	1	8	10	5	3	2	12	8
15	3	2	0	12	13	2	4	1	9	14
16	7	8	1	8	6	9	7	1	5	8
17	11	8	2	4	5	9	10	0	7	4
18	4	2	2	9	13	3	1	2	13	11
19	4	5	1	9	11	4	3	1	10	12

20	9	8	0	7	7	7	6	0	9	8
21	5	4	3	8	10	12	8	1	7	2
22	8	4	2	7	9	13	7	0	6	4
23	4	5	4	9	8	10	13	0	4	3
24	10	3	2	6	9	7	5	1	9	8

Appendix O

Cooperative Teaching Group Questionnaires Results on Perception

Item no.	Pre-questionnaire result					Post- questionnaire result				
	SD (1)	D (2)	U (3)	A (4)	SA (5)	SD (1)	D (2)	U (3)	A (4)	SA (5)
1	8	5	1	11	5	3	4	1	10	12
2	12	6	2	9	1	3	3	2	11	11
3	3	10	0	9	8	11	12	2	4	1
4	9	8	1	3	9	5	3	1	9	12
5	6	4	0	10	10	5	5	1	9	10
6	4	6	0	14	6	12	9	2	4	3
7	7	9	2	2	10	2	3	1	15	9
8	8	2	1	7	12	1	0	1	14	14
9	10	8	5	4	3	4	4	1	11	10
10	4	4	2	7	13	10	6	0	6	8
11	8	1	0	7	14	3	5	2	13	8
12	3	1	0	10	16	1	2	1	10	16
13	4	6	1	10	9	14	8	2	3	3
14	7	7	2	8	6	2	4	1	11	12
15	11	9	1	5	4	2	1	3	7	17
16	7	6	0	10	7	12	9	1	4	4
17	9	6	0	5	10	0	3	1	17	9
18	5	7	2	9	7	11	7	1	4	7
19	13	8	3	2	4	1	2	2	14	11

20	9	8	1	3	9	2	4	1	8	15
21	7	6	3	10	4	3	2	1	13	11
22	11	4	2	8	5	14	6	3	2	5
23	4	1	3	7	15	12	5	1	7	5
24	2	3	1	17	7	1	0	1	17	11
25	11	6	2	6	5	3	1	1	7	18
26	2	7	3	8	10	2	6	3	11	8
27	6	3	7	9	5	1	2	1	12	14
28	4	5	0	13	8	3	2	1	13	11
29	8	5	2	7	8	13	5	3	2	7
30	3	3	3	10	11	1	2	1	16	10
31	6	11	1	5	8	2	3	1	13	11
32	3	10	2	11	4	2	0	4	9	15
33	9	2	0	10	9	9	8	3	5	10
34	5	2	1	11	11	8	13	0	6	3
35	7	11	2	7	3	2	5	0	7	16
36	9	10	1	3	7	4	0	2	8	16

Appendix P

Individualistic Teaching Group Questionnaire Results on Perception

Item no.	Pre-questionnaire result					Post- questionnaire result				
	SD (1)	D (2)	U (3)	A (4)	SA (5)	SD (1)	D (2)	U (3)	A (4)	SA (5)
1	11	6	2	6	5	6	1	1	12	10
2	7	9	4	5	5	2	4	3	8	13
3	5	10	1	7	7	6	7	2	5	10
4	9	7	3	6	5	4	5	1	8	12
5	7	5	1	9	8	8	5	2	7	8
6	5	8	3	8	6	9	9	1	7	4
7	9	7	3	6	5	3	6	1	8	12
8	6	6	1	9	8	3	5	1	6	15
9	11	4	2	6	7	4	2	2	10	12
10	8	3	4	10	5	7	5	1	8	9
11	12	5	1	4	8	10	9	1	6	4
12	4	5	3	9	9	6	7	1	7	9
13	9	8	3	5	5	3	3	1	9	14
14	4	6	4	5	11	5	4	2	9	10
15	7	8	1	7	7	8	6	3	10	3
16	4	2	1	11	9	3	3	4	10	10
17	11	8	2	4	5	14	6	1	6	3
18	10	7	1	7	5	3	3	1	9	14
19	6	8	2	9	5	7	6	2	7	8

20	4	11	5	4	6	3	7	4	8	8
21	12	6	1	6	5	3	2	2	9	14
22	6	7	2	7	8	5	8	4	7	6
23	9	8	1	5	7	12	8	3	5	2
24	11	5	3	5	6	4	1	2	7	16
25	3	10	4	9	4	4	1	3	10	12
26	7	8	2	7	6	3	4	1	9	13
27	8	7	1	9	5	9	6	2	6	7
28	4	7	3	8	8	11	7	1	5	6
29	6	8	3	6	7	8	7	2	7	6
30	5	7	4	6	8	3	2	2	11	12
31	9	8	1	5	9	4	3	1	9	13
32	5	7	3	10	5	4	3	2	10	11
33	6	9	3	5	7	11	8	1	5	5
34	7	6	2	9	6	8	7	2	6	5
35	9	8	4	5	4	2	5	1	8	14
36	4	7	1	5	13	1	2	1	14	12

Appendix Q

Interview Responses

Interviewer: To what extent did you employ your roles in the cooperative teaching? Which of the roles were effective?

Interviewee: I use roles like a facilitator and guide in the classroom. The students' roles were as a chairperson, recorder and reporter. Most of the activities were done by the students themselves. I was there to give input for the students

Interviewer: How did you see the roles in the cooperative teaching as compared to the roles you employed in the traditional approach you were using in your classroom?

Interviewee: Oh, the roles are very important because students give attention to their learning and take responsibility in order to carry out and achieve their goals. The students are very interested. In the cooperative teaching, the students got the social skills. They helped each other and develop the idea of interpersonal relationship.

Interviewer: How about in the traditional teaching approach you employed?

Interviewee: Oh, in the traditional approach, I never used these roles because no one in the classroom was given responsibility for these roles. Therefore, the students are simply given activities as a whole class and no one has a role and it has a very great impact on their learning, but the new approach is important.

Interviewer: You employ the cooperative teaching approach in your classroom. How did you see the students' reaction to the cooperative teaching approach?

Interviewee: The students were very interested in performing these activities, because whenever they were given these activities they were motivated and encouraged their activities, to cover their work and generally they were eager and they like it. Thus, this approach is interesting since it helps the teacher as well as it makes students work hard now and then.

Interviewer: Any other?

Interviewee: Cooperative teaching made learning better because the students were not working individually the whole time but with other students. If one did not understand something and had difficulty with a concept, there were others to explain.

Interviewer: What were the challenges you faced while implementing the cooperative teaching approach? The problems you faced. What are they?

Interviewee: At the beginning students were just confused. They did not have the experience before. While telling them the first time, they were confused. But gradually when I told them how to conduct the tasks, they liked it through time. The problem that I have faced was initially they were confused in doing the activities. Helping one another was not as such effective. Through time they liked it the problem was solved.

Interviewer: At the beginning, we grouped students in to three. Did you find all the students more interested in receiving the cooperative teaching approach?

Interviewee: The low achieves were supported by the high achievers, and they supported each other. But the low achievers were very interested to learn through the cooperative teaching approach. The high achievers were a bit resistant. They requested to learn individually and based on their preference. They liked to select the group based on their preference.

Interviewer: How did react to the challenges you faced? Or how did you respond for the challenge?

Interviewee: I told them the procedures the way to do the activities and share the activities among the group members among them and through time they adopt it. Of course at the beginning I thought I would be difficult even for myself because of the number of students I had in one section.

Interviewer: How do you rate the cooperative teaching approach to teach reading?

Interviewee: It is very effective way of teaching reading. The reason is because whenever the text is divided and given to students, each of them give attention to that text and why they joined to other students of the same text, they suggest the text as they have the opportunity to read the text and they also share idea from their partner with the same text and when they come back to their original group, they share or reflect the idea they got from their part.

Interviewer: Previously you employed the traditional approach as you told me, but during the experiment you employed the cooperative teaching approach. Which one is more important for your job? Why?

Interviewee: If it is effectively implemented, the cooperative teaching approach is by far the most useful approach in teaching reading because it has useful technique in order to understand the text. Therefore, it is the best approach if properly implemented.

Interviewer: Can you tell me the importance of cooperative approach for students' future education?

Interviewee: Well it enables to comprehend the text and the other it gives purposeful approach to the text and the students focus on the text for mutual benefit. However, in the traditional teaching approach, it was difficult to promote the students performance in reading. They did not participate. Only some students raised their hands and provide answers for the questions. I was not even aware of applying techniques that would enable the students learn the reading skill better.

Interviewer: Have you faced any problem when you implement the cooperative teaching approach in your classroom?

Interviewee: The problems occur when the teachers do not properly implement the techniques that are expected to be implemented there.

Interviewer: What were the problems you actually faced while implementing the cooperative teaching approach?

Interviewee: Actually the problems I faced were as I told you earlier some students were resistant at the beginning. There was also noise sometimes in the middle of the discussion. I could not control the students when they created unnecessary noise. It was in short unmanageable.

Interviewer: How do you rate the cooperative teaching approach in enhancing students' participation? Did it enable them to participate more as compared to the traditional one?

Interviewee: In the traditional method students were told to the texts individually and they are not responsible to express what they've read from the text. They may be leis fare. I did not also give them the chance to participate. Most of the interactions were taking place between the teacher and the students. When you see the cooperative teaching, students give attention to their part and also ready to accept their friend's work. Therefore, there is a big difference between the cooperative and traditional approach in enabling students participate or students involvement in the text.

Interviewer: Do you feel that individual and silent reading get weight in the cooperative teaching?

Interviewee: Whenever students read individually they receive information and they are also expected to report to other students. Therefore, they pay attention to individualistic and group learning.

Interviewer: Have you school employed the cooperative teaching approach before?

Interviewee: Not yet. As far as I know English teachers have not knowledge related to practicing this approach and teachers use the traditional approach to teach reading skills. It is the first time that I implemented this method during the experiment after you oriented me.

Interviewer: Can you say something about the implementation of the cooperative teaching approach for your school?

Interviewee: It is not questionable.

Interviewer: Why?

Interviewee: Because when I compare the traditional approach and the cooperative teaching, the students in the traditional group were not actively participate in responding the interviewer questions after reading. When I implement the cooperative teaching and ask them for participation, they did it interestingly, actively. Therefore, I myself like it and also the students like it, because the students were actively after the approach was introduced.

Interviewer: How about your side?

Interviewee: To my side I considered it the best approach to be implemented.

Interviewer: Why?

Interviewee: Because I told you it involves students in the work, it makes students to participate and it is used for the better understanding of the text.

Interviewer: What are the drawbacks of the cooperative teaching you would like to mention?
Any draw back you faced in the cooperative teaching approach?

Interviewee: Some times in the group formation, when one student moves from one to the other group, it formed noise.

Interviewer: Any other problem?

Interviewee: No other problem.

Interviewer: You told me earlier that the high achievers were resistant. What mechanisms do you employ to make them involved in the approach?

Interviewee: We should inform them that reading for the mutual understanding of the text. They were told that if they work hard, they would be appreciated. Otherwise their work become minimized and their mutual benefit. I tried to convince by giving such kind of information.

Interviewer: How do you describe the importance of the traditional vs. Cooperative teaching approaches in enhancing students' reading comprehension performance?

Interviewee: The cooperative teaching approach is very important to students because they digest or read the text again and again and they have the opportunity to understand the text. And they have the opportunity to learn one from the other. When we come to the traditional teaching approach, any one has no any opportunity to learn one from the other. That is the major problem of the individualistic approach. No one has opportunity to learning one from the other. That is the big problem.

Interviewer: You told me that teachers in your school did not implement the cooperative teaching approach. What do you think is the reason?

Interviewee: To tell you frankly. I did not have any idea about the new approach. We did not have awareness how to implement the cooperative teaching approach. But from now onwards I have to use it.

Interviewer: How did you feel about the cooperative teaching approach in your school?

Interviewee: At the beginning I thought it would be difficult to implement it because of the techniques seemed difficult when I saw during the training. But later on I came to realize that the approach is important even for large class size. When students are grouped in to three, you are able to manage the class.

Interviewer: Can you tell me based on your teaching experience?

Interviewee: Yah, it is difficult to manage students in the individualistic approach. But when we come to the cooperative teaching approach, all the problems we faced in large class will be minimized. The reason is because when students are given responsibilities and duties, you can manage the group. You can manage the groups easily, easily. Therefore, as to me cooperative teaching should be implemented to manage the class. Because managing every student is harder or more difficult than the small groups.

Interviewer: Let me repeat the question. How do you teaching reading through the cooperative vs. Traditional teaching approaches?

Interviewee: The cooperative teaching is effective way of teaching reading, because the approach has different techniques that enable the students understand the passage, give attention to the text through and when they joined to other students with the same task, they digest it as they have the opportunity to read again and share ideas.

Interviewer: You told me that the cooperative leaning approach is useful to your job. How did you see from the students' side?

Interviewee: When we put students in group of three, students got the opportunity to learn one from the other. But in the traditional teaching approach, students get no chance. Heterogeneous grouping is by far better for students. If schools implement the cooperative teaching approach, they can promote the students' performance in reading and their social skills.

Interviewer: Last question. Can you tell me your overall view about the traditional vs. the cooperative teaching approach?

Interviewee: First I would like to thank you because you just give me not only this important method but also how to apply the specific techniques of the cooperative teaching approach. And as I am examined and observed in the teaching learning process, students who were learning through this new approach were very active and interested in doing the activities rather than in the traditional ones. Therefore, this approach will be implemented in the school broadly and this approach will be implemented in every English school and in every school. Thank you very much for you orientation and guidance in implementing the cooperative teaching approach. Everyone should implement the approach. Thank you!

Interviewer: Thank you very much!