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THE PRACTICES AND CHALLENGES OF COOPERATIVE LEARNING THE CASE  
OF GRADE EGIHT OF MOCHEYA ELEMENTARY SCHOOL IN GURAGE ZONE

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## **ACRONYMS**

CL: Cooperative Learning

MOE: Ministry of Education

SPSS: Stastical package for social science

CLS: Cooperative learning strategies

## **ABSTRACT**

The purpose of this study was to identify the practices and challenges of Cooperative Learning (CL). The study was conducted in Mocheya elementary schools. These schools were selected by purposive sampling technique with special emphasis given to the practices of CL in the classroom, the challenges that face on the practice of CL in classroom and strategies used to manage those challenges. To achieve the objective of the study, a sample of 75 students from Mocheya elementary school. Grade eight were selected by simple random sampling techniques. Accordingly, 5 teachers who teach different subject in those grades were selected by purposive sampling technique. Regarding to the design of research employed the research used descriptive survey method. The instruments used in this study were questionnaire, interview and observation. Both quantitative and qualitative data analysis were employed in this study.

Then, the quantitative data was analyzed using frequency, percentage, and mean value whereas the qualitative data was interpreted with narrations. The finding of the study revealed that the practicability of cooperative learning in the classes were poor. It was found that teachers did not offer the chance for all students equally to reflect what they discussed in their group. Only few students or the active students present the points what they discussed. The arrangement of chairs and tables not suitable to work different group activities as it was observed. The chairs and tables were not easily movable. Finally, based on the above findings, the following recommendations were forwarded. The teachers need training on how to teach their students in cooperatively. The suitability of chairs and tables have their own impact on the teachers to implement CL. The first step of learning should be arranging classroom conditions in the way suitable to implement different kinds of CLs. So that the administrators of the schools should give due attention to the practicability of CL and should provide suitable chairs and tables.



# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of Study**

Education in its general sense is a form of learning in which the knowledge, skill, values, beliefs and habits of a group of people are transferred from one generation to the next through a story telling, discussion, teaching, training and research. (john1916).

Elizabeth G. (2004) argued that cooperative learning (CL) is a powerful approach to learning because it is both an effective pedagogy and a compelling philosophy and world view. Though teachers both to effectively implement cooperative learning in their classrooms and to develop a more reflectively consciousness about cooperation as an idea and value and it to school and society.

CL is a successful teaching technique in which small groups, each with students of various levels of ability, use a multiple of learning activities to improve their understanding of a subject. Each member of a team is answerable not only for knowledge what is taught but also for helping other team members to learn, thus developing an environment of success. They work in group to gain from each other's effort; they share a common fate, work in cooperation and feel proud for group success (Akhtar, Kiran, Rashid and Satti, 2012).

CL employs both enjoyable and effective teaching strategy and it results in significantly higher learning gains and positive learning experience. It provides the students opportunity to interact with their classmates and such interaction develops in them feelings of cooperation and care for others (Ahmad and Mahmood, 2010). For learning to be effective, knowledge should be constructed, discovered, transformed, and extended by students. For this to happen, the main role of teachers should not be dominant like what has been mentioned above but create conditions within which the students can construct knowledge from what they are learning.

According to Isaacs's (2008) terms, for groups to be cooperative, the members must have clear positive interdependence, members must promote each other's learning and success face-to-face, hold each other personally and individually accountable to do a fair share of the work, use appropriately the interpersonal and small group skills needed for co-operational efforts to be successful and process as a group how effectively the members are working together. From this idea, the most important point that we should understand is that cooperative learning is a method of teaching not an end by itself but is a strategy that needs a skillful teacher to be purposefully implemented. Hence, if students are demanded to

accomplish activities meaningfully through cooperative learning, the teacher should know why, how and when to employ cooperative learning strategies in classrooms.

In addition to this, John D and Johnson R. (2002) said that CL a pedagogical practice that has attracted much attention over the last three decades because of large body of research that indicates students gain both academically and socially when they have opportunities to interact with others to accomplish shared goal. CL is a specific kind of collaborative learning in which students of different academic achievements, race, and sex work together in small groups on a structured activity while they are individually accountable for their work and the work of the group as a whole (Johnson et al. 1994). Moreover, Jabberwocky stated, CL is instructional strategy where each member of the group is responsible not only for the learning of what is taught, but also for helping his or her teammates learn. CL seems to become one of the major active learning strategies that attract attention of many countries. From the different definitions and explanations by different authors elsewhere in the world, CL can be conceptualized as an essential component that can accelerate problem solving capacity of students.

Finally, there are several reasons why CL works as well as it does. The idea that students learn more by doing something active than by simply watching and listening has long been known to both cognitive psychologists and effective teachers and cooperative learning is by its nature an active method. Beyond that, cooperation enhances learning in several ways. Weak students working individually are likely to give up when they get stuck; working cooperatively, they keep going. Strong students faced with the task of explaining and clarifying material to weaker students often find gaps in their own understanding and fill them in. Therefore, this study was assessing the practice and challenges of cooperative learning in Mocheya elementary school in Gurage zone.

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

Prior research on active learning approach has supported the effectiveness of CL on test achievement. Findings on team-based learning suggest that this pedagogical method is successful in promoting both problem-solving and critical-thinking skills. Students who perceive grades as important in a class are also expected to perform better academically than those who attribute less importance to grades. However, little is researched about factor that affects the implementation of cooperative learning. For instance, Amanuel (2014), Muhammed (2014), Belilew (2015) and Woldemariam & Girmay (2015) found out that, lack of students accountability for their learning, lack of motivation, lack of awareness, teachers attitude, shortage of instructional materials, lack of clear guideline, teachers recklessness, reliance of lower achievers on higher achievers, lack of training on how to implement cooperative learning and students reservation to get actively involved in cooperative learning were the main challenges that hampered the implementation of cooperative learning.

According to in the case of Ethiopia in 1994 a New Educational Training Policy was designed which introduced a lot of changes in the implementation of educational activities. Realizing the importance of effective teaching-learning approach in empowering the quality of Ethiopian human learning, the government of Ethiopian has decided active learning approach like CL to be one of the compulsory strategies for educational levels. To enable students to improve their learning ability, it is necessary to implement the CL method of teaching which encourage students to communicate as effectively as possible. The majority of studies indicated that positive results in relation to achievement when using CL in comparison with traditional methods, some of these studies still argue that there is a need for further research on the practice and challenges of cooperative learning approach in different stages and curricula.

Further, the activity based on CL helps teachers to facilitate learning and to recognize how the teaching-learning process is going on. In teachers' role as a facilitator, they must move around the class helping students and groups as needs arise. A class activity which does not give students a chance to interact and practice exercise may be said that it lacks cooperative learning.

Further, an essential element of cooperative learning is one's contribution to help achieve the group's goal. This form of active pedagogy is centered on the notion of teamwork and group orientation, interdependence, and success. Those who view accomplishment and the attainment of satisfaction through the group are predicted to be greater participants in the CL process. This study has been chosen for a number of reasons.

Firstly, there are educational aspects since it could be helpful to know whether CL can have an impact on what teachers who are familiar with traditional teaching methods plan and do in their lessons when attempting to use it. Second, the detail problems of Aba France secondary school for CL is lack of family awareness for CL and problem of CL implementation that means the teacher is not attain the group and give feedback. Then this research studies solve the problem and fill the gap. Finally, the researcher was motivated to investigate practices and challenges of cooperative learning in Mocheya elementary school students' learning as well as teachers and students.

### **1.3. Research Questions**

To achieve the objective of this study, the researcher was attempt to answer the following research questions.

1. How do students and teachers perceive the implementation of cooperative learning?
2. To what extent cooperative learning has been effectively implemented in Mocheya elementary school?
3. What are the main challenges in implementing cooperative learning method?

### **1.4. Objectives of the study**

#### **1.4.1 General objectives**

The general objective of this study was to investigate the practices and challenges of cooperative learning in mocheya elementary school.

#### **1.4.2. Specific objectives**

1. To examine teachers and students practice of cooperative learning strategies in their classroom.
2. To identify the main challenges in implementing cooperative learning method in Mocheya elementary school.
3. To investigate students and teachers perceive of the implementation of cooperative learning.

### **1.5. Significance of the study**

The findings of this study would have the following significance:

- This study might help teachers to widen their understanding about cooperative learning.
- It might also help them to provide methodological insights and information about cooperative learning which are helpful for them and students to effective implementation of cooperative leaning.
- Show the challenges of implementation of cooperative learning and solution to overcome those changes.
- It provides awareness to students and teachers regarding the benefits of cooperative learning.
- It provides the necessary empirical evidences regarding the challenges on the implementation of cooperative learning.
- It helps the results may provide information to compare teacher-centered and student-centered approaches of teaching-learning at elementary school level.

## **1.6. Delimitation of the study**

This study geographically would be delimited to elementary school focus on Grade eight class rooms. Conceptually, the study also delimited to the practice and challenges practitioners experienced in the process of applying CL in classroom.

## **1.7 Limitation of the study**

During conducting the study the researcher were faced whom challenges such as, the responders were not fully volunteer to provide responses at the time, scarcity of time and money also other limitation which the researcher were faced.

## **1.8. Operational Definition of terms**

**Cooperative learning:** the instructional procedure in which students of varying ability and both genders assigned to small groups with a common goal each member has a role and students help one to other.

**Challenges:** factors that hinder the function of cooperative leaning.

**Practice:** An action rather than ideas the actual framework of cooperative learning

## **1.9. Organization of the Study**

This research paper was organized in five chapters. The first chapter deals with the introduction part which is mainly cover the background of the study, statement of the problem, objectives of the study, significance of the study, delimitation (scope) of the study, limitation of the study and definition of terms. The second chapter deals with review of related literature. The third chapter covers the research design and methodology. The forth chapter discussed about the data analysis and interpretation. Chapter five contains summary, conclusions, and recommendations forwarded by the researcher.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Basic Ideas on Cooperative Learning**

Cooperative learning is an instructional strategy in which small groups of students work together to accomplish shared goals (Johnson, Johnson, & Smith, 1998a) as cited in Jones, K. and Jones, J. (2008). Students perceive they can reach their learning goals if and only if the other group members also reach their goals. Students are assigned to groups of two to five members by the instructor for the purpose of achieving academic and social tasks. Cooperative learning is distinguished from other small group learning strategies by five elements required for effectiveness: positive interdependence, individual accountability, Promote interaction, group processing, and team or social skills.

In cooperative learning, the role of the student is to complete the assigned group role and to work collaboratively with other students to accomplish a shared goal through interaction and problem solving (Johnson, Johnson, & Smith, 1998a) as cited in Jones, K. & Jones's. (2008).

Students focus their attention on share the assigned task to increase his/her learning and the learning of group members. Interaction and effective communication between students is critical during cooperative work reassignments. Group members equally the assigned task, tutor other students in the group to learn and complete the assigned task, work as group members to learn and complete the assigned task.

#### **2.2 Characteristics of Cooperative Learning**

According to Sayonita G, (2013) Cooperative learning has the following characteristics:

##### **2.2.1. Group Interdependence**

Group interdependence is important when team members need to work together in groups to successfully complete the assigned tasks. With group interdependence, it is possible to achieve a minimal level of functioning with weaknesses in teams, group processing, or social skills ("Cooperative Learning"). There are various ways to promote group interdependence. They are:

- ❖ **Resource Interdependence** – Resource interdependence is the practice of limiting the resources available to a team to elevate the need for collaboration.
- ❖ **Role Interdependence** – This is based on the concept of 'division of labor'. Teacher is responsible for assigning roles. Teacher must ensure that the roles assigned to the team members are necessary for the tasks and that the team members know how to fulfill the roles.

- ❖ Reward Interdependence – Sometimes teachers use rewards to intrinsically motivate students to work in a group. Rewards are given to the team not the individual member of the group. All teams in a cooperative learning classroom should have the opportunity to earn rewards.
- ❖ . Goal Interdependence – This can be accomplished by assigning each group one project to complete and submit for grading; though each team member will be responsible for individual components in the project and combining together the final product.

### 2.2.2. Individual Accountability

Each individual in a team must be able to show mastery of the assigned learning and should be able to document his/ her contribution to the team. Individual accountability is also based on the idea of “equal participation”. In true cooperative learning, every individual contributes equally for team’s success. “There are no “hitchhikers,” those that let the group carry them along for a free ride. And there are no “chauffeurs,” those that try to drive the team where they want to go. Teachers must take specific actions to ensure that there are no hitchhikers or chauffeurs on a cooperative team” (“Cooperative Learning”, n.d). There are various ways to promote individual accountability. They are-

- ❖ Assigning Roles: Assigning particular tasks to each team member could promote individual accountability. This also comes under the “Division of Labor”. Each individual can be assigned a discrete task and all the discrete components joined together to form the whole project of the team.
- ❖ Coding: In this, different colored pens or markers could be used by the team members so that each member has a different colored pen. Then everyone can identify at a glance which team members have contributed what.
- ❖ Quizzes and Tests: Formal assessment tools can be used to heighten individual accountability.

### 2.2.3. Group Processing

In Group Processing, cooperative team members think and discuss in a group. This is often referred to as reflection, debriefing, or processing. There are various ways to promote group processing. They are:

- ❖ *Lesson Plans* - The easiest tool for implementing Group Processing is the lesson plan.
- ❖ Questions – Prompt and structured questions could help students to initiate discussion in a group.
- ❖ Talking Chips – Talking chips are used to ensure all team members have a voice during group processing. Each team member is given two or three colored chips different than other team members in a group. When speaking during group processing, one must place one chip on the table. When the chips are used by the individual team member, the member must wait for all other team members to use their chips before speaking again.

- ❖ Talking Sticks – Talking sticks are similar to talking chips except the person holding the stick is allowed to talk.

#### **2.2.4. Face-to-Face Interaction**

This indicates eye-to-eye contact in a group. Students will be close enough so that they share a common material and their conversations could be heard to each member of the group. There are various ways to elevate face-to-face interaction in groups. One is to build the physical environment in the class by arranging the desks so that no one is seated on an elevated platform and no one is the head of the discussion.

#### **2.2.5. Small Group and Interpersonal Skills**

There are four different social interaction skills. They are basic cooperative skills, individual attitudes and skills, team interaction skills and team productivity skills. Human beings are egocentric and prone to individualistic and competitive. Most students in a class have not learned to work in groups and be productive members. Teachers need to play an important role in developing the skills in students to carry out the cooperative learning.

### **2.3. Types of Cooperative Learning**

According to Haymanot.T, (2015), there are basically three ways in which cooperative learning may be structured in the university classroom. Instructors may use formal cooperative learning, informal cooperative learning, and cooperative base groups.

#### **2.3.1. Formal cooperative learning**

Cooperative learning consists of students working together, for one class period to several weeks, to achieve shared learning goals and complete jointly specific tasks and assignments (such as decision making or problem solving, completing a curriculum unit, writing a report, conducting a survey or experiment, or reading a chapter or reference book, learning vocabulary, or answering questions at the end of the chapter). May be structured cooperatively.

#### **2.3.2. Informal cooperative learning groups instructors**

Make a number of pre instructional decisions. Instructors specify the objectives for the lesson (both academic and social skills) and decide on the size of groups, the method of assigning students to groups, the roles students will be assigned, the materials needed to conduct the lesson, and the way the room will be arranged.



- ❖ Explain the task and the positive interdependence instructor clearly defines the assignment, teaches the required concepts and strategies, specifies the positive interdependence and individual accountability, gives the criteria for success, and explains the expected social skills to be used.
- ❖ Monitor students' learning and intervene within the groups to provide task assistance or to increase students' interpersonal and group skills. Instructor systematically observes and collects data on each group as it works. When needed, the instructor intervenes to assist students in completing the task accurately and in working together effectively.
- ❖ Assess students' learning and helping students process how well their groups functioned. Students' learning is carefully assessed and their performances evaluated.

## **2.4. Challenges and effects in implementing cooperative learning in a classroom**

According to Ranjani.B.(2013), The main challenge faced in cooperative and collaborative learning is group conflict. Students need to learn to work together. It is not always something that comes naturally. Also, teachers who haven't previously used cooperative or collaborative learning might also need to get used to the noise level in the classroom, which is raised during these activities. Some teachers may also feel that cooperative learning takes too much planning time and might also take longer to cover the required portion of the curriculum. With all these challenges studies have shown that once a teacher starts to use this tool, they continue to use it and make it the foundation for their teaching.

One fear many instructors have about cooperative learning is that when students' grades are affected by the achievement of their group-mates, the students will believe that the grading practices are unfair (Hwong et al., 1993) as cited in Ranjani.B(2013).

When positive outcome interdependence is structured within learning groups, achievement is greater than when students work individualistically on their own. In addition, cooperative experiences resulted in more positive attitudes toward classical music and own musical skills and no change in desire to teach music to elementary school students.

The majority of studies on cooperative learning have taken place in the elementary and secondary schools. A limited number of studies, however, have investigated the effectiveness of cooperative learning at the higher education level, mostly in four-year universities.

## **2.5. Benefits of cooperative learning**

According to Haymanot.T. (2015) cooperative learning has the following benefits:

### **2.5.1. Social benefit**

Cooperative learning groups tend to have characteristics of positive interdependence; shared leadership and responsibility for each other while task and maintenance are emphasized and social skills are directly taught. Traditional learning groups don't possess such features.

### **2.5.2. Linguistic benefit**

Cooperative learning techniques such as grouping peer tutoring, jigsaw and language modification can create predictable in the classroom and can be used by mainstream teachers as they engage native English speaking and ELLs in activities conducted in English.

### **2.5.3. Affective benefit**

Studies of cooperative learning experiences of consistently indicate numerous positive cognitive and affective outcomes. These include enhanced academic learning, improve self-esteem and frequent social interaction among majority/minority members outside of the learning group, enhanced feeling of trust and acceptance by peers and teachers, expression of more altruistic feelings and increased acts of cooperative behavior in other setting.

### **2.5.4. Academic benefit**

Cohen (1994) notes that cooperative learning is now an accepted instructional strategy that promotes learning and achievement across the curriculum. It has been used successfully to promotes learning achievement in collaborative writing (Dale, 1995; Zammuner, 1995) problem solving in mathematics (Webb & Farivar, 1994), comprehension in reading (Stevens & Slavin, 1995a) and conceptual understanding in science (Lazarowitz & Karsenty, 1990) as cited in Haymanot.T.(2015).

## **CHAPTER THREE**

### **THE RESEARCH DESIGN AND METHODOLOGY**

This chapter presents the research methodology, the sources of data, the study site and population, the sample size and sampling technique, the procedures of data collection, the data gathering tools and the methods of data analysis.

#### **3.1. The Research Design**

In this study cross-sectional descriptive survey research design would be employed. Because the major goal of this study is to describe the practices and challenges of cooperative learning, as it exists at present, it is also relevant to gather detailed information concerning current status of the practices and challenges of cooperative learning. Moreover, descriptive research design makes possible the prediction of the future on the basis of findings on prevailing conditions. In line with this, Jose & Gonzales (1993) state that descriptive research gives a better and deeper understanding of a phenomenon which helps as a fact-finding method with adequate and accurate interpretation of the findings. Similarly, Cohen (1994) describes that descriptive survey research design as it helps to gather data at a particular point in time with the intention of describing the nature of existing condition or identifying standards against which existing conditions can be compared or determining the relationship that exist between specific events.

#### **3.2. Description of the study Area**

This study would be conducted in governmental school Mocheya elementary schools of Gurage zone. Which is found in SNNP regional state of Ethiopia? Gurage Zone is one of 15 Zones of SNNP Regional State which is subdivided into 13 woreda and 2 administrative towns. Furthermore, Arikite town, is found in SNNP regional state of Ethiopia. It is bordered by Jimma, west Shewa and Yem in the West, South west Shewa Zone in the South, East Shewa Zone in the East, Hadiya and Silte zone in the North. And this study focus on the practices and challenges of cooperative learning in Mocheya elementary school of Gumer woreda in Ariket t own.

#### **3.3. Research Methods of the Study**

To carry out of this study, were both Quantitative and qualitative research methods are employed. The combination of both quantitative and qualitative research methods is important to eliminate or at least

minimize the shortcoming of each other. Design is that qualitative data helps explain or build upon initial quantitative results this design can also be used when a researcher wants to form groups based on quantitative results and follow up with the groups through subsequent qualitative research or to use quantitative participant characteristics to guide purposeful sampling for a qualitative phase. In the present study, gathering the data from quite number of teachers and students regarding their practices and challenges of CL would achieve by using questionnaires.

The problems of using only quantitative approach can be minimizing by using multiple sources of qualitative data, such as semi-structured interviews and observation. The nature of the research questions should inform the research approach to be chosen. Because the research questions in the present study are descriptive and explorative in their nature, they the adoption of a research approach that could provide both descriptive data of the phenomenon investigated, such as the classroom observations and the demographic data collected through the questionnaire, along with more exploratory analysis of the qualitative data collect through the interviews and observation. Eventually, describe the practices and major challenges the implementation of cooperative learning method. Therefore, it's rational to say this research is a typical descriptive and explorative of its type and the researcher believe that these methods would appropriate to answer the research question.

A quantitative approach is adopting in order to allow the researcher to gather more precise and quantifiable information on the practices and challenges of CL with the aid of closed ended questionnaires to analyze using descriptive statistics.

### **3.4. Sources of data**

In order to attain the objective of this study of relevant data would be generated from both primary and secondary sources. Accordingly, the major sources of primary data are secondary school grade nine teachers and students of Mocheya elementary school. While secondary source data gathered will be the schools' documented records of CL such as lesson plan and classroom observation. These files that observed to strengthen the data obtained through questionnaires.

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

#### **3.5.1. Population of the Study**

This study was conducted in mocheya elementary school of eight students. According to the information the target population of the study is 375 students and 12 teachers enrolled in 2012 E.C. academic year.

The researcher used a lottery sampling technique for students. The total number of grade eight students at Mocheya elementary school number section A to section E or five sections. Then select randomly section A. Each class has 75 students include 35 girls and 40 boys would assign to the class. While to select five teachers, includes 2 girls and 3 boys using purposive sampling techniques for teachers. Because the researcher believes that they are easier to obtain information.

### **3.6. Data gathering Tools**

The relevant data for the study would be collected through: questionnaire, classroom observation and interview.

#### **3.6.1. Questionnaire**

Questionnaires can be defined as written forms that ask exact questions of all individuals in the sample group, and which respondents can answer at their own convenience (Gall et al., 2007). The questionnaire is the most widely used type of instrument in education. The data provided by questionnaires can be more easily analyzed and interpreted than the data obtained from verbal responses. Questionnaires provide greater uniformity across measurement situations than do interviews. Each person responds to exactly the same questions because standard instructions are given to the respondents. Questionnaire design is relatively easy (Haines, 2007). Therefore, questionnaires are believed to be better to get large amount of data from large number of respondents in a relatively shorter time with minimum cost. Both open and closed ended items. Questionnaires would be as main instrument of data collection from the respondents. The questionnaire consisted of two parts. The first part deals with the general background of the participants. The second and the largest part contained the whole number of both closed and few open-ended question items that address the basic questions of the study.

#### **3.6.2. Interview**

The interview is a process of communication in which the interviewer gives the needed information orally in a face-to-face with the interviewee. According to Best and Kahn (1993), “the purpose of interviewing people is to find out what is in their mind –what they think or how they feel about something”. Thus, semi-structured interview items would be preparing for the interviewees. Because, the semi-structured interview is flexible & allows new questions to be brought during the interview for clarification as a result of what the interviewee says (Lindlof & Taylor, 2002). To this end, in order to obtain detailed supplementary information, interview sessions would be conducted with teachers, school principal’s experts to secure information concerning their cooperative learning practices. The interview sessions are conducted in the Amharic language, and subsequently translated to English.

### **3.6.3. Classroom Observation**

Observation is useful in exploring topics that may be uncomfortable for participants to discuss (Creswell, 2009). Therefore, an observation checklist will be prepared for classroom observations. The checklist would be by the researcher based on the research objective. The purpose of the observation checklist would be to see the skills of teachers in implementing the cooperative learning strategy.

### **3.7. Procedures of Data Collection**

The first step that the researcher did in collecting the pertinent data would be making a contact with school principals in order to introduce them with the purpose of the study. Then the researcher with the school principals arranged time and place to get the participants. Accordingly, he first distributed the questionnaire for the students after class time. Questionnaire items would be distributed in the presence of the researcher. The need to distribute the questionnaire papers in the presence of the investigator is to avoid any ambiguity that might affect the study negatively. Before letting them fill the questionnaire, short explanation on how to fill the questionnaire would be given by the researcher. Moreover, questionnaire papers for teachers would be distributed with the help of the school principal. So as to let them thoroughly understand the questionnaires, two days would be given. The researcher then carried out the interview with the teacher and school principals while waiting for the return of the questionnaire papers of teachers. The interview would be conducted on an individual basis. Finally, to carry out classroom observation, the researcher asked permission. After he got consent from teachers, he conducted classroom observations based on the checklist prepared.

### **3.9. Method of Data Analysis**

For this study, both Quantitative and qualitative data analysis techniques are used. The supplementary data that would be collected through interview and some open-ended items of the questionnaires would be analyzed qualitatively. However, the data collected via questionnaires and observation checklist would be analyzed using descriptive analysis and the end result of the study would be presented by means of percentages, mean, grand mean and standard deviation.

### **3.10. Ethical Issues Consideration**

All participants would be offered the opportunity to give their response independently without the influence of others. The information they provide would be treated with the strictest confidentiality and the researcher would depend on the data given by the respondent.

## CHAPTER- FOUR

### DATA ANALYSIS, INTERPERETATION AND PRESENTATION

In this section the researcher presented the results of collected data from the respondents and discussions were made. The objectives examined in this chapter are; how teachers practiced cooperative learning in the classroom, determining the challenges teachers faced in practicing cooperative learning in the classroom. Explore the challenges students faced in practicing cooperative learning in the classroom. Examine how teachers managed the challenges in the classroom during CL and explore how students managed the challenges in the classroom during CL. About elementary schools were used for this study based on sampling technique described earlier in chapter three. The data for this study were collected from students and teachers through questionnaire, observation and interview. This section presents the study variables beginning with name of respondent's school and sex followed by the practices the cooperative learning in the classroom and situations of the classroom during cooperative learning.

#### 4.1 Back Ground of the Respondant

This section deals about the personnel profile including sex of the respondents

Table 1 background of student respondent

| ITEM   | Category | Respondents of student |                |
|--------|----------|------------------------|----------------|
| Gender |          | Number                 | Percentage (%) |
|        | Male     | 40                     | 53.33          |
|        | Female   | 35                     | 46.66          |
|        | Total    | 75                     | 100            |

The above table 1, shows that, the background of the student respondents of gender most of the respondents 40 (53.33) were female, 35 (46.66) of the respondents were male. This implies that the majority of the respondents are male.

Table 2 Background of teacher respondent

| ITEM   | Category | Respondents of teacher |                |
|--------|----------|------------------------|----------------|
| Gender |          | Number                 | Percentage (%) |
|        | Male     | 3                      | 60             |
|        | Female   | 2                      | 40             |
|        | Total    | 5                      | 100            |

The above table 2, shows that, the background of the teacher respondents of gender most of the respondents 3(60) were male, 2(40) of the respondents were female. This implies that the majority of the respondents are male.

## 4.2 practice of cooperative learning

Results from Students questionnaire towards the practices of cooperative learning.

**Note:** 5(Strongly Agree), 4 (Agree), 3(Undecided) 2(Disagree) and 1(strongly disagree)

F(frequency) and %( percentage)

Table 3 Respondents responses towards the practices of cooperative learning

| No | ITEMES                                                                                                            | F&% | 5     | 4     | 3     | 2     | 1    | Total | Mean |
|----|-------------------------------------------------------------------------------------------------------------------|-----|-------|-------|-------|-------|------|-------|------|
| 1  | My teacher should assign students to be in group.                                                                 | F   | 55    | 16    | 1     | 0     | 3    | 75    | 4.73 |
|    |                                                                                                                   | %   | 73.33 | 21.33 | 1.33  | 0     | 4    | 100   |      |
| 2  | When I learn in cooperatively, I prefer to ask questions of my classmates instead of my teacher.                  | F   | 40    | 12    | 6     | 10    | 7    | 75    | 4.22 |
|    |                                                                                                                   | %   | 53.33 | 16    | 8     | 13.33 | 9.33 | 100   |      |
| 3  | There is shortage of instructional materials to practice cooperative learning.                                    | F   | 25    | 20    | 4     | 8     | 18   | 75    | 3.34 |
|    |                                                                                                                   | %   | 33.33 | 26.66 | 5.33  | 10.66 | 24   | 100   |      |
| 4  | Teachers gave a chance to reflect what we discussed in our group.                                                 | F   | 40    | 18    | 3     | 10    | 4    | 75    | 4.19 |
|    |                                                                                                                   | %   | 53.33 | 24    | 4     | 13.33 | 5.33 | 100   |      |
| 5  | When cooperative learning is implemented teachers take a facilitator role.                                        | F   | 35    | 22    | 5     | 9     | 4    | 75    | 4.15 |
|    |                                                                                                                   | %   | 46.66 | 29.33 | 6.66  | 12    | 5.33 | 100   |      |
| 6  | During cooperative learning, we equally share tasks and responsibilities.                                         | F   | 30    | 25    | 8     | 3     | 9    | 75    | 3.99 |
|    |                                                                                                                   | %   | 40    | 33.33 | 10.66 | 16    | 12   | 100   |      |
| 7  | Your teacher motivates you learn in cooperatively.                                                                | F   | 34    | 28    | 2     | 7     | 4    | 75    | 4.05 |
|    |                                                                                                                   | %   | 45.33 | 37.33 | 2.66  | 9.33  | 5.33 | 100   |      |
| 8  | You all participate actively during cooperative learning.                                                         | F   | 20    | 27    | 7     | 12    | 9    | 75    | 3.25 |
|    |                                                                                                                   | %   | 26.66 | 36    | 9.33  | 16    | 12   | 100   |      |
| 9  | Your teacher provides you directions, example, and procedures for the activities you accomplish in cooperatively. | F   | 38    | 20    | 2     | 10    | 5    | 75    | 3.40 |
|    |                                                                                                                   | %   | 50.66 | 26.66 | 2.66  | 13.33 | 6.66 | 100   |      |
| 10 | When you are doing cooperatively, your teacher move through the classroom and visit each group.                   | F   | 42    | 18    | 3     | 9     | 3    | 75    | 3.33 |
|    |                                                                                                                   | %   | 56    | 24    | 4     | 12    | 4    | 100   |      |
|    | Total mean                                                                                                        |     |       |       |       |       |      |       | 3.86 |

Regarding the item 1 in table 3, the majority of the respondents 71 (94.66%) agreed on the group formation which was mad by the teacher, and only 1(1.3%) respondent responded undecided and



student's responded disagreement on the group formation made by the teacher. This implies that teachers should made the group according to their lesson. Moreover the mean value of this data was 4.73. This indicates that students strongly agreed on the group should made by teachers when cooperative learning practiced in the classroom. As the response given for item 2 on the above 52 (69.33%) of the respondents agreed on that when they were in cooperative learning, it was easy for them to ask questions of their classmates or the member of their group rather than their teacher while 6 (8%) were responded neutral and 17 (22.66%) of the respondents respond disagree. As the majority response result shows, students in practicing cooperative class learn better from their peers. In support of this idea the mean value of the item was 4.22 and it shows the agreement or support of the issue raised. As the data presented in table 3 item 3 the majority of the respondents 45 (60%) agreed on their teachers do not gave chances to reflect what they discussed on their group while 4 (5.33%) of the respondents respond neutral and 26 (34.66%) responded disagreement. As the majority of respondents response implies the teachers do not gave chances to reflect what their students discussed on their group. It that shows each student did not take responsibility for their own learning and there were group dominations or few students dominated the classroom. The teacher asked only the leader or the active students in each group and the others were not willing to present what they discussed in their group. The data presented on item 4, in table 3 shows the majority of respondents 58 (77.33%) agreed on their teachers take a facilitator role when cooperative learning is implemented in the classroom. while 3 (4%) of the respondent were neutral and 14 ( 18.66%) of the respondents were disagreed. This implies that when cooperative learning practiced in the classroom the teachers take a facilitator role to guide and control the activities. Furthermore, the mean value of the respondent's response 4.15 strengthens the issue raised. The data presented on item 7 indicates that 62 (82.66. %) of the respondents were agreed on their teacher motivates them when they were learning in cooperatively while 2 (2.66%) of the respondents were neutral and 11(14.66%) of the respondents were disagreed on the issue raised. This indicates that when teachers implemented cooperative learning in the classroom, they motivate their students to learn in cooperatively. In addition to this, the mean value 4.02 of the respondent's response showed their agreement. The data presented on item 9, in table 3 indicates that 58 (77.33%) of the respondents responded agree on their teacher provides them directions, examples, and procedures for the activities accomplished in cooperatively while 2 (13.33%) of the respondents were neutral and 15 (20%) of the respondents were responded disagree. Item 10 says "when we are doing cooperatively, our teacher move through the classroom and visit each group." The responses towards this item 60 (80%) showed agreement with the issue while 3 (4%) responded neutral and 3 (4%) of the respondents responded disagreement. The summary finding in the above table can be figuratively substantiated by the total mean value 3.86. From this one can identify the tendencies of the response were closer to the rating point for „agree“. This implies that the majority of the respondents were strongly agreed on the items

which were designed to assess the practices of cooperative language learning in the classroom situation. Majority of the respondents agreed on the group formation which was made by the teacher. As respondents' response indicates that teachers gave chances to reflect what they discussed in their group. Also teachers take a facilitator role while practicing CL in the classroom. During CL, as the respondents' response in table 4, they strongly agreed on their teacher motivates them to learn cooperatively, their teacher provides them directions, examples, and procedures for the activities accomplished in cooperatively. When they were doing cooperatively, their teacher moves through the classroom and visits each group.

### **4.3 Practice of cooperative learning**

This section deals with the items related to the practice of cooperative learning. Each item is analyzed based on the data obtained through questionnaires responded by teacher. The 11 items were interpreted as indicated in the table below.

**Note:** 5(Strongly Agree), 4 (Agree), 3(Undecided) 2(Disagree) and 1(strongly disagree) F (frequency) and % (percentage)

Table 4 respondent's response

| No | ITEMS                                                                      | F&% | 5     | 4     | 3     | 2     | 1     | Total | Mean |
|----|----------------------------------------------------------------------------|-----|-------|-------|-------|-------|-------|-------|------|
| 1  | It facilitates in cooperative learning approaches                          | F   | 30    | 20    | 5     | 12    | 8     | 75    | 3,68 |
|    |                                                                            | %   | 40    | 26.66 | 6.66  | 16    | 10    | 100   |      |
| 2  | Cooperative learning is a valuable instructional approach                  | F   | 45    | 20    | 2     | 3     | 5     | 75    | 3.27 |
|    |                                                                            | %   | 60    | 26.66 | 2.66  | 4     | 6.66  | 100   |      |
| 3  | Cooperative learning enhances my career advancement                        | F   | 20    | 25    | 10    | 12    | 8     | 75    | 3.39 |
|    |                                                                            | %   | 26.66 | 33.33 | 4     | 16    | 10.66 | 100   |      |
| 4  | Cooperative learning increases student performance                         | F   | 55    | 10    | 5     | 4     | 1     | 75    | 3.61 |
|    |                                                                            | %   | 73.33 | 1.33  | 6.66  | 5.33  | 1.33  | 100   |      |
| 5  | Cooperative learning helps socialization                                   | F   | 25    | 40    | 3     | 5     | 2     | 75    | 4.22 |
|    |                                                                            | %   | 33.33 | 53.33 | 4     | 6.66  | 2.66  | 100   |      |
| 6  | Cooperative learning is appropriate for the grade nine level               | F   | 30    | 19    | 16    | 14    | 6     | 75    | 3.99 |
|    |                                                                            | %   | 40    | 25.33 | 21.33 | 18.66 | 8     | 100   |      |
| 7  | I believe I can implement cooperative learning success fully               | F   | 25    | 33    | 12    | 6     | 4     | 75    | 4.23 |
|    |                                                                            | %   | 33.33 | 44    | 16    | 8     | 5.33  | 100   |      |
| 8  | Cooperative learning enhances my student class participation               | F   | 22    | 28    | 7     | 13    | 5     | 75    | 4.11 |
|    |                                                                            | %   | 29.33 | 37.33 | 9.33  | 17.33 | 6.66  | 100   |      |
| 9  | Cooperative learning enhances student the learning of low ability students | F   | 18    | 22    | 10    | 15    | 10    | 75    | 4.23 |
|    |                                                                            | %   | 24    | 29.33 | 13.33 | 20    | 13.33 | 100   |      |
| 10 | Cooperative learning approaches make the learning experience easier        | F   | 32    | 18    | 9     | 10    | 6     | 75    | 4.17 |
|    |                                                                            | %   | 42.66 | 24    | 12    | 1.33  | 8     | 100   |      |
| 11 | Cooperative learning help to meet my student goals                         | F   | 22    | 18    | 10    | 15    | 10    | 75    | 3.55 |
|    |                                                                            | %   | 29.33 | 24    | 13.33 | 20    | 13.33 | 100   |      |
|    | Total mean                                                                 |     |       |       |       |       |       |       | 3.89 |

In table4 item 1 show that from the respondents response, 30(40) were strongly agreed that they facilitate in cooperative learning approaches,20(26.66) were agree conversely 5(6.66) of the respondent were undecided , 12(16) of the respondent are disagree .This shoes that most of the respondent confirm that cooperative learning approaches facilitated teaching learning process . Similarly the respondent response in open ended question that they mention that cooperative learning helps to facilitate teaching learning process.

Table 4 Item 2 show that from the 45(60) were strongly agreed that they use cooperative learning a valuable instructional approaches, 20(26.66) were agree, 25(33.33) were undecided, conversely, 2(2.66) of the respondents were disagree. This shows that the most of the respondents confirm that cooperative learning is a valuable in instructional approach.

Table 4 Item 3 show that from respondents response 20(26.66) were strongly agreed that they use cooperative learning to enhances my career advancement, 25(33.33) were agree, 10(4) were undecided: conversely, 12(16) of the respondents were disagree. This shows that most of the respondents use cooperative learning to enhance career advancement. In addition the respondents response in open ended question that they cooperative learning enhances career advancement to shear the experience of knowledge.

Table 4 item 4 show that from the respondents responses 55(73.33) were strongly agreed that they use cooperative learning to increases student performance, 10 (1.33) were agree, this shows that most of the respondent confirms that cooperative learning increase student's performance.

Table 4 item 5 show that from the respondents responses 25(33.33) were strongly agreed that cooperative learning is appropriate for the grade nine level, 40 (53.33) were agree, 3(4) were undecided. Conversely 5 (6.66) of the respondents were disagree and also 2 (2.66) were strangely disagree. This shows that most of the respondent confirms that cooperative learning is appropriate for the grade nine.

Table 4 item 6 show that from the respondents responses 30(40) were strongly agreed that cooperative learning enhance students the learning of low ability students, 19 (25.33) were agree, 16(21.33) were undecided. Conversely 14(18.66) of the respondents were disagree and also were strangely disagree. This shows that most of the respondent confirms that cooperative learning enhance low students' performance ability. Similarly the respondents response that mentioned cooperative learning is enhance low achievement students' performance.

Table 4 item 7 show that from the respondents responses 25(33.33) were strongly agreed that cooperative learning approaches make the learning experience easier, 33 (44) were agree, were undecided. Conversely 12(16) of the respondents were disagree and also 6 (8) were strangely disagree. This shows that most of the respondent confirms that cooperative learning approaches make the learning experience easier.

Table 4 item 11 show that from the respondents responses 22(29.33) were strongly agreed that cooperative learning help to meet student goals, 18 (37.33) were agree, 10(13.33) were undecided.

Conversely 13 (17.33) of the respondents were disagree and also were strongly disagree. This shows that most of the respondent confirms that cooperative learning help to meet student goals.

#### **4.4 Practice to the extent of cooperative learning**

In the following questionnaire items are related to the challenges that face in practicing Cooperative language learning to be filled by the respondents. The purpose of this item was to identify the challenges that face in practicing cooperative language learning in the classroom.

**Note:** 5(Strongly Agree), 4 (Agree), 3(Undecided) 2(Disagree) and 1(strongly disagree) F (frequency) and % (percentage)

Table 5 Respondent's responses towards the challenges of implementing cooperative language learning in the classroom.

| No | ITEMS                                                                                                            | F\$% | 5     | 4     | 3     | 2     | 1     | Total | Mean |
|----|------------------------------------------------------------------------------------------------------------------|------|-------|-------|-------|-------|-------|-------|------|
| 1  | My teachers tend to use non cooperative method when teaching the subjects.                                       | F    | 22    | 17    | 12    | 15    | 9     | 75    | 3.66 |
|    |                                                                                                                  | %    | 29.33 | 22.66 | 16    | 20    |       | 100   |      |
| 2  | I face shortage of time when involving in cooperative tasks.                                                     | F    | 40    | 25    | 2     | 5     | 3     | 75    | 3.55 |
|    |                                                                                                                  | %    | 53.33 | 33.33 | 2.6   | 6.66  | 4     | 100   |      |
| 3  | I have no interest in cooperative learning.                                                                      | F    | 20    | 15    | 6     | 14    | 10    | 75    | 2.60 |
|    |                                                                                                                  | %    | 26.66 | 20    | 8     | 18.66 | 13.33 | 100   |      |
| 4  | I face shortage of resources when involving in cooperative learning.                                             | F    | 38    | 21    | 6     | 3     | 7     | 75    | 3.60 |
|    |                                                                                                                  | %    | 50.66 | 28    | 8     | 4     | 9.33  | 100   |      |
| 5  | I face shortages of text books in my school.                                                                     | F    | 29    | 21    | 11    | 9     | 5     | 75    | 3.30 |
|    |                                                                                                                  | %    | 38.66 | 28    | 14.66 | 12    | 6.66  | 100   |      |
| 6  | In my class room some students are dominating others during group activities.                                    | F    | 22    | 19    | 14    | 11    | 9     | 75    | 4.23 |
|    |                                                                                                                  | %    | 29.33 | 25.33 | 18.66 | 14.66 | 12    | 100   |      |
| 7  | There is face to face interaction in the cooperative learning team.                                              | F    | 18    | 12    | 20    | 15    | 10    | 75    | 3.38 |
|    |                                                                                                                  | %    | 24    | 16    | 26.66 | 20    | 13.33 | 100   |      |
| 8  | Large number of students in the class hinders the practices of cooperative learning.                             | F    | 25    | 16    | 19    | 12    | 8     | 75    | 3.55 |
|    |                                                                                                                  | %    | 33.33 | 21.33 | 25.33 | 16    | 10.66 | 100   |      |
| 9  | Students equally share tasks and responsibilities when they learn in cooperatively.                              | F    | 22    | 18    | 15    | 11    | 9     | 75    | 3.43 |
|    |                                                                                                                  | %    | 29.33 | 24    | 20    | 14.66 | 12    |       |      |
| 10 | The number of students in your classroom is highly unmanageable for teachers' practices of cooperative learning. | F    | 20    | 18    | 5     | 10    | 22    | 75    | 2.99 |
|    |                                                                                                                  | %    | 26.66 | 24    | 6.66  | 16    | 29.33 | 100   |      |
| 11 | The arrangement of chairs and tables are not suitable to work in cooperatively.                                  | F    | 32    | 15    | 3     | 7     | 18    | 75    | 3.18 |
|    |                                                                                                                  | %    | 42.66 | 20    | 4     | 9.33  | 24    | 100   |      |
|    | Total mean                                                                                                       |      |       |       |       |       |       |       | 3.40 |

Regarding the item 1 in table 5, the majority of the respondents 39 (52%) agreed on their teachers tend to use non-cooperative method when teaching the subject, and only 12 (16) of respondent responded neutral and 24 (32%) of students responded disagreement. This implies that majority of teachers use lecturing method during the lesson. Moreover the mean value of this data was 3.66. This indicates that students agreed on the idea of their teacher's use non cooperative language learning.

The data presented in table 5 item 2, the majority of the respondents 65 (86.66%) of the responded agreed on the idea on facing shortage of time when they were involving in cooperative learning, while 2 (2.6%) of the respondents responded neutral and 8 (10.66%) of the respondents responded disagreement. As the majority of respondents' response implies, the students faced shortage of time to accomplished tasks in a given time. Moreover, the mean value of this item is 3.55. This also indicates that not only the teachers as the interviewee's response on below presented on results from teacher's interview, but also the students did not accomplish tasks in a given time. The data presented in table 5 item 3, shows that from the total sample students 58 (77.33%) of the respondents responded I have no interest in cooperative language learning. While 1 (1.33%) of the respondents responded neutral and 16 (21.33%) of the respondents were responded disagreement. This shows the majority of the respondents have interest in cooperative learning.

With regard of shortage of resource provided when the students involving in cooperative learning in item 4, the majority students 59 (78.66%) of the respondents responded agree while 6 (8%) of the respondents responded neutral and 10 (13.33%) of the respondents responded disagree. As the majority response result indicates, there is shortage of instructional material in the classroom and also as it was observed in classroom the material that was used was only a text book. Students lack other reference materials that help to assist their learning in cooperatively. The material like charts and radios are absent in the classroom. In addition to these students face shortage of time when involving in cooperative tasks. Teachers did not give sufficient time to discuss with the group members. The data presented in table 5 item 5, shows 50 (66.66%) of the respondents responded I face shortage of text books in my school while 11 (14.6%) of the respondents responded neutral and 14 (18.66%) of the respondents responded disagree. The mean value of this item is 3.30 this result tends to the idea to mean there is fair distribution of texts in the classroom. However the interview result shows different views even if there were sufficient texts in the schools.

As the data presented in table 5 item 6, the majority of respondents 41 (54.66%) responded that in their classroom some students are dominating others during group activities they did in cooperatively while

only 14 (18.66%) of the respondent responded neutral and 20 (26.66%) of the respondents responded disagree. According to the response of the majority respondents' response, in the classroom some students are dominating others during group activities. Moreover, the mean value of this item is 4.23. This indicates that there is domination of some students in the group. The data presented in table 5 item 7, the majority of respondents 30 (40%) responded the agreement on the motion of there is face to face interaction in the cooperative learning team while 20 (26.66%) of respondents responded neutral and 25 (33.33%) of the respondent responded disagree. This shows that as the majority of respondents there is face to face interaction in the classroom when they were learning in cooperatively. The data presented in table 5 in item 9, 40 (53.33%) of the respondents responded agreed on Students equally share tasks and responsibilities when they learn in cooperatively while 15 (20%) of the respondents responded neutral and 20 (26.66%) of the respondents responded disagree. As the majority of the respondents' response, there is responsibility sharing among students.

The data in the above table in item 10, 38 (50%) of the respondents responded agree on the number of students in our classroom is highly unmanageable for teachers' to practice cooperative language learning while 5 (56.66%) of the respondents responded neutral and 32 (42.66%) of the respondents responded disagree. As data summarized in item 10, the average number of students in each class was large that is 70- 75 and it is difficult for la teachers to change the group sizes easily to implement different cooperative learning strategies in the classroom. Attempts were made to examine the general suitability of the classroom conditions for practicing cooperative learning in the classroom in item 11. From the samples, 47 (62.66%) of the respondents responded agree on the chairs and tables are not easily movable and suitable to work in cooperatively while 3 (4%) of the respondents responded neutral and 25 (33.33%) of the respondents were responded disagree. This indicates that in the classroom teachers faced problem to move the chairs and tables to form another new group as majority's response result. This is to mean that the heterogeneity of the students was neglected. Here we can conclude that the immovability of chairs and tables easily were the core challenges to implement cooperative learning.

#### **4.4 Results from teacher's interview on the practices of cooperative learning**

The results of teacher's response on how they practiced cooperative learning in their classroom were gathered through interview and were presented below. The interview items were translated into Amharic language to make the interviewee free to express his or her filling on the issue raised. Regarding this the teachers interviewed on how they practiced cooperative learning in the classroom. The researcher asked the teachers if they have ever practiced cooperative learning in their classrooms and how they practiced CL in their classrooms. The teacher's responds were presented as differently.



Teacher 1 (T1) for replied, Yes, to practice CL in the classroom firstly, the students were arranged on their one to five networking group at the beginning of the year/ semester. And I made my student to learn with that group. But the formation of the group may be varied as the lesson to be taught. However, most of the time, I used the usual group which was made earlier at the beginning of the year or semester in my school.

Teacher (T2,) on the other hand, mentioned,

Obviously, we have one to five students networking group in our school. But I was changing the group formation according to the suitability for my lesson as I took methodology course when I was learning my BA degree. I have not taken further training on how to teach my students in cooperatively, but as my knowledge concerned, I assigned roles for each students in the group and motivate my students to participate in their group and made to present finally if I have time.

Teacher (T3) replied, I practiced cooperative learning in the classroom to make my students to share their ideas and feelings with their group. I selected the topic for discussion and gave them time to discuss in their group. Lastly, I made them to present for the whole class if I have time. The researcher asked the interview question for another teacher on how he practiced cooperative learning in the classroom.

Teacher T(4) replied, In our school context we have one to five student group formations and I used those groups to teach them in cooperatively and sometimes I changed the group formation, I provide tasks to do in pair, individually, and another group which is formed newly and finally I selected the presenter from the members.

Teacher 5 (T5) ---yes, I tried to teach my students in cooperatively, but according to the situation in high schools I am afraid, I was not covering the text which was designed for the year when implement CL in the classroom. So that I sometimes applied group learning but not always. It is to mean that half – half practiced. The majority of the interviewee responses were almost the same towards the practices of cooperative learning in classroom. Their schools already have group formations which were formed at the beginning of the year or semester.

#### **4.5 Results from classroom observation**

To examine how teachers practiced cooperative learning in the classroom instructions, in addition to the interview the researcher developed observation checklist. The observation checklist designed to have three parts. The general classroom conditions of the schools presented at the first part of the checklist,

teacher's role that was expected to be accomplished by him/her during practicing cooperative learning in the classroom presented in the second part and the final part is about students' activities.

Table 6 General classroom conditions

| No | Instructional activities                                    | Availability lesson |    |       |
|----|-------------------------------------------------------------|---------------------|----|-------|
|    |                                                             | Yes                 | No | Total |
|    | Classroom condition                                         |                     |    |       |
| 1  | The desks and chairs are easily movable                     | 2                   | 6  | 8     |
| 2  | There is enough space for interaction in group              | 8                   |    | 8     |
| 3  | Students in the class room are small enough for group tasks | 6                   | 2  | 8     |
| 4  | The classroom is well ventilated                            | 6                   | 2  | 8     |

The observation checklist result shows about the general suitability of the classroom conditions for practicing cooperative learning in the classroom. From the sample schools, the chair and tables are not easily movable in the majority sections. This indicates that in the classrooms being observed, teachers faced problem to move the chairs and tables to form another new group as majority sections. So that the group remained as it is for semester. This is to mean that the heterogeneity of the students was neglected. On the other hand students in the classroom are manageable for the teacher and the classrooms were well ventilated.

Table 7 Teacher's role in practicing cooperative learning in the classroom

| Teachers role                               | Yes | No | Total |
|---------------------------------------------|-----|----|-------|
| Arranging the group in heterogeneous group  | 3   | 5  | 8     |
| Use different techniques to implement CL    | 3   | 5  | 8     |
| Encourage students to participate in CL     | 8   |    | 8     |
| Playing roles as a facilitator in CL        | 5   | 3  | 8     |
| Move through the students and motivate them | 8   |    | 8     |
| Given the chance to present the output      | 3   | 5  | 8     |

The above checklist result shows that the role of teacher's in practice cooperative learning in the classroom. Majority of the groups were not arranged by teacher himself /herself. In the classrooms being observed, the teachers used the usual group which was formed earlier. To strengthen this, the result of the interviewee's ideas shows the group was already formed as one to five at the beginning of the year

or at the beginning of semester. Whereas teacher's encourage their students to participate in CL and move through the students and motivate their students. As the result of observation shows in the majority sections, teachers "rarely gave the chances to present the points which were discussed in their group

Table 8 Students role in cooperative language learning in the classroom.

| Students Role                                           | Yes | No | Total |
|---------------------------------------------------------|-----|----|-------|
| Freely express their ideas, feeling, and view during CL | 3   | 5  | 8     |
| Doing a given tasks in cooperatively                    | 3   | 5  | 8     |

The data summarized in Table 8 in cooperative learning as it was observed in the classroom, the students were not freely express their ideas, feelings and views during CL rather they simply listen what their partner said. The majority of students were not participating actively; they seem they are only the listener's of the active students explanations to the points discussed on their group.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

This chapter mainly deals with the summary of the findings, conclusions and recommendations based on the results of the data analyzed and interpreted in the above chapter (4). In the first part, the summary of the findings were presented. Secondly, conclusions of the major findings were drawn. Lastly, the possible recommendations were forwarded on the bases of the findings of the study.

#### **5.1 Summary**

The main purpose of this study was to investigate the practices and challenges of cooperative learning in Mocheya elementary schools. To achieve this aim, the following three basic research questions were raised.

- i. To examine how do students and teacher perceive the implementation of CL
- ii. Determine to what extent cooperative learning has been effectively implemented in Mocheya elementary school
- iii. To examine what are the main challenges in implementing

To achieve this objective, descriptive survey was designed to get the general picture on the practices of cooperative learning, the challenges that face in practicing cooperative learning in the classroom and to find out how the challenges managed in the classroom during CL. The study was conducted in Mocheya elementary schools. The sample schools were selected in purposive sampling techniques. From those sample schools, 75 of the students were from grade eight by using simple random sampling techniques to the data obtained through questionnaires. In addition, from those teachers in the sample five teachers. Memorial only a teacher was interviewed because the second one was the research. Observation was also employed to collect the data to this study. The obtained data were analyzed using SPSS to identify the CLM. frequency, percentages and the mean value. Based on the result of the data analysis, the following findings were identified.

Regarding the first basic question, the practices of cooperative learning the result of the study finding on the practices with regard to the arrangement of the group, students were interested to be assigned by the groups which were made by the teacher. Concerning with the arrangement of chairs and tables, they are not suitable to work different group activities as it was presented in observation. The chairs and tables were not easily movable. With regarding to instructional materials to practice cooperative learning there is shortage of instructional materials. The result revealed that there is a poor service of instructional

materials. The teacher only used the text book in the classroom. With regarding to chances which is given to reflect what the students discussed in their group.'

With regarding to chances which is given to reflect what the students discussed in their group the result revealed teachers did not offer the chance for all students equally to reflect what they discussed in their group. Only few students or the active students present the points what they discussed. When cooperative learning is implemented, teachers take a facilitator role and motivate the students to learn in cooperatively. It was also revealed in the result of the observation teachers were observed when they were teaching their students in cooperatively. However, during cooperative learning, students do not equally share tasks and responsibilities. However, as the formation of the group formation of MOE revealed in Kambo (2009) states student who have high academic achievement and discipline become selected to be a leader of the group; Other follower students of the group composition become, three of medium achievers and two are low achievers; as the organization of the group design there should be equal share of tasks and responsibility. This shows every group member has his/her own tasks and responsibility. Teacher provides directions, examples, and procedures for the activities accomplished in cooperatively when they are doing cooperatively, their teacher moves through the classroom and visit each group.

According to the second basic question, challenges that faced in practicing cooperative learning. The findings of the student's response, the interview made with teachers and classroom observation during cooperative learning were summarized as follows.

The teachers tend to use non-cooperative method when teaching time. This result revealed the practicability of cooperative learning in the classes was poor. This implies that majority of teachers tend to use lecturing method during the lesson. As it was presented in the interview the teachers sometimes use cooperative learning in the classroom not regularly. This is why to the need of covering the content which was designed to be finished in the year. With regard of resources provided when the students involving in cooperative learning was poor. As it was observed the material that was used in classroom was only a text book. Students lack other reference materials that help to assist their learning in cooperatively. The material like charts and radios are absent in the classroom. In addition to these students face shortage of time when involving in cooperative tasks. Teachers did not give sufficient time to discuss with the group members.

Regarding with the number of students in the classroom, there is Large number of students in the class hinders the practice of cooperative learning The number of students in the classroom is highly unmanageable for teachers" to practice of cooperative learning. The average number of students in each

class was large that is 70- 75 and it is difficult for the teachers to change the group sizes easily to implement different cooperative learning strategies in the classroom. Concerning with the arrangement of chairs and tables, as it was mentioned in the summary on the practices of cooperative learning, they are not suitable to work different group activities as it was presented in the response of questionnaire and observation. The chairs and tables were not easily movable. So that the comfort ability of the chairs and tables were poor. The arrangement of chairs and tables are not suitable to work in cooperatively.

The third basic question was about the possible solutions provided for the challenges in practicing CL in classroom were presented below. As the finding of the study revealed the teachers should minimize teacher's talking time and maximize student talking time. That is to mean students have interest to learn in cooperatively so that teachers should teach in cooperatively they should minimize lecturing and give time to discuss. As it was revealed on the finding, the teachers give clear instruction when students are involving in the cooperative tasks when the teachers implement cooperative learning in the classroom, they should give instructions on how they do the tasks which is given to do in cooperatively. Sometimes they even wrote questions and expressions how they should ask their partner. In addition to this as it was observed in the classroom the teachers move through students and check whether they understood what they are going to do in the classroom. In support of these ideas, Alexander, (2008) clearly state teachers can mediate students' learning and students in turn learn how to talk or use talk to ask questions, to explain their thinking and explore ideas. In cooperative learning group members should not be formed based on friendship and the teacher should group the students with mixed abilities to help each other.

## 5.2 Conclusions

Based on the findings the following conclusions were drawn: In the practices of CL in the classroom, as the finding indicates that the arrangement of the group should be made by the teachers. Students were interested to be assigned by the groups which were made by their teacher. As the interview made by teachers, the group was made at the beginning of the year or half of the year. Concerning with the arrangement of chairs and tables, they are not suitable to work different group activities as it was presented in observation. The chairs and tables were not easily movable. So that teachers made cooperative groups based on the seats which were already formed. Thus, one can conclude the comfort ability of the chairs and tables were poor. This result revealed that the practicability of cooperative learning in the classes were poor .Because as the finding indicates teachers sometimes apply CL in classroom. As it was seen on the interview with this data shows they thought that as they were not covering the contents which were designed to accomplish in a year. With regarding to instructional materials to practice cooperative learning there is shortage of instructional materials. The result revealed that there is poor services of instructional materials such as charts and radios which assists CL in the classroom.

According to the finding of the study, the result revealed that teachers did not offer the chance for all students equally to reflect what they discussed in their group. Only few students or the active students present the points what they discussed. From the result of this one can conclude students who are medium and lower in participation were neglected.

When cooperative learning is implemented, teachers facilitate and motivate the students to learn in cooperatively. It was also revealed in the result of the observation teachers observed their students when they were teaching them in cooperatively. Not only facilitating and motivating the students when they are engaged in CL in classroom, teachers provide directions, examples, and procedures for the activities accomplished in cooperatively.

### 5.3 Recommendations

Based on the findings and conclusions the following recommendations were forwarded;

- As the study result shows on the group formation of students, the group formation should not been remained as it was arranged at the beginning of the year or half of the year. Teachers should arrange the groups with mixed ability to improve students' learning and to enhance team achievement. Hence, teachers should not neglect the impact of grouping students with their mixed ability. Because it is one of the elements of CL.
- As the result of the finding shows about classroom conditions on chairs and tables, they were not easily movable, it should be made as to help or assist learning. So that schools should made comfortable chairs and tables which are easily movable and to improve the practice of CLL. Because the suitability of chairs and tables have their own impact on the teachers to implement CL. The first step of learning should be arranging classroom conditions in the way suitable to implement different kinds of CL. So that the administrators of the schools should give due attention to the practicability of CL.
- Teachers should be strongly committed in guiding controlling and advising the students while they were engaged in cooperative learning classes since cooperative learning promotes to achieve their students common goals.
- According to the study result, there was shortage of instructional materials. So that the researcher recommended all the concerned bodies should have the responsibility to fulfill instructional materials to assist learning. The students were not been successful by only lecturing of the teacher.
- The teachers need training on how to teach their students in cooperatively. Because as the finding reveals they rushed only to cover the contents which were designed for the year.



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## **Appendix “A”**

### **WOLIKITE UNIVERSITY**

#### **EDUCATION AND BEHAVIOURAL SCINCE COLLEGE**

#### **QUESTIONNAIRE TO BE FILLD BY STUDENTS**

This questionnaire is designed to gather data on the practices and challenges of cooperative learning“. The data to be collected through the questionnaire is highly valuable to meet the objective of this study. Thus your frankness and truthfulness while filling each items of the questionnaire is essential since the value and trustworthiness of the finding of the study highly depend on your genuine response to the questionnaire. Therefore, the researcher kindly requested you to fill in and return the questionnaire. The information you provide would be used for academic purpose only and kept confidential. Please read the items carefully and give proper response for each item. Your response could range from „strongly agree“ to „strongly disagree. Put „√“ mark to indicate your reaction of each item.

Thank you for your cooperation

#### **PART ONE: BACKGROUND INFORMATION**

Gender: Male ☐ Female ☐

Age: 14-18 years old      19-25 years old      25- 26 years and above

Grade: -----

Name of the school: -----

## PART TWO: INSTRUCTIONS

Items related to the practices of cooperative learning in classroom are provided below. Please read them carefully and give proper response for each item. Your response could vary from „strongly agree“ to „strongly disagree“ put a '√' mark to indicate your reaction to each of the statements.

### KEY TO NUMBERS

5 = Strongly Agree 4 = Agree 3 = Undecided 2 = Disagree 1 = strongly disagree

| No | ITEMES                                                                                                            | 5 | 4 | 3 | 2 | 1 |
|----|-------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1  | My teacher should assign students to be in group.                                                                 |   |   |   |   |   |
| 2  | When I learn in cooperatively, I prefer to ask questions of my classmates instead of my teacher.                  |   |   |   |   |   |
| 3  | There is shortage of instructional materials to practice cooperative learning.                                    |   |   |   |   |   |
| 4  | Teachers gave a chance to reflect what we discussed in our group.                                                 |   |   |   |   |   |
| 5  | When cooperative learning is implemented teachers take a facilitator role.                                        |   |   |   |   |   |
| 6  | During cooperative learning, we equally share tasks and responsibilities.                                         |   |   |   |   |   |
| 7  | Your teacher motivates you learn in cooperatively.                                                                |   |   |   |   |   |
| 8  | You all participate actively during cooperative learning.                                                         |   |   |   |   |   |
| 9  | Your teacher provides you directions, example, and procedures for the activities you accomplish in cooperatively. |   |   |   |   |   |
| 10 | When you are doing cooperatively, your teacher move through the classroom and visit each group.                   |   |   |   |   |   |

## Direction two

For each of the following statements, please circle the response on the answer sheet that best corresponds to your position, according to the following response scale.

5 = Strongly Agree 4 = Agree 3 = Undecided 2 = Disagree 1 = strongly disagree

### 2. The following items are about the practice teachers on cooperative learning?

| No | ITEMS                                                                      | 5 | 4 | 3 | 2 | 1 |
|----|----------------------------------------------------------------------------|---|---|---|---|---|
| 1  | It facilitates in cooperative learning approaches                          |   |   |   |   |   |
| 2  | Cooperative learning is a valuable instructional approach                  |   |   |   |   |   |
| 3  | Cooperative learning enhances my career advancement                        |   |   |   |   |   |
| 4  | Cooperative learning increases student performance                         |   |   |   |   |   |
| 5  | Cooperative learning helps socialization                                   |   |   |   |   |   |
| 6  | Cooperative learning is appropriate for the grade nine level               |   |   |   |   |   |
| 7  | I believe I can implement cooperative learning success fully               |   |   |   |   |   |
| 8  | Cooperative learning enhances my student class participation               |   |   |   |   |   |
| 9  | Cooperative learning enhances student the learning of low ability students |   |   |   |   |   |
| 10 | Cooperative learning approaches make the learning experience easier        |   |   |   |   |   |
| 11 | Cooperative learning help to meet my student goals                         |   |   |   |   |   |

3. Items related to the challenges of cooperative learning in classroom are provided below. Please read them carefully and give proper response for each item. Your responses could vary from „strongly agree“ to „strongly disagree“ put „√“ mark to indicate your reaction to each of the statements.

5 = Strongly Agree 4 = Agree 3 = Undecided 2 = Disagree 1 = strongly disagree

| No | ITEMS                                                                                                            | 5 | 4 | 3 | 2 | 1 |
|----|------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1  | My teachers tend to use non cooperative method when teaching the subjects.                                       |   |   |   |   |   |
| 2  | I face shortage of time when involving in cooperative tasks.                                                     |   |   |   |   |   |
| 3  | I have no interest in cooperative learning.                                                                      |   |   |   |   |   |
| 4  | I face shortage of resources when involving in cooperative learning.                                             |   |   |   |   |   |
| 5  | I face shortages of text books in my school.                                                                     |   |   |   |   |   |
| 6  | In my class room some students are dominating others during group activities.                                    |   |   |   |   |   |
| 7  | There is face to face interaction in the cooperative learning team.                                              |   |   |   |   |   |
| 8  | Large number of students in the class hinders the practices of cooperative learning.                             |   |   |   |   |   |
| s9 | Students equally share tasks and responsibilities when they learn in cooperatively.                              |   |   |   |   |   |
| 10 | The number of students in your classroom is highly unmanageable for teachers' practices of cooperative learning. |   |   |   |   |   |
| 11 | The arrangement of chairs and tables are not suitable to work in cooperatively.                                  |   |   |   |   |   |

## **Appendix “B”**

### **INTERVIEW QUESTION**

#### **WOLIKITE UNIVERSITY**

#### **COLLEGE OF EDUCATIONAL AND BEHAVIORAL SCIENCES**

#### **DEPARTMENT OF PEDAGOGICAL SCIENCE & ENGLISH LITERATURE**

First of all, I like your cooperation and willingness to my interview. The objective of this interview is to assess the practices and challenges of cooperative language learning. The interview has two parts. The first part deals with teacher's personal information and the second part is questions on the practices and challenges of cooperative language learning. Dear teacher, the success of this study is determined by your own answers which will be given for every question. Therefore, I kindly request you to listen to every question carefully and react on it. In this respect, I want to tell you that any information that you are going to give me will be kept confidential and used only for this study.

Thank you in advance for your cooperation!

Part one: personal information

1. Teaching experience: -----
2. Number of periods in a week -----
3. Qualification: -----

Part two: questions about the practices and challenges of cooperative learning.

1. What do you know cooperative learning and have you ever practiced it? If your answer yes, how do you practice CL in your classroom?
2. What feeling have you observed from your students when they engage in cooperative learning?
3. Have you ever face challenges when you implement cooperative learning? If your answer is yes, what challenges do you face in the practice of CL?
4. What are the strategies that you used to cop up the challenges?



## Appendix “C”

### Observation checklist

WOLIKTE UNIVERSITY

COLLEGE OF EDUCATIONAL AND BEHAVIORAL SCIENCES

DEPARTMENT OF PEDAGOGICAL SCINENCE & ENGLISH LITERATURE

Teacher -----Date-----Section-----NO, of students“-----period-----  
-----

Instruction: Tick „Yes“ if the appropriate activity is observed or „No“ if it is not observe

| No  | Instructional activities                              | Availability of the response |    |
|-----|-------------------------------------------------------|------------------------------|----|
| 1   | Classroom condition                                   | Yes                          | No |
| 1.1 | The desks and chairs are easily movable               |                              |    |
| 1.2 | There is enough space for interaction in group        |                              |    |
| 1.3 | Students in the class are small enough for group task |                              |    |
| 1.4 | The classroom well ventilated                         |                              |    |
| 2   | Teachers role                                         |                              |    |
| 2.1 | Arranging the students in heterogeneous group         |                              |    |
| 2.2 | Use different techniques to implement CL              |                              |    |
| 2.3 | Encourage the students to participate in CL           |                              |    |
| 2.4 | Playing a role as facilitator in CL                   |                              |    |

|     |                                                          |  |  |
|-----|----------------------------------------------------------|--|--|
| 2.5 | Given the chance to present output of CL                 |  |  |
| 2.6 | Give feedback to the students during CL                  |  |  |
| 3   | Students role                                            |  |  |
| 3.1 | Simply listen to their peers explanation during CL       |  |  |
| 3.2 | Freely express their feelings ,ideas, views during CL    |  |  |
| 3.3 | Doing a given task cooperatively                         |  |  |
| 3.4 | Few students dominated the group                         |  |  |
| 3.5 | Motivated while learning cooperatively                   |  |  |
| 3.6 | Willingness to task and answer questions in their group. |  |  |