



# Students' Perception and Practice of Cooperative Learning In EFL Class: Second-Year English Language Students in Focus

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## Abstract

This study was intended to explore students' perception and practice of cooperative learning (CL) in English as a Foreign Language (EFL) class at Debre Markos University (DMU), Ethiopia. The study included 32 second English language studies students of DMU. Data were collected with classroom observation, questionnaires, and interviews. The quantitative data of classroom observation and questionnaire were analyzed with percentage and mean; whereas, the interview data was analyzed qualitatively with thematic analysis. The result revealed that the students have a positive attitude towards CL and believe CL enhances their academic and social skills. Regarding their practice of CL, they failed to practice it in line with the principles of CL due to different challenges. The factors attributed to CL implementation's failure were teacher and student-related. Generally, though the perception of students towards CL was good, its actual practice in their learning was found unsuccessful.

## Keywords

Cooperative learning, Social constructivism, Principles of cooperative learning, Academic skill, Social skill

## 1. Introduction

In the ELT pedagogy, according to the orientation of the theories in each language teaching era, different classroom interaction modalities have evolved. That is to say, the prevailing learning theory dictates classroom interactions between or among the actors in the classroom. The modalities of classroom interactions could be either teacher to student, student to teacher, student to student, or student to learning material as Xia (2014) mentions.

Concerning the congruence between the learning theories and the type of classroom interaction, for example, when behaviorism was a dominant learning theory, one of the leading teaching methodologies was audio-lingualism. The mode of classroom interaction in this era was teacher-to-student. In this teacher-centered model of classroom interaction, the learners' prior knowledge, emotions, and feelings were not entertained through student-to-student or student-to-teacher interactions (Larsen-Freeman, 2000). When social constructivism was introduced (Vygotsky, 1934), the mode of classroom interactions has been tended to be more of student-centered. That is, student-to-student interaction has received sound attention. Vygotsky's well-known assumption Zone of Proximal Development shows that learners perform better when they are engaged in group learning and coaching of other learners. Vygotsky (1978) emphasizes that cooperation among students promotes learning because the process of cooperation during learning enables students to operate within one another's Zones of Proximal Development.

Among the different forms of a grouping of students for classroom interaction in the student-centered learning modality, Cooperative Learning (CL) is found to be useful in all levels of schooling to enhance students' engagement in learning as different researchers mention. In this regard, Gillies (2016:39) notes:

*Interest in cooperative learning gathered momentum in the early 1980s with the publication of the first meta-analysis involving 122 studies on the effects of cooperative, competitive, and individualistic goal structures on students' achievement and productivity in a sample of North American schools .... The results showed that cooperation was more effective than interpersonal competition and individualistic efforts; cooperation with intergroup competition was also superior to interpersonal competition and individualistic efforts; and, there were no significant differences between interpersonal competitive and individualistic efforts.*

Such a large body of meta-analysis involving 122 studies reveals that cooperative learning is found to be more productive and successful in promoting students' achievement than the interpersonal competition and individual efforts of students in

their learning. In cooperative learning, there is also greater competition among the members within the group than the competition that takes place in individual learning according to the meta-analysis of such a large body of research.

Cooperative learning is supported by a wide range of theories as Slavin (1995) points out. This is because cooperative learning as a pedagogical practice promotes socialization and learning within the students themselves ranging from primary to tertiary education levels as Roseth et, al. (2008) have confirmed. These authors reviewing 148 independent studies that were done for more than eight decades on more than 17,000 adolescents from 11 counties came up with the result that higher achievement and more positive peer relationships were obtained from cooperative learning as opposed to competitive and individualistic learning. While putting the implications of their meta-analysis, they put the contributions of cooperative learning as:

*.....this study suggests that the more early adolescent teachers structure students' academic goals cooperatively (as opposed to competitively or individualistically), (a) the more students will tend to achieve, (b) the more positive students' relationships will tend to be, and (c) the more higher levels of achievement will be associated with more positive peer relationships (p. 238).*

From this meta-analysis of a large body of research done in many nations over a long period of nearly a century, it is learned that the implementation of cooperative learning has promoted learning, positive interaction, or socialization, and has enhanced higher levels of achievement.

Arranging students into groups is not an end to the implementation of cooperative learning. As Gillies (2016) mentions, to benefit from the advantages of cooperative learning, practitioners should put in place the principles of CL as pointed out by the researchers. In this regard, Johnson and Johnson (2012) and others have proposed major principles of cooperative learning like positive interdependence, the grouping process, individual accountability, social skills, and equal participation.

Positive interdependence is a student's positive sense of success for others in the group. Wahyukti (2017), in this vein, notes that each member of the group should believe that the success of the others and the group as a whole will be ensured by his/her unique contributions to the group tasks being performed. Regarding this, Jacob (2004:4) states "... 'All for one, one for all' feeling that leads group members to want to help each other, to see that they share a common goal." Each member of the group should contribute equally for the attainment of the common goal set by the group. Hence, for CL to be successful there should be positive interdependence among the members in the group.

The group heterogeneity principle refers to the inclusion of students with mixed variables in cooperative learning. Jacobs (2004) points out the nature of heterogeneity to consider mixed student variables including sex, ethnicity, social class, religion, personality, age, language proficiency, and diligence as the conditions allow. The number of students in the group is relatively small usually four to six students. The group heterogeneity as Singh and Agrawal (2011) suggest should at least contain male and female students of different ability groups. Moreover, in a nation where there is a diverse society, different ethnic backgrounds and social classes need to be represented in the group.

Individual accountability or personal responsibility principle is the due concern or responsiveness of each member of the group to perform better in his/her learning. That is to say, every member of the group is responsible for attaining the learning goal of the group (Johnson and Johnson, 2012; Stenlev, 2003).

The social skill principle is the inherent feature of cooperative learning. As its very nature prevails, this pedagogical practice apart from developing students' target language proficiency, CL develops students' social skills. This is because, to achieve a group of students' goals, the learners need to be socialized. The social skills that students develop are useful for students to promote their communication, leadership, trust, and conflict resolution skills that would, in turn, help them cooperate effectively. Hence, social skill needs to be treated or taught deliberately like academic skills (Wahyukti, 2017).

The group processing principle is the setting up of common goals that will be assessed periodically by the team members whether the group learning goals are achieved or not by the team (Singh and Agrawal, 2011). In other words, group processing involves students' evaluation of their progress in learning and their relationships in the group. This helps learners improve the cooperation among the members of the team to fulfill the learning outcome (Johnson and Johnson, 2012).

Equal participation is the other principle that entails the fair chance to be given to each member of the group in face-to-face interaction while cooperative learning is applied. It is recommended that while designing tasks, there should be a careful allotment of activities among each member of the group where no member of the group is left idle from doing tasks. That is to say, each group member should be actively involved and should have equal participation to give a real contribution to the group in doing tasks. Hence, no member did most (or all) of the work (Wahyukti, 2017). As Singh and Agrawal (2011) recommend, assignments must include work that has to be done interactively involving all group members. Therefore, CL is taken as a good technique of teaching and learning practice to promote equal participation of students.

Generally, the social learning theory has been implemented as one of the good techniques of classroom instruction in language teaching in particular and education in general as a larger body of research has confirmed. It is noted that the technique has enabled learners to develop academic, social, and leadership skills simultaneously when it is properly

implemented. For its success, a grouping of students should follow certain principles like positive interdependence, group heterogeneity, and equal responsibility.

### 1.1 Statement of the Problem

In Ethiopian schools, cognizant of the usefulness of CL, the Ministry of Education (MoE) has adopted it to promote students' academic and social skills since 2002. It has been employed from the elementary level through tertiary levels of education assigning students into 1 to 5 patterns of grouping. The MoE recommended the group to have six students one as a leader for the remaining five students. The students have been working together in every learning activity within the group both in the school and outside the school.

However, the researcher's experience in teaching in different universities, particularly at Debre Markos University (DMU) shows that there appears dissatisfaction among instructors about students' perception and practice of cooperative learning. That is to say, though CL has long been practiced, there is a prevailing complaint about its implementation. In this regard, there are some local studies conducted both in secondary schools and in universities on the participants' perception and practice of CL as mentioned below.

Weldemariam & Girmay (2016) investigated the practice of student networking in the form of 1 to 5 cooperative learning in upper primary and secondary schools in Alamata Town. The finding indicated that the practice of cooperative learning was not found satisfactory.

Anwar (2017) in his part investigated the perceptions and practices of cooperative learning (CL) in preparatory schools of East Hararge Zone. In the study, 140 teachers and 334 students were incorporated. The findings revealed that the perceptions of both students and teachers were found to be neither negative nor positive. Concerning the practice of CL, students and teachers were found to practice it moderately.

Belilew (2015) examined practices and challenges of implementing cooperative learning in Ethiopian high schools from the perspective of EFL teachers. His study indicates that EFL teachers do not have the appropriate knowledge about the principles and the distinct features of the pedagogy.

The other study was done by Mulu Geta, et. al, (2018) on 'Students' Perception and Practice of One-to-Five Cooperative Grouping in Learning the English Language focusing on Preparatory Schools. The study reveals that students' perception of the benefits of CL was found to be positive. However, the study indicates that learners were found unwilling to take responsibility, dominating and disturbing each other, and lacking skills of leadership and facilitation.

At the University level, Muhammed (2012) explored the practice of cooperative learning practice of teachers and students at Haramaya University. The result shows that the practice of CL was not effective in the university. The major factors that affected the practice of CL were lack of awareness, lack of motivation, students' resistance, shortage of instructional materials, and lack of clear guidelines about the implementation of CL.

These studies indicate that there is orientation and implementation of CL from primary schools through tertiary level education in Ethiopia. This is also true at DMU it has been implemented in all disciplines. However, as the findings of these studies indicate, there appears a gap in the perception and practice of CL at all levels of the education system. Though some participants seem to have a positive attitude towards CL, they don't appear to take part in CL practices, and even they seem to lack awareness about the principles and features of CL. Regarding its practice, almost all the studies indicate that there is ineffective CL practice at all levels of the education system in Ethiopia.

It is a well-established fact that CL is appropriate for English Language learning where English is taught as a foreign language Azizinezhad *et. al*, (2013). Substantiating this, Wahyukti (2017:289) states:

*Cooperative learning and English foreign language students [sic] go together. Cooperative learning promotes English language acquisition among EFL students by helping them become more confident in producing and using English when working in small groups, and students are able to pick up new learning methods by observing how their peers solve problems that involve learning English.*

As far as the researcher's teaching experience at DMU has given him insights, the practice of CL in the University seems less effective and appears under-researched. Hence, this study tries to examine the perception and practice of CL at DMU on second-year English Language Students.

### 1.2 Research Questions

As the study is intended to explore students' perception and practice of CL, the study seeks to answer the following questions.

1. How do students perceive the role of CL in their learning?
2. How do students practice CL in their classroom learning?
3. What are the challenges students face in the practice of CL, if any?

## 2. Research Methods

### 2.1 Research Design

As the purpose of this study is to explore students' perception and practice of implementing CL, it employed a descriptive case study. The study followed a mixed-method research approach.

## 2.2 The Research Setting and Participants of the Study

The study was conducted at DMU on second-year English Language students of 2022. The reason for taking second-year students is that all of the courses they were taking were language courses where instructors are unanimously expected to employ CL. This is because the students share similar experiences in their university days. The number of students was 32 in this academic year. Using a comprehensive sampling technique, all of them were included.

## 2.3 Data Collecting Instruments

Data were collected with three instruments; namely, observation, questionnaire, and interview.

### 2.3.1 Classroom Observation

Classroom observation was used to examine how learning cooperatively in the classroom interaction was taking place. To be specific, with classroom observation, the researcher examined the students' participation in the group tasks. To assess the practice of CL, an observation checklist and field note containing the degree of participation of students in the group, and the nature of interaction among the group members were prepared. In the classroom observation, data were collected to assess more specifically the frequency of each student's participation, the tendency of sharing responsibility, the trend of supporting each other, and the duration of each student-talking time.

### 2.3.2 Student Questionnaire

A questionnaire was used to assess students' perception of CL, their practice of CL, and the challenges, in case they face, while learning cooperatively. The questionnaire was designed in the five levels agreement Likert- Scale ranging from strongly agree to strongly disagree.

### 2.3.3 Students Interview

An interview with five students was conducted to assess the students' perception of CL, the practice of CL, and the challenges, if any, the students faced while they were working in a group cooperatively.

## 2.4 Data Collection Procedures

Data were collected procedurally to avoid data contamination. First, classroom observation was conducted. Secondly, questionnaire data were collected, and finally, the interview data collection took place.

## 2.5 Data Analysis Techniques

Both quantitative and qualitative data analysis techniques were employed. The classroom observation and questionnaire data were analyzed quantitatively using percentage and mean scores, respectively to assess students' perception and practice of the CL; whereas, the interview data was analyzed qualitatively to assess their perception of CL and the challenges they face in their practice of CL.

## 3. Data Analysis and Findings

In the analysis, the questionnaire data, classroom observation data, and interview data were respectively analyzed followed by their findings.

### 3.1 Questionnaire

The data were analyzed using percentages to determine students' perception of the importance of CL, their practice of employing cooperative learning, and the challenges that hinder their practice of CL in language classes accordingly.

#### 3.1.1 Students Perception of CL

Students' perceptions about the role of CL in motivating them to learn the language, promoting their social interaction and performance in the language were assessed in the following analysis.

##### A. Motivational role of CL

The following analysis shows the role of CL in promoting learning motivation in language classes.

**Table 1** Motivational role of CL

No.	Items	No. of responses on the scale				
		1	2	3	4	5
I believe CL ....						
1.	creates attractive learning atmosphere	1	3	0	12	18
2.	makes the teaching learning process enjoyable	3	2	0	10	19
3.	creates positive attitude for learning process	3	3	1	11	16
4.	creates a student-centred teaching and learning process	1	2	1	17	13
5.	increases the level of learning for weak students	2	1	2	12	17
<b>Total= 170</b>		<b>10</b>	<b>11</b>	<b>4</b>	<b>62</b>	<b>83</b>
Percent		5.88	6.47	2.35	36.47	48.82

Key: 1= strongly Disagree, 2 = disagree, 3 Undecided, 4 agree and 5= strongly agree

As the above analysis reveals that respondents agree that CL enhances their motivation to practice the language. To be specific, 36.47 and 48.82 percent of the responses were found to be agreed and strongly agreed, respectively. This implies that students believe that CL helps them to promote their learning. This in turn enhances language learning.

### B. Social Skill Role of CL

The following analysis is about the role of CL in promoting students social skills.

**Table 2** Analysis of the role of CL in promoting social skill

No.	Item	No. of responses on the scale				
		1	2	3	4	5
<i>I believe CL ....</i>						
6.	promotes confidence in the face to face interaction	3	2	0	10	19
7.	promotes students habits of accepting others opinions	1	4	2	13	14
8.	develops interpersonal relationships among we students	1	1	1	13	18
9.	fosters social interaction among students	3	1	1	15	14
10.	promotes student engagement in the classroom practice	1	3	0	9	23
11.	gives too much emphasis to the development of social skills of students	4	1	3	12	14
<b>Total = 206</b>		<b>13</b>	<b>12</b>	<b>7</b>	<b>72</b>	<b>102</b>
Percent		6.31	5.82	3.4	34.95	49.51

Key: 1= strongly Disagree, 2 = disagree, 3 Undecided, 4 agree and 5= strongly agree

Table 2 above reveals the analysis of students 'perception of the roles of CL in promoting their social skills. The result shows that students believe CL appears to be useful in promoting their social as 34.95 and 49.51 percent of the responses tended to agree and strongly agree, respectively. This implies that students believe that CL helps promote their social interaction.

### C. Role of CL in academic success

In this part of the analysis, students' beliefs about the role of CL in promoting their academic success is presented.

**Table 3** Analysis of the role of CL in Promoting Academic Success

No.	Item	No. of responses on the scale				
		1	2	3	4	5
<i>I believe CL ....</i>						
12.	allows students' creativity flourish	2	1	1	13	17
13.	helps improve the understanding of concepts of the subject matter	2	2	0	16	14
14.	increases students' academic achievement	3	2	1	15	13
15.	enables students to easily grasp the concept of the subject matter	3	1	1	17	12
16.	promotes learning the language	2	0	1	13	18
<b>Total = 170</b>		<b>12</b>	<b>6</b>	<b>4</b>	<b>74</b>	<b>74</b>
Per cent		7.05	3.52	2.35	43.53	43.53

Key: 1= strongly disagree, 2 = disagree, 3 undecided, 4 agree and 5= strongly agree

The above analysis shows that most of the respondents believe that CL helps students enhance their academic success as 43.53 and 43.53 percent of the responses revealed to be agreed and strongly agree, respectively. This indicates that CL has good contributions in promoting students' academic success in the learning of the language.

#### 3.1.2 Students Practice of CL

The following analysis examines students' practice of employing CL in their learning of the language.

**Table 4** Students practice of employing CL

No.	Practice Related Items	No. of responses on the scale				
		1	2	3	4	5
<i>Elements of Positive interdependence</i>						
1.	I like to work in group with my classmates	18	12	0	3	2
2.	We help each other to achieve the group goal	15	17	0	1	1
3.	Each student's success depends on the success of all the group members so that we work cooperatively	19	13	0	1	1
4.	Each member of the group does a certain part of the group task	14	15	1	2	2
5.	Each member produces his or her own work	13	17	0	2	2
6.	We appreciate and listen to the individual work in the group	17	12	1	3	1
7.	We interact face to face to communicate with students	16	15	0	1	2
8.	We do activities through interaction in the group	13	15	1	3	2

9.	<i>We motivate each other working cooperatively</i>	10	15	2	4	3
10.	<i>In group learning, the bright student helps the weak students</i>	13	15	0	3	3
11.	<i>All the group mates support each other</i>	16	12	0	5	1
12.	<i>I enjoy doing tasks more when I work with other students</i>	17	15	1	1	1
	<b>Total= 410</b>	<b>181</b>	<b>173</b>	<b>6</b>	<b>29</b>	<b>21</b>
	Percent	44.15	42.19	1.46	7.07	5.12

Key: 1= strongly disagree, 2 = disagree, 3 undecided, 4 agree and 5= strongly agree

The analysis in Table 4 above shows that there is less practice of CL in the students' practice of learning the language. Most of the respondents disagree that they don't practice learning cooperatively as 44.15 and 42.19 percent of the respondents tend to strongly disagree and disagree, respectively. This result goes against the students' belief about the importance of the CL in their learning.

In the following section, the major factors that contributed to the failure of employing CL in students learning are explored.

### 3.1.3 Factors Affecting the Practice of CL

The factors that affect the implementation of CL are analysed as follows.

**Table 5** Factors affecting the practice of CL

No.	Item	No. of responses on the scale				
		1	2	3	4	5
<b>A. Teacher Related Problems</b>						
1.	<i>Lack of awareness about CL</i>	2	2	1	15	14
2.	<i>Lack of support from the teachers on how to work cooperatively</i>	2	1	2	15	14
<b>B. Student related problems</b>						
3.	<i>Lack of interest to work cooperatively</i>	4	4	0	16	10
4.	<i>Reluctance of students to participate during CL</i>	4	2	2	16	12
5.	<i>Unwillingness of students to take responsibilities as they are assigned for their work /responsibility</i>	2	2	0	18	12
6.	<i>Domination of some students over others during group work</i>	2	2	0	14	16
7.	<i>Lack of confidence to express their views</i>	4	2	0	16	12
8.	<i>Poor educational back ground of students</i>	4	2	2	16	10
9.	<i>Unequal sharing of tasks among group members</i>	2	0	0	21	11
10.	<i>Group tasks being done only by one or students</i>	3	1	0	17	13
	<b>Total= 342</b>	<b>29</b>	<b>18</b>	<b>7</b>	<b>164</b>	<b>124</b>
	Percent	8.47	5.26		47.95	36.25

Key: 1= strongly Disagree, 2 = disagree, 3 Undecided, 4 agree and 5= strongly agree

As the analysis in Table 5 above indicates, both teacher and student-related factors affected the implementation of CL. The result shows that 47.97 and 36.25 percent of the responses tended to agree and strongly agree, respectively in which the teacher and student-related factors hindered them from employing CL. To be more specific, teachers' lack of awareness for students about CL and the less support students receive during cooperative learning practice were found to be teacher-related factors. Lack of motivation and unequal sharing of responsibilities were the major student-related factors that hindered the implementation of CL.

Generally, the result of the questionnaire analysis reveals that there is a positive attitude toward CL though the practice of working collaboratively is realized to be poor due to teacher and student-related factors.

### 3.2 Analysis of Classroom Observation

In the classroom observation, data were collected using the observation field note. Regarding the number of students in the group, the frequency of each student's participation, the tendency to share responsibility, the tendency to support each other, and the duration of each student's talking time.

Accordingly, the number of students in the groups was found to be four to six. In each session, instructors used to give tasks to be discussed and done by students cooperatively. This implies that the group size is appropriate to engage students to work cooperatively.

However, the nature of students' interaction appears to be less successful in working cooperatively. While tasks were given to students to work cooperatively, one or two of the students were talking while others were kept silent. Individual accountability, equal participation, and a sense of sharing responsibility were not observed in the group work. As a result, the allotted time for group discussion was not utilized. This implies that, though there is a tendency to give tasks to be done cooperatively, students fail to learn cooperatively in line with the principles of CL. That is to say, each member of the group was not taking equal responsibility and was not contributing to the group's success in their learning.

### 3.3 Analysis of Student Interview

In the interview, students' perception of the importance of CL, their practice of working cooperatively in their learning, and the factors that affect the implementation of CL in students learning were assessed.

#### 3.3.1 Students Perception of CL

The respondents of the interview reported that CL is useful in their learning. For instance, S1 (student one among the interviewees) reported that "we know that CL improves our oral and writing skills. When we have a presentation, we practice first in the group and then we present it successfully in the whole class". Similarly, S4 noted, "CL is good for learning especially language skills. We interact freely in the group. The problem is that we don't practice it". This implies that CL develops their academic and social skills. S5 in his part reported that, "Supporting each other is important and useful especially for we language students.

Generally, the interview participants unanimously agreed that CL was useful for their learning. This implies that the students' perception of CL is positive.

#### 3.3.2 Students' Practice of CL

Regarding students' practice of CL, responses obtained from the five participants indicate that there was no proper implementation of CL in their learning. They reported that most of the time group tasks were usually done by one or two of the group members who are better in their performance'. Similarly, assignments were presented in the class by such students; whereas, the rest of the group members were not taking part in the group work. For instance, S2 pointed out that "when a group task is given to us, we usually urge one of the better-performing students to do it and submit it to the instructor." Similarly, S4 says, "We do not even check how the group assignment was done before submission. Because such tasks are done and presented for the class only by clever students". From such responses, it is noted that students do not seem to take part in the group work. This implies that students do not benefit from the advantages of CL as they fail to participate in the group tasks.

#### 3.3.3 Factors Affecting CL Practice

Participants of the interview identified different factors that hinder the implementation of CL.

One factor as respondents reported is that teachers were not engaging all students in the group work. Respondents further noted that teachers were simply accepting tasks done by one of the group members without checking the involvement of other students in the group work. Besides, it was reported that group formation was done frequently. For instance, S2 pointed out that "for every course, different groups are formed. This allowed us to know each other and do tasks." Such teacher-related factors affected the practice of CL among students. Moreover, respondents reported that most of the students in the groups tended not to take responsibility for doing tasks. The respondents also mentioned that they used to do tasks given to them by downloading from the internet without discussing them in groups.

In sum, both teacher and student-related factors affected the practice of learning cooperatively as the respondents in the interview mentioned.

## 4. Discussion of Findings

In this section, the findings of the data analysis were triangulated and discussed to answer each research question.

Regarding students' perception of CL, both questionnaire and interview data analysis results revealed that students have a positive attitude towards its role in developing mainly their academic and social skills. That is to say, the students believe that CL promotes their overall learning. This finding agrees with the study done by Mulu, et al., (2018) that investigated students' Perception and Practice of One-to-Five cooperative learning in English Language classes at preparatory schools. It means that students believe that CL is useful for learning the language.

Concerning students' practice of employing CL, the findings from the questionnaire, classroom observation, and interview showed that, though there is a good perception of the importance of CL, students fail to learn cooperatively. Group tasks were done by one or two students where there was no positive interdependence, individual accountability, and equal participation among the students in the group work. This result goes against the principles of CL. This finding agrees with the works of Weldemariam & Girmay (2016) and Muhammed (2012) who explored the practice of cooperative learning practice of teachers and students. That is to say, there is a deficiency in the practice of employing CL in the classroom.

Different factors affecting the practice of CL were identified from both the questionnaire and interview data analysis results. Teacher-related factors mainly a lack of creating awareness for students about CL and less support provision to students during group work were found to be major factors affecting the practice of CL. Teachers seemed to fail in engaging all students in the tasks and monitoring the group members' equal participation and sharing of responsibility during group work. Besides, students on their part were found less motivated to work cooperatively and to be responsible in group work as they were pushing tasks to be done and presented to the class by clever students.

## 5. Conclusion and Recommendation

There is a positive perception of CL learning among students. However, CL was not practiced in line with the principles of CL due to teachers' lack of commitment to monitoring students' engagement in the group work, and the students' failure to equally participate and share responsibility while learning in groups.

Hence, based on the finding it is recommended that:

- Students should be trained about the principles and procedures of learning cooperatively.
- Teachers should follow up on students engagement during learning cooperatively
- Teachers should engage all students during presentations.

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