

English Teachers' Understanding of Cooperative Language Learning and its Opportunities and Challenges in Teaching Writing Skills

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ABSTRACT

Cooperative language learning (CLL) is one of the most successful, effective and extensively used learner-centred strategies in teaching writing skills which can help pupils acquire transferable abilities and motivate them to learn the language in pairs and groups in the classroom. The study aimed to explore the English language teachers' understanding of CLL and its opportunities to enhance students' writing skills along with some challenges they encounter in applying it. It was carried out within the theoretical framework of social interdependence theory. To carry out the study, the phenomenological research method was employed. Two English teachers were purposively selected as the participants for the study of two public schools in Rupandehi. The in-depth interview was used as a major technique for collecting information. The study revealed that the English language teachers had a good understanding and positive views toward CLL to enhance the writing skills of the students. The result also indicated that maximized learning opportunities, teacher as a facilitator, addressing mixed ability learners and increased interaction are the opportunities while multi-level and poor educational background of students, lack of regular professional training and collaborative culture, poor class management and less administrative support have been realized as challenges in effective implementation of CLL. The application of CLL can help revolutionize the traditional way of teaching writing skills engaging learners with the assigned writing tasks.

Keywords: Classroom instruction, cooperative activities, critical thinking, learner-centred instruction, think-pair-share

Introduction

Cooperative Language Learning (CLL) is one of the student-centred classroom instructions which involves learners in collaborative learning with each other in small groups to achieve a common goal cooperatively. Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning (Johnson et al., 2013). It also enhances learner motivation; reduces learner stress; creates a positive effect on classroom climate to encourage learner autonomy and allows those with different backgrounds to work together (Richards, 2013). When students are allowed to study together, they have

more time to think; share their opinions with their friends; receive feedback from them, and correct any mistakes and errors that they have committed as a result, their anxiety level can be reduced. The atmosphere of cooperation and mutual helpfulness motivates even shy and weak students encourages them to participate in lessons and promotes intrinsic motivation that is fundamental in learning. Johnson and Johnson (1994) believe that in interpersonal competition, the goal is winning whereas, in intergroup competition, the goal is group success.

When I became a teacher, in my early days of teaching, I used the conventional method of teaching writing. Here, from the term conventional I mean the use of lectures in explaining things and readymade answers to writing tasks. However, I also used cooperative learning activities to some extent in teaching English unknowingly. My students loved the way I did. I realized that it is the CLL approach that enhances students' writing skills because of their high participation in cooperative activities. When they are engaged in pair/group work, think-pair-share and jigsaw activities cooperatively, they can develop better writing skills. In this regard, research carried out by Johnson and Johnson (1998) shows that CLL results in higher achievement and greater productivity, more caring, supportive and committed relationships, and greater psychological health, social competence, and self-esteem.

My experience has given me the lesson that in cooperative learning groups, each student assists their classmates in learning since each member of the group is responsible for contributing not only to his or her learning but also to other members' learning and success of the group (Jacob & Hall 2002). However, teachers are reluctant to teach writing through CLL. Despite its wide use and effectiveness in a foreign context, CLL is not practised effectively in ELT classes in the Nepalese context. This approach is not well shaped as very few qualitative studies have been conducted on it. It is less practised; less documented and updated through research works regarding how teachers understand CLL and practice it in classrooms of Nepalese ELT context. Therefore, the purpose of the article is to explore the secondary-level English language teachers' understanding of CLL and its opportunities and challenges in implementing to enhancing students' writing skills. The research questions that the study has addressed are:

1. How do English language teachers understand cooperative language learning?
2. What are the opportunities and challenges of implementing CLL?

Literature review

Under this heading, I discuss conceptualizing cooperative language learning as a teaching method, teaching writing through it, and major theories related to it.

Conceptualizing cooperative language learning as a teaching method

CLL is a learner-friendly approach in which they jointly share ideas and contribute their effort using interaction on a certain task by working collaboratively. In this line, Richards and Rodgers (2013) claimed that it develops creativity, critical thinking, communication and reflective skills in learners and makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. This view is further strengthened by Johnson and Johnson (1989). They mention that CLL is a learner-centred instruction, whereby students work together in small groups to maximize their learning to achieve common goals. The old Chinese proverb "Give me a fish and I eat today; teach me to fish and I eat for a lifetime" emphasizes learner autonomy. Therefore, teachers' job is to teach life-long skills to the learners so that they can solve problems in collaboration with their co-learners.

A learner cannot succeed unless everyone succeeds in a group. They "sink or swim together" (Johnson & Johnson, 2003). Hence, they are individually accountable while achieving group goals. They support and assist one another's success through face-to-face interaction. Every member of the group takes part actively and equally in the assigned tasks or learning activities. Kagan and Kagan (1999) claim that everybody is guaranteed to have an equal opportunity to participate which maximizes not only their learning opportunities but also their social skills that are helpful for better learning. They get more learning opportunities from each other. Weaker students have more chances to receive "comprehensible input" (Krashen, 1985) or internationally modified input (Long, 1983). Students provide collective scaffolding to each other by working together. Group autonomy can be increased when students are allowed to choose topics to discuss, to engage in the face of solving problems among group members.

Cooperative language learning is worthy to teach writing skills. So, taking into consideration the idea of (Kagan & High, 2002), it can be drawn that CLL shows positive results in boosting the students' writing skills in the incorporation of cooperative learning. In this regard, social interdependence theory asserts that learners learn best in cooperation rather than in competition (Keshavarz et al., 2014) since there is no operation without cooperation.

Teaching writing through cooperative language learning

Writing skill has become a challenging issue for many teachers and students as the academic and social success of students is based on their proficiency and competency in writing skills. I reviewed some research articles and research works related to my topic which provided me with some ideas on my research issue. They are as follows:

Archibald's (2010) study explored that sharing the writing provides students with an opportunity to realize that they are valued for their writing so they can have

fun. The writing process becomes easier when learners engage independently in writing tasks and share their views with other group members and then it empowers them to be autonomous in their learning. Likewise, Mahmoud (2014), in Saudi university students, and Yusuf et al. (2019) investigated the effectiveness of cooperative language learning to improve and enhance students' writing skills. These studies revealed that students learn more effectively working in small groups and cooperatively sharing ideas. It indicated the need for CLL in teaching writing in a comfortable and less threatening atmosphere. Similarly, Siddique and Singh (2016) in Pakistan explored that a cooperative learning approach can minimize students' anxiety and improve their writing skills. In the same way, the research of Erdogan (2017) on the effect of cooperative writing activities in Turkey indicated that writing activities supported the teachers to feel confident, and comfortable and decreased their writing anxieties. These studies show that English teachers have a positive understanding of it in foreign contexts. However, this has not been tested as there is very little evidence in the Nepalese context.

Bećirović et al.'s (2022) study in the Bosnian EFL context, also revealed that high-school students were very favourable in learning English as a foreign language using CLL. The study indicated that individual accountability and interpersonal skills are important determinants of participants' motivation, and interpersonal skills. It enables students to provide and receive constructive feedback, as well as create and maintain positive connections. The study emphasizes the need to combine cooperative learning methodologies and motivation-boosting activities into EFL instruction, which would eventually lead to an improvement in students' EFL success.

Chakyarkandiyil and Prakasha's (2023) recent study in India revealed the average perceived challenge among teacher educators is 63% attributable to teaching difficulties, learner problems, curriculum syllabus obstacles, and administrative challenges. Female teacher educators experienced greater difficulties than males. These findings indicate that perceived barriers to CL implementation impede its adoption in pre-service teacher classrooms. Cooperative learning, on the other hand, instills accountability and autonomy in the learning of pre-service teachers.

The previously reviewed studies related to CLL provided me with some insightful ideas on my research issue. I went through the related studies on CLL to know the English language teachers' understanding of it in English language classes. and came to know the value of it in teaching English in general and teaching writing in particular. When peer interaction is incorporated into learning writing, the students can generate ideas and construct sentences together. To my knowledge, previous researchers have not raised this issue in their studies extensively. They are not very expressive and specific on the issue of English

teachers' understanding of cooperative learning. I found theoretical, contextual and thematic gaps. Therefore, I intend to address these gaps in my study.

Cooperative language learning has both behaviourist and mentalist theories. Among them, the most common theories related to it are social interdependence theory, constructivism and socio-cultural theory. Vygotsky (1978) asserted that scaffolding allows learners to finish tasks that they are unable to do on their own. Learning is a socially created and socially controlled process that develops via interaction (Vygotsky, 2012). Learners can learn better in cooperation rather than in competition. The outcomes of individuals are affected by their own and others' actions (Johnson & Johnson, 1989).

Social interdependence theory claims that learners can learn better when they do the tasks collaboratively sharing their experiences. This theory exists as (Johnson & Johnson, 1989) claim that the outcomes of individuals are affected by their own and others' actions. So this theory applies to my study.

Methods and Materials

I used the phenomenological qualitative research method which emphasizes exploring and understanding the meaning for individuals or groups of their lived experiences ascribed to a social or human problem (Creswell, 2014). According to Willis (2007), phenomenology allows the researcher to focus on varied and subjective realities (as cited in Campbell, 2015) from first person point of view. For this purpose, I selected two English teachers from two public secondary schools in the Rupandehi district purposively as research participants to have the required information. I adopted the interpretive research paradigm to generate meaning and analyze it. Besides this, I used phenomenology as a research method to uncover the lived experience of the participants. I used the in-depth interview in Nepali and field notes as the techniques for collecting information from the research participants to explore their lived understanding and experiences of teaching writing through CLL in English language classrooms. I translated the recorded information into English from Nepali. Then I organized and categorized the information into different themes and sub-themes and analyzed and interpreted it.

Results and discussion

Data obtained from the in-depth interview of participant teachers were analyzed and interpreted in three different headings such as teachers' understanding of CLL, its opportunities and challenges in the implementation of it along with sub-headings as follows.

Teachers' understanding of cooperative language learning

Through analysis of the interview, I tried to learn how the participants understand cooperative language learning from their perspectives. They were found to have more or less the same understanding of it. They revealed a good

understanding and positive view towards it while teaching writing skills in the Nepalese context. One of the participants Krishna (pseudonym) shows his understanding of CLL in teaching writing thus: *"In the early days of my teaching, I only used the lecture method. However, after getting training on CLL, I started giving tasks in small groups. My students learnt better by interacting."* Krishna's lived experience revealed that in the early phase of his teaching, he used teacher-centred techniques while teaching writing but later on, when he was trained and experienced, he transformed his teaching strategy to learner-centred technique.

When teachers involve their students in such cooperative activities, they get greater opportunities to share ideas and get comprehensible input. The view of the participant is in harmony with Krashen (1985) and the modified input of Long (1983) and produces output on the topic that they are going to write about without much difficulty. This revealed that comprehensible input and simplified interaction support them to learn more easily. During interviews, Gita stated, *"I sometimes use pair and group work while teaching writing and find below average and shy students excited, motivated, stress-free and confident to share their ideas with their friends."* Her experience showed that her students are more excited, confident and strongly motivated working in small groups.

Her opinion indicates that she has some understanding of cooperative activities. Her view justifies what Johnson et al. (1986) asserted CLL increases students' motivation to do academic work and in the same line, Olsen and Kagan (1992) stated each learner is held accountable for his or her learning and is motivated to increase the learning of others. CLL enhances learner motivation; reduces their stress and creates a positive effective classroom climate to encourage learner autonomy and allow those with different backgrounds to work together (Richards & Rodgers, 2013).

Opportunities for cooperative language learning

Since cooperative language learning is one of the communicative methods of language teaching in ELT, it promotes collaborative work among the learners. Participants reported a maximized learning atmosphere, teacher as a facilitator, addressing mixed-ability learners and increased interaction as the opportunities to teach writing skills through CLL.

Maximized learning atmosphere

A favourable and pleasant classroom atmosphere can provide learners with maximum learning opportunities. It is possible when teachers conduct learner-centred activities. Participants reported CLL is a learner-centred approach which provides learning opportunities through think-pair-share and group activities. Krishna expressed his ideas or understanding of CLL in these words: *"Through think-pair-share activities, my students share ideas and construct new knowledge."* His view reveals he is familiar with CLL techniques. In the course of sharing ideas in

a group, they get opportunities to develop social skills, cooperation and collaboration, communication and critical thinking, creativity, management and presentation skills. Gita expressed a similar view, "*The atmosphere of cooperation and mutual helpfulness motivates students. Each member of the group has a common goal so they contribute to their group by heart.*" Gita believed that cooperative learning activities foster cooperation rather than competition in learning among the learners and develop communicative competence through socially structured interactive activities. CL promotes the development of a learning community, increased collegiality, a common learning purpose, open discussion, devotion, focused teaching preparation, and facilitated flexibility (Niemi, 2021).

The above views of the participants are justified by the social interdependence theory that claims learners learn best in cooperation rather than in competition-sharing experiences (Johnson & Johnson, 1989). Face-to-face interaction, an atmosphere of cooperation and mutual helpfulness within each group maximizes each other's learning. In line with this, Richards & Rodgers (2001) mention that cooperative learning promotes students' motivation, reduces their anxiety and creates a positive and effective classroom atmosphere.

Teacher as a facilitator

In the past, the teacher was regarded as the source of all knowledge and information and he or she was supposed to transfer knowledge to the learners they needed, however, along with the change of time, the teacher has started changing the way of his or her teaching. Over the years, with his or her experience in seminars and workshops on student-centred teaching, at present, he or she is regarded as a facilitator and inspirer of learners to create a favourable environment for them where they can learn naturally. The teacher manages classroom time and class work as well as learning materials as a facilitator. He or she interacts with the students, refocuses questions; clarifies the ideas and supports them. Then they learn collaboratively and become confident, independent, and autonomous ultimately they develop critical thinking ability in them.

In this regard, Krishna stated, "*When my students work in groups, as a facilitator, I move from one group to another and give them immediate feedback.*" This expression revealed his awareness of the role of the teacher in cooperative learning. As a facilitator, the teacher gives the group feedback; redirects them with questions; encourages them to solve their problems; extends activity; encourages thinking; manages conflict; observes students and supplies resources (Harel, 1992).

Both teachers and students can learn collaboratively if they know ICT. Krishna further claimed, "*I use ICT in English class two or three times a week. I am getting an opportunity to learn soft skills from The Ministry of Education, Science and Technology Technical Assistance for Soft Skills.*" Thus, he claimed that the use of ICT in the class has motivated his students to be creative and interactive in learning

because he reported that his students are involved in group interaction and discussion on the topic that he presents in the class with interest. His view is in harmony with what Johnson and Johnson (1999) pointed out CLL supports increased interaction among students.

Addressing mixed-ability learners

Cooperative language learning can address multi-level learners by managing and providing the topics based on their needs and interests, and their level giving voice to their choice. Some of them learn by listening and others learn by hearing, seeing reading and interacting with friends. Teacher participants responded that they address learners of different abilities through different activities of CLL. In this context, Krishna stated, "*I provide simple to difficult tasks for both bright and weak students to interact in small groups and write on the topic.*" The illustration exhibits how he differentiated the tasks and activities according to their level, needs and interests so that they can come up with a way of solving problems. This revealed he has a positive understanding of cooperative activities. The students never feel bored rather; they share the information very naturally in course of interaction. The above expression is in the line of Johnson and Johnson (1989). They stated that the task has to be simple enough for the learners.

In this regard, Kagan (1994) asserted that cooperative learning is an effective means for addressing multiple intelligences when students work cooperatively, they satisfy their needs, interests and demands. Learners from diverse backgrounds learn in the same group and make learning activities more communicative and effective.

Krishna claimed, "*When my students work in small groups and they present their group tasks in the class to their friends, they understand well through interaction.*" His excerpt highlighted that all levels of learners get benefits from group work. It is a fact that the use of CLL can address multi-level students. In this regard, Gita said, "*When my students work in pairs and groups, they can learn collaboratively to accomplish shared goals in the classrooms.*" Her experience mentioned above informed that CLL provides chances for teachers and students to increase learning in small groups. It is possible only when the group size is small for effective learning (Johnson & Johnson, 1989).

The above description reveals that teachers are aware of the value of cooperative learning activities in the class which increases students' learning experiences and improves the quality of teaching and learning process from varieties of styles to suit mixed-ability learners.

Increased interaction

Interaction helps students learn by communicating their experiences and helping their peers. In interaction, students can speak using the target language

and share their ideas. Since CLL is a learner-centred approach, there is two-way interaction and students are highly motivated. They understand the materials in depth of detail when they get opportunities to interact actively between students to students and students to teachers. They get comprehensible input too.

In this context, Krishna said, "*The interaction increases students' input and develops appropriate skills for communication through cooperative activities to construct knowledge and it develops confidence.*" His experience revealed that students construct knowledge through interaction and they get more exposure which enhances communication skills. The view expressed by the participant is supported by the assumption of the interdependence theory of Johnson and Johnson (2005) that interaction affects the outcome of the learners. In this line, Rivers (1987) also asserts a parallel view that through interaction, students can increase their language store as they listen or read authentic linguistic materials. The above view is also justified by Thapa and Lin (2013). They stated that in the language classroom, interaction is an essential social activity through which they not only construct knowledge but also build confidence and identity as competent language users when there is peer support.

Krishna said, "*In the Jigsaw activity, students can get six times as many opportunities to talk and share information. However, I do not use this technique frequently.*" From his idea of using jigsaw in the class, it is clear that the idea is very much close to Coelho (1992 as cited in Richards & Rodgers, 2013) who pointed out that jigsaw is one of the major techniques of cooperative learning. I came to realize that learners play a very important role as members of a group who work collaboratively on the given tasks with other group members. He added, "*They have a close relationship with each other in teamwork.*" While working together, they build rapport with each other exchange their ideas and learn social and teamwork skills. This is similar to Johnson and Johnson's (1999) idea of CLL as they are directors of their learning; they plan, monitor and evaluate their learning themselves.

There is direct and active involvement and participation of the learners. In this line, Krishna further said, "*I usually, use small groups to maximize student talking time to generate new ideas and information on a particular topic so that they can write easily.*" From his real lived experience, it is clear that he is aware of the value of cooperative language learning as it focuses on individual accountability with more or less equal responsibility. The participant's view is in harmony with Johnson et al., (2013) who point out that all learners in cooperative learning have equal power assumption.

Learners are encouraged to take charge of their learning throughout the process of planning, monitoring and assessment. Thus, the more they participate in an activity, project work or task, the more they learn. Krishna participated in about two dozen training. He further added,

Before teaching essay writing on 'Marriage System in Your Culture', I asked them to search on Google about the marriage of their ethnic groups or religions. The next day, they form groups; share information; write on the topic and the group leader from each group shares it with the class.

Krishna's experience explored that he has a deeper understanding of CLL activities which are very effective in teaching writing skills. His views correspond with Kagan and High (2002) who explored that students performed better in writing when cooperative learning was incorporated into the classroom.

His experience revealed that a higher level of students' participation in cooperative activities increases their interaction and engagement. They understand the topic very easily. They are more confident as project work in groups helped them develop their oral and written communication too. Similarly, using the internet they know to use various social media and update them. They write with fun without any burden and anxiety. Instead, by sharing and interacting with ideas and information collaboratively, they write the essay with more information and new vocabulary easily. Moreover, they develop social skills of communication.

Challenges in the implementation of cooperative language learning

Despite the benefits of cooperative learning, implementation remains a challenge. The participant teachers reported some challenges in its implementation in teaching writing which are as follows:

Multi-level and poor educational background of students

The educational background of students is a crucial requirement of effective teaching and learning. When the learning style does not match the level of students, they seem uncooperative and lose attention. Gita mentioned, "*In my class, there are learners of multiple abilities. So, it is difficult for me to address their multi-abilities.*" Her opinion revealed the fact that it is difficult to organize creative and dynamic teaching without addressing learners' multiple intelligences. She added, "*In my class, I do not find equal participation of my students as the talented dominate less talented members of the group.*" Her idea indicated that bright, average and poor learners do not have equal participation; some students do not interact with the teacher and their friends in class. Her experience is consistent with Ur (2009) who states that a mixed-ability class has different kinds of learners of different intelligence, experience and learning styles.

Her view confirms what Harmer (2005) claimed students in cooperative learning tasks might not have equal participation as one student may dominate while the others stay silent. In addition, her idea is very close to Slavin (1995) who states that cooperative tasks "can allow for the "free rider" effect, in which some group members do all or most of the work while others go along for the ride" (p. 19). Moreover, since students in CLL have different abilities, there is a tendency for less

skilful students to be ridiculed and their ideas are ignored, whereas, high-status members tend to dominate the group.

Lack of regular professional training and collaborative culture

Regular professional training, workshops and collaboration are crucial for the effective implementation of CLL. However, such programs are not run frequently for effective implementation of it by the school. In this regard, Gita mentioned, "*I have attended workshop training only twice since I started teaching. We learnt new things by sharing ideas there. So, we must give space to these activities in school as well.*" The above statement made by the participant teacher reveals regular professional training workshops and collaboration are required for the effective implementation of CLL. Otherwise, teachers cannot implement CLL activities in class effectively. When instructors' and students' viewpoints are overlooked during school planning, it is difficult for them to shift to a collaborative learning environment (Purba et al., 2022). Furthermore, the teachers face challenges during their CL. Curriculum design, professional training, and material support do not help them throughout implementation.

Collaborative sharing is also significant for better learning. However, many teachers are reluctant to share their problems and experiences of their teaching with their colleagues. Regarding my query related to the challenges that teachers are facing while implementing CLL-based instruction, Gita expressed, "*Teachers and learners can learn many things by sharing ideas but we have very little collaborative culture among colleagues. We do not share our problems and new experiences frequently due to fear of losing prestige.*" Her lived experience revealed the significance of collaboration in teaching and learning but she is unable to do so in the real context. The school where she has been teaching has little collaborative culture among colleagues. Students' lack of collaborative abilities, competency, and friendships contribute to CLL implementation challenges (Le et al., 2018). Her view is in harmony with the social interdependence theory that learning takes place in a completely cooperative situation (Johnson & Johnson, 1989).

Classroom instruction and administrative support

Classroom instruction is crucial to applying the CLL approach. Well, management creates the conditions for successful learning. It is the process of ensuring the lessons run smoothly to optimize the academic engagement of students. Gita had a bitter experience in implementing cooperative activities in her class as there was a contradictory situation. She stated,

In my class, when students share ideas on a task discuss, and debate; the class becomes noisy then the head teacher thinks I am unable to control the class. Once, I was nearly dismissed from the job due to a noisy class. Moreover, due to unmovable furniture; I am unable to conduct group work regularly.

Gita reported due to school administration and fixed furniture, she is discouraged from implementing CLL. Her view is in harmony with Asino and Pulay (2019). They stated the lack of an optimal physical and pedagogical setting, such as furniture layout, impedes the successful implementation of collaborative learning. This indicates that uncomfortable seating arrangements and uncooperative administrative support are other barriers to implementing it. Administrative support of the concerned school for the teachers is essential to get encouragement and constructive feedback on their teaching. Without administrative support and regular supervision or follow-up activity by the team of experts and mentoring teachers, it is difficult to implement CLL in the ELT context. This reveals that she is not aware of many techniques of CLL for teaching writing but unknowingly she has been using some of them. Therefore, she has also an understanding of cooperative learning activities such as pair work and group work.

Gita's real-life experience reveals that discipline is one of the challenges of CLL class. In this context, Richards and Rodgers (2013) pointed out that cooperative learning places an additional burden on teachers who may not feel comfortable with their altered role in the classroom. Unlike this, Krishna has a different opinion from Gita. He asserted, *"In my class, I give class work frequently to the students in groups and they solve the problems. The head teacher welcomes fruitful noise."* Krishna's expression shows that when the teacher keeps students in his control and they are passive then they are discouraged from sharing ideas. His idea is supported by Johnson & Johnson (1989) that learners learn better when they do the task in small groups. He knows that in such a situation, learning takes place.

Conclusion and implications

The findings of this research explores that English teacher participants have a good understanding and positive view towards **CLL to enhance the writing skills of the students**. They are positive towards cooperative and collaborative activities and tasks to generate and construct new knowledge, bring solutions to problems and make learning successful. It also highlighted that teamwork, group work and project work facilitate and energize the students to generate new ideas on the topic they are supposed to write about as social interdependence theory claims that learners can learn better when they do the tasks collaboratively in small groups sharing the experiences. Based on findings, it can be concluded that teaching writing through CLL develops students' creativity and motivates them for collaborative and autonomous learning giving learners a voice in their choice and creating an appropriate learning atmosphere to develop cooperation with their peers realizing the power of cooperation. Moreover, addressing mixed-ability learners, increasing interaction and maximising learning opportunities are the benefits of implementing CLL. Likewise, poor educational background of the students, large classes, lack of adequate knowledge and skills of teachers for applying CLL activities in ELT context due to lack of regular professional training

and collaborative culture among the colleagues, poor classroom instruction and less administrative support have been realized as challenges for effective implementation of it.

The study can also be a good support for reducing the dependency of both students and teachers on textbooks and teachers' lectures. This study can contribute to the transformation of the conventional method of teaching writing skills with the application of CLL in teaching English in general and teaching and learning writing skills in particular. CLL techniques contribute to increasing English learners' engagement in the assigned writing tasks. Since it is a small-scale study, further research is, therefore, necessary to be conducted using mixed methods covering a large area and population to bring teachers' a wider understanding of CLL in teaching skills in public schools.

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