

**The perceptions of
Hong Kong secondary teachers and students
towards the integration of
Cooperative Learning in ESL learning**

BY

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Abstract

Many research studies testify and indicate that Cooperative Learning contributes to learners' academic achievement, brings in psychological benefits and cultivates the social skills of learners. At the same time, there are also mounting number of research affirming the effectiveness feedback in enhancing learning achievement. This study reports findings on 6 in-service secondary English teachers from the same school and 19 Secondary 1 students' perceptions towards the integration of Cooperative Learning in ESL learning of Hong Kong, including the benefits of cooperative, challenges of integration, feedback practises in CL, and perceptions towards the use of feedback in Cooperative Learning. The result showed that both teachers' and students' perceptions are generally positive despite of some challenges that they had countered during teaching and learning. The findings are reported and further discussed based on the three search questions to highlight the strengths of the integration and examine the problems of the integration in a bid to offer suggestions to cater teaching and learning needs more effectively to lead the successful implementation of Cooperative Learning in secondary English classrooms of Hong Kong.

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Chapter 1. Introduction

1.1 Introduction to the study

Cooperative learning (CL), rooted in the child-centred progressivism of Dewey (1904), refers to students working together in small groups that everyone can participate in a collective task that has been clearly assigned. CL is not a new strategy as it has been broadly investigated by researchers with diverse questions about its implementation and efficacy since the 1970s (Mayer & Alexander, 2016). This means of classroom instructions, if appropriately used, is believed to provide an educational environment that engages students actively in interaction activities for bridging their intellectual and language knowledge while building positive self-esteem (Slavin, 1996). Hundreds of studies have compared CL to various control methods to determine the effects of CL on student achievement. With the increasing number of the theories and researches supporting the utility and benefits of CL to promote students' quality of learning, CL has been adopted worldwide in both eastern and western education systems. In the field of teaching English as a second language (ESL), CL has received popularity in which it differs with the textbook-centred and teacher-centred pedagogy that traditional schoolings have long depended upon to offer richer opportunities for ESL learners to exercise English language use (Sharan & Shachar, 2012). Hong Kong with task-based language teaching (TBLT) as the recommended pedagogy in English Language Curriculum has demonstrated attempts of integrating CL to facilitate target-oriented learning. Notwithstanding, researches from Hong Kong context mainly focus on the implementation of TBLT in ESL learning to investigate its effectiveness, suitability and perceptions, in which rather limited attention is given to the integration of CL into ESL teaching for examining its effect on students' English achievement. Considering that feedback is regarded as one of the most powerful influences on learning achievement while the provision of feedback is an essential process conducted during the face-to-face promotive

interaction in CL and the post-task phase of TBLT, it would be purposeful to extend the scope of research of the previous researches to include the provision of feedback as the core subject to study. Taking the initiative to gain a more comprehensive understanding on Hong Kong's English language curriculum, this study aims to investigate the perceptions of Hong Kong secondary teachers and students towards the integration of CL in the ESL learning with importance attached to the use of feedback on student achievement.

1.2. Purpose and Significance of the study

This study may provide more information for contributing to the underdeveloped research areas in Hong Kong ESL learning. The scope of study on CL is confined to primary education to merely drawn upon the learning and teaching experience for identifying the benefits and challenges, and there are no related studies which are conducted in secondary school where the use of CL occurs in a higher frequency to inform the perceptions of secondary students and teachers towards the integration of CL in the English Language teaching. The data collected would be helpful for informing secondary teachers about students' attitudes on the integration of the CL with the aim of providing insights for the modification of teaching pedagogies to improve students' language proficiency and develop their learning motivation. Particularly for the part focusing on the provision of feedback, it extends the scope of current studies to explore the use and significance of feedback in ESL learning of Hong Kong where CL is integrated into TBLT. It could also be served as a tool of reference for the Education Bureau to evaluate the use of CL in TBLT in a bid to achieve better planning on the English curriculum for fitting into the needs of students and teachers, and for the textbook publishers to learn about the preferences of students and teachers so as to structure appropriate contents and activities.

Chapter 2. Literature Review

2.1. Cooperative Learning

2.1.1 Definition and History

Cooperative learning, aforementioned, is broadly defined as a student-centred and instructor facilitated pedagogy which students work together in a group small enough that everyone can participate in a collective task; students interact with group members to acquire and practice the elements of the subject matter for completing a task or accomplish a goal that has been clearly assigned (Slavin, 1996). The more restrictive definition is given by Cohen (1994), to refer to the use of techniques that employ cooperative task structure in which students spend much of their class time working in a heterogeneous group.

The use of CL is promoted by an educator, John Dewey, as part of his project method of instruction at the University of Chicago Laboratory School in the 1930s. His work has provided the foundation for others to continue his research subject, most notably, Morton Deutsch (1949), whose studies of the effects of cooperative and competition on group process in the late 1940s was influential in the conceptualization of CL in education. Then proceeded to the 1960s, competitive and individualistic learning has been used extensively in which it undermined the researches on CL. However, group dynamics was used once again as an instruction alternative during the new power progressivism in the 1970s to influence the education policy. Johnson and Johnson (1987) began to write about the instructional structures directed towards teacher audiences, and CL has been widely investigated about its implementation and efficacy.

2.1.2. Underpinning theories

2.1.2.1. Social Interdependence Theory

According to Lewin (1935), the interdependence among the group, which is created by shared goals, is the essence of CL. A group is regarded as a “dynamic whole”, and in such case, any changes in the state of members can create tension among group members to affect their movements towards the accomplishment of the desired common goal. This concept contributes to the formulation of the theory of cooperation and competition of Deutsch (1949) and it is further extended to become social interdependence theory of Johnson and Johnson (1974). The social interdependence perspective assumes the process of how social interdependence is structured influences the interaction among individuals and determines outcomes. Positive interdependence results in promotive interaction as learners facilitate others effort made for contributing to the task; on the contrary, negative interdependence discourages and obstructs others’ effort in making achievements.

2.1.2.2. Cognitive Developmental Theory

The cognitive developmental theory is mainly drawn upon and developed on the work of Piaget and Vygotsky. Piaget (1964) argues that when individuals cooperate with one another, the social cognitive conflicts to simulate learners’ perception-taking ability which they engage in discussion to resolve the conflicts and modify their inadequate reasoning. Vygotsky (1978) shares the similar perspective to think that knowledge is constructed from cooperative efforts in which group members exchange insights and adjust their understandings on the basis on one another when correcting and employing reasoning strategies. The cognitive restructuring perspective believes that when learners explain the subject matter to a collaborator, they create a reconceptualization on the information acquired by cognitively rehearse and restructure the learning materials to allow information retain in memory as a return (Wittrock, 1990).

2.1.3. Five Essential Elements

Slavin (1996) concludes the following five components which are vital to the implementation of CL:

The first component is the face-to-face interaction. Teachers structure a learning experience that students will have opportunities and encouragement to interact with each other. In the learning activities, students must communicate by expressing, reasoning, challenging and providing others with feedback to perform tasks jointly with one another.

The second component is individual accountability. Students must interact on an equal basis for contributing to their own share of work to avoid chauffeuring (i.e. does all the work) and hitchhiking (i.e. does little or nothing). Teachers must plan for individual accountability when using CL for achieving positive interdependence as to allow students belonging to make every group members contribution indispensable for group success by giving them a unique role.

The third component is the heterogeneous grouping. It refers to the way that teachers deliberately structure students with a mix of ethnicity, gender and ability characters. The size of groups may usually vary from two to five students. The research of Shimazoe & Aldrich (2010) which examines criteria contributing to the successful implementation of CL shows that the larger the group size, the more difficult it is for teachers to ensure that all members can participate fully.

The fourth component is teaching of interactive skills including social, interpersonal, collaborative and small group skills. Students do not have much knowledge of how they can

work effectively together when they are first placed in groups. Teachers should either inculcate these skills directly as with other learning outcome or indirectly through the structure of group activities.

The fifth component is regarding group processing and monitoring. Students have to set group goals, evaluate other performances, assess the group performance, and identify changes they would make for cooperating more effectively. Teachers, at the same time, observe and monitor the learning process in order to provide feedback for improving students behaviour on the learning of interaction and subject matter.

2.1.4. Cooperative Learning and ESL learning

Starting from the 1990s, literacy educators have advocated the use Whole Language which natural, relevant and functional learning is required. The notion of the Whole Language promotes teachers to offer authentic learning materials and introduce CL modes to give students a wealth of language learning possibilities by arranging in a range of reading, writing, listening and speaking activities for them to take part in (Newman, 1985). The research of Goodman and Goodman (1982) gives merit to such an approach for affirming its effectiveness in expanding their language repertoire by giving them meaningful and integrative language experience. Educationists have welcomed the use of CL in ESL teaching as it is shown to be aligned with theories of second language teaching as the following:

2.1.4.1. The interaction hypothesis

The interaction Hypothesis cherishes the role of language learner's ability to exert agency over the language input and researchers who support the hypothesis emphasize a need for communication by expanding on the nativist. The research of Rulon and McCreary (1986)

shows that CL promotes negotiation of meaning in which it frees students from the stress of being error-corrected frequently when compared to the teacher-instructed approach. Students have demonstrated a greater tendency to exercising their target language to ask for repetition and clarification to check the understanding.

2.1.4.2. The output hypothesis

Swain (1985) proposed the output hypothesis to state that learners need to produce language through speaking and writing and to receive feedback on the comprehensibility of their output for improving language proficiency. The integration of CL favours functional use of language as students have to use languages for a variety of purposes with a variety of people. Groups provide a setting that is close to real life for students to practice aspects of communicative competence so as to engage in syntactic processing of language. In the setting, they formulate words and sentences needs to express their thoughts to pay attention appropriacy, correctness and understandability.

2.2. Feedback

2.2.1. The meaning and effectiveness of feedback

Hattie and Timperley (2007) conceptualizes feedback as the information provided by an agent (e.g. self, peer, teacher and parent etc.) regarding an individual's performance or understanding to occur in forms, for instance, cues, student evaluation feedback, corrective feedback, rewards and punishment etc. Feedback does not necessarily being accepted by learners, it can also be modified and rejected. There is a strong tie between instruction and feedback in which Kulhavy (1977) describes their relationship as a continuum. The initial distinction between instruction and feedback is clear as they are put in different ends. Yet, feedback and instruction will be intertwined when feedback is combined with a more correctional review to enable new instructions take place in the learning. For feedback to be powerful, a learning context should be set clearly to allow feedback to be delivered. If the context set is unfamiliar and abstruse, the possibility for students to successfully associate new information to their prior knowledge is low. The provision of feedback, therefore, has limited effects on criterion performance.

Regarding the effectiveness of feedback, Hattie (1999) reported a synthesis of over 500 meta-analyses testing about a hundred of influencing factors of academic achievement on over more than 20 million students. Feedback ranked the top 5 to 10 highest influences which its power was affirmed. The studies showed that types of feedback allowing students to receive information related to the task and how to conduct the task in a more effective manner gain the highest effect size while praise, rewards and punishment are regarded as the lower effect size. A more systematic study of Kluger and DeNisi (1996) further reveals that the impact of feedback is influenced by difficulty of goals and tasks. A specific and

challenging goal with low task complexity is considered as a derisible factor giving most positive impact on feedback.

2.2.2. A model of Feedback and its focuses

Hattie and Timperley (2007) proposed a model of feedback (see Figure 2.2.2.) to enhance learning, which provides a conceptual framework as the basis of this research. The rationale behind the development of this model is to reduce the discrepancies between learners' current understanding, performance and goal with an aim of increasing students' effort to handle more challenging tasks and appreciate the learning process instead of focusing narrowly on the quantity of work. Feedback is believed to be effective if teachers and students can seek answers for three major questions including "Where am I going?", "How am I going?" and "Where to next?" to feed up, feed back and feed forward students.

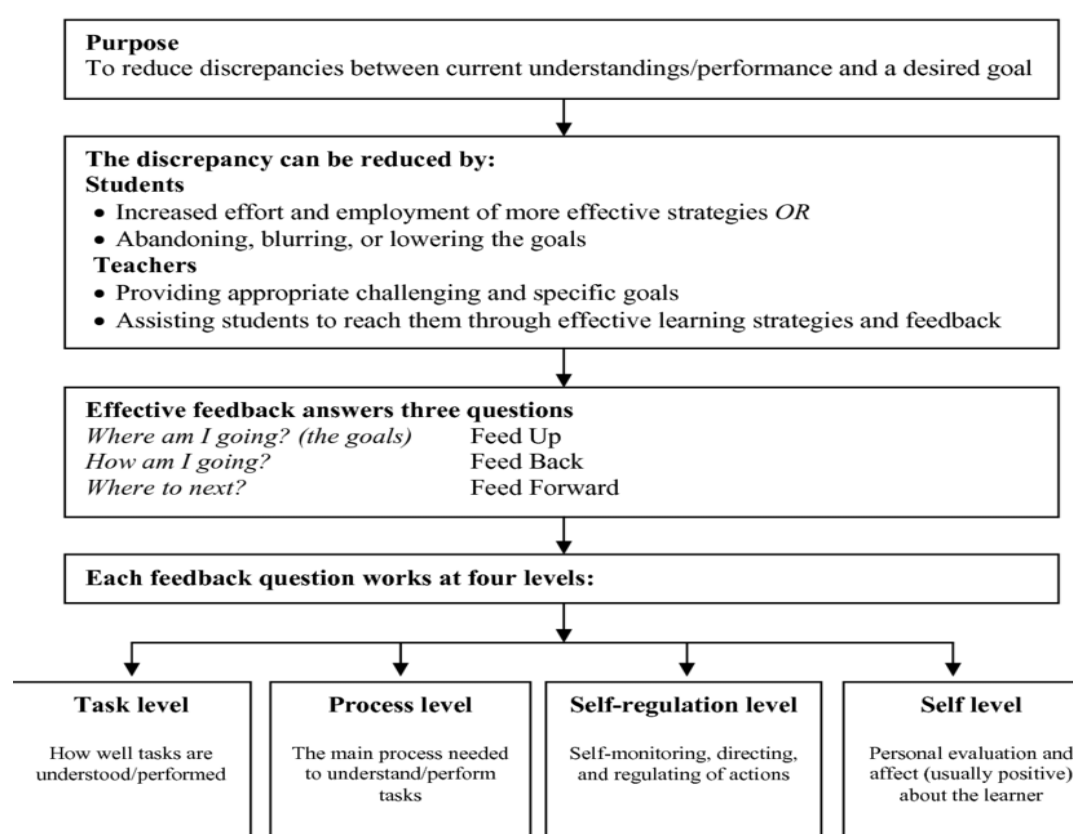


Figure 2.2.2. The Model of Feedback proposed by Hattie and Timperley (2007)

The question “Where am I going?” concerns the information given regarding the attainment of learning goals. Goals can be wide-ranging to include different types of learning activities while the judgement of the attainment level may occur in form including direct (e.g. “completing a piece of writing” and “passing the examination”), comparative (e.g. “doing better than Lisa”), social engagement (e.g. “do not have to attend the remedial class”), and it can also be automatic and triggered outside of specific awareness (e.g. “performing well in the activities” and “seeking more challenging task”). The last type of judgment can promote goal-directed actions in which it maintains the achievement and cooperation of learners. Student are more likely to produce persistence at task performance even if they encounter obstacles. The relationship between feedback and performance shown to be interrelated in the two ways, feedback allows learners to set reasonable goal and to track their performance in relation to their goal for further adjustments in effort and it helps student set further appropriately challenging goals for establishing conditions for ongoing learning.

For the second question “How Am I Going?”, the presence of instructors to provide information in accordance to the task performance is emphasized. To be specific, the information is about the performance of learners in relation to the expected standard and to the prior performance. It could be about the whole task or narrow down to specific part of a task. For which, feedback is considered to be effective as carry information to enable learners understand how they can proceed in the future learning. It is prevalent for instructors to adopt testing or assessment as the means for addressing the question. Nonetheless, these means often considered to be ineffective as they fail to convey feedback information that helps learners understand how they are going.

The third question “Where to next?” in the feedback model echoes with the sequential nature of instruction to enhance the learning progress. Instructions given in learning often follows the sequence of provision of information, task attempts, and introduction subsequent consequences. It often triggers more information and tasks if students’ performances are found to be lower than the expectation levels. If feedback can be used to provide information that leads to greater possibilities of learning such as enhancing challenges, encouraging more self-regulation to allow fluency and automaticity and applying more strategies to work the task, it can feedforward learners to gain deeper understanding on their learning.

Feedback aiming at addressing the above questions can be further divided to four major levels: task or product (FT), process used (FP), self-regulation (FR) and personal (FS). FT aims to provide directions for learners to acquire more, different and incorrect information. According to Airasian (1996), FT occurs most frequently in the corrective form concerning criterion related to task accomplishment like correctness, behaviour and neatness etc. and it is provided in a mixed manner. Thomson and Stringer (1998) concludes FT is the most powerful when it focuses on correcting faulty interpretations but not a lack of information. If there is a lack of information, instructors should continue the instruction process rather than giving FT. Moreover, instructors should avoid providing too much feedback at the task level as it may draw learners attention merely to the immediate goal and make them neglect the importance of adopting appropriate strategies to attain the goal. For FP, it appears to be more effective than FT for enhancing deeper learning as it specifies on the processes where learning takes places (e.g. process underlying, relating or extend tasks) to understand how learner’s perceptions tie with the learning environment (Balzer & Doherty, 1989). If instructors can provide cues as FP to provide students with direction for searching and choosing strategies, and guide students to reject erroneous hypotheses, FR gives in its effect

to lead students to more effective information search and use of task strategies. While FR promotes feedback to an interplay level to address how students monitor, direct and regulate actions towards the learning goal by showing their commitment. More effective learners show a stronger capability to create internal feedback and to assess their performance. They also show willingness to devote effort to seek and handle feedback information, possess confidence and certainty in the correctness of response and can give attributions about success or failure. Controversially, less effective learners display minimal self-regulation strategies and depend more on external support given by instructors for feedback. The last type of feedback, FS is the most frequent type of feedback given in the classroom setting (e.g. Good boy/ girl.). It consists of little task-related information to associate students with the learning goals, enhance their self-efficacy and enable them to understand the task. FS could be effective to students' learning only when it direct students' effort and engagement to the strategies used in relation to the learning goal.

2.2.3. Feedback and CL

The study of Locke and Latham (1990) about the relationship between goal setting and task performance reveals that goals are more effective when students share commitment to attain them. Only when students are committed to the learning, they will devote effort in seeking and receiving feedback so that they can eventually achieve the learning goal. However, commitment is found to be challenging for developing on learners their own, particularly for beginners and intermediate learners. There is a need for instructors to nurture and cultivate students' commitment through adopting effective pedagogies. The five essential elements of CL listed in Section 2.1.3 give favorable conditions for enhancing commitment through providing learners with a shared goal among group members to achieve. Structured Team Learning methods of CL including Student Team-Achievement Division (STAD),

Teams-Games-Tournament (TGT) and Cooperative Integrated Reading and Composition (CIRC) reward team success by examining students' learning process on a whole. Task motivation and motivation to interact in the group are, therefore, motivated to facilitates interactions like elaborated explanation, modeling, peer assessment and correction.

2.3. ESL learning in Hong Kong

2.3.1. Curriculum Planning: From PPP to TBLT

The Present-Practice-Produce (PPP) approach is a traditional teacher-centred pedagogy used for the teaching of ESL. It presents a notion of practice makes perfect which teacher presents new language knowledge, learner conduct practices in forms of drillings and repetition, and then they produce the language to express what they want to say. It is appealing for the teaching field to allow teachers to structure the content and control the pace of the lesson. Nevertheless, the attempts to use the PPP approach in ESL among teachers has been weakened after the Education Bureau has modified the English Language Curriculum Guidelines to promote the use of TBLT since 1997 in primary school and 1999 in secondary schools in a bid to provide every learner with further opportunities for extending their English knowledge and experience of other cultures (Mok, 2001; Curriculum Development Council, 2007). TBLT regards achieving purposeful interaction through effective communication to develop learners' communicative competence as the predominant target. The Curriculum Development Council (2007) encourages schools to apply target-oriented English learning with the aim of setting clear and appropriate targets and objectives to enable students to understand what they should strive and harness the strengths of CL to maximize language learning opportunities by providing them with an interactive learning setting.

2.3.2. Strengths and challenges of integrating Cooperative Learning in ESL learning

Law (2011) identified the strengths of using CL in enhancing fifth graders' achievement goals, autonomous motivation and reading proficiency. In her research, 279 Grade 5 Hong Kong students were selected to be the participants to take part in cooperative learning activities including jigsaw and drama while the others received traditional teacher-

centred instruction. The finding indicates that students placed in the jigsaw group received better performances in the comprehension test by showing a better understanding on the passage which they are more eager to exercising their target language to ask for repetition and clarification for check the understanding in the task while the students who take part in teacher-centred instruction shows a lower degree of motivation when handling the reading tasks.

However, the research of Carless (2007) about the suitability of TBLT for secondary school perspective from Hong Kong revealed that excessive off-task use of the mother tongue during cooperative learning for the mediocre and low-achievers as the challenge for successful integration in the hope of improving student's language proficiency. Apart from it, the time issue is pointed out to be other challenges. The integrating of cooperative learning, for instance, the use of group work in task-based activities were often evaluated to be time-consuming given the packed teaching schedule in Hong Kong curriculum with a stated priority for completing the assigned textbook teaching.

2.3.3. The provision of feedback in ESL learning of Hong Kong

The guidelines for provision of feedback in Hong Kong ESL curriculum was listed in the Curriculum Development Council (2007, p. 62): “providing specific and timely feedback to encourage reflection and using different modes of assessments and assignments (e.g. role plays, projects, portfolios) instead of just relying on pen-and-paper assessments to collect evidence to inform learning and teaching”. Schools were granted flexibility to develop their evaluation system in accordance to the guidelines provide.

Lee (2008) conducted a research to understand teachers' written feedback practices in Hong Kong secondary classrooms. The study examines the written feedback provided by 26 secondary school teachers to 174 students on their composition. The results indicated that feedback focused mostly on form (i.e. grammar and vocabulary), and followed by content and with organization receiving the least attention. For the types of feedback, teachers showed preferences of providing direct error feedback (i.e. locating and correcting errors), followed by coded feedback (i.e. locating errors and indicating the types) and uncoded feedback (i.e. locating the errors). About the types of written commentary, negative comments were favored with rather minimal positive and feedback providing students with information and direction. Another study on students' reactions to teacher feedback collects data from two local secondary classrooms. The results indicate that students from all proficiency level wanted more written comments from teachers and hoped teachers can provide explicit error feedback (i.e. providing correct answer and categorizing the error type). Besides, low achievers and mediocre showed less interest in the feedback focusing on error than high achievers.

Chapter 3. Methodology

3.1. Research Questions

The research focuses on acquiring the perceptions of students and teachers towards the integration of CL. Therefore, Question 1: “What are the perceptions of teachers towards the integration of CL in the ESL learning?” and Question 2: “What are the perceptions of students towards the integration of CL in the ESL learning?” were designed. As an extended focus of the research, Question 3: “What are the perceptions of students towards the integration of peer and teacher feedback to CL in enhancing ESL learning?” was designed to examine the provision and effectiveness of feedback in CL.

3.2. Methodology

3.2.1. Research Design

For this study, a mix method approach including the use of both quantitative approach and qualitative approaches are used to collect data for addressing the research questions. For acquiring teachers’ perceptions towards the integration of CL in ESL learning, a qualitative approach which interviews with teachers will be conducted. The rationale underlying the choice is that a dynamic and negotiated reality is assumed in the teaching field, and this research method provides a more in-depth understanding on how teachers perceive their teaching conditions and their responses provided. For acquiring students’ perception towards the integration of CL in ESL learning, a quantitative which questionnaire will be delivered for them to discover the phenomena among students to indicate their preferences.

3.2.2. Setting and Participants

The study is taken place a local school named PHC Wing Kwong College (to be confirmed) which I conducted my 3 month placements during the teaching practicum in my final year of study. This a co-ed school that used Chinese as the medium of instruction. Participants selected for this study were drawn from in-service English teachers working in the PHC Wing Kwong College with a sample size of 6 teachers and 19 Secondary 1 students.

Purposive sampling was adopted to select the potential teacher participants based on their teaching experiences and educational background (i.e. 2 teachers who had less than 3 years of teaching experiences, 2 teachers who have 4 to 9 years of teaching experiences and 2 teachers with more than 10 years of teaching experience). Participants must possess knowledge and ideas about CL. Meanwhile, convenience sampling was used to collect students' perspectives. The population consisted of the students from my practicum class to facilitate the data collection process.

In this school, 6 teachers who fit the above criteria agreed to participate in the study with details shown in Table 3.2.2. Their teaching experience ranged from 2.4 to 14.4 years. All of them have acquired knowledge about CL in their previous studies. Out of the 6 teachers, 5 of them of experiences of incorporating CL in English teaching. For the student participants, they were found to be low achievers who had the weakest assessment performance in the form. There students among the sample reported to have special learning needs (SEN) including language impairment, Attention Deficit and Hyperactivity Disorder (ADHD) and dyslexia. They experience CL activities at least once a week.

Teachers	Year of teaching	Ever acquired knowledge about CL?	Ever adopted CL?	Ever taught in other schools?	Classes responsible at the school
T1	1 year and 4 months	Yes	Yes	No	S. 1, 5, 6
T2	2 year and 4 months	Yes	Yes	Yes	S. 2, 3
T3	3 years	Yes	Yes	Yes	S. 1, 2, 4
T4	5 years	Yes	Yes	Yes	S. 2, 5, 6
T5	13 years	Yes	Yes	No	S.1, 2, 3
T6	14 years	Yes	No	No	S. 2, 5, 6

Table 3.2.2. Profile of teacher interviewees

3.2.3. Data Collection and Analysis

The study was approved by the Research Ethnic Committee of the Faculty of Curriculum and Instruction of The Education University of Hong Kong. Before conducting the interview and survey with participants, consent forms (see Appendix 3 -5) were distributed to principal of the participating school, teachers, student participants and their parents to seek approval.

Regarding the interview conducted with teachers, a set of sample interview questions (see Appendix 1.) with references to the study of (Xuan, 2015) on acquiring their perceptions towards CL to perform qualitative research. New question items (no. v. and iv.) concerning the provision of feedback were added for the examination of the feedback practice among teachers in CL. Part A were designed for acquiring the background information of the teachers while the open-ended questions in Part B targeting teachers on their practices of integration, provisions of feedback and perceptions towards CL (i.e. the benefits and challenges of the integration). Face-to-face interviews were conducted in semi-structured form to enable teachers to provide further elaboration on the questions. After the interview, transcript data was grouped and analyzed according to different themes and views of to locate similarities and differences among teachers.

For acquiring the perspectives of students on the integration of CL, a set of 27 interview questions (see Appendix 2.) was used for performing quantitative research. The interview questions were subsided to acquire students' perceptions to the integration of CL and the provision of peer and teacher feedback in CL activities. For each statement, four choices are provided which students can select from the Likert scale to identify if they strongly agree, agree, disagree, or strongly disagree as appropriate. Printed copies were delivered to participants for data collection and data was reported through statistical analysis.

Chapter 4. Findings

The findings of the research are presented in this chapter to illustrate teachers' and students' perception towards the incorporation of CL in the ESL learning of Hong Kong as well as to investigate the use of feedback in CL. There are different factors found to influence the implementation of CL and affect students' orientation towards the use of CL. The research uncovers the benefits and challenges of integration CL in ESL learning.

4.1 The use of CL & provision of feedback in local secondary classroom

4.1.1. The use of CL

The results showed that all the 6 teacher respondents had acquired relevant knowledge about CL in their English teaching. Out of the 6 respondents, 5 teachers had experiences of integrating CL and they had integrated in all secondary level as shown in Table 4.1.1.a..

Interviewee's Response	No. of teachers	Teacher(s)
Secondary 1	2	T1, T3, T5
Secondary 2	4	T2, T3, T4, T5
Secondary 3	3	T2, T4, T5
Secondary 4	1	T3
Secondary 5	2	T1, T2
Secondary 6	1	T1

Table 4.1.1.a Which form had the teacher interviewees tried to integrate CL in ESL learning?

The integration of CL appeared to be less common in senior forms (i.e. Secondary 4 to Secondary 6) as reported by T1, T2, T3 and T4 that the syllabus under New Senior Secondary (NSS) Curriculum was packed. There was time constraint for them to integrate CL as they had to prepare students to sit in the Hong Kong Diploma Secondary Examination (HKDSE):

"I do it in (CL) my Form 3 class but I do not do it in my Form 6 class. As you know, the students are going to take the DSE very soon. They need more drillings on examination skills, especially when my group of students are low achievers." (T4) The teachers in general believed that it is more feasible to conduct CL in junior forms: *"The schedule of junior teaching is packed but still I can afford integrating CL in my teaching."* (T1) and *"For junior*

forms, I use CL in every lesson. But for senior form, the schedule is very tight. I use it occasionally.” (T5)

Although the 5 respondents shared the practice of integrating CL, the frequency is varied among different teachers which is shown in Table 4.1.1.b..

Frequency	No. of teachers	Teacher(s)
every lesson	1	T5
two to three times a week	2	T1, T2
once a week	1	T3
once or twice in a unit	1	T4

Table 4.1.1.b. The frequency of integrating CL in ESL learning

1 teacher used CL in every lesson while the remaining 4 teacher respondents used it in comparatively less frequent manner. 2 teachers integrated CL two three times a week while 1 teacher integrated CL once a week. 1 teacher would only use CL once or twice in a teaching unit.

Regarding the learning activities in lessons adopting CL as the pedagogy, different structures and activities with promoting student-centred learning were used as shown in Table 4.1.1.1c.

Teacher	Types of Grouping	Structures and Methods	Language skills to teach
T1	Heterogeneous	Think-Pair-share, Jigsaw Reading and Jigsaw II	Reading, Writing and Speaking
T2	Heterogeneous	Jigsaw Reading, Search-Pair-Share and Think-Pair share	Reading, Writing, Speaking and Grammar Teaching
T3	Heterogeneous	Think-Pair-Share and Group Investigation	Writing
T4	Heterogeneous	Group Investigation	Writing and Speaking
T5	Heterogeneous	Jigsaw Reading and Student-Teams-Achievement Division (STAD)	Reading, Writing, Speaking and Grammar Teaching

Table 4.1.1.c. Teacher interviewees’ structures and methods used when integrating CL in teaching different language skills

The structures and methods informed both the use of Structured Team Learning including STAD and Informal Group Learning Methods consisting Jigsaw Reading, Jigsaw II, Search-Pair-Share, Think-Pair-Share, and Group Investigation. Students were often put into pairs or groups of 4 for conducting the learning activities.

Teachers mainly used heterogeneous grouping to group mediocre and low achievers with students who were with better learning performances in a bid to cater the needs of struggling students: *“Before introducing CL to the class, I usually spend some time at the beginning of the semester to carefully plan the seating of students to put more capable students sitting next to less capable students. I want to make sure they can help one another to learn.”* (T3) and *“Sometimes I just put them in a group of 4 and each of them could be responsible for each part of the task. The task is assigned to them according to their ability. One of them would be the leader to give more instructions to the weaker students so they can understand what to do.”* (T4)

The learning activities conducted in CL covered the learning of three language skills including reading, writing and speaking as well as grammar teaching. T4 also shared in the interview that he used CL for English cross-subject project learning: *“I used CL for the STEM (Science, Technology, Engineering and Mathematics) project in the first term last year. Students had to invent commercial product and introduced it to other students. This activity involved group discussion and presentation.”* However, none of the teacher respondents in the interview used CL to teach listening skills. T1 suggested that using CL to teach listening could be time-consuming and the effectiveness is rather limited: *“I have never done this with combined classes. The students are less effective learners so introducing this may not be good for their learning. I am afraid that students giving some suggestions that confuse their*

peers. They do not have related knowledge of conducting peer evaluation. Most importantly, I do not want to give them a feeling that I am complicating their learning.”

4.1.2 Provision of feedback in CL

The teacher respondents who integrated CL in English classrooms provided formative and summative feedback to their students, yet, their practice of giving feedback varied as shown in Table 4.1.2.a. All the teacher respondents gave feedback to students on task level and process level while only 2 teachers provided feedback on self-regulation level:

Types of feedback	Teacher(s)	Types of feedback	Teacher(s)
formative	T1, T2, T3, T4, T5	on task level	T1, T2, T3, T4, T5
summative	T1, T2, T3, T4, T5	on process level	T1, T2, T4, T4, T5
		on self-regulation level	T2, T5

Table 4.1.2.a. Types of feedback given by the teacher interviewees who integrated CL

For the provision of feedback on the task level, most of the teachers shared a common belief that evaluating students on their attainment of learning goals can help them set reasonable goal and to track their performance in relation to their goal for further adjustments:

“When I evaluate how well they have achieved in the learning activities, no matter it is by giving them grades or general comments, they will get some ideas on their strengths and weaknesses.” (T2) and *“I prefer giving students grades to help them track their performances. The marks tell if their performance are unsatisfying, satisfying or excelling. Students who receive low marks may want to avoid making the same mistakes again, and students who receive high marks may want to challenge themselves a bit.”* (T3)

Regarding the provision of feedback on process level, teachers shared the view that giving feedback information about the process to students can effectively help them in strategizing: *“After students have presented their ideas in group discussion, I will give*

feedback on how they manipulate the information provided in the discussion materials. This is very important. I do not only tell them how they have performed, but I try to reassess their performances by telling them in what way they can improve. (T1)

Among the 5 teachers, only 2 of them provided feedback on self-regulation level to students. The 2 teachers who provided this type of feedback trusted that if students have the metacognitive skills of self-appraisal and self-management, they can be more effective learners: *“I will let them evaluate their own performance at first, for instance, the organization and interaction skills. Then, I will ask them about how would they improve if they were given one more chance. By this, they can recount the process of doing the activity to evaluate on their performances and we can work together to come up with a better way.” (T2)* and *“For the Form 6 students which I taught last year, I had a consultation session for them from time to time. Before they came, they were encouraged to think about how they could improve and work out a plan. During the consultation, I would give them comments for helping them to seek further improvements.” (T5)*

In addition to different feedback types, the practice of giving feedback to the learning of four language skills varied among the teachers as shown in the Table 4.1.2.b.

Teacher	Four Language skills			
	Reading	Writing	Speaking	Listening
T1	grading	doing error-correction and giving students feedback on content, language and organisation after they submitted their writing; written form	using 10 to 20 minutes to talk about performance for group discussion with emphasis on pronunciation and delivery, communication strategies, vocabulary and	giving verbal instructions
T2	highlighting the common mistakes; verbal and written form			grading
T3	grading			grading
T4	highlighting the common mistakes; verbal form			grading

T5	grading		language patterns, ideas and organisation; verbal and written comments	giving verbal instructions
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Table 4.1.2.b. Forms of feedback given by the teacher interviewees who integrated CL to the learning of different language skills

All teachers gave feedback to students for their performances in their learning of productive skills (i.e. writing and speaking) when they conducted CL. They followed the guidelines of the school which were to do error correction and give written feedback on the domains of content, language and organisation for writing while they gave general feedback on the group performances, and detail remarks on students' performances on the domains of pronunciation and delivery, communication strategies, vocabulary and language patterns, ideas and organisation.

For the teaching of receptive skills, all teachers would grade students' performances or product submitted but only 2 teachers would give further feedback on reading and writing performances respectively. T2 and T4 highlighted the common mistakes in reading while T1 and T5 gave verbal instructions to guide students throughout the listening activities to arouse their awareness on acquiring the skills. T5 as a veteran teacher indicated that the different nature of task concerning the four language skills affects the use of feedback in CL: *Students decode the passages and answer questions on their own. Not until they are asked to answer some open-ended questions together, they will be given a chance to discuss. And, as same as for the listening practises, either you get the answer right or wrong. It is hard for us to give detail comments but what we can do is to give students reminders. That's' different from writing and speaking which they involve in more brainstorming and discussion activities.*"

Apart from the feedback given by teachers, students also receive evaluation from their peers. Although students are given more chances to interact with their peers when CL is integrated into ESL learning, it is found in the interview that only 2 teachers conduct peer evaluation as shown in Table 4.1.2.c.

Interviewee's Response	No. of teachers	Teacher(s)
Introducing the use of Peer Feedback	2	T2, T5

Table 4.1.2.c. Did teachers introduce the use of peer feedback in CL?

Only T2 and T5 introduced peer valuation to the classes when they used CL. They took advantage of peer evaluation to help students seek feedback from the external sources and improve the self-regulated learning of students: *“I adopt peer evaluation in the speaking activities. Usually, I ask them to talk about one good point about the presenter and one area of improvements. This “1+1” approach allows students to observe peer performances, appreciate the strength of others and reflect upon their own learning.”* (T2) and *“I sometimes do it in my English classes, particularly when I make students work in groups. It is impossible for me to give feedback to every group promptly, but still, I want them to about their performances.”* (T5)

On the other hand, T1 reported that the proficiency of learners was his major concern of including peer feedback in CL as he found weaker students were at a lack of competency to evaluate others' performances: *“I have never done this with combined classes. The students are less effective learners so introducing this may not be effective to their learning. Most importantly, I do not want to give them a feeling that I am complicating their learning.”*

4.2. Research Question 1: What are the perceptions of teachers towards the integration of CL in the ESL learning?

All the teacher respondents identified both the benefits and challenges of integrating CL in their classrooms and English teaching context of Hong Kong.

4.2.1 The benefits of integrating CL in ESL learning

4.2.1.1. Academic achievement

All teacher respondents regarded CL beneficial for teaching English as a second language. For teachers who integrated CL, 80% them agreed that it improved students' receptive skills while all of them agreed that CL enhanced students' productive skills. By drawing a comparison of students' learning before and after introducing the use of CL, 60% of them saw noticeable changes on students' results. These findings are presented in Table 4.2.1.1.

Item No.	Questions	Yes	Teachers	No	Teachers
3.	Do you think CL would be beneficial for teaching English as a second language?	100%	T1-T6	0%	-
4.v.b.	Do you think it improves students' receptive skills (reading & listening)?	80%	T1-T4	20%	(T5)
4.v.c.	Do you think it improves students' productive skills (writing and speaking)?	100%	T1-T5	0%	-
4.vi.a.	Compare students' learning before and after introducing the use of CL. Are there any changes on their results?	60%	T1, T2, T5	40%	T3, T4

Table 4.2.1.1. Findings of questions concerning learning achievement in the teacher interview

CL was found beneficial for teaching English as a second language in Hong Kong as it promoted interaction among students to provide them with more opportunities to use English for purposeful communication: *"CL can increase the motivation of students and promotes interaction."* (T3), *"Students can exercise the use of language. When we learn a*

language, we hope to use that language for daily practise. In Hong Kong, outside the classrooms, rarely do our students have chances to do so. Through CL, they can use the language and they can interact with people in the similar age.” (T1) and “Of course, we still have some lessons which focus on teacher talk like the grammar lessons. But for some lessons, we incorporate CL to let students practise speaking English and to do TBL activities.’ (T4)

In terms of the acquisition of the four language skills, teachers in general agreed that both receptive (reading and listening) and productive skills (writing and speaking) could be improved through the integration of CL. About the learning of receptive skills, 80% of the teacher respondents agreed that CL improves students’ receptive skills while T5 dissented. T1 and T3 pointed out in the interview about students’ improvements sought in reading and listening respectively: *“When students perform Jigsaw Reading, they are responsible for reading a part or different articles within a given period of time before sharing. Hence, they learn to read efficiently by apply reading strategies such as skimming and scanning.” (T1)* and *“In all the CL activities, they have to listen for gist or details when their peers are talking in order to give appropriate response or filling out tables for completing the task.” (T3)* Nonetheless, T5 said that the improvement might not be definite that it highly depended on the ability of learners: *“I think it all depends on the learners. For the weaker students studying in the combined class, my response is no. It is hard for them read or do listening effectively. I once did Jigsaw with them, it turned out to be chaotic because some students could not finish their reading before sharing.”*

Teachers also reported that introducing CL to the class increased the frequency of oral practices as students had to communicate in a bid to achieve the shared learning goals in TBL. Consequently, students were found to be more skilful in terms of speaking: *“Students are*

more eager to share when they are asked to work in groups. Their technique of offering responses and answering questions. The more they use English as a communication tool, the more they are familiar with it” (T3). Apropos of the improvement in writing skills, teachers believed CL facilitated information exchange process in the pre-activity phase in which students assembled new ideas about the writing topics for enriching the content: “CL is good for writing activities like producing sentences or short paragraphs. Whenever they encounter difficulties, say like they are at a lack of ideas, their peers can always lend a helping hand. They read and discuss the selected texts. At least, they can contribute something different or new to their friends.” (T2) and “Sometimes, I try to arrange the writing task after a group discussion. As you know, some of them may find it difficult to come up with ideas when they are asked to write. The discussion encourages them to brainstorm ideas together after reading different materials like news articles so that they can get more ideas.” (T4)

Although most of the teachers agreed that CL improved students’ productive and receptive skills, only 60% of them noticed changes in students’ results while 40% of them could not see significant changes in students’ results. T3 and T4 suggested that their use of CL was rather limited due to the packed curriculum, as illustrated in Table 4.2.1.1., they could not guarantee students’ changes in results were brought by CL.

4.2.1.2. Psychological Benefits

In addition to academic achievement, the integration of CL also found to bring psychological benefits to both teaching and learning as shown in Table 4.2.1.2

Item No.	Question	Yes	Teachers
4.ii.	Do you find comfortable when implementing it?	100%	T1-T5
4 vii.	Do you think your students like the integration of CL?		
4.vi.b.	Compare students’ learning before and after introducing the use of CL. Are there any changes on their motivation on		

	learning English?		
4.vi.c.	Compare students' learning before and after introducing the use of CL. Are there any changes on their attitude towards the learning English?		

Table 4.2.1.2. Findings of questions concerning teacher and students' psychological benefits in the teacher interview

All teachers reflected to be comfortable when adopting CL. They shared the same view that CL made learning atmosphere motivating and interactive to give students pleasure so they also assumed their students also favoured the integration: *"I personally find doing it comfortable. CL is a student-centred approach which allows students to manipulate their learning. Students can interactive with their peers and it makes learning less boring."* (T2). However, T1 and T4 both responded in their interview that having sufficient amount of time is a prerequisite for them to feel comfortable when implementing CL: *"If I do not have a lot to rush, I feel comfortable of doing it."* (T1) and *"If time is not a concern, I would definitely say yes."* (T4)

Teachers also witnessed the change of attitudes among students after introducing the use of CL. They indicated that the affective filter of students to learn English as L2 had been lowered, and hence, they were more active and eager to learn when they worked in groups and acquired supports from peers: *"Students demonstrate a comparatively higher degree of eagerness to participate in the CL activities. I feel satisfied to see them communicate in a more active manner using English."* (T3) and *"There are mainly mediocre and shy students in my class. These students tended to feel anxious when they learn English. They are afraid of making mistakes when they are speaking English but they are more willing to attempt answering questions in CL activities and to present their ideas."* (T5)

4.2.1.3. Generic skills

All the teachers agreed CL improved the interaction among students as shown in Table 4.2.1.3.

Item No.	Question	Yes	Teachers
4.v.a.	Do you think it improves students' interaction?	100%	T1-T5

Table 4.2.1.3. Findings of questions concerning students' social skills in the teacher interview

Furthermore, T1 and T2 pointed out that the interaction did not only benefit the learning of English, but it also enhanced student' generic skills including collaboration, problem-solving and decision-making skills: *"In activities that involve discussion, they learn to negotiate and solve conflicts with their peers. Ultimately, they can perform skilled communication."* (T1) and *"When students interact, the process is not purely referring to talking with peers, but more than that, they have to teach, assist and support one another for reaching the group goal and providing one another with feedback."* (T2)

4.2.2. The challenges of integrating CL into Hong Kong ESL learning

The teacher respondents revealed in the interview that there were challenges of integrating CL into ESL learning in Hong Kong's context as shown in Table 4.2.2. Based on the interview results, none of the teachers had used CL to its full potential. They had come across different barriers hindering the successful integration of CL, which it made 33.3% of them agreed with a small extent that CL would be well-received by secondary English teachers.

Item No.	Questions	Yes	Teachers	No	Teachers
4.viii.	Do you think you are using cooperative learning to its full potential?	0%	-	100%	T1-T5
4.xi	Do you find any barriers to hinder the successful integration of cooperative learning into English classrooms?	100%	T1-T6	0%	-

Item No.	Question	Large	Teachers	Small	Teachers
4.	To what degree you think that integrating Cooperative Learning in Task-based Language Teaching will be well-received by the secondary English teachers?	66.7%	T1, T2, T3, T5	33.3%	T4, T6

Table 4.2.2. Findings of questions concerning teachers' evaluation on their use of CL and challenges of integrating CL in the teacher interview

The barriers which hindering the successful integration CL were revealed by the teacher respondent in the interview as following:

4.2.2.1. Time Constraint

All the teachers shared the view that time barriers brought by the curriculum limited their use of CL. The time barrier was reported to hinder the design of teaching materials and integration. For the design of teaching materials, T1 said it was time consuming to select and modify appropriate materials: *"I have to be very careful with the selection. If I choose texts or video clips which are too difficult for them, it is less likely for them make use of the information they get to interact with peers. I have to include guiding questions in most of the cases, which requires extra time."* T3 added that CL activities often took much more time than individual-based learning from her experiences as a higher degree assistant needed to be provided: *"When I do teacher-centred learning, I can check the understanding of students very quickly by doing answer-checking. However, I have to give feedback to each group and devote much more time to make sure they can follow the discussion flow during the process when I do CL."* The findings in Part 4.2.1 regarding the integration of CL in different forms echoes and further supports that teacher found it challenging to do the integration given the tight teaching schedules, especially in senior forms.

4.2.2.2. Culture of learning and teaching

Different culture on learning and teaching also affects the frequency of integrating CL. The teacher respondents were working at a CMI school which highly attached to grammar teaching and drilling of different skills. The emphasis and direction of ESL teaching in the school sometimes did not often favour the use of integration: *“Take Form 3 as an example, chances of doing CL tend to be limited. We only do it for two to three times when we are teaching the cross-subject learning module. Most of the teachers use direct teachings to make learning efficient so students can learn at most at they can for getting better results to choose the electives they would like to study in Form 4”* (T4) and *“We do a lot grammar teaching in junior forms to make sure they have a sound foundation so we use PPP. And it is also hard for us to use CL for drilling of examination papers in Form 5 and 6, except when students are doing speaking activities in groups.”* (T6)

4.2.2.3. Learners’ proficiency level

Learners’ proficiency level on the language and lacking of knowledge concerning CL activities were revealed as the worries of teachers. T1 queried the feasibility of integrating CL for catering the learning needs of SEN (i.e. special educational needs) students: *“For my class which students mostly are SENs, pairing seems to be a bit hard. I cannot ensure that I have bright students in each group to take lead of the discussion. More than half of them have failed their vocabulary dictation, and they are not familiar with the use of CL.”*. T3 added the unfamiliarity of doing CL would students’ willingness to actively participate in the learning activities *“Some students only possess little experiences in doing CL activities because their teachers in the past may use traditional ways to teacher. So every time when I want to do CL, I must to devote lots of efforts to give clear instructions and make sure they are on task. I often find students who are unfamiliar with CL do not speak up.”*

4.2.2.4. Problems concerning classroom management

Problems concerning classroom management was also found to be a concern for some teachers to hinder the successful integration of CL. Some teachers illustrated that off-task behaviours such as chatting and going off the seats to undermine the collaboration and interaction, and consequently slowed down the learning progress the class: *“Some students can be extremely talkative when you pair them up. They keep chit-chat for something irrelevant and produce noise to disrupt others without contributing to the group discussion.”* (T1) and *“It is hard for me to keep an eye on every student during the group activities. I once caught two students who were supposed to discuss in home group swapping their seats and sitting with students in expert group, and I got to spend about 2 to 3 minutes to rearrange the grouping again.”* (T2)

4.3 Research Question 2: What are the perceptions of students towards the integration of CL in the ESL learning?

When teachers indicated both the benefits and challenges of integrating CL in the ESL learning, it is found that students primarily welcomed the integration of CL from the data collected from the questionnaires. The following analysis will specify in students' orientation towards the use of CL, comparing CL to individual-based learning and the benefits of CL.

4.3.1 Orientation towards the use of CL

According to the findings presented in Table 4.3.1, more than 78.9% of students reported that they were familiar with CL, and agreed that they liked working cooperatively in group and demonstrate willingness in participating in CL activities. Even though there were 2 to 4 students in the class who showed their disagreement towards Item No. 1 to 3, about 95% of them still wished their teachers could use more CL activities in English lessons.

Item No.	Statement	Strongly disagree	Disagree	Agree	Strongly Agree
1.	I am familiar with Cooperative Learning (CL).	0%	21.1% (4)	68.4% (13)	10.5% (2)
2.	I like working cooperatively in groups	0%	15.8% (3)	68.4% (13)	15.8% (3)
3.	I demonstrate willingness in participating in CL activities	0%	10.5% (2)	68.4% (13)	21.1% (4)
14.	I wish my teacher could use more CL activities in English lessons.	0%	5.3% (1)	78.9% (15)	15.8% (3)

Table 4.3.1 Findings of students' view on statements concerning students' orientation towards the use of CL

4.3.2. Comparing CL to individual-based learning

Students appeared to favour the use CL more than individual-based learning as shown in Table 4.3.2. 84.2% of students agreed that CL helped them learn English more easily and made English learning more motivating than individual-based learning while 15.8% of

disagreed with the statement. 79% of students thought the interaction among CL activities could improve their English more than the teacher-centred instruction, and 84.2% of them prefer the class to have more CL activities in the future.

Item No.	Statement	Strongly disagree	Disagree	Agree	Strongly Agree
4.	CL helps me learn English easier than individual-based learning.	5.3% (1)	10.5% (2)	68.4% (13)	15.8% (3)
10.	CL makes English learning more interesting than individual-based learning.	0%	15.8% (3)	57.9% (11)	26.3% (5)
12.	I think interaction among CL activities can improve my English more than just learning from teachers.	0%	21.1% (4)	63.2% (12)	15.8% (3)
13.	I prefer to have more CL activities rather than individual-based learning in English class.	0%	15.8% (3)	68.4% (13)	15.8% (3)

Table 4.3.2 Findings of students' view on statements comparing CL to other pedagogies

4.3.3. The benefits of integrating CL

A majority of students recognised the benefits of integrating CL in multiple ways. About 79% of the students agreed that CL helped them acquire both content and language needed for English lessons through working as a team, and engaged them more in English learning process. Moreover, 79% of students agreed that CL enabled them to participate in tasks that required information sharing, collective decision making and problem solving to make them feel intellectually challenge. 89.5% of them agreed that CL gave them a more frequent chance of using English to communicate, about half of these students indicated that they strongly agreed with the statement.

Item No.	Statement	Strongly disagree	Disagree	Agree	Strongly Agree
5.	CL helps me acquire content knowledge needed for English lessons through working as a team.	10.5% (2)	10.5% (2)	63.2% (12)	15.8% (3)

6.	CL helps me acquire English language knowledge needed for English lessons by working with team members.	0%	15.8% (3)	73.7% (14)	10.5% (2)
7.	CL engages me more in English learning process.	0%	21.1% (4)	68.4% (13)	10.5% (2)
8.	CL in English enable me to participate in tasks that require information sharing, collective decision making and problem solving.	0%	21.1% (4)	52.6% (10)	26.3% (5)
9.	CL in English makes me feel intellectually challenged.	0%	21.1% (4)	47.4% (9)	31.6% (6)
11.	CL gives me a more frequent chance of using English to communicate.	0%	10.5% (2)	47.4% (9)	42.1% (8)

Table 4.3.3 Findings of students' view on statements concerning the benefits of CL

4.4. Research Question 3: What are the perceptions of students towards the integration of peer and teacher feedback to CL in enhancing ESL learning?

Despite the finding that students favoured the integration of CL, students' perceptions towards the use of feedback in CL to enhance learning found to be varied in respect to the use of peer feedback, teacher feedback and manipulation of feedback.

4.4.1. Perceptions towards peer feedback

As an overview, 84.2% of the students found the peer feedback which they received from CL effective in helping them learn English in relation to the learning goals as shown in Table 4.4.1.a.

Item No.	Statements	Strongly disagree	Disagree	Agree	Strongly Agree
18.	The peer feedback which I receive from CL helps me learn English more effectively in relation to learning goals	0	15.8% (3)	73.7% (14)	10.5% (2)

Table 4.4.1.a. Findings of students' view on the effectiveness of peer feedback

Nonetheless, the functions of feedback were achieved in different degree of extents reported in Table 4.4.1.b. 78.9% Students found feedback helpful to help them understand their performance in activities and/ or tasks in CL. About 63.1% of students agreed that peer feedback could provide them with information about how they could modify their learning strategies while 36.8% of the students disagreed with it. The least achieved function of feedback in the peer feedback reported in the survey was directing students to the future learning which 53% of students stated that they disagreed with the statement with only 47.7% agreed with it.

Item No.	Statements	Strongly disagree	Disagree	Agree	Strongly Agree
15.	The peer feedback which I receive from CL helps me understand my performance in activities and/or tasks.	0%	21.1% (4)	68.4% (13)	10.5% (2)

16.	The peer feedback which I receive from CL provides me with information about how I can modify my learning strategies to achieve learning goals.	0%	36.8% (7)	52.6% (10)	10.5% (2)
17.	The peer feedback which I receive from CL directs me to the future learning	5.3% (1)	47.7% (9)	42.1% (8)	5.3% (1)

Table 4.4.1.b. Findings of students' view on statements concerning the effectiveness of peer feedback in achieving its functions

4.4.2. Perceptions towards teacher feedback

By comparing the results of Table 4.4.1.b. and 4.4.2a., it is found that students regarded teacher feedback as more effective and reliable. All the student respondent agreed that the teacher feedback which they received from CL helped the them learn English more effectively in relation to learning goals in which 26.3% of the students strongly agreed with the statement. More than 89.5% of students perceived teacher feedback more useful than peer feedback and trust teacher feedback more than feedback in enhancing English learning.

Item No.	Statements	Strongly disagree	Disagree	Agree	Strongly Agree
22.	The teacher feedback which I receive from CL helps me learn English more effectively in relation to learning goals	0%	0	73.7% (14)	26.3% (5)
26.	I perceive teacher feedback more useful than peer feedback to enhance English learning	0%	5.3% (1)	73.7% (14)	21.1% (4)
27.	I trust teacher feedback more than peer feedback to enhance English learning	0%	10.5% (2)	63.2% (12)	26.3% (5)

Table 4.4.2.a. Findings of students' view on the effectiveness of teacher feedback in achieving its functions

The functions of teacher feedback were achieved in a large extent as shown in Table 4.4.2.b.. 78.9% Students found teacher feedback helpful to help them understand their performance in activities and/ or tasks in CL and they agreed that teacher feedback could provide them with information about how they could modify their learning strategies. The least achieved function of feedback in the teacher feedback reported to be the same the peer feedback was directing students to the future learning which 26.3% of students showed their disagreement.

Item No.	Statements	Strongly disagree	Disagree	Agree	Strongly Agree
19.	The teacher feedback which I receive from CL helps me understand my performance in activities and/ or tasks.	0%	0	68.4% (16)	10.5% (3)
20.	The teacher feedback which I receive from CL provides me with information about how I can modify my learning strategies to achieve learning goals.	0%	5.3% (1)	89.5% (17)	5.3% (1)
21.	The teacher feedback which I receive from CL directs me to the future learning	0%	26.3% (5)	63.2% (12)	26.3% (2)

Table 4.4.2.b. Findings of students' view on statements concerning the effectiveness of teacher feedback in achieving its functions

4.4.3. The uptake and manipulation of feedback

Even students were provided with teacher and peer feedback, Table 4.4.3. revealed that they found themselves at a lack of competence and confidence to handle feedback effectively for enhancing ESL learning.

Item No.	Statements	Strongly disagree	Disagree	Agree	Strongly Agree
23.	Compared to others, I am more competent at using feedback received from both peers and teachers to enhance English learning	15.8% (3)	31.6% (6)	42.1% (8)	10.5% (2)
24.	I believe that I have the ability to deal with feedback received from both peers and teachers effectively to enhance English learning	15.8% (3)	42.1% (8)	36.8% (7)	5.3% (1)
25.	I feel confident when responding to both positive and negative feedback received from both peers and teachers to enhance English learning	5.3% (1)	47.4% (9)	26.3% (8)	5.3% (1)

Table 4.4.3. Findings of students' view on statements concerning the manipulation of teacher and peer feedback

Regarding students' evaluation on their competency of using the feedback, 56.2% of students felt that they were more competent at using teacher and peer feedback than others to enhance English learning while the remaining 47.4% of students dissented it. More than half of the students did not believe in themselves that they had the ability to deal with the

feedback effectively and feel confident when responding to both positive and negative feedback.

Chapter 5. Discussion

5.1. The relationship between feedback, CL and ESL learning achievement

The provision of feedback has been regarded powerful to academic achievement as discussed in Part 2.2.1. In Hattie (1990)'s report on over 500 meta-analysis, feedback ranked top 5 to 10 highest influences comparing to a hundred of influencing factors. The findings of

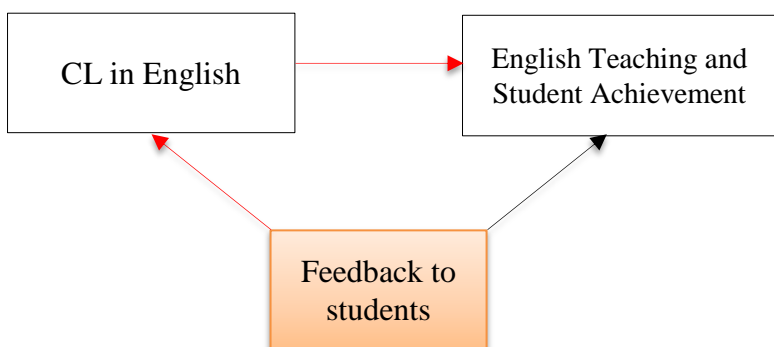


Figure 5.1.a. Teachers' perspective on the relationship of feedback

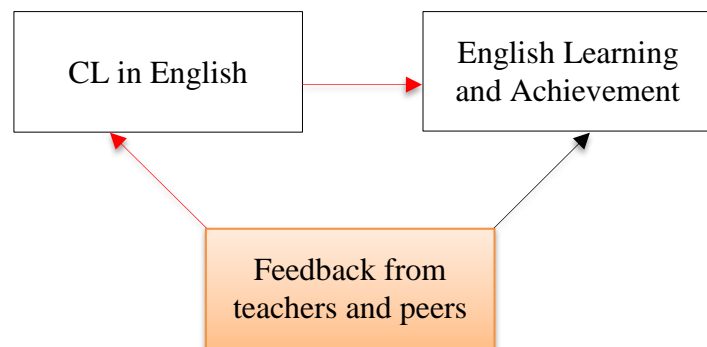


Figure 5.1.b. Students' perspective on the relationship of feedback

this research further indicate that CL favours the provision and comprehensiveness of feedback to reinforce student achievement. Figure 5.1.a and Figure 5.1.b. in the following illustrate the relationship between feedback, CL and ESL learning:

The above figures illustrate that both teacher and peer feedback are given to students with the aim of enhancing English learning and achievement. Regarding the feedback practices of English teachers in Hong Kong, it is reported in Lee (2008)'s research on written feedback practice that L2 teachers tended to give summative feedback in written form, which was to evaluate student learning and overall competencies upon the completion of activities or task by giving marks or grades with detailed coded feedback on accuracy. The teacher respondents held the beliefs and values to regard reinforcing language structure as primary task of ESL learning. Feedback, in such circumstance, can be regarded as a one-way attempt presented in the figures to be given in the post-activity or task phase for enhancing language accuracy. On the other hand, students did not find teacher feedback on accuracy always

helpful according to another research of Lee (2008) concerning student reaction to feedback. Students, particularly the low achievers, were revealed to be less motivated in correcting errors owing to a lack of language proficiency and the problems of legibility. Recommendations on giving selective error feedback and widening the focus of feedback such as paying attention to organisation and content issues were proposed for enhancing achievement.

Through the integration of CL, feedback is provided in a more comprehensive and constructive manner to enhance teaching and learning achievement. The findings of teacher interviews in Part 4.2. of this research indicated that all the teacher respondents provided both formative and summative feedback to students under the integration of CL. When the use of summative feedback is promoted in CL, the focus of feedback can be draw to while-activity or task phase (i.e. the process level) with the aim of reducing the gap between students' current and desirable learning performance through strengthening the degree of scaffolding provided and accompanying students in strategizing to achieve their shared learning goal (Abidin & Fong, 2007). Taking the teaching practice of T2 as an illustration, the process writing approach which involve activities including brainstorming in groups, peer evaluating, structuring and editing were adopted in the teaching of writing *"I do CL in writing and the approach that I am using is the process writing approach. Students are granted chances to brainstorm together, receive comments from their peers and the teacher before submitting their work"*. T2 as a facilitator addressed potential problems of content easier in group settings, and offered advices on organisation and language issues for individuals to revise their drafts. This practice could avoid overloading students with the bulk information of errors in the one-off marking and allow them to seek clarifications from teachers if needed (Montgomery & Baker, 2007; Yusuf, Jusoh & Yusuf, 2019). The provision of feedback is no

longer a one-way and sole attempt conducted at the end of the activities or tasks for enhancing learning performances in the settings of CL. Feedback is encouraged be provided to groups promptly at any time when teachers find necessary to deliver specific information to learners on clarifying the learning goals and success criteria (Taras, 2005).

CL facilitates the closer examination of L2 English teachers on students' learning process for catering learning needs to improve the teaching quality. The effectiveness of teacher and peer feedback in helping students understand performances in activities and/or tasks was affirmed by most of the student participants in the research, and almost all the students found teacher feedback useful for providing them with information about how they could modify their learning strategies in achieving learning goals and direct them to the future learning as shown in Part 4.4.2. Considering its effects, feedback in CL does not only serve as a tool of evaluate learning performances in relation to the goal, but it can be regarded as a reinforcer to enhance linguistic competencies of students in an informative and progressive manner.

5.2. The importance of feedback on self-regulation level and its limited provision

Given the power of feedback in constituting the solid achievement of learners, English teachers in Hong Kong keenly promote the use of feedback in ESL learning. Nonetheless, it is revealed in this research that the provision of feedback address mainly the task and process level to help students yield improvements over linguistic competencies with limited attention given to the provision of feedback in self-regulation level.

Feedback is described in Hattie (1990) as an “inherent catalyst” for all the self-regulated activities which indicates that self-regulated learning is not asocial in nature (Zimmerman & Schunk, 2001). The positive relationship between self-regulation and learning achievement is presented in Part 2.2., for which learners who demonstrate a higher level of competence in employing self-regulated strategies to perform self-appraisal (i.e. review and evaluate knowledge state, abilities and cognitive strategies during self-monitoring) and self-management (i.e. regulate behaviours by planning and adopting fixing up strategies) are more likely to attain learning goals successfully. For the development of metacognitive skills of self-assessment (e.g. seeking information, self-evaluating, organizing, transforming, keeping and reviewing records etc.), the instructions and modelling provided by teachers are essential for addressing the observational and emulative level of self-regulated learning owing to its complexity (Zimmerman, 2000; Bandura, 2001).

The value of self-regulated learning is cherished by English curriculum in Hong Kong for promoting a language rich environment, as “promoting the development of strategies, value and attitudes that are conducive to effective, self-directed, independent and lifelong learning” is listed as a goal concerning the teaching and learning of English (Curriculum Development Council, 2017, p. 7). In spite of that, the culture of providing feedback on self-

regulation level in ESL learning is not well-established as reflected in the interview that only 40% of teachers catered and promoted the needs of self-directed learning in English classrooms. Contributing factors including the school climate and students' proficiency are identified as the challenges in Hong Kong context for the provision of feedback on self-regulation. The study of Chung and Yuen (2011) on role of feedback in enhancing student self-regulation regarded school climate as the overarching influence. It is uncovered that some of the traditional schools do rather little to encourage students' self-regulation and self-determination were compared with "inviting schools" which devote efforts intentionally recognise, encourage and reinforce the achievement of students to cultivate highly motivated and autonomous learners. Students' lack of proficiency to conduct self-regulated learning can be ascribed to the school climate as described which students rarely experience self-regulated learning. The data derived in the Student Assessment and Enhancement project established by Carless, Salter, Yang and Lam (2011) testified that continuous training and provision of feedback on self-directed learning could effectively ease students' unfamiliarity to performance self-monitoring process and uplift their cognitive and meta-cognitive skills on performing fixing-up strategies to acquire content and language knowledge in ESL learning.

The researches provide a justification for students' rather negative perceptions on their performances in uptake and manipulation of feedback from peers and teachers presented in Part 4.4.3. When feedback on self-regulated learning was rarely provided in the English learning, hardly could students feel confident and competent in handling and use the feedback effectively to enhance English learning. Without adequate and timely instructions offered to guide students decoding the feedback information, the process might incur inferential errors to undermine learners' motivation of investing efforts in seeking and dealing with feedback (). Learners, particularly the mediocre and low achievers are likely to depend much on external

factors for feedback and being incapable of creating internal feedback to direct self-learning in long term. CL, as a student-centred teaching approach, provides a fitting opportunity for teachers to closely observe how learners employ self-learning strategies to perform their role in the group interaction. The provision of feedback on self-regulated level, in particularly metacognitive, cognitive and social strategies, is suggested to be actively promoted to cultivate students as effective L2 learners to enhance achievement.

5.3. The importance of peer feedback and its limited provision

Peer feedback as an element of self-regulated learning, withal, its provision is limited in the integration of CL. The discussion in part 5.2. highlights the importance of cultivating competencies in self-appraisal and self-monitoring for enhancing ESL achievement. Self-appraisal as the primal procedure in self-regulated learning involves students to identify the standard and criteria at first, then to make judgments about the extent to which they have attained (Zimmerman, 2000). The silent connection between the interplay of peer feedback and self-appraisal is reflected to be beneficial for enhancing self-regulated learning. Peer as an external source provide rich information for students to make their own assessment and prompt students to reflect on the learning during the process of questioning, commenting or challenging their peers (Loyens, Magda & Rikers, 2008).

Pertaining to L2 acquisition, peer feedback is beneficial for the articulation of discipline-specific knowledge among learners where there are cyclical opportunities for them to explore the criteria and standards in specific tasks. Researches attributed to the use of peer feedback demonstrate the improvement over students' development of writing and speaking skills. Diab (2011) investigated the effectiveness of peer-editing, it is found that peer feedback prompted collaborative dialogue and meaning negotiation to arouse students' awareness on meaning and form in the editing process. Besides, Tsui and Buton (2000) interviewed secondary L2 writers on their perception on peer comments which found some students favoured the use of peer feedback in writing rather than receiving teachers' direct error feedback as they gained a sense of control over their learning and acquired a sense of audience while explaining their errors. Relating to the use of peer feedback in learning of speaking skills, Mok (2011) studied Hong Kong junior secondary students' perceptions towards the peer assessment conducted in discussion activities. Student responded that the

process of identifying the strength and weaknesses of their peer during assessment facilitated their reflection on performances concerning delivery, communication strategies, and ideas.

In this research, the effectiveness of peer feedback in CL for enhancing ESL learning was recognised by a majority of student participants in Part 4.4.2, albeit they indicated that they trusted and perceived teacher feedback more useful. Some teacher participants, on the contrary, displayed reserved attitude towards the introduction of peer feedback in CL as they shared the concern over the language proficiency of learners as reported in Part 4.2. Along with this perception, Cheng and Warren (2003) put forward an assumption that some students hold perceived expertise on their peers to think they are not qualified enough for providing meaningful and insightful feedback. In addition, the problem of reliability was also identified which teacher doubted the seriousness and objectivity of classmates from the misgiving behaviours observed. Liu and Carless (2006) also revealed time factor as a discouragement to peer feedback in Hong Kong as the teaching schedule was under pressure and peer feedback is a more complex process than marking by teachers. Considering the challenges undermining the introduction of peer feedback in CL, the need for cultivating the culture of using peer feedback and instruct students in the approaches to conduct peer feedback is manifested to align with the goals in ESL learning to promote learner independence: “enable students to monitor, review and assess their own performance by building self- and peer assessment procedures into the learning materials and activities” (Curriculum Development Council, 2017, p. 71).

5.4. The strengths of integrating CL into TBLT to enhance the four language skills

The role and provision of feedback in CL are discussed in the previous parts as an extended research focus for the integration of CL in ESL learning of Hong Kong while this part draws the discussion to the strength of integrating CL. The research findings in Part 4.2.1.1. show that teachers regarded CL beneficial for enhancing both the receptive and productive skills of learners. It is realised by this research that there is an intertwining relationship of acquisition of receptive skills and productive skills for enhancing the communicative competence of students. Teachers respondents in the interview often introduced reading and listening materials as input in the pre-activity/ task phase for students to acquire relevant content and language knowledge to produce output in speaking and writing activities during the while-activity/ task phase. The following figure presents the relationship:

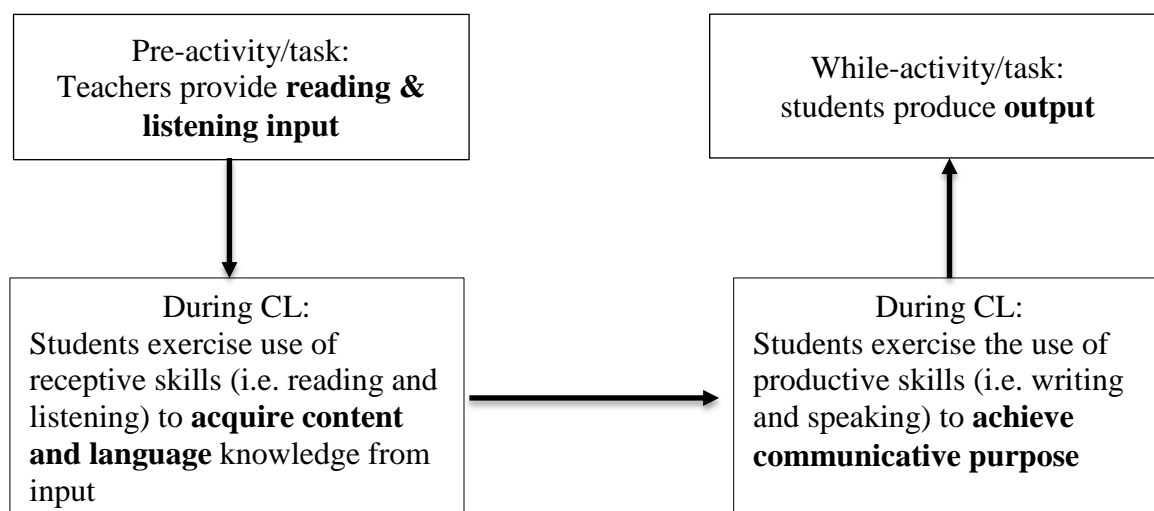


Figure 5.4. The intertwining relationship between the acquisition of receptive skills and productive skills

The effectiveness of this model in cultivating students' receptive skills to facilitate the acquisition productive skills is supported by student perceptions acquired in Part 4.3.3. in which a majority students agreed that CL helped them acquire content and language knowledge effectively, enable them to participate in tasks that require information sharing,

collective decision making, problem solving through working as a team, and using English to communicate. It is noteworthy that CL plays as a driven force to uplift the motivation of students, and thus, increase their participation in learning activities to help this model yield its success in enhancing achievement. The findings in Part 4.3.1. reflected students generally liked working cooperatively and demonstrated willingness in participating in CL activities, and the findings in Part 4.3.2. presented the welcoming attitude of students concerning the use of CL than the individual-based learning which shared a perception that the interaction among peers made English learning interesting and easier.

The integration of CL has proved effective in this research to lower the affective filter in L2 acquisition to facilitate the processing of input. Specifying the discussion in affective filter, the hypothesis of Dulay and Burt (1982) posited that affective variables (i.e. motivation, self-confidence and anxiety level of learners) may construct a “filter” to obstruct learners’ willingness in L2 acquisition. Considering that, supplying comprehensible inputs is regarded as the prerequisite for discouraging the high anxiety situation to benefit acquisition (Krashen, 1982). The integration of CL enhances students’ competence to decode and elicit messages from reading and listening inputs supplied in the pre-activity/task phase with the assistance and reinforcement given by peers to address the potential problem of comprehensibility (). As recounted by the teacher respondents in Part 4.2.1.1., students benefited from the heterogeneous group processing in CL to yield improvement in receptive skills, for example, skimming, scanning, and listening for gist and details. Merits of adopting CL to enhance receptive skills are also recognised by other researchers. Kirbas (2017) indicated that students who were from the experimental outperformed than those who did not in deriving the meaning of words and phrase, summarising and identifying implicit meanings of the listening materials with the peer support gained in the “Listening-Comprehension Achievement Test”.

In addition, Nugraha (2019) credited jigsaw reading method to grant autonomy for expressing ideas, presenting understandings and clarifying misconceptions within groups to enhance recognition and comprehension of students in a more relaxing setting.

Exercising the use of reading and listening do not only benefit the learning of the receptive skills on its own, but it is also a mean to an end for students' acquisition of productive skills.

The English Curriculum in Hong Kong regards the learning of productive skills particularly purposeful for communication in real-life or stimulated situation, which both the mastery of language form and communicative functions are cherished; students, therefore, are required to display a wide range of coping strategies for handling the process of “taking information, generate thought, organise and reorganise ideas, discover and recreate meanings” (). CL promotes communicative tasks which recursively cultivate the learners' metacognitive abilities to monitor thinking process to ultimately benefit the production output. Juxtaposing Figure 5.4. with the analysis of Hong Kong, top-down models are often adopted in CL activities in the teaching and learning of productive skills to offer input for students. Being situated in group settings, students take up the role of communicative partners and in potential role of mediators to timely intervene and support group members' learning in retrieving and stimulating the content and textual schema through decoding the input which are essential for the production (Lo & Hyland, 2007; Lee, 2007). Students' communicative skills including inferring, clarifying, reasoning, responding and evaluating are also sharpened as derived benefits of CL (Kitade; 2000). Lee (1998) and Sze (2006) examined the teaching of writing and speaking through ELT in Hong classroom respectively while both informed the teachers referred helping students enrich ideas and express ideas logically and coherently as one of the paramount goal of improving the quality of output. The findings in Part 4.2.1.1. validate the

effectiveness of CL in catering the concerns of teachers which teachers as CL was reported to facilitate the brainstorming of learners in the process writing cycle and discussion to inspire mediocre and low achievers, and enhance the development and sophistication of ideas.

In short, CL is postulated to be advantageous for lowering the affective filter of learners to prompt the successful manipulation of reading and listening input. The interaction and negotiation of meaning resulted in the group processing consolidate the content and language knowledge of students to facilitate and enhance the quality of production.

Chapter 6. Implications

The integration of CL and the provision of feedback are verified in the discussion to be beneficial for ESL teaching and learning along with the support of different researches. However, barriers including “time constraint” “culture of learning and teaching”, “learners’ proficiency level” and “problems concerning classroom management” are uncovered in Part 4.2.2. of this research to hinder the successful integration. CL activities which fit into the notion of TBLT to promote purposeful communication, generic skills (collaborative skills, critical thinking and self-learning skills), positive values and attitudes about independent learning should be further encouraged to develop students’ ever improving capability to use English (Deng & Carless, 2009). For this reason, the joint efforts of the Education Bureau, secondary schools and textbook publishers are called to maximise the use of CL and improve the feedback practice in CL to better cater the learning needs of students. Suggestions are proposed accordingly to the different parties as the following:

6.1. Education Bureau and Schools

Time constraint is presented to be the shared concern among teachers for the integration of CL as some teacher participants considered the selection and modification of CL teaching materials time-consuming. Education Bureau is advised to establish a collaborative secondary school network to facilitate the sharing of teaching resources and pedagogical discussion among teachers to boost the efficiency and extend the integration CL to cover more senior form students. The European Schoolnet conjoining 34 European Ministries of Education has developed practice of exploring technology use in promoting CL learning by inviting scholars and educationalists to collaborate closely on the project. Its success in designing project-based online English learning modules sets a practical example for Hong Kong to follow (Harris, 2001).

Apart from gathering the effort of schools, the Education Bureau is also suggested to intensify teacher training in a bid to develop sustainable feedback practices among secondary schools. Underlying by the proficiency level of learners, the provision of feedback on self-regulation and introduction of peer evaluation are shown to be limited in CL. Teachers, at the same time, may not possess adequate knowledge of mentoring the self-directed learning, and hence, result in ineffective guidance or avoidance in provision. Lee (2008) indicated secondary teachers in Hong Kong merely relied on the instructions given by experiential teachers within the English panel for the provision of feedback, and some teachers commented the conventional practice of detailed marking did not benefit the learning of students. There is a need for teachers to be equipped with understanding of different feedback practices apart from sticking to the normative practises of giving detailed error feedback as to involve students in dialogic feedback meeting about learning in appropriate to their learning ability and performance for raising their awareness of quality performances (Carless et al., 2011).

6.2. Textbook publishers

Textbook publishers can introduce modifications in task and assessment design to act in concert with the Education Bureau and schools. The straightforward approaches are to adopting collaborative framework in the design of ESL materials to prompt communicative interaction among students to take advantage of CL. Publishers may further promote computer assisted language learning and instruction to encourage responsibility and collaboration among learners by using chatline platform as IM (i.e. instant message) discussion, and aid teachers through pre-selecting companion websites to reduce the time cost (Beatty & Nunan, 2004). It is reminded that the collaborative framework mentioned should embrace the use of feedback on self-regulation level and peer evaluation to cultivate students'

mastery of self-directed learning. Publishers may provide feedback forms and checklists with guiding question as exemplars to support students identifying learning goals and assessment criteria to alleviate the proficiency problems while teachers who query the reliability of peer feedback could incorporate in summative assessment by granting a modest weighting (Liu & Carless, 2006).

Chapter 7. Limitations

Although the scope of research on perceptions towards the integration of CL is extended to secondary settings to include secondary teacher and student participants, only 19 Secondary 1 students with rather weak English learning ability could be invited to participate in the survey. It implies that the research's representation of secondary student perceptions towards the integration of CL could be rather weak without covering students of the stronger ability group and senior form students to investigate CL's effectiveness in enhancing English achievement and their uptake and manipulation of feedback from peer and teachers. Besides, there is a lack of in-depth discussion on how CL or its form affect the acquisition of four language skills even if some teacher participants shown to be experiences in integrating CL in ESL teaching.

Chapter 8. Conclusion

This study has explored secondary teachers and student perceptions towards integrating Cooperative Learning in ESL teaching of Hong Kong, and examined the provision of feedback in enhancing student achievement. The study has identified the positive comment of both teacher and students towards the integration. As reported by the teacher participants, cooperative learning befitted students' academic achievement, yielded psychological benefits and enhanced the generic skills of learners. Students' perceptions, at the same, supported and further validated the effectiveness of Cooperative Learning in ESL learning. Cooperative Learning is regarded as the driven force to uplift the motivation of learners, and consequently lower the affective filter to facilitate the acquisition of input and production of output to sharpen the receptive and productive skills of students. Feedback, which has been determined as a powerful influencing factor to enhance achievement was found to be a reinforcer in Cooperative learning to enhance linguistic competencies of students in an informative and progressive manner. Nonetheless, the investigation has revealed the limited provision of feedback on self-regulation level and peer feedback in English classrooms hindered students' mastery of self-directed learning. In a bid to help ESL teachers to overcome the challenges identified, and cultivate students' ever improving capability to master English language, this research calls for joint efforts of the Education Bureau, schools and textbook publishers to introduce modifications in task and assessment design to promote the effective use of feedback and uplift the effectiveness and efficiency of Cooperative Learning for maximizing its full potentials.

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Appendix 1. Sample Interview Questions for teachers

Part A. Teacher's Profile

1. What is your educational status?
2. How many years have you been an English teacher?
3. How long have you been teaching in this school?
4. What is your teaching position?
5. Which form are you teaching now?

Part B. Cooperative Learning

1. Can you define the term cooperative learning?
2. Have you ever learnt about cooperative learning in any of your previous studies?
If Yes,
 - i. Do you remember what you have learnt?
 - ii. Was it the focus of the course?
 - iii. Were there any discussions on teaching strategies? If yes, what were they and have you ever used any of them?
3. Do you think cooperative learning would be beneficial for teaching English as a second language?
4. Do you promote cooperative learning in your English classes?
If Yes,
 - i. Would you introduce cooperative learning to students and explain the rationale behind implementation before integrating it? How do you integrate it? Have you tried out different methods? Does it/ Do they work well?
 - ii. Do you find comfortable when implementing it?
 - iii. Do you incorporate peer feedback in your learning activities?
If yes,
 - a. How often do you do so? (e.g. Every time when you use cooperative learning? Or it depends on the activities? Please specify.)
 - b. In which types of activities or language skills do you usually introduce peer feedback? Why?
 - iv. How do you give feedback to your students?
 - a. What forms of feedback do you usually give when teaching different language skills?
 - i. Do you provide feedback on task level?
 - ii. Do you provide feedback on processing?
 - iii. Do you provide feedback on directing students to future learning?
 - b. When (i.e. in which phase of the task) do you usually give feedback?
 - v. Do you find the students are benefiting from cooperative learning?
 - a. Do you think it improves students' interaction?
 - b. Do you think it improves students' receptive skills (reading & listening)? If yes, how?
 - c. Do you think it improves students' productive (writing and speaking) skills? If yes, how?

- vi. Compare students' learning before and after introducing the use of cooperative learning,
 - a. Are there any changes on their results?
 - b. Are there any changes on their motivation on learning English?
 - c. Are there any changes on their attitude towards the learning English?
- vii. Do you think your students like the integration of cooperative learning?
- viii. Do you think you are using cooperative learning to its full potential?
- ix. Do you think cooperative learning would be suitable for every classes? Why?
- x. To what degree you think that integrating cooperative learning in Task-based Language Teaching will be well-received by the secondary English teachers?
- xi. Do you find any barriers to hinder the successful integration of cooperative learning into English classrooms? How do you address the challenges?

If No,

- i. Why don't you use it? Are there any barriers you think that hinder the use of cooperative learning in your class?
- ii. Would you be willing to modify your current teaching strategy to integrate cooperative learning?
- iii. Are you interested in learning more about cooperative learning?

Appendix 2. Sample Questionnaire for students

Part1. Personal Information

1. Gender 性別
 - ☐ Female 女
 - ☐ Male 男
2. Which form do you belong to? 所就讀級別
 - ☐ Junior Form: Form 1-3 初中：中一至中三
 - ☐ Senior Form: Form 4-6 高中：中四至中六
3. How often does your teacher use cooperative learning activities in English classes?
你的教師多恆常於英語課堂中使用合作學習活動？
 - ☐ Always 總是
 - ☐ Often 經常
 - ☐ Sometimes 有時
 - ☐ Seldom 甚少
 - ☐ Never 從不
4. How many English lessons do you have in this semester?
你在這個學期／學年總共有多少節英語課？

Part 2. Perceptions towards the integration of Cooperative Learning in the ESL learning
個人對合作學習融入英語教學的看法

There are 27 questions in total for acquiring your perceptions towards Cooperative Learning. Please complete ALL of them. Tick only ONE box for each of the items. You may choose one from the options: “Strongly disagree”, “Disagree”, “Agree” and “Strongly agree”.

本部分共設有 27 條探討閣下對合作學習的看法，請在適當選項內以打剔並完成所有問題。

Item No. 項目	Statement 句子	Strongly disagree 非常不同意	Disagree 不同意	Agree 同意	Strongly agree 非常同意
1.	I am familiar with Cooperative Learning (CL). 我熟悉合作學習。				
2.	I like working cooperatively in groups. 我喜歡在小組內與組員一同進行合作學習。				
3.	I demonstrate willingness in participating in CL activities. 我願意參與合作學習活動。				
4.	CL helps me learn English easier than individual-based learning. 合作學習比個人學習能幫助我更容易地學習英語。				
5.	CL helps me acquire content knowledge needed for English lesson through working as a team. 合作學習的小組活動形式幫助我掌握英語課堂的內容。				
6.	CL helps me acquire English language knowledge needed for English lessons by working with team members. 合作學習的小組活動形式幫助我掌握英語課堂所需的語言知識。				
7.	CL engages me more in English learning process. 合作學習幫助我掌握英語學習過程。				
8.	CL in English enable me to participate in tasks that require information sharing, collective decision making and problem solving. 合作學習讓我參與有關資料分享、決策和解難的任務。				
9.	CL in English makes me feel intellectually challenged. 合作學習讓我感到智力上的挑戰。				
10.	CL makes English learning more interesting than individual-based learning 合作學習使英語學習變得更加有趣。				
11.	CL gives me a more frequent chance of using English to communicate. 合作學習我使更經常運用英語溝通。				

12.	I think interaction among CL activities can improve my English more than just learning from teachers. 我認為除老師授課外，應用合作學習的課堂為我帶來了與組員互動的機會，更能提升我的英語水平。				
13.	I prefer to have more CL activities rather than individual-based learning in English class 我更希望英語課堂有更多的合作學習活動，而不只局限於個人學習。				
14.	I wish my teacher could use more CL activities in the English lessons. 我希望我的老師可以在英語課堂上使用更多的合作學習活動。				
15.	The peer feedback which I receive from CL helps me understand my performance in activities/tasks. 從合作學習中所取得的同儕回饋有助我了解自己在活動或任務中的表現。				
16.	The peer feedback which I receive from CL provides me with information about how I can modify my learning strategies to achieve learning goals. 從合作學習中所取得的同儕回饋為我提供了有關如何制訂學習策略的資訊。				
17.	The peer feedback which I receive from CL directs me to the future learning. 從合作學習中所取得的同儕回饋為我未來的學習提供了指引。				
18.	The peer feedback which I receive from CL helps me learn English more effectively in relation to learning goals. 從合作學習中所取得的同儕回饋幫助我更有效地學習英語。				
19.	The teacher feedback which I receive from CL helps me understand my performance in activities/tasks. 從合作學習中所取得的教師回饋我認為老師的回饋有助於我了解自己在活動或任務中的表現。				
20.	The teacher feedback which I receive from CL provides me with information about how I can modify my learning strategies to achieve learning goals. 從合作學習中所取得的教師回饋為我提供了有關如何制訂學習策略的資訊。				
21.	The teacher feedback which I receive from CL directs me to the future learning. 從合作學習中所取得的教師回饋為我未來的學習提供了指引。				

22.	The teacher feedback which I receive from CL helps me learn English more effectively in relation to learning goals. 從合作學習中所取得的教師反饋有助我更有效地學習英語。				
23.	Compared to others, I am more competent at using feedback received from both peers and teachers to enhance English learning. 相較其他學生，我更懂得善用同儕以及教師的反饋來促進英語學習。				
24.	I believe that I have the ability to deal with feedback received from both peers and teachers effectively to enhance English learning. 我相信我能有效地處理同儕和教師的回饋以促進英語學習。				
25.	I feel confident when responding to both positive and negative feedback received from both peers and teachers to enhance English learning 回應同儕和教師所提給予的正、負面回饋時，我同樣感自信。				
26.	I perceive teacher feedback more useful than peer feedback to enhance English learning. 我認為教師給予的回饋比同儕的回饋更能促進我的英語學習。				
27.	I trust teacher feedback more than peer feedback to enhance English learning. 就促進英語學習而言，我相信教師所給予的回饋多於同儕的回饋。				

Appendix 3. Consent Form for the School

THE EDUCATION UNIVERSITY OF HONG KONG

Department of Curriculum and Instruction

CONSENT TO PARTICIPATE IN RESEARCH (FOR SCHOOL)

The perceptions of Hong Kong of secondary teachers and students towards the integration of Cooperative Learning in the ESL learning

My school hereby consents to participate in the captioned project supervised by Dr. YANG Lan and conducted by Miss Leung Ling Man, who is the student of Department of English Language Education in The Education University of Hong Kong.

I understand that information obtained from this research may be used in future research and may be published. However, our right to privacy will be retained, i.e., the personal details of my students'/teachers' will not be revealed.

The procedure as set out in the attached information sheet has been fully explained. I understand NO benefits and risks involved. My students' and teachers' participation in the project are voluntary.

I acknowledge that we have the right to question any part of the procedure and can withdraw at any time without negative consequences.

Signature:

Name of Principal/Delegate*:

Post:

Name of School:

Date:

(* please delete as appropriate)

(Prof/Dr/Mr/Mrs/Ms/Miss*)

Appendix 4. Consent Form for the Teacher and Student Participants

THE EDUCATION UNIVERSITY OF HONG KONG Department of Curriculum and Instruction

CONSENT TO PARTICIPATE IN RESEARCH

**The perceptions of Hong Kong of secondary teachers and students towards the integration of
Cooperative Learning in the ESL learning**

I _____ hereby consent to participate in the captioned research supervised by Dr. YANG Lan and conducted by Miss Leung Ling Man, who is the student of Department of English Language Education in The Education University of Hong Kong.

I understand that information obtained from this research may be used in future research and may be published. However, my right to privacy will be retained, i.e., my personal details will not be revealed.

The procedure as set out in the attached information sheet has been fully explained. I understand NO benefits and risks involved. My participation in the project is voluntary.

I acknowledge that I have the right to question any part of the procedure and can withdraw at any time without negative consequences.

Name of participant

Signature of participant

Date

Appendix 5. Consent Form for Parents

THE EDUCATION UNIVERSITY OF HONG KONG

Department of Curriculum and Instruction

CONSENT TO PARTICIPATE IN RESEARCH

The perceptions of Hong Kong of secondary teachers and students towards the integration of Cooperative Learning in the ESL learning

I _____ hereby consent to participate in the captioned research supervised by Dr. YANG Lan and conducted by Miss Leung Ling Man, who is the student of Department of English Language Education in The Education University of Hong Kong.

I understand that information obtained from this research may be used in future research and may be published. However, our right to privacy will be retained, i.e., the personal details of my child will not be revealed.

The procedure as set out in the attached information sheet has been fully explained. I understand NO benefits and risks involved. My child's participation in the project is voluntary.

I acknowledge that we have the right to question any part of the procedure and can withdraw at any time without negative consequences.

Name of participant

Signature of participant

Name of Parent or Guardian

Signature of Parent or Guardian

Date

Appendix 6. Interview Transcript of Teacher 1

I: Interviewer T1: Teacher 1

I: Good morning. I am Lisa from the Education University of Hong Kong. I am conducting a project to acquire students' and teachers' perceptions towards in the integration of cooperative learning in ESL learning. This interview will last about 20 to 30 minutes. May I get your consent for me to do audio recording?

T1: Yes.

I: What is your educational status?

T1: I received Bachelor of Education majoring in English Education.

I: How many years have you been an English teacher and how long have you been teaching in this school?

T1: 1 year and 4 months.

I: What is your teaching position and which form are you teaching now?

T1: General English Teacher. Form 1, 5, and 6.

I: May you define the term cooperative learning?

T1: To define cooperative, I think there are two layers of cooperative work. First, students through interaction and communication, they exchange ideas or to evaluate others work, or to give suggestions make products together. And when teacher gives feedback to students, students get to interact with the teacher, this is the second layer of cooperation. Students can get something out of the class, I mean that contributes to learning. And if they can apply what they have learnt in class or put them into real-life practices, examination or in language skills, this will be call an effective lesson.

I: Have you ever learnt about cooperative learning in any of your previous studies?

T1: Yes

I: Do you remember what you have learnt? Is cooperative learning the focus of the course?

T1: No, it's only a part of a lecture. I think it's a pedagogical course.

I: Were there any discussion on teaching strategies?

T1: here are lots of examples given by our lecturers on how to pair up students according to abilities and level of participation in class, like pairing up passive students with active learners. When we implement it, we usually give students different roles, and we usually select leader who can speak for the group to ensure the lesson can run smoothly. We have to give them very clear instructions, for example, we have to tell them what they should do first, what do next because the students might not be so independent when they are working so giving instructions is a very important stage. When students are collaborating, as teachers, we have to walk around and offer them help.

I: Do you think cooperative learning would be beneficial for teaching English as a second language?

T1: Ideologically, yes, because students can exercise the use of language. When we learn a language, we hope to use that language for daily practise. In Hong Kong, outside the classrooms, rarely do our students have chances to do so. Through cooperative learning, they can use the language and they can interact with people in the similar age.

I: Do you promote cooperative learning in your English classes?

T1: Yes.

I: Would you introduce cooperative learning to students and explain the rationale behind implementation before integrating it? How often you integrate it? Have you tried out different methods?

T1: No, I won't give instructions as to save time. I like grouping stronger students to work with weaker students and introduce in it reading, writing and speaking activities. For my

junior class, I do it two or three times a week. The schedule of junior teaching is packed but still I can afford integrating CL in my teaching.

I: Can you suggest the methods that you have used?

T1: Sure. Think-Pair-share, Jigsaw Reading and Jigsaw II.

I: Do you find comfortable when implementing it?

T1: If I do not have a lot to rush, I feel comfortable of doing it.

I: Do you incorporate peer evaluation in your learning activities? How often do you do so? In which types of activities or language skills do you usually introduce peer evaluation?

T1: No. I have never done this with combined classes. The students are less effective learners so introducing this may not be good for their learning. I am afraid that students giving some suggestions that confuse their peers. They do not have related knowledge of conducting peer evaluation. Most importantly, I do not want to give them a feeling that I am complicating their learning.

I: What forms of feedback do you usually give when teaching different language skills? Summative? Formative?

T1: Both.

I: Do you provide feedback on task level, process level and self-regulation level?

T1: Yes for task level and process level. After students have presented their ideas in group discussion, I will give feedback on how they manipulate the information provided in the discussion materials. This is very important. I do not only tell them how they have performed, but I try to reassess their performances by telling them in what way they can improve.

I: When (i.e. in which phase of the task) do you usually give feedback?

T1: Mostly after students have submit their work. Sometimes, when I walk around to check the group work, I give comments to students who cannot really follow the instructions.

I: Do you find the students are benefiting from cooperative learning?

T1: Yes. I think it's cooperative learning, to them, is more interactive than teacher talk.

I: Do you think it improves students' interaction?

T1: In activities that involve discussion, they learn to negotiate and solve conflicts with their peers. Ultimately, they can perform skilled communication.

I: Do you think it improves students' receptive skills (reading & listening)? If yes, how?

T1: Yes. When students perform Jigsaw Reading, they are responsible for reading a part or different articles within a given period of time before sharing. Hence, they learn to read efficiently by apply reading strategies such as skimming and scanning. I also think it benefits the listening skills.

I: Do you think it improves students' productive (writing and speaking) skills? If yes, how?

T1: When they are at a lack of ideas, peers are first help-seeking resources. Also, when they practise speaking or writing English more frequently, they will be more skilful.

I: Compare students' learning before and after introducing the use of cooperative learning, are there any changes on their results?

T1: I think yes, but not that significant and immediate in a way that you can see them getting 5 to 10 marks higher in a sudden.

I: Are there any changes on their motivation/ attitude towards the learning English?

T1: Yes. More students will try to throw out answers when you use cooperative learning. I think they feel comfortable of sharing their thoughts in group and present in front of the class.

I: Do you think your students like the integration of cooperative learning?

T1: Yes, as what I have just told you, they like it.

I: Do you think you are using cooperative learning to its full potential?

T1: No. Sometimes I would really want to use it but time appears to be a problem.

I: Do you think cooperative learning would be suitable for every classes? Why?

T1: Like the case of doing peer feedback, for weaker class, it's really hard. For my class which students mostly are SENs, pairing seems to be a bit hard. I cannot ensure that I have bright students in each group to take lead of the discussion. More than half of them have failed their vocabulary dictation, and they are not familiar with the use of cooperative learning.

I: To what degree you think that integrating cooperative learning in Task-based Language Teaching will be well-received by the secondary English teachers?

T1: I would say to a large degree. It's something good ideologically so teachers will like it as long as we have enough time to do it.

I: Do you find any barriers to hinder the successful integration of cooperative learning into English classrooms?

T1: Time and ability of learners.

I: I think that's all for the interview. Thank you sincerely for your participation.

Appendix 7. Interview Transcript of Teacher 2

I: Interviewer T2: Teacher 2

I: Good morning. I am Lisa from the Education University of Hong Kong. I am conducting a project to acquire students' and teachers' perceptions towards in the integration of cooperative learning in ESL learning. This interview will last about 20 to 30 minutes. May I get your consent for me to do audio recording?

T2: Yes. Sure.

I: What is your educational status?

T2: I took English Language Education as my major and international studies as the minor.

I: How many years have you been an English teacher and how long have you been teaching in this school?

T1: 2 years and 4 months.

I: What is your teaching position and which form are you teaching now?

T2: English teacher teaching secondary 2, 3, and 5.

I: May you define the term cooperative learning?

T2: It's a student-centred approach. There are more group activities which focus on students' interests. Teachers often more assistant to students than the traditional practices.

I: Have you ever learnt about cooperative learning in any of your previous studies?

T2: Yes, during my undergraduate study.

I: Do you remember what you have learnt? Is cooperative learning the focus of the course?

T2: Let me try to recount. In the lessons or courses which practice cooperative learning, teacher will each group a task, tell each group about what they have to do in order to achieve a common goal. Students' ideas will be gathered by group members, and one representative from each group will present the ideas.

I: Were there any discussion on teaching strategies?

T2: No, only the group being selected by our lecturers would have to do discussion on this pedagogy.

I: Do you think cooperative learning would be beneficial for teaching English as a second language?

T2: Yes, because when students have to cooperate with classmates, they have to learn how to cooperate. Cooperation is one way to learn language. Students have to speak to target language when they want to express themselves.

I: Do you promote Do you promote cooperative learning in your English classes?

T2: My first trial was during the immersion programme I had in New Zealand. I conduct co-teaching with my peers to do grammar teaching. We put students into groups for doing the learning activities.

I: Would you introduce cooperative learning to students and explain the rationale behind implementation before integrating it? How do you integrate it?

T2: I would introduce it but usually I do not explain the rationale behind. As mentioned, I did in grammar teaching, and I have also tried it out in teaching of reading, writing and speaking.

I: Have you tried out different methods?

T2: Yes. I do Jigsaw reading and ask student to search for information and think in pairs or groups when I teach writing and speaking.

I: Do you find comfortable when implementing it?

T2: I personally find doing it comfortable. CL is a student-centred approach which allows students to manipulate their learning. Students can interactive with their peers and it makes learning less boring.

I: Do you incorporate peer feedback in your learning activities? How often do you do so? In which types of activities or language skills do you usually introduce peer evaluation?

T2: I adopt peer feedback in the speaking activities. Usually, I ask them to talk about one good point about the presenter and one area of improvements. This “1+1” approach allows students to observe peer performances, appreciate the strength of others and reflect upon their own learning.

I: What forms of feedback do you usually give when teaching different language skills? Formative or Summative? Or both?

T2: I give both formative and summative feedback. When I teach reading, I present the common mistakes made by students using PowerPoint slides to give reminders. When I teach writing, I follow the school instructions to comment on the content, language and organisation. However, I find it hard to give formative feedback in listening so I just grade students work.

I: Do you provide feedback on task level, process level and self-regulation level?

T2: Yes. When I evaluate how well they have achieved in the learning activities, no matter it is by giving them grades or general comments, they will get some ideas on their strengths and weaknesses. I think it is crucial for students to learn on their own. I will let them evaluate their own performance at first, for instance, the organization and interaction skills. Then, I will ask them about how would they improve if they were given one more chance. By this, they can recount the process of doing the activity to evaluate on their performances and we can work together to come up with a better way.

I: When (i.e. in which phase of the task) do you usually give feedback?

T2: Whenever students are in need. I sometimes offer consultation for students to coach them revise their draft during the writing process. But for summative feedback, it can only be done after the submission of work.

I: Do you find the students are benefiting from cooperative learning?

T2: Yes, cooperative learning benefits students in different area.

I: Do you think it improves students’ interaction?

T2: Definitely. When students interact, the process is not purely referring to talking with peers, but more than that, they have to teach, assist and support one another for reaching the group goal and providing one another with feedback

I: Do you think it improves students’ receptive skills (reading & listening)? If yes, how?

T2: Cooperative learning encourage students to try with their groupmates. If the whole group does not know some words in the reading materials, they can predict the meanings together.

I: Do you think it improves students’ productive (writing and speaking) skills? If yes, how?

T2: Yes. I do CL in writing and the approach that I am using is the process writing approach. Students are granted chances to brainstorm together, receive comments from their peers and the teacher before submitting their work. CL is good for writing activities like producing sentences or short paragraphs. Whenever they encounter difficulties, say like they are at a lack of ideas, their peers can always lend a helping hand. They read and discuss the selected texts. At least, they can contribute something different or new to their friends.

I: Compare students’ learning before and after introducing the use of cooperative learning, are there any changes on their results?

T2: I think for students who are motivated because of CL, they will learn more actively.

I: Are there any changes on their motivation/ attitude towards the learning English?

I: Do you think your students like the integration of cooperative learning?

T2: I think most of them like it because the learning atmosphere is more relaxing.

I: Do you think you are using cooperative learning to its full potential?

T2: No. It won’t be able to do that in Hong Kong.

I: Do you think cooperative learning would be suitable for every classes? Why?

T2: There's still some difficulties. I won't do it in classes that are weak, and for noisy classes too. It takes so long for them to form into groups, and moving around just get them feel very excited. But I know with more practices, they will perform better.

I: To what degree you think that integrating cooperative learning in Task-based Language Teaching will be well-received by the secondary English teachers?

T2: I would say a to large degree except when the teachers are not too busy. I think they would love to see students speak more English. Like my students, they are basically from grassroots. None of their parents know how to speak English, and since they are studying in CMI school, the language learning environment might not be as right as the EMI schools. Cooperative learning provides a platform for them to use English to communicate.

I: Do you find any barriers to hinder the successful integration of cooperative learning into English classrooms?

Sometimes. If the schedule is too tight, I am afraid I cannot do it because cooperative learning can be time consuming. I usually do not prefer using this pedagogy before examination. And, it is also hard for me to keep an eye on every student during the group activities. I once caught two students who were supposed to discuss in home group swapping their seats and sitting with students in expert group, and I got to spend about 2 to 3 minutes to rearrange the grouping again.

I: I think that's all for the interview. Thank you sincerely for your participation.

Appendix. 8- Interview Transcript of Teacher 3

I: Interviewer T3: Teacher 3

I: Good morning. I am Lisa from the Education University of Hong Kong. I am conducting a project to acquire students' and teachers' perceptions towards in the integration of cooperative learning in ESL learning. This interview will last about 20 to 30 minutes. May I get your consent for me to do audio recording?

T1: Yes.

I: What is your educational status?

T3: I did Bachelor of Education in English Language.

I: How many years have you been an English teacher and how long have you been teaching in this school?

T3: About 3 years.

I: What is your teaching position and which form are you teaching now?

T3: I am a GM English teacher, and I teach Form 1, 2 and 4.

I: May you define the term cooperative learning?

T3: It's a student-centered teaching approach. Students work in group together to complete a certain task and be very responsible for their own learning.

I: Have you ever learnt about cooperative learning in any of your previous studies?

T3: Yes.

I: Do you remember what you have learnt? Is cooperative learning the focus of the course?

T3: I learnt about the teaching principles and strategies of cooperative learning but it's just part of the lessons.

I: Were there any discussion on teaching strategies?

T3: No, there were not. My professor simply introduce the teaching principles and strategies.

I: Do you think cooperative learning would be beneficial for teaching English as a second language?

T3: Yes because cooperative learning can increase the motivation of students and promotes interaction."

I: Do you promote Do you promote cooperative learning in your English classes?

T3: Yes.

I: Would you introduce cooperative learning to students and explain the rationale behind implementation before integrating it?

T3: Didn't really tell them.

I: How often do you do it and how do you integrate it? Have you tried out different methods?

T3: Once a week. Before introducing CL to the class, I usually spend some time at the beginning of the semester to carefully plan the seating of students to put more capable students sitting next to less capable students. I want to make sure they can help one another to learn. I do think-pair share and group students to do information search.

I: Do you find comfortable when implementing it?

T3: Yes, basically in cooperative, students are just working in groups. One of the challenges is the time management, because you need to give more time to them and need to pay more attention to their learning progress

I: Do you incorporate peer evaluation in your learning activities?

T3: No.

I: What forms of feedback do you usually give when teaching different language skills?

T3: For writing, I use the feedback form provided by the school to mark their content, language and organization. For reading and listening, I did not give much feedback. It's hard to give feedback when they are reading a piece of text. About speaking, I tell them how they can elaborate more on their ideas and pronunciation, and give them grades.

I: Do you provide feedback on task level, process level and self-regulation level?

T3: Yes, I prefer giving students grades to help them track their performances. The marks tell if their performance are unsatisfying, satisfying or excelling. Students who receive low marks may want to avoid making the same mistakes again, and students who receive high marks may want to challenge themselves a bit.”

I: When (i.e. in which phase of the task) do you usually give feedback?

T3: During the lesson, I give a quick feedback. After they hand in the work, I give both personal comment and comments on their work to indicate how well they perform and how they can improve.

I: Do you find the students are benefiting from cooperative learning?

T3: Yes, I would say so.

I: Do you think it improves students’ interaction?

T3: Students are more eager to interact and share the opinions with their classmates.

I: Do you think it improves students’ receptive skills (reading & listening)? If yes, how?

T3: In all the cooperative learning activities, they have to listen for gist or details when their peers are talking in order to give appropriate response or filling out tables for completing the task.

I: Do you think it improves students’ productive (writing and speaking) skills? If yes, how?

T3: Students are more eager to share when they are asked to work in groups. Their technique of offering responses and answering questions. The more they use English as a communication tool, the more they are familiar with it.

I: Compare students’ learning before and after introducing the use of cooperative learning, are there any changes on their results?

T3: I am not sure because I only do cooperative learning once a week. I am not sure if cooperative learning can improve their marks.

I: Are there any changes on their motivation/ attitude towards the learning English?

T3: Yes, Students demonstrate a comparatively higher degree of eagerness to participate in the cooperative learning activities. I feel satisfied to see them communicate in a more active manner using English.”

I: Do you think your students like the integration of cooperative learning?

T3: Most of the students like it, but I am afraid those quiet and shy students may not.

I: Do you think you are using cooperative learning to its full potential?

T3: Not really, I think I still need to explore on how to use it.

I: Do you think cooperative learning would be suitable for every classes? Why?

It won’t be suitable for every classes, we have to look into the content and the content difficulties. Most of the time, we just have to admit that it is hard for the integration to take place. I think if students in my class are generally responsible, I may considering do it because they can help less proficient students to learn.

I: To what degree you think that integrating cooperative learning in Task-based Language Teaching will be well-received by the secondary English teachers?

T3: Teachers will be happy but the main challenges are the time and the syllabus

I: Do you find any barriers to hinder the successful integration of cooperative learning into English classrooms?

T3: I have to be very careful with the selection. If I choose texts or video clips which are too difficult for them, it is less likely for them make use of the information they get to interact with peers. I have to include guiding questions in most of the cases, which requires extra time. Also, some students only possess little experiences in doing cooperative learning activities because their teachers in the past may use traditional ways to teacher. So every time when I want to do it, I must to devote lots of efforts to give clear instructions and make sure they are on task. I often find students who are unfamiliar with cooperative learning do not speak up.”

I: I think that's all for the interview. Thank you sincerely for your participation.

Appendix 9. Interview Transcript of Teacher 4

I: Interviewer T4: Teacher 4

I: What is your educational status?

T4: I graduated from the law school a few years ago and I went to study PGDE for secondary English education.

I: What is your teaching position and which form are you teaching now?

T4: I am a GM teacher. I teach form 2, 5 and 6.

I: May you define the term cooperative learning?

T4: It's a setting in which students learn in a group. And in the group, there are more able and less able students. These students are required by their teachers to complete a task. During the process, the more able one may need to help the less able students to understand the task and finish some of the more complicated or trying to help other students to understand parts of the more complicated task.

I: Have you ever learnt about cooperative learning in any of your previous studies?

T4: Yes. I learn about it when I was doing my PGDE.

I: Do you remember what you have learnt? Is cooperative learning the focus of the course?

T4: Yes, the principles and its strengths. Lesson observation about how CL could be put into practice, secondary school

I: Were there any discussion on teaching strategies?

T4: Yes, we had a discussion activity after the lesson observation. We could at least try split task into different components and provide more scaffolding to students. If we have the ideas of cooperative learning in mind, we may remind ourselves that we may actually split the task into diff parts to let more able student complete the difficult one and let weaker students handle the easier part so that all of them could feel sense of satisfaction and achievement

I: Do you think cooperative learning would be beneficial for teaching English as a second language?

T4: Of course, we still have some lessons which focus on teacher talk like the grammar lessons. But for some lessons, we incorporate CL to let students practise speaking English and to do TBL activities.

I: Do you promote Do you promote cooperative learning in your English classes?

T4: Yes.

I: Would you introduce cooperative learning to students and explain the rationale behind implementation before integrating it?

T4: For junior forms, it's too complicated for them to understand but I will incorporate this in my lesson so that students can cooperate with others; for senior forms, I have to give them mindset that in the process they have to help each other because students are very accustomed to learn on their own, they may not be used to learning together with their classmates.

I: How often do you integrate it?

T4: Once in a module.

I: How do you integrate it? Have you tried out different methods?

T4: Sometimes I just put them in a group of 4 and each of them could be responsible for each part of the task. The task is assigned to them according to their ability. One of them would be the leader to give more instructions to the weaker students so they can understand what to do. I integrate cooperative learning in writing and speaking activities to get students search for information. Also, I used cooperative learning for the STEM (Science, Technology, Engineering and Mathematics) project in the first term last year. Students had to invent commercial product and introduced it to other students. This activity involved group discussion and presentation.

I: Do you find comfortable when implementing it?

T4: If time is not a concern, I would definitely say yes.

I: Do you incorporate peer feedback in your learning activities? How often do you do so? In which types of activities or language skills do you usually introduce peer feedback?

T4: No, I did not.

I: What forms of feedback do you usually give when teaching different language skills? Formative or summative?

T4: I give both.

I: Do you provide feedback on task level, process level and self-regulation level?

T4: Yes for task and process level. Say like when my students was working on their STEM project, they suggested something that's not very suitable for the presentation. I gave them feedback on what kind of products we would be looking for, and I also helped polish their vocabulary choice to make it more appealing.

I: When (i.e. in which phase of the task) do you usually give feedback?

T4: If students are working on cooperative learning actives, I think I will check them during the task.

I: Do you find the students are benefiting from cooperative learning?

T4: Yes.

I: Do you think it improves students' interaction?

T4: Yes, because they help one another during the process. They get to know skills like problem solving and negotiating.

I: Do you think it improves students' receptive skills (reading & listening)? If yes, how?

T4: Yes, they are able to appreciate what others have notice and reflect on themselves in the listening process.

I: Do you think it improves students' productive (writing and speaking) skills? If yes, how?

T4: Sometimes, I try to arrange the writing task after a group discussion. As you know, some of them may find it difficult to come up with ideas when they are asked to write. The discussion encourages them to brainstorm ideas together after reading different materials like news articles so that they can get more ideas.

I: Compare students' learning before and after introducing the use of cooperative learning, are there any changes on their results?

T4: Not sure because I only use once in a module.

I: Are there any changes on their motivation/ attitude towards the learning English?

T4: Students will become more willing to do the task. Weaker students won't feel hopeless. Most of the junior form students are not very aware of helping the classmates, but at least, the environment and atmosphere is different. It's more relaxing.

I: Do you think your students like the integration of cooperative learning?

T4: Yes, they don't like teacher talk but sometimes it's necessary, they can interact with their classmates but of course we have to make sure that they are on task.

I: Do you think you are using cooperative learning to its full potential?

T4: No, if time is not a constraint, I will use it more often.

I: Do you think cooperative learning would be suitable for every classes? Why?

T4: If a form is not streamed according to abilities of students, it's suitable for doing cooperative learning. But for the form which classes are streamed, then CL might not be necessary. It could still be possible, but the positive effectives will not be very obvious.

I: To what degree you think that integrating cooperative learning in Task-based Language Teaching will be well-received by the secondary English teachers?

T4: Teachers need a very clear guidelines and maybe some lesson plans and teaching materials. Otherwise, I believe it will be hard because a lot of English teachers who have

taught for many years as may not be familiar with this concept. They stick to the traditional one.

I: Do you find any barriers to hinder the successful integration of cooperative learning into English classrooms?

T4: Take Form 3 as an example, chances of doing CL tend to be limited. We only do it for two to three times when we are teaching the cross-subject learning module. Most of the teachers use direct teachings to make learning efficient so students can learn at most at they can for getting better results to choose the electives they would like to study in Form 4

I: I think that's all for the interview. Thank you sincerely for your participation.



Appendix 10. Interview Transcript of Teacher 5

I: Interviewer T5: Teacher 5

I: What is your educational status?

T5: I studied TESOL in City University of Hong Kong and went to The Hong Kong University to do Master in English Education.

I: How many years have you been an English teacher and how long have you been teaching in this school?

T5: 13 years.

I: What is your teaching position and which form are you teaching now?

T5: I am an English teacher and a class teacher. I am teaching Form 1 to 3.

I: May you define the term cooperative learning?

T5: Cooperative means learning that involves more than one person and it must in a group, mainly it's a kind of group work. Stronger and weaker students are put in the same group so that they can learn from each other, and they are given different role roles to bear different responsibility for finishing a particular task.

I: Have you ever learnt about cooperative learning in any of your previous studies?

T5: A lesson or two in my undergraduate and master studies.

I: Do you remember what you have learnt? Is cooperative learning the focus of the course?

T5: I think I may have forgotten what I had exactly learnt regarding the theories. I could only remember it's good for maximizing TBL.

I: Were there any discussion on teaching strategies?

T5: Yes. Before the practicum, we had to plan a lesson adopting cooperative learning activities.

I: Do you think cooperative learning would be beneficial for teaching English as a second language?

T5: Yes. English is a second language that's why I think they need some individual time to learn on their own by different methods, but sometimes we need our peers help or influence so that we don't learn from our teachers but learn from peers in the discussion and practise the use of English.

I: Do you promote cooperative learning in your English classes?

T5: Yes.

I: Would you introduce cooperative learning to students and explain the rationale behind implementation before integrating it?

T5: It depends on the level of the students. I will do it in normal class.

I: How often do you do it?

T5: For junior forms, I use CL in every lesson. But for senior form, the schedule is very tight. I use it occasionally.

I: How do you integrate it? Have you tried out different methods?

T5: I use competition way to put students into different groups consisting both weaker and stronger students. Students raise their hands to answer questions. The groups that can answer correctly will be awarded points. I do it in grammar teaching, reading and writing. I also use jigsaw reading in my junior English classes.

I: Do you find comfortable when implementing it?

T5: I have been doing it for many years.

I: Do you incorporate peer feedback in your learning activities? How often do you do so? In which types of activities or language skills do you usually introduce peer feedback?

T5: I sometimes do it in my English classes, particularly when I make students work in groups. It is impossible for me to give feedback to every group promptly, but still, I want them to about their performances.

I: What forms of feedback do you usually give when teaching different language skills? Formative or Summative?

T5: Both.

I: Do you provide feedback on task level, process level and self-regulation level?

T5: Yes, I have a practise to provide all kinds of feedback. For the Form 6 students which I taught last year, I had a consultation session for them from time to time. Before they came, they were encouraged to think about how they could improve and work out a plan. During the consultation, I would give them comments for helping them to seek further improvements.

I: When (i.e. in which phase of the task) do you usually give feedback?

T5: I want them to try first. If I give them the answers too quickly, they cannot use their own way to work it out. For some tasks, which are more cognitively challenging like writing, I will give them formative feedback too.

I: Do you find the students are benefiting from cooperative learning?

T5: For normal classes, yes. For weaker classes, no.

I: Do you think it improves students' interaction?

T5: Yes, they use simple English to communicate with others.

I: Do you think it improves students' receptive skills (reading & listening)? If yes, how?

T5: I would say not really for listening. Students decode the passages and answer questions on their own. Not until they are asked to answer some open-ended questions together, they will be given a chance to discuss. And, as same as for the listening practises, either you get the answer right or wrong. It is hard for us to give detail comments but what we can do is to give students reminders. That's different from writing and speaking which they involve in more brainstorming and discussion activities.

I: Do you think it improves students' productive (writing and speaking) skills? If yes, how?

T5: Students benefit a lot. They improve by showing their work next time. The more they practice, the better they perform in L2 acquisition.

I: Compare students' learning before and after introducing the use of cooperative learning, are there any changes on their results?

T5: Yes.

I: Are there any changes on their motivation/ attitude towards the learning English?

T5: There are mainly mediocre and shy students in my class. These students tended to feel anxious when they learn English. They are afraid of making mistakes when they are speaking English but they are more willing to attempt answering questions in cooperative activities and to present their ideas.

I: Do you think your students like the integration of cooperative learning?

T5: Students love learning with peers through discussion with their peers. They enjoy learning together more than learning individually. The learning atmosphere is relaxing though the classrooms would be bit noisy, but it's still manageable.

I: Do you think you are using cooperative learning to its full potential?

T5: No, I don't think so. I just want to make my lessons less boring when I use it.

I: Do you think cooperative learning would be suitable for every classes? Why?

T5: I think it all depends on the learners. For the weaker students studying in the combined class, my response is no. It is hard for them read or do listening effectively. I once did Jigsaw with them, it turned out to be chaotic because some students could not finish their reading before sharing.

I: To what degree you think that integrating cooperative learning in Task-based Language Teaching will be well-received by the secondary English teachers?

T5: Most of the teachers will like it. We can talk less and students also enjoy our lesson more. But when the tight schedule comes, it will be a problem. That's why we will give using cooperative learning up at a moment, especially before the examination and test week.

I: Do you find any barriers to hinder the successful integration of cooperative learning into English classrooms?

T5: Students' ability can be a barrier. If students cannot understand and follow the instruction, hardly can they learn from cooperative learning. Besides, the learning environment atmosphere of a school also affect the use of cooperative learning.

I: I think that's all for the interview. Thank you sincerely for your participation.



Appendix 11. Interview Transcript of Teacher 6

I: Interviewer T6: Teacher 6

I: What is your educational status?

T6: I studied Bachelor of Arts in English and PGDE in English Education.

I: How many years have you been an English teacher?

T6: 15 years.

I: What is your teaching position and which form are you teaching now?

T6: I am teaching Form 2, 5, and 6 English classes.

I: May you define the term cooperative learning?

T6: In terms of task design, we don't expect students to learn by direct teaching; we have to make sure that students have to work together in order to understand a certain topic which they may not learn before. The teacher may give them different pieces of information which they need to know and they have to work together to find everyone to work things out.

I: Do you think cooperative learning would be beneficial for teaching English as a second language?

T6: Definitely. I think one of the major weaknesses of students in HK is that they don't really have a chance to interact with peers. They just sit there, listen, jot notes and that's it. Their roles in learning are very passive. The idea of cooperation is different from traditional teaching. Students have to do things actively and they have to take a more active role. Theoretically, the idea is good.

I: Why don't you use it? Are there any barriers you think that hinder the use of cooperative learning in your class?

T6: It is extremely time consuming to prepare given the teaching schedule for teachers in HK is packed. It's difficult for us to squeeze time to think about what activities we can do. Also, it is also time consuming to conduct activities during the lesson. Student aren't used to this mode of learning so it really does take time to help them to get into that learning mode to try out those kinds of activities. Direct teaching is quick and easy. My secondary 6 students may not be very interested in cooperative learning because they are very quiet while my junior form students may find it hard to manage. In this school, we do a lot grammar teaching in junior forms to make sure they have a sound foundation so we use P.P.P. And it is also hard for us to use cooperative learning for drilling of examination papers in Form 5 and 6, except when students are doing speaking activities in groups.

I: Would you be willing to modify your current teaching strategy to integrate cooperative learning?

T6: Yes, I may give a try when training the listening and speaking skills of my students as they have so little opportunities to use those skills in the traditional classroom settings and I think the cooperative learning can also applied to different activities. Yet, it still depends on the task design, how you apply it in your own classroom. I think primarily it helps listening and speaking skills.

I: To what degree you think that integrating cooperative learning in Task-based Language Teaching will be well-received by the secondary English teachers?

T6: Not sure. Most of us would agree that the idea is good, but in terms of implementation, it would be rather difficult. Most of us would agree that we have tight teaching schedule. We may not be able to afford giving so much time for this kind of activities

I: Are you interested in learning more about cooperative learning?

T6: Yes, sometimes it's good to do so. It's just that I don't have the skills.

I: I think that's all for the interview. Thank you sincerely for your participation.