



Applying Spencer Kagan's Cooperative Learning Approach to Enhance Non-English Majored Students' Engagement in English Classroom

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Abstract. The study is conducted to pilot the application of Spencer Kagan's cooperative learning model in non-English majored classrooms and to demonstrate the effectiveness of the model in increasing students' engagement. This mixed method study was implemented with the collection of quantitative data expanded upon by qualitative data collection through a questionnaire, observation and interviews. 120 non-English majored students were chosen for the questionnaire and observation while three interviews with three teachers who were in charge of teaching English to such informant students were carried out at the end of the piloting period. The responses from the questionnaire and interviews were transcribed, and analysed in order to answer the research questions. In general, students were realized to become more engaged and motivated to complete assignments in a team setting under teachers' instructions according to Spencer Kagan's cooperative learning model. Implications from this study support the potential for Spencer Kagan's cooperative learning model application in not only non-English majored classrooms in Vietnam but also other levels.

Keywords: Cooperative Learning · Approach · Non-English Majored Students · Engagement · Spencer Kagan

1 Introduction

The global development is said to open the extensive use of a particular language, especially English becomes the official language of more than 50 countries and spoken by hundreds million people in the world. Since English is widely spoken in the world, the teaching of English is developing rapidly day by day [1].

It cannot be denied that teaching English is not as simple as it seems. According to Bygate [2], the challenge for language teachers is to prepare for their students' sufficient inputs to be competent speakers of English. Students are usually said to feel unconfident about their English level, be in fear of making mistakes as well as meet difficulties of communicating and expressing themselves in the target language. As a result, they rather keep silent or do not show active participation in the lessons. Therefore, it will be the

most effective to apply suitable English teaching methods to enhance students' engagement [3]. Spencer Kagan's cooperative learning approach generates English learning opportunities through various interactional features that occur when learners engage in the communication.

This present study is conducted to demonstrate the effectiveness of Spencer Kagan's cooperative learning model in increasing students' engagement and discover the key factors for the model's successful implementation in classroom with two research questions: (1) To what extent does Spencer Kagan's cooperative learning model have impact on students' engagement in English classrooms at HaUI? (2) What elements influence the implementation of Spencer Kagan's cooperative learning model in classrooms at HaUI?

2 Literature Review

The concept of students' engagement has been defined by many researchers. Each has his/her own definition based on the different point of view and observation. According to Chen et al. [4], learner's engagement referred to the level of interest, attention, passion and optimism that were exhibited when students learned or were taught something, which extended to the degree of motivation they had to learn and make progress in their educational process.

Based on the research of Johnson [5], cooperative learning approach is studied to have these qualities: Students become active and autonomous learners to collaborate on shared chores; Teachers play the role of an organizer and counselor of group work; Materials are arranged according to purpose of lesson. Usually, one group shares of complete set of materials; Activities are any instructional ones, mainly group work to engage learners in communication, interaction among students. In the book "Cooperative Learning Structures", Spencer Kagan [6] proposed the cooperative learning model which was a combination of individualistic and collective features, with cooperative classroom management and critical organization in order to prepare potential social situations for students. In other words, Spencer Kagan one more time defined cooperative learning as "... a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal and students work together to learn and are responsible for the teammate's learning as well as their own". Spencer Kagan's explanation of cooperative learning is found quite easy to understand and it is predicted to be closely applied in Vietnam.

According to Johnson and Johnson [5], there are five basic principles of cooperative learning:

1. **Positive Interdependence:** This emphasizes a positive correlation among individuals to work together to solve designed tasks effectively. Specifically, all members in the group must be in agreement on the answers and ideas they would like to use in order to realize a specific target.
2. **Individual Accountability:** The responsibilities are distributed to each member in the group equally. This means every member's action related to the assigned tasks will directly impact (positively or negatively) the whole group's performance.

3. **Face-to-Face Interaction:** Learners are encouraged to participate in face-to-face interactions through peer tutoring, discussion, debate, argument, and explanation. Classrooms are set up to encourage sharing of learning experiences, ideas, and knowledge, giving feedback, and supporting one another in achieving the learning objective in order to maximize face-to-face interactions.
4. **Social Skills:** One of CL's guiding concepts, social skills, enables students to practice taking on leadership roles, enhancing their communication abilities, and resolving conflicts in order to work effectively in pairs, groups, or as a class.
5. **Group Processing:** CL also adheres to the idea of group processing. Activities for CL are created so that students can continuously reflect on their learning experiences. Group discussion enables teachers to assess students' comprehension of a particular subject. Students also evaluate their own learning by discussing how they learned about the subject and how to use CL constructs.

There are other CL principles proposed by Dr Spencer Kagan [6]. Kagan based his CL on a single precept: engagement. These principles are referred to as 7 keys: Structures, Teams, Management, Class-building, Teambuilding, Social Skills and PIES. Positive interdependence, individual accountability, equal participation, and simultaneous interaction are all abbreviated as PIES: Positive interdependence is positioned as the primary principle at the core of CL. When students positively depend on one another, learning and engagement occur. Student maintenance of resource interdependence, task interdependence, and reward interdependence is encouraged by CL. Individual accountability is the second tenet. This principle emphasizes self-accountability for each student as well as participation and learning for the entire class. The third principle states that when students have equal opportunity, there will be greater classroom involvement and learning. CL offers a variety of strategies to encourage equal involvement among group members. The fourth tenet is concerned with the overall level of engagement for each learner. In general, Spencer Kagan has so far developed approximately 200 classroom "structures", which may be considered basic tools for classroom activities. Those structures emphasized positive interdependence, individual accountability, equal participation and simultaneous interaction. Students can collaborate with each other by following the structures, using available material or content under teacher's management. With each structure, students can cooperate with each other to build team or class spirits as well as positive relationships among them; develop information sharing; critical thinking; communication and social skills.

In addition to the numerous CL keys, Spencer Kagan [6] presented a number of cooperative learning strategies that were later improved upon by other academics. The following list of examples of CL structures utilized in this study places students in pairs or small groups of four to five learners: Think-pair-share; Jigsaw; Learning Together; Three-step-interview; RoundTable; RoundRobin; RalleyRobin; RalleyTable; Inside-outside Circle; Numbered Heads Together.

Basing on the basic principles, Spencer Kagan-trained teachers could follow the below guideline:

1. **Groups of four:** Four is the wonderful size to pair off or work as a whole group, it's also not too much for a group discussion.

2. **Number students:** Numbering students with 1,2,3,4 (sometimes 5) in each CL group really creates the homogeneousness and helps the class flow well. For example, teacher can call all number 3 to answer the question or complete a task in the classroom.
3. **Rank the students:** Teachers should have students ranked in each group. For example, Number 1 are the “leaders” and the. Number 2 and Number 3 are the average and Number 4 are the lower. In each task, Number 1 can pair off with Number 2 or Number 3. This way, they don't have to work with Number 4 while Number 4 can be encouraged and supported by the Number 2 or Number 3.
4. **Number groups:** To organize the classroom well and identify target groups, teachers can number them.
5. **Use a spinner:** In some situations, teachers can call on any number 1–4 (or 5) by spinning. With this way, teacher don't have to think too much to pick any individuals and it is fairer and more random.
6. **Use a timer:** All structures can be timed and students are given a certain amount of time to complete the assignments. When the timer goes off, students should know to stop and submit the products.
7. **Use structures:** When students work in groups, it is not difficult to add more structures during their daily lessons. This motivates more students to get engaged and work together.
8. **Utilize Talking and Group Work:** The members in groups do the tasks with different structures; for example, Think Pair Share; Pair up; Mix-pair-share, etc. It saves more time because more students are engaged in the lessons and have more ideas than asking a question and have one answer.

For a better learning and teaching environment in classroom, there have been many researchers in the world who conducted research about using cooperative learning structures, especially Spencer Kagan's ones to increase students' engagement.

According to the study of Dorji [7], CL structures like team builders, class builders and team cheers help the students know their friends better, create a positive learning environment and help gain and retain students' attention. The author also agreed that the cooperative learning approach should be applied based on five basic principles (Positive Interdependence, Individual Accountability, Face-to-Face Interaction, Social Skills, Group Processing).

With the study completed by Farmer [8] on “Kagan Cooperative Learning Structures and the Effects on Student Achievement and Engagement”, the researcher conducted an action research project to determine the correlations between the use of Kagan Structures and student achievement and engagement in the content area of math with the use of observation and pre and post-tests. Throughout this study, the findings concluded that Kagan cooperative learning does have a positive effect on students' engagement and math scores. However, there were only four basic principles (PIES) given to implement the cooperative learning model.

Another study titled “Perspectives on cooperative learning: a case study of Kagan cooperative learning structures in the classroom” by Hinson [9] was dedicated to the use of cooperative learning. The author implemented a case study at an inter-level school (Rural school) to investigate teacher and student perceptions on the implementation of

cooperative learning. For successful implementation of Spencer Kagan's cooperative learning approach, Hinson totally appreciated four basic principles given by Spencer Kagan in 2009.

Based on some research above, there are some similarities and differences between this research and previous studies above. The similarity is that the research above focused on using Spencer Kagan's cooperative learning in classroom to improve students' engagement. However, there are some differences that lead to differences in the research findings. On the one hand, Dorji [8] only focus on students' perspectives on their engagement via Spencer Kagan's cooperative learning structures, Farmer [9] tried to demonstrate the impacts of Spencer Kagan's cooperative learning structures on students' engagement by the observation without asking their opinions. On the other hand, this research collects the data from both students and teachers through a questionnaire, interviews as well as the author's direct observations. Moreover, this research also focuses on giving the better interactive learning environment for non-English majored students at university who tend to lack the engagement in English lessons and meet difficulties in English communication while Hinson's study focuses on primary and secondary students who represent various racial and ethnic demographic groups. As a result, differences will cause the differences in the research findings.

3 Research Design

The research was conducted with both qualitative and quantitative methods with the designed lessons using Spencer Kagan's cooperative learning structures. The quantitative data was collected from a questionnaire while qualitative data was obtained from the researcher's observation and teacher interviews.

3.1 The Setting of the Study

The 1st-year non-English majored students at HaUI have to learn a foreign language in two semesters a year and English is mainly taught. The currently applied model is blended-learning which makes up 75 periods (35 online periods and 40 offline periods). Students spend 35 periods studying online with the University's online learning management system named "EOP" (English for Occupational Purposes) under their teachers' instruction. At the same time, 40 offline periods are spent for them to practice what they have learnt, mainly speaking skill in classrooms. The number of target students is approximately 120 ones majoring Electrical and Electronics Engineering in 4 classes. Those students with A1/A2-level English competence are studying at HaUI – Ha Nam campus (Campus C). Therefore, Spencer Kagan's cooperative learning structures are expected to maximize the interaction of teacher-student and student-student as well as enhance students' engagement.

3.2 Participation

Participants in this study included 120 ones majoring in Electrical and Electronics Engineering in 4 classes. Those students with A1/A2-level English competence are studying

at HaUI – Ha nam campus. Moreover, 3 teachers of English at HaUI teaching the first-year non-English majored students will be interviewed directly. They have at least 2-year experience of teaching English to the 1st year non-English majored students at HaUI and were trained on Spencer Kagan's cooperative learning model by the researcher, so they would have more accurate points of view about using those structures to enhance students' engagement in speaking classes.

3.3 Data Collection Instrument

The survey questionnaire is one of the most effective instruments for collecting data in social science. According to Gillham [10], the questionnaire is less pressure on respondents, not under pressure of interview bias, and analysis of answers is straightforward. Therefore, this study used the survey questionnaire as the official mean to fulfill the aims. The questionnaire was designed to examine students' opinions on using Spencer Kagan's cooperative learning structures to enhance their engagement.

For accurate and transparent results, interviews via mobile phone or Zoom app would be conducted with some teachers directly teaching English in 1st year non-English majored classes at HaUI. The instrument was supported by Seidman [11] who asserted, "I interview because I am interested in other people's stories"; "interviewing is a basic mode of inquiry". Therefore, the interviewers take responsibility for gaining access to the interviewees' detailed and personal information from their own experiences during the interview process.

Another effective instrument to evaluate the students' engagement is the teacher-researcher's observation. During the implementation of Spencer Kagan's cooperative learning approach, the researcher not only checked the attendance of students in class regularly but also observed the participation and contribution of each student to complete a task in each pair and group.

3.4 Research Procedures

120 first-year non-English majored students at the Faculty of Electrical and Electronics Engineering at Hanoi University of Industry from four classes were chosen to participate in the questionnaire. Four classes were taught by four different teachers (the researcher and 3 others) and students are not the same at English proficiency level. The questionnaires in the form of online survey on Google Form were given to students for answering at the final lesson in week 10 when the semester finishes and students would have a broader view of the importance of Spencer Kagan's cooperative learning model to their engagement in speaking English classes. After 10 min, all questionnaires were collected for later data analysis. Then the data was inserted into Excel and analyzed with the basic formulas to generate final results and necessary diagrams.

According to previous study by Dorji [7], with the application of CL structures, students could build better relationships with their colleagues and enhanced a positive learning environment in the classroom as well as increased their attention span for the lesson. Therefore, the questionnaire with five big questions was aimed to study students' perspectives on the effectiveness of Spencer Kagan's cooperative learning approach in enhancing their engagement in lessons in classroom. Each question contains two

multiple-choice ones about the reasons of their selections. Five items were measured on a Likert five-point scale: strongly agree, agree, neutral, disagree, strongly disagree.

The teacher-researcher directly taught one class and checked students' attendance as well as observed the engagement of students in four classes applied with Spencer Kagan's cooperative learning approach. Before the observation, the researcher introduced and gave detailed of Spencer Kagan's cooperative learning approach to three teachers who were responsible for teaching three classes.

The interview protocol was carefully designed to examine the factors ensuring the successful implementation of Spencer Kagan's cooperative learning modal via mobile phone/Zoom app for 10 min. Each one-one interview was voice recorded in the phone, checked and then transcribed for later analysis. Before the interviews, each participant received an invitation mail with the detailed information such as a date, time, and place for the interview, a copy of questions for the well-preparation. In fact, all interviews were conducted in the teacher's room and recorded on the researcher's cellphone. When all interviews were completed, recorded and transcribed, teacher participants received a transcription copy for check and made corrections (if any). Specifically, it could take a little time for the participants to read and re-read the transcription and give the appropriate revision. Moreover, a digital, voice-coded software, Adobe Audition was also applied to separate the interviews, adjust the speed and filter the voice quality for the better transcription. For the high-quality control, teacher participants were required to be anonymous to answer the interview questions with accuracy and honesty. After all, all interview transcriptions were carefully saved into documents for further analysis to take place.

4 Finding and Discussion

The survey on students' responds to the application of Spencer Kagan's cooperative learning approach in English classroom showed the positive results. Most of the students strongly agreed and agreed that working in pairs and groups according to Spencer Kagan's cooperative learning structures helped them learn a lot from their classmates; find the lessons more interesting; participate more in class with fun and enjoyable activities; prefer working in pairs and groups than individually. The statistics were all synthesized in Table 1.

The author tried to follow the steps of implementing Spencer Kagan's cooperative learning structures in classes in 10 weeks and recorded everything related to the students' attitude and engagement. The student attendance checking form (Table 2) records the number of students participating 20 meetings with the positive result. Few students did not attend to some meetings because of reasonable reasons such as sickness and private and family business. Compared to the data in previous semesters, there were fewer students not participating in English lesson this year. Moreover, the observation form (Table 3) shows that students had positive attitude to each lesson, especially in pair and group activities. There were some changes in their engagement in English although they were not good at English. In some first lessons, they still hesitated to speak to each other in a team but they were gradually more confident to raise their voice. The class became noisier with students' voice under teacher's instructions in each activity. For example,

Table 1. Results of Student survey on Spencer Kagan's Cooperative Learning

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|---|----------------|--------|---------|----------|-------------------|
| 1. I find the lesson more interesting with Spencer Kagan's CL structures. | 81.7% | 15% | 0% | 3.3% | 0% |
| 2. Learning with different activities in groups can be fun and enjoyable. | 66.7% | 21.67% | 5% | 4.17% | 2.46% |
| 3. We learn lots of useful things from each other through those pair work and group work. | 37.5% | 47.5% | 6.67% | 5.83% | 2.5% |
| 4. Working in pairs and groups encourages me to participate more in class. | 71.67% | 17.5% | 4.17% | 3.33% | 3.33% |
| 5. I prefer to work in pair and group work with Spencer Kagan's CL structures. | 40% | 50% | 5% | 3.33% | 1.67% |

Table 2. The check of students' attendance

| | Attendees | Absentees | Reasons for absence |
|--------|-----------|-----------|----------------------------|
| Week 1 | 120 | 0 | |
| | 119 | 1 | Sickness |
| Week 2 | 117 | 3 | Sickness; Private business |
| | 116 | 4 | Sickness; No reason |
| Week 3 | 118 | 2 | Sickness; Private business |
| | 119 | 1 | Private business |
| Week 4 | 118 | 2 | Sickness |
| | 120 | 0 | |
| Week 5 | 119 | 1 | Private business |
| | 119 | 1 | Sickness |

(continued)

Table 2. (continued)

| | Attendees | Absentees | Reasons for absence |
|---------|-----------|-----------|----------------------------|
| Week 6 | 120 | 0 | |
| | 119 | 1 | Sickness |
| Week 7 | 120 | 0 | |
| | 120 | 0 | |
| Week 8 | 118 | 2 | Private business; Sickness |
| | 120 | 0 | |
| Week 9 | 120 | 0 | |
| | 120 | 0 | |
| Week 10 | 120 | 0 | |
| | 120 | 0 | |

in Stand up, Hand up, Pair up or RoundRobin, “yes”, “no”, “look at this”, “what is it?”, “I don’t know, show me, please!”, “thank you!”, etc. were commonly heard. The class was full of noise and laugh in each competition activity or game without a disorder. Sometimes, students actively made the questions to teacher and shared the answers to the partners during the discussion.

In general, teacher participants revealed that they used Spencer Kagan’s cooperative learning structures in almost meetings in classroom (as shown in Table 4) to help students be confident to raise their voice, share ideas and remember vocabulary & grammar. They even tried to follow the guideline given by the researcher when carrying out Spencer Kagan’s cooperative learning structures in class. Moreover, all teacher participants stated that the use of Kagan cooperative learning structures would be effective with the flexible combination of seven factors: Structures, Teams, Management, Class-building, Team-building, Social Skills, Basic Principles. In order to foster accomplishment, engagement, critical thinking, and social skills, the teacher structures classroom interactions into teams or groups. The teams with different backgrounds and experiences should be stable and do team-building and class-building activities under the great management of teacher to maximize their social skills and other important skills in accordance with four basic principles (Positive Interdependence, Individual Accountability, Equal Participation, Simultaneous Interaction).

Table 3. Researcher's observation form

| Unit | Cooperative learning structures | Students are engaged in the tasks | Students are not engaged in the tasks |
|------|--|---|--|
| 1 | <ul style="list-style-type: none"> - Stand up, Hand up, Pair up - Mix-pair-share - Team Interview - Talking Chips - Practice speaking skill | They found the partners and practiced asking about the personal information. For instance, in the 1 st activity, they laughed a lot when one student stopped at the other, all looked happy and completed the conversation well. Some also made the questions: "What's marital status?", "Do we use "on" or "in" with address?", etc. | They kept quiet during each cooperative activity. Everything seemed to be new and strange to them, so they looked quite shy. For example, they spoke in a low voice "my telephone number is zero nine one three ah no, four ...", "Sorry?" |
| 2 | <ul style="list-style-type: none"> - Stir the Class - Find Someone Who - Timed Pair Share - Match Mine Timed - RoundRobin - Team Interview | They actively translated the requirements of activities into Vietnamese for other to understand. In activity 2, they quickly left the seat and went around the class to find the partners and asked the information. In role-play activity, they actively selected the famous people with funny and interesting information to share with each other. For example, "I am Den Vau, do you want to sing with me?". The class was noisier and full of laugh. | They still hesitated to raise their voice until the teacher required to practice. |
| 3 | <ul style="list-style-type: none"> - Agree-Disagree - Line Ups - Numbered Heads Together - Flashcard Game - Circle the Sage | Students quickly worked in their teams and discussed the tasks. With Number Heads, students worked in 10 min. After that, teacher called Number 3, all students with Number 3 in each group stood up and gave the answer. | They began joining the activities with their teammates but did not have much contributions. During the process of Number Heads structure, they stood up and stumbled over their words. |

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Table 3. (continued)

| Unit | Cooperative learning structures | Students are engaged in the tasks | Students are not engaged in the tasks |
|------|--|--|--|
| 4 | <ul style="list-style-type: none"> - Team projects - Pairs check - Talking Chips - RoundTable - Match Mine - Sharing Secrets - Team Interview | <p>During Inside-outside Circle structure, they actively stood into 2 circles and found the partner to make a short conversation to talk about their activities in different weather. The atmosphere was quite positive because some students gave the funny sentences like “I like eating ice-cream in winter...”; “I like summer because I can ... cover my body with ah... blanket ... and turn on...fan.”; “I enjoy playing in the rain in summer because it ...is...very cool.”</p> | <p>They appeared visibly uncomfortable. And avoided eye contact with other students. During Inside-outside Circle and Share-N-Switch structures, they shrank in their seat and repeated the same answer. For example, in Timed Pair Share activity, they gave the same structure “I like swimming in summer”, “I don’t like swimming in winter, spring, autumn”; “I like going to the beach in summer”; “I don’t like going to the beach in winter, spring, autumn”...</p> |
| 5 | <ul style="list-style-type: none"> - Numbered Heads Together - RoundTable - Match Mine - Sharing Secrets - Team Interview | <p>Students actively worked in their own group and did role play. They raised their hand and the whole team stood up and talk about their typical day in front of the class. “Hello everyone! Today our group talk about our typical day. We are a family and this is my dad ...”</p> | <p>About 3 students relied on these peers in Share-N-Switch, Sage Shares. If called on directly, they simply said, “I agree with what he said.”</p> |
| 6 | <ul style="list-style-type: none"> - Numbered Heads Together - RoundTable - Pairs Check - Listen Right! - Timed Pair Share - All about me! | <p>Students exchange the cards of special occasions to each other and share their activities on those occasions. The comment sentences were heard “I like Valentine Day because it’s the day for love ...”; “ what’s your favorite special occasion?”</p> | <p>They still kept quiet or spoke only some words / short answer in pair and group activities or even talked about different topics such as “I ... like ... Halloween... Because it ...great.”, “Yes”, “No”, “Hey, when will we submit Math exercises?” etc. During the listening tasks, they bended down head on the table and didn’t join to the group’s discussions.</p> |

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Table 3. (continued)

| Unit | Cooperative learning structures | Students are engaged in the tasks | Students are not engaged in the tasks |
|------|--|---|---|
| 7 | <ul style="list-style-type: none"> - Numbered Heads Together - RoundTable - Pairs Check - Mix Pair Share - Team projects - Inside-Outside Circle | <p>The groups or pairs continued participating in the structures enthusiastically. In "Team Projects" structures, students in a group assigned work to an individual to quickly complete the task with the greatest results. They expressed the agreement by saying "Ok, ok, I'll do it.", "what's about this part?"; "who does this part? You?"</p> <p>....</p> | <p>Only 2 students seemed not to be enthusiastic with the activities. They just looked at their books, denied doing the work in the group tasks. They sometimes knew the answers but they just mumbled them.</p> |
| 8 | <ul style="list-style-type: none"> - Numbered Heads Together - RoundTable - Pairs Check - Inside-Outside Circle | <p>Students expressed their happiness if their group got the correct answer and had higher scores than others. They sometimes also regretted with the incorrect answer</p> | <p>Just 2 students sat at the corner of the class and just looked at their books and did the task alone. Other members in their team tried to make them be involved the work by asking "Is salad Starter? Do you agree, Tuan?", "Tuan, what food do you choose?",... but he just said "Yes", "um..", "I don't know"</p> |
| 9 | <ul style="list-style-type: none"> - Numbered Heads Together - RoundTable - Team projects - Team Line Ups - RoundRobin - Team Interview | <p>During "who am I" structure, all team had to choose 1 person for other teams to guess based on his/her clothes. Members in groups tried to create challenges by changing some clothing items (glasses, jackets, shoes, etc.). The atmosphere was quite positive and funny because some teams couldn't find down the target person. The common words were "No, I am sorry!", "..You are wrong...", "Yes, exactly", etc.</p> | <p>1 student seemed to pay a little attention to the activities. He sometimes raised his voice but in Vietnamese, for example, "Ask about seat...", "sandals", "shirt's color"....</p> |

(continued)

Table 3. (continued)

| Unit | Cooperative learning structures | Students are engaged in the tasks | Students are not engaged in the tasks |
|------|---|---|---|
| 10 | <ul style="list-style-type: none"> - Team projects - Team Line Ups - Round Table - RoundRobin - Mix Pair Share - Share-N-Switch - Match Mine - Mix Pair Share | <p>They actively translated the requirements into Vietnamese for other to understand. In Mix-Pair-Share, they quickly left the seat to go around the class to find the partners and did role-play as a customer and a shop assistant. They looked confident and excited to practice the conversation. “Good morning! Welcome to Gucci Shop. How can I help you?”; “Ok, I am Son Tung MTP, I am looking for the most expensive T-shirt here...”, etc. The class was noisier and full of laugh.</p> | <p>Just one student appeared visibly inattentive. Although he made a small contribution to the group tasks by saying “Ok”, “...I agree...”, “...what do you say...?”, “repeat please”, etc., it was not enough.</p> |

Table 4. Teacher interviews

Teacher

Teacher 1

QUESTION 1: *How do you carry on Spencer Kagan’s cooperative learning approach in your class?*

I ... tried to follow your guideline you gave me and maximize the benefits of Kagan structures in my classes in two thirds of time ... I try to do this because they allow my students to communicate and cooperate together in ... room at certain times.

QUESTION 2: *In your opinion, what are the main factors impacting on the implementation of Spencer Kagan’s cooperative learning approach in your classroom.*

... Actually... we cannot omit any keys... in seven keys. They have a strong... Attachment to each other to make... a perfect teaching and learning approach ...

Teacher 02

QUESTION 1: *How do you carry on Spencer Kagan’s cooperative learning approach in your class?*

I used them... Daily... um. I mean every meeting... I conducted the pairing and grouping with easy structures and so that allowed my students to attend the lesson.

QUESTION 2: *In your opinion, what are the main factors impacting on the implementation of Spencer Kagan’s cooperative learning approach in your classroom.*

...I tried to use 7 keys at the same time ... may be difficult, but they are all essential. And ... I tried my best to make use of them...

(continued)

Table 4. (continued)

 Teacher

Teacher 03

QUESTION 1: *How do you carry on Spencer Kagan's cooperative learning approach in your class?*

Ok I read your instructions and guideline carefully and also searched more information on the internet... I mostly use Kagan structures with the speaking tasks, especially role playing because they will help my students to raise their voice.

QUESTION 2: *In your opinion, what are the main factors impacting on the implementation of Spencer Kagan's cooperative learning approach in your classroom.*

... Seven factors ... are important... To me, I choose Structures, Management, Basic Principles ... Oh no! Sorry! I choose all of them because... You have to use structures to let students practice tasks in team, ... orientate them to follow 4 principles, conduct cooperative activities in teams, pairs and class, apply social skills with your instruction ...

5 Conclusion and Recommendation

This research attempted to apply and evaluate the impact of Kagan's Cooperative Learning Structures at Hanoi University of Industry. The findings revealed that the use of CL structures helped students to participate more in class, prefer working in pairs and groups as well as to enhance their engagement in classroom. In addition, the findings revealed that Spencer Kagan's cooperative learning structures should be implemented based on seven keys to maximize their benefits such as developing positive interdependence and individual accountability, ensuring equal participation and encouraging simultaneous interaction in the class.

In view of these findings, the researchers recommend that firstly this study should be replicated on a wider scale examining teacher and student perceptions in all universities choosing to implement Spencer Kagan cooperative learning structures. This would also allow further investigation of a more diverse population. By including more universities, it could be possible to pull data from these regions, bolstering the conclusions. Beside, the study should be replicated examining the perceptions of other education levels. This would provide a more reliable foundation of information to enable the adoption of these structures at all educational levels. Moreover, Data collected for this case study were gathered through surveys, teacher interviews and classroom observations. Individual student interviews would be additional components strengthening the study data. Given the current global educational context described in Chapters 1 that demand improvement in student career preparedness, additional research is needed to examine the effects, if any, of classroom management of cooperative learning on student achievement and preparedness for the work force.

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