

Abstract

This research is a case study in which two English teachers were observed as they taught undergraduate senior students in the Institute for English Language Education (IELE) at Assumption University in order to discover the roles teachers play when they use Cooperative Learning in the conversation classroom. In addition, the two observed teachers were interviewed after each class session in order to find out what problems they often encountered in teaching CL conversation classes, as well as what solutions could be found for these problems.

The findings indicated that, even though the two observed teachers had very different personalities and teaching styles, they mostly played seven basic roles in the classroom. They were activity designers; organizer/managers; motivator/creators of atmosphere; instructors; monitor/observers; facilitator/interveners and evaluators. These roles overlapped with each other and connected with each other to achieve their especial functions. There were four problems the teachers often encountered. These included how to help weaker students in the classroom; how to help silent students in the classroom; how to help students speak more and more precisely about their thoughts and feelings; and whether to teach/correct grammar and vocabulary in the conversation class. Suggestions for solutions were provided both by the teachers in their interviews and in the literature reviewed by the researcher.

Although the study was carried out as a case study, not to be generalized, the

researcher still hopes that it may help teachers who, like herself, are still learning how to use CL in the conversation class to gain insight into the roles of teachers in such a classroom and to think critically about what cooperative teachers have to do, what they perhaps should not do, or what they should do differently when they face the same or similar situations and problems. From this, they may finally identify the necessary roles a conversation teacher should play in order to maximize the functions of CL and, with it, the students' learning.

