Assessing EFL Teachers' Awareness and Practice of CLL Method in Teaching Speaking Skills and Challenges They Face: Five Government High Schools in Geressie Woreda Grade Ten

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Under The Supervision of Abate Anjelo (PHD)
A Thesis Submitted To The Department Of English Language And Literature In Partial Fulfillment Of Requirements   For The Degree Of Ma In Teaching English As A Foreign Language (TEFL)

Abstract: This study was aimed at investigating the EFL teachers' awareness and practice of cooperative language learning methods in teaching speaking skills. To this end, 30 English language teachers of grade ten and 265 students of the same grade level were randomly selected and involved in the study. A mixed-method research approach was used to collect the data. The questionnaires, classroom observations, and grade ten English student text book analyses were employed for data collections. The quantitative data were analyzed through frequency, percentage and mean while the qualitative data were analyzed in words. The results of the quantitative data were triangulated with the qualitative data and analyzed based on their categories. The findings of the study revealed that teachers had conceptual awareness of the advantage of cooperative language learning method in enhancing students' spoken language proficiency through interaction. However, the results of the implementation of CLL analysis revealed that teachers' level of awareness could not match with the actual implementation of the method. In other words there is little use of the techniques of CLL; many of the elements of cooperative language learning are not yet practiced. The commonly revealed factors for the low implementation of cooperative language learning principles were rushing to cover the contents of the portion, teachers' incompetency in CLL principles, students' unwillingness to cooperate with each other and teachers' communicative language incompetency were mentioned. Thus, English teachers have to facilitate effective use of English for communicative purpose rather than focusing on language from through cooperative method. Accordingly, it is recommended that teachers have to work hard to improve their interactive teaching skills, and to give greater opportunities for students by using cooperative work in line with CLL principles. In doing so, the mismatch between awareness and practice of cooperative language learning method would be resolved.

SCHOOL OF POST GRADUATE STUDIES

COLLEGE OF SOCIAL SCIENCE AND HUMANITIES DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

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ARBA MINCH, ETHIOPIA

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This is to certify that thesis prepared by Erkihun Tariku entitled '' **Assessing EFL Teachers' Awareness and Practice of Cooperative Language Learning in Teaching Speaking Skills and Challenges they face: Geressie Woreda Five Government High Schools Grade 10 in Focus ''**and submitted in partial fulfillment of the requirements for the degree of master program in TEFL(Teaching English as Foreign Language) complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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LIST OF ABBREVIATIONS AND ACRONOMYIES

CL:-Cooperative Learning

CLL:-Cooperative Language Learning

CLT:-Communicative Language   Teaching

EFL:-English as Foreign Language

ESL:-English as Second Language

PI: - Positive Interdependence

ABSTRACT

This study was aimed at investigating the EFL teachers' awareness and practice of cooperative language learning methods in teaching speaking skills. To this end, 30 English language teachers of grade ten and 265 students of the same grade level were randomly selected and involved in the study. A mixed-method research approach was used to collect the data. The questionnaires, classroom observations, and grade ten English student text book analyses were employed for data collections. The quantitative data were analyzed through frequency, percentage and mean while the qualitative data were analyzed in words. The results of the quantitative data were triangulated with the qualitative data and analyzed based on their categories. The findings of the study revealed that teachers had conceptual awareness of the advantage of cooperative language learning method in enhancing students' spoken language proficiency through interaction. However, the results of the implementation of CLL analysis revealed that teachers' level of awareness could not match with the actual implementation of the method. In other words there is little use of the techniques of CLL; many of the elements of cooperative language learning are not yet practiced. The commonly revealed factors for the low implementation of cooperative language learning principles were rushing to cover the contents of the portion, teachers' incompetency in CLL principles, students' unwillingness to cooperate with each other and teachers' communicative language incompetency were mentioned. Thus, English teachers have to facilitate effective use of English for communicative purpose rather than focusing on language from through cooperative method. Accordingly, it is recommended that teachers have to work hard to improve their interactive teaching skills, and to give greater opportunities for students by using cooperative work in line with CLL principles. In doing so, the mismatch between awareness and practice of cooperative language learning method would be resolved.

Contents

CHAPTER ONE: INTRODUCTION

1. Background of the Study

Today as English is the most dominantly used in the global system of communication it is the most important language in the world. Due to this every people need to have the ability to communicate in English. English is widely used in professional, education, official, politics, business, etc. English language is much in demand and has become a prerequisite in applying for a job and education. Mastering English is fully recommended for supporting someone's career in the future and for comprehensive communication at national and international scale (Juli 2022). Due to this condition, most schools and universities provide English in their curriculum, and English is introduced as one of the subjects from kindergarten until university. Moreover, many schools in non-native English countries like Ethiopia offer English language classes as its language instruction.

Effective teaching and learning process requires the use of appropriate methodologies and pedagogies to meet the demands of the learners. English language teaching as a profession with its whole foundation, principles, and procedures was further developed in the early 20th century seeking effective and sound teaching methodology.

Through a gradual process, the traditional teacher-fronted approach to language teaching was replaced by a communicative approach developed in the 1950's in the United States and in 1992 cooperative language learning (CLL hereafter) was introduced. CLL is one of the communication intensifying approaches that has attracted linguists' attention since 1970's says Kessler. Cooperative language learning, as one of the current communicative approaches, is compatible with many assumptions associated with communicative language teaching /CLT/. Richards and Rodgers (2001) claim that in many parts of the world communicative language learning is a popular approach to the organization of classroom teaching. It is an effective teaching method in English as a foreign /second language /EFL/ESL as it emphasizes an active interaction among students of diverse abilities and backgrounds.

Furthermore, Brown (1994) describes that cooperative learning in EFL classes has changed from teacher-centered manipulation of discrete grammatical structure to student-centered enhancement of communicative competence. In this case it provides contextualized and

meaningful communication where by students engage in extra language practice with each other.

On the other hand, the education policy of Ethiopia is advocating active learning methods for all education levels after the introduction of student- centered approach. Based on the education policy of the 1994 Ethiopia, the government illustrates that students must interact communicatively to achieve the desired goals, and achievement of learning. Moreover, the MoE (2008) has designed a policy to achieve quality education through active learning strategies such as cooperative learning, problem based learning and content based learning.

One of the main reasons for the students' low achievement in spoken language is that they are not given opportunity to practice the language effectively. Instead, the teacher sets the same instructional pace and content by lecturing, explaining a grammatical point leading to drill work or asking questions to the whole class.

Likewise, from the researcher's observation and from his English language teaching and learning experience, there is a gap in practicing the language. It seems that the traditional teacher-centered and grammar-based approach to teaching English dominates EFL classroom. In such an approach, teachers take the floor of speaking than students, and competition between students is more dominant than cooperation among them.

1.2. Statement of the problem

As Richards and Rodgers (2001) have stated, the teaching of English language in EFL class is affected by many factors, of which proper utilization of teaching methods has a great contribution. Many teaching methods have been practiced ranging from the oldest grammar translation method to the current learner-centered communicative approach.

In language teaching, the kind of methodology that EFL teachers follow has a great influence on language development. CLL method in this case is the right technique for increasing students' language use and oral participation. Thus, EFL teachers' determination on the practice of CLL in the actual classroom plays a central role (Gillbert, 2009). The extent of teachers' knowledge determines the extent of students' learning. If they have ample knowledge of techniques and principles, they practice realistic classroom interaction with positive outlook about cooperative language teaching method.

Cooperative learning, if properly practiced in actual classroom, is considered as a solution for the fear of language educators about the attainment of English language proficiency in formal classroom. In Instructional strategies in comparison with another teaching method particularly is enhancing students' speaking skills. Furthermore, CLL activities in the classroom help to enhance students' oral skills and reduce their apprehension towards speaking. CLL activities in the classroom make students' generate more ideas and have less stress to express their opinions. Through CLL method, speaking activities can be highly practiced and students can be willing to practice the language instead of being afraid of making mistakes in front of the whole class. If language teachers set up the activities properly and give useful feedbacks, the student will get tremendous satisfaction from it. Generally, if students interact in classroom with their peers in small groups in line with CLL principles, access to the language increases. However, the question is to what extent these principles are translated into practice (Liang, 2002).

Although most research findings point out the positive influence of CLL on academic achievement, social behavior and affective development, many teachers in Ethiopia still find it difficult to incorporate student centered approach to their instructional method in their classroom as Derbessa (2006) has put it.

Similarly, teachers' incompetency to cope up with and adapt teaching materials in line with CLL principles is another problem that hampers teachers' using cooperative learning (Endalew, 2009). Even though there is much attempt of employing group work in English classes, most studies indicate that what has been prevailing in the Ethiopian high school English classes is a traditional language teaching methodology (Girma, 1999). He also added that both teachers and students seem to lack the awareness of practicing and copying with the new approach.

From the researcher's point of view English language teaching in Geressie Woreda, the practice of CLL in teaching speaking skills does not seem satisfactory.That is, even though the students of EFL classrooms have mastered a great number of vocabularies and could be engaged in a great deal of grammatical rules in their minds, they can hardly speak complete sentences, and are reluctant to use English during the spoken classes. Many of them are embarrassed if they make a mistake in front of the students. It is difficult for the students to communicate in English; or their language proficiency is very low. As far as the researcher was concerned, this problem is closely related to the traditional teaching methods that have some weakness in itself. That

was, the teachers are regularly spending more of their classes by structuring the content, explaining it to the students, providing them with exercises and asking questions to be attempted by voluntary students rather than involving all the students.

Thus, most of the students found speaking difficult, and even unable to express themselves in the target language. In this regard linguists complain that achieving effective foreign /second language competence highly depends on the instructional method teachers employ. On the other hand, in Ethiopia, some changes of curriculum and methods in ELT have been made in the past decades to tackle students' problem of English language fluency.

However, they have remained poor in their ability to actually use and understand English language in their normal communication, performance and achievements have been found to be below the expectation, (Alamirew 1992). In Ethiopia, other related studies have also been conducted on cooperative learning method among them (Endalew, 2009; Teferi, 2011; Wondwosen, 2008) can be mentioned.

Endalew, in his study on factors that negatively affecting students' CLL of university has been found out to be teachers' lack of plan on CLL and students' lack of awareness to gain experience from each other as the major ones.

Similarly, Teferi (2011) investigated teachers' perceptions and practice of CLL method on high school students and reached major conclusions that teachers understand the benefits of cooperative learning. Wondowosen (2008), on the other hand, assessed Oral group lessons in English for Ethiopia grade seven in promoting cooperative learning, and the results of the study showed the oral group lessons in the textbook of grade seven fulfills all the criteria of CLL.

However, neither of these studies has investigated teachers' classroom practice of CL method and challenges particularly in promoting students' speaking skills. Therefore, this study attempted to bridge the gap by assessing EFL teachers' practice awareness and challenges of CLL method in teaching speaking skills at high school classrooms. There for, this study was different from the above studies in a sense that it was aimed at the EFL teachers' practice, awareness challenges of CLL instructional method particularly in teaching speaking skills at high school classroom. Therefore, the study was attempted to assess the EFL teachers' awareness and practices of CLL method in their classroom teaching to enhance students' speaking skills.

1.3. Objectives of the Study

1.3.1. General Objective of the Study

The general objective of this study was Assessing EFL teachers' awareness and practice of CLL method in teaching speaking skills and challenges they face to grade 10 students of five government schools in Geressie Woreda.

1.3.2. Specific Objective of the Study

To achieve the general objective of the study the following specific objectives were stated:

1. To find out the extent of EFL teachers' awareness of the importance CLL methods in teaching speaking skills.
2. To explore how EFL teachers practice CLL method in teaching speaking skills.
3. To find out the challenges that affects the effective implementation of cooperative language learning on students speaking skills.

1.4. Basic Research Questions

Research questions are part and parcel of criteria of writing in research. Therefore research should contain research questions. After the successful completion of the study, questions of the research would be answered. The study has tried to provide answer to the following research questions:

1. To what extent do EFL teachers aware of the importance of CLL methods in teaching speaking skills?
2. How often do EFL teacher practice CLL method in speaking classes?
3. What are the challenges that affect the practice of CLL in speaking lesson

1.5. Significance of the Study

This study investigated teachers' awareness and practice of CLL method in high school English speaking classes. It was assumed to have the following significance: Both EFL teachers who are teaching at Geressie, Zergula, Dembille, Durbe and Bulla high school and students who are learning at the same school maybe be beneficiaries of the study. It was also believed that the study may help English language teachers to recognize their strong and weak sides in the practice of CLL for teaching speaking skills and may probably help them to be motivated to use appropriate teaching method. Furthermore, the finding of the study may serve as supporting document for further study in the area by potential researchers.

1.6. The Scope of the Study

The study focused on investigating EFL teachers' awareness and practice of CLL in teaching speaking skills in their classroom setting. This was with respect to how they were practicing CLL method in the speaking classes; their awareness of the importance of the method and the factors that negatively affect effectiveness of CLL in speaking classes.

In order to make the study manageable within the scope of time and resource constraints, the researcher has delimited his study to five government high school English language teachers teaching; grade 10 Geressie, Zargula, Dembille, Durbe and Bulla high schools and students of the same high schools which were found in SNNP Region, Gamo Zone, Geressie Woreda in the 2021/2022 academic year.

1.8 Limitations of the Study

Apart from the various minor problems that were encountered when conducting this study, the following are the major limitations of this study: Because the study was conducted on only five schools in Geressie Woreda, conclusions deduced from such a narrow context and recommendations provided may not serve the case of all schools In Geressie Woreda. Document analysis was intended to be done on the Student's Book and the Teacher's Guide. But, due to constraint of time, only the Teacher's Guide is analyzed. The classroom observations were intended to be done more than two times. However, since the subjects were not willing to be observed more times, this was accomplished only twice.

1.9. Organization of the Thesis

With the exception of the peripheries, this thesis has five chapters. The first chapter deals with introduction to the study, which contains background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study, and limitations of the study. Chapter Two deals with the review of related literatures, Chapter Three is concerned with research methodology. Specifically, the research design, the subjects of the study, sampling technique, data gathering instruments, development of data gathering instruments and methods of data analysis are discussed in this chapter. Chapter Four consists of the data analysis and interpretation. Finally, Chapter Five presents the conclusions and recommendations of the study

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 introduction

This chapter presents the theoretical framework of the study. This includes the learning theories with specific reference to cooperative learning. In particular, it deals with some related literatures that explain how cooperative language learning is practiced in teaching EFL speaking skills.

2.1. Definition of Cooperative Learning?

Cooperative learning is a current teaching method that received much attention. According to (Johnson and Johnson 1999), CL is the instructional use of small groups so that students work together to maximize their own and each other's learning. It is a group learning activity organized so that learning depends on the socially structured exchange of information among learners in groups. In this case each learner is responsible for his/her own learning and is motivated to increase the learning of others through the successful interaction between the group members (Cohen, 1994). Thus, CL is characterized by a set of highly structured and sociologically based techniques that help students work together through free discussion to reach learning goals (Oxford, 1997). Cooperative classrooms provide students with the opportunity to help each other discuss and argue with each other and assess each other's current knowledge. It also encourages mutual respect and learning among students with varying talents and abilities, backgrounds and fills in gaps in each other's overall understanding (Cohen, Brody &Shevin, 2004).

Scholars use cooperative and collaborative language learning interchangeably to refer to similar concept in ESL/EFL learning and teaching (Nunan, 1992& Freeman, 2000). However, Oxford (1997 P:443) describes the slight difference that exist among cooperative, collaborative and interactive learning which she called "Communicative strands" Oxford proceeds to show their differences as follows :

Cooperative learning refers to a particular set of classroom techniques that foster leaner interdependence as a route to cognitive and social development. Collaborative learning has adopted a "social constructionist "philosophical base, which views learning as construction of knowledge with in a social context and therefore encourages acculturation of individuals into a learning community.

Interaction is broader than the two terms and refers to personal communication, which is facilitated by an understanding of language tasks, willingness to communicate, style differences, and group dynamics.

Regardless of such different names, (Nunan 1992), Freeman (2000) often use both cooperation and collaboration interchangeably to refer to instructional use of pair and small group of students to work together for common benefit. Accordingly, the number of group members within a group is not usually determined; a group with small members is more preferable to involve them in activities effectively and it is good usually to form a group of 2-4 students (Peterson & Miller, 2004).

It is useful to look at cooperative language learning in comparison with competitive and individualistic language learning situations. Competitive learning situation is characterized by negative goal interdependence where one person wins the other loses. In an individualistic learning situation on the other hand, students are independent of one another and are working towards a set criterion where their success depends on their own performance in relation to established criteria (Nunan, 1992). The success or failure of other students does not affect their score. In such conditions, students' interaction to improve their communication skill is not in focus. In a cooperative learning situation contrary to the above, interaction is characterized by positive goal interdependence with individual accountability. Positive interdependence requires acceptance by a group that they "Sink or swim tighter'' (Freeman 2000)Group activities, which are the core 'go together 'of CL, are used in many aspects of EFL/ESL language instructions. Among the reasons cited for their use is that they encourage students to work together and to help each other. Putting students in group does not mean that they are working together cooperatively (Jacobs, 1988). Tasks should be structured to insure pupils work together interdependently and accountably. Jolliffe (2007) states the difference between group work and cooperative learning in that, in traditional classrooms, a teacher put students in group; but the interaction exist among them is very limited. The underlying reason is the ethos of individual competition where students usually read and do individually than cooperatively in the classroom. Full of competition that fosters working alone dominate classroom learning than seeking common benefit. To avoid this, CL has to be created by teachers.

2.2. CLL Method of Teaching English Language

In the history of English language teaching, different methods of language teaching have been observed. These methods vary from grammar translation method which focuses on lesson organized around grammar points to CLL method which pays systematic attention to functional as well as structural aspects of language aimed at communicative competence (Richard & Rodgers ,2001).

Western countries have already incorporated cooperative language learning method in their curriculum with the intention of enabling their students to use English language for communication. This communication oriented teaching and learning is also introduced in the existing curriculum of Ethiopia. Text books for different grade levels have been prepared based on this approach. The underlying assumption to shift from focus to function has the potential of bringing many changes in the classroom (Richards & Rodgers, 2001). This is because most language educators argue that, unlike activities in traditional setting, communicative activities are meaningful, motivating and purposeful.

Freeman (2000) explains that these activities incorporate may features of authentic communication practice in a group. This is to mean that, as opposed to mechanical drill which allows learners with little more than responding in a controlled way to what teachers ask, such kind of activities enable learners to negotiate the meaning, to nominate a topic and to follow up.

In such cooperative classroom, the learner is more than a passive recipient of information. He/she interacts with his/her peers, teacher and strives to monitor English language communication. Meaning should be negotiated through interaction and exchange of ideas among students. Interactive teacher, in his/her part is an initiator of the situation which engages learners in language production; a facilitator of the process of cooperative communication. CLL method, therefore, promotes a cooperative learning environment where teachers and learners support each other, accept each other and work together (Richards & Rodgers, 2001).

Candilin and Mercer (2001) further argue that CL activities in which students work together in order to complete a task or solve a problem is more motivating in EFL classrooms.

This technique has been found to increase self-confidence of students, including weaker ones, because every participant in a cooperative task has an important role to play, knowing that their team-mates are counting on them can increase students' motivation.

Communicative learning and cooperative learning usually overlap. That is, whenever cooperative learning method arises, communicative learning follows. This is because cooperative learning requires communication among students. Liao (2010) describes the interrelation between them as follows. Communicative learning is particularly appropriate to language learning with principal goal of communicative competence. On the other hand, cooperative learning is a teaching method applied not only in language but also in different subjects. Outside the classroom, EFL instructors may have limited access to affect their students.

To maximize this chance, the instructor should select and develop strategies to maximize learning opportunities in the classroom. Cooperative learning is therefore, the solution to provide access. Hence, cooperative learning method uses communicative learning as one element. As stated so far, CL is a situation where students learn together based on group work in contrast to competitive learning where students compete against each other in a learning situation. Cooperative learning suits communicative English language classes well and communicating in English is based on cooperation between students to negotiate meaning and understanding among each other.

2.3. Principles of Cooperative Learning

Effective application of CLL principles fosters the use of authentic language in a meaningful context. Students are engaged in all macro and basic skills (listening, Speaking, reading, writing, vocabulary and grammar) in order to accomplish a shared task, and they adjust their language to facilitate comprehensibility. Cooperative learning groups, when well designed; give students the opportunity to discuss a topic in a variety of ways and from different perspectives. This creates multiple opportunities for comprehensible input and output.

Rather than only answering questions or engaging in practical dialogue; students have the opportunity to use their English language authentically with each other on condition that the set principles are utilized appropriately (Carpini, 2009).

The major principles of cooperative learning are: positive interdependence, individual accountability, face-to- face primitive interaction, group processing, and interpersonal and small group skills (Johnson & Johnson, 1999).

2.3.1. Positive Interdependence /PI/

Positive interdependence refers to a belief that group members need each other in order to complete the group's task with the feeling of one for all and all for one' or' sink or swim or swim together '(Jolliffe ,2007). PI exists only when students perceive that they are linked together with group mates and success of individual depends on success of his group (Jacobs, 1998).

So, instructors are required to develop a structure of PI by establishing mutual goals to maximize own and each other's productivity, maintain joint rewards by setting criteria in which all group members are rewarded, and assign roles for group members as coordinator, summarizer, elaborator, reporter etc. In English language classroom positive interdependence help students to develop their speaking skills.

2.3.2. Individual Accountability

This element goes with the concept that each member of the group is accountable for completing his/her part of the work. It is important that no one can interfere on the work of others. It requires each student in the group to develop a sense of personal responsibility to learn and help the rest of the group (Jolliffe, 2007). Here, teachers are expected to assess the quality and quantity of each member's contributions and give the results to the group and the individual. Here students are willing to cooperate together.

2.3.3. Face-to-face Interaction

Group members promote each other's productivity through face-to face interaction by helping each other, sharing responsibility and encouraging each others' activities. Members explain, discuss, and teach what they know to teammates. Instructors structure teams so that members sit knee -to-knee and talk through each aspect of the tasks they are working to complete

2.3.4 Interpersonal and Small Group Skills

This refers to the social skills that each and every student of the group should have. It is necessary to enable them engage in meaningful cooperation in order to have true and long term success of the group. Groups cannot function effectively if members do not use the needed social skills. Instructors emphasize these skills as purposefully and precisely as job performance skills. These collaborative skills include leadership, decision-making, trust-building, communication, and conflict-management skills (Carpini, 2009).

2.3.5. Group Processing

Group processing refers to the remarking of the capabilities and actions of each group. For example, instructor can take three or four students from a group and can make an outline of what had made the group successful. Furthermore, the instructor can tell what points and factors can make the group even more successful in the future. Groups need specific time to discuss how well they are achieving their goals and maintaining effective working relationships among members. Instructors also monitor the groups and give feedback on how well the groups are working together (Apple, 2006).

Therefore, equal participation and simultaneous interactions are important elements of CL. Equal participation refers to involvement of all students equally in tasks in their group and contribute as equally as possible regardless of perceived ability or social status to the groups' achievement in contrary to traditional classroom where only one student out of the entire class will be participating at any one time. A group leader should not be allowed to be decision maker in the group. Collaborative skills cannot be gained if only one or two members are in charge of the task.

Finally, groups need to have a certain degree of autonomy within the overall classroom environment (Apple, 2006). Simultaneous interaction principle dictates that cooperative learning is a simultaneous approach in which discussions and activities both take place all at once.

2.4. Theories Underlying Cooperative Learning In EFL Classroom

Cooperative learning is constructed on the basis of different theories of learning. For instance, Vygotskian theory of learning highlights that learners' cognition is reinforced when they are in the action of interacting with people in their environment and in cooperation with their

peers. Therefore, in language learning, it is essential to create a communicative environment in which learners can make numerous interactions with different people (Richards& Rodgers, 2001). Piagetian cognitive learning theory thus seeks learners to be active participants in their own learning rather than passive recipients of information and knowledge.

Hence, CL suggests that learning would be more meaningful if learners practice on their own learning with their groups accompanied with support instead of listening to the teacher's lectures (Tuan, 2010).

The earliest theory in second language acquisition (SLA) of Selinker's concept of inter-language as cited in Apple (2006) is the theory that correspondents to CLL. Inter-language is described as learner's perception or approximation of the target language. Researchers argue that second language learners may not reach the target language at once. However, increased exposure to the input from the target language (English in this case) help students revise their approximation of the inter-language to more target like language. CLL is; therefore, a method that permits more exposure to learners' with in groups and help to develop such social skills to improve students' communicative ability which is the current concern of English language learners.

The other language learning theory that corresponds to CLL is social constructivist theory. Brown (2000) states social constructivist perspective that is associated with more current approaches to second language acquisition emphasizes the dynamic nature of the interplay between learners and their peers and, their teachers and others with whom they interact.

This theory fosters interaction among students and develops team spirits with ample access to cooperation. Learners construct knowledge for themselves individually and socially. It holds the principle that learning involves active process and engagement of students with peers, teachers, and other social groups. Cooperative learning has " social constructivist'' philosophical base, which views learning as construction of knowledge with in a social context and which therefore encourages acculturation of individuals into a learning community.

2.5. Techniques and strategies in Using Cooperative Language Learning

In the last ten years there has been a growing interest among ESL/EFL teachers in using cooperative learning activities. With cooperative learning, students work together in groups with the usual size of two to four members. However, CL is more than just putting students in groups and giving them something to do.

It requires being aware of different kinds of group tasks and techniques that can impede or promote learning (Candlin & Mercer, 2001). These authors further state that having students work in a group and structuring them to work cooperatively are two different things. A group of students sitting at the same table doing their own work, but free to talk with each other as they work, is not structured to be a cooperative group as there is no positive interdependence. There needs to be an accepted common goal on which the group will be rewarded for their efforts.

In the same way, a group of students who have been assigned to do a report where only one student cares, does all the work and the others go along for a free ride, is not a cooperative group. A cooperative group has a sense of individual accountability that all students need to know the material for the group to be successful. Putting students into groups does not necessarily gain positive interdependence and /or individual accountability; it has to be structured and managed by the group to be successful. Putting students into groups does not necessarily gain structured and managed by the teacher (Candlin& Mercer 2001).CL principles and techniques are tools which teachers should use to encourage mutual helpfulness in the groups and the active participation of all members (Richards & Rodgers, 2001;Jacob & Hall, 2007). As to these scholars the common CLL techniques are the following:

2.5.1. Jigsaw Strategy

Jigsaw is a cooperative learning technique that is designed to assist students to master a large amount of content through talking and sharing information. Jigsaw technique in CLL is essential in increasing students' learning by the following points. It is less threatening for many students, it increases the amount of students' participation in the classroom, and it reduces the need for competitiveness and the teacher's dominance in the classroom (Xiaoling and Mengduo 2010).

Consequently, Jigsaw strategy can successfully reduce students' reluctance to participate in the classroom activities and help create an active learner-centered atmosphere. Jigsaw method of CL is a good way to involve all the students in both speaking and language learning in the classroom.

2.5.2. Numbered Heads

In this technique, a group of four will be established and each member is given a number from 1-4. In this group, questions will ask of the group. Groups work together to answer the questions so that all can verbally answer the questions. Teacher will call out a number (three) and number three in each group will to give the answer. This could be used for comprehension exercises (Mandal, 2009). He further describes about four steps in numbered head techniques that can be used for example, in an ESL/EFL reading class; in that each student in a group of four gets a number 1,2,3,or 4 and the teacher or a student ask a question based on the text the class is reading. Similarly, each group puts their heads together to come up with an answer and finally the teacher calls a number from 1 to 4. Then person with that number gives and explains their group's answer. Specifically, numbered heads together encourages successful group functioning because all members need to know and be ready to explain their group's answer(s) and when students help their group mates, they help themselves and their whole group, because the response given belongs to the whole group (Jacob & Hall, 2007).

2.5.3. Think-Pair Share

This is a simple technique in that the teacher develops and poses questions, gives the students a few minutes to think about a response, and then ask students to share ideas with a partner. This task gives them opportunity to collect and organize their thoughts. "Pair and 'share' components encourage learners to compare and contrast their understanding with those of another, and to rehearse their response first in a low- risk situation before going public with the whole class (Mandal, 2009).

15

2.5.4 Three- step Interview

Each member of a team chooses another member to be a partner. During the first step individuals interview their partner by asking to clarify question. During the second step, partners reverse roles, and for the final step, members share their partner' response with the team (Mandal, 2009). The procedure, for example, is as follows. Pair students as A and B, pose a topic to them. First, student A talks about the topic while student "B" listens and remembers. Second, student B talks about the topic while student 'A' listens and remembers. Next, student A/B pairs with another A/B pair. Student "A" talks about student 'B' answer and student "B" talks about student "A's answer. The pair listens while another pair shares their information in a similar way. Brainstorming, discussion, problem solving, debating, storytelling, role playing etc are also other commonly used strategies in teaching speaking.

2.6. Teachers' Roles in Cooperative Language Learning Classes

The roles of EFL teachers in classroom teaching are determined by the approaches and methods that they follow. CLL is one of the methods that permits less teacher directed and more learners' cooperative group activities. EFL teachers' role in CLL method in EFL classroom is different from the roles of teachers in traditional teacher-fronted classroom. They should create a highly structured and well organized learning environment, stimulate interactive language use through group work, and set goals, plan and structure tasks that involve information sharing and cooperative reasoning. In addition, teachers should assign students to different groups; share the roles for each member of the groups, and select teaching learning materials and provide them to classroom practices (Richards & Lockert, 1996). So, the central roles of teachers are facilitating learning than holding instructional teaching.

Richards and Rodgers (2001) elaborate that EFL teacher as facilitator should move around the class and help students in their group. The teacher teaches, interacts, questions, clarifies, supports, expands, empathizes, etc. By looking at doubts that students come across, provides facilitative support like giving feedback, redirecting the group with question, encouraging the group to solve their problems by themselves, extending activities for further communicative practice, managing conflicts that may arise between ,members in a group, observing students' work, and supplying resources.

The teachers in EFL, classroom with CL method also has the task of restructuring lessons so as to let students work cooperatively considering its contribution in enhancing social skills in addition to academic achievement. The teacher in cooperative learning EFL classroom hence should work in line with creating motive for students' social skills (Smith, 2001). The classroom instruction as described above, therefore, is highly student-centered. As Richards and Lockert, (1996) claim, teachers need to be flexible permissive, and interested in stimulating discussion and seeing others grow in order to have such cooperative and interactional classroom practice of students.

In general, it is vivid that EFL teachers in CL method play leading roles in setting up the cooperative learning structures as well as facilitating the accomplishment of the task goals. Regardless of these facilitation role of teachers, Jolliffe (2007) describes that most EFL teachers are not seen practicing CL in their actual classroom. Some possible reasons, according to this author are that they have no clear understanding of CL techniques and principles, competitive students resist using CL as they usually think about their grades and teachers are not dealing with the affective side of cooperative group.

2.7. Cooperative Language Learning Practice in EFL Classroom

EFL/ESL learning practice is aimed at activating new linguistic knowledge to be used automatically and correctly in normal communication. For this reason, students are required to engage in extensive production of utterances through active participation. Much emphasis is placed on learners. Thus, practice is what learners have to do from knowing language to using in real life communication and what teachers design, monitor and facilitate to let students practice language collaboratively. CL method takes the primary role to expose students to excess practice in pair and small group.

Byrne (1986) identified some points on the importance of classroom practice that resulted from interactive use of small group in EFL classroom in comparison with the whole class teaching. Small group interaction showed greater achievement in oral proficiency than frontal teaching, the discourse potential of small group is greater than frontal ones, and the sociolinguistic potential of small group interaction is greater than the frontal teaching.

2.8. The Role of Cooperative Learning in Promoting Student's speaking Skills

The main objectives of learning ESL/EFL language is to be able to communicate in the target language. Yet, it is observed that the EFL learners have difficulties in communicating in English, and the main reason for this is the absence of adequate exercising. Cooperative learning, because it requires face-to-face interaction with learners, provides excellent opportunities for students to practice speaking in English. Thus, there is a positive relationship between cooperative group work and speaking skills. CLL is an effective way of developing student's poor production of the language because, it increase the opportunities for students talking time, shed some light on the influence of social and affective factors in creating friendly and relaxed learning environment Richards and Rodgers (2001).

Many researchers have called in to attention the contribution of CLL on learners speaking skills because discussing, reflecting and thinking in group which are the major CL activities can provide a less anxiety producing context. The goal of teaching speaking skills is to improve student's communicative skills. Therefore, EFL teachers need to understand that a high proportion of class time should be devoted to developing student's oral productive skills, and teachers who do more interaction activities in the classroom will have more opportunities to develop student's speaking skills. Thus, in teaching speaking skills, teachers should provide learners with effective oral practices.

2.9. Students' Role in Cooperative Language Learning

According to Richards and Rodgers (2001), the primary roles of learners are members of the group who must work collaboratively on tasks with other group members. Students have to learn to develop team spirit. They have to direct their own learning through developing the skills of planning, monitoring and evaluating their own learning. Thus, learning through CL method like communicative approaches, requires students' direct and active participation. Though different groupings can be possible, pair is the most typical CLL format ensuring the maximum amount of time learners spend on learning tasks. The cooperation among students rather than individualistic approach to learning is stressed in current communicative approach.

Richards & Rodgers (1986) state that failure or success in communication skills is a joint responsibility of both speaker and listener, not of speaker or listener. This means, students are also responsible for each other's learning while they are speaking and listening.

2.10. Advantages of Cooperative Language Learning in EFL Classroom

According to Apple (2006), some advantages of using CLL in teaching and learning are; it develops students' social skills and academic achievement, their confidence through extended practice, cooperation and their motivation in using English. CLL also help students to get opportunity to take accountability and roles when assigned to different roles according to their proficiencies. Furthermore, it help students to know whether their peers can provide useful feedback or not and reduces learners' anxiety. Thus, CLL seems to deserve more attention as it has multiple benefits. It fosters learners' personal growth and the development of social and learning skills. In general, CL groups encourage student-to-student communication. Hence, oral language is encouraged. It could also move the focus of teaching from teacher to the students. So, it could also be a useful technique for large classes. A study conducted by Lacey walker (1991) on CL application concluded that students appeared to participate in the speaking process more and generate creative ideas more frequently when work together with their peers towards a common goal.

2.11. Some Relevant Researches on Cooperative Language Learning

In the past three decades, CLL has become a widely used instructional method in schools. The widespread use of CLL is due to the amount and applicability of the research on cooperative, competitive, and individualistic efforts that provides considerable validation to the use of cooperative learning. There are studies considering the effectiveness of cooperative learning over competitive and individualistic learning (Johnson & Johnson, 1999).

The research on cooperative learning has unusual breadth, that is, it has focused on a wide variety of diverse outcomes such as achievement, higher-level reasoning, retention, motivation, social and cognitive development, interpersonal attraction, social support, friendships, valuing differences, improving attitudes towards the subject, developing academic peer norms, creating caring and relationships, and lowering anxiety and prejudice and many other outcomes. There may be no other instructional strategy that simultaneously achieves such diverse outcomes (Oxford, 1997).

Varieties of cooperative learning methods are available for teachers' use ranging from very concrete and prescribed procedures to very conceptual and flexible ones. CL is actually a generic term that refers to numerous methods for organizing and conducting classroom instruction. Almost any teacher can find a way to use cooperative learning that matches with his

or her philosophies and practices. In assessing the effectiveness of specific CL methods as well, many researchers developed cooperative learning procedures, conducted programs of research and evaluation of their method, and then involved themselves in teacher-training programs of modern day cooperative learning realizing that it can effectively promote academic achievement and social skills development (Nunan, 1992; Oxfrod, 1997; Siegel, 2005).

Research conducted on the effectiveness of cooperative learning approach in reducing foreign language anxiety on 40 sophomore students at Bangkok University found that the students' language classroom anxiety and overall language anxiety were significantly decreased. In addition, the researcher obtained higher language proficiency scores for the groups who had been taught through this approach. Besides, the students had a favorable attitude toward cooperative learning as a whole (Saovapa, 2010).

Locally, Endalew (2009) conducted a research on factors that negatively affect students' cooperative language learning. According to this research, teachers' reluctance to plan on CL principles and students' lack of awareness to gain experience from each other are the major factors that affect the effective implementation of CLL. Similarly, Teferi (2011) conducted a study on EFL teachers' perceptions and practice of CLL method and reached on the major conclusion that teachers understood the benefits of CLL. Wondowosen (2008) also analyzed oral group lessons in English for Ethiopia grade seven in promoting cooperative learning and has finalized that the oral group lessons in the textbook of grade seven fulfills all the criteria of CL.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Introduction

This part deals with the research methods that will be used in this study. It discusses the research design, population, sample size, sampling technique, data gathering instruments, procedure of data collection, method of data analysis and ethical consideration.

3.2.   Research Design

The main purpose of this study was to investigate EFL teachers' awareness and practice of CLL method for enhancing students' speaking skills and challenges they face. In this study, a descriptive survey design involving both qualitative and quantitative techniques was employed. Sharma (2000) describes that a descriptive survey is helpful to identify present conditions and point to present needs. Besides, it is useful in showing immediate status of a phenomenon.

Thus, in order to address the intended research objective, a mixed-method research approach was employed. A mixed-method research approach is a method that focuses on analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. This method enables the researcher to draw on all the possibilities and provide a broader perspective to the study as the qualitative data helps to describe aspects that the quantitative data cannot address (Cresswell, 2003).

3.2. Research Setting and Population

The study was conducted in Southern Nations Nationalities Peoples Region, Gamo Zone, Geressie Woreda, Geressie, Zargula, Dembile, Durbe and Bulla high Schools. The schools were selected based on its convenience for sampling and the researcher's familiarity to the area to make the data collection easier.

According to Mujis (2004), Convenience sampling Techique is the most common sampling method in educational studies as it allows the researcher to have easy accesses to particular research area where there are teachers the researcher had learned with. Hence, the participants of the study were grade ten English language teachers and sample students of the same grade level. There were783 grade ten students in Geressie high school (450 males, 333 females). There were 456 grade ten students in Zargula high school, from these students 256 were males and 200 were females. There were also 402 grade ten students in Dembile high school,from these students220 were males and 182 were females. There again507 grad ten students in Durbe high school, from these students 300 were males and 207 were females. And there are 510 grade ten students in Bula high school, from these students 320 were males and 290 were females in the 2022 academic year. The schools and grade leve were selected purposely because, the researcher had learned in the two of the above high schools schoolgrade 9-10 and grade 11-12 in zargula and Geressie high schools respectively for more than four years and no single research had been

conducted on the same titles in the school. The researcher also had had great opportunities to gate famliar with those teachers who were teaching in the neighboring high schools. According to the information gathered from the experienced teachers and intimating staffs the researcher captured an initiation to launch the study. From the above rationales and researcher experience there were some problems in awareness and practice of cooperative language teaching in the mentioned EFL class.

So, the researcher was motivated to conduct a study on the title ' EFL teachers' awareness and practice of cooperative language learning in teaching speaking skills with special reference to five government schools in Geressie Woreda grade 10th students.''

3.3. Sample Size and Sampling Technique

According to the information obtained from the school record, there were a total of 2658grade ten students learning in 53 sections and 30 English language teachers from those 20 are males and 10 are females, teaching in the grade level in the 2021/2022 academic year. From these sections, due to time constraints, and to make the observation manageable, five of the classrooms were selected for classroom observation that means one section from each school. In addition, all grade 10 English teachers in all the mentioned high schools were selected purposively since they were teaching the class and they have knowledge of the problem in detail and 265 students were included in the study. Regarding the sample size, descriptive research typically uses larger sample; and it is suggested that 10%-20% of the accessible population are selected for the sample (Singh, 2006). Based on this, 10 % of grade ten students (totally 265 of the students) were selected. There were also30 English language teachers who teach English language in the selected schools in 2021/2022 and these all teachers were selected compressively. Students are not the focal points of the study but they were meant to serve for cross checking purpose. In all sample of the study were 30 EFL teachers of the selected high schools and 265 students of the same grade level.

3.3.1. Sampling Techniques

In order to get reliability and validity of the data, the researcher used simple random sampling, availability sampling and systematic sampling techniques. In simple random sampling technique, all the students have equal and independent chances of being selected. Thus, the

researcher assigned a number to all tenth grade students from one to ten and wrote ten numbers in ten pieces of paper and drew all the papers in a box and picked them out at random.

Lastly in ten pieces of paper which contained three sections was selected for classroom observation. Systematic sampling technique was also used to select the sample students of grade ten for questionnaires because of its simplicity and quality of being free from bias during the selection of the samples. Systematic sampling is a type of probability sampling method in which sample members from a larger population are selected according to a random starting point but with a fixed, periodic interval. This interval, called the sampling interval, is calculated by dividing the population size by the desired sample size.

In this case, the researcher first determined to get the desired sample size and then obtain a list of all the students. He then assigned a number to all of them. Lastly, he picked the first interval number and this number serve as the constant difference between the consecutive numbers until he reach the last number of the students. Through this process, 265 students were selected as a sample size to respond to the questionnaires. Of these students the total numbers of female respondents from the whole sections were 143(54%) and that of male were 121(46%). In the Comprehensive sampling on the other hand, the goal was to select a sample that is available to the study. Thus, all the EFL teachers of grade ten were included in the study to respond to the questionnaires because they were the only available English language teachers of the selected schools.

3.4. Data Gathering Instruments

In the study, three data-collecting tools were used: questionnaires (for both teachers and students), Classroom observation, and document analysis (for students' English language textbook). Each of them is discussed as follows.

3.4.1. Classroom Observation

Classroom observation was used particularly to answer the second research question. That was, to assess the current teaching and learning of English-speaking lessons. Hence, the researcher want to know how the CLL was implementing and what were the challenges. In other words, classroom observation helps to observe how students express their opinion, how they interact

with each other and how the teachers practice the CLL. Moreover, it was aimed to know the extent of the CLL principles applied by teachers in teaching speaking lessons.

Having informed the purpose of the research in general and the observation in particular to the school principals, the researcher arranged the dates and the sections with the English language teachers for the classroom observation. Then, the researcher prepared classroom observation checklist… observation checklist was a list of things that an observer was going to look at when observing a class. This checklist was used to identify skills gaps and problem areas to improve teaching strategies, classroom settings, and student learning development. After preparing the observation checklists with detailed notes, the researcher observed the teachers two times. The observation took place two times in each section for 40 minutes.

Questions

3.4.2. Teachers' and Students' Questionnaire

The items of the questionnaire which are prepared for EFL teachers were used to explore the factors that negatively affect the effectiveness of the practice of CLL method in teaching speaking skills, and the teachers' awareness of the importance of CLL method in enhancing speaking skills. And the questionnaire was adapted from Saovapa' (2005) study.

The questionnaire was also used to gather data about the techniques teachers mostly practice during teaching speaking. In this case, it hoped that the teacher's point of views were helped the researcher to have general ideas about practicing CLL method to speaking lessons. Thus, the researcher designed a questionnaire for teachers to answer the research questions one, two and three.

The items of the questionnaire which are prepared for EFL teachers were used to explore the factors that negatively affect the effectiveness of the practice of the CLL method in teaching speaking skills and the teachers' awareness of the importance of the CLL method in enhancing speaking skills. And the questionnaire was adapted from Saovapa's (2005) study.

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3.4.3. Document Analysis

The purpose of the textbook analysis was to triangulate the data gathered through classroom observation and questionnaires. Besides, it aimed at examining the degree of correspondence between contents of speaking lessons and teachers' method of teaching speaking skills in CLL method to attain the objectives of the study. Thus, the researcher selected some significant criteria for evaluating the book suggested by Cunnings worth (1995) and analyzed some grade 10 students' English language textbooks to assess whether or not the speaking lessons in the textbook promote CLL.

The case in point was, whether the contents of the speaking lessons are convenient for the practice of CLL or not, whether they allow students to work in groups or not. In addition, to assess whether they contain sufficient activities that allow active interaction among students or not, and the provision of authentic or realistic communication activities such as role-play, brainstorming and problem solving activities. Based on the general principles of CLL as guideline, the contents of sample speaking lessons of grade tenth textbook which were taught while observations conduct were analyzed.

3.5. Piloting and pilot Report

Pilot test of the instruments was done in advance to the actual investigation. The purpose of the pilot test was to check the obtained responses whether fulfilled the objectives of the study to determine the extent to which the questionnaire promote an appropriate relationship with respondents and to check whether or not the respondents understand the instruments (Taherdoost, 2018). Similar to the questionnaire, textbook analysis were given to four language teachers as a review evaluation. This helped the researcher to grasp the number of items used in the questionnaire. Huysmen(2001) states that pilot study helps to investigate the feasibility of the proposed research data gathering instrument and to detect the possible flaws in the measurement procedures; i.e., ambiguous instructions and inadequate time limits. Concerning these, the researcher conducted both qualitative and quantitative pilot studies. In the quantitative pilot study, the students` questionnaires were distributed to 50 grade tenth students from Abaya high school in Arba Minch towon. The teachers` questionnaires were distributed to 5 grade ten EFL teachers in the mentioned school. Here, the researcher used simple random sampling to select both participants.

Based on the attempt from the teacher and student participants, the researcher tried to improve unclear instructions and questions that were ambiguous and not specific enough. In addition to this, it helped to see the validity and reliability of both questionnaires.

Regarding to the qualitative pilot study, the researcher conducted a pre-question with five of EFL teachers in Abaya high School. This enabled the researcher to test the preliminary questions and reshaped the ambiguous questions. In addition, it showed the researcher about the duration to conduct the observation. As a result, the information gathered relation these situations helped to improve the tools which werebeing studied. Robson (2002:310) states that "Data from direct observation can be contrasted with and can often usefully be matched information obtained by virtually any other techniques."Tosee the real situations of the practice of CLL in the classroom, classroom observation were employed.

To this end, the researcher prepared classroom observation check-list in order to collect additional data and verify the results obtained through questionnaires. The researcher made observation three times a week was adapted with teachers and students. Then, at the end of the week, the researcher observed the selected class situations based the prepared check list.

3.6. Data Collection Procedures

In this study, the researcher did not administer all the instruments at the same time; rather he has employed them one after the other. In the first place, classroom observation was done with the teachers and students. Then, questionnaire and textbook analyses were conducted.

3.7. Data Analysis Procedures

Both qualitative and quantitative data analysis methods were used in this study as the research type is mixed as it was mentioned in the first part of this chapter. Most of the data was presented simultaneously in an integrated manner. First, the quantitative data gathered was classified and converted into frequency distribution and percentages. The analysis of frequency distribution was made in terms of the mean score as well as grand mean of the statistics.

Data obtained through teachers' and students' questionnaire, classroom observation checklists and textbook analyses were made in terms of their respective similarities. In conducting this research, sequential mixed method research approach (Cresswell, 2003) were used where quantitative data collection and analysis was undertaken first followed by qualitative data

collection and analysis. Finally, conclusions have been drawn and recommendations were made critically based on the research objectives and the findings of the study.

TER FOUR: DATA ANALYSIS, INTERPRETATION, AND FINDINGS

4.0. INTRODUCTION

This chapter presents the data analysis, findings and interpretations the of the study on EFL teachers' awareness, practice and challenges of CLL method in teaching speaking skills in Geressie Woreda five selected high schools in SNNPR, Ethiopia. The researcher analyzed the data which gathered through three data collection instruments: questionnaire, classroom observations document analysis in order of basic research questions, whereas the classroom observations and the document analysis presented thematically in words.

Beside this, the technique they mostly use and the problems they face in teaching speaking skills were presented to teachers through open-ended questions. On the other hand, items related to EFL teachers' practice of CLL method in speaking lessons were presented to teachers and students through closed-ended questionnaires. These questions measured by interval scales having five alternatives; "always, usually, sometimes, rarely and never" to show how often teachers practice CLL method in speaking lessons. Likewise, the data gathered from classroom observations, open-ended questions and textbook analysis were analyzed in combination with the questionnaires in terms of their similarities.

4.1. Findings

This study aimed to investigate EFL teachers' awareness, practice and challenges of CLL method in teaching speaking skills in five selected high schools, Geressie Woreda. The researcher analyzed the data based on the research questions. (Getachew et al., 2014):

1. To what extent are EFL teachers aware of the importance CL methods in teaching speaking skills?
2. How often does an EFL teachers practice CLL method in speaking classes?
3. What are the challenges that affect the practice of CLL in speaking lessons?

4.1.1. Part One: Teachers' Profile

As indicated in chapter three, 30 high school EFL teachers participated in this study: 10 from Geressie high school and Secondary School, six from Zergula high School and four from Durbe

high School, five from Bula high school and five from Dambile high school. The teachers' background information/profile is presented below.

Table 1. The Background Information of the EFL Teachers Participated in the Study

Table 1: Teachers' Profile

NO	Item		frequency	Percentage (%)
1		21-25 years	2	6%
		26-30years	15	45%
	Age	31-40years	11	33%
		41-50yeasr	2	6%
		51-& above	-	-
		Total		**100%**
2	Qualification	Diploma	3	10%
		B.A	19	57%
		BE.D	3	10%
		MA/MSC	5	15%
		PhD	-	-
		Total	**30**	**100%**
3	Area of Qualification	English Major	26	78%
		English Minor	4	12%
		Total	**30**	**100%**
4	Total years in teaching English language	1-5years	2	6%
		6-10years	19	57%
		11-15years	7	21%
		16 and above	2	6%

4.2. Analysis of Teachers' Awareness of CLL to promote Students Speaking Skills

Teachers' awareness of the use of CLL in enhancing students' speaking skills was analyzed using descriptive statistics. The participants provided their responses by Answering 18 questions which were prepared under question (Appendix A,B&C). They put tick (□) mark for each question under the five Likert scales 5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree and 1= strongly disagree in the given table. The categories of items were; how EFL teachers perceive CLL, EFL teachers' instructional views of CLL, EFL teachers' perception towards students' role and teachers' views towards group work. The researcher analyzed their responses using frequency, percentage, mean, grand mean and Std. deviation as follow:

4.2.1. Teachers' Awareness towards CLL in Promoting Students' Speaking Skills

Teachers' awareness of the use of CLL to promote students speaking skills in terms of CLL principles was analyzed based on the table below

Table2. Teachers' Awareness of the Use of CLL to Promote Students Speaking Skills

Items	Percentage, frequency, mean and grand men					
	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree	mean
CLL is a method primarily functions as meaningful and naturalistic communication through cooperative group.	12 (40%)	18 (60%)	-	-	-	4.4
CLL promotes equal participation of all students.	10 (33.3%)	10 (33.3%)	-	10 (33.3%)	-	3.66
EFL teachers' roles in CLL is monitoring and facilitating.	12(40%)	18 (60%)	-	-	-	4.4
CLL promotes individual accountability.	6 (20%)	18 (60%)	6 (20%)	-	-	4
Peer-interactions help students obtain better achievement in CLL as it enables them to interact freely.	12 (40%)	18 (60%)	-	-	-	4.4
Every member of a group in CLL should have a role to play.	30 (100%)	-	-	-	-	5
CL focuses on students of mixed proficiency level to work together in group.		25(83.3%)	-	5(16.3%)	-	3.66
Grand mean 3.51						

FR=Frequency PE=Percentage SA=Strongly Agree AG=Agree UN=Undecided SD=Strongly Disagree DA=Disagree

As can be seen above, inTable1, the rating scale 4 and 5 is given for agree and strongly agree which shows the positive sense, whereas 1-3 for strongly disagree to undecided which shows

negative sense. However, the researcher thought this classification needs farther classification to clearly discuss on to what extent do EFL teachers aware of CLL method in promoting students speaking skills teaching. As a result, the researcher analyzed the level of EFL teachers' awareness towards CLL method in promoting speaking skills based on the mean value, 4.51 – 5.00 as very high level, 4.01 – 4.50 as high level, 3.51 – 4.00 as moderate level, 3.01 – 3.50 low level, and below 3.01 as very low level of awareness.

Example of Analysis

As can be seen in 1, item 1 deals with the functions of CLL as a meaningful and naturalistic communication through cooperative groups,18(60%) of teachers agreed and 12(40%) of teachers strongly agreed that CLL is a method whose primary function is meaningful and naturalistic communication through cooperative group in EFL teaching. The calculated mean value was 4.4.This mean value indicates that EFL teachers had high level of awareness towards the principle "CLL primary provides meaningful and naturalistic communication skills to the students." With regard to item 2, 20(66%) of the teachers (strongly agreed and agreed) except 10(33%) of teachers who replied for disagreed for the stated statement, CLL gives all students the opportunity to participate equally in speaking language practice. The calculated mean value was 3.66.According to the mean value result, EFL teachers have moderate high level of awareness towards the item that the principle "CLL gives all students the opportunity to participate equally in speaking language practice."

The third item was meant to obtain data on the perceptions of teachers to their own roles in CLL classroom. In response to this item, all the teachers (100% (60% "agreed" and 40% strongly agreed") perceived that their roles are that of facilitators and monitors. The calculated mean value was 4.4this mean value indicates that EFL teachers had high level of awareness towards the item that their roles are that of facilitators and monitors Concerning this, Cohen (1994) states that teachers' role in CLL teaching method should not be that of someone who measures the capacities of the students in terms of a final product but in terms of facilitating the learning process. Item 4 in table 1 was intended to elicit data on whether CLL promotes individual accountability or not, 80% of the EFL teachers except 20% who responded undecided, have ''agreed'' that CLL method promotes students' individual accountability. The calculated mean value was 4this mean value indicates that EFL teachers had moderate level of awareness towards the item that CLL method promotes students' individual accountability. Furthermore, all of the

teachers perceived that peer interaction among students promotes communication in the target language. The calculated mean value was 4.4this mean value indicates that EFL teachers had high level of awareness towards the item thatpeer interaction among students promotes communication in the target language in a similar way, all of the respondents 30(100%) of EFL teachers ''strongly agreed'' that every member of the group in CLL classroom should have a role to play. The calculated mean value was 5this mean value indicates that EFL teachers had very high level of awareness towards the item thatevery member of the group in CLL classroom should have a role to play. Coming to the response to the importance of mixing students of different proficiency levels, 25(83.3%)of the teachers agreed 5(16.7) that forming groups of students with different proficiency levels enhances learning. The calculated mean value was 3.66this mean value indicates that EFL teachers had moderate level of awareness towards the item that forming groups of students with different proficiency levels enhances learning.

To sum up, from the above data it is possible to conclude that EFL teachers included in the study have positive perception of CLL principles. They seem to perceive that CLL enables their students to practice the language effectively because of the presence of interaction among them. The researcher calculated the grand mean value that is 3.51. This value indicates that EFL teachers had moderate level of awareness towards the CLL method practicing in teaching speaking skills.

Moreover, the responses from open-ended questions regarding teachers' awareness of CLL method verified that it is one of the methods EFL students are taught in groups to attain common goals through cooperation. It gives them the opportunity to practice the language more than teacher-centered instruction. For instance, two of the teachers responded that CLL is group learning through social interaction that gave chance for students to talk, facilitate interaction, maximum use of group work. The other four teachers perceived CLL in that it arouse students' interest and make them work together in small group to contribute to each other's' learning through interacting with each other. Hence, from what the teachers responded; it is possible to infer that they had conceptual understanding of CLL principles.

4.2.2. Teachers instructional view of CLL in EFL classroom

The following table incorporates items reflecting teachers' views of CLL in terms of using it in their classroom instruction.

Table3. Teachers' response regarding their instructional views of CLL in EFL classroom

Items	Percentage, frequency, mean and grand mean						
	SA(5)	AG(4)	UD(3)	DA(2)	SD(1)	Total	Mean
In my view, CLL improves the students' proficiency if they are grouped with high achievers.	**10** **(33.3%)**	**10** **(33.3%)**	-	-	**10** **(33.3%)**	**30** (100%)	3.33
In my view, CLL is a good method to practice speaking skills because students do not have to wait for teachers to ask them to do the tasks.	-	18 (60%)	-	-	12 (40%)	30 (100%)	2.8
Teachers in EFL classroom should use CLL, because it enhances cooperation among students to practice the language.	**10** (33.3%)	10 (33.3%)	-	10 (33.3%)	-	30 (100%)	3.66
Teachers in EFL classroom should use CLL, because it enhances cooperation among students to practice the language.	**-**	18 (60%)		12 (40%)		30 (100%)	3.2
I prefer CLL to lecture method since it gives students the opportunity to use the language.				18 (60%)	12 (40%)	30 (100%)	1.6
Using CLL method does not hinder teachers from covering the portion.		5 (16.3%	-	-	25 (83.3%)	30 (100%)	1.5
Grand Mean 2.68							

FR=Frequency PE=Percentage SA=Strongly Agree AG=Agree UN=Undecided

SD=Strongly Disagree DA=Disagree

As can be seen from Table 2 item1, 10(33.3%) of the teachers "agreed"10(33.3%) "Strongly agreed" perceived that CLL improves the performance of low proficiency students when grouped with high achievers. The calculated mean value was 3.33this mean value indicates that EFL teachers had low level of awareness. Similarly, in response to the second item, 18(60%) of the

respondents except 12(40%) have "agreed" that CLL is a recommended teaching method of speaking since it encourages doing language tasks by themselves than waiting for teachers. The calculated mean value was 2.8this mean value indicates that EFL teachers had low level of awareness. Regarding the 3rd item, 20(67%) of EFL teachers "agreed" and "strongly agreed" CLL enhances cooperation among students, but 10(33%) of the respondent "disagreed". The calculated mean value was 3.2this mean value indicates that EFL teachers' low level of awareness. With respect to the 4th item, 18(60%) of the EFL teachers except 12(40%) of EFL teachers "agreed" that students learn more when they are taught in line with CLL method than with teacher-fronted the whole class teaching. The calculated mean value was 2.8this mean value indicates that EFL teachers had low level of awareness.

However, all of the teachers (60% "strongly disagreed" and 40% "disagreed") to the responses showed that they did not prefer to use CLL method to lecture method. The calculated mean value was 1.6this mean value indicates that EFL teachers had very low level of awareness.

Lastly, in response to the question which says "using cooperative learning method does not hinder teachers from covering the portions ''only 16.3% teachers" agreed" and the rest 83.3% "disagreed". This reveals that the high proportion of the respondents perceive that CLL is time consuming than other EFL teaching methods to cover the portion. The calculated mean value was 1.6this mean value indicates that EFL teachers had very low level of awareness.

The overall responses demonstrated that teachers' instructional view of CLL method is positive for students to improve their spoken language proficiency by enhancing their participation through cooperation. However, the high proportions of the teachers believe that CLL is time consuming. The researcher calculated the grand mean value that is 2.68. This value indicates that EFL teachers had very low level of instructional view in terms of using it CLL method in their classroom instruction. So, in order to cover the portion, using teacher-fronted teaching rather than CLL is considered as preferable teaching method.

This is also confirmed in open-ended questions in that most serious problems teachers face in practicing CLL was shortage of time. Kagan (1995) shares this idea in that one of the limitations of CLL is that it is time consuming. However this is true until teachers and students experience how to use the materials in line with CL techniques and principles. Thus, shortage of practice time is one major factor that affects the effective implementation of CLL in speaking lessons.

4.2.3 Teachers' Awareness of students' role in CLL method

This section was intended to examine the way teachers perceive the roles of students while using cooperative learning method in spoken lessons.

Table 4. The teacher's response to the teacher's awareness of student's role in using CLL during speaking lessons.

No	Frequency, Percentages, Mean and grand Mean						
	SA(5)	AG(4)	UN(3)	DA(2)	SD(1)	Total	Mean
CLL enhances greater responsibility for students own learning.	-	10 (33.3%)	10 (33.3%)	-	10 (3.3%)	30 (100%)	2.66
CLL method enhances students' willingness to participate in speaking activities.	10 (33.3%)	10 (33.3%)	-	-	10 (33.3%)	30 (100%)	3.33
Students' social interaction is promoted more in CLL classroom teaching than in teacher-centered grammar focused instruction.	-	18 (60%)	-	12 (40%)	-	30 (100%)	2.8
Students' access to practice English language for communication is best promoted in CLL.	-	30 (100%)	-	-	-	30 (100%)	4
Peer group interaction and cooperation best motivate students to practice English language.	12 (40%)	18 (60%)	-	-	-	30 (100%)	4.4
Grand Mean	*3.43*						

FR=Frequency PER=Percentage SA=Strongly Agree AG=Agree UN=Undecided

SD=Strongly Disagree DA=Disagree

As it can be inferred from Table 3 item1, all the teachers responded differently 10(33.3%) "agreed", 10(33.3%) "undecided" and 10(33.3%) "disagreed" that CLL enhances greater responsibility for students. The calculated mean value was 2.66. In response to the second item, 18(60%) teachers replied strongly agree and agree this result indicates their agreement to the view "CLL enhances students' willingness to participate in the speaking activities." This could be an indication of the power of CLL to bear the responsibility for students' self-learning. The calculated mean value was 3.33. This value indicates that EFL teachers had low level of awareness of the power of CLL to bear the responsibility for students' self-learning.

Coming to the 3rd item 18(60%) of the EFL teachers, except 10(40%) who opt for disagreement showed their agreement to the suitability of CLL method in promoting oral interaction among students while communicating with each other. The calculated mean value was 2.8. Consequently, teachers' response to item 4th disclosed that all of the teachers were convinced of CLL's role in creating better opportunity for practicing spoken English. The calculated mean value was 4. With regard to item 5th, again all of the teachers 18(60%) agreed and 12(40%) strongly agreed indicated their belief that CLL best promotes peer interaction and cooperation thus motivating them to practice English language. The calculated mean value was 4.4. In general, the five items dealing with students' roles indicated that teachers' perceive the positive aspects of CLL in that it develops the students' responsibility and willingness to participate in the speaking activities which in turn positively affects their spoken language development and social interaction through cooperation. The researcher calculated the grand mean value that is 3.43. This value indicates that EFL teachers had low level of awareness of student's role in using CLL during speaking lessons.

With regard to this, Hopkins (2005) stated that CLL has a powerful effect in raising students' active participation in learning and collaborative behavior by developing social as well as academic skills; in CLL, students learn from each other besides their teacher and responsible for their own learning. And this process could lead to more communication among them.

4.3. EFL Teachers' Practice of CLL Method in Teaching Speaking Lessons

The way teachers perceived CLL method and its principles has been described thoroughly. In this section, the extent to which EFL teachers' implement CLL in English speaking lessons is addressed. The same questions were posed to students to triangulate the data obtained from the EFL teachers.

The responses of both teachers and students were analyzed together because of their conveniences and relationship. Then, the results obtained from the two sources are triangulated with the data gathered through classroom observation and textbook analysis as follow:

4.3.1. EFL Teachers' practice of Cooperative Language Learning

Table 5.Teachers' and students' responses to items related to cooperative group

No	Items	Responses								
		Su	Fr&Pe	Al	Us	So	Ra	Ne	To
1	Teachers form cooperative groups of students based on heterogeneity principles.	T	F	-	-	12	18	-	30
			PE(%)	-	-	40%	60%	-	100%
		S	F	15	26	68	73	83	265
			PE (%)	5.88%	9.80%	25.49%	27.45%	31.37%	100%
2	Teachers take cooperative group's report from all group members randomly.	T	F	-	-	10	10	10	30
			PE (%)	-	-	33.3%	33.3%	33.3%	100%
		S	F	10	21	36	93	105	265
			PE (%)	3.92%	7.84%	13.72%	35.29%	39.21%	100%
3	Teachers assign roles to every member in all groups.	T	F	-	-	5	25	-	30
			PE (%)	-	-	16.3%	83.3%	-	100%
		S	F	36	36	62	68	62	265
			PE (%)	13.72%	13.72%	23.52%	25.49%	23.52%	100%

T=Teachers S=Students SU=Subject FR=Frequency PE=Percentage AL=Always US=Usually SO=Sometimes RA=Rarely NE=Never

As can be seen in Table 4 item1, 60% of the teachers and students indicated that they "rarely "arrange groups of students on heterogeneous basis and 40% of them replied that they "sometimes" form groups based on heterogeneity principle.

Coming to students' responses to the same item, 58.82 % (31.37% and 27.45%) of them responded that their teachers "rarely'' and ''never'' form heterogeneous groups respectively. 25.49% of the students responded 'sometimes', and 15.68% "always" respectively. So, the data gained from the two sources implied that students have not got chance to help each other and learn from one another.

In response to item 2, which was intended to identify whether or not teachers and students take cooperative groups' report from all group members randomly, 60% of the EFL teachers responded that they "rarely' and "never" took groups' report on random basis respective, and the remaining 40% of EFL teachers replied that they sometimes involve students in responding to groups' report randomly.

 Students' responses to this item   are   almost similar to teachers in that, 74.50% (39.21% and 35.29%) of the students replied that their teachers never/rarely took groups' report at random base. 13.72% of the students responded "sometimes" and 11.72% responded "usually" to the item. This shows that, the 83.3% of the EFL teachers were not providing all members of the group with the opportunity to report their groups' effort randomly.   This could imply that participation is limited to only few active /voluntary students.

Regarding to item 3, that was intended to elicit data if teachers assign roles to every member in all groups, 83.3% of the EFL teachers reported that they "rarely" assign roles for every member of the group. And 16.3% of the teacher responded that he "sometimes" assign roles for every member in a group. With regard to students' response, 49.01%(25.49%and 23.52%) of the students claimed that their teachers "rarely " and "never" assign roles to all of them respectively, and 23.52% of them claimed "sometimes".

 On the other hand, 27.44% (13.72% each) responded "always" and "usually" to the   item. Hence, the extent to which teachers assign roles for every member of the groups is very less. This implies that teachers lack the skills of facilitating roles. To substantiate the responses

obtained concerning the components of grouping processes, it is important to look at what Johnson & Johnson (1990) state.

According to these authors, placing students in groups to work together, even under the name of cooperative learning or task structure did not ensure that they would engage in the kinds of positive interactions that promote learning.

The result obtained from classroom observation concerning group formation shows that the teachers were attempting to put students in groups. However, the groups formed in all observed classes were based on randomly arranged seats. There was no group formed on heterogeneous basis. For instance, most of the groups in the observed classes were all males or all females.

Teachers were providing classroom exercises for already formed groups based on the seat mates. No mixed (heterogeneous) groupings were observed. Groups' attempts on tasks were reported /answered by voluntary students. In two out of three observed classes, teachers were trying to involve the whole class participation (drill work) and they were attempting to provide tasks for students in group with very little time allotted to the tasks.

Similarly, students were not seen discussing in pairs /groups. Only in one out of the three observations did a teacher come with an attempt to give students two roles (group leader and reporter) with in a group of students of four to five on average. It seemed that group roles that can be shared among students had to be restricted to group leaders and reporters.

Thus, it can be concluded from the results of the two sources that teachers lack facilitation skills on how to organize and guide students for effective implementation of CLL strategies and how to encourage students to group work. As a result, they often made little focus to group formation and the students' involvement into the activities. So, the researcher has of the view that due to attention was not given to create conducive environment for effective implementation of CLL in teaching speaking skills.

4.3.2. Teachers' Roles in Teaching CLL Classroom

Table 5.Teachers' and students' responses to teachers' facilitating roles in CLL classroom

No	Items	Response

		Su	Fr &PE	Ne	Us	So	Ra	Ne	Total
1	Teachers walk around groups and ensure that students discuss in English to raise the oral performance of all students.	T	F	-	-	5	25	-	30
			%	-	-	16.3	83.3	-	100
		S	F	21	36	62	73	73	265
			%	7.84	13.72	23.52	27.45	27.45	100

T=Teachers S=Students SU=Subject FR=Frequency PE=Percentage AL=Always US=Usually SO=Sometimes RA=Rarely NE=Never

Item 1 in table 5was aimed at investigating how teachers ensure the participation of all students in discussion of cooperative groups. The teachers replied that they rarely walk around the group to ensure the participation of all students in the activities. But, 16.3% of the EFL teachers responded that he sometimes play the facilitating role by walking around the groups while the students are discussing the activities. However, 54.90% (27.45% each) of students' response showed that their teachers "rarely "and "never" walk around the groups and perform facilitative roles. And 23.52% and 21.56% of the students responded that their teachers ''sometimes'' and ''usually ''play facilitative roles respectively.

 In line with this, (kagan 1994) claimed equal participation, which refers to the involvement of all students equally in tasks in their groups and contribute as equally as possible regardless of perceived ability or social status to the groups' achievement, is among principles of CLL.

The result from classroom observation to this item revealed that teachers were not seen walking around the class to engage all the students in the activities. Instead, they were standing in front of the class and giving justification by writing some new words on the blackboard.

From students' side as well, they were not actively participating and making hot discussion with their groups. Most of the students in the groups were oddly sitting and some others were doing their own works. What the researcher deduces from this is that, students were not accustomed to work actively in a group in previous grade levels which resulted in lack of interest to use the

target language for oral communication. In addition, what teachers were trying to exhibit during classroom observation could be artificial. This means they had not been encouraging the students by going around the groups in their usual and actual classroom discussion.

The benches and desks in the observed classrooms were also not arranged in rows to free space for movement in the observed classroom, they were overcrowded and disordered. The numbers of students in classes were also too many/ large. Thus, the teachers' movement in the classrooms was limited. These could be another factor that affects teachers' facilitating role. However, the exercises and tasks provided in the speaking sections of the textbook enhance cooperative learning among students.

For example, on page 91 of the speaking section; illustrating appoint, let the students to work in pair / group to add extra information to the sentences given by using the phases to provided which help them to develop their spoken language proficiency. Furthermore, the languages used in the activities are authentic and like real life English that can develop students' language use.

4.2.3. EFL Teachers Provision of Adequate spoken Language Practices for their Students.

In providing adequate spoken language tasks so as to enable students practice the language for a wider communication purpose, EFL teachers are expected to have a lion's share contribution. For this reason, questions under this were aimed at assessing whether teachers provide speaking opportunities to allow students get access to oral communication. 4.2.5. EFL Teachers Role in Involving Students in Speaking Practices

Table 7.Teachers' and Students' responses to Items in Involving Students in Speaking practices

No	Items	Response							
		SU	FR&PE	Al	Us	So	Ra	Ne	Total
		T	F	-	10	10	10	-	30

1	Teachers ask students to express their views and opinions supporting or opposing ideas reported by other students.		%	-	33.3	33.3	33.3	-	100
		S	F	21	31	57	83	73	265
			%	7.84	11.76	21.56	31.37	27.45	100
2	Teachers engage students to discuss in groups and then give oral feed-back on their practices.	T	F	10	10	-	10	-	30
			%	33.3	33.3	-	33.3	-	100
		S	F	36	42	47	73	68	265
			%	13.72	15.68	17.64	27.45	25.49	100
3	Teachers develop students' social skill by using CLL method.	T	F	-	-	25	5	-	30
			%	-	-	83.3	16.3	-	100
		S	F	31	47	62	73	52	265
			%	11.76	17.64	23.52	27.42	19.60	100

T=Teachers S=Students SU=Subject FR=Frequency PE=Percentage AL=Always US=Usually SO=Sometimes RA=Rarely NE=Never

Table 6,item 1 was intended to investigate if EFL teachers involve students to express their individual views on ideas reported by other students from any other group. In response to this item, 40% of the teachers responded that they "usually" make students express their individual views by supporting or opposing the ideas reported by other group members.

And the rest four responded that they "sometimes" and "rarely" each involve students to suggest their individual opinions. Regarding students' response to the same item , 58.82% (31.37 %and 27. 45%) of them claimed that their teachers " rarely" and "never" involve them to express their individual views the report provided by other group members. But, 21.56% of the students answered that their teachers sometimes engage them in the process

As far as the result from classroom observation is concerned, the researcher could not come across any student who suggested on groups' report either supporting or opposing. However, teachers were observed trying to involve students to comment on answers on tasks. But students were waiting for what the teacher was saying and writing. Most of the students were sitting idle when the teacher attempt to let them do the activities in the textbook. Thus, many students were passive listeners to the EFL teachers and to the few active students. This implies that EFL teachers lack adequate skills to arouse their students' interest and to involve them into the oral lessons effectively. It could also lead to the conclusion that students' silence could be due to fear of making mistake that make them over dependent on their teachers and think that teachers as knowledge giver.

Contrary to this reality, the tasks provided in speaking parts of the textbook analyzed could have enabled students to act up on in role-playing, storytelling and debating techniques. The speaking sections were designed with several CLL activities that involve students in short talk and conversations on specific topics that are closely related to their daily life.

Regarding item 2, 60% of the teachers responded "usually" and "always" each and 40% replied "rarely" that they engage students to discuss in groups and provide feedback to the discussion. Contrary to this, more than half (52.94%) of students responded that they were rarely /never given feedback on their discussion, and 29.40% (15.68% and 13.72%) of them claimed usually and always to the item respectively.

Item 3 was attempted to extract information on teachers' effort to work on developing students' social skills through cooperative learning method. Thus, the result showed that 83.3 of the teachers responded that they "sometimes" work to develop students' oral skills through the use of CLL method and 16.3% of EFL teachers replied "rarely" to the item.

On the other hand, students' responses with 47.05% indicated teachers' attempt to involve students in cooperative groups to develop their oral skills is found to be rare /never, 29.40% always / usually and 23.52% sometimes respectively. From the observation as well, teachers were seen initiating students to help each other though the practice was very little. This shows that still teachers' and students' involvement in line with cooperative learning principle is insufficient.

In connection to this concept, Oxford (1997;P 447 quotes) the advantage of CLL over other teaching methods saying that, "what we know about effective instruction indicates that cooperative learning should be used when we want students to learn more, like the school better, like each other better, like themselves better, and learn more effective social skills".

She further claims that numerous studies confirmed the advantages of CLL compared to competitive and individualistic learning experiences in that it is more effective in promoting intrinsic motivation and task achievement, generating higher-order thinking skills, improving attitudes toward the subject and developing academic peer norms etc.

As far as the textbook analysis is concerned, the activities and exercises presented in the speaking units analyzed were prepared in such a way that make students learn from each other as a socialization process. The contents invite students to interact with classmates due to adequate and repeated provision of pair /group activities which are generally the core principles of CLL aimed at developing students' interactive skills. Furthermore, the contents and activities of the speaking lessons provided in the speaking part of the textbook analyzed are conducive to the kind of teaching learning that CLL method advocates.

For instance, grade ten textbook on page 104, the debating section instructs students to choose one topic from the given alternatives and make notes for or against the topic, and then let them to prepare a speech for the debate. Though teachers often try to use some cooperative learning strategies like group discussion ,debating and guide their students to do some speaking activities depending on the students' textbook, they often focus on demonstrating how to do an activity rather than encouraging the whole class to learn by themselves through interaction and sharing of ideas.

In addition to this, they rarely rearrange the students' seats, ensure their students' organization in to small groups and supervise /facilitate their activities moving around the group.

Hence, these weaknesses could lead to the conclusion that teacher's lack of the skills of classroom management and organization to actively participate all the students to use their speaking lessons effectively.

CHAPTER FIVE: CONCLUSIONS ANDRECOMMENDATIONS

5.0. Introduction

This chapter deals with brief summary of the study, conclusion of the major findings of the study and recommendations of the researcher based on the conclusion made.

5.1. Conclusions

On the basis of the findings of the study, the following conclusions were drawn:

- ✓ The study shows that all the teachers have the conceptual understanding of the advantage of CLL method, they were found to have positive outlook to the majority of the techniques and principles that utilize in enhancing students speaking skills. EFL teachers perceived that slow learners would benefit from CLL method when they work in collaboration with group peers. As far as the EFL teachers' role is concerned, they were aware that they are the facilitator of learning activities with central students' role as resources for each other in such a way that their language use will be motivated. However, there are few of the principles on which teachers have unfavorable perception. For instance, they perceive that CLL is time consuming and; therefore, it is difficult to cover the portion as compared with lessons delivered by the teachers. Thus, they were employing veryfew cooperative learning strategies.This limited the students to interact with their peers and to improve their speaking skills. In sum, in spite of some unfavorable views to some of the principles of CLL method, all of the EFL teachers perceived the need for favorable instructional outlook.
- ✓ The EFL teachers have positive perception to the roles of students play in CLL. However, the teachers still resisted the centrality of the learners' role due to students' unwillingness to cooperate. Still, they insisted on the prevalence of the roles of the teachers as a sole provider of knowledge and responsible body for the learning as the main actor of the classroom activities. Furthermore, EFL teachers' responses revealed that students, if they work in pairs / groups in line with CLL principles and techniques, can develop their speaking skills, and communicative skills. They can be motivated to speak in their group and the whole class, and can share the responsibility of their own learning. Accordingly, EFL teachers perceive the important contribution of group work in enhancing students' speaking skills.
- ✓ The practice of the CLL method during speaking lessons was not frequently used and many of the elements of CLL are not well practiced. EFL teachers were not exercising group

formation on the heterogeneous grouping system in the way that students of different backgrounds (sex, religion, language proficiency, social skills, etc.) learn from each other. All the groups formed were based on the interest of the students, and provisions of activities were accordingly to their sitting arrangement out of heterogeneity principles. Speaking activities that were set in the textbook were answered by voluntary students rather than involving all students at random bases.

- ✓ ü Role sharing to group members in such a way that students take responsibility for their own learning and their groups' learning was not practiced. Even when roles were shared, they were limited to group leaders and reporters. Similarly, EFL teachers were not moving around the class and attending to students to see their participation in oral activities. Teachers' provisions of tasks/ activities to students were limited to sample exercises in the textbook alone. Hence, students were not exposed to adequate spoken language practices to improve their communicative skills through wider opportunities. Overall, EFL teachers were inclined towards grammar sections that allow them to lecture than involve students though the current English for Ethiopia textbooks of grade ten do not allow a deductive way of teaching grammar (teaching grammar in isolation rather than in context).
- ✓ Even though the speaking tasks in the textbook promote the involvement of teachers and students for CLL, teachers had a positive understanding of the use of CLL method; they were not practicing many of the principles and techniques of CLL. This is because, teachers believe that students' poor background knowledge of English, the unmanageable number of students in each class, and the presence of fixed desks prevent teachers to play facilitating roles in practicing CLL method as properly as possible. As a result, teachers did not play their roles due to a lack of attention to how their students form groups and conduct oral activities. They did not create a conducive environment for the effective implementation of CLL in teaching speaking skills. They simply order the students to form groups and discuss the lessons for the sake of conveying orders.

- ✓ In addition, EFL teachers' lack of facilitating skills, and students' lack of experiences among themselves in cooperative language learning principles and techniques are also among the major factors that affect the real practice of CLL in speaking lessons. Hence,

the classrooms were almost dominated by teachers with little/no opportunities for students to practice their language skills.

✓ In general, the overall findings of the study indicated that teachers have a relatively high level of awareness of the importance of CLL. However, the extents to which they practice CL principles and techniques were not as satisfactory. That is, the method of teaching that dominated the EFL Classrooms was in line with the traditional teacher-dominated instructional method.

✓ EFL teachers set notes at their homes ahead of time from activities provided in the textbook. Though the language focus (grammar) was provided in the curriculum in an intermingled way with oral practice activities, teachers noted down the grammar contents and used them for classroom teaching. Students were also expecting what the teachers wrote on the blackboard. So, EFL teachers' talk was the dominant classroom teaching method, and students did not give much attention to practicing the language during the speaking lessons. In sum, students became over-dependent on their teachers.

5.3 Recommendations

From the discussions given above and the conclusions reached, the researcher would like to recommend the following points which are expected to improve the practice of the CLL method in developing students' speaking skills.

1. Involving students in cooperative learning methods through pair/ group work requires extensive and consistent practice. Nonetheless, almost only samples of oral activities in the textbook have been done by the teachers. Therefore, EFL teachers should commit themselves to devote their time and energy to providing adequate life-like tasks and apply interactive teaching methods in order to raise students' level of language use.

2. The problem of students' language proficiency to interact with each other using the target language was among the major factors that hinder students from working effectively in their cooperative groups. As a result, students fear participating actively in their groups and refrain from uttering a word in front of their classmates. The solution to decreasing this interaction problem can be done by creating extra class activities such as drama, dialogues, role-playing, and group discussions for students as they offer them the opportunities to use the target language for real-life communicative purposes. Teachers should, therefore, work

hard in line with cooperative language learning principles to create the opportunity demanded.

3. Students' willingness to participate in cooperative groups can be increased by devising a strategy on how to cooperate with peers for oral language use. Therefore, EFL teachers have to focus on teaching students strategies for self-learning than learning through lectures. EFL teachers should also be dedicated to the principles of CL to create a supportive environment that enables students to enhance their oral competence, boost motivation, and improve interpersonal skills. In doing so, students' willingness can be enhanced and secured.

4. Grammar-focused teacher-centered instruction has its own merits. However, cooperation intensifying method that bears greater opportunities and develops students' spoken language should be used in collaboration with other methods. Thus, timely staff training needs to be designed for English language teachers on language teaching approaches, and English clubs and other related practice centers have to be established by school supervisors and other concerned bodies to improve access to English language use.

5. The mismatch between EFL teachers' awareness and their classroom of teaching implementation should be alleviated. Having a good view and knowledge of the CLL method with little practice can still be an indication of blurred knowledge of CLL principles. For this reason, continuous in-service training for EFL teachers on how to implement current methods of language teaching should be provided.

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APPENDICES
APPENDIX A: STUDENTS QUESTIONNAIRE

Dear Students, this is a study on '' Investigating EFL teachers' practice and awareness of cooperative language learning in speaking lessons. '' Thus, you are kindly requested to respond to the questions based on what exists in your English-speaking lessons. Put a tick mark depending up on the frequency of your practice in the classroom. Please write your sex and section in the space provided.

Your Sex _____ Section _____

No	Items	Responses					
		Always	Usually	Usually	Someti	Rarely	Never
1	Teachers favor cooperative learning based on heterogeneity principles.						
2	Teachers give interactive tasks in						
3	Teachers assign roles to every member in all groups						
4	Teachers walk around the groups and ensure that students cooperatively learn English to raise the performance of all.						
5	Teachers expose students to extra English language practices with peers to increase their self-confidence in using the language.						
6	Teachers provide language tasks such as role plays, diagrams, storytelling, simulations etc in spoken classes.						

7	Teachers use cooperative learning activities to support low achievers.						
8	Teachers make students talk more than they do in each period.						
9	Teachers apply cooperative language learning method rather than explaining grammatical rules.						
10	Teachers ask students to express their views and opinions cooperatively.						
11	Teachers take cooperative groups' report from all group members randomly.						

13. Explain the level of (extent) awareness that EFL teachers have in practicing

CLL._____

_____

_____

_____

14. Mention factors negatively affecting the practice of EFL teachers CLL in teaching speaking skill

APPENDEX C: QUSTINNAIRE FOR TEACHERS

Dear Teachers,

I am Conducting a study on '' Investigating EFL teachers' practice and awareness of cooperative language learning method in reference to promoting speaking skills.'' Therefore, you are kindly requested to fill in the questionnaire, honestly, genuinely and carefully. The questionnaire deals with how EFL teachers implement cooperative language learning method during speaking lessons. The information you provide will help the researcher to get valid data. Thus, your answer to the questions should be based on what you practically do in organizing and making your students help each other to practice speaking and what your students do in the process.

 The information you provide will be completely and confidentially used by the researcher only. For that matter, you don't have to write your name.

Thank you in advance!

Part1. Background information

Direction 1: please respond to the following items by encircling the appropriate answers from the given alternatives

1.1.The name of the school ----------------------
1.2.Grade Level -----------------------------
1.3.Sex : a) male B. Female
1.4.Age :a) 20-29 B. 30-39 C. 40-49 D. 50 and above
1.5.Qualification : A, diploma B. BA C. MA
1.6.Teaching experience : a) five and less than five B. 6-10 C. 11-15 D. 16-20 E, more than 20
1.7.Any in –service training : a) workshop B. Seminar C. any other training on teaching methods
1.8.Number of students in one section of your classroom A. less than 50 B, 51-60 C. 61-70 D. 71-80 E, 81-90

Direction2. For each of the following statements indicate your level of agreement by putting a tick mark /√ / in appropriate column against each statement.

No	Items	Strongly	Agree	Undecided	Disagree	Strongly Disagree
I	**Items related to teachers' knowledge of CLL**					
1	CLL is a method whose primary function is naturalistic communication through cooperative groups.					
2	CLL Promotes equal Participation of all students					
3	Teachers in CLL are monitor and facilitator					
4	CLL Promotes individual accountability					
5	Every member of a group in CLL has a role to play					
6	CLL focuses on students of mixed proficiency level to work together in group					
II	**Items related to teachers' instructional view of CLL**					
1	In my View, CLL improves the performance of low proficiency students if done cooperatively					
2	In my view, CLL is a good teaching method in EFL class, because students do not have to wait for teachers to ask, but act out by themselves					

3	Most teachers in EFL class should use CLL, as it enhances cooperation among students in group					
4	Students do better when they are taught in cooperative group than a whole class					
6	Most teachers prefer CLL to lecture method since it gives students the opportunity to use the target language					
III	**Items related to teachers awareness of students role**					
1	CLL promotes greater responsibility for students					
2	CLL method enhances students' willingness to take risk for their own and groups members' learning					
3	Students' social interaction is promoted more in CLL Classroom teaching					
4	Students' access to practice the language for communication purpose is best promoted in CLL					
5	Cooperation best motivates students to practice English language					

Direction 3.The following items deals with how often you practices CL in speaking lessons. So put a tick mark (√) based on how frequently you do each items

No	Items	Responses				
		Nearly Always	Usually	Someti	Rarely	Never
1	I form Cooperative groups of students based on heterogeneity principle					
2	I assign roles to every member in all groups					
3	I walk around groups and ensure that students discuss in English to raise the performance of all					
4	I expose students to adequate English language practices with their peers to increase their self – confidence in using the language					
5	I provide language tasks such as role playing, diagrams, Pictures, Storytelling, Simulations etc in spoken lessons					
6	I use cooperative group activities					
7	I use cooperative language learning method					

8	I give interactive tasks in group					
9	I make students talk more than they do in each spoken lesson					

12. Do you motivate your students to speak in English?

 A. Sometimes B. always C. Rarely D. never

Direction 4. Attempt the following open- ended questions as briefly as possible

1.What do you think the benefits of cooperative language learning method in enhancing students' speakingskill?_____

_____

_____

_____

2. When you compare CLL with teacher-centered teaching which one do you often use in your actual classroom teaching? You can prioritize as:

A. I usually use ……………………..method, because

_____

_____

_____

B. Occasionally use ----------- method because_____

3. What do you think are the factors negatively affecting the EFL teacher's implementation of CLL

_____

_____

_____

Appendix D; Classroom Observation Checklist

School _____

Time _____

Section _____

Topics of the lesson being observed:_____

No of Students _____

No	Checklists								
1	Cooperative group is formed on heterogeneity basis.								
2	Role is shared to all group members.								
3	The students are made to report cooperative work on random basis								
4	The teacher monitors and facilitates cooperative group activities.								
5	Role play, information gap problem solving, jigsaw activities round table tasks etc are provided to students.								
6	The teacher focuses on cooperation among students than lecturing, giving notes etc.								
7	The students cooperate actively in a group.								

8	The students play the role of reporter, turn distributor writer, group leader etc.								

13. Any factor Observed in relation that affects the practice of CL in teaching Speaking Skill

AppendixE: Textbook Analysis Checklist

No	The topics of the speaking lessons	The Contents of the lessons provide		Rating	
				Occur	Partially occur
1	Illustrating appoint	Illustrations : For example, to give an idea, for instance , for one thing etc 1. Children often eat too many sweets. 2. Television often has a bad influence.	1. Allow students to do the tasks in pair /groups 2. The provision of authentic and realistic communication, storming, problem solving etc. 3. The availability of variety of activities and tasks that enhance cooperative learning. 4. The inclusion of interesting and stimulating topics with appropriate language types that can catch		
2	Debate	Debating 1.Khat has no benefit to society 2.Alcohol should not be sold to people less than 30 years of age.			

			students attention start from what they know. 5. The provision of communicative exercises that enable students to carry out their communicative tasks in real-life situation.		