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**Effects of Cooperative Learning on EFL Students'  
Speaking Skills at Tertiary Level**

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**Addis Ababa University**

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**Effects of Cooperative Learning on EFL Students’  
Speaking Skills at Tertiary Level**

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This is to certify that the thesis prepared by Taye G/mariam Olamo, entitled: Effects of Cooperative Learning on EFL Students' Speaking Skills at Tertiary Level and submitted in fulfillment of the requirements for the Degree of Doctor of Philosophy in TEFL (Teaching English as a Foreign Language) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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## Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the thesis have been duly acknowledged.

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## **ABSTRACT**

*The major purpose of this study was to explore effect of cooperative learning (CL) on EFL students' speaking skills. To fulfill this purpose, a 12-week experiment was conducted in Hawassa University during the first semester of the Academic Year 2013/14. A randomized pre-post-test control group research design was adopted with 32 first-year students in each of the experimental and control classes. The same contents were taught to both groups. The only difference was that the experimental group was taught through the use of CL method, which consisted of techniques like think-pair-share, three-step interview, round robin, number-heads together, team-interview and timed-pair-share, whereas the students in the control group were taught through the usual method, which is mostly whole-class teacher-centered and sometimes traditional group work method.*

*Data were collected through speaking tests, participation and attitude questionnaire, peer evaluation, classroom observation and semi-structured interview. Independent and paired samples t-tests were employed to determine whether there was a significant difference on achievement in speaking skills at alpha 0.05 level.*

*The results from the speaking post-test revealed a statistically significant difference on overall speaking performance and on its components: pronunciation, discourse management and interactive communication, but the effect on the grammar and vocabulary component of speaking was inconclusive. The post-questionnaire and classroom observation analysis also showed that the students in the experimental group appeared to have better participation in in-class oral activities than the students in the control group. In addition, the results of peer evaluation also showed that there was an improvement in the experimental group students' active participation in in-class oral activities between the first six weeks and the latter six weeks. On the other hand, data analysis of the experimental group students' post-questionnaire and interview responses showed that they had positive attitude towards CL method. Finally, the teacher's interview results also revealed that CL method increased students' participation in the class and motivated them to speak more.*

*Hence, the major findings of the study suggest that cooperative learning (CL) helped to enhance the students' speaking skills, and their verbal participation in in-class oral activities. The finding also suggests that the majority of the experimental group students had positive attitude towards CL group work method. The results were consistent with the predictions, and it is recommended that CL should be used in the EFL classrooms to teach speaking skill and enhance students' active participation in in-class oral activities at tertiary level in Ethiopia.*

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## Table of contents

### Contents

ABSTRACT.....	i
ACKNOWLEDGEMENTS.....	ii
Table of contents.....	iii
List of Tables.....	vii
ACRONYMS.....	viii
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.1.1 English Language: General Overview.....	1
1.1.2 The Status and Roles of English in Ethiopia.....	2
1.1.3 Current Trends in Learning and Teaching of English in Ethiopia.....	5
1.1.4 English Language Teaching in Higher Education Institutions in Ethiopia.....	9
1.1.5 The Place and Significance of Speaking in Language Learning.....	11
1.1.6 Cooperative Learning (CL) in the Context of Ethiopian Higher Education Institutions.....	16
1.2 Statement of the Problem.....	18
1.3 Objectives of the Study.....	22
1.3.1 General Objective.....	22
1.3.2 Specific Objectives.....	22
1.4 Hypothesis and Research Questions.....	22
1.5 Significance of the Study.....	23
1.6 Scope of the Study.....	24
1.7 Limitations of the Study.....	24
CHAPTER TWO: LITERATURE REVIEW.....	26
2.1 Speaking Skill.....	26
2.1.1 Definition.....	26
2.1.2 Goals of Teaching EFL speaking.....	27
2.1.3 The Importance of Using Integrated Skills in Teaching Speaking.....	28
2.1.4 Classroom Activities and Techniques for Teaching Speaking Skill.....	29
2.1.4.1 Group Work.....	29
2.1.4.2 Role-plays.....	30

2.1.4.3 Problem Solving.....	30
2.1.4.4 Discussion .....	31
2.1.5 Speaking Difficulties in Foreign Language Learning.....	31
2.1.5.1 Inhibition.....	32
2.1.5.2 Nothing to Say .....	32
2.1.5.3 Low Uneven Participation .....	33
2.1.5.4 Mother Tongue Use .....	33
2.1.6 Assessment and Rating Scale of Speaking Skills .....	34
2.2 Cooperative Learning (CL).....	36
2.2.1 What is Cooperative Learning?.....	36
2.2.2 General Overview of Cooperative Language Learning (CLL).....	37
2.2.3 Cooperative Learning (CL) and Traditional Group Work .....	38
2.2.4 Theoretical Perspectives on CL .....	46
2.2.4.1 Social Interdependence Theory.....	46
2.2.4.2 Cognitive Developmental Theory .....	48
2.2.4.3 Cognitive Elaboration Theory.....	48
2.3 Relationship between CL and Second/Foreign Language Teaching .....	51
2.3.1 The Input Hypothesis.....	52
2.3.2 The Interaction Hypothesis .....	52
2.3.3 The Output Hypothesis .....	53
2.4 Cooperative Learning Techniques .....	53
2.5 Advantages of Cooperative Learning .....	57
2.5.1 Appreciating Differences .....	57
2.5.2 Individualization of Instruction.....	57
2.5.3 Increasing Students Participation.....	58
2.5.4 Increasing Motivation and Positive Attitude towards Learning.....	58
2.5.5 Decreasing Anxiety.....	58
2.5.6 Increasing Academic Achievement .....	59
2.6 Cooperative Learning and Teaching English as a Foreign Language (TEFL).....	59
2.7 The Relationship between Cooperative Language Learning (CLL) and Improvement of Speaking Skill.....	60
2.8 Student Participation in the EFL Classroom.....	62

2.9 Peer Evaluation in Cooperative Learning .....	63
2.10 Attitude .....	64
2.11 Conceptual Framework .....	65
<b>CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY .....</b>	<b>67</b>
3.1 Research Design.....	67
3.2 Research Setting, Participants and Sampling.....	68
3.2.1 Research Setting.....	68
3.2.2 Participants of the Study .....	69
3.2.3 Sampling .....	70
3.3 Procedures of the Research .....	70
3.3.1 General Procedure of the Study .....	71
3.3.1.1 Preparing Teaching Material.....	71
3.3.1.2 Preparing and Administering Data Collection Instruments .....	72
3.3.1.3 Training the Selected Instructors .....	78
3.3.1.4 Administering Pre-test .....	78
3.3.1.5 Assigning Students into Experimental and Control Groups .....	79
3.3.1.6 Conducting the Pilot Study and Making Modifications.....	79
3.3.2 Instructional Procedures in the Main Study.....	83
3.3.2.1 The Conventional Instruction Used with the Control Group.....	83
3.3.2.2 Instruction Used with the Experimental Group .....	84
3.4 The After Intervention Procedures.....	86
3.4.1 Conducting the Post-test .....	86
3.4.2 Conducting the Post- questionnaire .....	86
3.4.3 Conducting Interview with the Experimental Group Students and the Teacher.....	86
3.5 Data Analysis Methods .....	87
3.5.1 Data Analysis of Pre- and Post-tests .....	87
3.5.2 Analysis of students' Questionnaires.....	87
3.5.3 Analysis of Peer Evaluation.....	88
3.5.4 Analysis of Classroom Observation.....	88
3.5.5 Analysis of Students' and Teacher's Interview .....	89
<b>CHAPTER FOUR: ANALYSIS AND DISCUSSION OF THE MAIN STUDY RESULTS.....</b>	<b>90</b>
4.1 Analysis and Discussion of Quantitative Data Results .....	90

4.1.1 Independent-Samples T-test Results of Students' Speaking Skills in the Pre-test.....	90
4.1.2 Independent-Samples T-test Results of both Group Students' Speaking Skills in the Post-test....	93
4.1.3 The Paired Samples T-test Results of both group Students' Speaking Performances in Each Component.....	95
4.1.4 The Paired-Samples T-test Results of the Experimental Group Students' Peer Evaluation on Participation to the Group Effort.....	103
4.1.5 Comparison of Both Group Students Participation in Speaking.....	104
4.1.6 Results of the Experimental Group Students' Attitude towards Cooperative Learning .....	110
4.2 Analysis and Discussion of Qualitative Data.....	111
4.2.1 Results of Classroom Observations of Both Group Students' Participation in In-class Oral Activities.....	111
4.2.2 Results of Interview with Students .....	116
4.2.3 The Results of Interview with the Teacher .....	120
<b>CHAPTER FIVE: SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS</b>	<b>125</b>
5.1 Summary of the Findings.....	125
5.1.1 Achievement in Speaking .....	127
5.1.2 Improvement in the Students' Participation in In-class Oral Activities.....	129
5.1.3 The Experimental Group Students' Attitude towards Cooperative Learning .....	131
5.2 Conclusions.....	132
5.3 Recommendations.....	134
5.3.1 Implications of CL for Classroom Instruction .....	134
5.3.2 General Recommendations .....	136
5.3.3 Recommendations for Further Researches.....	136
REFERENCES .....	138
Appendices.....	157
Appendix A: Participation Questionnaire in In-class Oral Activities.....	157
Appendix B: The Experimental Group Students' Attitude towards Cooperative Learning Questionnaire	158
Appendix C: Researcher's observation sheet:.....	161
Appendix D: Interview for Students .....	162
Appendix E: Interview for the Teacher.....	166
Appendix F: The Speaking Pre-test .....	169
Appendix G: The Speaking Post-test.....	172
Appendix H: The Analytic Scoring Scales for Assessing the Two Speaking Test.....	175

Appendix I: The Students' Speaking Skills Scores in the Pre-test .....	177
Appendix J: The Students' Speaking Skills Scores in the Post-test.....	181
Appendix K: Results of Control Group Students for the Pre-Test in Each Component of Speaking Skill	185
Appendix L: Averaged Results of the Control Group for the Pre-Test in Each Component.....	187
Appendix M: Results of Experimental Group Students for the Pre-Test in Each Component of Speaking Skill.....	188
Appendix N: Averaged Results of the Experimental Group for the Pre-Test in Each Component .....	190
Appendix O: Results of Control Group Subjects for the Post-test in each component.....	191
Appendix P: Averaged Results of the Control Group Students for the Post-Test in Each Component....	193
Appendix Q: Experimental Group Subjects' Results for the Post-test in each component .....	194
Appendix R: Averaged Results of the Experimental Group for the Post-Test in Each Component.....	196
Appendix S: Scores of Experimental Group Students' Post-Questionnaire on Attitude towards Cooperative Learning .....	197
Appendix T: Results of Peer Evaluation for Each Student of the Experimental Group .....	198
Appendix U: Peer Evaluation Form.....	199
Appendix V: Criteria for Peer Evaluation.....	199
Appendix W: Sample Unit of Teaching Material for the Experimental Group .....	200
Appendix X: Sample Unit of Teaching Material for the Control Group .....	245
Appendix Y: Sample Photos of Experimental Group Students Working in Cooperative Groups.....	268

## List of Tables

Table 1 : Differences between traditional group work and Cooperative Learning .....	38
Table 2: The Independent-Samples T-test Results of Pre-test .....	90
Table 3: The Independent-Samples T-test Results (Post-test) .....	93
Table 4: Paired Sample T-test Result of Grammar and Vocabulary.....	96
Table 5: Paired Sample T-test Result of Pronunciation .....	97
Table 6: Paired Sample T-test Result of Discourse Management.....	98
Table 7: Paired Sample T-test Result of Interactive Communication.....	99
Table 8: Paired Sample T-test Result of Overall Speaking Performance .....	100
Table 9: Paired-Samples T-test Results on Participation to Group Effort .....	103
Table 10: Students' Participation in in-class Oral Activities .....	104
Table 11: Results of the Experimental Group Students' Attitude towards CL.....	110

## ACRONYMS

AIR TELL.....	American Institute of Research - Teaching English for Life Learning.
CL.....	Cooperative Learning
CLT.....	Communicative Language Teaching
EFL.....	English as a Foreign Language
EGRA.....	Early Grade Reading Assessment
ELIP.....	English Language Improvement Program
ELIP.....	English language improvement program
ELT.....	English language teaching
ESL.....	English as a Second Language
GEQIP.....	General Education Quality Improvement Program
GW.....	Group work
IIE.....	Institute of International Education
KELT.....	Key English Language Trainers
KELTA.....	Key English Language Trainer Advisors,
MoE.....	Ministry of Education
NETP.....	New Education and Training Policy
NHT.....	Number-Heads together
SEDI.....	Staff and Educational Development International
SLCS.....	School of Language and Communication Studies
SNNPR .....	South Nation, Nationalities and Peoples' Region

# **CHAPTER ONE: INTRODUCTION**

This chapter is aimed at providing the context for this research. It starts with general overview of the English language. It then, describes the status and roles of English language in Ethiopia, current trends in learning and teaching of English in Ethiopia in general, and particularly in the context of higher education institutions in Ethiopia. This is followed by the place and significance of speaking skill in language teaching and learning, and cooperative learning in the context of Ethiopian higher education institutions as background of the study. Next, the chapter moves on to address statement of the problem, general and specific objectives of the study, hypotheses, the research questions, the significance and the scope of the study in that order. The limitation of the research is presented at the end of this chapter.

## **1.1 Background of the Study**

### **1.1.1 English Language: General Overview**

English has become one of the most dominant international languages of communication due to increased interactions between people who speak different languages. The significant roles it plays in various sectors of human life (social and economic) have also given rise to the dominance of English speaking in the world (Harmer, 2001). The English language is increasingly used across the globe in different fields and areas such as academics, business, aviation, science and technology, diplomacy, media, politics, trade, transport, tourism, and it is used in many countries as a medium of higher education, etc. (Cook, 2003; IIE, 20120). The need for good communication skills in English, in turn, has created an immense demand for quality in the English language teaching and learning. Because of these roles and significances, learners are interested in mastering English and many employers want their employees to have good English skills (Richards, 2006).

Generally speaking, the English language has established itself as a lingua franca and has become the language of world-wide communication (IIE, 2012). As a result of this fact, there has always been a growing need for good communication skills in the English language. In short, in this era of globalization, the English language is needed to produce competitive citizens, for success and advancement. In this regard, what is written in IIE (ibid) is as follows:

Today the need for effective use of English for communication is called upon every day, everywhere and effective English skills have become prerequisite for success and advancement in today's world of work. This calls for the need to produce citizens who can competitively and easily avail themselves to the world arena, which has already become a global village (p. 17).

Hence, the ability to speak this language can be an asset in the increasingly local and global workplaces. This is to say that being able to speak English accurately and fluently is a requirement of stakeholders and customers in many companies and organizations in the modern world of open economy (Gerrish and Lacey, 2010). To meet the demands of the global economy, therefore, English speaking skill becomes the medium for ease of communication (Khamkhien, 2010). Also its use as the working language in 85% of international organizations and its function as the main gate to get a better job, especially in multinational companies, have motivated a great number of people around the world to learn English as a Second Language (ESL) or English as a Foreign Language (EFL). Because of these facts, nowadays, we refer to this language as an International and Global Language (Crystal, 2003).

### **1.1.2 The Status and Roles of English in Ethiopia**

As a result of the above facts, Ethiopia is no exception and it has a need for a large number of competent English users who can interact within a global society. This is to say that Ethiopia as part of the global community, cannot deny that a good communication skill in the English language is one of the strategic keys to communicate and have relations with global community. In other words, in Ethiopia these days, there is a large demand for good English language command as it gives wider access to employment, opens doors for both local and international scholarship opportunities and provides access to almost all scientific materials. That is why the English language is widely exercised in education and other sectors currently in Ethiopia (Staff and Educational Development International (SEDI), 2012).

In general, as international lingua franca in Ethiopia, the English language serves as a medium of communication with international community (MoE, 2005). For example, as far as international relations of the country are concerned, Ethiopia communicates with foreigners or other nations mainly in the English language. It also serves as an official language for the international institutions of the country. To mention few of them, it is often the language of the

international aid organizations, Economic Commission for Africa (ECA), and African Union (AU). In addition, according to the Guidelines for Operating an English Language Improvement Centers (E.L.I.Cs) (2012), English language is the cornerstone in the development of Ethiopia's commerce, communication system, technology and education. Furthermore, English also serves as the working language for some national institutions such as the Ethiopian Airlines, banks, and Ethiopian Telecommunications Corporation. These organizations use English in order to get in touch with the international community.

In addition to what has been mentioned above, in Ethiopia, some public and private organizations also use English side by side with the government working language (Amharic). Regarding this, Amlaku (2010) pointed out that most government, public and private organizations use the English language side by side with the federal working language, Amharic, or as a sole working language in trans-boundary communications. As he further discusses, in Ethiopia some predominantly domestic sectors like House of Federation, Commercial Bank of Ethiopia, Private Real Estates and Ethiopian Telecommunication Corporation use the English language in their documents and websites.

Furthermore, in Ethiopia, the English language has also role in business and economy. In relation to this, Amlaku (ibid), citing Pennycook (2003) and Ouedraogo (2000), has written the following.

The role of the English language in business and economy is also one of the most important as it helps a nation become globally competitive, or at least beneficiary. The increasing use of the English language in most government and business sectors in Ethiopia hence, can be attributed to such global challenges and benefits (p.9).

In general, from the discussions so far, we can easily realize that a good communication skill in this international language is very significant. This is because it is anticipated that Ethiopia may face stiff competition from other countries including the ability to communicate in the English language successfully since this country is one of the members within the global community. For that reason, having good communication skills in the English language would be helpful to overcome global challenges and to be successful in international issues (i.e. relations, trade, commerce, etc.).

Another principal role that the English language has been playing in Ethiopia is educational. It plays a great role in the quality of education in Ethiopia. In relation to this, what is written in the document by IIE (2012: 10-13) is as follows:

When we talk about quality education in Ethiopia, the role that the English language plays cannot be oversimplified. Now, the challenge is to ensure that the quality of education matches the quantity. In particular, as long as English is the medium of instruction, teachers in all fields must have strong English language competency, and students must master the skills of comprehension and expression which are essential if students are to fully realize educational opportunities particularly at the university level.

Moreover, as it is clearly informed in the IIE document, the English language has been playing a central role in the education system of Ethiopia since the introduction of modern education in the country at the beginning of the 19<sup>th</sup> century. To mention at least the present scenario, the new Education and Training Policy (ETP) of 1994 of Ethiopia recognizes that the English language to be offered as a compulsory subject starting from grade one and to be used as a language of instruction in secondary (i.e. grades 7, 8 or 9 depending on the decision of a regional states) and at tertiary level of education (IIE, *ibid*, P.13).

These days, it is obvious that English in Ethiopia has become a very important language to students (especially to students of higher institutions). For example, it helps them do extremely well in their study and to prepare themselves for the competitive job market. Two fundamental skills (comprehension and expression) in English are essential if students are to fully realize educational opportunities at the university level. These skills will also provide tangible benefits to students as they move to the professional world. Furthermore, as international trade, investment, and communication in Ethiopia increase, those who can effectively interact in English with the rest of the world will be best positioned to succeed (IIE, *ibid*).

Besides, as we all know students who graduated from a university are expected to compete with other graduates who not only have good academic qualifications but also good communication skills in the English language. This is because some organizations nowadays may not only look at graduates' excellent academic results and select the best graduates who can deliver technical skills, but also those with the ability to communicate in English effectively(both in spoken and

written) in order to meet the demands of globalization. For example, graduates who are proficient in the English language may have better chances to be employed by multinational companies.

In short, based on the general overview of the English language in the world and its status and roles in Ethiopia discussed above in particular, we can be aware of that English is an important language in the development of Ethiopia's communication systems, technology and education; and has diverse contributions to the overall economic, social and cultural progress. Especially, our country's recent global and regional participation has increased the demand for people with proficient English speaking skills who are expected to communicate with the outside world and access modern technology. To sum up, today in Ethiopia, the English language is widely exercised in education and other sectors.

### **1.1.3 Current Trends in Learning and Teaching of English in Ethiopia**

It is undeniable that teaching and learning of the English language is very significant in Ethiopia. For example, the Ethiopian Ministry of Education has made the English language a compulsory subject beginning from grade one up to university level. As such, students start learning and improving the English as early as possible. This shows that due attention is given to the English language teaching and learning in the Ethiopian education system.

It is not only the Ministry of Education which has given due attention to the teaching and learning of English in the country, but also the society at large. For example, these days many Ethiopian parents (especially those who live in big cities) expect their children to learn English as early as possible. That is why these days many parents who are well-educated and live in big cities, invest in English tapes, videos and textbooks, and send their children to expensive kindergartens with native English speakers (or to the schools where there are well known or native like Ethiopian teachers who teach English like natives) and to schools with "English only" learning environments (e.g. Sand ford, St. Joseph, School of Tomorrow, etc. to mention very few in Addis Ababa).

Adults also want to learn the English language because they believe that they can apply for a higher position in their jobs if they have adequate English skills and competencies. This is obvious because different vacant positions these days request employees to have good command of both spoken and written English. Different professionals also need to learn and

improve their performances in the English language when applying for better positions in the assumption that they would be employed in sectors where services are given both in English and Amharic.

Therefore, considering its different purposes, learning the English language has continued to become more important in the current Ethiopian context. For instance, whether we travel or go abroad for further study, short term trainings, job opportunity, trade, etc., we must learn to speak English. This is because to broaden our perspectives and to experience the culture of various countries, to get knowledge from the English language speaking people, etc., we should cultivate our English ability in general and speaking skill in particular. In addition, proficiency in the English language not only benefits many people in their academic studies, career hunting and professional promotion, but also enables them to successfully pursue trade or work opportunities abroad.

With the rapidly developing popularity of learning the English language and the continuing emphasis on the importance of English performances and practices, some English language teaching learning reforms have been under consideration in Ethiopia. For instance, with the coming of the new government, a New Education and Training Policy (NETP) was implemented in 1994. This policy stipulated that the English language would be taught as a subject starting from grade one, and would be the medium of instruction for secondary and higher education. The policy prescribed student-centered education, and consistent with that, English for New Ethiopia was replaced by English for Ethiopia, which is said to be communicative, learner-centered, realistic and meaningful.

In short, thanks to the efforts of several international projects and organizations, the teaching and learning of the English language in Ethiopia has been considerably changing. Different attempts were made to improve the teaching learning process of the English language in the country. Among these, one attempt that was made to alleviate the problem of well-trained English language teachers was the launching of a program called English Language Improvement Program (ELIP) in 2002 with the support of the United Kingdom (UK) government. As much as possible this project trained Key English Language Trainer Advisors (KELTA), Key English Language Trainers (KELT), and English Language Trainees in a cascading process for four years (IIE, 2012).

Another project that needs to be mentioned is AIR TELL (American Institute of Research - Teaching English for Life Learning). This project was also very important as it helped in giving training to primary school teachers of English language and helped in the development of the English language teaching materials for grades 1,2,6,7, and 8. On the other hand, USAID has also supported the Ethiopian Ministry of Education (MoE) in conducting Early Grade Reading Assessment (EGRA) in English in support of the General Education Quality Improvement Program (GEQIP) and the establishment of English Language Improvement Centers (ELICs) in different institutions (colleges and universities) by the support of British Council. These are some of the positive steps that have been taken to improve the quality of the English language teaching and learning in Ethiopia (IIE, 2012).

Commonly speaking, the English language teaching has shifted from the traditional teacher-centered only (chalk-talk) approach to the communicative language teaching (CLT) approach to active learning and student-centered approach. In Ethiopia, CLT approach has been introduced and become the most prevailing after the introduction of the new Education and Training Policy (NETP) of the 1994. Accordingly, the syllabus for the English language teaching (ELT) has also been changed from structural- syllabus to that of communicative syllabus (Surafel, 2002).

Even though all such efforts have been done, there are thoughtful complaints often heard by many teachers of the English language either formally or informally about the low level of English proficiency of many students in all levels. For instance, many students who join universities and colleges can hardly express themselves in English. Sometimes it is also unfortunate to hear that many primary and secondary school teachers and even some teachers in higher education institutions of learning do not have the required level of proficiency in the English language (IIE, 2012). Furthermore, in IIE document the following is quoted in relation to our students' weaknesses in the English language.

Across Ethiopia, many have expressed dissatisfaction with the current status of the English language skills. This anecdotal perspective is backed up by research. For example, a May 2011 assessment of secondary school teaching found systemic weaknesses in English listening, reading, speaking, and writing skills. Unfortunately, many students who reach university carry those weaknesses with them (p.10).

This shows that there is a gap between theory and the actual teaching learning process in the English language classroom in Ethiopia. This is to say that even if we do different things to improve the teaching learning process of the English language in the country; our students still face problems in mastering the English language skills required of them. So, why is it that our students in all levels have a low level of English skills? If we [teachers of English language] are asked to answer such a question, we may mention many problems and try to suggest some solutions. But, it is difficult to get one exact and correct answer to this question. However, most of us might say that some applicable conditions need to be in place for students to develop and achieve effective English language skills. Alternatively, if we are forced to explain further what we mean by applicable conditions for effective learning, our explanations may vary widely, but most of us might include in our explanation: the syllabus, teaching material, teaching/learning activities, teacher education, learner motivation, teacher competence, new teaching learning approaches and methods, and many more (IIE, 2012).

As mentioned above, on the other hand we claim that we are following the communicative language teaching (CLT) approach that demands various prerequisites like small class sizes, pair and group works, and, of course, teachers who are well- trained in the approach. But, it is difficult to fulfill these and other demands in our context; yet, we have to try to do what we can. Questions such as: How can we incorporate the new approaches and methods? How can we implement them in our real classroom contexts with our particular students? These are may be some of the important questions to be answered in order to help our students develop their communicative skills in the English language in general and in speaking particularly.

Commonly speaking, the recognition of the fact that there is a missing link between the English language teachers' training and the reality of the classroom practice has promoted interest in conducting different researches in the area of the English language teaching and learning. For example, every school year, from primary up to tertiary level, a lot of researches on issues relating to the teaching of the English language methodology have been carried out for the purpose of professional development. Hence, conducting a research on "Effects of Cooperative Learning on EFL Students' Speaking Skills at Tertiary Level" is one.

#### **1.1.4 English Language Teaching in Higher Education Institutions in Ethiopia**

At tertiary level, the implementation of English as a medium of instruction in teaching and learning process requires students to use the language widely. It is obvious that students in higher education institutions usually use the English language for academic purposes such as listening to lectures, preparing assignments (both written and oral), making oral presentations and reading materials that are related to their fields of study. In addition, many academic books and online resources in most fields are also in English. Furthermore, in universities, English is a language of instruction, research, and publication. Hence, our students' good command of the English language in general and speaking skills in particular plays significant roles in their academic success in a university. This means that higher education institutions students' good command of the English language plays significant roles in their academic success during their stay in a university.

In Ethiopian higher education institutions, the English language is used as a service course for non-English major students. In this regard, Geremew (1999) explains that the English language clearly plays a supporting role for university students. Specifically, as he further explains, most students who join universities and colleges study other courses through the medium of the English language. The purpose of teaching the English language at tertiary level then is to help the students acquire proficiency in English which will in turn enable them to follow their university studies (Hailemichael, 1992). In view of that, currently, the English language is taught in higher education institutions throughout the country as a supportive course (i.e. course which helps students learn other courses successfully).

In government universities, two English common courses are compulsory. These are: Communicative English Skills (EnLa 2011) and Basic Writing Skills (EnLa 2012). "Communicative English Skills" is the course which is offered to first year students in the first semester for all departments including English majors except law freshman students (for they take the course named English for Lawyers). Communicative English Skills is an integrative course which is meant to help students develop their skills in listening, speaking, reading, writing, vocabulary and grammar. According to objectives stated in the syllabus, in this course, students are expected to learn the course by communicating with each other in the classroom to develop their communicative competence in the English language. In this regard, group work

(cooperative learning in our case) comes into play since it is a technique for helping or encouraging students to communicate naturally in the classroom.

As clearly discussed above, teaching the course Communicative English Skills should help students develop the four skills (listening, speaking, reading and writing). However, from his experience of teaching the course, the researcher of this study has noticed that most of the teachers pay more attention to reading, grammar and writing, but not to speaking and listening in anticipating the final written test. In particular, what the researcher has realized from the teaching material prepared by the instructors of the School of Language and Communication Studies (SLCS) to teach the course at Hawassa University seems totally focuses on reading skill and grammar though the course is meant to help students develop their skills in the English language communicatively (i.e. where more interactions among students is expected). But, if we carefully look the teaching material, there are reading passages along with comprehension questions, vocabulary; and much of the rest part is given for grammar notes. In the assumption of implementing CLT, there are very few activities which require students to discuss in unintentionally formed pairs or groups (See Appendix Y).

Another course which is offered in the second semester of the first year to all students, similar to Communicative English Skills, is Basic Writing Skills (formerly called Sophomore English). This course aims at helping university students develop their basic writing skills in the English language. In other words, the course is meant to help university students use the writing skills they get from the course for other courses during their stay in the university and in their real-life career in the future when writing in English is needed.

These two courses are compulsory to all university students across the country in addition to other courses offered in each field of study. Accordingly, the School of Language and Communication Studies (SLCS) is responsible to help university students develop their communicative English skills in general through the course Communicative English Skills and their writing skills through the course Basic Writing Skills. Hence, one of the four macro skills that should be mastered by university students and that helps them communicate with other people (i.e. with their instructors and/or classmates) is speaking. In addition to the two courses mentioned above, other most skills-based courses are also offered to English major students.

Therefore, by considering the significant roles it plays in higher education institutions, we should strengthen the English language teaching (ELT) at Ethiopian universities. Specifically, in addition to what has been stated in other sections above, according to IIE (2012: 25), we have to strengthen the teaching of English language in Ethiopian universities because of the following three basic reasons.

- Students need it due to global (comprehensive or widespread) education, employment opportunities, and mobility schemes;
- Faculty and researchers need it to take part in current developments in their fields; and
- University leadership, administration, and staff need it to develop and implement international cooperation and linkages.

Here, it should be noted that these are not the only reasons that make us strengthen the teaching of the English language in Ethiopian higher education institutions, but rather they are the basic ones in addition to other general reasons mentioned in sections 1.1.2 and 1.1.3 above.

### **1.1.5 The Place and Significance of Speaking in Language Learning**

Being able to speak a foreign language is not as such simple as we think of. In other words, speaking a foreign language correctly is perhaps the most difficult of all other skills. This is because when speaking, not only is a speaker required to put words together in an understandable way, but also he/she has to speak them in an intelligible fashion. In addition, when conversing with someone, an instant reaction or thought is called for. If, on the other hand, we take writing, there could be perhaps enough time to think about and to look up the words and expressions we are using in dictionaries, and, at the same time, there could be time for second thoughts and for going through what has been written again and again (Jones 1993). Moreover, a complete mastery of speaking requires long time experiences and practices for it is not a simple skill. In this regard, Luoma (2004:1) argues that: “speaking in a foreign language is very difficult and competence in speaking takes a long time to develop.”

In spite of its being the most difficult skill compared with the other skills, speaking has been given little or no recognition in educational thinking and certainly it has not been considered as a vehicle of learning (Haliday, 1990). Speaking has also been in many ways an undervalued skill. Perhaps this could be because we can almost all speak compared to writing and reading and so take the skill too much for granted. And speaking is often thought of as a ‘popular’ form

of expression which uses unprestigious 'colloquial' register. This relative neglect may perhaps be due to the fact that: "speaking is transient and improvised, and can therefore, is viewed as facile, superficial, or glib" (Bygate, 1993: vii). Hence, for these and other reasons, the first task of language teachers has been to ensure that children could read and write. In connection with this, Haliday (1990: 96) writes the following:

Once a child is literate, it is assumed that he or she can use written language as a tool for learning, in the same way that he or she has always learnt through spoken language.

By the same token, Richards and Rodgers (2001) comment that reading and writing are the essential skills to be focused on however, little or no attention is paid to the skill of speaking and listening in the traditional approaches (e.g. Grammar-Translation). On the other hand, historically foreign language teaching approaches have given primary importance to learning grammatical rules, description of sentence patterns, rote memorization of vocabulary, and translation of literary sources

But, in the face of the little recognition given to the spoken language in educational thinking, the dynamic changes and developments in methods of language teaching throughout history reflect changes in the kind of proficiency learners need, such as a move toward oral proficiency rather than only reading comprehension and writing. For example, as Richards et al (1989:11) emphasizes: "reading comprehension is not the only goal of language study. On the other hand, Brown et al (1984: 5) also stated that: "Written language alone could not give the necessary competence in a foreign language as the students have been devoid of the sort of spoken language which is highly valued within the educational system."

Furthermore, scholars and teachers who have been able to see the essential role of the spoken language in second/foreign language teaching have begun to give recognition to the learning potential that the spoken language has. And henceforth, they have started to assign a certain place for spoken language in their class activities. In fact, this has been noted and determined by the pattern of speech roles that the spoken language sets up in the actual teaching and learning classroom. For instance, as Haliday (1990: 96) underlines: "it is quicker and more effective to check whether a student knows the answer by asking a question orally in class than by setting a reading and writing tests every time."

As mentioned above, though speaking is the most difficult skill and even if it has been given less attention in English classes, it has various significances in general and for students in higher education institutions in particular. In a broad sense, speech in a language we speak has different significances. In view of this, what Lindsay (2006:58) pointed out is as follows:

Speaking, as a skill has its own place in a language we speak for many reasons like to be sociable, because we want something, because we want other people to do something, to do something to someone else, to express our feelings or opinions about something, to exchange information, and so on.

By and large, speaking is a means of socializing oneself with others in and outside the classroom (Richards, 1989). It also increases students' confidence by reducing tension and of internalizing pronunciation, stress and intonation of a language (Oxford, 1990). Moreover, as Littlewood (1981:37) states: "speech is the primary manifestation of a language which may provide a key to establishing a transition for all students between the spoken and written modes." He also continues to explain that practicing speaking in English classrooms can improve one's ability of speaking which in turn plays its own role in writing, too. That is to say ability to speak correctly can also assist ability to write correctly.

What's more, speaking is a means of increasing the students' confidence, building a warm, uninhibited, and sympathetic relationship among the students and between the teacher and the students. It is also a means by which students can see the practical and tangible value or use of the language as they speak and interact through it (Brown et al, 1989). Bygate (1993: viii) on his part asserts that:

From the teacher's practical activities and the research studies conducted concerning its importance and place in language teaching-learning, speaking has come to be understood as a vehicle of language learning through which much language is learnt.

The other reason why we teach speaking in the language classroom is that it is a good source of motivation for students. In this regard, Nunan (1991) points out that success is measured in terms of the ability to carry out a conversation in the target language. For the students who have ability to speak English eligibly, they want to speak English; they know to express themselves

in English. Thus, they always speak when possible. But those who are not good at speaking, do not want to speak during group activities. As a result, they soon get de-motivated and lose interest in learning English. In addition to this, in the English speaking class, if the speaking activities are organized in the suitable way, speaking can have a lot of fun and therefore, can raise motivation in the learners. If students are motivated to speak English in groups in the class and if speaking is practiced successfully, the other skills can also be improved through it.

Speaking has also a positive impact on students' educational and professional development. Educationally, speaking reinforces students' grammar, vocabulary, and functional language, allows them to experiment the language in different contexts, improves their English level and provides them with the opportunity to study in an English speaking country. Besides, speaking is also a medium to study other subjects or courses and obtain success in examinations. On the other hand, professionally, speaking enables learners to maintain better future careers and gain promotion, as governments, organizations and companies currently look for and appoint the staff who can speak and write English very well for the purpose of communicating with other people. So, speakers of foreign languages have more opportunities to get jobs in such companies and organizations. For instance, a student who can speak English well may have greater chances for further education, of finding employment and gaining promotion (Baker and Westrup, 2003).

Speaking is also very important specifically for students at university. It is sometimes believed that in universities, writing is more important than speaking. Perhaps, this view arises from the perception that most assessments of students (both coursework and examinations) still seem to involve mainly writing rather than speaking. Despite the fact that there is some truth in this, it is becoming less easy nowadays to gain an undergraduate or postgraduate degree qualification without investing at least some effort in developing speaking skills. Why are spoken communication skills so important at a university? Many courses now include assessed presentations, and even negotiation and discussion tasks may be assessed on some courses.

Amongst other things, students will probably need good speaking skills at university to:

- engage actively in class/seminar discussions.
- give a paper presentation at a seminar – sometimes the paper may be assessed by the tutor, peers or by the student himself/herself (or perhaps a combination of all three of these).

- answer questions from their instructor or fellow students.
- discuss their course with other students informally, outside the classroom.
- get help from fellow students or from the instructor about essay titles.
- socialize with other students by participating in clubs and societies, or even just by talking to others within their accommodation (lodgings).
- ask for help if and when they need it, and understand the advice they are given.
- attend a job interview in English.

In addition, if they are research students, they need to have competent spoken skills in order to:

- communicate effectively with their peers, both socially and professionally.
- ‘network’ effectively at conferences and other research events.
- be successful in their MA or MSc Defense and Ph.D. viva (oral examination).
- conduct any research required and communicate with their supervisor.

Moreover, students in a university may have specific needs and interests in terms of speaking in the target language. For example, they may need to talk socially to native speakers, they may need to discuss their studies in institutions where the English language is the medium of instruction, or they may need to use it for businesses or professional purposes, such as doctors in towns or cities visited by foreign tourists, as engineers working with foreign colleagues, or as receptionists welcoming international tourists or guests, and so forth.

Thus, by realizing the high importance of speaking skill in EFL programs mentioned above, it is important to find and use better instructional methods, teaching materials, activities, media, and other requirements that will help the learners master speaking skills. There are various methods of cultivating university students’ speaking skills. In this regard, CL (carefully-structured group work) may be seen as a method that possibly encourages students to speak more in the class. In supporting this view, Gumperz (1999: 101) quotes that: “speaking is cooperatively constructed which is based on contributions, assumptions, expectations, and interpretations of the participants’ utterances.” Therefore, applying cooperative learning (CL) into speaking skill teaching will be the focus of this paper.

### **1.1.6 Cooperative Learning (CL) in the Context of Ethiopian Higher Education Institutions**

Ethiopian students who join universities come from different parts of the country and from different backgrounds (educational, family, culture, etc.). Some are from urban, some are from rural, and others are either from private or government schools. Some students come from illiterate families, and some from well-educated ones. And so, their educational background, learning style, culture, etc. are also different. These learners do not have only age, gender and culture differences, but they have also differences in their own individual approaches, talents and interests in the classroom. This is to mean that they have different abilities and skills in all courses in general and in the English language courses in particular. For example, students who are well exposed to the English language (either in schools or families) may have little problems communicating their ideas in English when doing group work compared to those who come from rural areas with less exposure to the English language.

It is obvious that every student has his/her own ability, skill and learning strategies. As a result, they may have different abilities in speaking too. For example, some of them may be fluent in speaking, because they may be good at grammar, they may have enough vocabulary and appropriate and acceptable pronunciation, but others may not be able to speak English well, because they may not have enough vocabulary and poor at grammar, or unable to manage discourse, etc.

Now, the question is: “What is the advantage of learning in a group for these students of diverse backgrounds?” Laird (2005) refers to learner diversity as an asset to be capitalized on to promote profound, meaningful learning. Sarasin (1999) also acknowledges the values of learner diversity. He explains that we can improve our courses because our classes benefit from the diversity of our students. Diversity here refers to the heterogeneity (i.e. different abilities and skills) of students in a class. Thus, when we form groups in the English language classes, we should consider heterogeneity (students with mixed abilities and skills) within the group. Forming heterogeneous group is one of the basic principles that distinguish CL from other forms of group learning activities in language classes.

Learning in a cooperative group has many advantages in the English language classrooms. That is why in recent years, English as a foreign (EFL) or English as a second language (ESL)

literature has been widely researched and supported the concept of cooperative learning (CL), the grouping and pairing of students for the purpose of achieving an academic. In short, CL strategies have occupied a prominent place among language learning strategies (Mohsen & OmidTabatabaei, 2012).

Specifically, cooperative learning (CL) provides some techniques which help students develop their communicative skills in language classrooms. For example, it can improve students' speaking skills through activating individual student's participation in in-class oral activities. It also implies full participation of both the teacher and the students, and the interaction of student with student (Rivers, 1994). In addition, CL also leads to the capability of asking and answering questions, which on the other hand, will lead the students into the use of listening and speaking as a communicative strategy. What is more, CL introduces a wide range of topics into the speaking classroom, which can lead the learners to a free interaction.

Even if cooperative learning (CL) has the aforementioned advantages, do we [teachers of English language] really implement it in Ethiopian higher education institutions? How can we implement it? Do we have a teaching material that incorporates the principles of CL and which distinguish it from other kinds of group learning? We all may not have the same answer for these questions. But, whatever answers we may have, its advantages discussed above indicate that it has to implement in language classes.

To implement CL therefore, the first thing that we need is appropriate activities for it is through different CL group activities that students practice speaking. So, appropriate activities should be designed in a teaching material. In line with this, the researcher of this study has realized that the teaching material designed to teach the course "Communicative English Skills" does not incorporate the principles and techniques of CL. In the teaching material, for example, there are instructions like: Discuss the following activities in groups of three or four without having any procedures. This shows that there are no carefully-structured group work activities in the already existing teaching material for the course Communicative English Skills in the case of Hawassa University (See appendix Y).

And so, by considering the significances of cooperative learning, the researcher of this study was motivated to conduct a study on co-operative learning at tertiary level to help students actively participate in in-class oral activities and develop their speaking skills. Thus, the

assumption (hypothesis) in this study is that CL can provide a more effective and less anxiety-provoking opportunities for the students to gain enhanced fluency and confidence in their English-speaking skills which, in turn, could benefit them in studying other university courses that require speaking as well as later in their professional careers.

## **1.2 Statement of the Problem**

As stated in 1.1.5 above, although speaking skill is very important and even if our higher education institutions' students have learned English for at least 9 or 10 years, many of them are not good at speaking. For example, most instructors at Hawassa University who teach the course "Communicative English Skills" are frequently heard saying that many of their students from all departments often express a feeling of anxiety when asked to speak, are unwilling to speak during classroom hours and often are reluctant to participate adequately and effectively during group work activities. Another frequently heard complaint informally among instructors of English language is that silence seems to reign in the university classroom particularly in English language courses where marks are not awarded for participation in in-class oral activities and individual contributions to group effort.

From his experience, the researcher has also noticed that most undergraduate students always face problems in speaking and remain silent, unmotivated and show passive participation in classes during oral group work activities. They often speak haltingly with a lot of pauses, repetitions, errors; and their speaking performance at most does not exceed word level and in the best cases it takes the form of short sentences which lack accuracy and fluency. Likewise, as Berhanu (2000) and Mekonnen (1998) show, even if many of our university students spent 8 or 9 years in learning the English language, most of them are poor at speaking. Furthermore, Amlaku (2010:12) also claims that: "students who join colleges and universities are unable to express themselves in English well." These problems in turn may pose problems for students as some courses' assessments require them to orally express their ideas.

What are the causes of the problems? How can our students be helped to develop their speaking skills to communicate freely and express their ideas clearly? These are apparently some of the questions troubling many teachers of English language. The problems of teaching and learning the English language in general and speaking in particular relate to teachers, learners and teaching methods. For example, to maximize their own talking time, most teachers teach by

lecturing only and provide insufficient opportunities for students to practice speaking. They focus on grammar rules instead of language use and make fun of students' spoken errors and pay more attention to the speakers from brilliant students only (Lochana and Deb, 2006; Ellis, 2003). To solve such problems, the teaching/learning process has been shifted from teacher-centered approach to student-centered approach where group work has received a growing amount of theoretical and practical support, particularly in encouraging students' oral practice or rehearsal (Gillies and Ashman, 1994 and Lamberights, 1994).

Though the effectiveness of group work is well- documented, we are also acutely aware of its problems and failures. These are the reasons why many students resist working in groups and some teachers avoid using group work in their classrooms. Several problems often occur in its implementation. Motivation of participants to speak has been noted to be one of the most serious problems in group work. Some group members are reluctant and uncommitted; always keep silent and do not contribute any idea to the group effort and they also resist working in groups. Others reduce their input into a group when they experience free-riding. So, members who complete most of the group work feel abused and show negative attitude towards group work activities. This means responsibility within the group is not divided equally. What's more, as Berhanu (2000: 2) writes, the possibility of "free- riders" (those who do not participate and contribute, but take credit for group effort), and "suckers" (hard workers who slacken off) is wide open in group work.

When teaching the course Communicative English Skills, the researcher himself sometimes couldn't organize his students to work successfully in groups. Most of the students were very shy and reluctant to actively participate and contribute their ideas to the group effort. Most of the time they preferred to keep silent when they were asked to do some oral group work activities. During group work, the active ones talked a lot and tended to dominate, monopolize and also tried to inhibit the participation of others. Even some active students sometimes did not want to work with weaker partners when they were put in the same group. On the other hand, the average students spoke some and the weak ones seemed to keep silent and showed the tendency to withdraw and sit still listening to their domineering partners most of the time. To solve such problems, the researcher tried to use some strategies like choosing interesting topics, encouraging the weak ones to speak and asking the active ones to help their friends and keep

asking questions to force them speak and giving speaking tests to arouse motivation. But, these strategies did not help them be motivated a lot and actively participate in in-class oral activities.

Another big problem which the researcher noticed from his experience of teaching is that most of the time we teachers of English consider that any type of group work is co-operative in nature. Actually cooperative learning method is not just group-learning. Any group work activities associated with CLT are not equivalent to CL as the small group format is not the essence of CL, and nor does it underutilize cooperative learning principles (Johnson, Johnson, 1994). As these scholars emphasize, all cooperative learning is group work, but not all group work is cooperative learning. Though group work has a role in education, it is not as powerful and effective as CL (Amy 2007). By asking some teachers of English language, the researcher realized that most of them consider that CL is merely another name for group work and gathering learners together in a group is a guarantee that the students will work together cooperatively (See pages 38-46 for the difference between traditional group work and CL).

If we carefully observe the application of group work in our higher education institutions (Hawassa University in this study case), it seems that teachers do not apply the basic procedural techniques which are addressed in well-structured CL group and when implemented which distinguish it from other forms of group work. The researcher has also observed from his experience that most instructors of English language (including the researcher himself) have been using is traditional group work which is not carefully-structured and does not include the techniques of CL. For instance, we simply tell students to get into groups and discuss the given activity. In this kind of group work, if there is one active student who can do and report the whole group activity, that group is assumed as an active even if all the others in that group do not understand the task. Another evil of this kind of group work is that all students get equal marks in that group activity. So, simply placing students in groups and telling them to work together, however does not mean that they will do so or be able to. Group work may not in itself promote higher achievement and increase students' participation in in-class oral activities (Johnson, Johnson & Johnson-Holubec, 1991).

Furthermore, as the researcher observed, the one-to-five group organization which we [teachers of English language] are trying to implement in Hawassa University case for example, is quite similar with traditional group work. This is because when we form a group which consists of

five students where one student (probably the one who is academically better than the other four) is appointed as a leader and the others merely as members. This shows that the four members do not have an active role as that of the leader. Though the one-to-five group organization is an alternative to traditional method of teaching (e.g. only whole class teacher-centered), it lacks careful structuring of groups. This is to mean that it is not in line with the principles of CL discussed in the literature section for two basic reasons. First, all the students in a group are not assigned different roles to play and the roles are not switched off (i.e. One student is not given different roles at different times). Second, in the teaching material of the control group for the course Communicative English Skills, we do not see CL techniques (e.g. think-pair-share, three-step-interview, etc.) which distinguish it from other forms of group work (See Appendices X and Y for the differences).

All the problems in group work can; however, be corrected if groupings are carefully-structured (Berhanu, 2000). What does it mean carefully-structured grouping? What are the right circumstances which make group work as effective as possible? The fundamental feature causing the aforementioned problems was really a big question for the researcher. He kept on finding the ways to get all his students equally participate and contribute their ideas to the group effort in the classroom speaking activities and improve their speaking skill. During the search, he found some articles and books on implementing CL method as an alternative means to solve problems of traditional group work, to improve students' participation in in-class oral activities, and to help them develop their speaking performances.

In our context, even if some researchers (Alamirew, 1992; Berhanu, 2000; Mulat, 2007) conducted studies on group work, none of them investigated the structure of group interactions. This means no study has been conducted in carefully-structuring group work activities and designing teaching material by incorporating the techniques of cooperative learning (CL). In addition, though some local researchers (Luel, 2014; Mohammed, 2009; Seid, 2012; Seifu, 2005 and Wondwosen, 2008) conducted studies on cooperative learning (CL), as to the knowledge of the current researcher, none of them investigated its effects on students' speaking skills at tertiary level in Ethiopia. Consequently, for all the above reasons, it is strongly anticipated for the researcher to propose cooperative learning as a method to improving speaking skills and participation in in-class oral activities for the first-year students' of English Department at Hawassa University.

### **1.3 Objectives of the Study**

#### **1.3.1 General Objective**

This study was firstly aimed at examining effect of cooperative learning (CL) on improving students' speaking skill and fostering their active participation in the speaking lessons in the context of in-class oral group work activities; and to see the students' attitude towards cooperative learning (CL) method itself at Hawassa University.

#### **1.3.2 Specific Objectives**

The specific objectives of this study were to:

1. Identify if cooperative learning method would enhance students' speaking skills better than the conventional method.
2. Examine if learning speaking through cooperative learning method makes students improve their participation in in-class oral activities.
3. Find out the students' attitude towards cooperative learning method.

### **1.4 Hypothesis and Research Questions**

In order to find out the fact that whether cooperative learning (CL) improves students' speaking skills and participation in in-class oral activities, and to see the students' attitude towards cooperative learning method, this study was designed with the following hypothesis and research questions:

#### **(a) Hypothesis**

**H<sub>0</sub>:** Cooperative learning does not bring statistically significant difference in the students' speaking skills.

**H<sub>1</sub>:** Using cooperative learning method would improve the students' speaking skills better than the conventional method does.

#### **(b) Research Questions**

1. Does cooperative learning facilitate greater students' verbal participation in in-class oral activities?
2. What is the students' attitude towards cooperative learning method?

### **1.5 Significance of the Study**

This study is expected to help teachers of the English language determine the effectiveness of using cooperative learning (CL) method in teaching speaking skill in the EFL classrooms. So, the study will possibly provide teachers of the English language in higher education institutions with the rationale to carry out carefully-structured oral group work activities in order to improve their students' speaking skills. That means the study will give suggestions to EFL teachers to develop productive and effective group work activities that can help students to practice speaking. In consequence, teachers will be mindful with the advantages of cooperative learning in the teaching learning process of the English language in general and speaking skill in particular. This, in turn, will increase planning, learning and discussion skills; and eventually improve students' speaking skills.

The findings of this study will also help teachers of the English language at tertiary level have a right outlook about using cooperative learning(CL) to motivate their students to speak more, to overcome the problem of students' reluctance in the traditional group work activities and to increase their students' active participation in in-class oral activities. In simple words, the study is predictable to serve as a source of reference for teachers of the English language on the teaching of speaking skills, especially for those who concern cooperative learning as one of the educational innovations which have the best and the largest empirical basis.

In addition, the outcome of this study would form the basis for further research that could potentially determine whether or not CL method should be promoted as a teaching-learning strategy within the tertiary level English language education in Ethiopia. This is because there is a shortage of research in the field of the English language instruction concerning the effect of CL method on developing students' speaking skills. Furthermore, the results of this study may contribute to the literature in the area of CL, and as a result, the coming researchers can conduct further researches in this field by extending it to other educational levels.

Generally speaking, the results of this study may be disseminated to the following groups and offices in Ethiopia.

- ☞ Teachers who teach English at tertiary, secondary and elementary levels to convince to use cooperative learning method for academic achievement of their students.

- ☞ Curriculum Wing of the Ethiopian Ministry of Education (MoE) and to the Regional Bureaus of Education since these results may serve as guidelines for revising/improving English courses for university, secondary and elementary classes.
- ☞ Planners and policy makers to take useful decisions and allocate the proper amount for training of the teachers in cooperative learning.

### **1.6 Scope of the Study**

Within the scope of the study, the study focused only on the effects of cooperative learning (CL) in improving speaking skills of the first year students of English Department at Hawassa University in 2013/14 academic year. This means because of time and resources limitation, only 64 students who learned the course “Communicative English Skills” were involved in the study. In addition, though the students learned all the four macro skills (speaking, reading, listening and writing) and grammar in the course, the research was restricted to examine the students' speaking skills only. This means the participant students were measured merely their speaking skills in correlation to the application of an intervention (i.e.CL), but the study was not supposed to measure their general proficiency in the English language. This was done as it was impractical to test the students in all the skills in such a single study. Besides, the researcher has no ambition to cover all techniques of CL. This is because as it is known, CL method has many techniques, but in this research, the researcher limited only on the following seven techniques which he thought were appropriate to help students practice speaking (See pages 53-57 in the literature section for the description of each of the following CL techniques).

- 1) Think-pair share      3) Number-Heads together      5) Timed-pair-share      7) Team Interview
- 2) Three-step interview      4) Group discussion      6) Round robin

### **1.7 Limitations of the Study**

All researches have limitations associated with the process involved and this applies to this study as well. There were a number of limitations that have been identified and considered as constraints in this study.

1. During the pre-speaking test, some students could not answer the questions within the allowed time as they did not understand the questions. Therefore, the examiners had to repeat the

questions up to the time they made the students respond. As a result, a few questions took much of the time to complete.

2. The time limit of the study may affect the oral production of the students. This means if the study time had been longer, the results might have been different.
3. While collecting data through interview, at the beginning some students did not show interest to be recorded. However, all the necessary actions were taken to solve these problems to make the study complete. For example, the researcher convinced the interviewees that their responses would be anonymous as they were not asked to tell their names, and that they would not be video- recorded. And also the researcher told them that the interview was only for research purpose. Finally before starting the interview, all the nine interviewees from the experimental group agreed to be interviewed. In this way, after the agreement had been made, the researcher was able to conduct the interview smoothly.
4. In addition, the style of the questionnaire was self-report, and the results may not be objective enough for generalization to that of a larger scale of the tertiary level students in all universities and departments in Ethiopia.
5. The research would have been more comprehensive if more number of teachers and students in other universities and departments had been involved. However, to include all these would make the study unmanageable for the researcher so far as time and resource constraints are concerned.

## **CHAPTER TWO: LITERATURE REVIEW**

This chapter first of all briefly discusses speaking skill. The chapter provides the definition of speaking skill, the role and goals of speaking skill in an EFL classroom, the importance of using integrated skills in teaching speaking, classroom activities and techniques for teaching speaking skill, speaking difficulties and assessment and rating scale of speaking skills. Then, the chapter goes on to discuss cooperative learning (CL) in general and in language teaching in particular. It provides background on CL in terms of its theoretical perspectives, principles, and techniques; and discusses the differences between CL and traditional group work. The discussion encompasses the connection between second/foreign language learning and cooperative learning, focusing in particular on theoretical roots to CL. The main features will be taken into consideration, namely, theoretical background of cooperative learning and cooperative language learning, benefits of CL and the relationship between cooperative learning and speaking skill and how CL helps students develop their speaking skill. Participation and attitude are also discussed in this chapter. In the final section of this chapter, conceptual framework of the study is stated in diagram.

### **2.1 Speaking Skill**

#### **2.1.1 Definition**

Language experts have given many definitions of speaking. Among these, some of them which are related with the purpose of this study are presented below.

Speaking is the most commonly used form of communication, both in everyday life and in the classroom settings as maintained by Chaney et al. (1998:13): “The process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.”

According to Johnson and Morrow (1981:70), speaking which is popular with the term ‘oral communication,’ is “an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of a high level.” In this definition, the essential components mentioned to exist in speaking are the speakers, the hearers, the message and the response. Therefore, both the speakers and the hearers should agree on the message and/or meaning being talked through acceptable language.

Nunan (1999:216) also defines speaking as: “an interactive process of constructing meaning that involves producing, receiving and processing information.” He further explains that speaking requires the learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary ("linguistic competence"), but also that they understand when, why, and in what ways to produce language ("sociolinguistic competence").

From the definitions above, it can be concluded that speaking is an ability to say something which comprises the ability in using the words in the correct order, correct pronunciation, right grammatical form, and meaningful context (fluency) and choosing the appropriate words (vocabulary) in the process of interpreting and negotiating meaning in conveying messages to establish and maintain social relationship.

### **2.1.2 Goals of Teaching EFL speaking**

Speaking skills are the fundamental issues in the teaching learning process of a foreign language. According to Kayi (2006), teaching speaking means to teach ESL/EFL learners to:

- Produce the English speech sounds and sound patterns.
- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize and manage their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which is called fluency.

It is widely viewed that being able to speak a language is as knowing the language and therefore, learning the language as learning how to speak the language as Nunan (1991:39) wrote “... success is measured in terms of the ability to carry out a conversation in the language.” In fact, the mastery of speaking skills comes at the first rank of the teaching/learning process as cited by Richards (2008:19): “The mastery of speaking skills in English is of priority for many second or foreign language learners”.

However, in the traditional teaching method, speaking is neglected or, and not given its right during the class time since the teacher dominates the class talk all the time. This causes the learners to have diminutive opportunity to make their contributions. Though speaking is fundamental to human communication, it is neglected or given less time in language classes. If

the goal of language course is truly to communicate in the English language, then, speaking skill should be taught and practiced in the classroom. This is because it can be a lot of fun raising, general learner enthusiasm and making the classroom a dynamic and effective environment for the learners as well as for the teacher (Al Mashharawi, 2006).

In contrary, the communicative language teaching (CLT) approach calls for decreasing the teacher's talking time and increasing the students' talking time. This comes as a result of providing the learners with opportunities to speak through cooperative independent activities. In line to this, Harmer (2001:47) says that "Communication is the central feature in teaching and learning language. It is, between students, creates opportunities for them to participate in the negotiation of meaning, to perform a range of language functions, and to attend to both language forms and functions." So, from the above discussions, we can easily comprehend that the goals of teaching speaking in the EFL classes is to help students develop their communicative competence.

### **2.1.3 The Importance of Using Integrated Skills in Teaching Speaking**

As Harmer (1991) suggests, one skill cannot be performed without another. For example, it is impossible to speak in a conversation if we do not listen as well, and people seldom write without reading. Since the four language skills of listening, speaking, reading and writing are interrelated and interacted with each other, it may be suggested that the four basic skills should be taught inclusively rather than separately. In this regard, Byrne (1986) argues, the importance of integrated skills activities as follows:

- a) They provide opportunities for using activities naturally, not just practicing it.
- b) Many pair and group work activities call for a variety of skills sometimes simultaneously, in order to involve all the learners.
- c) Students seem to learn better when they are engaged on activities more than one skill.

Therefore, when we teach oral English, we should get the students involved in an oral communicative activity to do some writing or reading or listening in order to accomplish the task which the activity asks them to perform. In addition, activities of different skills (writing, reading or listening) also provide opportunities for cooperative learning discussions. These are the reasons that made the researcher choose an integrative course (i.e. Communicative English Skills) for the purpose of this study.

### **2.1.4 Classroom Activities and Techniques for Teaching Speaking Skill**

In countries where English is the mother tongue, students hear the spoken language outside the class regularly and then without any mindful efforts they imitate and perform their own utterances on the basis of what they have heard. Progressively, they come at a stage where they can speak like people around them. This shows that practicing speaking outside the class is the role of listening. But this does not work in countries like Ethiopia where English is not spoken in everyday situations. This is to say that there is no regular access for students to listen to people speaking English outside the class.

Therefore, in countries where English is taught as a second/foreign language, students need to practice speaking regularly inside the classroom through performing different activities. In this regard, O'Malley and Pierce (1996) suggest that different kinds of speaking activities are appropriate at different levels of proficiency. This means learners should be given ample practice in the classroom to express themselves in situations where they can use spontaneous language. This is because practice activities serve the teaching learning goal of speaking skill. In supporting this view, Lee (2000:31) also notes that: "the use of variety of different tasks in language teaching is said to make language teaching more communicative since it provides a purpose for classroom activity." In this way, if we assume that speaking skill in EFL is an essential part of language learning, teachers must provide activities that involve interaction among learners.

In order to implement the speaking activities, there should be some techniques to be used in speaking classes. Hence, effective teachers of English language should use techniques like group work, role-play, problem-solving and discussion which encourage students to perform different speaking activities and take communicative initiatives. In this way, they can provide them with a wider and richer experience of using the target language as much as possible. These techniques are discussed briefly as follows.

#### **2.1.4.1 Group Work**

There are a lot of ways to organize a classroom in teaching speaking skill, such as "teacher-fronted interaction", "small group," etc. (Bygate, 1997). Regardless of the need for whole-class teaching and individual work, or "seat work" in language classroom, the use of group work has been given emphasis to as another interactional dynamics of language classroom. A group work

is a classroom situation where students are working within smaller units. Through interacting with each other in groups, students can be given the opportunity to oral exchange. For example, the teacher might want students to predict the content of reading a text of five paragraphs. Then, they are divided into five groups. Each group has to select a paragraph to scan and formulate questions to test the comprehension of the other groups. In such types of activities, the aim is to get all students involved in oral interaction: asking and answering questions, agreeing and dis-agreeing certain points of paragraph and proposing modifications. These kinds of activities boost the participation all the students in the class.

Long and Porter (1995) also reported that group interaction in the class allows more talk for each of the students and a greater variety of talk. As they further explain, in groups students spend more time negotiating the meaning and checking through questioning, responding and giving explanation, which all use the target language. Besides, setting of a group work is more natural than that of a whole- class method. This is because it resembles the real life conversation. And this is why organizing class within group work is one of the best ways to teach speaking skill.

#### **2.1.4.2 Role-plays**

Another technique through which students can practice speaking in the classroom is role-play. Students can derive a great benefit from role-play activities. For example, it can be used either to encourage general oral proficiency or to train students for specific situations especially where they are studying English for specific purpose (ESP). Role-play is an authentic technique as it comprises language use in real interactive contexts. It also provides a format for using elements of real-life conversation and communication. Role-play is an individual's spontaneous behavior reacting to others in a hypothetical situation. In this way, it invites students to speak through a fictitious identity in an imagined situation to present the view of a person without necessarily sharing them (Forrest, 1992).

#### **2.1.4.3 Problem Solving**

The third technique that is suggested to help students practice speaking in the class is problem-solving group activity. It is an activity in which a group of students who work together to solve a problem by collecting information about the problem, reviewing that information and finally making a decision based on their findings. This technique is used to group together a range of

activities which require the learners to find solutions to different kinds of problems. To clearly put, problem solving tasks prompt more interactions among students as the problem solving tasks range from the imaginary to the more realistic. The latter involves processes which have some kind of realistic applications in which students become involved in an effort to achieve goal. In such activities, students are involved in pooling information to solve problems through oral expressions and negotiation of meanings (Nunan, 1989).

#### **2.1.4.4 Discussion**

Discussion is any exchange of opinions and ideas either on a class basis with the teacher's role as a mediator and to some extent as participator, or within the context of a group work, with the students talking among themselves. Discussion may be an end in itself for developing oral expression through exchange of ideas, arguments, opinions and points of views. For example, all students can be asked to read a book or story which can be discussed in one session upon completion of the reading. Discussion groups can last from one to two or three sessions depending on the length of the book. Some benefits of discussion for SL/FL learners include increased comprehension levels; opportunities to develop speaking and listening skills and increased participation of quiet and shy students and more time for teacher observation of students' actual learning in the classroom.

Discussion activities are often employed for advanced language learners (university students in our case). These activities can serve as the basis of spontaneous interaction. Lindsay and Knight (2006) pointed out that in such activities, students are supposed to give their opinions or receive others' opinions, they can speak freely without being told what to say or not by the teacher, but rather they should be only informed what to talk about and given enough time to structure what they wish to say. However, Thornbury (2005) says that many teachers agree that the best discussions are those that arise spontaneously either because one learner reports something personal or because the topic of the course book arises discussion.

#### **2.1.5 Speaking Difficulties in Foreign Language Learning**

Many people regard that speaking is difficult. Learners even those who know about the system of a foreign language, often find some difficulties when practicing speaking. This is because practicing speaking in foreign language is not as knowing about this language. This is in line with Echevarria, et al. (2008) who point out that there is a difference between the knowledge of

how things must be done and the ability to do these things is crucial in the learning process. There are four primary spoken language problems which are adapted from different sources in getting students to speak in the foreign language classroom.

#### **2.1.5.1 Inhibition**

This refers to the problem when learners try to participate in the classroom, but many factors stop them to do so. Littlewood (1999:93) argues that “it is too easy for a foreign language classroom to create inhibition and anxiety.” Such factors refer to the feeling of shyness and fear of making mistakes and these are due to the ill- development of communicative skills and the feeling of linguistic inferiority. Students fear to make mistakes especially if they speak to critical audience. In relation to this, Ur (2000), states that learners are often inhibited about trying to say things in a foreign language in the classroom. They are worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts. In view of this, Bowman et al. (1989) also argue that in teaching speaking, we teachers of English ask our students to express themselves in front of the whole class. This leads many of them to experience the stress when doing speaking activities. So, stress and anxiety are two other factors that can stop the students from speaking confidently in front of their classmates.

#### **2.1.5.2 Nothing to Say**

When EFL/ESL learners are imposed to participate in a given topic in the classes, the common expressions they use may include: “I don’t know”, “I have nothing to talk about”, “No comment” or they keep silent. These expressions are due to lack of motivation in expressing themselves or the chosen topic they should discuss or talk about. Regarding this, Kouicem, (2010) writes that the teacher may have chosen a topic which is uncongenial to the learners or about which they know very little, and due to this, they have nothing to say and express.

Besides, the poor practice of the FL/SL can contribute to create this problem. Backer and Westrup (2003) support that many students find it difficult to answer when teachers ask them to speak anything in the target language. This is because the learners may have only some ideas to talk about; or may not know how to use some vocabulary or they are not sure of the grammatical correctness. In such cases, students could not carry out the discussion on topics that are not interesting. As a result, they prefer to keep silent in the class most of the time, and they show reluctance to participate in in-class group work activities.

### **2.1.5.3 Low Uneven Participation**

This problem refers to the amount of each student's time of talking in the class. As Kouicem (2010) claims, there are some individuality factors that can affect students' participation in a SL/FL. And teachers then should recognize these factors as there are some students who tend to be dominant and take almost the whole students' talking time. However, others prefer to speak only if they ensure that what they will say is correct, and some others keep silent, show no interest or participation all along the course. In order to avoid such a problem, Harmer (2001) suggests streaming weak participators in groups and letting them work together. In such cases, they will not hide behind the strong participators, and as a result, the teacher can achieve a high level of participation in in-class oral activities. Another factor that can create problem of participation is the classroom arrangement that may not help students to perform some speaking activities. Bowman et al. (1989) support this idea by saying that traditional classroom seating arrangements often work against you in your interactive teaching.

Teacher's ignorance of motivation can also result in low participation of students. For example, if the teacher does not motivate her/his students, the verbose ones also will show no interest. So, increasing and directing student motivation is one of the teacher's responsibilities in EFL/ESL classrooms in order to help all students equally participate in in-class oral activities.

### **2.1.5.4 Mother Tongue Use**

Second/Foreign language students of the same mother tongue tend to use it outside and even inside the classroom because they feel more comfortable and less exposed to the target language. "Barriers to learning can occur if students unknowingly or knowingly transfer the cultural rules from their mother tongue to a foreign language" (Baker and Westrup, 2003:12). Hence, the learners will not be able to speak the foreign language correctly if they keep on being influenced by the use of their mother tongue. Lack of the vocabulary of the target language usually leads learners to borrow words from their native language. To avoid such a problem, when forming groups for oral activities, the teacher should consider students who speak different languages, especially if students come to the class from multi-national backgrounds like university students of Ethiopia. This is not the only consideration, but also teachers should consider students' mixed-abilities in a group composition.

### 2.1.6 Assessment and Rating Scale of Speaking Skills

Speaking is a productive skill that can be directly and empirically observed. Speaking skill is central part of language teaching, and this makes it an important object of assessment as well. However, assessing speaking is challenging as there are so many factors that influence raters' (examiners') impression on how well someone can speak. When teachers assess speaking, their listening skills determine the reliability and validity of an oral production test. Assigning a score and ranging from 1 to 5 for example is not an easy task. The lines of distinctions between levels are quite difficult to pinpoint. The raters can consume much time to see the recording of speaking performance to make an accurate assessment (Brown, 2004 and Luoma, 2004).

There are two main ways to assess speaking skills (Thornburry, 2005). They are holistic scoring and analytic scoring. The former uses a single score as the basis of an overall impression, while the latter uses a separate score for different aspects of the task. The holistic way has advantages of being quick and is perhaps suitable for informally assessing progress. By contrast, analytic scoring takes longer as it requires the teacher to take a variety of factors into account and is probably fairer and more reliable. It also provides information on specific weaknesses and strengths of students. However, the disadvantage of analytic scoring is that the score may be distracted by all categories and lose sight of the overall situation performed by the students. Therefore, four or five categories seem to be the maximum that can be handled at one time.

To assess the students' speaking ability for the purpose of this study, four categories that are proposed by Thornburry (2005:127) are briefly described as follows:

*Grammar and Vocabulary:* This scale refers to the accurate and appropriate use of grammatical forms and vocabulary. It also includes the range of both grammatical forms and vocabulary. Performance is viewed in terms of the overall effectiveness of the language used in dealing with the tasks. On this scale, the students get marks for the accurate and appropriate use of syntactic forms and vocabulary to meet the task requirements.

*Pronunciation:* This scale refers to the candidate's ability to produce comprehensible utterances. On this scale, the examiners look for the students' ability to produce comprehensible utterances to fulfill the task requirements such as, the production of individual sounds, the appropriate linking of words, and the use of stress and intonation to convey the intended meaning. Examiners put themselves in the position of the non-language specialist and assess

the overall impact of the pronunciation and the degree of effort required to understand the candidate. Different varieties of English, e.g. British, American, etc., are acceptable, provided they are used consistently throughout the test.

*Discourse Management:* This scale refers to the coherence, extent and relevance of each candidate's individual contribution. On this scale the candidate's ability to maintain a coherent flow of language is assessed, either within a single utterance or over a string of utterances. On this scale, examiners look for evidence of the students' ability to express ideas and opinions in coherent and connected speech. In this scale, the students should be able to construct sentences and produce utterances in order to convey information and to express or justify opinions.

*Interactive Communication:* This scale refers to the students' ability to interact with the interlocutor by initiating and responding appropriately and at the required speed and rhythm to fulfill the task requirement including the ability to use functional language and strategies to perform interaction. In this scale, the examiners look for the candidate's ability to use language to achieve meaningful communication. This includes initiating and responding without undue hesitation, the ability to use interactive strategies to maintain or repair communication, and sensitivity to the norms of turn-taking.

Moreover, Luoma (2004) also points out that a rating scale is important in assessing students' speaking ability since it can determine exactly how the criteria will be applied to the speaking performances. According to Luoma, this is because scales describe what each score means. She further continues to explain that the development and use of a speaking test is a cyclic process in which it begins with a need for speaking scores and ends with the use of the scores. In addition, she also distinguishes that there are two interactive processes needed for doing speaking assessment. The first is the test administration or test performance process where the participant interacts with the examiner or with another participant in order to show a sample of their speaking skills. It can be recorded. The second process is rating or evaluation in which the rater applies the rating to the test performance that produces scores.

Regarding those two ways in assessing the students' speaking ability proposed by Thornbury (2005) and Louma (2004), it seems that the combination of analytic scoring and rating scale will be better than one type. This is because the analytic scoring can be combined with the rating scale so that it is more detailed in giving the students' speaking assessment while

providing descriptions on each category. The criteria of the assessment can be the same as Thornbury's criteria, such as grammar, vocabulary, fluency, comprehension, and pronunciation. Meanwhile, the rating scale can be used in each criterion so that the assessment criteria become more detailed. Therefore, by combining analytic scoring and rating scale techniques, the process of assessing the students' speaking ability will be more detailed.

## **2.2 Cooperative Learning (CL)**

### **2.2.1 What is Cooperative Learning?**

It is certain that any more discussion of cooperative learning (CL) should originate from its definitions. Generally speaking, cooperation is by no means a new idea as humans have accepted the value of cooperation in a broad range of endeavors or happenings and actions including education for thousands of years. But, the term CL seems to date back to the 1970s when a great deal of research and practical work began on discovering how best to harness peer power for the benefit of successful learning (Olsen and Kagan, 1992). Among many definitions, the following are some of the definitions which are related with the purpose of this study.

McCloskey (2000:367) defines cooperative learning (CL) as: "an instructional method that depends on the exchange of information among pairs or group members. Each learner is held responsible for his or her own learning and for the group as well. Learners are also motivated to increase both their own learning and the learning of others."

Michiel (2008:8), on the other hand, defines cooperative learning as: "a process by which students work together in groups to master the learning material initially presented by the instructor and it is a classroom environment where students interact with one another in small heterogeneous groups while working together on educational tasks."

In the relationship between cooperative learning (CL) and teaching English as a foreign language (TEFL), there are also some definitions. For example, Arendale (2005: 3) defines CL as: "a range of concepts and techniques for enhancing the value of student-student interaction." According to this scholar, CL refers to a wide range of formal and informal activities that include any form of peer interaction. CL is an instructional approach to learning that encourages interaction between and among learners to maximize their own and each other's learning. Interaction is the best way to let learners practice oral communication skills in EFL.

Jacobs (2004:4-6) also defines CL as "principles and techniques for helping students work together more effectively." He further states that CL and group interaction are structured in an attempt to balance the opportunities that each student has for creating output. This contrasts with the situation often seen in group activities in which more student talk exists, but a relatively small group of students take most of the speaking turns in the language classes.

To summarize the previous definitions, cooperative learning (CL) is a pedagogical technique in which students work together in a small mixed-ability groups on a structured- learning task with the aim of maximizing their own and each other's learning. Apart from the definitions taken or how they are used, the goals are nearly the same. This means that each of the definitions of CL emphasizing a particular aspect, but all of them, more or less lean-to the same spot. Thus, CL is one of the methods to language teaching that aims to: encourage cooperation rather than competition, facilitate equal participation among students, increase opportunities for students to practice the target language (speak in our case) and develop communicative competence through the use of lots of interactive group activities.

### **2.2.2 General Overview of Cooperative Language Learning (CLL)**

The history of language teaching has been characterized by search for more effective ways of foreign language learning. For many years, the shift within language teaching profession emphasized the active role of student in the process of teaching and learning. For example, some significant developments began to take place where effective cooperative learning comes to the scene. The history of CL can be traced back hundreds of years and longer as far as the early 20<sup>th</sup>c. As cited in Slavin (1995: ix), "CLL is mainly based on the works of Piaget's (1965) and Vygotsky's (1962) developmental theories which emphasize the importance of problem solving and discussion among peers." Both scholars stress the role of social interaction in learning. As Slavin (1995) further discusses, this is because when there is regular interaction among students in the classroom, they can develop their communicative language skills.

Cooperative language learning is one of the most distinguished of all instructional practices. The basic reason for this is that it provides students with opportunities to use the target language in meaningful situations. That is why it has become a popular and relatively uncontroversial to the organization of language classroom instruction. This is in line with Richards & Rodgers (2001) idea who stated that CLL is founded on significant premises about

the cooperative and interactive nature of language learning. As they further explain, an essential premise of CLL is that it helps students develop their communicative competence in a language by conversing in socially and pedagogically structured situations. This idea is supported by social interdependence theory since this theory explores the influence of social interdependence on individual interaction within a given situation. So, in cooperative groups, students want to achieve better because their classmates want them to do so (Slavin, 1995).

### 2.2.3 Cooperative Learning (CL) and Traditional Group Work

There is a difference between simply having students work in a group and structuring groups of students to work cooperatively. Seven major aspects of differences between traditional group work and CL are summarized by Jacobs (1998) as follows.

Table 1 : Differences between traditional group work and Cooperative Learning

	Traditional Groups	Cooperative Learning Groups
Group Formation	Students form groups with whoever they want or whoever is sitting near them.	Teachers (and students) plan group size and composition so as to maximize the potential of the groups.
Sitting Arrangement	Students arrange their groups as they see fit	Group members sit in such a way as to see and hear one another easily, and at the same time, bother other groups as little as possible.
Collaborative skills	Students are assumed to know how to work together.	Collaborative skills are explicitly taught.
Duration of Groups	When groups finish an activity, they disband.	Groups often stay together for more than one activity perhaps for weeks or months and spend time discussing how they can work together better.
Group Solidarity	Students are assumed to feel a common purpose with their fellow group members and to care about one another.	Teachers attempt to build group solidarity.
Individual participation and learning	Group members are assumed to be interested in participating and learning.	Teachers encourage each group Member to feel responsible for participating and learning.
Teacher's Role	Teachers use time while students are in groups to teach up on grading and other paperwork	Teachers actively monitor groups to see if they are learning and functioning smoothly.

(Jacobs 1998; cited in Lin, 2009:10)

More specifically, cooperative learning (CL) has some principles or procedural elements, which when implemented together; distinguish it from other forms of small-group learning. Therefore, by implementing these principles and procedures, we can overcome some of the weaknesses of traditional group work. Seven principles or procedures which have been proposed by different experts for CL are discussed in the following sections.

### **1. Intentional Group Formation**

The first important principle that makes cooperative learning (CL) different from other forms of group work is intentional group formation. CL typically begins with the deliberate selection of group members on the basis of preset criteria which have been intentionally designed to potentiate the positive effects of small group learning. Intentional group formation is used to make a group comprises students with mixed language proficiency (with different speaking performances in our case). In contrast to this, in traditional small-group discussions, students often select their own group members or groups are randomly formed by the instructor.

Heterogeneous grouping is believed to have a number of benefits in comparison with homogeneous grouping. For example, it encourages peer tutoring, provides a variety of perspectives, helps students come to know and like others different from themselves and fosters appreciation of the value of diversity. To achieve heterogeneous groups for speaking activities, teachers might want to look at their class and make conscious decisions about which students should work together, rather than leaving the matter to chance or to students' choice as that occurs in the traditional group learning. The latter option often results in groups with low levels of heterogeneity. Furthermore, when we opt for heterogeneous groups, we may want to spend some time on ice breaking (teambuilding) activities. This is because the combination of students that results from teacher-selected groups is likely to be one that would never have been created had it not been for our intervention (Slavin 1995).

Therefore in CL, groups are deliberately formed to maximize heterogeneity and diversity of perspectives by grouping students with different levels of academic achievement (e.g. high-low-medium GPAs), language proficiency, learning styles (e.g., deep processors and shallow processors), ethnic or racial backgrounds, age and diligence (carefulness), geographical backgrounds, sex, etc. The criteria for determining group composition may vary depending on the instructor's objectives or the characteristics of students in the class, but the indispensable

factor is that group formation is not left to chance; instead, careful forethought is given to the question of who comprises each learning group in an attempt to create the optimal social learning environment (Cueso, 1992). For the purpose of this study, the researcher used the speaking pre-test results as criteria to form a group that comprised students with different speaking performances (high, medium and low).

## **2. Continuity of Group Interaction**

In contrast to traditional small-group discussions or buzz groups, which typically group students sporadically for a relatively short period of time (e.g. for one period), cooperative learning (CL) groups typically meet regularly over an extended period of time. This allows for continuity of interaction among group members and creates the opportunity for social cohesion and bonding to develop among group members and this gives the time needed to evolve into a tightly-knit social network (Cueso, 1992). Slavin (1995) also states that in CL, groups often stay together for five weeks or even more than that.

## **3. Positive Interdependence among Group Members**

Roughly speaking, rather than simply permitting students to work together in small groups and then hoping they will do so in a cooperative manner, cooperative learning incorporates some specific procedures to create a feeling of group identity among students and collective responsibility for one another's learning (Cueso, 1992).

First of all, positive interdependence is defined as “having specific roles for each participant that are necessary for the group to work toward the goal(s) set by the teacher” (Ransdell 2003: 5). This is to say that each student has a particular role to actively play within the group. As Ransdell further states, in CL class no single student is fully capable of performing all the tasks required by a particular assignment or project rather every student is responsible to do so.

On the other hand, Webb (2002:9) describes positive interdependence as “the first and the most essential element in CL.” He claims that, in this element, responsibility for the group and the individual is structured into the lesson or subject. He adds that teachers should give a clear task and a group goal so that students believe they “sink or swim together. Moreover, Ghaith (2002:7) on his side also states that positive interdependence is “a feeling among group members that if one fails, all fail, if one succeeds, everybody succeeds.” According to Ghaith, group members realize that each member’s efforts benefit not only himself/herself, but all the

other group members as well. From these scholars' ideas, we can understand that positive interdependence provides a feeling of support within the group. Furthermore, according to Jacobs (2006), positive interdependence is sensitivity among group members. This means what helps one group member helps all, and what hurts one group member hurts all as positive interdependence encourages a feeling of support and cooperation among learners.

To clearly put it, this principle lies at the heart of CL. This is because it is the "All for one, one for all" feeling that leads group members to want to help each other, to see that they share a common goal. According to Cueso (1992:2-4) the following four ways are important to increase positive interdependence among students within a group learning.

**(a) Group production of a common product at the end of the CL experience**

In contrast to the traditional group discussion, or buzz group which gets together for informal discussions of some course related issues, each CL group is expected to generate a formal product which represents a concrete manifestation of the group's collective effort (completion of a work sheet; an overhead transparency which can be displayed to other groups; etc.). This is essential for keeping individual students on task and focused on a group goal.

**(b) Assignment of interdependent roles for each group member**

Among the essential features that differentiate CL from traditional group learning is an assignment of interdependent roles for each group member. Individuals within a group can be assigned the following interdependent roles to play during cooperative learning group activities.

- Leader:
- assures that the group stays on task and that all members actively contribute;
  - is responsible for the groups output;
  - controls the direction of the project (i.e. classwork/ homework activities, group assignments, etc.) ;
  - ensures that everyone in the group is prepared to make their part of the presentation;
  - checks whether the members are clear about what they are going to do, to see whether they stay on task and whether they speak English; and
  - monitors the social interaction or interpersonal dynamics of the group process.

Recorder/Secretary: -keeps a written record of the group's ideas; who is responsible for verbally;  
- takes notes, to sum up the group work and to present the group summary to the class;  
-responsible for compiling and presentation of final product; and  
-gets supplies from the teacher or from other groups for his/her group when necessary.

Spokesperson/Reporter: - reports the group's ideas to the instructor or other groups, or to the whole class;

Timekeeper: - keeps the group within time limits set or agreed upon; and  
- stops if someone speaks more than the given time.

Interdependent role assignment in CL group has some advantages. For example, if each group member has a specific role to play in achieving the group's final goal or product, a sense of individual responsibility to the group can be increased. A frequent problem in traditional groups is that one or two group members dominate the group and, for whatever reason, hinder the participation of others. In this regard, CL offers many ways of promoting equal participation in group. For example, by rotating roles in a group and by using of multiple ability tasks (Cohen, 1994), i.e., tasks that require a range of abilities, such as comprehending, reporting, acting and categorizing, analyzing, etc. A further advantage of role assignment is that the quality of each member's contribution to the group's effort can be more readily identified and assessed by the peers or by the instructor.

**(c) Team-building activities designed to produce a sense of group identity and social cohesiveness**

Such activities would include warm-up activities or ice breakers when groups are first formed; taking team photos; creating team names; providing explicit suggestions and concrete recommendations for promoting cooperation (e.g., exchanging phone numbers with other group members; reviewing individual lecture notes as a group; seeking feedback from group members on individual course assignments; encouraging group study sessions, etc.). The underlying rationale for these team-building activities is to create a social and emotional climate conducive to the development of an esprit of intimacy among the group's members. Hence, enabling them to feel comfortable in the future CL tasks that will require them to express their personal viewpoints disagree with others and reach consensus in an open, non-defensive fashion.

#### **(d) Provision of individual rewards as an incentive for promoting group interdependence**

This has been the most hotly debated CL strategy for creating group interdependence because it involves extrinsic rewards for cooperative behavior. For example, if an individual student improves her/his score from one exam to the next, then all group members are rewarded by gaining extra (bonus) points toward their individual course grades. Or, if each group member's performance exceeds a certain criterion (e.g., each group member achieves a score of at least 90%), then all members of the group receive bonus points toward their individual course grade. Rewards can take many forms: grades, certificates, praise, and the choice of a future activity the class does, the chance to do their team cheer or handshake or just a feeling of satisfaction.

#### **4. Individual Accountability**

Another basic element in cooperative learning (CL) is individual and group accountability. Jacobs (2006:5) defines individual accountability as “the team’s success depends on the individual learning of all members.” individual accountability exists when each individual member feels responsible to learn, to demonstrate their learning, and to contribute to the learning of teammates (Ghaith (2002). Thus, the purpose of CL is to make each member a stronger individual in their own right. This is because the success of the group is not measured by a particular group product, but by the individual progress of each group member. However, procedures for ensuring interdependence and cooperation among group members are essential elements of CL, students are graded individually (i.e. all group members do not receive the same group grade, in contrast to most group discussions) (Cueso (1992).

Recent educational research consistently supports the importance of personal accountability and individual grading for appreciating many of the positive outcomes of CL. This idea is reinforced by findings which were reported by social psychologists on the phenomenon of social- loafing (i.e. the effort produced by individuals will decrease when they are placed in a group, unless the output or effort of each individual is uniquely identifiable). This is may be the reason that makes high-achieving students who often contend that they dislike group work in which all group members obtain the same group grade because their individual effort and contribution to the group's final product often surpasses the efforts of their less motivated teammates--who inequitably receive the same grade for the group assignment (Cueso, 1992).

From what has been discussed above, individual accountability is, in some ways, the flip side of equal participation in in-class oral activities. This is because when we encourage equal participation in groups, we want everyone to feel they have opportunities to take part in the group. When we try to encourage individual accountability in groups, we hope that no one will attempt to avoid using those opportunities. In this way, techniques for encouraging individual accountability seek to avoid the big problems of traditional group work like social loafing, sleeping partners or free-riding. This is the reason that made the researcher of this study use peer evaluation as a tool to increase the experimental group students' participation in in-class oral activities and to minimize the free-riding effect in traditional group work activities.

### **(5) Equal participation**

Equal participation refers to the fact that no student should be allowed to dominate other group members, either socially or academically. By the same token, no student should be allowed to spare himself. There are two techniques to ensure equal participation among students in a group. The first is turn allocation, which means that students are expected to take turns while speaking and to contribute ideas to the discussion when their turn comes. The second is division of labor, which means that each group member is assigned a specified role to play in the group (Johnson and Johnson (1999)).

## **6. Instructor as Facilitator**

In contrast to most small-group discussions, where students are left on their own to voice their ideas and conduct their work, CL involves the instructor as a facilitator and consultant in the group-learning process. Though the instructor does not sit with individual groups, he/she will circulate actively among the groups, offering encouragement, reinforcing positive instances of cooperative behavior, clarifying task expectations, catalyzing dialogue, or issuing timely questions designed to promote elaboration.

Being careful not to be overly directive or authoritative, the instructor functions as a learned peer. This is to say he/she should interact with students in a much more informal, personal and dialogic fashion than would be possible in the traditional lecture or lecture-discussion format. So, the opportunity to interact with students in small groups may not only benefit the students, but it may also help instructors to better know their students (e.g., know their names, their styles of thinking, and their styles of communicating and relating to others).

## **7. Group Processing**

Group processing is defined as “reflecting on a group session to describe what member actions were helpful and unhelpful, and make decisions about what actions to continue or change” (Johnson & Johnson (1994b: 7). So, in CL, after learning together, learners need to reflect on their group experiences; noting how group members interacted with each other, the contributions each made, and the difficulties they encountered. The purpose of group processing is to clarify and improve the effectiveness of the members in contributing to the cooperative efforts to achieve their task objectives. A teacher in the CL is advised to allocate some time at the end of each class for each group to process how effectively members have worked together in order to ensure that group processing takes place.

Accordingly, to have successful group processing, the teacher should provide a specific structure for processing such as using a group evaluation (e.g. peer evaluation to see every member’s participation within the group) form with specific evaluation criteria, or asking the groups to list down things which they have done well and which need to be improved. Following group processing, it is necessary for the teacher to provide related feedback. It is argued that through group processing, interpersonal conflict is reduced, and the probability of desired behaviors to complete the task and members caring for one another increases, resulting in a highly motivated group (Cohen, 1994).

In conclusion, the above-mentioned six features taken together, distinguish CL from other forms of small group discussion which have been traditionally used in higher education. So, true implementation of these six features of CL is essential for assuring that varieties of benefits associated with small-group learning are actually realized. This is to say that the presence of the six principles in CL grouping can elevate classroom activities from group work to CL status since group work alone does not include these principles (Kagan, 1994). On the contrary, as Dornyei (2003) stresses, failure of CL to be an area of major interest may result from its similarity to typical group work activities. This means CL is often misinterpreted as a group of students working together on a common task. In this regard, Slavin (1999) claims that not all group work provides equal opportunities for learning for all members of the group. He warns teachers of the risk they take by approaching CL in such a way by claiming:

This 'group work' creates the danger that one child can do the work for the whole group, that some children will take the 'thinking roles' in group activities while others take clerical or passive roles, or that some children may be ignored or shut out of the group activity, especially if they are perceived to be low achievers (Slavin, 1999:74).

Furthermore, cooperative learning (CL) and merely working in groups are quite different conditions. In this regard, it would be good to read what is pointed out by Woolfolk (2004) hereunder to summarize the difference between group work and cooperative learning.

The term group learning and cooperative learning are often used as if they meant the same. Actually, group work is simply several students working together. They may or may not be cooperating. Cooperative learning is an arrangement in which students work in mixed ability groups and are rewarded on the basis of the success of the group (p.492).

In summary, from the discussions so far, we can understand that the distinction between group work and CL is crucial. By reading this section, we may be familiar with some principles and procedures which distinguish CL group from other forms of group work. That means CL encompasses more than just splitting the class into groups and asking students to work together. Finally, if the aforementioned basic elements of CL are included in group work activities, students achieve better, demonstrate superior learning skills and experience more positive relationships among group members, and between students and the teacher, and more positive self-esteem and attitudes toward the subject area.

## **2.2.4 Theoretical Perspectives on CL**

In this section, sound theoretical framework for cooperative learning method in general and cooperative learning and language pedagogy in particular are discussed separately.

### **2.2.4.1 Social Interdependence Theory**

This theory was derived from the theory of cooperation and competition (Deutsch, 1949) and the Gestalt School of Psychology (GSP) (Lewin, 1935). The theory of cooperation and competition focuses on three goal structures: cooperative, where each individual's goal-oriented efforts contribute to others' goal achievement; competitive, where each individual's goal-

oriented efforts obstruct others' goal achievement; and individualistic, where individuals' goal-oriented efforts have no consequences for others' goal achievement. On the other hand, the GSP holds that the essence of a group is the interdependence among members that results in the group as a dynamic whole. This means a change in the state of any group member influences the state of others in that group too.

Social interdependence theory focuses on determining the way for persons to work together with each other, which in turn, also determines products for outcomes are the consequences of persons' interactions. For example, as Bejarano and Levine (1997) reported, small group cooperative practice of modified interaction and social interaction strategies in the English language class improved students' communicative competence. For that reason, positive interdependence is one among the CL elements that have to be structured in the English language classroom. When this is done, cooperation results in promotive interaction as group members encourage and ease each other's efforts to learn (Johnson and Johnson, 1999). Moreover, Thomson (1998) also reported that cooperation among students increased interaction opportunities and promoted autonomous learning.

According to Johnson et al. (1998), there are three types of social interdependence relations. The first is positive interdependence which is linked to cooperation and active interaction where individuals encourage and facilitate each other's efforts for success. In contrast to this, negative interdependence is related to competition and oppositional interaction where individuals discourage and impede each other's efforts to achieve. The third one is the absence of interdependence which is linked to personal efforts where individuals work independently without any interaction with each other. Though there are three types of social interdependence relations, only positive interdependence relation is considered in this study.

The social interdependence theory provides a foundation for the practice of cooperative learning (CL). This is to mean that this theory is well-matched with the nature of CL in which knowledge and skills are constructed through communal interaction among participants. Therefore, in the process of applying CL, interactive tasks and cooperative lessons should be designed and applied in the language classrooms to help students work and learn together to achieve common goals.

#### **2.2.4.2 Cognitive Developmental Theory**

The cognitive developmental perspective is predominantly based on the theories Piaget (1959) and Vygotsky (1978). These scholars accentuate the importance of peer interaction and the value of social context for generating cognitive development and effective learning. The work of Piaget is based on the evidence that the cognitive imbalance created by social-cognitive conflicts during social interaction stimulates perspective-taking ability and cognitive development. It is debated that during cooperative efforts, participants involve themselves in discussions where cognitive conflicts occur and are resolved, and inadequate reasoning is exposed and improved. From Piaget's perspective, social-arbitrary knowledge such as language, values and morality which are culture-specific, can be attained through social interaction with others. When interpreted into the context of language teaching, this perspective means it is essential to build up interactive classroom environments where students are engaged in real-life situations.

Vygotsky (1978) on his side espoused the view that knowledge is social and successful learning is constructed through cooperative efforts, where group members exchange information and insight, provide scaffolding, and help each other improve. Vygotsky proposed his concept of the Zone of proximal development (ZPD) to make sense of the relationship of society and the individual, social and cognitive development. He defined the Zone, as a distance between what a child can do in isolation (i.e. the actual development level) and what the child can do in collaboration with others. This he called the proximal level. Vygotsky's theoretical construct of the ZPD is based on the assumption that cooperative activities with more capable peers will promote cognitive growth and less competent children can benefit from peer interaction. From the perspective of this theory, it is possible to say that students can get input from their peers during cooperative group activities in the language classroom.

#### **2.2.4.3 Cognitive Elaboration Theory**

Based on the notion of cognitive elaboration (explaining something more), O'Donnell (2000) have identified a theory called cognitive elaboration theory which is relevant to an exploration of the value of cooperative group work. This theory stresses that elaboration is effective in the process of learning and thinking. This is because elaboration prepares the individual for cognitive re-structure and rehearsal to enhance learning tasks (Slavin, 2011). In addition,

Wittrock (1986) also clarifies that if information is to be retained in memory and related to information already in memory, the learner must participate in some sort of cognitive restructuring, or elaboration of the material. Another explanation may be that an effective technique of elaboration is required in almost all cooperative learning methods (Slavin, *ibid*).

Generally speaking, elaboration encompasses adding new information to and reestablishing the available existing knowledge, resulting in the deeper processing of lesson content. For instance, if students are given the opportunity to explain or clarify ideas, their learning will be more fruitful. And elaboration not only improves students' learning when they are offered explanations, but also broadens their understanding when they give elaborated explanations to others during group work activities (McKeachie, 1999).

On the other hand, receiving information from others has also benefit. In connection to this, (Singhanayok & Hooper, 1998) point out that receiving information from others is that it helps students have more opportunity to access information and observe learning strategies used by other students. Furthermore, research on peer tutoring has found benefits for the tutor as well as the tutee. In such methods, students take the roles of re-caller or listener. They read a section of text, and then the re-caller summarizes the information while the listener corrects any errors, fills in any omitted material, and helps think of ways both students can remember the main ideas (Slavin, 2011). In this way, students get input from their partners during the cooperative group work activities.

Elaboration also makes group learning more effective. Concerning this, in a review of 19 studies on oral interaction in small groups, Webb (1989: 757) reports that: "The effectiveness of learning in groups depends on the level of elaboration given. The processes of mutual explaining and questioning are regarded as effective ways of elaboration." Webb further discovered that students achieve more knowledge and skills from engaging in cooperative activities when they offer more explanations to others. In addition, O'Donnell (1996) also found that students working on structured cooperative scripts can learn material or procedures better than students working alone. While both the re-caller and the listener learned more than students working alone, the re-caller learned more. This mirrors both the peer tutoring findings and the findings of Webb (2008), who discovered that students who gained the most from cooperative activities were those who provided elaborated explanations to others in the group.

Likewise, Studies of Reciprocal Teaching, in which students learn to formulate questions for each other, have generally supported its positive effects on student achievement and retention (O'Donnell, 2000). This outlook comprises the nature and principles of cooperative learning (CL) in which students work and learn from one another through reciprocal interaction and explanation. Consequently, students in the CL groups are expected to cooperate with others in their groups on learning materials assigned, discuss these materials, complete their own assigned section of learning material, play their roles and then teach others in their group their part of the material. As a result of all of these activities, students are expected to gain knowledge and experience which can help them develop their language skills.

Slavin (2000) suggests that one of the most effective means of elaboration is explaining the material to someone else. This comes true through group work activities since working in groups makes it possible to provide chances for learners to recall and restructure the knowledge they have learnt so as to achieve better internalization. It is argued that peer tutoring is beneficial for learning. In a study by Webb and Farivar (1994) on the differences between lessons with and without explanation for high school students, the results indicated that greater learning achievement was obtained when students asked for assistance from group members and received explanations compared with times when they were given no assistance or given answers without explanations.

In the studies on the nature of interactions of cooperative learning (CL) and conventional classes, Cohen (1994) reports that the most consistent, positive predictor of achievement in these studies is the giving of detailed, elaborate explanations. It seems that the student who does the explaining will benefit from it. Many scholars have applied this notion to education, and some CL techniques have been developed in the field of the learning and teaching of second /foreign language. An example is Three-step Interview. This technique encourages students to take a more active role in their own learning processes and enables them to restate or paraphrase what their peers have said. Three-step Interview technique is also believed to enhance students' language development (Kagan, 1992).

Cognitive elaboration theory states that peer interaction and cooperation often produce some sort of cognitive restructuring, peer tutoring, elaborating or explaining, and the students who gain most are the more competent learners who provide these elaborated explanations and

tutoring (Slavin, 2000). Besides, CL also increases interaction among learners as they restate and elaborate their ideas in order to convey or clarify intended meaning. This interaction contributes to gain in second/foreign language (L2) acquisition (Olsen and Kagan, 1992).

Researches on the aforementioned three theories (social interdependence theory, cognitive developmental theory and cognitive elaboration theory) provided a model triangulation of validation for cooperative learning (CL). That is to say the three theories predict that CL will promote higher achievement than competitive or individualistic learning. These theories among others, have established the theoretical relevance of CL method in SL/FL instruction based on the premise that CL method provides maximum opportunities for meaningful input and output in highly interactive and supportive environment.

Although the three theories (Social Interdependence, Cognitive Developmental and Cognitive Elaboration) mentioned above are the basis for CL method, the researcher considered the cognitive elaboration theory as the theoretical framework of this study. The reason that made the researcher choose this theory as the theoretical framework is that it brings the three language teaching theories (i.e. input-interaction-output (IIO) hypotheses and cooperative learning method together.

For example, when students work in cooperative group with their interlocutors (interaction-hypothesis), increase quantity of input they receive (input-hypothesis) and when they give elaboration or explanation (output-hypothesis), they practice speaking and get feedback (input-hypothesis) from the peers; which in its turn helps them improve their output (speaking). On the other hand, those who ask for clarification also practice speaking (output). To briefly put it, when students give elaborations, they practice speaking; and those who listen to these elaborations get input and then they also give elaboration in their turn based on the input they get. Therefore, this is the philosophy behind this study. Cooperative learning and language pedagogy in relation to the three hypotheses are discussed below.

### **2.3 Relationship between CL and Second/Foreign Language Teaching**

A great deal of practical and theoretical work of relevance to the interface between cooperative learning and language learning pedagogy has been done. And group work activities have become certainly a prominent feature of language teaching in many classrooms (Jacobs, 1997). In the next section, theories and perspectives on language pedagogy in terms of their common

characteristics with CL are briefly examined.

### **2.3.1 The Input Hypothesis**

The input hypothesis states that we acquire a language as we comprehend meaning in that language in the form of spoken or written words. Thus, reading and listening provide input which our brains utilize to build language competence. And our knowledge progresses as we understand input at the  $i+1$  level, i.e., input that is slightly above our current level of competence (Krashen & Terrell, 1983). There are three ways that CL helps increase the quantity of comprehensible input.

- (a) Peers can provide each other with comprehensible input.
- (b) Input from fellow learners is likely to be comprehensible.
- (c) Peer groups may provide a more motivating, less anxiety-producing environment for language use, thus, increasing the chances that students will take in more input.

So, during cooperative group activities, students get input while one of the group members is giving elaboration on a particular point of the material.

### **2.3.2 The Interaction Hypothesis**

The second hypothesis about language learning that overlaps with cooperative learning (CL) is the Interaction Hypothesis. This hypothesis states that language learners increase the quantity of comprehensible input they receive by interacting with their conversers (the people with whom they are speaking) which is called negotiating for meaning. Pica (1994: 494) defines negotiation for meaning as “restructuring of interaction and modification that occurs when learners and their interlocutors anticipate, perceive, or experience difficulties in message comprehensibility.” For example, students negotiate for meaning by requesting clarification, explanation and repetition. Reid (1993) in his side also states that negotiating for meaning can take place during peer feedback on student speaking or writing.

The following are two ways through which CL can promote interaction.

- (i) Group activities, especially those in which members feel positively interdependent and individually accountable, provide a context in which students can be more likely to interact than in a whole class scenery.
- (ii) Group activities can encourage students to interact with each other in a way that promotes a

focus on form, i.e., "to attend to language as object during a generally meaning-oriented activity." Such a focus on form can be encouraged when grammar constitutes at least one aspect of group tasks (Jacobs, 2002).

### **2.3.3 The Output Hypothesis**

This hypothesis on the other hand, proposes that in order for learners to increase their language proficiency, they need to generate output (i.e. produce language via speech or writing and receive feedback on the comprehensibility of their output). Input is necessary, but sometimes it may not be sufficient for language learning. Output is seen to be essential as it promotes fluency; pushes students to engage in syntactic processing of language, rather than only attending to meaning; gives students opportunities to test their hypotheses about what works and is acceptable in a particular language and affords students opportunities to receive feedback from others (Swain, 1993). The main way that CL overlaps with the Output Hypothesis is illustrated in the CL principle simultaneous interaction, as CL greatly increases students' opportunities to create output, as many students are talking simultaneously, instead of one person[student], normally the teacher, doing all the talking (Long & Porter, 1985). The CL principle equal participation attempts to balance the opportunities that each student has for creating output (speaking in our case).

### **2.4 Cooperative Learning Techniques**

Within its principles, there are various cooperative learning (CL) techniques which have been developed by different scholars to put into practice in the classroom. CL techniques include Cooperative Integrated Reading & Composition, Jigsaw, Learning Together, Student Teams Achievement Divisions, Teams-Games-Tournaments, Group Investigation, Think-pair-share, Three-step-interview, Number-heads-together and other structural techniques. Most CL techniques can be used with almost any academic content, but some of them are better than others for particular types of tasks. For instance, some techniques regulate interaction between pairs, some are better for group work, and still some others involve the entire class. This shows that there are key CL techniques which are best-suited for a particular instructional purpose. So, it is possible for teachers to select from a wide variety of CL techniques to achieve different teaching outcomes. The following seven techniques of CL are selected for the purpose of this study as they are appropriate to help students practice speaking.

### **(1) Think-pair-share** (Lyman, 1992)

In this technique, students are divided into pairs. Then, the teacher calls out a discussion topic and students THINK of their own answer individually. Next, students PAIR to discuss their ideas. Finally, the teacher calls on one student to SHARE their ideas with the class. For the researcher of this study think-pair-share technique works well in reading sections of the course Communicative English Skills because we can use it for discussing a story or making predictions and inferences from a reading passage. More precisely, in this technique there are three steps to be followed.

Step 1: Individuals think silently about a question presented by the teacher.

Step 2: Individuals pair up and talk about their ideas.

Step 3: The pair share their ideas with the other pair, or the class.

The first step is that the teacher provokes student's thinking with a question or prompt or observation. Hence, the students should take a few moments to think about the question. The next step is that students think about the answer by making a discussion with their partner. In this step, they are able to compare their opinion and make the best answer. The final step is that the students can share their opinion with the whole class. According to Isjoni (2011), think pair share is very useful to create the optimum participation between all class members and give equal chance to each student to explain their opinion. In short, this technique is useful to encourage the students invest their time on task and makes them listen to each other.

### **(2) Three-step interview**

Three steps interview is an appropriate technique to stimulate students' interaction with the other class's members (Isjoni, 2011). This technique can be used to get the concept in depth or as an ice breaker for group members to know one another. For example, each member of a group chooses another member to be a partner. During the first step, students interview their partners by asking clarifying questions. During the second step, partners reverse the roles. For the final step, members share their partner's responses with the group. Three steps interview can help students improve their speaking skill by paraphrasing their pair's opinion when they are sharing it with the team's member. This is also an appropriate technique to help students practice speaking skill in order to reinforce it. Procedures in three-step interview are as follows:

Step 1: Students interview each other in pair; one is interviewer and the other is interviewee.

Step 2: Students reverse roles (both being interviewer and interviewee).

Step 3: Each student shares with the group what s/he has learned during the two interviews.

Example:

- Teacher assigns roles or students can "play" themselves. Teacher may also give interview questions or information that should be "found."
- A interviews B for the specified number of minutes, listening attentively and asking probing questions.
- At a signal, students reverse roles and B interviews A for the same number of minutes.
- At another signal, each pair turns to another pair, forming a group of four. Each member of the group introduces his/ her partner, highlighting the most interesting points.

This technique is very much related with Cognitive Elaboration Theory as there is a chance of asking clarifying questions and responding (giving elaboration) to it

### **(3) Round robin** (Kagan, 1992)

Students in teams take turns orally responding to a question or prompt. You can have questions on slips of paper in the middle of the team, or you can call the question aloud. For example, you could have group members round robin their predictions for a science experiment before you do the activity.

Step 1: The group has a speaking task or question.

Step 2: Each person takes a turn to speak.

Step 3: The turn to speak passes around the group for as many rounds as possible.

Step 4: One group member may be asked to share with the class what their group mates have said.

Round robin is a technique that gives each member gets equal chance to contribute their idea or opinion (Isjoni, 2011). Class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers; after the thinking time members of the group share responses with one another round robin group. The recorder writes down the answer of the group members. The person next to the recorder starts and each person in the group gives an answer until time is called.

To write it in clear language, in round-robin brainstorming technique of CL, Class is divided into small groups of (4 to 6) with one person appointed as the recorder. Then, a question is posed by the teacher with many possible answers and the students are given time to think about answers. After the "think time," members of the group share responses with one another round robin style. The recorder writes down the answers of the group members. Finally, the student next to the recorder starts and each student in the group in order gives an answer until time is called. In this way, every student in the group gets chance speaking. This shows that round-robin encourages one of the principles of cooperative learning (equal participation).

**(4) Timed-pair-share** (Kagan, 1992)

Step 1: A specific amount of time is assigned to each partner's speaking turn.

Step 2: While Partner A is speaking, Partner B only listens except to respond to him or her by asking questions or offering prompts if Partner A has not used all of the designated time.

Step 3: Partners switch roles.

Step 4: One partner is asked to share with the class or the group what the other said.

**(5) Group discussion** (Olsen & Kagan, 1992)

Step 1: Teacher presents a topic or question.

Step 2: Students discuss in small groups by giving as many ideas as they can.

Step 3: A group member presents the group's summary to the class.

**(6) Team Interview** (Olsen & Kagan, 1992)

Students take turns standing and being interviewed by their team. They can be interviewed about a favorite book or about a current event article they have read. They can be interviewed about a topic they have researched or a section of the textbook, or a teaching material they were assigned to read. In this technique, there are four steps to be followed.

Step 1: Students stand turn by turn in a group.

Step 2: Team members interview the one who is standing.

Step 3: Summarize what has been raised in the interview.

Step 4: Active ones help those who were unable to express their ideas during the interview.

## **(7) Numbered Heads Together (NHT)**

This strategy is useful to check the understanding, to review, as an antidote to the whole-class question – answer format. A team of four is established. Each member is given numbers of 1, 2, 3 and 4. Questions are asked to the group. Group works together to answer the question, so that all can verbally answer the question. Teacher calls out a number example 2 and each 2 from all groups is asked to give the answer. Richards and Renandya (2002) state numbered heads together encourages successfully group functioning because all members need to know and be ready to explain their group's answer.

### **2.5 Advantages of Cooperative Learning**

Language professionals and researchers do not only explore the principles of cooperative learning (CL), but also find its advantages. For example, many researches have revealed a number of advantages in CL such as increasing students' more and varied talk, a more relaxed atmosphere, greater motivation, more negotiation of meaning, and increasing the amount of comprehensible input (Olsen and Kagan, 1992). In addition, it also promotes students' learning and academic achievement, enhances students' satisfaction with their learning experience, motivates students to learn the material, provides formative feedback and promotes positive interaction between members of different cultural and socio- economic groups (Slavin, 1995). More specifically, the advantages of CL are discussed hereunder.

#### **2.5.1 Appreciating Differences**

The more students work in cooperative groups, the more they remember what they have learned, understand and feel better about themselves and their peers. CL also endorses greater cross ethnic interaction and the acceptance of mainstreamed academically handicapped students (Caposey and Heider 2003). Gillies et al. (2008) also determine that CL is an effective way to build community between home and school, cultures with culturally and linguistically diverse students. Students from different backgrounds and characteristics work together towards common goals, to know each other, and to work with each other as equals; which results in a wide variety of outcomes in CL settings.

#### **2.5.2 Individualization of Instruction**

In a traditional classroom with a heavy emphasis on lecturing method and a whole-class discussion, teachers have to cater their instruction to the average. If a few students cannot keep

up with the class, the teacher cannot always stop the class to help them. Krause et al. (2008), argue that with CL groups, there is the potential for students to receive individual assistance from teachers and from their peers. Support from peers increases learning both for the students being helped as well as for those giving the help. For the students being helped, the assistance from their peers enables them to move away from dependence on the teacher and gain more opportunities to enhance their learning. On the other hand, for the students giving the help, the cooperative learning groups serve as opportunities to increase their own performance.

### **2.5.3 Increasing Students Participation**

When cooperative learning groups are used in the language classroom, students receive much more chance to speak. This is because first, there is an increase in the percentage of time when students are talking; instead of always the teacher speaks. Second, during the time for students to talk, many of them are speaking at any time (Lie, 2000). According to Abdullah et al.(2002) SL/FL learning fits CL through the Interaction Hypothesis which states that language learners increase the quantity of comprehensible input they receive by interacting with their interlocutors (the people with whom they are speaking). This is because CL activities provide an environment in which students may be more likely to interact than in a whole class setting. In addition, Jacobs (2006) and Hijzen et al. (2007) explain that cooperative learning encourages all group members to feel that they need to actively participate and learn the material.

### **2.5.4 Increasing Motivation and Positive Attitude towards Learning**

Ediger (2001); Ghaith (2003); and Yahya and Huie (2002) reported that through cooperative learning (CL), learners can realize that classes and learning may be enjoyable. CL also leads to increase time on task, to create motivation toward learning, and to improve self-esteem. Cooperative learning also promotes language acquisition by providing comprehensible input in a motivating and supportive environment and in developmentally appropriate ways. Furthermore, CL enhances the motivation and psychosocial adjustment of language learners. In short, CL increases students' motivation by providing peer support.

### **2.5.5 Decreasing Anxiety**

Students often feel anxious most of the time if they are asked to speak in front of the whole class. In contrast, there is less anxiety connected with speaking in the smaller group. In addition, when a student represents the group and reports to the whole class, he/she gets more

support, because the answer is not just from one student alone, but rather from the whole group (Lie, 2000). McDonough (2004), on the other hand states that peer groups may provide less anxiety-producing and a more motivating environment for language use, thus, increasing the chances those students will take in more input. Additionally, students may feel more confident and less anxious when interacting with their peers during pair or small group activities than during whole-class discussions. Therefore, if students lessen their anxiety, their performance in speaking can increase.

### **2.5.6 Increasing Academic Achievement**

Cooperation results in higher achievement and greater productivity. This is because cooperative learning promotes greater use of higher-level reasoning strategies and creates a productive learning environment. CL is also an effective strategy in the English language classrooms in helping learners practice speaking. Pair and small group activities provide learners with more time to speak the target language than teacher-fronted activities, and promote learner autonomy and self-directed learning in EFL/ESL classes. In this regard, Holliday (2002: 3) states that: “CL fosters exercises that require students to talk and listen, to read and write and in general to reflect on what is being studied rather than listening to a lecturer only.

### **2.6 Cooperative Learning and Teaching English as a Foreign Language (TEFL)**

Cooperative small-group learning is widely accepted method as one way in which English teachers can stimulate interaction in order to benefit all students. One way to improve the quality of communicative interaction in the classroom is, therefore to increase students' use of Modified-Interaction and Social-Interaction Strategies (Bejarano, 1997). In the same token, Gillies (2004) also states that cooperative learning creates opportunities for all students to actively interact with each other and negotiate meaning around a task. Pair and small group activities that involve interactions between learners are often used in SL/ FL classrooms for both theoretical and pedagogical reasons. This is because pair or small group activities provide learners with more time to speak the target language than teacher-fronted activities. In addition, learners may feel less- anxious and more confident when interacting with peers during pair or small group activities than during whole-class discussions (McDonough, 2004).

## **2.7 The Relationship between Cooperative Language Learning (CLL) and Improvement of Speaking Skill**

Communicative language teaching and learning principles are demonstrated in a practice of cooperative language learning. As stated in 2.2.4 above, cooperative learning (CL) method is based on theoretical work of Piaget (1965) and Vygotsky (1962), who support the importance of social interaction in learning and particularly the motivation to develop and share ideas through talk. These ideas have been adopted by general educators as well as by those who have particular interest in second language education (Richards and Rodgers, 2001).

Cooperative language learning (CLL) creates natural and interactive contexts, where students listen to each other, ask question, help and criticize one another's active participation to the group's effort and clarify issues. Group interaction also assists students in discussing for more comprehensible input and in modifying their output in order to make it more understandable to others. Through CLL method, speaking activities can be highly motivated and students can be willing to speak instead of afraid of making mistakes in front of the whole class. If teachers set up speaking activities properly, and give useful feedback, students will get tremendous satisfaction from it. This is because one of the characteristics of CLL is a group of learning activities in that there is an interaction of each learner to increase the motivation of others within that group (Kagan, 1995). In nutshell, in CL activities, each member of a group is expected to participate actively and contribute his/her idea when a group discusses a particular task. In this way, everyone can get a chance of speaking.

Discussion in cooperative groups provides a less- frightening way to practice speaking than speaking in front of a whole class (Nunan, 1993). This is because language learning and teaching must include expressing, interpreting, and negotiating meaning. In order to do so therefore, students need to be given opportunities to work cooperatively with both the teacher and class-mates in turn-taking, giving feedback to speakers, asking for clarification, and starting and ending conversations; all of which help students practice speaking (Kramsch, 1986).

In CL students can correct each other's mistakes, share personal opinions, assuming responsibility for their own learning and leading them to be self-confident communicators in the process. In her article "From language proficiency to interactional competence," Kramsch (ibid) summarized three phases in L2 teaching for communication. The first step is based on

student-teacher interaction in which students practice the L2 with their teachers as a speaking partner. The second step comprises group-peer working interaction, during which students learn to exchange meaning with their group or peers in class situations as well as how to generate learning. The final step involves cooperative interaction in which students engage in conversation-based tasks with partners observing the social and cultural boundaries that speakers meet in natural conversation. Through all these processes, students practice speaking.

Van den Branden (1997) also studied how CL affects L2 learners' speaking. His research results revealed that the participants' interaction and cooperation modified their output (speaking). He argues that L2 learners improved speaking performance by the frequency of negotiation routines that they are engaged in cooperative group work. CL activities customarily involve two way exchanges with partners sharing information or opinions in the course of carrying out learning activities. That is why proponents of CLL have created a host of exchange activities like: debate, jigsaw, information or opinion -gap, team practice, and round-table activities (e.g. Kagan, 1992). Most of these CLL activities were designed to be used in pair or group work where speaking is mostly practiced.

Real life communicative environment and interactive student-centeredness in classrooms where teachers should use authentic activities and meaningful tasks through students' group work, can reinforce the students' communication capabilities. "The focus of group work is on cultivating communication abilities in listening and speaking" (Rapley 2010:34). For example, argumentative oral group discussions can make students share ideas, contribute ideas equally to achieve the task purpose and this can be reinforced by such things as stimulations or realistic items, pictures, and stories, which widen students' imagination and encourage them to speak more and more (Kayi, 2006). In connection to this, Baker and Westrup (2003) suggest that teachers should train learners to speak within a regular language practice. They have to motivate students by making lessons interesting, allowing them to participate, involving them in lessons through a variety of group work activities, using texts and materials which are relevant to the students' needs and also finding interesting ways to help them speak most of the time in in-class oral activities.

What is more, CL group increases students' language practice and improve their language quality. This is because members of a group depend on constant meeting and interaction

seeking for co-operative effort, skilled leadership, and sense of belonging to one another and assigning roles for each member during joint effort. Through carefully-structured group work activities, learners know each other, strengthen personal and social relationship, develop their humanistic and social features and fulfill academic achievements (Long and Porter, 1985).

## **2.8 Student Participation in the EFL Classroom**

Participation can be seen as an active engagement process which can be sorted into five categories: attendance, preparation, contribution to group discussion, group skills, and communication skills, (Dancer & Kamvounias, 2005). It has also been perceived as simply attending class and giving oral presentations (Fritschner, 2000). Participation is also defined as “the number of unsolicited responses volunteered” (Burchfield & Sappington, 1999: 290).

Participation in the language class has different forms, including students’ questions and comments (Fassinger, 1995b), and it can take a few seconds or an extended period of time (Cohen, 1991). Wade (1994:237), on other hand, considered the “ideal class discussion” as one in which almost all students actively participate and are interested, learning, and listening to others’ comments and suggestions. It seems that researchers and instructors favor these mainly quantitative and overt means of defining participation. Though the quality of student participation is likely as important, it is also much more subjective.

Some authors proposed specific ways to measure students’ participation in the class. for instance, Melvin and Lord (1995) suggested that having both students and teachers evaluate participation, and Melvin (1988) found that those ratings were quite similar to each other. However, in three other studies (Burchfield & Sappington, 1999; Dancer & Kamvounias, 2005; Gopinath, 1999), it was found that students rated themselves higher than their teachers did. According to these scholars, peers evaluated one another’s active participation better than their teachers did. In view of Fritschner’s (2000) finding, these rating differences are not surprising for students and teachers have slightly different definitions of participation. The difference also may be explained in part by Bippus and Young’s (2000) finding that students consider several types of involvement, not just in in-class discussion, to be participation.

The fact that researchers have similar but slightly different definitions of participation and its measurement should be kept in mind while reading this research work, but the operational

definition used here for this study purpose is “in-class student participation,” which consists of asking questions, raising one’s hand, and making comments, and giving opinions.

In general, student participation in the classroom is through two communication behaviors, that is verbal and nonverbal (Lee, 2005). Verbal or oral participation refers to behaviors of answering and asking questions, speaking or giving opinions in the classroom, giving comments and taking part in the classroom discussions. Students who do not take the initiative to actively involve are usually considered as passive participants. In contrast, nonverbal participation is associated with behavioral responses during the class, including nod their head, raise their hands, body movements and eye contact (Zainal, 2007). For the purpose of this study, only oral participation in in-class activities is considered.

From what has been discussed above, we can understand that participation in classroom is the acts of involvement in in- class oral activities. In this research, the acts of involvement in in-class oral activities were operationally defined as active participation and passive participation (See Appendix C). The act of active participation includes asking questions, giving opinions and discussing the related topic lectured. Passive participation on the other hand, refers to the acts of always writing notes only, sitting quietly, listening to lectures or doing other things.

## **2.9 Peer Evaluation in Cooperative Learning**

In CLL classes, some researchers have mentioned many benefits of peer evaluation. For instance, it enhances the development of critical faculties (Searby & Ewers 1997; Stainer 1997); promotes students’ learning (Michaelsen, 1992); and encourages CL as opposed to competitive learning (Lejk & Wyvill 2001; Orsmond et al 1996). According to Lourdusamy & Divaharan, 2000, students who engaged in CL using peer evaluation indicated that they had been encouraged to participate actively and had found it an interesting experience. In fact, the students expect their peers to take the group activity seriously and thus develop trust in their group members, in addition to the rewarding experience of cooperative learning (CL) with peer evaluation (Purchase, 2000).

One of the concerns of introducing cooperative learning (CL) group in institutions of higher education is the students’ concern for the level of fairness of assessment, as all group members are awarded the same mark (Conway et al, 1993). This is a flaw that needs to be addressed, as students’ behavior and attitude to learning are highly influenced by the assessment system. One

way of ensuring all students' active involvement is by rewarding their individual participation and contribution to the group effort (Yueh & Alessi, 1988).

Taking this into consideration, the researcher of this study decided to include peer evaluation in Communicative English Skills course, in order to reward the students for their active participation and contribution to group efforts. Besides rewarding, the researcher agrees with the outlooks of Conway et al (1993) and Goldfinch (1994) that peer evaluation is one way of controlling 'free-riders' or "social-loafers" effect in traditional group work activities.

However, it has been found that peer evaluation causes worry in students, as they perceive it as criticizing their friends (William 1992). According to William's experiment, this situation can be improved by providing reorganized marking guidelines. The researcher of this study considered this suggestion in designing students' intra-group peer evaluation. More specifically, Falchikov (1995) and Pond et al (1995) introduced the following three key advantages of peer evaluation.

1. The students are motivated and accountable for doing homework before class.
2. Students gain an increased awareness of the importance of group dynamics.
3. The presence of free-rider members within groups considerably decreases.

The decision to go ahead and introduce peer evaluation for CL group also stems from the fact that people like to be acknowledged for their achievements, a fact that Yueh and Alessi (1988) claim can help foster self-esteem. Students need to know that each of them, in their own unique way, can participate and contribute their ideas to the success of the group. In such a way, the students realize their potential in the group as well as in the whole class.

### **2.10 Attitude**

Attitude is another topic that needs to be considered in this study. This is because one of the specific objectives of this project work was to get the experimental group students' attitude towards cooperative learning. Attitude can be stated as the positive or negative image we form about a thing/idea or a principle after we perceive something (Dandapani, 2004). Attitude is defined as "a dispositional readiness to respond to certain situations, persons, objects or ideas in a consistent manner, which has been learned and has become one's typical mode of response" (Dandapani, p.193). Therefore, attitude in this study refers to students' positive or negative opinion towards cooperative learning method.

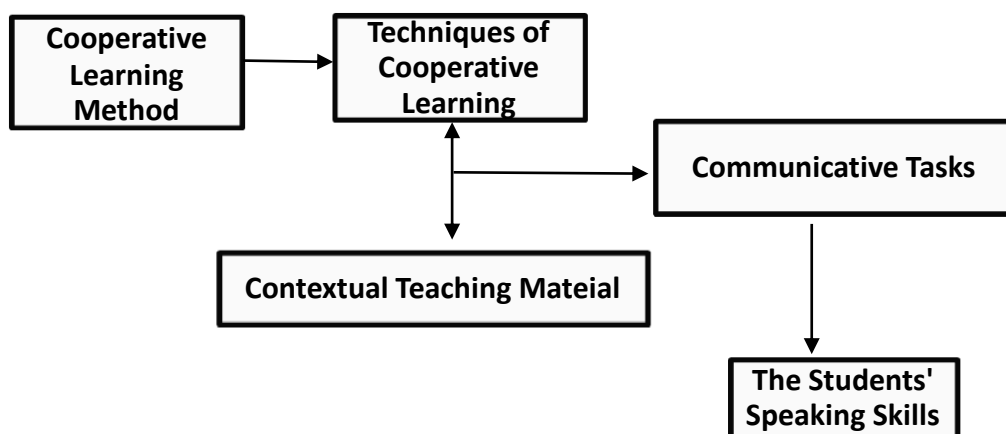
Chauble (2007); Albery et al. (2008); Hogg and Vaughan (2002); Dandapani (2004), cited in Zeleke (2013:58) discuss that attitude cannot be directly observed, but it can only be inferred from responses made by a student. Besides, attitude is learned; not inborn trait and is mainly described as positive or negative. The above scholars discuss that the attitude of a student towards something (e.g. instructional approach; CL method in this study case) is usually measured through a set of questions constructed on a five- point Likert Scale. Likert developed a more refined Likert Attitude Scale. It resembles a simple questionnaire, but involves refined techniques of item-selection. It is a series of statements either favorable (positive) or unfavorable (negative) on a five- point scale of which each response is given a numerical score. An individual's score is the sum of his/her ratings on all items (Dandapani, 2004). Thus, in this study in order to examine the experimental group students' attitude towards the intervention (i.e. CL method) a questionnaire with five -point Likert Scale was used.

### **2.11 Conceptual Framework**

As discussed in 1.1.5, speaking is one of the important skills that should be acquired by students. Preferably, in the speaking teaching and learning process, students have to be given some chances to practice a target language and produce it in the spoken form. Students can practice speaking in the language class in the form of discussions, dialogs, monologs, games, role- plays, etc. which can be given in a controlled, guided, or creative ways. Besides, students have to be able not only to speak fluently in the target, but also pronounce phonemes correctly, use appropriate stress and intonation patterns, and speak in connected speech and different types and situations.

As it has been stated in Chapter one, university students have problems which are related to speaking skills. These problems will be improved by using some of the techniques in CL method. Besides, when the teacher puts his/her students in some cooperative groups during the teaching and learning process, they[ students] enjoy learning together as their learning can be facilitated through working in a group. Working in cooperative group does not only help students improve their speaking skills, but also it simultaneously gives a positive impact to the students' vocabulary, self- esteem, pronunciation etc. It also motivates students to speak more as there are chances for all the students to practice speaking with their friends. Having a partner to work with will also help the students learn the materials. These things are supported also on a

research about improving speaking skills by using cooperative learning (see the finding section in Chapter 4). According to some literatures about speaking and CL, the conceptual framework of this study can be summarized and described as follows.



As the diagram shows, the conceptual framework of this project work consists five elements(i.e. CL, techniques of CL, communicative tasks, contextual teaching material and speaking skills) each of which are interrelated. Among the five components, cooperative learning (CL) is the independent variable, and the students' speaking skill is the dependent variable. The other three components are a means to apply CL method to bring about a change on the students' speaking skills. Hence, students practice the different communicative tasks in the contextual teaching material through the different CL techniques.

## CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This chapter encompasses five sections. Section one describes the overall design of the study. Section two presents the research setting; subjects who participated in the study and the sampling technique in that order. Section three delineates the procedures of the research (i.e. general and intervention procedures of the study). Section four describes the after intervention procedures (i.e. conducting speaking post-test, post-questionnaire and interview). Explanation of specific techniques used to analyze the data is exhibited in the final section of this chapter.

### 3.1 Research Design

This study was experimental in nature and its design included two groups (i.e. experimental and control). It is pure experimental in which two independent groups (control and experimental) were randomly assigned. The reason for conducting pure experiment was that it is through experiment that we examine the effect of an independent variable (cooperative learning) on the dependent variable (students' speaking skills). Hence, the main purpose of this study was to investigate effect of cooperative learning (CL) in improving students' speaking skills. To achieve this objective, the pre- and post-test control group design was used. The whole design of the study can be diagrammed as follows:

*Group 1 (Experimental Group) → Pre-test → Experimental Treatment → Post-test*

*Group 2 (Control Group) → Pre-test → Usual (Conventional) Method → Post-test*

In addition, questionnaires were delivered to both group students as a supporting tool to see both group students' active participation in in-class oral activities and to only experimental group students to see their attitude towards CL method. Peer evaluation and classroom observation were also employed during the teaching time to see the students' active participation in in-class oral activities. What is more, interview was conducted with the experimental group students and the teacher who taught both groups to triangulate the data gained through the other instruments. Therefore, to achieve the general objective (i.e. to see the students' performance in speaking) and the specific objectives (students' active participation in in-class oral activities, students' attitude towards CL), students in the experimental group were taught lessons of the course Communicative English Skills through CL method, whereas those in the control group were taught the lessons through the conventional method (See 3.3.2 below for the instructional differences between the two methods).

The study used both quantitative and qualitative approaches of data collection and analysis. This is because sometimes due to the practical circumstances and context of research, combining both approaches in a single study can provide a more elaborate and richer understanding of a phenomenon. To put it precisely, using a mixed approach in gathering and analyzing data is likely to result in complementary strengths and non-overlapping weaknesses of quantitative and qualitative research and allows using various data sources and methods to minimize the limitations of a single approach (Muijs, 2004). So, this study was guided by the pragmatic theoretical framework about approaches to research design. In relation to this, Muijs (ibid) discusses the following:

Many researchers take a pragmatic approach to research and use quantitative methods when they want to look for breadth and want to test a hypothesis or to study something quantitatively. On the other hand, if they want to look for depth and meaning, they will prefer to use qualitative methods (p.11).

By considering this, the researcher decided to use mixed-methods of gathering and analyzing data. Thus, to test the hypothesis only quantitative method was used. This means to see whether cooperative learning would bring a statistically significant difference on the students' speaking performance or not speaking pre and post-tests were administered and the results were analyzed quantitatively. And to answer the first research question, both quantitative and qualitative methods were used. This means to examine whether CL would enhance the students' active participation (which is part of speaking) in in-class oral activities, post-questionnaire, peer evaluation and classroom observations were used. Post-questionnaire was also used to answer the second research question. Hence, quantitative data were collected through speaking tests, questionnaire and peer evaluation. Qualitative data on the other hand, were gained through classroom observation and semi-structured interview.

### **3.2 Research Setting, Participants and Sampling**

#### **3.2.1 Research Setting**

Hawassa University where the study was carried out is located in South Nation, Nationalities and Peoples' Region (SNNPR), Hawassa City, Ethiopia. There were two main reasons for choosing this university. The first reason was that it was in this university that the researcher noticed that many students were poor speaking in English. Second, the researcher thought that,

as a staff member of the university, he would meet the concerned people that could help him. This is to say that he had familiarity and acquaintance with the university community and departments who could cooperate so that the study would continue smoothly. In short, this particular institution was chosen because the researcher taught at the institution and it was not difficult to obtain the necessary data.

### **3.2.2 Participants of the Study**

The participants of the study were 64 students and 8 instructors. The student participants were 40 first-year undergraduate students of Sociology Department (13 females and 27 males) in the first semester of the academic years 2012/13 for the pilot study. On the other hand, 64 students (35 females and 29 males) of the School of Language and Communication Studies (SLCS), Department of English, in the first semester of the academic year 2013/14 were chosen for the main study.

Students both in the pilot and main study were first year students who were registered to take the course Communicative English Skills. They had 5 (3 lecture and 2 tutorial hours respectively) periods of the course per week. Furthermore, all of the participants had studied English for 12 years since grade one up to the preparatory level (Grades 11 and 12). And all of them had taken the National University Entrance Examination in English. Because of these reasons, it was supposed that the students in both the pilot and the main studies were more or less similar with regard to their ability in English.

Students in the experimental group were not told the purpose of the CL activities to avoid the possible interference of individual factors such as expectation or psychological influences termed as “Hawthorne Effect,” the phenomenon referring to modified behavior or performance due to the awareness of being a part of an experimental research (Weber, 2002).

In addition to the student participants, 8 instructors (2 for teaching and 6 for assessing students’ speaking performance) also participated in the study. Two instructors (1 for the pilot and main study each) were chosen from among 16 instructors who had MA in TEFL to teach the course Communicative English Skills for the purpose of this study. There were no PhD holders when this study was conducted. The instructors who taught the course in the pilot and main study had 15 and 17 years’ of experience in their job respectively.

### **3.2.3 Sampling**

Department of Sociology was selected for the pilot study from among all using simple random sampling method. This means among all the departments at Hawassa University, the researcher selected Department of Sociology by drawing lots. But for the main study, the Department of English was chosen purposely for three main reasons. First, based on the comments given during the pilot study defense, the researcher was convinced that it is this department that trains the would-be teachers of English who will implement the intervention (i.e.CL method).

Second, though the students were studying in this department to have their first degree in applied English, there would be probability of being a teacher of English after taking post graduate diploma training (PGDT) on some pedagogy courses. Therefore, as future teachers of the English language, they need to be familiarized with important oral communication skills, develop and master oral skills as desirable goals of the educational process. Third, the researcher thought that the students in this department would be more motivated to practice speaking as speaking in English would help them in their future career since they would be the English language experts (either in teaching or working in other sectors where English is needed). Hence, the English Department was appropriate to be chosen for this study.

On the other hand, among the 16 instructors of English in Hawassa University who had MA in TEFL, 2 instructors (1 for each of the pilot and main study) were randomly selected to teach the course Communicative English Skills for both groups. This means among the 16, the researcher randomly selected 2 instructors (1 for each of the pilot and main study) to teach the course by drawing lots to give equal chances to all the instructors who had MA in TEFL in the university. This is because no special teacher was needed as in reality all of them are expected to teach the course. In addition, 6 rich-experienced instructors who had MA in TEFL (2 for the pilot study and 4 for the main study) were selected purposely to assess the speaking performances of students before and after the intervention for this research purpose.

### **3.3 Procedures of the Research**

The whole research lasted a semester and a half, of which 8 weeks were spent on the pilot study and 12 weeks were spent on the main study conducted in the first semester of the academic years 2012/13 and 2013/14, respectively. The procedures of the study are described in the following sections.

### 3.3.1 General Procedure of the Study

#### 3.3.1.1 Preparing Teaching Material

The researcher prepared a teaching material by incorporating the techniques of CL and interactive oral activities for the experimental group. The material focused on group participation pattern that gives the students the opportunity to engage in meaning-focused interactions where they comprehend and produce the target language. The selection and design of tasks was to help the students practice interactive activities which help students practice speaking. The contents of the material were the same for both groups of students; however, the principles of CL were not included in the teaching material of the control group.

A variety of activities employed in the teaching material of the experimental group included CL techniques such as Think-pair share, Number-heads- together, Timed-pair-share, Team-interview, Three-step interview, Group discussion and Round robin. In this way, the students in a group were offered so many chances of practicing speaking. It was not only through speaking lessons where these techniques included, but also in other skills' activities too (See Appendix W). These techniques are incorporated in different units of the teaching material of the experimental group. That is to say all of them may or may not be included in one unit.

Here, it should be noted that the teaching material is not completely new. This means that the researcher adapted the already existing teaching material which was prepared by instructors of English (TEFL MA holders) and used for the Communicative English Skills course in Hawassa University. In addition to this, the researcher adapted and added one unit which was used by Lin (2009) for the purpose of investigating “*The Effects of Cooperative Learning on the Oral Proficiency of Students in Tertiary-level EFL Classroom*” as a model.

The researcher believes that the teaching material was valid for three reasons. First, the already existing teaching material for the course was prepared by qualified instructors of the English language at Hawassa University; however he added some activities in relation to CL techniques. Second, additional unit adapted from Lin (ibid) is a teaching material which was used and tested for the same experimental research purpose. Third, the researcher got constructive comments from the supervisor of this research project and from senior instructors of English language, especially who taught the course at least for three years regarding contents and organization of the activities. And finally, the very reason which made the researcher adapt

and modify the teaching material in the aforementioned ways was that there was no standardized teaching material for the common course Communicative English Skills.

### **3.3.1.2 Preparing and Administering Data Collection Instruments**

To gather valid and reliable data for this study, five instruments were prepared and administered. They were implemented before, during and after the experiment. The purpose, design and administration of each of them are presented in the following sections in detail.

#### **3.3.1.2.1 Speaking tests**

Two speaking tests (pre and post) were prepared by the researcher based on the objectives formulated in the syllabus of the course Communicative English Skills. The two speaking tests were administered to students of both groups before and after learning the course through two different methods. The pre-test had two main purposes. The first purpose was to form two comparable groups for the control and experimental work. The second purpose was to see both group students' speaking performance before the intervention and to see later improvements. On the other hand, the post-test was conducted after the program in the same way as the pre-test to find out the improvements that the students of both groups had made in their speaking skills.

The tests had five parts in which the students were asked to converse with the examiners. They were asked to talk about familiar topics, personal information, experiences; express personal opinions and describe and talk about a picture. In the final section of the test, students were asked to read a very short text on the cue card, then listen to a talk on tape-recorder about it and finally to talk based on what they had read and listened.

To ensure validity, some measures were taken. First, the format of the tests was adapted from Alex (2008), IELTS and Cracking the TOEFL iBT (2010). Second, comments were collected from the supervisor of this research project and senior colleagues on the contents, instructions, difficulty level and amount of time allotted. In light of their suggestions, some items were modified and substituted by others; and some were deleted. For example, an item: "describe any person whom you know" was deleted. According to the suggestion given, this item was deleted for it would take much time.

Third, to avoid a possible testing threat, like improvement of scores through familiarization, some modifications were made in the post-test. So, the students would be unlikely to remember

what they expressed in the pre-test. Fourth, the students were assessed in both tests by the same invigilators in the same examination room and in the same shift. Fifth, the invigilators interviewed the students face to face and they [examiners] were not told about the subject experimental and control conditions so as to avoid bias in assessing. Furthermore, the students' names were kept anonymous by using code numbers and no guidance or help was given to the students during the test.

The tests were administered in one quiet classroom in Hawassa University Main Campus at the beginning and at the end of the intervention. The students were made to wait for their turns in another room. The researcher along with one of his colleagues was organizing the tests. They were in safekeeping of test and waiting rooms, and calling on the students to come to the test room in turn. In order not to let the students in the waiting room know the details of the test, those who finished the test were not allowed to go back to the waiting-room, but rather leave immediately and those who were waiting to take the test were not allowed to leave the waiting room before they took the test.

The examiners interviewed the students face to face. Candidates were assessed individually and on their own speaking performance (i.e. not in relation to others) and their performance was audio-recorded by the examiners. Each student was called from the waiting room by the researcher and his colleague and tested in another room. To get a clearer analysis, each student was given marks respectively on the 4 criteria (grammar and vocabulary, pronunciation, discourse management and interactive communication) of the assessment scale for speaking skills by the examiners. Each criterion is 5 points, and the full mark was 20 points in each part of the test (See pages 34-36 in the literature section for the meaning of each criterion and See appendix H for the specific marking of each criterion).

On the other hand, to ensure reliable results, three measures were taken. First, the tests were measured through a speaking scale stated above as an analytic scoring evaluation for oral productions. Second, the tests were audio and video recorded to obtain reliable data (i.e. the raters could re-check the speaking performance). Third, an estimate of inter-rater reliability was calculated by using Pearson's correlation coefficient formula. Thus, the inter-rater reliability for pre-test was .844; and .904 for the post one. As Liu (2005) argues, the inter-rater reliability of

.7 is considered satisfactory for oral rating scales. Hence, the coefficients of inter-rater reliability in the pre- and post-tests were high.

#### **3.3.1.2.2 Students' Questionnaire**

Two kinds of questionnaires were designed and administered. The first one was questionnaire of students' participatory behavior in in-class oral activities. This questionnaire had 6 close-ended items (See Appendix A). Its purpose was to investigate both group students' active participatory behavior in in-class oral activities. To put it clearly, this questionnaire was administered to see if CL had improved the students' participation in in-class oral activities or not. The other was questionnaire of students' attitude towards cooperative learning method. The questionnaire in this section had 30 close-ended items; which give more emphasis on whether the students liked cooperative learning group or not in general; and role assignment and peer evaluation in group work activities in particular while learning the course Communicative English Skills (See Appendix B).

Here, it should be noted that investigating students' participatory behavior in both groups and only the experimental group students' attitude towards CL were not the main purposes of the study, but rather the questionnaires were used as a supportive tool. This is to say that section-I questionnaire was used just to see both group students' participatory behavior in in-class oral activities in addition to what was seen through observation by the researcher. This was done because participation is a means to improve speaking performance. Section-II questionnaire on the other hand, was used just to see the experimental group students' attitude towards CL because they had learned the course through this method. In other words, section-II questionnaire was designed to see whether the experimental group students had positive or negative attitude towards the treatment (i.e. CL activities) as it is part of the study.

Most of the questions in the two sections were worded positively for the very reason that negative questions might make some participants feel confused and lead to misunderstandings. When producing a sound non-standardized questionnaire, it is important to minimize the number of negative items. This means the number of negative items should be very few (Grami (2010). Hence, the researcher designed many positively worded items and very few negative statements to collect some different information from the population.

The items in section- II were developed into Likert-type questionnaire; with 5 answers to circle in each statement for it is appropriate with closed-ended items. The 5 answers were listed according to the order of: (1) strongly agree (5 points), (2) agree (4 points), (3) no comments (3 points), (4) disagree (2 points), and strongly disagree (1 point). The questions asked from the positive point of view, would score points 5, 4, 3, 2 and 1; and the questions asked from the negative point of view would score points 1, 2, 3, 4 and 5 corresponding to the answers of strongly agree, agree, no comments, disagree and strongly disagree.

To ensure validity, some actions were taken. First, questions were adapted from widely used sources. The statements in section-II were adapted from the well-known questionnaire designed by Kouros and Abrami (2006) to see students' attitude towards group learning environment (SAGE). Second, the supervisor of this study and four senior colleagues of the researcher evaluated the questions in both sections in terms of content, face validity and clarity. Based on their comments, the researcher modified the questionnaires in a way that the participant students could easily understand and respond. Third, pilot study was conducted to find out whether the questionnaires required any changes, modifications or deletions. Moreover, the researcher himself administered the questionnaire so as to give chances for respondents to ask him for clarification when they needed. On the other hand, the reliability of the questionnaires was established by running Cronbach's Alpha Test. So, the reliability of section-II questionnaire was 0.79 which is satisfactory.

#### **3.3.1.2.3 Classroom Observation**

The third data collecting tool in this study was classroom observation. Its purpose was to diagnose both group students' verbal participation in in-class oral activities. Classroom observation was applied in order to cross check the data gained through section-I questionnaire. This is because classroom observation provides direct information rather than self-reported accounts (Dörnyei, 2007). This is significant in students' classroom participation as well as teachers' ways of eliciting students' feedback which will influence the learning atmosphere. Thus, besides analyzing the self-reported data collected via questionnaire, the observations done also enabled the researcher to gain an insight into the students' actual participation in in-class oral activities. In nutshell, in this study classroom observation was used as a supporting tool to section-I questionnaire. This means it was used to enrich the data gained through section-I

questionnaire and to answer research question: Does cooperative learning facilitate greater students' participation in in-class oral activities?

Following the advice of Johansson and Svedner (2001), the observation focused on general occurrences in the classroom when the students were learning the course Communicative English Skills. In simple words, the purpose of the observation was not minute details and verbal participatory behavior of individual student. Therefore, in both groups, the researcher observed all the students roughly at one time, but sometimes during the CL class, he focused his observations on one group comprised of four students. By adapting the interaction categories (Foreign Language Interaction Analysis system listed in Allwright and Bailey (1991), learners' involvement in asking and answering the teacher's questions, sharing opinions with classmates, or providing comments were noted in the form of field notes. Consequently, the observations enriched the findings of this research.

For the validity, the researcher practiced taking descriptive field notes during the pilot study and one week before the first observation in the main study. In addition, he observed students in both cooperative and conventional group learning.

The researcher carried out 5 classroom observations of 1 hour each in each of the experimental and control groups based on the observation sheet (See Appendix C). None of the observations were recorded. During the observations, the researcher sat at one of the classroom's corners observing and taking field notes about teachers' performance, in in-class oral activities and how students responded to them. Then, he compiled the notes in a narrative form soon after the observations were completed.

#### **3.3.1.2.4 Peer Evaluation Checklist**

To see the overall progress of students' active participation and contribution to the group effort in the experimental group, the researcher prepared peer evaluation format and applied. Its purpose was to facilitate the experimental group students' active participation in group work activities. Its main purpose was to minimize free-riding (which is one of the characteristics of traditional group work). To put it clearly, peer evaluation was applied in the experimental class to make sure that every group member was actively involved in group discussion and the effect of free-riders defined as "some group members do all or most of the work while others go along for the ride" (Slavin, 1995:19) might be decreased to the least. In other words, each member

had to involve in the group discussion to master the work lest he/she should have failed to answer the question by a random call by the teacher. Generally speaking, if there is peer evaluation among group members, every student in the group will be eager to participate in in-class oral activities in order to get better peer evaluation result (See pages 63-64 in the literature section for the significance of peer evaluation).

The peer evaluation form had 5 criteria which guide students in each group of the experimental group when they evaluated one another and gave marks to their peers ranging from 1-5. The criterion of the peer evaluation was adapted from Chad (2012). And it was evaluated by the supervisor and by two senior colleagues of the researcher in order to ensure validity.

### **3.3.1.2.5 Interviews**

Interview was another instrument via which the qualitative data for this study were collected. The researcher designed and administered interview for two reasons. First, through interview the interviewer can get some confidential information by building rapport with the interviewees which they might be reluctant to express through writing (e.g. questionnaire). Second, as interview is carried out face-to-face, interviewees' difficulties in understanding the questions can be clarified by the interviewer (Best and Khan, 1986).

Therefore, the researcher designed semi-structured interview questions for the experimental group students and for the teacher who taught both groups. The purpose of the interview was to find out the experimental group students' attitude towards CL method when they were learning the course Communicative English Skills. The student participants were 9 purposely selected students (i.e. 3 from each high, medium and low achievers defined according to the scores of the pre-test). This was done in order to get data from different ability groups.

The instructor who taught both groups was also interviewed to give his opinion about the students' participatory behavior in in-class oral activities, students overall progress in speaking performance throughout teaching the course and students' attitude towards CL group activities in the experimental group. For the protocol of the interviewees (the students and the teacher), the interview questions and the sample transcriptions from the responses of the interviewees are attached in Appendices D and E, respectively.

Semi-structured interview format was used for 3 reasons. First, it allows a wider freedom to ask further questions about the students' attitude towards CL. Second, it also helps control the

direction of the interview to elicit the desired data. Third, its semi-structured nature saves interviewees from being off the point (Nunan, 1992).

For validity, before conducting the actual interview, the researcher practiced the interview questions on other class first year students. He did this to ensure that students understood the questions, offered thorough answers and to determine possible probing questions.

### **3.3.1.3 Training the Selected Instructors**

Both groups were taught by the same teacher in order to prevent the different teacher effect on the speaking performance of the students. This is to mean that because of differences of the teachers (e.g. their ability, the way they teach, their personal behavior, etc.), the result of the study would have been different. The researcher excluded himself from teaching the course. This is because there might be some negative effects such as bias and subjectivity that could affect the validity of the study. The instructors who were selected to teach the course had no previous experience in implementing the intervention (i.e. CL method) in teaching either Communicative English Skills or any other courses. Therefore before the implementation, training was provided to the two instructors (1 each for the pilot and main study) by the researcher on how to implement CL methods in teaching the course.

The training took 4 days (i.e. 1 day for theory and 3 days for practical teaching) in the pilot and main studies. The purpose was to give some important orientations to the instructors about the teaching material and its instructional approach on how to implement CL. This is because if they did not have the awareness, they would not appropriately handle the teaching. Especially, they would not have understood the difference between traditional group work and CL; which in its turn may affect the process and the result of the study at large. Hence, CL activities adapted to the course material were explained to the instructors briefly. In addition, information about how to group students and assign tasks (i.e. Roles and responsibilities) and procedures for each activity were explained in detail. Furthermore, three hours training was offered to the selected examiners on how to assess the students' speaking performances in both pre- and post-tests. Finally, the instructors were informed about ethical issues related to the experiment.

### **3.3.1.4 Administering Pre-test**

Speaking pre-test was administered before assigning students into experimental and control groups. This was done before the intervention to comparably distribute students into two groups

who had nearly similar speaking performance based on the results. In other words, the speaking pre-test was administered to comparably allocate participants into experimental and control groups based on the speaking pre-test results.

### **3.3.1.5 Assigning Students into Experimental and Control Groups**

To assign students into experimental and control groups, the following procedures were applied. First, speaking pre-test was administered to the whole group. Second, marks were given to each student by 4 examiners. The marks given by the 2 examiners were averaged and taken as rater-1 and of the other 2 were also averaged and taken as rater-2. Third, the average scores were taken to ensure inter-rater reliability.

Fourth, the marks of all the students out of 100% were written in the descending order (i.e. from highest to lowest). Next, all the marks were divided into 2 columns (i.e. in one column odd numbers and in another one even numbers in front of each student's mark). Thus, an equal number of students were distributed into two groups without naming experimental and control. Fifth, Independent-samples t-test was computed on the SPSS, version-20 to see if the two groups had similar speaking performances on each component of speaking and overall speaking performances before the intervention.

In this way, it was assured that there was no significant difference between the two groups with regard to each component and overall speaking performance in the pre-test. After ensuring there was no significant difference, the groups were named experimental and control by drawing lots. This allows the students to have equal chance of being selected either as experimental or control. Thus, the probability of a group being selected as experimental or control is unaffected by the selection of another group.

### **3.3.1.6 Conducting the Pilot Study and Making Modifications**

The pilot study was conducted to find out any methodological weaknesses of the research design. In other words, it was done to improve the validity, reliability and practicability of the main study. An experimental design was used in the pilot study, but it was on a smaller scale than in the main study. There were experimental and control groups as the researcher's main concern at this stage was to detect any unexpected problems with implementation of CL.

The students in both groups took pre- and post-tests before and after the intervention. They also filled in section- I post-questionnaire; and only the experimental group students filled in section-II post-questionnaire after they had learned the course Communicative English Skills through CL method. Peer evaluation was also administered to see the experimental group students' participation in in-class oral activities. Classroom observation was another tool which was piloted to see both group students' participation in in-class oral activities when learning the course. Finally, semi-structured interview was administered to experimental group students to see their attitude towards CL during the pilot study.

The intervention lasted for 8 weeks. After the intervention, pilot speaking post-test and post-questionnaire were administered to fine-tune the questions of the speaking test and the statements of the questionnaire according to their answers. Some modifications were made in the speaking post-test questions. Six students (2 students from each high, medium and low achievers) from the experimental group were purposely selected and interviewed to see their in-depth feeling about CL method. In addition, the instructor who taught both groups was also interviewed to give his opinion about the students' participation in in-class oral activities, experimental group students' attitude towards CL, motivation to speak in English and students' overall progress in speaking skills.

The detailed findings of the pilot study will not be discussed here as the number of pages for the final thesis is limited. However, some methodological issues which needed to be addressed to help increase the quality of the main study and lessons learned from the pilot study are discussed below.

### **1. Constructing a Proper Speaking Test to See Effects of CL**

After piloting, it was found that some of the questions in the speaking test were difficult for the participants to answer. So, modifications were made and some of the questions were discarded. For example, an item: "Describe any person or thing" was modified into "Describe something you own which is very important to you" and "Describe a gift that you offered to someone" in the speaking pre and post-tests respectively by giving clues on cue card (See Appendices F and G). Hence, the researcher learned from the pilot test that the test takers should be provided cue cards on which the question or part of it is written to help them understand the questions. On

the other hand, some items which require the students to give very short responses (e.g. Do you have a lot of friends?) were supplemented by follow-up questions (See Appendices F and G).

## **2. Strengthening the Role Assignment in CL Group**

From the observation of the pilot study, it was found that there were some problems in playing the roles assigned. Some of the groups did not rotate the roles and the members with better speaking ability usually dominated the group discussions. Subsequently, it was decided that the role assignment should be strengthened in the main study in order to provide all students with opportunities to increase their active participation in in-class oral activities.

## **3. Revising a Leading Question in the Interviews**

As to the interview is concerned, the researcher as an interviewer detected that some questions were leading questions. Therefore, some interview questions were rephrased and modified to make them be in a more neutral position. For example, an item: “Sometimes it is good to assign different roles to each group member. What is your opinion about this?” This interview item was replaced by “What is your opinion about assigning/giving different roles or responsibilities to each group member?”(See Appendix D).

## **4. Piloting the Questionnaires**

The two sections of questionnaires were administered in the pilot study. In Section-II questionnaire, the majority of students expressed a high level of agreement in their responses to some items, which was noticeably inconsistent with the responses to the other items. The problem with these items might be due to misunderstanding. So, based on the students’ feedback on the comprehensibility of some items, modifications were made on the questionnaires for an easier understanding in the main study. After conducting the pilot study, the researcher found that some questions were ambiguous or confusing and therefore needed to be reworded or rewritten. For example, the item “I do not like cooperative learning group because I am introverted” was changed into “I do not like group work because I am shy to speak with other students” (See Appendix B).

## **5. Piloting Cooperative Learning (CL) Techniques**

In the pilot study, CL was introduced progressively in terms of structural complexity, task difficulty and activity duration in parallel. This was done to make students familiar with it and

to improve their cooperative skills. Simple structures like Think-Pair-Share which includes three steps: students think on a given question individually, then taking turns to exchange ideas with their partners in the group, and finally selecting one member to share his/her partners' ideas with the group and class were first used. This is because activities based on simple structures were relatively easy to handle. As for the most important components of the adaptation used in the pilot study, think-pair share, three-step interview, numbered heads together were selected. These techniques were selected because of their appropriateness in helping students practice speaking in the class.

Besides, the pilot study also provided chances for the researcher to perceive and reflect on the actual use of CL and collect feedback from students to achieve a more suitable CL adaptation for teaching the course Communicative English Skills for the purpose of the main study. Thus, two major problems that inhibited the effectiveness of cooperative learning (CL) were located and relevant solutions were worked out in the main study.

First, according to the teacher's observation and students' feedback, some group mates, especially less proficient students were not committed to group tasks as group success was not formally recognized in the final evaluation of the course. In contrary to this, high proficient students inclined to be counted on to complete their group tasks. In order to solve this problem, one of CL techniques (Numbered-Heads-Together) was used to consolidate the integration of individual accountability and positive interdependence among group members. It was also well thought-out essential that the course evaluation should include marks from peer evaluation for it promotes equal participation of all group members during oral group activities. So, it was decided that 10% of the marks from the peer evaluation should be included in overall evaluation of the course in the case of the main study.

Second, two fundamental principles were strictly observed in the revision of CL method. The major and the first principle was that the revision had to incorporate key elements of CL as it is these elements that distinguish CL from other types of group work and lead to its success. Second, the particularity of the course Communicative English Skills teaching situation had to be taken into account, for instance, the strong influence of traditional whole-class and teacher-centered method, traditional group work learning, students' lack of CL experience, etc. because of the aforementioned points, the pilot study provided tangible basis for the design of

appropriate CL method for the teaching of the course and was crucial to the next stage, the main study.

### **3.3.2 Instructional Procedures in the Main Study**

In this section, the specific instructional process of CL in the experimental group and the conventional method in the control group will be discussed in more detail. An experimental process involves 3 key sequential stages: establishing the baseline data; providing the intervention; and measuring the results. The intervention stage plays a critical mediating role in linking the other two and forms basis for the validity of a study. This is because unless a proper intervention is implemented, the difference between the results and the baseline data cannot be justified (Mutch, 2005). Thus, the intervention procedure employed in this study involved the use of two different teaching methods which are discussed below.

#### **3.3.2.1 The Conventional Instruction Used with the Control Group**

The conventional techniques used with the control group mainly involved teacher-dominated whole-class instruction, which focused on vocabulary and grammar, and the processing of reading texts (i.e. Reading and responding individually). Carefully-structured group work activities which encouraged the students to interact more and to practice the target language were not emphasized as the teacher's talk took much of the class time.

Discussion activities and tasks, which were cautiously aimed to suit students of different language levels within a group, were also modified for use with the control group mostly in the form of direct instruction or rarely traditional group work. For instance, the CL group tasks could be dealt with in the conventional classroom in either of two ways: direct instruction or traditional group work. In direct instruction, the teacher would ask students a question, and then points out all the clues to the answer, and finally provides the answer himself. This way, there would be little peer interaction. In this case, the teacher actually chose to use traditional groups to help students accomplish the given tasks, which typically included the following three steps.

- 1) Students worked on the task with desk-mates or with those sitting next to them in groups which could comprise students ranging from two to six where there were no CL techniques like think-pair-share, three-step-interview, etc.
- 2) The students in the groups were allowed to speak as they liked (i.e. no turn-taking, no roles played).

- 3) A number of students volunteered to present their answers where there was no equal chance for every member of the group.
- 4) Finally, the teacher provided comments and feedbacks on the students' answers to different questions and presentations.

Generally, the group work applied in the conventional class differed from CL group applied in the experimental class in four features. First, traditional groups were formed by putting several nearest fellow students together on a random and temporary basis, while home teams with unchanging membership were used in the CL class. Second, traditional group work did not include two key elements (positive interdependence and individual accountability) of CL, which are essential for the practicality of CL group work. Third, students in traditional groups worked together but volunteered to report on group work. Mostly, it was a small number of high-achievers who took the opportunity to speak most of the time. Even sometimes no students would volunteer, so the teacher had to provide the answer himself. This formed a contrast with cooperative group work where anyone stood a chance of being selected as a group representative to present the results of their group work for example, by using one of CL techniques Number-Heads-Together (NHT).

Fourth, in traditional group work students were assessed individually, with the teacher as the sole assessor, while students in CL groups were assessed by both the teacher and peers. So in the course evaluation, although it was the same for both groups that 40% of the final scores on the course was from the final exam, the sources of the other 60% were different—it was from continuous assessment which are individual grades on either class performances or assignments for the control group, while it was only 50% from continuous assessment and 10% was from peer evaluation marks for the experimental group.

### **3.3.2.2 Instruction Used with the Experimental Group**

The instruction used in the experimental class was different from that used in the control class. In the experimental class, the principles and techniques of CL are carefully applied. The detailed implementation procedures of the experimental group are discussed below.

#### **3.3.2.2.1 Group Formation**

Having a cooperative learning (CL) classroom begins with the formation of groups of students. There were a total of 32 students in the experimental group. As suggested by Kagan (1992),

groups of 4 are mostly recommended for CL activities. Hence, the researcher along with the teacher who taught both classes formed 8 groups with 4 students in each. To ensure heterogeneity, each group included students with three different levels (high, medium and low) of speaking skills according to their results of the pre-test. This is because the majority of research results suggest cooperative groups be heterogeneous, including high, middle, and low achievers (Mueller & Fleming, 2001; Toumasis, 2004).

### **3.3.2.2 .2 Assigning Roles**

In the experimental class, each group member had a certain role to realize individual accountability and to make personal contribution to the group achievement. In general, there were four individual roles in the experimental class: leader, recorder/secretary, spokesperson/reporter and time keeper. In the experimental class, the students often switched their roles (i.e. play the different roles at different time) within their groups. In other words, group members did not have unchangeable roles for a long period of time as the teacher used different CL techniques. For that reason, everyone had the opportunity to play the different roles, especially the reporter, to practice speaking. For example, speaking English in front of the class was not always the leader's or some fluent speakers' privilege.

### **3.3.2.2.3 Classroom Setting and Teacher's Facilitation**

The group members in the experimental class sat face-to-face around the table. As the researcher observed, this setting created a self-motivated and interactive learning environment in the group. The sitting arrangement in this class was easy for the teacher to walk around every group and detect the students' questions during group discussions. Nonetheless, it could not be avoided that sometimes many students could not help talking to the group mates sitting closely to them while the teacher was lecturing in the front of the class (See Appendix Y, for the students' sitting arrangement in the experimental class).

When teaching in the experimental class, especially when students were discussing in CL groups, the instructor served as a consultant and facilitator. For instance, he frequently moved among groups, observing students' active participation, clarifying misunderstandings, offering encouragement, answering students' questions, providing assistance at any time necessary and helping students solve conflicts among group members when they encountered problems or difficulties about CL methods especially in the preparation stage.

### **3.3.2.2.4 Running Peer Evaluation**

At the end of each lesson (3 days per week), there was a score sheet on which each partner was given a score ranging from 1-5 by their group members with regard to how they participated and contributed ideas during oral group work activities. Marks from peer evaluation in the first month were termed as first- round and of the second month termed as second- round in the pilot study; and marks of the first six weeks as first- round and that of the last six weeks termed as second- round in the main study. At the beginning of the intervention, the experimental group students were given orientations on how to evaluate their peers. The orientation was especially on the criteria of peer evaluation. In short, they were given brief explanation on peer evaluation form and criteria (See Appendices U and V).

## **3.4 The After Intervention Procedures**

### **3.4.1 Conducting the Post-test**

As soon as the teaching was over, speaking post-test was administered to both groups. The students were assessed by the instructors who assessed their speaking performances in the pre-test. In addition, the students took the post-test in the same room and shift as that of the pre-test.

### **3.4.2 Conducting the Post- questionnaire**

The two sections of the questionnaires were administered at the end of the intervention. Section-I which was meant to see both group students' participation in in-class speaking activities and section-II questionnaire which was meant to examine only the experimental group students' attitude towards CL method were administered. Sections -I questionnaire was distributed to all 64 students in both groups and returned. On the other hand, section-II questionnaires were distributed to only 32 students of the experimental group were also filled and returned successfully. The researcher himself administered the questionnaires and helped the respondents by clarifying some of the questions when the respondents asked him for misunderstandings.

### **3.4.3 Conducting Interview with the Experimental Group Students and the Teacher**

At the end of the intervention, the experimental group students were interviewed to give their attitude towards CL method. The interview with nine students from the experimental class was conducted on 20<sup>th</sup> December, 2013. The whole interview took 3:00 hours (i.e. from 9:00 am-

12:00 am.). This means 20 minutes were given to each of the nine interviewees. The instructor who taught both classes was also interviewed about his perceptions and observations related to the use of CL group activities, nature of students' participation in in-class group activities, their motivation to speak and their overall speaking performance throughout the semester. The interview with the instructor was conducted on 24<sup>th</sup> December, 2013. The interview with him took one hour (i.e. From 10:00 am-11:00 am).

### **3.5 Data Analysis Methods**

In this section, the procedures followed to analyze the data gathered quantitatively and qualitatively will be explained in detail. As stated in the research design section, this study used a mixed approach. Thus, the data were analyzed and discussed both quantitatively and qualitatively.

#### **3.5.1 Data Analysis of Pre- and Post-tests**

First, the researcher averaged the raters' scores in the pre- and post-tests to build up the speaking scores for each participant. The agreement between the two raters was shown in Pearson Correlation Coefficients at -1 to +1. Concerning the acceptable inter-rater reliability, the researcher averaged the two raters' ratings to create a pretest score based on the first speaking performance, and the post-test score based on the second speaking performance. Then, the results of the two performance tests were recorded and analyzed by two-tailed independent samples to measure the significance of the difference between the mean scores of the two groups on the variable of pre- and post-test.

The test scores were analyzed and interpreted using the independent samples t-test and paired samples t-test. The independent sample t-test was employed to make a comparison of speaking performance between the two independent samples before and after the experiment, whereas the paired sample t-test was used for pre-test and post-test comparisons when these tests were taken on the same group of subjects. Statistical Package for Social Sciences (SPSS) version 20.00 was used to compute the data analyses of the speaking tests.

#### **3.5.2 Analysis of students' Questionnaires**

Section-I post- questionnaire was filled out by the students of both groups and their responses to each item of the participatory behavior in in-class oral activities (*4 = always; 3 = often; 2 = sometimes; and 1 = never*) were compared. This means the increase (+) or decrease (-) in the

percentage of students who gave answers to each of the statements in the experimental and the control groups post-questionnaire were analyzed comparatively.

Finally, to see if the students in the experimental group had positive or negative attitude towards CL method, the following procedures were applied to analyze the results. To analyze the data gained through section-II questionnaire, the researcher applied the procedures used by some social science researchers (Hong et al., 2003; Evans, 2007; Knowles and Kerkman, 2007; Prokop et al., 2007; Barteau, 2009, cited in Zeleke, 2013). First, the questionnaire was entered on the SPSS version 20 by giving values 1- 5 for strongly disagree, disagree, undecided, agree, and strongly agree in that order. So that, the minimum and maximum scores a student would get on the questionnaire are 30 (i.e.  $30 \times 1=30$ ) and 150 (i.e.  $30 \times 5=150$ ) respectively. Furthermore, the students' answers to the questionnaire were analyzed by using Likert-scale model. The scores were 5, 4, 3, 2 and 1 for the positive items, and 1, 2, 3, 4 and 5 for the negative items for such scale categories as strongly agree, agree, undecided, disagree and strongly disagree, respectively.

### **3.5.3 Analysis of Peer Evaluation**

Peer evaluation was applied to examine the experimental class students' progress in participation and contribution to the group effort. Each student in a group was evaluated by 3 other students at the end of 3 lessons in every week. In this way, the marks given by the 3 peers were added, and the sum was divided by 3 to give that day's peer evaluation score out of 5%. The same was made in all other weeks. The scores of each student were categorized into first- and second-rounds. The scores of the first 6 weeks were taken as first-round scores and the scores of the latter 6 weeks were taken as second-round scores. Then, to investigate the probable changes in the students' participation in in-class oral activities, the data were analyzed through paired samples T-test at  $p < .05$  level.

### **3.5.4 Analysis of Classroom Observation**

Field notes from observations were analyzed qualitatively. This means the researcher analyzed the raw data from his descriptive field notes and placed it into the predetermined categories (active and passive participations) on the Observation Sheet (Appendix C). The observation sheet provided the foundation for analysis by allowing the researcher to interpret the types of verbal participations students were having during CL and conventional class discussions. Based

on the advice of McKay (2007), the researcher selected representative data, rather than unusual observations, in an effort to support his conclusions. Both group students were formally observed 5 times each. The researcher analyzed these results to determine whether or not CL impacted students' verbal participation when learning the course Communicative English Skills. Generally speaking, qualitative description was applied to analyze the data gained through classroom observation.

### **3.5.5 Analysis of Students' and Teacher's Interview**

To deeply understand the experimental group students' attitude towards CL activities, semi-structured interviews were carried out. Eight questions of the interview were conducted and tape-recorded during the interview. After the interview was over, the audiotapes of the interviews and notes taken by the researcher were transcribed, classified and synthesized. First, the audio-recordings of individual interviews of the students and the teacher were transcribed verbatim by the researcher. Then, the transcripts were summarized; and finally, content analysis was used to analyze the interview data. Generally speaking, data obtained from interviews were analyzed qualitatively following Holiday (2002) approach which suggests organizing data according to answers of each interview question.

## CHAPTER FOUR: ANALYSIS AND DISCUSSION OF THE MAIN STUDY RESULTS

This chapter deals with the presentation and analysis of data and discussions in two parts. Part-I deals with the quantitative data results of pre- and post-test on the experimental and control groups which shows the achievement level of the students in speaking performance. This part also presents the quantitative analysis of the results of the questionnaire and peer evaluation. All the quantitative data are presented in tables. Part-II on the other hand, presents the analysis and discussions of qualitative data. In this section, the data obtained from classroom observations and interviews are also presented, discussed and interpreted qualitatively.

### 4.1 Analysis and Discussion of Quantitative Data Results

#### 4.1.1 Independent-Samples T-test Results of Students' Speaking Skills in the Pre-test

Table 2: The Independent-Samples T-test Results of Pre-test

Components of speaking skill	Control Group			Experimental Group			DF	T-value	P-value	Significance
	N	X	SD	N	X	SD				
Grammar & Vocabulary	32	14.75	3.02	32	15.22	3.07	62	.616	.540	Not Significant
Pronunciation	32	13.31	2.66	32	13.19	2.40	62	.765	.447	Not Significant
Discourse Management	32	14.58	2.20	32	14.30	2.82	62	.445	.658	Not Significant
Interactive communication	32	14.13	2.84	32	13.44	3.07	62	.930	.356	Not Significant
Overall Speaking Performance	32	57.13	9.74	32	56.14	10.33	62	.392	.696	Not Significant

*Level of significance is at  $p > .05$*

A quick look at Table 2 shows that the students' pre-test scores in both groups from which we can infer information about their speaking skills before the intervention. As it can be clearly seen, the mean score of the experimental group (15.22) is greater than the control group (14.75) in the standard deviation of 3.02 for the control group and 3.07 for the experimental one in the grammar and vocabulary component of speaking. However, the independent sample t-test did not show significant difference in the mean scores of the control and experimental groups on the speaking component of grammar and vocabulary ( $t = .616$ ,  $df = 62$ ,  $p = .540 > .05$ ). This shows that the students who were assigned to the experimental and control groups were homogenous with regard to using grammar and vocabulary in speaking at the beginning of the intervention.

In the same table above, it is shown that the mean score of the control group was 13.31 and that of the experimental group was 13.19 with regard to using acceptable pronunciation when speaking in English. We can also read from the table that the standard deviation of the control group was 2.66 and that of the experimental one was 2.40 in the same component. In addition, as Table 2 displays, the t- and p-values were .765 and .447 separately with regard to using acceptable pronunciation. This confirms that the students assigned to the experimental and control groups had similarity in their pronunciation in the pre-test for  $p = .447$  is greater than .05.

The table above also reveals that the control group got the mean score of 14.58 whereas the experimental group got 14.30 in the speaking skills component of discourse management. The standard deviation was 2.20 for the control group and 2.82 for the experimental one. In this component, the mean score of control group exceeds its counterpart by 0.28; however, there was no significant difference between the two groups as the t- and p-values were .445 and .658 respectively. This shows that both groups were homogeneous in managing discourse at the beginning of the intervention.

Table 2 also displays that the mean score of the control group was 14.13 and that of the experimental group was 13.44 with regard to the interactive communication as one component of speaking performance. The values of standard deviation were 2.84 for the control group and 3.07 for experimental one with t- and p-values of .930 and .356 in that order. This illustrates that there was no significant difference between the two groups with regard to interactive communication since p-value (.356) is greater than .05.

Finally, Table 2 also depicts that the statistical data of both group students' overall speaking performances before implementing the intervention (i.e. CL method). Hence, as it can be clearly seen in the table, the mean scores of control and experimental groups were 57.13 and 56.14 correspondingly. The standard deviation of the control group was 9.74 and of the experimental group was 10.33. From the table we can also read that the t- value was .392 and that of the p-value was .696. Based on these results, we can recognize that the two groups were comparable in their overall speaking performance before the intervention. However, the mean score of the control group exceeds its counterpart by 0 .98 which is not significant since p value (.696) is greater than .05.

In summary, according to the results shown in Table 2 above, a statistically significant difference was not found between the two groups on the four components (i.e. grammar and vocabulary, pronunciation, discourse management and interactive communication) and on the overall speaking performance scores. Thus, these results confirmed that the two groups had comparable speaking skills at the beginning of the experiment and can be used as control and experimental groups in this study. In this way, the researcher ensured that the homogeneity of both experimental and control groups in terms of their speaking skills at the entry level.

After it had been confirmed that both the experimental and the control groups were at the same level of speaking ability before the treatment period, it was time to see whether the participants in the experimental group had improved their speaking skills or not because of the implementation of cooperative learning. In order to see this, independent samples t-test of post-test was computed on SPSS version 20 as shown in Table 3 below.

#### 4.1.2 Independent-Samples T-test Results of both Group Students' Speaking Skills in the Post-test

Table 3: The Independent-Samples T-test Results (Post-test)

Components of speaking skill	Control Group			Experimental Group			DF	T-value	P-value	Significance
	N	X	SD	N	X	SD				
Grammar & Vocabulary	32	16.52	1.64	32	16.03	1.82	62	1.12	.268	Not Significant
Pronunciation	32	13.67	2.44	32	14.92	1.61	62	-3.11	.003*	Significant
Discourse Management	32	14.78	1.57	32	16.23	1.77	62	-3.48	.001*	Significant
Interactive Communication	32	14.73	1.60	32	16.95	1.89	62	-5.08	.000*	Significant
Overall Speaking performance	32	59.34	4.89	32	64.14	4.69	62	-4.00	.000*	Significant

*\*Level of significance is at  $p < .05$*

Table 3 above reveals that the distribution of the post-test scores achieved by the two groups after the intervention. As it can be seen in the table, the mean score of the control group was 16.52 and that of the experimental group was 16.03 with the standard deviation result of 1.64 for the control group and 1.82 for the experimental one with regard to the speaking skill component of grammar and vocabulary. From this, we can deduce that the control group students performed better than the experimental group in grammar and vocabulary component of speaking though the difference was not statistically significant for ( $t = 1.12$ ,  $df = 62$ , and  $p = .268$  is greater than  $.05$ ).

Table 3 also presents independent sample t-test results of the post-test of pronunciation as one of the components of speaking skill. So, according to the table, the mean scores were 13.67 and 14.92 with standard deviation of 2.44 and 1.61 for the control and experimental groups respectively. Thus, the independent samples t-test indicated that the experimental group improved better than the control group in the pronunciation component of speaking performance ( $t = -3.11$ ,  $df = 62$ ,  $p = .003 < .05$ ). This shows that the implementation of CL

techniques helped the experimental group students improve their pronunciation better than the students in the control group. This means that there was statistically significant difference between the two groups' mean scores in the component of pronunciation since p-value (.003) is less than .05.

On the other hand, when we compare the mean scores of the two groups from the table in managing discourse, the control group got the mean score of 14.78 whereas the experimental group got the mean score of 16.23. From this, we can easily notice that the mean score of the experimental group exceeds the control group by 1.45. The standard deviation result was 1.57 for the control group and 1.77 for the experimental one. From these statistical results, one can easily comprehend that the two groups had different results with regard to discourse management in the speaking post-test. Accordingly, we can understand that there is an indication that CL helped the students in the experimental group improve their skill in managing discourse. The mean difference between the two groups was 1.45 in favor of the experimental group, and it was statistically significant as p-value (.001) is less than .05.

In the same table above, the mean score of the control group was 14.73 and that of the experimental group was 16.95 with regard to the component of interactive communication in the post-test. On the other hand, the calculated standard deviation for the control group was 1.60 and for that of the experimental group was 1.89. Furthermore, as the table shows, the t and p-values were -5.08 and .000 in that order. This shows that the students assigned to the experimental group had performed better than the students in the control group in the component of interactive communication. Therefore, based on the p-value (.000) <.05, we can conclude that the difference was statistically significant.

Finally, Table 3 also presents the descriptive statistics and independent samples t-test results of overall speaking performance test administered as a post-test. As it can clearly be seen, the mean score of the experimental group (64.14) was greater than the mean score of the control group (59.34). On the other hand, Table 3 also shows that the standard deviation of the control group was 4.89 and that of the experimental group was 4.69. These results show that the experimental group performed significantly higher than the control group on the overall speaking performances in the post-test. This is because as we can read from the table, the p value (.000) is less than .05 at the t value of - 4.00.

The aforementioned results (i.e. improvements in the three components: pronunciation, discourse management and interactive communication, and in overall speaking performance) show that there was further improvement in the speaking skills of the experimental group students than the control group students' speaking skills. Especially, the result of overall speaking performance shown in the above table indicates that the mean score of the experimental group is higher than the mean score of the control group. Then, the result from the independent sample t-test proved that the difference between the mean gains made by the two groups was significant.

Therefore, based on the speaking post-test results, we can conclude that the very implementation of cooperative learning techniques helped the experimental group students speak significantly better than the students in the control group. In other words, it can be concluded that the results of the speaking post-test signified that CL intervention had a positive effect on students' English speaking performances. Thus, the null hypothesis ( $H_0$ ): "Cooperative learning does not bring statistically significant difference in the students' speaking skills" was disproved and the alternative ( $H_1$ ) hypothesis was proved.

#### **4.1.3 The Paired Samples T-test Results of both group Students' Speaking Performances in Each Component**

In addition to comparing the mean scores of the two groups, the intra-group analysis of the four components (grammar and vocabulary, pronunciation, discourse management and interactive communication); and overall speaking skills were also investigated for further analysis. This means to get more information about the improvement in speaking performance of the students under the experimental and the control groups, the researcher made a comparison of their pre-test scores and post-test scores in each of the four aspects and overall speaking performances of each group separately. In short, this was done to see whether it was the intervention (i.e. CL method) or simply learning the course with whatever method that had brought a change in the students' speaking skill. This was computed by using paired- samples t-test. Thus, Tables 4-8 below make evident that the results in each component and the overall performance of the speaking pre- and post-tests of each group separately.

Table 4: Paired Sample T-test Result of Grammar and Vocabulary

Group	No	Test	Mean	SD	T-value	DF	P-value	Significance
<i>Cont.</i>	32	<i>Pre-</i>	14.75	3.02	-2.99	31	.005*	<i>Significant</i>
		<i>Post-</i>	16.52	1.64				
<i>Exp.</i>	32	<i>Pre-</i>	15.22	3.07	-1.38	31	.178	<i>Not Significant</i>
		<i>Post-</i>	16.03	1.82				

*\*Level of significance is at  $p < .05$*

Table 4 reveals the results of paired-samples t-test run to compare the performance of the control and experimental groups with regard to using correct grammar and appropriate vocabulary in the speaking pre- and post-tests. The table displays that the control group recorded the mean scores of 14.75 in the pre-test and 16.52 in the post-test. The table also depicts that the calculated standard deviation results of the control group in the pre-test was 3.02 and in the post-test it was 1.64. The t and p-values are indicated in the table as -2.99 and .005, respectively for the control group. The analysis of grammar and vocabulary component in speaking indicated that the control group students performed better in the post-test compared to the pre-test. As we can read from the table, this is because the results showed that there was a statistically significant difference at  $t = -2.99$  and at the p-value of  $(.005) < .05$ .

Table 4 also clarifies paired-samples t-test results of the obtained data for pre- and post- tests comparison of the experimental group in the first component (grammar and vocabulary) of speaking skill. As it is shown in the table, the mean score of the experimental group increased from 15.22 in the pre-test to 16.03 in the post-test with the difference of 0.81 in favor of the post-test. The standard deviation for the pre-test was 3.07 and it was 1.82 for the post-test. The table also shows that the t and p-values were -1.38 and .178 respectively. These results showed that the experimental group students did not perform significantly better in the post-test compared to the pre-test. This indicates that the students were not able to perform better for the grammar and vocabulary component of speaking skill after the inclusion of cooperative learning in the speaking classes; however, there was mean difference of 0.81 between the two tests in favor of post-test.

From the above discussions in the two paragraphs, we can understand that the improvement of the mean scores from the pre-test to the post-test is different in the two groups. This is because as the table shows, the difference for the control group was from 14.75 to 16.52 which is statistically significant as the p-value (.005) is less than .05 whereas the difference for the experimental group was from 15.22 to 16.03 which was not statistically significant as the p-value (.178) is greater than .05. The cause for the control group to improve their grammar and vocabulary was may be due the attention given to the grammar and vocabulary sections than group discussion activities in other sections as it was in the experimental group. Hence from these results, it is noticeable that the students in both groups displayed an improvement on their speaking performance with regard to the component of grammar and vocabulary though the improvement in the case of the experimental group was not statistically significant.

Table 5: Paired Sample T-test Result of Pronunciation

<i>Group</i>	<i>No. of St.</i>	<i>Test</i>	<i>Mean</i>	<i>SD</i>	<i>T-value</i>	<i>DF</i>	<i>P-value</i>	<i>Significance</i>
<i>Cont.</i>	32	<i>Pre-</i>	13.31	2.66	1.12	31	.272	<i>Not Significant</i>
		<i>Post-</i>	13.67	2.44				
<i>Exp.</i>	32	<i>Pre-</i>	13.19	2.40	-5.11	31	.000*	<i>Significant</i>
		<i>Post-</i>	14.92	1.61				

\**Level of significance is at  $p < .05$*

Table 5 reveals the results of the paired-samples t-test of the speaking skills of students in both groups with regard to using acceptable pronunciation in the speaking pre- and post-tests. As the table depicts, the mean score of the control group in the pre-test was 13.31 whereas in the post-test it was 13.67. The table also demonstrates that the standard deviation for the pre-test was 2.66 and it was 2.44 for the post test for the same group. From the results therefore, we can comprehend that the mean scores of both the pre- and the post-tests were nearly the same in the pronunciation component of speaking; however the mean score of the post-test is increased by 0.36 which was not statistically significant as t and p values were 1.11 and .272 respectively.

As indicated in Table 5, the mean scores of the experimental group with regard to using acceptable pronunciation was measured as 13.19 before they took the course and it increased to 14.92 at the end of the course. In addition, as it is clearly seen in the table, the standard

deviation was 2.40 in the pre-test and 1.61 in the post one. Then, according to the table, the mean score of the experimental group students' pronunciation after learning the course Communicative English Skills was statistically significant. This is because as the t-value (-5.11) was significant at the p-value(.000) <.05. So, these gains assured that the implementation of cooperative learning was effective in helping students significantly improve their pronunciation which is one of the components of oral communication skills.

Table 6: Paired Sample T-test Result of Discourse Management

<i>Group</i>	<i>No. of St.</i>	<i>Test</i>	<i>Mean</i>	<i>SD</i>	<i>T-value</i>	<i>DF</i>	<i>P-value</i>	<i>Significance</i>
<i>Cont.</i>	32	<i>Pre-</i>	14.58	2.20	-.773	31	.445	<i>Not Significant</i>
		<i>Post-</i>	14.78	1.57				
<i>Exp.</i>	32	<i>Pre-</i>	14.30	2.82	-5.65	31	.000*	<i>Significant</i>
		<i>Post-</i>	16.23	1.77				

\**Level of significance is at  $p < .05$*

As displayed in Table 6, the control group recorded the mean score of 14.58 in the pre-test and the mean score of 14.78 in the post-test in the component of discourse management. The standard deviation for the pre-test was 2.20 and 1.57 for the post-test. Table 6 also shows that the *t* and *p* values were -.773 and .445 respectively for the same group. Therefore, these results indicate that there was no significant difference between the mean scores of the pre-test and the post-test of the control group in the third component (Discourse Management), since the t-value (-.773) was not statistically significant at the p-value(.445) which is larger than .05. These gains convince that the conventional teaching method also helped the students improve their discourse management; however it was not statistically significant.

The table also clearly shows the mean score difference for experimental group was 1.93 (the mean score for pre-test being 14.30 and that for the post-test being 16.23). The standard deviation was 2.82 for the pre-test and and 1.77 for the post one. According to the results in Table 6, there was statistically significant difference between the mean scores of the pre-test and the post-test administration in favor of the post-test, in the third component (Discourse management) of speaking performance for the experimental group. This is because the t-value

(-5.65) was statistically significant at the p-value (.000) which is less than .05. Hence, these gains declare that cooperative learning (CL) techniques were effective on developing speaking skills of the experimental group students with regard to discourse management as one component of speaking skill.

Table 7: Paired Sample T-test Result of Interactive Communication

Group	No. of St.	Test	Mean	SD	T-value	DF	P-value	Significance
Cont.	32	Pre-	14.13	2.84	-1.61	31	.118	Not Significant
		Post-	14.73	1.60				
Exp.	32	Pre-	13.44	3.07	-9.52	31	.000*	Significant
		Post-	16.95	1.89				

\*Level of significance is at  $p < .05$

Table 7 presents paired sample t-test results of the obtained data for the pre-post-test comparison of both groups in the fourth component (Interactive Communication) of speaking skill. According to the results in the table, there was difference between the mean scores of the pre- and the post-test administration in the control group in the fourth sub-skill (Interactive Communication) of speaking, but as the t-value (-1.61) was not statistically significant as the p-value (.118) is greater than .05. Based on this, we can infer that the conventional teaching method also helped students of the control group on developing their speaking skills with regard to the component of interactive communication as the mean difference was from 14.13 to 14.73 (i.e. with difference of 0.6) even though the difference was not statistically significant.

As we can read from Table 7 on the other hand, the mean score of the experimental group in the pre-test was 13.44 whereas in the post-test was 16.95 for the component of interactive communication. The standard deviation was 3.07 for the pre-test and 1.89 for the post one in the same component. From these results, we can easily distinguish that there was difference between the mean scores of the pre-test and post-test administration of the experimental group results in favor of the post one. This shows that there was a significant difference between the pre- and post-test scores of the experimental group in this component as the t-value(-9.52) was statistically significant at the p value of (.000) < .05.

Table 8: Paired Sample T-test Result of Overall Speaking Performance

Group	No. of St.	Test	Mean	SD	T-value	DF	P-value	Significance
<i>Cont.</i>	32	<i>Pre</i>	57.13	9.74	-1.90	31	.068	<i>Not Significant</i>
		<i>Post</i>	59.34	4.89				
<i>Exp.</i>	32	<i>Pre</i>	56.14	10.33	-6.34	31	.000*	<i>Significant</i>
		<i>Post</i>	64.14	4.69				

*\*Level of significance is at  $p < .05$*

Table 8 presents paired sample t-test results of the obtained data for overall pre-post-test comparison of each group. According to the table, the mean scores of the control group in the pre- and post-tests were 57.13 and 59.34 singly. The standard deviation was 9.74 for the pre-test and 4.89 for the post one. This shows that there was no significant difference between the mean scores of the pre-test and the post-test administration of the control group as the t-value (-1.90) was not statistically significant since the p value (.068) is greater than .05. These results indicate that the control group students improved their scores in overall speaking skills at the mean difference of 2.21 after learning the course Communicative English Skills; however the difference was not statistically significant since the p value (.068) is greater than .05.

The table above also displays the paired-samples t-test results of the experimental group in the overall speaking performance. Hence, the mean score of the pre-test was 56.14 whereas the mean score of the post-test was 64.14. This indicated that the mean difference between the pre- and the post-test was 8. From the table, we can also read that the standard deviation was 10.33 in the pre-test and 4.69 in the post test. Therefore, these results ascertain that there was statistically significant difference between the mean scores of the pre- and post-speaking tests of the experimental group in favor of the post one as the t-value (-6.34) was statistically significant at the p value of (.000) < .05.

To sum up, Tables 4-8 present the results of the paired-samples t-test computed to compare the performances of the control and experimental groups on the speaking skills pre- and post-tests separately. According to the results in these tables, there was a difference between the mean scores on speaking pre- and post-tests of both groups. These results revealed that both groups

improved their speaking skills when compared with their own results in the speaking pre-test. This is to say that the results of paired-samples t-test indicated that both groups made improvements between pre- and post-testing in their overall speaking performance.

However, when focusing on the specific areas of speaking competence, the experimental group showed a statistically significant increase in the three components (pronunciation, discourse management and interactive communication) whereas the control group showed an increase only in the grammar and vocabulary component of speaking. More importantly, it was found that the improvements made by the experimental group were significantly greater than those made by the control group in overall speaking performances scores on the post-test as well as in the areas of its components. As participants of both groups took part in the course Communicative English Skills, the improvements in their speaking skills seem reasonable for it is natural when an individual learns; he/she is expected to show progress in a particular area.

But this does not mean that both groups had equally improved in the post speaking test. This is because according to Table 3, when the two groups compared with regard to their mean scores improvement, the experimental group outdid the control group in three components (pronunciation, discourse management and interactive communication) independently and in overall speaking performance in general. On the contrary, there was a statistically significant difference between the two groups with regard to the component of grammar and vocabulary in favor of the control group. Generally speaking, although both groups made certain progresses in their speaking performances after learning the course Communicative English Skills, the students in the experimental class in which cooperative learning was applied improved more considerably than those in the control class in which the conventional method was applied.

The better results of experimental group are may be due to the following reasons: cooperative learning encourages communal interaction by increasing the number of opportunities available for oral activities. For example, when students interview with each other through one of the techniques of cooperative learning (three-step interview) every member of a group can get chance of speaking. It is not only three-step interview technique that creates an opportunity for students to speak in the class, but also round robin too. For example, this technique forces all members of a group to speak when they give answers to a certain question turn by turn.

In short, all the techniques (think-pair share, three-step interview, timed-pair share, team-interview, number-heads together and round-robin) selected and incorporated in the teaching material of the course Communicative English Skills gave more or less equal chances for all members in a group to practice speaking. These techniques are included not only in the speaking section of the teaching material, but also in other sections too where group discussion is needed. Thus, whenever there is discussion in any section (reading, writing, listening, writing, and even in grammar activities) speaking comes into play, and as a result, many students in the experimental group got many chances to speak.

This finding of this study is supported by some other researches. For example, the findings in the present study have provided evidence that is consistent with more general privileges about cooperative learning (CL). In a broad sense, the finding that CL method is more effective than traditional instruction in improving learners' English speaking skills supports previous findings regarding its role in enhancing academic achievement (Brown & Thomson, 2000; Johnson et al., 1998; Kagan, 1994; Slavin, 1995). Actually, a good number of large-scale meta-analyses (e.g. Hattie, 2009; Johnson et al. *ibid* and Slavin, 1995) have highlighted the strengths of CL over the whole-class instruction in improving learners' academic proficiency, which is considered as one of the major and positive outcomes of CL.

Particularly, when we see the effectiveness of cooperative learning (CL) in language classes, the findings of the current study also support the view that CL is more effective in teaching language because of its efficacy in satisfying the communicative nature of language acquisition; or in other words the communicative language teaching (CLT) through the maximum use of promoting peer interaction in a positively-interdependent and non-threatening environment (Dornyei, 1997; High, 1993; Holt, 1993; Jacobs & Goh, 2007 & McGroarty, 1993). In addition, the findings of this study support the perspective that carefully-structured group work activities can be adapted to fit in the foreign language teaching and learning context (Flowerdew, 1998; Jacobs and McCafferty, 2006; Magee & Jacobs, 2001).

More specifically, when we see the finding in relation to the first objective of this study, the largest difference between the impacts of the CL method and that of conventional instruction was in the area of increasing students' speaking performance. This finding supports the widely

accepted view that CL accelerates the development of verbal skills (Dornyei, 1997; Jacobs and Goh, 2007; Jacobs and McCafferty, 2006; Kagan, 1994; McGroarty, 1993).

Finally, the finding of this study is also supported by the findings of other studies like: Chen (2005), Lin (2009), Li (2007), Chen (2008), Zuheer (2008) and Liang (2002) which reported that cooperative learning (CL) method to be significantly more effective than traditional instruction in improving learners’ speaking skill. For example, Liang (2002) in his study entitled “Implementing cooperative learning in EFL teaching,” attempted to explore the effect of cooperative learning on the junior high school EFL learners. This study showed that the experimental group significantly outscored the control group. The study resulted in that cooperative learning could significantly improve junior high school learners’ oral communicative competence and their motivation towards learning the English language.

#### **4.1.4 The Paired–Samples T-test Results of the Experimental Group Students’ Peer Evaluation on Participation to the Group Effort**

Peer evaluation was computed on SPSS version 20.00 to see whether there was a statistically significant difference between the first six weeks and the latter six weeks of learning the course Communicative English Skills with regard to students’ active participation or contribution to the group effort.

Table 9: Paired-Samples T-test Results on Participation to Group Effort

First-round ( the first 6 weeks) peer evaluation			Second-round (the last 6 weeks) peer evaluation			DF	T-value	P-value	Significance
N	X	SD	N	X	SD				
32	52.94	4.32	32	62.09	3.71	31	-10.69	.000*	Significant

*\*Level of significance is at  $p < .05$*

The results of the total first-round and second-round means of the experimental group students’ active participation in in-class oral activities to the group effort scores are shown in Table 12 above. As we can read from the table, the mean score of the first six weeks was 52.94 and that

of the latter six weeks was 62.09. These results illustrate that there was a mean difference of 9.15 between the first-round and the second-round. As pointed out in the table, the standard deviation was 4.32 for the first six weeks and 3.71 for second six weeks. In addition, the obtained t- and p- values were -10.69 and .000 respectively. Accordingly, there was a statistically significant difference between the first six and the latter six weeks' scores of peer evaluation on the experimental group students' active participation to the group effort. As a result, it was seen that CL method in general facilitated the experimental group students' verbal participation and contribution to the group efforts in in-class oral activities.

#### 4.1.5 Comparison of Both Group Students Participation in Speaking

Table 10: Students' Participation in in-class Oral Activities

Groups		Control				Experimental				Comparison			
		4	3	2	1	4	3	2	1	4	3	2	1
1	I do nothing in the speaking class.	0%	0%	34.5%	65.5%	0%	0%	7%	93%	0%	0%	-27.5%	+27.5%
2	I only listen to others and take notes during oral group activities.	39%	53.5%	7.5%	0%	6.5%	19%	74.5%	0%	-32.5%	-34.5%	67%	0%
3	I ask my group members and classmates for their opinions.	2%	9.5%	64%	24.5%	30.5%	57.5%	8%	4%	+28.5%	+48%	-56%	-20.5%
4	I share my opinions with my classmates in group work	0%	7%	69%	24%	29%	56%	15%	0%	+29%	+49%	-54%	-24%
5	I answer the teacher's questions voluntarily.	0%	17%	40%	43%	20%	38%	27%	15%	+20%	+21%	-13%	-25%
6	I ask the teacher or group members for what I am not sure.	0%	3%	43%	54%	19%	36%	30%	15%	+19%	+33%	-13%	-39%
7	I take part in every classroom discussions.	4%	6%	43%	47%	35%	55%	6%	4%	+31%	+49%	-37%	-43%

(4 = always; 3 = often; 2 = sometimes; and 1 = never)

Both group students' participation in in-class oral activities was also an aspect on which some conclusions about the effectiveness of cooperative learning (CL) were drawn.

As it is shown in Table 10, in response to item 1 (*I do nothing in the speaking class*), none of the students in both groups replied “*always*” and “*often*.” This means no student in both groups responded that he/she did nothing in the speaking lessons (i.e. in in-class oral activities). To the same item, 34.5% of the students in the control group and only 7% of the students in the experimental group answered “*sometimes*.” This shows that there was a decrease in the number of the experimental group students who responded that *sometimes* they did nothing in the speaking classes. This is because when we compare the students' responses to item 1, the number of students who responded “*sometimes*” in the experimental group was decreased by -27.5% from that of the control group (i.e. the percentage decreased from 34.5% in the control group to 7% in the experimental group). In other words, the number of active participant students increased by 27.5% in the experimental group and decreased by 27.5% in the control group. On the other hand, 65.5% of the control group students and 93% of the experimental group students responded “*never*” to item 1. This shows that most (93%) of the experimental group students and 65.5% of the control group students did not make themselves idle in in-class speaking activities.

In the same table above, the number of students who only listen to others and take notes during oral group activities “*always*” was 39% in the class of the control group and only 6.5% in the class of the experimental group. From these results, we can easily notice that the number of students who always listen only to others and take notes during oral group activities in the control group class exceeds the number of the students in the experimental group by 32.5 % (i.e. 39% - 6.5%). This means 39 % of the students in the control group class always listen only to others and take notes during oral group activities while only 6.5% of the students in the experimental group class do the same.

As Table 10 demonstrates, 53.5% and 19 % of the students' of the control group and the experimental group respectively responded “*often*” to the statement 2 (*I only listen to others and take notes down during oral group activities*). This shows that more than half (53.5%) of the students in the control group only listen to others and take notes down during oral group activities “*often*” whereas one fourth (19 %) of the students in the experimental group do the

same. Besides, 7.5% and 74.5% of the students in the control group and the experimental group responded “*sometimes*” to item 2 in that order. This shows that most (74.5%) of the experimental group students only sometimes listen to others and take notes down during oral group activities whereas very few (7.5%) of the students in the control class responded to item 2 “*sometimes*.” Finally, none of the students in both groups responded never to item 2. This may be due to no one of the students in both groups wanted to blame herself/himself as the only listener to others.

From Table 10, we can see that there was the deviance in the result of statement 3 (*I ask my classmates for their opinions*). This means only 3% of the students in the control group and 27.5% of the students in the experimental group responded “*always*” to item 3. This shows that below 5% students in the control group asked their *classmates for opinions always* whereas more than one fourth (27.5%) of the experimental group students asked their *classmates for opinions always*. In addition to this, Table 10 also shows that 9.5 % and 57.5 % of the control group and the experimental group students respectively responded “*often*” to item 3. This shows that the number of the experimental group students who responded “*often*” to item 3 (*I ask my classmates for their opinions*) increased by 48% (i.e. from 9.5 % in the control group to 48% in the experimental group).

On the other hand, the number of the experimental group students who responded “*sometimes*” to item 3 is decreased by 56 % from that of the control group (i.e. it decreased from 64 % in the control group to 8% in the experimental group). Finally, when we compare the number of the students who responded “*never*” to item 3, there was 20% decrease in favor of the experimental group. This means the number of students in the experimental group who responded “*never*” to item 3 (*I ask my classmates for their opinions*) decreased by 20 % (i.e. it decreased from 24% in the control group to 4% in the experimental group).

According to Table 10, none (0%) of the students in the control group responded “*always*” to item number 4 (*I share my opinions with my classmates in group work*). So, based on their responses, we can say that all the students in the control group did not *always* share their opinions with each other during the speaking lessons. In contrary to this, some of the students in the experimental group class shared their opinions with each other. This is because as it is shown in the table, more than one fourth (29%) of the students in this group responded that they

shared their opinion with their classmates *always*. This shows that the number of the students who shared their opinions with their classmates in the experimental group increased by 29% from the number of the students in the control group. And when we compare the number of the students who responded “*often*” to item 4, there was a difference of 49% in favor of the experimental group. This is to mean that the number of the students who responded “*often*” to this item increased from 7% in the control group to 56% in the experimental group (i.e.  $56\% - 7\% = 49\%$ ).

As Table 10 shows, the number of the students who responded “*sometimes*” to item 4 (I share my opinions with my classmates in group work) differs from one group to another. The number of the students in the control group who sometimes share their opinions with each other exceeded the number of the students who did the same in the experimental group by 50%. In other words, the number of the students who only *sometimes* shared their opinions with their classmates is decreased by 50 % (i.e.  $70\% - 20\% = 50\%$ ). Finally, as we can read from Table 10, there was a difference of 20% in their response of “*never*” to item 4. This means the number of the students who responded “*never*” to item 4 in the control group class exceeded their counterpart in the experimental group by 20% ( i.e.  $20\%$  in the control group-  $0\%$  in the experimental group is equal to  $20\%$ ).

As we can see from the table, none (0%) of the students in the control group and 20% of the students in the experimental group responded that they were *always* willing to answer the teacher’s questions voluntarily. In addition, only 17% of the control group students gave response of “*often*” to item 5 (*I answer the teacher’s questions voluntarily*) whereas 38% of the students of the experimental group responded “*often*” to the same item. On the other hand, those who responded teacher’s questions “*sometimes*” were 40% and 27.5% in the control and experimental groups correspondingly. Finally, the number of students who never answered the teacher’s questions voluntarily in the control group exceeds the number of students in the experimental group by 28% (i.e.  $43\% - 15\% = 28\%$ ).

Table 10 also shows that both group students’ responses to item 6 (*I ask the teacher or group members for what I am not sure.*). So, in response to this item, none (0%) of the students in the control group responded “*always*” while only 19% of the students in the experimental group responded “*always*.” This result designates that at least 19% of the experimental group students

asked their teacher or group members for what they were not sure. This means the number of the students who *always* asked their teacher or group members in the experimental group increased the number of students in the control group class ( $19\% - 0\% = 19\%$ ). As Table 10 shows on the other hand, only 3% of the students from the control group responded “*often*” to item 6 whereas 36% of students from the experimental group responded “*often*” to the same item. These results show that the number of the students who asked the teacher and their group members “always” and “often” in the experimental group than in the control group.

In addition, 43% of the control group students responded “*sometimes*” to item 6 (*I ask the teacher or group members for what I am not sure*) whereas 30% of their counterparts in the experimental group class responded “*sometimes*” to the same item. Finally, those who responded “*never*” to item 6 were 54% and 15% of the control and the experimental group students individually. This result shows that the number of students in the experimental group who *never* asked their teacher and group members for what they are not sure was decreased by 39% ( $54\% - 15\% = 39\%$ ) from that of the students in the control group class.

Table also 10 displays both group students’ responses in taking part in every classroom discussions. Hence, according to the results shown in the table, only 4% and 35% of the students in the control and the experimental groups respectively responded that they *always* took part in every classroom discussions. This shows that the number of the students who took part in every classroom discussions in the experimental group is greater than the number of the students who took part in every classroom discussions in the control group by 31 % (i.e.  $35\% - 4\%$ ). The number of the control group students who responded “*often*” to the same item was 6% and it was 55% for the experimental group. This result shows that there was a difference of 49% in favor of the experimental group. This is to mean that the number of the experimental group students who *often* took part in every classroom discussions was by far better than the number of the control group students who took part in every classroom discussions.

Finally, Table 10 demonstrates the number of both group students who responded “*sometimes*” to item 7 (*I take part in every classroom discussions*). 43% of the students responded “*sometimes to this item and only* 6% of the students in the experimental class responded the same. This shows that the percentage of the students who *sometimes* took part in every classroom discussions is decreased by 37 % (i.e.  $43\% - 6\%$ ). The last point to discuss from Table

10 is that the number of the students in both groups who responded “*never*” to item 7. Surprisingly, the number of the students who never took part in every classroom discussions decreased by 43% in the class of the experimental group. This is because as we can see from the table, the number of the control group students who *never* took part in every classroom discussions was 47% and it was only 4% in the class of the experimental group in doing so.

In summary, from the data in Table 10, we can easily understand that many students benefited from CL method as they had more opportunities to take part in in-class oral activities. For example, 30% of the control group students admitted that they previously sometimes did not do anything in the speaking lessons; however, most of the experimental group students had no free time with the CL activities as only 5% of them admitted that they did nothing in the speaking lessons. The result of statement 1 shows that 95% of the experimental group students usually involved in the given tasks during the experiment.

Additionally, it can be seen in the responses of the experimental group students that many of them felt self-confident enough to do such jobs as responding to the teacher’s questions or asking for what was not fully understood. Maybe the traditional teacher-centered approach supplied the control group students with more chances to interact with the teacher; most of them were too ashamed to do so. On the contrary, more carefully-structured cooperative learning group work and preparation made in the experimental group gave the students eagerness to express themselves.

The finding of this study that cooperative learning (CL) facilitates active participation in the speaking lessons supports other findings. For example, in a study of comparing second language participation in teacher-fronted, unstructured group and CL (Jigsaw activity), Magee and Jacobs (2001, cited in Lin, 2009) report that the students took significantly more turns and produced significantly more speech in the two-group modes compared to the teacher-fronted mode, and significantly more in the cooperative learning (i.e. carefully-structured group work) mode when compared to the unstructured group mode.

#### 4.1.6 Results of the Experimental Group Students' Attitude towards Cooperative Learning

At the end of the intervention, students of the experimental group were asked to complete a questionnaire about their attitude towards the use of cooperative learning (CL) when they were learning the course Communicative English Skills. Then, the data from this questionnaire was computed on SPSS version 20. Thus, to analyze students' attitude towards CL, the responses were merged into three categories: "Neutral," "Negative" and "Positive." The results are shown in Table 11 hereunder.

Table 11: Results of the Experimental Group Students' Attitude towards CL

Scores	Number of Respondents		Attitudes
	Frequency	Percentage	
< 75	2	6.1%	Neutral
75-112.5(3/4 of 150)	6	18.18%	Negative
112.6(above 3/4 of 150–150)	24	75.75%	Positive

Table 11 above clarifies that the results of the questionnaire which was intended to investigate if the experimental group students' had neutral, positive or negative attitude towards cooperative learning group work after they had learned the course Communicative English Skills for a semester in the academic year 2013/14. Thus, as it is shown in the table, 6.1% (only 2 students) got < 75 (i.e. the result which is less than the average because the total scores are  $5 \times 30 = 150$ ). This shows that only 2 (6.1%) of the experimental group students' attitude towards cooperative learning was neutral. This is may be due to the two students' misunderstanding of the advantage of cooperative learning or because of the group members' cooperative nature that made them have neutral attitude towards CL.

On the other hand, 18.18% (i.e. only 6 students) had negative attitude towards cooperative learning (CL) as their scores are from 75–112.5 out of the total score of 150. Finally, as we can read from the table, the majority (i.e. 25 students out of 32 or 75.75%) had positive attitude towards cooperative learning (CL) method.

Therefore, based on the results indicated in Table 11, it can be understood that the majority of students in the experimental class agreed with the benefits of cooperative learning. It can also be understood that some few students in this class see that the method has some limitations as well. For example, as some 3 or 4 students told the researcher during the interview that they did not like working in cooperative groups. As these students told to the researcher, this is because they did not want to show their lack of knowledge to other students in the group. The other reason that made some students dislike working in cooperative group is that they lack cooperative skills since they had been trained and told that to be competitive and work independently in a university. The third reason is, very few active students still try to take the control of any oral activity, and as a result, silent students may find it hard to share their answers with other group members.

## **4.2 Analysis and Discussion of Qualitative Data**

### **4.2.1 Results of Classroom Observations of Both Group Students'**

#### **Participation in In-class Oral Activities**

During the experiment, in in-class participation of the students in both control and experimental groups was observed by the researcher. The following section gives summary of the observations' results made of both classes with regard to verbal participation in in-class oral activities.

The results are based on the researcher`s observation sheet (Appendix C). As stated in the methodology section, the researcher`s observations focused on students' verbal participation in general (i.e. not minute details and individual student's participation). This is to mean that the researcher's observation focused on general participatory behavior of students in in-class oral activities like: asking and answering questions, sharing opinions with classmates, providing feedback to the group, or speaking to the whole class. In short, "in-class student participation," consists of asking questions, raising one's hand, and making comments. In this way, during the experiment, participation of the students in both classes was observed by the researcher and the results are discussed briefly hereunder.

In the control group, in general, in most of in-class oral activities, the students were asked to do individually, then with their partner before they share ideas with the whole class. Through the observation, most students did not involve in the activities, instead, they sat quietly and

passively to note down. For example, most students in the control group class were found never asked, responded teacher's questions willingly or shared opinions with their classmates in the speaking lessons. This means that the number of passive and quiet students exceeded the number of active participants in this class. The reason for this was that the traditional teacher-centered approach supplied students with more chances to interact with their teacher; rather than with their partners. As a result of this, during the observation, the researcher noticed that most of the students in the control group class were too embarrassed to actively participate and speak in in-class oral activities.

During the classroom observations, the researcher could also notice that in the speaking lessons of the control group class, the interaction among students was low since they only interacted with the teacher in the first part of the activity by answering questions that the teacher made to them while the rest of the group remained in silence most of the time. In some cases, however, there were very few students who wanted to respond to the teacher's questions voluntarily. Hence, it was remarkable that the students in the control group class participated more when they were exposed to little accidentally formed groups.

In addition to the above, in the control group class it was also noticed that the teacher sometimes arranged the class in groups in order to prompt interaction among students sharing information or experiences, debating, arguing, agreeing, giving opinions and ideas, criticizing, analyzing, etc. but Teacher- student interaction was based on asking and answering questions individually and rarely in accidentally formed groups (i.e. groups which the students themselves formed during that specific oral activity). Some of the students participated in the speaking class when the teacher called on them but very few of them volunteered to participate in in-class oral activities. This means many students were not raising their hands to answer teacher's questions without being called.

Overall, the observation results showed that the majority of students in the control class were passive throughout the five observations time. However, there were very few students who were struggling to actively participate and involved in in-class oral activities. For this class, the most active weeks were during observations 1 and 2 only. This means the students in the control group were found trying to actively participate during the two observations in the first two weeks. But during the latter four observations' time, most of the students in the control

group were involved in the passive form of participation such as only listening to the lectures and taking notes, not answering the teacher's questions voluntarily. To put it in other words, they were observed just sit quietly, only listening to the teacher and taking notes, using their mobile phones or pretending to read.

To sum up, observations on the control class students showed that the majority of the students were in the minimal interaction form of participation in in-class oral activities when they were learning the course Communicative English Skills. This means that the students in the control group class showed minimal frequency of active participation throughout the five times of the observations. This result is also related to their own responses to the questionnaire shown in Table 10 with regard to their participatory behavior in in-class oral activities.

Whereas in the experimental group class, pair and group works were made full use of. For example, most of the time after giving the material, the teacher required the students to work in pairs and groups to discuss the given activities by using some cooperative learning techniques (e.g. Think-pair-share, Three-step interview, number-heads-together, etc.). He also told each student in the already formed groups to play the different roles they were assigned when they discuss some tasks in groups. Then, he got them share ideas with others in a group of four. Also, before the students gave an answer on their own, they were asked to do the task first as a team, then with a partner, finally to share their answers to the whole class. The other time, first the students were asked to work individually. Then, they shared their answers with a partner and started to check with all group members. Finally, the student who played the role of reporter in each group was required to present what they discussed in the group.

As a result of these kinds of activities, students of the experimental group were found on task and actively participating in in-class oral activities. For example, most of them were raising their hands without being called by the teacher. In addition, most of them were found asking the teacher for things which were not clear regarding the given task. In short, most of the students were getting busy to accomplish the given task. According to the observations, it was role assignment that made all students be on task.

It was also observed that the majority of the students in the experimental group took part in all oral activities, and they were eager to answer the teacher's questions, too. To make it more clear, the researcher realized that when the experimental group students worked in groups of

four, there was more participation among them since the class was noisier, and students' facial expressions showed that they were motivated to speak in their groups. Students participated more in in-class oral activities and there was turn taking, interruptions among themselves. According to most of field notes through the observations, many of the students in this class were raising their hands to answer teacher's questions most of the time. Another most interesting thing observed in this class was that many of the students were playing their roles without being told by the teacher; which never occurred in the control group class.

Furthermore, according to the field diary, students of the experimental group were found working together and motivated in most of the speaking activities. The reason that makes the researcher to say so is that the students in this class all the time during in-class oral activities raised their hands and did not wait for the teacher to ask them to talk, but even interrupted other classmates to express their opinions. For example, there was one activity during which the students of the experimental class were participating very actively.

#### **A) Group Activity**

**Direction:** Work in groups to discuss whether you would give your time, your favorite books, your money, or your blood to:

- a) a friend
- b) a stranger
- c) your family member

**Question:** Would you give your time, favorite books, money or blood to:

1. a friend
2. a stranger/
3. your family member?

During this activity, the experimental group class started discussion as it was arranged last time (i.e. almost all students in most of the groups participated as if they were told to get ready before coming to the class). Students were consolidating arguments about giving or not, especially blood and money to others. They had to argue their points of view; they had a debate defending their opinions about the donation of blood and money. The teacher chose one member from each group to argue and defend the group's ideas about the topic they discussed. The rest of the group members started asking questions to the members of the other groups. for

example, some members of the groups defended not to donate blood, but others defended to donate blood to save lives' of others and still others defended donation of money is greater than donation of blood, etc.

All in all, cooperative learning (CL) method in the experimental group class most of the time created a livelier classroom atmosphere than the conventional method in the control group class did. Thanks to the cooperative learning activities applied, many students under the experimental treatment were encouraged to actively participate in doing in-class oral activities with high motivation. Additionally, in the experimental class it was observed that many of the students felt self-confident enough to do such jobs as responding to the teacher's questions or asking for what was not fully understood. Generally speaking, the result of the observation shows that the students in the experimental class were involved in almost all of oral activities. In other words, they were quite active in giving opinions and discussing the given tasks in the speaking lessons.

The researcher's observation results also showed that the frequency of students' participation in in-class oral activities fluctuated from week to week during both the control and the experimental group instruction. This means it was not a steady weekly incline as the researcher had anticipated. However, he did find a significant increase in the amount of the experimental group students' active participation during cooperative learning instruction versus that of the control group class where the conventional teaching method applied.

In conclusion, the observation results showed that the students in the experimental group communicated and interacted more with each other than students in the control group class. This happened due to the different speaking lessons presented to the students in the experimental group required them to work together, discuss and report their answers. And this was very important to the members in terms of keeping involved in the task, identifying differences, and obtaining agreements. However, the students in the control group class were observed that they did not demonstrate active verbal participation in the group work activities as well as in the whole class. For example, they did not need to interact with each other, ask for clarification, share their opinions with others, discuss ideas, and share information as they learned together on different tasks.

#### 4.2.2 Results of Interview with Students

In order to triangulate the quantitative data obtained in the post-experiment cooperative learning attitude and participation questionnaires, the responses from the purposely selected nine student interviewees from the experimental group class were transcribed, synthesized and analyzed. As stated in the methodology section, the purpose of the interview was to obtain the experimental group students' attitude towards cooperative learning method when they were learning the course Communicative English Skills.

To ensure the understanding of each interviewee, the questions of the interview were made as much clearer as possible. In addition, the interviewer (the researcher) gave the interviewees chances to ask him if the questions were not clear. As mentioned above, nine interviewees from the experimental group participated in the interview. They were three high achievers (H1, H2, H3), three medium achievers (M1, M2, M3) and three low achievers (L1, L2, L3) from the experimental group class. The high (H), medium (M) and low (L) achievers were defined according to the scores of the average of the speaking pre-test results. The responses to each of the interview questions are discussed and summarized as follows. For the protocol of the interview, sample transcriptions are included in Appendix D (I, II, etc.).

**Interview question 1:** Did you like learning the course Communicative English Skills through cooperative group work? Why? Why not?

The responses given to this interview question by each of the interviewees were recorded and listened to repeatedly before they were analyzed. Hence in response to this question, most (6) of the participants (two interviewees from each high-, medium- and low-achievers) reported that they liked cooperative learning method when they were learning the course Communicative English Skills. However, the rest three interviewees reported that sometimes they liked and sometimes they did not. See the sample responses of the three interviewees (H2, M3 and L1) in Appendix D (I).

From the responses of the three interviewees (H2, M3 and L1), we can understand that they liked cooperative learning group for some reasons. For example, according to the response of H2, cooperative learning helps students get input from the others who have different abilities and ideas; and it gives chance to speak always. On the other hand, according to the response of M3, cooperative learning encourages all students to give their ideas, opinions and attitudes in a

group as well as in a whole class. Finally, based on the response of L1, cooperative learning makes all students in a group to get ready in order to answer questions. This shows that the cooperative group work implemented in the Communicative English Skills class had helped students to get chances to practice speaking skills.

However, three students among the nine did not like cooperative learning in Communicative English Skills class. According to their responses, this is because the first one (L2) for example was shy and the second one (H1) was not listened to most of the time by his teammates when he spoke or tried to answer questions during group work activities (See Appendix D (I) for sample responses given in their own words).

Based on the responses, we can conclude that cooperative learning method was liked by the majority of the experimental group students because six students out of nine responded that they liked it. According to the respondents, this is because they were given more time to speak and interact with their group members, give opinions and share ideas. From this, we can understand that the fact that they were participating in in-class oral activities and speaking English in the Communicative English Skills class with their peers had a direct effect upon their oral communication performances.

**Interview question 2:** Were any of your group members unwilling to participate while you were discussing some group activities? Why do you think they were not willing to participate actively?

According to the responses given by the interviewees to question 2, there were few group members who were reluctant to actively participate and contribute their ideas to the group effort. As the respondents mentioned, there were different reasons for the students who were unwilling to participate in group work activities. As stated below in their responses, the reasons were lack of earlier experience in group work which makes all students actively. As a result, at the beginning, some students were reluctant to actively participate in the group work. However, through time, they increased their participation in in-class oral activities to some extent. The other reasons mentioned were anxiety of some students. The transcriptions from the responses of four interviewees are included in Appendix D (II).

From one interviewee's response (See M1's response in Appendix D (II)), we can see that at the initial level, there were some students who were unwilling to participate in group work

activities, but latter their participation increased. This is in line with cooperative learning increases participation through time. Further, as M3 reported during the interview, there were some group members who were unwilling to participate in oral group discussions. According to this respondent, this is because of the past poor ability in speaking and fear of making mistakes (See M3's response in Appendix D (II)).

Except these two respondents (M1 and M3), all the other six interviewees reported that all the students were happy to participate in the cooperative group work activities. According to the respondents, this is because it was the assignment of roles and two of the cooperative methods: numbered heads together and three-step-interview which made the students actively participate and contribute their ideas to the group effort.

**Interview question 3:** What is your opinion about assigning/giving different roles or responsibilities to each group member?

Question 3 is intended to realize the students' attitude towards role assignment in cooperative learning group. Based on the responses given during the interview, it can be said that almost all students had positive attitude towards role assignment in the cooperative learning group. However, there was one high achiever (H1) who had negative attitude towards role assignment. For this interviewee, the reason for not liking role assignment was the fact that she was always expected to report the group's answers to the class. From the two interviewees' (L1 and M3) responses, we can easily comprehend that role assignment helps us to implement one of the principles of cooperative learning (i.e. accountability) as stated by the respondent above. However, there was one respondent who did not like role assignment. The transcriptions from responses of the three interviewees (L1, M3 and H1) are included in Appendix D (III).

**Interview question 4:** Do you think that the way you have practiced different group work activities in the course Communicative English Skills motivated or encouraged you to speak more in English?

Question 4 aimed at understanding whether or not CL group activities arouse the students' desire to speak more and whether or not it helped them improve their speaking performances. Most (seven out of nine) of the interviewees responded that they preferred this way of learning more because different ideas and information among group members arise naturally. The

opinions expressed by three of the respondents (H1, L2, M2) are included in Appendix D (IV) as sample transcriptions.

From the responses of the interviewees, we can conclude that in cooperative learning group, most of the students could surely learn more from their peers and be stimulated in their desire to speak more. In addition to this, the way the experimental group students practiced different tasks when they were learning the course Communicative English skills motivated them to speak English more than before (See H1's response in Appendix D (IV)). Furthermore, though we cannot be hundred percent certain, based on the opinions given by the interviewees, we can guess that the way the experimental group students had discussed some group activities motivated them to speak more in English.

**Interview question 5:** Do you think the way you have practiced different group work activities in the course Communicative English Skills is important to other courses you are going to take? Why? Why not?

Question number 5 was meant to get evidence about whether or not they liked the kind of group work implied in the course Communicative English Skills would also be important in other courses they are going to learn in the future. In response to this question, seven of the interviewees confirmed that they would be very happy if their teachers use this kind of group work in other courses in the future. This means the respondents strongly agreed with the statement (especially the two low-achievers). We can realize this from their responses presented in Appendix D (V).

**Interview question 6:** What is your opinion about peer evaluation?

In interview question 6, students were asked to give their feeling on peer evaluation. Four students out of nine expressed that they liked peer-evaluation. According to the informants, this is because it helped all students participate equally in order not to get poor marks in peer evaluation; it also helped them to know one's position with regard to active participation and contribution to the group effort. However, two students (one medium achiever and one low achiever) did not like peer evaluation. The rest two students (one high achiever and one medium achiever) had somewhat mixed up feeling. This is to mean that they said that peer evaluation is sometimes good and sometimes bad (See the transcriptions of the three interviewees (L2, H3 and M2) in Appendix D (VI)).

**Interview question 7:** Did the group work help you speak more in English and did it help you improve your speaking performance in the second speaking test?

Question 7 aimed to know whether CL helped students speak more in English. Seven students out of nine told the interviewer that cooperative learning group was the best strategy that helped them improve their speaking skill. As the interviewees responded, this is because in group work all students have chances to speak always. On the other hand, one high-achiever replied that cooperative group work did not help her (See Appendix D (VII)) for sample transcriptions from three interviewees.

**Interview question 8:** Would you be happier if more group work activities were included in your course of study? Give a reason for your answer?

In their responses five among nine interviewees indicated that they would be happier with CL. The respondents gave reasons such as: “more information is imparted in groups as such greater learning takes place”, “group work is more time efficient as such it facilitated easier completion of classroom activities and assignments” and “in some situations it released stress when speaking in front of the class. However, the rest four students (especially two high achievers) pointed out that they would not be happier if more cooperative learning methods were implemented; they gave reasons such as they prefer to study and to work alone. According to their responses, this because cooperative learning took much of their time since everyone in the group was expected to speak.

To sum up, CL experience led the nine interviewees from the experimental group to improve their speaking performance and motivated them to participate and speak more in in-class oral activities. Most importantly, most of the interviewed students seemed to enjoy the cooperative learning (CL) method; however, few of them did not like it because of the wrong perception like it wastes much of their time, not good for clever students, learning in the university to compete with each other, but not to help with each other.

#### **4.2.3 The Results of Interview with the Teacher**

The teacher who taught both classes was also interviewed to give what he had observed in both classes with regard to students’ participation in in-class oral activities, the students’ overall speaking performances and general opinion about cooperative learning and the experimental group students’ feeling towards this way of teaching and learning process. The interview was

transcribed from audiotape and read numerous times to identify patterns and themes. The responses of the teacher to the eight interview questions are discussed below one by one.

**Interview Question 1:** Is student participation in in-class oral activities increased when you incorporate cooperative learning method?

In response to this interview question, the teacher indicated that once he used cooperative learning in his classroom of the experimental group when teaching the course Communicative English skills, there was a marked increase in the students' participation in in-class oral activities. Therefore, according to the response of the teacher to this question 1, it seemed that the students in the experimental group actively participated in in-class oral activities than the students in the control group class (See Appendix E (I)).

**Interview Question 2:** Did you notice an improvement in students' speaking performance when they learn in cooperative learning than in conventional method?

As the teacher specified, once carefully-structured group work is used within the classroom, there is an improvement in students' speaking performance. As the teacher focused in his response, even the weaker students (less-proficient students) tried their best to improve their speaking skills. Furthermore, the teacher replied that most of the time his students were willing to participate in most of the classroom oral activities. As he further explained, most students in the experimental class were willing to respond his questions even sometimes without being called by him. See Appendix E (II) for the response of this interview question.

**Interview Question 3:** Have you found that CL makes the teaching learning process of speaking more enjoyable? Does it motivate students to speak more in English?

Generally speaking, the teacher pointed out that the teaching-learning environment in the experimental group was more self-motivated and enjoyable. According to the responses of the teacher to interview question 3 therefore, it seemed that the students in the experimental group were more motivated to speak in the class than the students in the control group. From the teacher's response to interview question 3, we can understand that the students felt more a part of the teaching learning process, but not just the teacher was there to teach and all the students were there to do was listening and taking notes down. In short, it was not only the teacher who

motivated the students in the experimental class to speak more, but rather the nature of the group work (carefully-structured group work) that was applied in this class (See Appendix E(III) for the response from the teacher in his own words).

**Interview Question 4:** Students are rumored to be rarely interested in participating in in-class oral activities. Is this the case in your classes? If yes, are there any strategies you utilize to combat this attitude?

The respondent teacher stated that whenever there was any form of group activity for students to engage in within the class, there were some students who showed great disinterest in actively participating in in-class oral activities. As he stated, the main way of struggling this type of uncertainty is by assigning individual role to every member in the group as you told me during the training. He also stated that when it comes to group presentation, the criterion is that all members must be present and must participate by using the number-heads-together technique of CL. The teacher also noted that in some of his classes, he attempted to give students advice about the advantage of working in groups, give guidelines on how to participate in groups. Finally, he stated that he advised them to inform him about any problems they might have from early in an attempt to resolve it.

According to the response of the teacher, the problems he mentioned above didn't appear in the class of the experimental group. As he told to the researcher this is because almost all of the students in the experimental class were getting busy on doing different cooperative learning activities. As he further explained, the nature of group work activities didn't allow the students in the experimental group class remain idle.

**Interview Question 5:** It is believed that students are happier with teacher-centered learning strategies than student-centered learning. What is the case in your Communicative English Skills' classroom?

The teacher responded to this question that he observed that most students were more relaxed with teacher-centered method especially here at university. He stated that before this time, even he himself preferred to just give the students the information and tell them to do. According to his response, this is because student-centered approach (e.g. most of the time using group work) is time consuming at times trying to get all students to complete tasks on their own (See Appendix E (IV)).

In contrary to this, in the class of the experimental group students seemed they didn't like teacher-centered approach. This is because in his response the teacher repeatedly told to the researcher that whenever he got into the classroom, he found that most of the students got into the already formed group (permanent group) and started discussing the given group work activities. This shows that students in the experimental class did not always need the teacher to teach, but rather they themselves tried to help with each other.

**Interview Question 6:** Did students show positive feeling and desire towards participating in in-class cooperative group activities?

As the teacher informed during the interview, asking and answering questions and enjoying in in discussions were frequently happened in the class of the experimental group. As the teacher further explained, during the semester the students' positive feeling towards performing speaking activities was observable on various group-working occasions in the experimental class. For instance, from the teacher's response, the researcher could understand that the students in the experimental group class appeared to enjoy the inter-group competition tasks because they focused on how their groups worked, except very few students from some groups were found disturbing during the cooperative learning activities. Moreover, as the teacher reported, the students in this class were found trying to create a supportive atmosphere by participating in almost all of the group work activities and were found interacting with their group mates most of the time. During the interview, the teacher reported to the researcher that even some students from the experimental group told him that it was the first time to have such an interesting group work (especially they liked the role assignment).

**Interview Question 7:** Did you encounter any problem while implementing cooperative learning activities?

When the teacher was asked about the problems he encountered in implementing cooperative learning activities, he mentioned that few students were often not so eager to complete the tasks in the cooperative activities, especially at the beginning of the semester. However, he emphasized that this problem was not caused by the activities in the teaching material used in the course, but rather it seemed that they[the students] did not have experience in such types of carefully-structured group work activities before may be.

The other problem that the teacher encountered was because of the strict schedule followed in the Communicative English Skills classes and the need to cover the required contents. The third problem was CL activities were mostly based on the teaching material used in the class. As the teacher responded and believed, the cooperative learning activities would have worked better if they had been used with a different material like the one modified for the experimental group, especially, the instructions are wonderful. After mentioning these three problems, the teacher added what is quoted in Appendix E (V)

**Interview Question 8:** Do you have any other opinion about the cooperative learning activities you implemented when teaching the course?

At the end of the interview, the teacher was also asked to express any additional opinions about the use of CL activities in teaching Communicative English Skills. He said that he generally believed the CL activities were useful, and that he was planning to keep the materials prepared by the researcher to use in his Communicative English Skills lessons for the following educational year (See Appendix E (VI) to what the teacher responded to this interview question).

In summary, this chapter has shown the conclusions in hypothesis and in response to the research questions of the study. Firstly, cooperative learning helps students improve their speaking performance in the target language, which includes grammar and vocabulary, pronunciation, discourse management and interactive communication. In addition, the frequent interaction among the students increases the amount of students' verbal participation in in-class oral activities. From the data analysis and discussions in Chapter Four, it is possible to say that cooperative learning can enhance students' motivation to practice speaking as it makes speaking lessons more enjoyable, lively, and encouraging. As a result, it would be possible to encourage students to prefer CL in speaking lessons to the conventional teacher-centered and traditional group work methods. For such reasons, the implementation of cooperative learning in teaching speaking is presented to increase the teacher's enjoyment of teaching and decrease the initial confusion between cooperative learning (CL) group and traditional group work.

## **CHAPTER FIVE: SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

First of all, this chapter briefly provides summary of the findings of this study. Then, the chapter states the conclusions drawn from the study. Next, the chapter goes on to discuss implications for the practice of EFL teaching, with a focus on using CL in Ethiopian tertiary education in particular and in Ethiopian educational context in general. At the end of this chapter, recommendations (i.e. Implications of CL for Classroom Instruction, General Recommendations and Recommendations for Further Researches) are discussed.

### **5.1 Summary of the Findings**

This is an experimental study in which pre-test post-test equivalent group design was applied to investigate the effect of cooperative learning method on the students' speaking skill after learning the course Communicative English Skills. The experimental period was twelve weeks in the first semester of the academic year 2013/14. The sample of the study was taken from College of Social Sciences and School of Language and Communication Studies at Hawassa University. The sample consisted of 64 students divided into two groups (experimental and control) of 32 students in each.

The control group was kept under controlled condition by providing conventional method (most of the time whole-class teacher-centered method and sometimes traditional group work (i.e. not carefully-structured group work)). This means students in the control group worked individually and sometimes with desk mates and shared their answers with the class. On the other hand, the experimental group was taught using CL method. Lessons for both groups addressed the same instructional objectives and were based on the same course syllabus. The same teacher taught both groups. However, the experimental group was provided with CL techniques like think-pair share, three-step interview, round robin, timed-pair-share, number-heads together, group discussion and team- interview (See pages 53-57 in the literature section for further understanding of each of the cooperative learning techniques).

The objectives of the study were: (1) To assess the effect of cooperative learning (CL) method on achievement in speaking skills of the students in the course Communicative English Skills; (2) To assess whether CL group activities increase students' participation in in-class oral activities; and (3) To examine whether students have positive or negative attitude towards

cooperative learning method. In order to achieve these objectives, the following null and alternative hypotheses were formulated and tested. In addition, two research questions were also answered.

(a) Research hypothesis

**H<sub>0</sub>:** There is no a statistically significant difference in the students' speaking skills whether cooperative learning or conventional method of teaching is used.

**H<sub>1</sub>:** Using cooperative learning would improve the students' speaking skills better than the conventional method does.

(b) Research Questions

How effective is cooperative learning (CL) method in helping the first year English major students at Hawassa University improve:

(2) their participation in in-class oral activities?

And then,

(3) What is the students' attitude towards cooperative learning?

In line with the hypothesis and the research questions stated above, data were collected and analyzed. Accordingly, statistical analyses indicate that the experimental group taught with the cooperative learning (CL) method outperformed the control group that was instructed by conventional method in the overall speaking performance in the post-test (i.e. Speaking achievement test). In addition, the experimental group was found to have made substantially more improvements than the control group in the three components (pronunciation, discourse management and interactive communication) of speaking skills in the post-test. On the other hand, with regard to the effects of CL in improving students' participation in in-class oral activities, it was found that CL highly facilitated the experimental group students' active participation in the Communicative English Skills class. Furthermore, it was also found that the majority of the experimental group students had positive attitude towards CL. Specifically, the following findings were emerged as a result of the analysis of data in this study.

### **5.1.1 Achievement in Speaking**

One of the major findings of this study is that the experimental group, which was taught using cooperative learning (CL) method, made substantially greater gains than the control group which was taught in conventional method in overall speaking skills. As for the three specific components (pronunciation, discourse management and interactive communication) relating to speaking performance, CL was found to be considerably more effective than the conventional method in teaching speaking. This is to say that in the speaking skill components of pronunciation, discourse management and interactive communication, it was found that the experimental group improved more than the control group in the speaking post-test. However, the two teaching methods were found not to differ in their effectiveness in the vocabulary and grammar component of speaking skill. This is because there was no statistically significant difference between the two groups' speaking post-test results with regard to the grammar and vocabulary component of speaking; however, there was a mean difference of 0.49 in favor of the control group.

This shows that CL method helped the experimental group students outperform the control group in speaking English. The reason for the experimental group students' outperformance in their speaking was due to the carefully-structured group (CL) activities. This is because as the teacher who taught both classes informed during the interview session, the cooperative learning group activities encouraged the students in the experimental to actively participate in in-class oral activities and to communicate freely in the target language.

From all these, it can be considered that the six principles (positive interdependence, individual accountability, simultaneous interaction, equal participation, social skills and group processing) of cooperative learning contributed to its success in improving students' speaking performance in the current research. Therefore, as a matter of the above facts, cooperative learning is believed to be in favor of developing students' speaking skills. This happens as a result of the following four reasons.

First, according to the results of the researcher's classroom observations and field notes, the quantity of active participation in in-class oral activities in the Communicative English Skills class was considerably increased in the experimental group class. This is because, in contrast with the control group class which was mainly exposed to whole-class instruction and

sometimes to group work which is not carefully-structured as that of cooperative learning group, the experimental group frequently used CL activities which involved a considerable amount of peer interaction.

The second reason is that with the whole-class format used in the control group class, only one student was allowed to speak at a time, but with the foursome group work used in the experimental group, 8 of the 32 students could talk simultaneously in each group. Also the supportive and non-threatening learning environment created through the use of CL group activities appeared to reduce anxiety of the students in the experimental group and might made them feel enthusiastic, safe and motivated enough to take part in every group discussions.

Third, the experimental group students' quality of language production was improved by frequently discussing activities in groups, which in its turn stimulated them to practice speaking instead of merely rote-learning language forms. For instance, when working on group tasks, the students in this group needed to use a variety of language functions, such as asking for clarification or repetition, checking for comprehension of listeners, paraphrasing for easier understanding, and praising or encouraging each other to build positive team spirit and relations. In contrasted to this, the language produced (output) by the students of the control group was typically inadequate and inauthentic. This was probably because the students in the control group had fewer opportunities to frequently communicate with partners since they were exposed to whole-class instruction and traditional group work. As a result, mostly their language practice was related to particular grammatical or lexical items selected from the reading text. That is why students in the control group improved their performance in the grammar and vocabulary component of speaking in the post-test than their counterparts in the experimental group (See Table 3).

Fourth, when compared to the conventional method applied in the control group class, the students in the experimental group class where CL techniques were implemented, had more opportunities to share their ideas, opinions, information, experiences, etc. This interaction with group mates enthuse students to enrich the target language, and helps them to restructure their ideas because of frequent peer interaction and cooperation. For instance, they may need to defend, elaborate, explain, exemplify and summarize their ideas before they present it to the class. In this way, the students in the experimental group were awarded with more opportunities

to actually practice the target language (i.e. practice speaking) in the class through many of the oral activities. In other words, by working in carefully-structured groups, the students in the experimental group have more chances to see how their peers think, create new ideas and use the language. In short, they can get useful models (inputs) from one another. What is more, the frequent practice of thinking, creating and reacting in a group might also be an important factor contributing to the students' language production (i.e. speaking in this study case).

Though there was no significant difference in the students' speaking performance between the two groups at the beginning of the intervention, the students in the experimental group performed better than the students in the control group at the end of the intervention due to cooperative learning method. This significant gain of the experimental group on the speaking post-test supports Slavin's (1987) view that CL classrooms are classes where students are likely to accomplish higher levels of achievement.

Therefore, the results of this study verified that there is statistically significant difference between the mean scores of the experimental group and the control group in the speaking posttest in favor of the experimental group. This is to mean that the experimental group was better than the control group with regard to achievement of overall speaking performance on the posttest after being treated by cooperative learning method. More specifically, in the speaking post-test (speaking achievement test), it was found that the calculated value of  $p$  (.000) was less than 0.05 (See Table 3). Hence,  $H_0$  was rejected and  $H_1$  was approved.

### **5.1.2 Improvement in the Students' Participation in In-class Oral Activities**

In this study, asking the experimental group students to evaluate their peers within the group on the active participation basis was one way for the teacher to monitor the students' active participation in in-class oral activities. This was done to reduce free-rider effect, or social loafing. In simple words, students in the experimental class were made to evaluate each other within the same group as it is difficult for the teacher to follow up every student's individual participation and contribution in every group activity. In this case, the student's peer evaluation, apart from being used as a research instrument, was also used as a part of instructional instrument in the experimental class.

The finding in this regard is that the experimental group students showed significant difference between peer evaluation results of the first six weeks and the latter six weeks. This is because

according to the peer evaluation results indicated in Table 9, the mean score in the first six weeks was 52.94 and it was 62.09 in the latter six weeks. From this, we can easily understand that there was a 9.15 mean score difference between the two round peer evaluation results in favor of the second round (the latter six weeks peer evaluation results). On the other hand, Table 9 also shows that the t and p values (-10.69 and .000) respectively confirm that there was a statistically significant difference between the first six weeks and the latter six weeks peer evaluation results. This shows that CL improves students' active participation in in-class oral activities through a series of time.

This finding supports that peer evaluation in cooperative learning (CL) reduces free-riding effect in traditional group work. In relation to this, Brooks and Ammons (2003) state that the use of the student's peer evaluation was helpful to reduce free-riding which is the big problem of traditional group and as it was one way of increasing participations and contributions of each of the group members. This is to mean that once the teacher was aware that free-riding or social loafing occurred, he/she would be able to handle it immediately. Brooks and Ammons (ibid) recommend that having multiple peer evaluations during the teaching learning process of a particular course reduces free-riding or social loafing. They also propose a group evaluation system that involves early implementation, peer evaluations at multiple time points, and the use of specific criteria (See Appendix V) which was meant to reduce free-rider effect or social loafing in the experimental class.

On the other hand, the results of classroom observation and the experimental group students' responses to section-I questionnaire indicated that in cooperative learning context, the students were active participants instead of passive recipients and listeners to the teacher's lecture and explanation. Because of socially-oriented lessons taught and learned through carefully-structured group interactions, the students in the experimental group demonstrated active participation in in-class oral activities than the students in the control group class. This means the amount of the experimental group students' participation in in-class oral activities was maximized by activities that involved pair and group work, which made all the students be on task. According to the observations data, almost all the class time in the experimental group class was scheduled for activities that made a lot of students practice in the target language.

As the researcher's classroom observations showed, cooperative learning (CL) offered the experimental group students so many chances to show off themselves that they had no extra time to do other things. This means the students in the experimental class were not allowed to let their mind wander but concentrated on their task in group activities. To put it in other words, through the carefully-structured group activities, most, if not all of the students in the experimental group were eager to speak in English because of the nature of the activities. But the students in control group class were found reluctant to actively participate in in-class oral activities as there were no carefully-structured group work activities that give chances to all students in the group.

This finding on the improvement of active participation in learning activities corresponded to Glasser's (1986) theory about the sense of belonging. Glasser recognized that the need to belong, as one of the chief psychological needs of all people. For instance, some students found the sense of belonging through involvement in many of the cooperative learning activities. According to Glasser, this means that once students found that they could actually involve and improve in class, their participation would in consequence be boosted as indicated in the statistical analysis of the peer evaluation and in the theme analysis of classroom observation.

Finally, according to responses of both group students to statements in section-I questionnaire, many of the students in the experimental group replied that they actively participated during speaking lessons. For example, as displayed in Table 10, the number of students in the experimental group who asked and answered the teacher's questions, share opinions with group members, etc. was very large when compared with the number of students in the conventional class. Therefore, based on the presentation and discussion of the data with regard to the students' active participation in in-class oral activities, this study found that the frequency of the experimental group students' participation in carefully-structured small group (i.e. cooperative learning groups) far exceeded the participation of the control group students.

### **5.1.3 The Experimental Group Students' Attitude towards Cooperative Learning**

The last objective of the study was to see whether the experimental group students had positive or negative attitude towards CL after they had learned the course Communicative English Skills through this method. So, to see this, data were obtained through student questionnaire and semi-

structured interview from both the teacher who taught the course and from the nine purposely selected students from the experimental group. The finding in relation to this proved that the majority of the students had positive attitude towards CL method applied when they were learning the course. Among the 32 students who gave responses to the questionnaire, 25 (75.75%) had positive attitude, whereas the rest 2(6.1%) and 6(18.18%) had neutral and negative attitude towards CL respectively (See Table 11).

In addition to this, according to the information gained from the students through interview, the finding of this study confirmed that the majority (6 students out of 9) liked cooperative learning (CL) method. Furthermore, based on the responses of the teacher to the interview about the students feeling towards cooperative learning, he told to the researcher that he had observed that the students in the experimental group enjoyed the kind of group work employed in the teaching of Communicative English Skills. However, there were very few students who did not like the method as the student interviewees and the teacher stated during the interview.

## **5.2 Conclusions**

As far as the researcher's knowledge is concerned, teaching and learning English speaking skill has been far from satisfaction for a long time. As many students told him when he was teaching the courses Spoken English and Communicative English Skills before conducting this study and during the interview session, learning speaking seems to be a burden to many of the students majoring in the English language at Hawassa University. The possible reasons to account for it may partially lie in unsatisfactory method of teaching (e.g. only teacher-centered approach, traditional group work method). Therefore, a potential strategy to address to the problems of speaking performances and low attention in participating in in-class oral activities would be the application of cooperative learning. In view of that, the researcher drew the following conclusions based on the findings of this study.

1. On the surface, cooperative learning (CL) is a group of learners sitting together and sharing ideas orally. That is why many teachers merely group students and give them some tasks to do without taking care of students' group working skills. But in its deeper meaning, CL is more than that. For example, it requires students to play different roles and to precede their group work in a specialized procedure. This means there are some elements and procedures which distinguish it from other types of group work. And it is only when these elements are

applied and when the right procedures are designed and implemented by teachers, CL creates a supportive environment that enables students to actively participate in in-class oral activities, and helps them improve their speaking skills. In this study, it was this kind of CL that was implemented in the Communicative English Skills class to examine its effect on the students' speaking skills and their active participation in in-class oral activities.

2. The results generated in this study disclose that the application of cooperative learning (CL) in speaking lessons can bring about desirable benefits to both teachers and students. This is because CL seems to be a feasible solution to enhancing the speaking skills and confidence of students as it increases opportunities for them to produce and comprehend the target language and to obtain modeling and feedback from their peers. For that reason, it is an influential teaching method that can boost students' interest and motivation to learn and work hard at speaking lessons. In crowded and heterogeneous classes as ones at Hawassa University, CL is believed to be the best option for both teachers and students as it emphasizes active interaction between students of diverse abilities and backgrounds, and then decreases teachers' burden of controlling the whole class.
3. Based on the analysis of the data from the speaking post- test, it is evident that the students in both groups showed improvement on their speaking skills. But the mean score of the experimental group is higher than the mean score of the control group. These results indicate that cooperative learning group activities have positive effect on improving speaking skills of tertiary level students than the conventional method does. To precisely speaking, the results of this study confirmed that cooperative learning could be one of the most appropriate teaching methods that can help EFL students communicate accurately and fluently with other speakers of English during their stay in the university and in the outside world when speaking in English is needed.
4. The results of this study also indicated that CL can be an influential tool in eliciting EFL students' participation in in-class oral activities. This means the study revealed that the students in the cooperative learning group (i.e. experimental group students) participated dramatically in in-class oral activities more than the students in the conventional class when they were learning the course Communicative English Skills. Therefore, this confirms that

CL has positive effect on active participation in in-class oral activities, which in turn can help students communicate orally in and out of classroom contexts.

5. It was also found that in CL environment, students cooperate with each other to maximize their own and each other's learning. By increasing the number of opportunities available for verbal expressions, CL encourages mutual interaction and provides opportunities for a wider range of communicative functions (e.g. asking for misunderstandings or clarifications, giving opinions, etc.) than the conventional classroom instruction.
6. The finding of this study has also shown that the majority of the experimental group students had positive attitude towards cooperative learning (CL) method.
7. Finally, as stated above, the findings of the study support the use of CL in the teaching of speaking. However, it cannot be concluded that always of doing CL will be effective. This is because the undertaking of this study marked the beginning step of investigation in terms of the impact of CL on Hawassa University English major students' speaking skill in an EFL context.

### **5.3 Recommendations**

On the basis of the current research findings, it is advisable to suggest the following recommendations to researchers, EFL teachers, and English language teaching material writers, curriculum and syllabus designers, etc. This section has been divided into three parts: pedagogical implementations of cooperative learning (CL) for classroom instruction, general recommendations and recommendations (suggestions) for further researches.

#### **5.3.1 Implications of CL for Classroom Instruction**

1. Teachers of the English language should know that any kind of group work is not cooperative learning (CL) as indicated in the statement of the problem. Therefore, teachers of the English language at Ethiopian tertiary level education should carefully structure group work by incorporating the principles and techniques of cooperative learning (CL) so as to make group work as productive as possible.
2. In this study, it is proved that cooperative learning method is better than the conventional method for teaching speaking skills. Consequently, teachers of the English language should

use cooperative learning (CL) method in order to improve speaking performances of their students at Ethiopian higher education institutions.

3. To encourage teachers of the English language to use cooperative learning (CL) method in classrooms, training should be provided on how to use its basic elements which are briefly discussed in the literature section. This is because to implement cooperative learning method, teachers need access to professional development including the theory and philosophy of CL, demonstrations of CL methods, and ongoing coaching and support from other teachers (i.e. experts in the area).
4. Teachers of the English language should ensure equal participation and contribution of every group member in in-class oral activities. In order to do so, teachers should design activities by incorporating the different techniques of CL. This is because if activities are not properly designed by considering CL techniques, cooperative learning method can allow some group members to do all or most of the work while others remain inactive. To avoid such problems, teachers of the English language should use peer evaluation during group work activities.
5. Before giving tasks to groups, teachers should give each group member a role (e.g. leader, checker, recorder, reporter, etc.) and should guide the students how to play the role. With different tasks, a teacher should rotate the roles in order to help each student act various roles and understand the process of working in a group.
6. The pedagogical implications of the findings of this study call for using the different techniques (think-pair share, three-step interview, timed-pair share, group discussion, number-heads together and round-robin and team interview) of cooperative learning method to teach English speaking skills at tertiary level education in Ethiopia. This is because these techniques engage students in meaningful interaction in a supportive classroom environment.
7. Though cooperative learning (CL) is found to be effective in teaching and learning speaking skills, the researcher does not suggest that the class be organized in cooperative groups all the time. This means it should be noted that cooperative learning does not replace direct instruction completely in an EFL classroom, but when the classroom oral activities require students to do so. In other words, students need to know how to cooperate, compete, and work alone according to the nature of different activities.

8. When students are unfamiliar with cooperative learning (CL) method, it is recommended to start slowly by using one CL technique, such as number- heads together or think-pair-share, a number of times to let students become comfortable to cooperation. In other words, it is best to find the right balance of teaching modes according to the teacher's philosophy of education, reading of the research on cooperative learning, students' preferences, and what activities seem to be working best with CL method. So, before asking students to take part in cooperative groups in the classroom, it is crucial to train them with group working skills. In order to do so, according to many studies on CL, we need to carefully structure group work in the EFL classes to help students develop their speaking skills to the maximum.

### **5.3.2 General Recommendations**

1. Cooperative learning strategies should be used in teaching speaking skill in different educational levels of Ethiopia to enhance students' participation in in-class oral activities and abilities in oral communication.
2. The role of the English language teachers should be changed from being the main source of teaching process to that of facilitating, guiding, managing and encouraging students' learning process.
3. Ethiopian students who join Faculties of Education should be trained systematically in how to use cooperative learning strategies in teaching English as a foreign language.
4. Teachers of the English language should use cooperative learning method in their daily teaching in order to add variety and avoid the monotony of teaching and learning process.
5. Introducing a new teaching approach is sometimes full of challenges, so it is recommended that educators, researchers, and teachers share their ideas, work together, plan lessons, and help each other to enhance the effectiveness of CL method through short time trainings.

### **5.3.3 Recommendations for Further Researches**

In the light of the results of the present study, more studies are suggested in the area of using cooperative learning method in teaching English as a foreign language in general and in teaching speaking skill in particular. Hence, based on the findings of the study and further reading of literature on cooperative learning, the researcher of this study suggests the following points for future researches in this area.

1. Despite some positive findings, the study exposes some limitations that might be noted before the results could be generalized. The first limitation originates in the sample size of the study which was restricted to only 32 students who were randomly chosen received the experimental program. Therefore, the present study should be replicated on a large scale and over a long period of time (a year or more) to further test its hypothesis. What is more, because the results were found on the samples of first year English major students at Hawassa University; they cannot represent all years' students and departments. So, future researches might be conducted with English major students of second or third year, or with other department students to generate more general ideas at national level.
2. Other studies on the application of cooperative learning method in other language skills (writing, listening and reading) should be conducted to look for a better way of teaching and learning English as a foreign language.
3. Other studies that investigate effect of cooperative learning (CL) method on EFL students' attitude towards learning English as a foreign language and motivation to learn speaking should be conducted.
4. Investigating the effectiveness of using other cooperative learning techniques in the field of teaching English as a foreign language (TEFL).
5. Investigating the effectiveness of using cooperative learning (CL) to teach English as a foreign language to the primary and secondary levels.

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## Appendices

### Appendix A: Participation Questionnaire in In-class Oral Activities

Addis Ababa University  
School of Graduate Studies  
College of Humanities, Language Studies, and Journalism and Communication  
Department of Foreign Languages and Literature

#### Student's Questionnaire

Dear student,

The teacher would like to know about your participatory behavior in in-class oral activities or how you participate during speaking lessons. So please, write down your opinions. This questionnaire is only for the teacher's academic research purpose. Therefore, please feel completely free and answer honestly.

**Direction:** please, Read each of the items and Put a tick (✓) as appropriate to you by selecting from (*4 = always; 3 = often; 2 = sometimes; and 1 = never*).

No.	Items	4	3	2	1
1	I do nothing in the speaking class				
2	I only listen to others and take notes down during oral group activities.				
3	I ask my group members and classmates for their opinions				
4	I share my opinions with my classmates in group work				
5	I answer the teacher's questions voluntarily.				
6	I ask the teacher or group members for what I am not sure.				

Appendix B: The Experimental Group Students' Attitude towards Cooperative Learning  
Questionnaire

Addis Ababa University  
School of Graduate Studies  
College of Humanities, Language Studies, and Journalism and Communication  
Department of Foreign Languages and Literature

Student's Questionnaire

Dear students,

The purpose of this questionnaire is to know your attitudes towards group work in English language classroom settings. Therefore, through this questionnaire, the researcher wants to find out how you think, feel and behave when working with other students in group. Use your experiences from the class of Communicative English Skills to answer the statements below. Your cooperation in completing this questionnaire is greatly appreciated.

Thank you for your cooperation!

**Instruction:** In the following table, there are different statements to the left and five possible responses scales strongly agree (**SA**), agree (**A**), no comments (**NC**), disagree (**DA**), and strongly disagree (**SD**) to the right. Read each of the items given in the left column of the table below about cooperative learning method. And then, for each of the statements, write a tick (✓) under the response scale that most closely corresponds to how you think and feel about each of the statement.

<b>NO.</b>	<b>Items</b>	<b>SA</b>	<b>A</b>	<b>NC</b>	<b>DA</b>	<b>SDA</b>
1	I feel that cooperative learning group in the classroom can increase my motivation, interest and participation in speaking English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	In my opinion, it is good that students with different levels are assigned in CL groups because active students could help other students in learning English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I don't like cooperative learning as it takes much of our time to complete the task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I don't like to work in cooperative learning groups because we spend much time talking about other things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I like cooperative learning group because it gives time to discuss with friends freely and helps me improve speaking skill.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I don't enjoy working with the students I am assigned in CL group, so I prefer to choose the students whom I work within the group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	When I work in CL group, I become friend with my group members and am able to share my ideas and opinions through speaking freely and in a relaxed way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I don't like learning in CL group because my group members do not respect my opinions and care about my feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	I don't like CL group because I am shy to speak with other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	I like to do in cooperative learning groups because I can get better results than I do alone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	I am not happy with working in cooperative learning group because group marking is not fair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	I like CL group work as it gives the benefit of everyone's ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	I can gain a great deal of satisfaction from participating in CL group activities because of the role I play during discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Peer evaluation in cooperative learning instruction benefits learning because grading group members' performance also provides opportunities for self-reflection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	When I work in cooperative learning groups, I improve my participation in the class and my speaking skill.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	I like cooperative learning group work as most students are active participants to play their roles in the group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	I like to learn individually because in cooperative learning group most of the time students do not talk in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	I prefer to learn better individually than in cooperative group work because students are more careless on group work activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19	During cooperative group work activities, I find studying English interesting and I am not afraid of speaking English in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Cooperative learning provides me an opportunity to actively participate in in-class oral activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	I improve speaking English because of cooperative learning group work activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	In cooperative learning group, I get a chance to actively practice speaking and share the work with my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	My participation to the group increases because of peer evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	In cooperative learning group, I am always willing to encourage others and share ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	I seek my peers' help when I have difficulties in English speaking class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Cooperative learning Group helps me reduce tension while I speak in English in front of people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	I feel confident when I speak English with my friends in cooperative learning group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	During the process of peer evaluation, I cannot grade fairly and appropriately because I wouldn't want to hurt my group members' feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	I don't like peer evaluation for it is meaningless to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	I think role assignment in cooperative learning groups helps every learner to be responsible for his/her learning and of the others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Appendix C: Researcher’s observation sheet:**

Observation criteria for the students’ verbal participation and motivation to speak

Date: \_\_\_\_\_ Observation No. \_\_\_\_\_

Group: \_\_\_\_\_

Types of Verbal Participations/Interaction variables	Observer’s field notes
<p><b>1)The act of active participation includes:</b></p> <ul style="list-style-type: none"><li>-Raising one’s hand, and making comments.</li><li>-Speaking or giving opinions in the classroom, answering and asking questions</li><li>- Giving relevant opinions, suggestions and comments when the teacher or peers ask questions</li><li>-Requesting clarification from peers and teacher.</li><li>-Taking part in the classroom discussions.</li><li>Etc.</li></ul> <p><b>2) Passive participation refers to the acts:</b></p> <ul style="list-style-type: none"><li>- Only taking notes</li><li>-Sitting quietly</li><li>-Always listening to the instructor only</li><li>-Doing other things even if expected to participate in group work activities</li></ul>	

## Appendix D: Interview for Students

Addis Ababa University  
School of Graduate Studies  
College of Humanities, Language Studies, and Journalism and Communication  
Department of Foreign Languages and Literature

### Student's Interview

**Interviewer:** After experiencing a semester of cooperative learning group work activities while you were learning the course Communicative English Skills, you may have personal feelings towards these activities in English classes. Please, feel free to give your opinions briefly and concisely on this interview. This interview is only for research purpose. To keep your secrecy, you are not expected to tell me your name.

1. Did you like learning the course Communicative English Skills through cooperative group work? Why? Why not?
2. Were any of your group members unwilling to participate while you were discussing some group activities? Why do you think they were not willing to participate actively?
3. What is your opinion about assigning/giving different roles or responsibilities to each group member?
4. Do you think that the way you have practiced different group work activities in the course Communicative English Skills motivated or encouraged you to speak more in English?
5. Do you think the way you have practiced different group work activities in the course Communicative English Skills is important to other courses you are going to take? Why? Why not?
6. What is your opinion about peer evaluation?
7. Did the group work help you speak more in English and did it help you improve your speaking performance in the second speaking test?
8. Would you be happier if more group work activities were included in your course of study? Give a reason for your answer?

(I) Transcriptions from the Students' Interview Question 1

**H2:** *Yes, I liked learning the course through group work because in group work there are different students and I get different ideas, knowledge and information. With my friends I share new ideas and information and we can improve our English. I liked the group work because each one in the group is speaking always.*

**M3:** *I really liked when learning the course. This is because in the group discussion, all group members have the chance to raise their ideas or attitude about the question we discuss and when we discuss some questions from the handout or when our teacher asks questions. So group work makes our horizon wide.*

**L1:** *For me group work is good because our teacher asks everybody to answer the questions. So, make ourselves ready to answer questions because he may ask me or other. It makes me awake and become more energetic in class.*

**H1:** *Sometimes I like and sometimes I do not like. Because when I speak my group students do not listen. In this case, I don't like group work. I like it sometimes because I learn something like vocabulary and pronunciation when they speak.*

**L2:** *I am too shy to give my ideas to my friends. I always want to be silent and listen to my group members. Generally, I am not willing to join their activities because they always ask me to answer questions and sometimes they tell me to speak in front of the class.*

(II) Transcriptions from the Students' Interview Question 2

**H1:** *In my group members no one was unwilling to participate, but some were frightened when they speak and in case of wrong pronunciation. I think also some students do not have experience in lower grade levels to speak English always.*

**L1:** *Cooperative learning group is good for students who do not want to talk for their group members because they fear of other students will laugh.*

**M1:** *First, when we meet we afraid each other to talk, but after our second and third group work, we can talk much and still no one was unwilling to participate.*

**M3:** *Yes, I think that is the shortage of English language and in my opinion in my cooperative group sometimes we were afraid of each other will laugh at us. Some group members, especially one student in our group was not willing to participate in group*

*work activities. I mean she always does not want to share idea.*

(III) Transcriptions from the Students' Interview Question 3

**L1:** *In my opinion, it is very nice because every group member who has responsibilities the issue will be done in well manner.*

**M3:** *I think it is good because there are no superior and inferior. This means we all work together. If we all have a role, it is a good way especially we know in previous classes we had a group leader and all things were done by one guy and the other group members did not do anything.*

**H1:** *No, I do not like because sometimes my group members do not want to participate, so I do not want to speak always as reporter. If I am not a reporter no one forces me to speak always.*

(IV) Transcriptions from the Students' Interview Question 4

**H1:** *Yes, I think because the way I participated in the course it motivated me before than now. I know that participating orally in speaking class is the best way of learning to speak English. I liked the way the teacher allowed us to work in pairs and groups.*

**L2:** *Yes, it helped me to communicate with others freely. It is good to help us speaking good in English.*

**M2:** *Yes! I think in the course Communicative English Skills; I am motivated to speak more because our instructor planned group discussion. So, I don't afraid group members and I speak more and also the instructor motivated us to speak more.*

(V) Transcriptions from the Students' Interview Question 5

**L1:** *Yes, it is important because when I learn other courses in this way, I will understand things easily because my group friends help me. Group discussion helps us to actively participate with confidence in the class activities.*

**M2:** *There is no this kind of group work in other courses. If there is this kind of discussion in other courses, I like because we learn something from our friends because no one is perfect in everything. One is good in one thing not in all things*

*so we share information and knowledge. I like the communicative English instructor and I want if he will teach other course in the second semester.*

**H2:** *I think it is good because group work is not only good for Communicative English Skills. If other teachers use this kind of group work, some students will improve their English. Especially, peer evaluation is good because to get good marks I speak and participate in group discussion in other courses more in the future.*

(VI) Transcriptions from the Students' Interview Question 6

**L2:** *I don't like peer evaluation so much because of its bias. This means the group members did not give fair marks. I mean in my group sometimes the students did not give marks according to the participation, but sometimes they gave good marks.*

**H3:** *It is nice because no one wants to get little marks by evaluation so that it encouraged us to participate. Another thing that encouraged us to participate was that our teacher most of the time asked any student from the group to answer question after we discuss the answer in group.*

**M2:** *Peer evaluation is good for me because if I don't speak in the group, my friends will laugh of me and will give very few marks. I do not want to get few marks, so I always speak in group if our group leader tells me to speak in group work discussion. Peer evaluation is also good to know my ability by my friends.*

(VII) Transcriptions from the Students' Interview Question 7

**M3:** *Yes! In the first speaking test I was confused and I miss some questions because of forgetting some words. But, in the second speaking test, I do more than the first test. I mean in general I improved my speaking skill. My friends helped me and I practiced a lot with my friends and received useful responses from them.*

**L2:** *I like this way of learning especially most of the time discussing in groups is good to improve speaking ability in English generally not only in this test.*

**H2:** *I think my result is good in the first speaking test because some of the questions in the second speaking test are difficult. For example, answering the question after listening from the tape was difficult for me. This is not good for me. So, group work does not help me improve my speaking ability.*

## **Appendix E: Interview for the Teacher**

Addis Ababa University

School of Graduate Studies

College of Humanities, Language Studies, and Journalism and Communication

Department of Foreign Languages and Literature

### **Teacher's Interview Questions**

1. Is student participation in in-class oral activities increased when you incorporate cooperative learning method?
2. Did you notice an improvement in students' speaking performance when they learn in cooperative learning than in conventional method?
3. Have you found that CL makes the teaching learning process of speaking more enjoyable? Does it motivate students to speak more in English?
4. Students are rumored to be rarely interested in participating in in-class oral activities. Is this the case in your classes? If yes, are there any strategies you utilize to combat this attitude?
5. It is believed that students are happier with teacher-centered learning strategies than student-centered learning. What is the case in your Communicative English Skills' classroom?
6. Did students show positive feeling and desire towards participating in in-class cooperative group activities?
7. Did you encounter any problem while implementing cooperative learning activities?
8. Do you have any other opinion about the cooperative learning activities you implemented when teaching the course?

(I) Transcriptions from the Teacher Interview Question 1

*When I use cooperative learning group activities within my class, the students participate more than when I use a more teacher-centered method and the usual kind of group work within my class. For example, whenever I use carefully-structured group work, in every classroom activity I find those students who would not care less within the class, but overall I see an increase in class participation when I use CL group activities.*

(II) Transcriptions from the Teacher Interview Question 2

*Even the weaker students seem to do a lot better in speaking lessons. Sometimes even I hesitate whether it is their own ideas or that of their partners in the group. For example, when students are questioned on the task that they have completed during the group activity, they perform better and better in speaking. And most of the time, they were willing to respond my questions.*

(III) Transcriptions from the Teacher Interview Question 3

*Whenever I come to the experimental class with some activities especially when I give home assignment to be done in the already formed group, I have a very lively and self-motivated class. Even there are times when some students have to come to tell me that they would like to present what they have discussed in their group. I truly love teaching that class and not only do students enjoy the class, but many of them actually seem to be developing their speaking skills.*

(IV) Transcriptions from the Teacher Interview Question 5

*Most times students do not complete the given activity; I have to stop teaching it. To frankly speaking, before this time, sometimes I felt that I did not worry whether all the students participate or not in my class. You know, this is because when you try to make all the students equally participate in in-class oral activities, it takes much of the class time. You see, the reason that makes me say so is that one day one of my students was heard around corridor saying, "I do not think our Communicative English teacher knows what he's doing; because he is wasting our time by making all students speak in the class at all the time.*

(V) Transcriptions from the Teacher Interview Question 7

*Although I encountered the problems I have mentioned earlier, I really enjoyed your CL activities; I mean the techniques you have suggested like: three-step interview, number-heads-together and the like. So, I really would like to use them in the future in Communicative English Skills classes and in other classes.*

(V) Transcriptions from the Teacher Interview Question 8

*As a final point, if you ask me generally about this method, I mean carefully-structured group work is not only important to teach the course Communicative English Skills, but also it is important to teach other courses too. So, based on the experience I got when I was teaching the course, CL method is a good innovation.*

## Appendix F: The Speaking Pre-test

**Note:** The two examiners ask the questions (interview) turn by turn!

### Part One (20%)

Each candidate interacts with the Interlocutor (Examiner): (3 minutes)

1. The interlocutor and the candidate introduce to each other.

**I:** Stands for interlocutor (i.e. the examiner).

**I:** I'm \_\_\_\_\_, the Communicative English Skills Instructor. What's your name?

Candidate: \_\_\_\_\_.

**I:** Thank you.

2. The interlocutor asks a candidate questions about personal information, experiences, etc.

**I:** First of all, we'd like to know something about you, so I'm going to ask you some questions.

1) Do you have a lot of friends?

2) Are you good at making friends?

3) What can you learn from your friends, for example, here in the university?

4) What do you think are the advantages or disadvantages of making friends here in the university?

#### Follow-up questions

a) What roles do friends play in most people's lives? Consider it to the students' life in a university.

b) Do you think it is better to have a lot of friends, or just a few good friends? Why?

### Part Two (20%): *Personal Preference Question*

**I:** Now, let's ask you another question. In This part, you will talk about your personal preference (i.e. it presents you with two options). Then, you will have to decide which one is the best and support your decision. Please, read the question on the cue card carefully before you answer it! You will have 15 seconds to prepare your responses and 45 seconds to speak.

Here is the cue card for the question! (*The interlocutor hands over the cue card to Candidate*). And then, the candidate speaks.

**I:** Here is your cue card!

*Some universities give financial aid in the form of grants, which do not have to be paid back, whereas others provide financial assistance in the form of loans, which must be paid back. Which option do you think is better and why? Support your decision with reasons and examples.*

*Preparation time: 15 seconds*

*Response time: 45 seconds*

### ***Part Three (20%)***

**I:** Now, we're going to give you a topic and we'd like you to talk about it for 1-2 minutes.

Before you talk, you'll have 1 minute to think about what you are going to say and you can make notes if you wish. Do you understand?

**Describe something you own which is very important to you.**

**You should say:**

**What you use it for?**

**How long you have had it?**

**Where you got it from?**

**And explain why it is so important to you.**

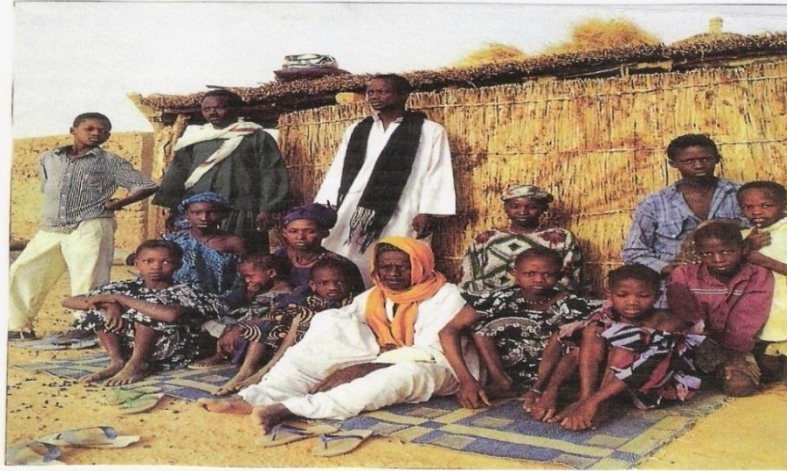
**Follow -up questions:**

1. Is it valuable in terms of money?
2. Would it be easy to replace? Why? Why not?

**I:** Retrieves the cue card. Thank you!

### ***Part Four (20%): Picture Description***

**I:** Now, I'd like you to talk on your own for about one and a half minutes. I'm going to give you a picture and I'd like you to talk about it. Here is your cue card! Please, have a look at it and then describe.



**I:** I'd like you to describe the picture and also tell us what you think of it. Remember you have only about one and a half minutes for this, so don't worry if I stop you Thank you!

***Part Five (20%): Reading-listening-speaking situation***

**I:** The fifth question requires you to read a brief passage and listen to a talk about it. You will then have to summarize the points raised in the talk. While reading the passage, you most likely won't need to take notes for the passage will simply discuss some sort of campus life issue here in the university. While listening to the talk, pay attention to the speaker's opinion or attitude about the reading! You should also pay particular attention to the reasons the speaker gives for his position. Write them down if you can.

**I:** Here is your reading passage! (I: Hands over the cue card to the candidate).

(Reading-listening-speaking)

***Read the following announcement from the university president:***

**Due to recent budget constraints, the university has decided to close the computer labs during weekends and reduce their operating hours during the week from 8:00 A.M. to 10:00 A.M. These changes are necessary in order to compensate for an expected budget shortfall. Without these cutbacks, the school would be forced to reduce service in other important areas, such as the library and the cafeteria.**

**Requirements: Give yourself 30 seconds to prepare and 60 seconds to respond.**

**I:** Plays the track on Tape Recorder. Now, listen to the speaker offers his opinion of the announcement. State what her/his opinion is and what reasons he gives for having that view.

**I:** *Thank you! This is the end of the test.*

## **Appendix G: The Speaking Post-test**

The Interlocutor/Examiner welcomes the candidate (test-takers).

### **General Directions:**

**I:** Stands for Interlocutor (Examiner)

**I:** I am going to ask you some questions which you will answer as completely as possible. So, feel free and get relaxed to answer the questions. You will answer five questions. Questions 1 and 2 will ask you about familiar issues. Question 3 will present you with two options. For question 4, you will first read a short text. Next, you will listen to a lecture on the same topic. You will then be asked a question about what you have read and heard. Question 5 requires you to describe a picture (i.e. You will shortly tell us what you observe on the picture). Please, try to make your answers short, precise and to the point.

**Introduction:** The interlocutor and the candidate introduce to each other.

**I:** I'm \_\_\_\_\_, the Communicative English Skills instructor.

**I:** What's your name?

Candidate: \_\_\_\_\_.

**I:** Thank you.

### **Part One (20%)**

The candidate interacts with the interlocutor.

The interlocutor asks the candidate questions about personal information, experiences, etc.

**I:** First of all, we'd like to know something about you, so I'm going to ask you some questions.

1. Most of the time do you prefer to stay with your family or with your friends? Why?
2. Do you prefer one or two close friends or many friends?
3. What do you usually do with your friends?

4. Is the time you spend with your friends is similar with the time you spend with your family? Why? Why not?

### **Part Two (20%)**

**I:** Now, we're going to give you a topic and we'd like you to talk about it for 1-2 minutes. Before you talk, you'll have 1 minute to think about what you are going to say and you can make notes if you wish. Do you understand? Here is your topic on the cue card.

Describe a gift that you offered to someone

You should say:

- Who you gave it to?
- Why you gave them a gift?
- Why you chose that gift?

And say if you think they enjoyed that gift or not, and why?

### ***Part Three (20%): Personal Preference Question***

**I:** Now, let's ask you another question. This part of the test will ask you to talk about your Personal Preference on familiar topic (i.e. it presents you with two options). Then, you will have to decide which one is the best and support your decision. Please, read the question on the cue card carefully before you answer it! You will have 15 seconds to prepare your response and 45 seconds to speak. Here is the cue card for the question!

Some universities have large, lecture-based classes, whereas others have smaller, discussion-based classes. Which one do you think is better and why? Include details and reasons to support your position.

#### **Requirements:**

**Preparation time: 15 seconds.**

**Response time: 45 seconds.**

**Part Four (20%): Reading-Listening-Speaking (summarize an opinion question)**

**I:** The fourth question requires you to read a brief passage and listen to a conversation about it. You will then have to summarize the opinion or position given in the conversation by the woman. While reading the passage, you most likely won't need to take notes. The passage will usually discuss some sort of campus life issue here in the university. While listening to the conversation, pay attention to the speaker's (woman's) opinion or attitude about the reading! You should pay particular attention to the reasons the speaker gives for his position. Write them down if you can. Here is the reading passage.

**Read the following announcement from the university president:**

Due to recent budget constraints, the university has decided to close the computer labs during weekends and reduce their operating hours during the week from 8:00 A.M to 10:00 A.M. These changes are necessary in order to compensate for an expected budget shortfall. Without these cutbacks, the university would be forced to reduce services in other important areas, such as the library and the cafeteria.

**Requirements: Give yourself 30 seconds to prepare and 60 seconds to respond.**

**I:** Plays the track on Tape Recorder. Now, listen to the woman offers his opinion of the announcement. State what his opinion is and what reasons he gives for having that view.

**Part Five (20%): Picture Description**

**I:** Now, I'd like you to talk for about one and a half minutes. I'm going to give you a picture and I'd like you to describe the picture and also tell us what you think of it.

Remember you have only about one and a half minutes for this, so do not worry if I stop you.

Now, discuss the subject for about 1.5 minutes)

*The interlocutor hands over the picture.*



**I: Retrieves the picture. Thank you for coming! This is the end of the test.**

## **Appendix H: The Analytic Scoring Scales for Assessing the Two Speaking Test**

### **1. Grammar and Vocabulary (5 points)**

0: Impossible to understand or insufficient to assess.

1: Most grammar is incorrect, and lack of vocabulary and inappropriate use of words.

2: Some features of 1 and some of 3.

3: Grammar is basically correct. Despite some grammatical mistakes, words are appropriately used in most cases.

4: Some features of 3 and some of 5.

5: Most grammar is correct and there are few mistakes. Appropriate use of a wide range of vocabulary.

### **2. Discourse Management (5 points)**

0: Impossible to understand or insufficient to assess.

1: The language knowledge used can't fulfill the required task. Very few utterances are produced, and lack of coherence.

2: Some features of 1 and some of 3.

3: Use of fairly rich language knowledge, but sometimes lack of coherence.

4: Some features of 3 and some of 5.

5: Use of rich language knowledge, and ability to express coherently and discuss when necessary.

### **3. Pronunciation** (5 points)

- 0. Impossible to understand or insufficient to assess.
- 1: Inadequate knowledge of stress and intonation patterns, thus utterances are unintelligible in most cases. The accent of the mother tongue makes it difficult for the listener to understand.
- 2. Some features of 1 and some of 3.
- 3. He/She is able to pronounce sounds and use stress and intonation patterns fairly and correctly so as to make himself understood. The accent of the mother tongue sometimes causes some understanding difficulties.
- 4. Some features of 3 and some of
- 5. Be able to pronounce single sounds correctly and appropriately use rhythm features. Have a clear accent of the mother tongue, but it does not cause any understanding difficulty.

### **4. Interactive Communication** (5 points)

- 0: (Almost) no interaction with the interlocutor/partner.
- 1: Unable to communicate most of the time despite making an attempt. Inability to keep the language flowing fluently and the pauses in the utterances need great patience of others. Prompts and help are needed. Answers are inappropriate and irrelevant.
- 2: Some features of 1 and some of 3.
- 3: Be able to display the communicative ability to fulfill the required task. Sometimes lack of sensitivity in communication but able to ask and answer and initiate a topic to keep the communication going. Sometimes there are pauses when organizing the language. Prompts and help are not needed.
- 4: Some features of 3 and some of 5.
- 5: Be able to display very good communicative ability. Be able to keep effective communication and there are occasional pauses in organizing ideas. Be aware of when to initiate or sustain utterances. No prompts are needed.

(From the Handbook for PETS Interlocutors and Assessors, 2003: 42).

## Appendix I: The Students' Speaking Skills Scores in the Pre-test

Hawassa University

College of Social Sciences and Humanities

School of Language and Communication Studies

Control Group's Subjects' Results for the Pre-test, by Rater 1

Code of St.	Part I (20%)				Part II (20%)				Part III (20%)				Part IV (20%)				Part V (20%)				100%
	GV (5)	P (5)	DM (5)	IC (5)	GV (5)	P (5)	DM (5)	IC (5)	GV (5)	P (5)	DM (5)	IC (5)	GV (5)	P (5)	DM (5)	IC (5)	GV (5)	P (5)	DM (5)	IC (5)	
1	2	2	3	3	3	2	2	3	3	2	2	3	3	2	2	3	3	2	2	3	50
2	3	3	3	2	3	3	3	3	3	3	3	2	3	3	2	2	3	3	3	2	55
3	3	2	3	2	3	2	3	3	3	2	3	3	3	2	3	3	3	2	3	3	54
4	1	3	2	2	2	3	3	2	3	3	3	2	2	3	3	2	2	3	2	2	48
5	3	3	3	3	3	3	3	4	3	3	3	3	4	3	2	3	4	4	3	3	63
6	4	3	3	3	3	3	3	3	4	3	3	4	4	3	4	3	3	3	3	4	66
7	3	3	4	3	3	3	3	4	3	3	4	4	4	3	4	4	3	4	3	4	69
8	3	2	4	3	4	2	3	4	3	2	3	3	3	2	3	3	3	2	3	3	58
9	3	3	3	3	3	3	3	3	4	3	3	3	4	3	3	3	4	3	3	3	63
10	1	3	2	2	2	3	3	2	1	3	3	2	2	3	3	2	2	3	3	3	48
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25	2	3	3	4	3	3	3	4	3	3	3	4	3	3	3	3	4	3	3	3	63
26	3	2	2	3	3	2	3	3	3	2	4	3	3	3	3	2	3	2	3	3	55
27	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	58
28	3	3	3	3	4	3	3	3	4	3	4	3	3	3	3	3	3	3	3	2	62
29	4	3	3	3	4	3	3	3	3	3	3	3	4	3	4	3	3	3	4	3	65
30	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	58
31	2	3	2	2	1	3	3	3	2	3	3	3	3	2	3	3	2	3	3	3	52
32	4	3	3	4	3	4	2	3	4	3	3	3	3	3	3	2	3	3	3	3	62

**Note:** PI=Part One; PII=Part Two; etc.

**GV**=Grammar and Vocabulary; **P**=Pronunciation; **DM**=Discourse Management; **IC**=Interactive Communication

Consider this for all the others!

Control Group Subjects' Results for the Pre-test, Rater 2

Code of St.	Part I (20%)				Part II (20%)				Part III (20%)				PIV (20%)				Part V (20%)				100%
	GV(5)	P(5)	DM(5)	IC(5)	GV(5)	P(5)	DM(5)	IC(5)	GV(5)	P(5)	DM(5)	IC(5)	GV(5)	P(5)	DM(5)	IC(5)	GV(5)	P(5)	DM(5)	IC(5)	
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31	2	2	3	2	3	2	3	3	3	2	3	3	3	2	3	3	2	2	3	3	52
32	3	3	3	4	4	3	3	3	4	3	3	4	3	3	3	3	4	3	3	3	65

**Experimental Group Subjects' Results for the Pre-test, by Rater 1**

Code of St.	Part I (20%)				Part II (20%)				Part III (20%)				Part IV (20%)				Part V (20%)				100 %
	GV (5)	P (5)	DM (5)	IC (5)	GV (5)	P (5)	DM (5)	IC (5)	GV (5)	P (5)	DM (5)	IC (5)	GV (5)	P (5)	DM (5)	IC (5)	GV (5)	P (5)	DM (5)	IC (5)	
1	2	2	2	1	2	2	2	2	2	2	1	2	2	2	2	2	2	2	2	1	37
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4	1	2	2	2	2	2	2	2	2	2	1	2	2	2	2	1	2	2	2	1	36
5	2	2	2	2	3	2	2	2	2	2	2	2	3	2	2	3	3	2	2	3	45
6	4	3	4	3	4	4	4	3	4	3	4	3	4	3	3	3	3	3	3	3	68
7	3	3	4	3	3	3	4	3	3	3	4	3	3	3	3	3	3	3	4	4	65
8	2	2	3	3	2	2	3	3	3	2	2	3	3	2	3	2	3	2	3	3	51
9	4	3	3	3	4	3	3	3	4	3	3	3	4	3	4	3	4	3	3	4	67
10	3	3	3	2	3	2	3	3	3	3	3	2	3	3	3	3	3	3	3	3	57
11	3	3	3	2	3	3	3	2	2	3	3	2	2	3	3	2	3	3	3	3	54
12	4	3	4	3	4	3	3	3	4	3	3	4	4	3	4	3	4	3	4	4	70
13	1	2	2	2	2	2	1	1	0	2	2	2	3	2	2	2	2	2	2	1	35
14	3	3	2	2	3	3	3	2	3	3	2	2	3	3	2	3	3	3	2	2	52
15	3	3	2	3	3	3	3	3	3	3	2	3	3	4	3	3	3	3	2	3	58
16	3	3	3	2	3	3	3	2	3	3	3	2	3	4	3	3	2	3	3	2	56
17	2	2	2	2	2	2	3	2	2	2	3	2	3	2	3	2	2	2	2	2	44
18	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	58
19	3	3	3	3	3	3	3	3	3	3	4	3	4	3	3	3	3	3	3	2	61
20	3	3	3	4	4	3	3	4	4	3	4	3	3	3	3	4	3	3	4	4	68
21	4	3	3	3	4	3	3	3	3	3	3	2	3	3	4	3	3	2	4	3	62
22	4	3	4	3	4	3	3	4	4	3	4	4	4	3	3	4	4	3	3	4	71
23	4	3	4	4	3	4	3	3	4	3	4	3	3	4	3	3	3	3	3	4	68
24	3	3	4	4	3	3	3	3	4	3	3	4	3	3	3	4	4	3	3	3	66
25	4	2	3	2	3	2	3	3	3	2	3	2	3	3	3	3	3	2	3	3	55
26	2	2	2	2	2	2	3	1	2	2	2	2	2	2	3	2	2	2	2	1	40
27	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	59
28	3	2	3	2	4	2	3	2	3	2	3	3	3	2	3	3	4	2	3	3	55
29	0	2	1	1	1	2	2	1	1	2	2	2	1	2	2	2	2	2	2	1	31
30	4	3	3	3	3	3	3	3	4	3	3	3	3	3	2	3	4	3	3	3	62
31	3	2	3	3	3	2	3	3	3	2	4	3	3	2	3	2	4	2	3	3	56
32	3	3	3	3	3	3	3	3	3	3	4	3	4	3	3	3	3	3	3	3	62

Experimental Group Subjects' Results for the Pre-test, by Rater 2

Code of St.	Part I (20%)				Part II (20%)				Part III (20%)				Part IV (20%)				Part V (20%)				100 %
	GV(5)	P (5)	DM (5)	IC (5)	GV (5)	P (5)	DM (5)	IC (5)	GV (5)	P (5)	DM (5)	IC (5)	GV (5)	P (5)	DM (5)	IC (5)	GV (5)	P (5)	DM (5)	IC (5)	
1	2	2	2	1	2	2	2	1	3	2	3	2	2	2	2	1	2	2	2	1	38
2	3	3	2	2	3	3	3	2	3	3	1	2	2	3	2	2	3	3	2	2	49
3	3	3	3	3	3	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	67
4	2	2	2	2	3	2	2	2	1	2	2	1	2	2	2	1	2	2	1	2	37
5	3	2	2	3	2	2	2	3	3	2	2	3	3	2	3	2	2	2	2	3	48
6	3	3	3	3	4	3	3	4	3	3	3	3	4	3	3	4	4	3	3	3	65
7	3	3	3	4	3	3	3	3	4	3	3	3	3	4	3	4	4	3	4	4	67
8	2	2	3	3	2	2	3	2	2	2	3	3	3	2	3	2	3	2	3	2	49
9	3	3	3	3	4	3	3	3	4	3	4	3	4	3	3	2	4	3	3	3	64
10	3	3	3	2	4	3	3	2	3	3	2	2	3	3	3	2	4	3	3	2	56
11	2	2	3	2	2	2	3	3	3	2	3	3	3	2	3	3	3	2	3	3	52
12	4	3	3	3	4	3	4	3	4	3	4	3	4	3	4	3	3	3	4	2	67
13	2	2	2	2	1	2	2	2	2	2	1	1	2	2	2	2	2	2	1	1	35
14	4	3	3	2	3	3	2	3	3	3	3	3	3	3	2	3	4	2	2	2	56
15	3	3	2	3	4	3	2	3	3	3	2	3	3	3	3	3	3	3	2	3	57
16	3	4	3	3	3	4	3	3	4	4	3	3	4	4	3	3	3	4	3	3	67
17	3	2	2	2	3	2	3	2	2	2	3	2	3	2	3	2	3	2	3	3	49
18	3	2	2	2	3	2	3	3	3	2	3	3	3	2	3	3	3	2	3	3	53
19	3	3	3	4	3	3	4	4	4	3	3	4	3	3	3	3	4	3	3	2	65
20	4	3	3	3	3	3	3	3	4	3	4	3	3	3	3	2	4	3	3	4	64
21	3	3	3	3	3	3	3	3	3	3	4	3	4	3	3	3	3	3	3	2	61
22	3	3	3	4	4	3	4	4	4	3	4	4	4	3	4	4	4	3	4	4	73
23	4	3	3	3	4	3	3	3	4	3	3	2	4	3	4	3	3	3	4	3	65
24	3	3	4	4	4	3	3	4	3	3	4	4	4	3	4	4	4	3	4	4	72
25	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	60
26	4	2	4	4	3	2	2	3	4	2	3	4	3	2	3	2	4	2	3	4	60
27	3	3	3	2	3	3	3	2	3	3	3	2	3	3	3	3	3	3	3	3	57
28	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	3	3	2	3	3	52
29	2	2	2	2	2	2	1	1	2	2	2	1	2	2	2	2	2	2	2	2	37
30	3	2	3	3	4	2	3	3	3	2	3	3	3	2	3	3	4	2	3	3	57
31	4	2	3	3	3	2	3	3	4	2	2	2	3	3	2	2	3	2	3	2	53
32	3	3	2	3	3	3	3	4	4	2	3	3	3	2	3	2	4	2	3	3	58

## Appendix J: The Students' Speaking Skills Scores in the Post-test

Control Group's Subjects' Results for the post-test by Rater 1

Code of St.	P I (20%)				P II (20%)				P III (20%)				P IV (20%)				P V (20%)				100 %
	GV (5)	P (5)	DM (5)	IC (5)	GV (5)	P (5)	DM (5)	IC (5)	GV (5)	P (5)	DM (5)	IC (5)	GV (5)	P (5)	DM (5)	IC (5)	GV (5)	P (5)	DM (5)	IC (5)	
1	3	2	3	3	2	2	2	3	3	2	2	3	3	2	3	2	3	2	2	3	50
2	4	3	2	3	3	3	2	4	3	3	3	3	3	3	2	2	3	3	2	2	56
3	3	2	4	3	5	2	4	3	4	2	3	3	4	2	3	3	3	2	3	4	62
4	3	3	3	2	3	3	3	3	3	3	3	2	3	3	3	2	3	3	3	3	57
5	4	3	3	2	3	3	3	3	4	3	3	3	3	3	2	3	4	3	3	3	61
6	3	3	3	3	4	3	3	3	4	3	3	3	4	3	4	3	3	3	3	3	64
7	3	3	4	3	3	3	3	4	3	3	4	4	3	3	4	4	4	3	3	4	68
8	4	3	4	3	3	3	4	4	3	3	3	3	3	3	4	3	3	3	3	4	66
9	3	3	3	3	4	3	3	3	4	3	3	3	4	3	3	3	4	3	3	3	64
10	4	2	2	3	3	2	3	3	4	2	3	3	4	2	3	2	4	2	3	3	57
11	3	2	3	3	3	2	3	3	3	2	3	3	3	2	3	2	3	2	2	3	53
12	4	3	3	3	4	3	3	3	4	3	3	3	4	3	3	3	4	3	3	3	65
13	3	2	3	3	3	2	3	3	3	2	3	3	2	3	3	3	2	3	3	3	55
14	3	2	2	2	3	2	3	3	3	2	3	3	3	2	3	3	3	2	3	3	53
15	3	2	3	3	3	3	3	3	3	3	3	4	3	2	3	4	3	3	3	3	60
16	3	3	3	4	3	3	4	4	4	3	4	4	3	3	4	4	4	3	4	4	71
17	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	59
18	4	4	3	3	3	3	3	4	3	3	3	4	3	3	3	3	3	3	3	3	64
19	3	3	4	3	3	3	3	4	3	3	3	3	4	3	4	3	3	3	3	3	64
20	4	3	3	3	4	4	3	3	4	4	3	3	3	3	3	3	4	3	4	3	67
21	4	4	3	3	4	4	3	3	3	4	3	3	3	3	3	3	4	4	3	3	67
22	3	2	3	2	4	2	3	3	4	2	3	2	4	2	3	3	4	2	2	3	56
23	2	2	2	2	4	2	2	2	4	2	2	2	4	2	2	2	4	2	2	2	48
24	3	2	3	3	4	3	3	2	4	2	3	3	3	2	2	3	4	2	2	3	56
25	3	3	3	3	3	3	3	3	3	3	3	4	4	3	3	3	3	3	4	3	63
26	3	2	3	3	3	2	3	3	4	2	4	3	3	3	3	3	4	2	3	3	59
27	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	61
28	4	3	3	3	2	3	3	4	3	3	4	3	3	3	3	4	3	3	3	3	63
29	4	3	3	2	3	3	3	2	2	3	3	3	3	3	4	3	3	3	3	3	59
30	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	4	3	3	3	62
31	3	3	2	3	3	3	3	3	3	3	3	3	3	2	3	3	4	3	2	2	57
32	3	3	2	3	3	4	3	3	4	3	3	3	4	3	3	3	4	3	2	3	62

Control Group's Subjects' Results for the post-test, by Rater 2

Code of St	Part I (20%)				Part II (20%)				Part III (20%)				P IV (20%)				Part V (20%)				100%
	GV (5)	P (5)	DM (5)	JC (5)	GV (5)	P (5)	DM (5)	JC (5)	GV (5)	P (5)	DM (5)	JC (5)	GV (5)	P (5)	DM (5)	JC (5)	GV (5)	P (5)	DM (5)	JC (5)	
1	2	2	3	2	3	2	3	2	3	3	2	3	3	2	4	4	3	2	3	3	54
2	3	3	2	3	4	3	2	3	3	3	2	3	3	3	2	4	3	3	2	3	57
3	3	2	3	3	4	2	3	3	4	2	3	3	4	2	3	3	3	2	2	2	56
4	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	3	3	3	3	3	58
5	3	3	3	2	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	58
6	4	3	3	3	4	3	3	3	4	3	3	3	4	3	3	3	4	2	3	3	64
7	3	3	3	3	3	3	3	3	3	3	3	3	4	3	4	4	4	3	3	3	64
8	3	4	3	4	3	4	3	3	4	3	3	3	3	4	4	3	4	3	3	4	68
9	2	3	3	2	4	3	3	2	4	3	3	3	4	3	3	3	4	3	3	3	61
10	4	2	3	3	4	2	3	4	3	2	3	4	4	2	3	2	4	2	3	3	60
11	3	2	3	3	3	2	3	3	3	2	3	3	3	2	3	3	3	2	3	3	55
12	3	3	3	2	4	3	3	2	4	3	3	2	4	3	3	3	4	3	3	3	61
13	3	2	3	3	3	2	3	3	3	2	2	3	3	2	3	3	4	2	3	3	55
14	2	2	2	2	3	2	3	3	3	2	3	3	3	2	3	3	3	2	3	3	52
15	4	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	62
16	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	4	4	3	4	4	65
17	3	3	3	3	2	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	58
18	3	3	3	3	3	3	3	4	3	3	4	4	3	3	3	3	3	3	2	2	61
19	4	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	4	3	3	3	63
20	3	3	3	3	4	3	3	3	4	3	3	2	3	3	3	3	4	3	4	3	63
21	4	4	4	4	4	4	4	3	3	4	4	4	3	3	4	4	3	5	3	4	75
22	3	2	3	3	4	2	3	3	4	2	3	3	4	2	3	3	4	2	2	2	57
23	3	1	2	2	4	1	2	2	4	1	2	3	3	1	2	2	4	1	2	2	44
24	2	2	2	2	4	2	2	2	4	3	2	3	4	2	2	2	4	2	3	3	52
25	4	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	4	3	3	3	63
26	3	2	3	3	3	2	3	3	3	3	3	3	3	2	3	3	3	2	3	4	57
27	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	59
28	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	62
29	4	3	3	3	2	3	3	2	3	3	3	3	3	3	3	3	4	3	3	3	60
30	3	3	3	3	3	3	3	2	3	3	3	2	3	3	3	3	3	3	2	2	56
31	3	3	3	3	2	3	3	3	2	3	3	2	3	3	3	2	3	3	2	2	54
32	2	3	3	3	3	3	3	3	2	3	3	3	2	3	3	4	3	3	3	3	58

Experimental Group Subjects' Results for the Post-test by Rater 1

Code of St.	Part I (20%)				Part II (20%)				Part III (20%)				Part IV (20%)				Part V (20%)				100%
	GV (5)	P (5)	DM (5)	IC (5)	GV (5)	P (5)	DM (5)	IC (5)	GV (5)	P (5)	DM (5)	IC (5)	GV (5)	P (5)	DM (5)	IC (5)	GV (5)	P (5)	DM (5)	IC (5)	
1	2	2	2	2	3	2	3	3	4	2	3	3	3	2	3	3	3	2	3	3	53
2	3	3	3	3	3	3	4	3	4	3	3	3	3	3	3	3	3	3	3	2	61
3	4	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	4	63
4	3	3	3	3	3	3	2	3	3	3	2	3	3	3	2	3	3	3	2	2	55
5	3	3	3	3	4	3	3	3	3	3	2	3	3	3	3	3	4	3	3	3	61
6	4	4	4	4	4	4	4	3	4	3	4	4	4	4	3	3	4	3	3	4	74
7	3	3	3	4	3	3	4	4	4	3	4	3	4	3	3	4	4	3	4	4	70
8	3	2	3	3	4	2	3	3	3	2	3	4	3	3	3	3	3	3	3	3	59
9	4	3	3	4	4	3	3	3	4	3	4	3	3	3	4	3	4	3	3	4	68
10	4	3	3	3	3	3	3	4	3	3	3	3	3	3	3	4	3	3	3	4	64
11	3	3	3	4	2	3	3	3	3	4	3	3	3	4	3	3	2	3	3	4	62
12	4	3	3	4	3	3	3	4	4	3	4	4	3	3	4	4	4	3	4	4	71
13	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	3	2	55
14	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	2	3	60
15	3	3	3	4	4	3	3	3	3	3	3	3	3	3	3	4	3	3	3	4	64
16	4	3	3	3	3	3	3	2	3	3	3	3	3	4	3	3	4	3	3	3	62
17	2	2	3	3	3	2	3	3	3	2	3	3	3	3	3	3	4	3	3	4	58
18	3	3	3	3	3	3	2	3	4	3	3	3	3	3	3	2	3	3	3	3	59
19	3	3	3	3	4	3	3	3	4	3	4	3	3	3	3	3	3	3	3	4	64
20	4	3	3	4	3	3	4	4	3	3	4	4	4	3	3	4	3	3	4	4	70
21	4	3	3	3	4	3	3	3	4	3	4	3	4	3	4	3	4	3	4	4	69
22	4	3	4	4	3	3	5	4	3	3	4	4	3	3	4	5	3	3	4	4	73
23	4	3	4	4	2	4	4	4	2	3	4	4	2	4	3	4	2	3	4	4	68
24	3	3	3	4	3	3	3	3	3	3	3	4	3	3	4	4	2	3	3	3	63
25	4	3	3	3	4	3	3	4	3	3	3	3	3	3	3	4	3	3	3	4	65
26	3	2	3	4	3	2	3	4	3	3	4	4	3	2	3	4	3	2	4	4	63
27	3	3	4	3	3	3	3	3	3	3	4	4	3	3	4	4	3	3	4	4	67
28	3	3	3	3	4	3	3	3	4	3	3	4	3	3	3	3	3	2	3	3	62
29	3	3	3	3	4	3	3	2	4	3	3	3	3	3	3	2	4	3	3	2	60
30	4	4	3	4	3	4	3	3	2	3	3	3	3	3	3	4	3	4	3	4	66
31	3	3	3	3	3	3	4	3	2	3	3	3	3	3	4	4	3	3	3	3	62
32	2	3	3	3	3	3	4	4	4	3	4	4	3	3	3	3	3	3	4	4	66

Experimental Group Subjects' Results for the Post-test by Rater 2

Cod of St.	Part I (20%)				Part II (20%)				Part III (20%)				Part IV (20%)				Part V (20%)				100%
	GV (5)	P (5)	DM (5)	IC (5)	GV (5)	P (5)	DM (5)	IC (5)	GV (5)	P (5)	DM (5)	IC (5)	GV (5)	P (5)	DM (5)	IC (5)	GV (5)	P (5)	DM (5)	IC (5)	
1	2	3	2	3	3	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	60
2	4	3	3	3	4	3	3	3	4	3	3	3	4	3	3	3	4	3	3	2	64
3	4	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	62
4	3	3	3	3	2	3	3	3	3	3	3	4	3	3	2	3	3	2	3	3	58
5	3	2	3	3	3	2	3	4	3	3	3	3	3	3	3	4	4	3	3	3	61
6	4	3	4	3	4	3	4	3	4	3	4	4	4	3	3	3	4	3	3	3	69
7	4	3	3	4	3	3	4	4	4	3	4	4	4	3	3	4	4	3	4	4	72
8	3	2	3	4	3	2	3	3	3	2	3	3	3	3	5	4	3	3	3	4	62
9	3	3	3	4	3	3	3	3	3	3	3	3	3	3	4	3	3	3	4	4	64
10	4	3	2	3	3	3	3	4	3	3	3	4	3	3	4	4	3	3	3	4	65
11	3	4	3	4	3	4	4	5	3	4	4	4	3	4	3	3	3	3	3	3	70
12	4	3	4	4	3	3	4	4	4	3	4	4	3	3	4	4	4	3	4	4	73
13	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	59
14	3	3	4	4	3	3	4	3	2	3	3	4	3	3	4	4	2	3	5	5	68
15	3	3	3	3	4	3	3	3	3	3	2	3	3	3	3	4	3	3	3	4	62
16	3	4	3	3	3	4	3	3	3	4	4	4	3	4	3	3	4	4	5	5	72
17	2	2	3	3	3	2	3	2	3	2	3	3	3	3	3	3	4	3	4	3	57
18	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	2	3	3	3	3	60
19	3	3	3	4	4	3	4	4	4	3	4	4	3	3	4	3	4	3	3	4	70
20	4	3	3	4	3	3	3	4	3	3	4	3	3	3	3	3	3	3	4	4	66
21	4	3	3	3	4	3	3	4	4	3	4	4	4	3	4	3	4	3	4	4	71
22	3	4	5	4	3	4	4	4	3	4	4	4	3	4	4	4	3	4	3	4	75
23	4	3	3	3	2	3	3	3	2	3	4	4	2	3	4	4	2	3	4	4	63
24	3	3	3	4	3	3	3	4	3	3	3	4	3	3	4	4	2	3	4	4	66
25	3	3	3	4	4	3	3	4	3	3	3	4	4	3	3	4	4	3	4	4	69
26	3	2	3	3	3	2	3	2	3	2	3	3	3	2	3	3	3	2	4	4	56
27	3	3	4	3	3	3	4	4	3	3	4	4	3	3	4	3	3	3	4	4	68
28	4	3	3	3	4	3	3	3	4	3	3	3	3	3	3	3	3	3	4	4	65
29	3	3	3	3	4	3	3	2	4	3	3	3	3	3	2	3	4	3	3	4	62
30	3	3	3	4	3	4	3	3	3	3	3	3	3	3	3	4	3	4	3	3	64
31	3	3	2	3	3	3	2	3	2	3	3	3	3	3	2	2	3	3	3	3	55
32	2	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60

**Appendix K: Results of Control Group Students for the Pre-Test in Each Component of Speaking Skill**

Control Group Subjects' Results for the Pre-test, by Rater 1 in each component

Code of student	GV (25%)	P (25%)	DM (25%)	IC (25%)	100%
1	14	10	11	15	50
2	15	15	14	11	55
3	15	10	15	14	54
4	10	15	13	10	48
5	17	15	14	16	62
6	18	15	16	17	66
7	16	15	18	19	68
8	16	15	16	16	63
9	18	15	15	15	63
10	8	10	14	11	43
11	7	10	10	8	35
12	16	15	15	14	60
13	15	12	13	15	55
14	10	10	12	12	44
15	15	13	15	15	58
16	18	15	16	18	67
17	15	15	15	13	58
18	18	16	16	15	65
19	15	15	15	16	61
20	17	17	17	17	68
21	20	19	20	19	78
22	13	10	11	9	43
23	8	10	8	8	34
24	13	11	12	11	47
25	15	15	15	18	63
26	15	11	15	14	55
27	15	16	15	13	59
28	17	15	16	14	62
29	18	15	17	15	65
30	13	15	15	15	58
31	10	14	14	14	52
32	17	16	14	15	62

Control Group Subjects' Results for the Pre-test, by Rater 2 in each component

Code of student	GV (25%)	P (25%)	DM (25%)	IC (25%)	100%
1	13	11	12	12	48
2	15	15	15	13	58
3	15	10	14	13	52
4	12	15	15	10	52
5	16	15	16	17	64
6	17	14	17	14	62
7	20	15	18	17	70
8	16	18	17	16	67
9	16	15	14	15	60
10	8	10	15	12	45
11	8	10	10	9	37
12	15	15	14	15	59
13	15	10	15	13	53
14	13	10	13	11	47
15	17	15	13	15	60
16	17	15	15	18	65
17	17	15	13	11	56
18	18	15	16	18	67
19	17	15	16	18	66
20	17	15	17	15	64
21	19	20	19	19	77
22	14	10	11	7	42
23	9	5	10	10	34
24	12	11	12	11	46
25	16	15	17	18	66
26	15	11	15	14	55
27	17	15	14	15	61
28	13	15	16	15	59
29	17	15	17	14	63
30	12	15	15	16	58
31	13	15	15	14	57
32	18	15	15	17	65

**Appendix L: Averaged Results of the Control Group for the Pre-Test in Each Component**

Code of student	GV (25%)	P (25%)	DM (25%)	IC (25%)	100%
1	13.5	10.5	11.5	13.5	49
2	15	15	14.5	12	56.5
3	15	10	14.5	13.5	53
4	11	15	14	10	50
5	16.5	15	15	16.5	63
6	17.5	14.5	16.5	15.5	64
7	18	15	18	18	69
8	16	16.5	16.5	16	65
9	17	15	14.5	15	61.5
10	8	10	14.5	11.5	44
11	7.5	10	10	8.5	36
12	15.5	15	14.5	14.5	59.5
13	15	11	14	14	54
14	11.5	10	12.5	11.5	45.5
15	16	14	14	15	59
16	17.5	15	15.5	18	66
17	16	15	14	12	57
18	18	15.5	16	16.5	66
19	16	15	15.5	17	63.5
20	17	16	17	16	66
21	19.5	19.5	19.5	19	77.5
22	13.5	10	11	8	42.5
23	8.5	7.5	9	9	34
24	12.5	11	12	11	46.5
25	15.5	15	16	18	64.5
26	15	11	15	14	55
27	16	15.5	14.5	14	60
28	15	15	16	14.5	60.5
29	17.5	15	17	14.5	64
30	12.5	15	15	15.5	58
31	11.5	14.5	14.5	14	54.5
32	17.5	15.5	14.5	16	63.5

Appendix M: Results of Experimental Group Students for the Pre-Test in Each Component of Speaking Skill

Experimental Group Subjects' Results for the Pre-test, by Rater 1 in each component

Code of student	GV (25%)	P (25%)	DM (25%)	IC (25%)	100%
1	10	10	9	8	37
2	15	12	12	10	49
3	18	15	17	15	65
4	9	10	9	8	36
5	13	10	10	12	45
6	19	16	18	15	68
7	15	15	19	16	65
8	13	10	14	14	51
9	20	15	16	16	67
10	15	14	15	13	57
11	13	15	15	11	54
12	20	15	18	17	70
13	8	10	9	8	35
14	15	15	11	11	52
15	15	16	12	15	58
16	14	16	15	11	56
17	11	10	13	10	44
18	15	15	14	14	58
19	16	15	16	14	61
20	17	15	17	19	68
21	17	14	17	14	62
22	20	15	17	19	71
23	17	17	17	17	68
24	17	15	16	18	66
25	16	11	15	13	55
26	10	10	12	8	40
27	15	15	14	15	59
28	17	10	15	13	55
29	5	10	9	7	31
30	18	15	14	15	62
31	16	10	16	14	56
32	16	15	16	15	62

Experimental Group Subjects' Results for the Pre-test, in each component by Rater 2

Code of student	GV (25%)	P (25%)	DM (25%)	IC (25%)	100%
1	11	10	11	6	38
2	14	15	10	10	49
3	18	15	19	15	67
4	10	10	9	8	37
5	13	10	11	14	48
6	18	15	15	17	65
7	17	16	16	18	67
8	12	10	15	12	49
9	19	15	16	14	64
10	17	15	14	10	56
11	13	10	15	14	52
12	19	15	19	14	67
13	9	10	8	8	35
14	17	14	12	13	56
15	16	15	11	15	57
16	17	20	15	15	67
17	14	10	14	11	49
18	15	10	14	14	53
19	17	15	16	17	65
20	18	15	16	15	64
21	16	15	16	14	61
22	19	15	19	20	73
23	19	15	17	14	65
24	18	15	19	20	72
25	14	15	15	16	60
26	18	10	15	17	60
27	15	15	15	12	57
28	15	10	15	12	52
29	10	10	9	8	37
30	17	10	15	15	57
31	17	11	13	12	53
32	17	12	14	15	58

Appendix N: Averaged Results of the Experimental Group for the Pre-Test in Each Component

Code of student	GV (25%)	P (25%)	DM (25%)	IC (25%)	100%
1	10.5	10	10	7	37.5
2	14.5	13.5	11	10	49
3	18	15	18	15	66
4	9.5	10	9	8	36.5
5	13	10	10.5	13	46.5
6	18.5	15.5	16.5	16	66.5
7	16	15.5	17.5	17	66
8	12.5	10	14.5	13	50
9	19.5	15	16	15	65.5
10	16	14.5	14.5	11.5	56.5
11	13	12.5	15	12.5	53
12	19.5	15	18.5	15.5	68.5
13	8.5	10	8.5	8	35
14	16	14.5	11.5	12	54
15	15.5	15.5	11.5	15	57.5
16	15.5	18	15	13	61.5
17	12.5	10	13.5	10.5	46.5
18	15	12.5	14	14	55.5
19	16.5	15	16	15.5	63
20	17.5	15	16.5	17	66
21	16.5	14.5	16.5	14	61.5
22	19.5	15	18	19.5	72
23	18	16	17	15.5	66.5
24	17.5	15	17.5	19	69
25	15	13	15	14.5	57.5
26	14	10	13.5	12.5	50
27	15	15	14.5	13.5	58
28	16	10	15	12.5	53.5
29	7.5	10	9	7.5	34
30	17.5	12.5	14.5	15	59.5
31	16.5	10.5	14.5	13	54.5
32	16.5	13.5	15	15	60

Appendix O: Results of Control Group Subjects for the Post-test in each component

Control Group Subjects' Results for the Post-test, by Rater 1 in each component.

Code of student.	GV (25%)	P (25%)	DM (25%)	IC (25%)	100%
1	14	10	12	14	50
2	16	15	11	14	56
3	19	10	17	16	62
4	15	15	15	12	57
5	18	16	14	14	62
6	18	15	16	15	64
7	16	16	18	19	69
8	16	10	18	17	61
9	19	15	15	15	64
10	19	15	14	14	62
11	15	10	14	14	53
12	20	15	15	15	65
13	13	10	15	15	53
14	15	10	14	14	53
15	15	11	15	17	58
16	17	15	19	20	71
17	14	15	15	15	59
18	16	15	15	17	63
19	16	15	17	16	64
20	19	15	16	15	65
21	18	19	15	15	67
22	19	12	14	13	58
23	18	10	10	10	48
24	18	10	13	14	55
25	16	15	16	16	63
26	17	11	16	15	59
27	15	15	15	15	60
28	15	15	16	17	63
29	15	15	16	13	59
30	17	15	15	15	62
31	16	14	13	14	57
32	18	16	13	15	62

Control Group Subjects' Results for the Post-test, by Rater 2 in each component

Code of student	GV (25%)	P (25%)	DM (25%)	IC (25%)	100%
1	14	10	15	14	53
2	17	15	12	13	57
3	18	10	14	14	56
4	15	15	14	14	58
5	15	16	15	13	59
6	20	15	15	15	65
7	17	16	16	16	65
8	17	10	16	17	60
9	18	15	15	13	61
10	19	14	15	16	64
11	15	10	15	15	55
12	19	15	15	12	61
13	16	10	14	15	55
14	14	10	14	14	52
15	16	10	16	15	57
16	17	15	16	17	65
17	14	15	14	15	58
18	15	15	15	16	61
19	18	15	15	15	63
20	18	15	16	14	63
21	17	15	19	19	70
22	19	10	14	14	57
23	18	10	10	11	49
24	18	10	11	12	51
25	18	15	15	15	63
26	15	10	15	16	56
27	15	11	15	14	55
28	17	15	15	15	62
29	16	15	15	14	60
30	15	15	14	12	56
31	13	10	14	12	49
32	12	15	15	16	58

Appendix P: Averaged Results of the Control Group Students for the Post-Test in Each Component

Code of St.	GV (25%)	P (25%)	DM (25%)	IC (25%)	100%
1	14	10	13.5	14	51.5
2	16.5	15	11.5	13.5	56.5
3	18.5	10	15.5	15	59
4	15	15	14.5	13	57.5
5	16.5	16	14.5	13.5	60.5
6	19	15	15.5	15	64.5
7	16.5	16	17	17.5	67
8	16.5	10	17	17	60.5
9	18.5	15	15	14	62.5
10	19	14.5	14.5	15	63
11	15	10	14.5	14.5	54
12	19.5	15	15	13.5	63
13	14.5	10	14.5	15	54
14	14.5	10	14	14	52.5
15	15.5	10.5	15.5	16	57.5
16	17	15	17.5	18.5	68
17	14	15	14.5	15	58.5
18	15.5	15	15	16.5	62
19	17	15	16	15.5	63.5
20	18.5	15	16	14.5	64
21	17.5	17	17	17	68.5
22	19	11	14	13.5	57.5
23	18	10	10	10.5	48.5
24	18	10	12	13	53
25	17	15	15.5	15.5	63
26	16	10.5	15.5	15.5	57.5
27	15	13	15	14.5	57.5
28	16	15	15.5	16	62.5
29	15.5	15	15.5	13.5	59.5
30	16	15	14.5	13.5	59
31	14.5	12	13.5	13	53
32	15	15.5	14	15.5	60

Appendix Q: Experimental Group Subjects' Results for the Post-test in each component

Experimental Group Subjects' Results for the Post-test, by Rater 1 in each component

Code of student	GV (25%)	P (25%)	DM (25%)	IC (25%)	100 %
1	15	10	14	14	53
2	16	15	16	14	61
3	16	15	16	16	63
4	15	15	11	14	55
5	17	15	14	15	61
6	20	18	18	18	74
7	18	15	18	19	70
8	16	12	15	16	59
9	19	15	17	17	68
10	16	15	15	18	64
11	13	17	15	17	62
12	18	15	18	20	71
13	15	13	14	13	55
14	15	15	14	16	60
15	16	15	15	18	64
16	17	16	15	14	62
17	15	12	15	16	58
18	16	15	14	14	59
19	17	15	16	16	64
20	17	15	18	20	70
21	20	15	18	16	69
22	16	15	21	21	73
23	12	17	19	20	68
24	14	15	16	18	63
25	17	15	15	18	65
26	15	11	17	20	63
27	15	15	19	18	67
28	17	14	15	16	62
29	18	15	15	12	60
30	15	18	15	18	66
31	14	15	17	16	62
32	15	15	18	18	66

Experimental G Subjects' Results for the Post-test, in each component by Rater 2

Code of student	GV (25%)	P (25%)	DM (25%)	IC (25%)	100%
1	14	15	15	16	60
2	20	15	15	14	64
3	16	15	16	15	62
4	14	14	14	16	58
5	16	13	15	17	61
6	20	15	18	16	69
7	19	15	18	20	72
8	15	12	17	18	62
9	15	15	17	17	64
10	16	15	15	19	65
11	15	19	17	19	70
12	18	15	20	20	73
13	15	15	14	15	59
14	13	15	20	20	68
15	16	15	14	17	62
16	16	20	18	18	72
17	15	12	16	14	57
18	16	15	15	14	60
19	18	15	18	19	70
20	16	15	17	18	66
21	20	15	18	18	71
22	15	20	20	20	75
23	12	15	18	18	63
24	14	15	17	20	66
25	18	15	16	20	69
26	15	10	16	15	56
27	15	15	20	18	68
28	18	15	16	16	65
29	18	15	14	15	62
30	15	17	15	17	64
31	14	15	12	14	55
32	14	15	15	16	60

Appendix R: Averaged Results of the Experimental Group for the Post-Test in Each Component

Code of student	GV (25%)	P (25%)	DM (25%)	IC (25%)	100%
1	14.5	12.5	14.5	15	56.5
2	18	15	15.5	14	62.5
3	16	15	16	15.5	62.5
4	14.5	14.5	12.5	15	56.5
5	16.5	14	14.5	16	61
6	20	16.5	18	17	71.5
7	18.5	15	18	19.5	71
8	15.5	12	16	17	60.5
9	17	15	17	17	66
10	16	15	15	18.5	64.5
11	14	18	16	18	66
12	18	15	19	20	72
13	15	14	14	14	57
14	14	15	17	18	64
15	16	15	14.5	17.5	63
16	16.5	18	16.5	16	67
17	15	12	15.5	15	57.5
18	16	15	14.5	14	59.5
19	17.5	15	17	17.5	67
20	16.5	15	17.5	19	68
21	20	15	18	17	70
22	15.5	17.5	20.5	20.5	74
23	12	16	18.5	19	65.5
24	14	15	16.5	19	64.5
25	17.5	15	15.5	19	67
26	15	10.5	16.5	17.5	59.5
27	15	15	19.5	18	67.5
28	17.5	14.5	15.5	16	63.5
29	18	15	14.5	13.5	61
30	15	17.5	15	17.5	65
31	14	15	14.5	15	58.5
32	14.5	15	16.5	17	63

Appendix S: Scores of Experimental Group Students' Post-Questionnaire on Attitude towards  
Cooperative Learning

Code of St.	Items																														Sum(100)	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
1	5	5	5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	96	
2	5	4	4	4	5	4	4	5	2	3	4	4	4	2	4	4	4	4	4	4	2	5	4	5	3	4	4	4	3	1	4	113
3	5	5	4	5	5	5	5	2	1	4	5	5	5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	107	
4	4	4	2	4	2	4	5	2	3	4	3	5	4	4	4	4	3	4	4	4	4	4	2	4	3	4	5	1	2	5	107	
5	5	4	5	5	5	1	4	4	3	4	4	5	5	4	5	4	5	5	5	5	5	5	5	5	5	5	5	5	2	3	5	132
6	5	2	5	5	5	5	4	3	3	5	5	5	5	4	5	4	5	4	4	2	3	5	2	4	4	5	4	5	4	5	126	
7	5	2	5	5	4	4	2	1	5	5	5	4	4	5	4	4	5	4	5	4	3	5	5	4	5	5	4	2	5	5	125	
8	5	2	2	5	2	1	5	1	4	2	5	5	4	4	2	5	5	5	5	4	4	4	4	4	4	4	4	2	4	5	5	113
9	5	5	5	3	5	5	3	1	5	4	5	5	3	5	5	4	5	5	5	5	5	5	5	5	5	5	3	3	1	3	5	128
10	4	5	5	5	2	3	4	5	2	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	1	5	5	5	136
11	5	4	4	5	4	4	3	4	2	5	5	5	5	1	5	4	1	5	5	3	5	2	5	3	5	5	4	4	5	4	121	
12	4	2	4	4	2	2	1	3	4	5	3	5	5	4	3	2	3	3	1	3	4	1	2	3	4	4	5	2	1	4	93	
13	3	2	3	3	3	3	3	3	3	3	3	3	4	4	2	3	3	4	3	5	5	2	3	3	3	3	4	3	4	3	96	
14	4	4	4	3	4	3	1	3	3	2	5	3	1	5	1	3	5	4	5	5	4	2	4	3	4	3	2	5	4	4	103	
15	5	5	5	5	5	5	1	4	5	5	5	3	5	5	5	5	5	5	5	5	5	5	5	5	3	5	5	5	5	5	141	
16	5	5	5	5	5	5	1	3	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	3	5	1	5	5	5	5	137	
17	1	1	4	3	2	4	4	3	4	2	4	3	2	2	1	3	4	2	3	2	2	2	4	3	2	2	3	3	3	2	80	
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19	5	5	2	5	5	5	5	5	5	5	1	3	5	5	5	5	5	5	2	2	4	2	3	5	5	5	5	5	5	4	128	
20	5	5	5	5	5	5	5	1	5	1	5	5	5	5	2	4	5	5	5	5	1	5	5	5	5	3	5	5	4	5	131	
21	3	2	2	2	1	3	1	4	2	2	2	4	4	5	5	3	5	3	3	1	5	4	3	4	3	2	3	4	5	4	94	
22	5	4	4	5	5	4	5	5	2	5	4	5	5	5	5	4	4	5	4	4	4	5	4	4	4	4	5	3	5	5	132	
23	5	5	2	3	4	1	1	1	1	5	1	5	5	4	4	5	1	5	5	4	5	5	5	5	5	3	3	2	3	5	108	
24	5	5	1	1	4	1	3	3	3	3	1	5	5	5	5	3	4	2	3	4	3	3	3	2	3	3	2	4	4	3	96	
25	2	2	4	1	5	1	1	5	1	5	2	4	5	3	5	5	3	5	5	4	5	5	1	4	4	5	5	1	1	5	104	
26	3	5	5	1	5	1	1	3	1	5	1	3	3	5	4	3	1	5	5	4	2	2	5	3	5	5	3	2	3	5	99	
27	1	2	2	5	3	4	3	1	4	3	5	1	1	1	1	1	3	1	4	1	4	2	2	3	2	3	2	3	4	2	74	
28	5	5	5	5	4	5	5	5	3	4	5	4	4	4	4	4	4	4	4	4	4	5	4	5	5	4	4	3	4	5	130	
29	4	5	3	1	5	1	4	3	1	2	4	4	4	5	3	5	1	3	5	4	2	5	4	2	2	5	3	1	2	2	95	
30	4	3	4	3	2	3	3	1	1	3	1	2	3	3	2	3	3	1	2	2	3	3	2	3	2	3	1	4	2	2	74	
31	5	5	4	3	5	5	3	1	1	5	5	5	5	4	3	5	5	5	3	5	1	3	3	3	5	5	5	2	1	5	115	
32	4	5	5	5	5	5	5	1	1	2	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	1	4	5	4	131

Appendix T: Results of Peer Evaluation for Each Student of the Experimental Group

**Note:** “W” stands for week, so W1=Week 1, W2= Week 2, etc.

Code of St.	<i>The first six weeks</i>							The latter six weeks						
	W 1	W 2	W 3	W 4	W 5	W 6	75%	W7	W 8	W 9	W 10	W 11	W 12	75%
1	9	8	7	10	9	9	52	9	10	8	11	11	12	61
2	10	9	7	8	9	9	52	12	11	7	7	11	13	61
3	8	9	8	11	10	11	57	7	9	10	11	13	10	60
4	7	6	8	8	8	9	46	10	9	10	8	12	10	59
5	9	9	10	11	10	10	59	8	10	12	12	11	11	64
6	6	8	9	8	9	10	50	8	8	11	10	12	10	59
7	8	11	7	10	12	11	59	8	10	12	11	12	10	63
8	7	7	10	9	9	11	53	10	7	11	9	10	12	59
9	11	10	7	12	12	9	61	10	12	10	10	11	3	56
10	10	9	8	12	11	10	60	13	10	7	10	11	12	63
11	6	7	7	9	9	9	47	8	9	8	9	12	10	56
12	10	8	9	12	10	10	59	9	12	10	12	11	10	64
13	7	7	7	9	8	9	47	9	7	10	11	10	10	57
14	7	7	8	9	10	10	51	11	8	8	12	11	10	60
15	8	9	9	10	9	10	55	12	9	11	12	8	13	65
16	11	9	8	12	9	8	57	11	10	13	11	10	10	65
17	8	9	10	9	9	10	55	12	10	9	9	12	13	65
18	8	7	9	9	10	9	52	11	8	10	9	15	15	68
19	8	9	8	9	10	9	53	13	11	9	10	10	10	63
20	9	8	9	9	8	10	53	9	7	11	10	12	12	61
21	8	7	8	8	8	9	48	11	13	10	7	8	12	61
22	9	8	9	10	10	10	56	9	10	9	12	12	10	62
23	7	8	9	8	9	8	49	7	12	11	13	10	9	62
24	8	9	8	9	10	10	54	12	9	10	12	10	10	63
25	7	8	8	9	9	9	50	9	8	10	9	12	10	58
26	9	9	10	10	9	10	57	11	8	12	10	15	13	69
27	9	8	8	9	10	10	54	8	10	15	14	12	15	74
28	7	7	7	8	8	9	46	15	10	9	12	9	10	65
29	8	8	9	9	10	10	54	12	10	9	8	12	10	61
30	7	6	7	8	8	9	45	7	10	15	10	12	9	63
31	6	8	8	9	9	10	50	12	9	9	11	10	10	61
32	7	9	8	9	10	10	53	10	9	12	9	9	10	59

## Appendix U: Peer Evaluation Form

W1, Day 1, etc.

<i>Student's Name</i>	<i>Marks (5%)</i>				
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

## Appendix V: Criteria for Peer Evaluation

**Instruction:** Please, rank the members of your group according to how much (both quality and quantity) they participated or contributed to the group effort when you discuss some oral tasks/activities in group. Give marks ranging from 1-5 according to the following criteria.

1. Very rarely gives information to the group even if encouraged and reminded.  
Fails to participate in group discussions and to share relevant ideas related to the given task.  
Most of the time s/he is unwilling to carry out assigned roles and tasks.
2. Speaks in the group only when encouraged. Sometimes participates in group discussions and rarely contributes relevant ideas and knowledge to the group effort. Sometimes carries out assigned tasks but never volunteers to do a task.
3. Gives information to the group with rare encouragement and reminding.  
Takes part in group discussions and shares relevant information.  
Carries out assigned tasks but never volunteers to do a task.
4. Gives knowledge, opinions, and skills without encouraging or reminding. S/he regularly participates in group discussion and sometimes exceeds expectations. Consistently carries out assigned tasks and occasionally volunteers for other tasks.
5. Consistently and actively gives opinions, knowledge and skills without encouraging or reminding. Consistently exceeds group expectations for participation and consistently contributes relevant ideas and knowledge to the group success. Consistently carries out assigned tasks and always volunteers for other tasks.

## **Appendix W: Sample Unit of Teaching Material for the Experimental Group**

### **Unit Two: A Friend in Need**

#### **Section One: Speaking**

**Activity 1:** Answer the following questions. Read the requirements below before you directly go to the questions!

##### **Requirements: Three-step interview**

- 1) Interview your partner for 4 minutes (i.e. Ask each of the questions a-f below)
  - 2) Switch roles (i.e. being both interviewer and interviewee).
  - 3) Share (report) to the group what you have got from the interview.
  - 4) Finally, share your answers with the class.
- a) What will you do when your dorm-mate/neighbor is in need of help?
  - b) Do you know how to offer helps; how to accept an offer or how to decline it?
  - c) What kinds of friends do you want to have here in the university?
  - d) Are you good at making friends? Why? Why not?
  - e) Do you think that it is good to help your friends or sometimes being helped by your friends here in the university? For example, is it good to study together and help each other? Or is it good to study and work alone as there is competition in the university?
  - f) Have you ever given any gift to your friends? What did you feel at that time?

**Activity 2:** Helping others/working cooperatively with others is a great quality that everyone must cultivate in their lives. We offer help to those who need it. As students here in the university you should help each other for the academic success of yourselves and of the others (i.e. your peers). Do you agree or disagree with these ideas? Now, discuss in your already formed group. Before you start the discussion, read the following requirements.

##### ***Requirements for Group Discussion***

- 1) Play the different roles (leader, secretary, timekeeper and checker) when you discuss in the group.
- 2) Make sure that everyone gets a chance to talk and participate during the group discussion.
- 3) Talk to each other for 3- 5 minutes.
- 4) Report your group summary to the class.
- 5) Everyone in the group should get ready to tell to the class what you have discussed in your group.

Look at the following conversation!

A: You look tense. What's the matter?

B: You see, I have a test in Maths tomorrow. I have a lot to read and my mom wants me to go to market.

A: Well, if you like it, I could go and get the things mom wants (*Offering help*).

B: Thanks a lot (*Responding to offer*).

**Activity 3:** Give two minutes talk on how to make friends in a new place like being here in the university.

Remember to say:

- If you like to have many friends;
- If you have ever had good or bad friend;
- What kinds of behaviors you want to see on your best friends;
- If you prefer studying alone or with your friends.

Be ready to answer the teacher's questions!

#### **Activity 4: Oral Practice**

First, read the following dialogue between two persons. Then, in pair practice it without looking at it.

A: I think this bag is too heavy for you to carry. May I carry it for you?

B: Oh, would you? Thanks.

A: Oh, I forget to bring my pen.

B: Could I help you with one? Here it is.

A: Thank you.

B: Shall I help you to find a mechanic?

A: No, thanks. I can manage.

**Activity 5:** Look at the following picture carefully and then work in pair to describe what has happened according to the pictures. Then, discuss the questions(1-4) below the picture one by one in groups! When you discuss, consider the requirements stated below.

#### **Requirements: Group Discussion**

- 1) Play the different roles (leader, secretary, timekeeper and checker) when you discuss in the group.
- 2) Make sure that everyone gets a chance to talk and participate during the group discussion.
- 3) Talk to each other for 3- 5 minutes.

4) Report your group summary to the class.

5) Everyone in the group should get ready to tell to the class what has happened in the picture above.

Words and Phrases you may use:

Mid-night                      neighborhood    police        attack        terrified  
be indifferent to        revenge            pretend    stab        someone frighten  
cowardly                      scream              selfish  
somebody out of doing something



1. Why do you think people did nothing to help the woman? Do you agree or disagree? Why?
2. What would you do if you saw the women being attacked?
3. Where do you think is the place? How do you know?
4. What would you do if you were the woman in the picture?

We need the help of others when we are unable to do certain things by ourselves. So, it is essential that we learn how to make a request (how to ask for help), ask for and give advice or suggestions. It is also important to be able to make requests appropriately in different situations.

A few requests for different situations are given below.

a) You are at the electricity office. You don't know where the bill counter is. A stranger passes.

You ask him like:

Could you please tell me where the bill counter is?

b) An old lady standing by the side of a road asks a stranger like:

Can you help me to get across?

c) Your car broke down in the middle of a deserted area. After hours of waiting you saw a man coming along the path. Then you will ask him like:

*Will you please help me, repair this car?*

Is there any other way of making requests? List them!

The most common expression for making request is ‘please’

*Examples:* Please, will you come with me to Hawassa?

Would you lend me your bike, please?

Some more ways of making requests is given in the table. They are arranged in their increasing degree of politeness. In the second column, the expressions that are used for responding to these requests are given.

**Activity 6:** Now, match the expressions in column A with the appropriate phrases in column B.

A	B
a. Would you mind.....?	i) opening the door for me
b. Could you possibly.....?	ii) Turn on the ac
c. Do you mind.....?	iii) Taking a picture for us
d. Can/Could you.....?	iv) Have a minute
e. Would you please.....?	v) Spare a few minutes
f. Can I.....?	vi) Turn down the music
g. Will you.....?	vii) Do me a favor
h. Could you possibly.....?	viii) Ask you a favor
i. Would you be so kind as to.....?	ix) Hand me a pen
	x) Give me a ride home
	xi) Lend me your cell phone

**Activity 7:** Discuss in groups “How to Keep on Good Personal Relationships with Roommates and with your teacher, or with anyone?” When you discuss, consider the following points.

- 1) Play the different roles (monitor, secretary, timekeeper and checker) in the group.
- 2) Generate as many ideas as you can in the group.
- 3) Make sure that everyone gets a chance to talk.

- 4) Talk to each other for about 3-5 minutes.
- 5) Report your group summary to the class.

**Activity 8:** Answer the following questions (a-c) based on the following requirements.

**Requirements: Think-pair-share Activity**

1. First, think of each of the question individually.
  2. Then, Pair up: ask and answer the questions with your partner for 3 minutes.
  3. Next, discuss the answers in groups.
  4. In the group, every member should get chance to answer and speak.
  5. If there is anyone who hasn't understood, please help him/her what to do.
  6. Finally, share your group answers with the class.
- a) How will *you* request your teacher to explain a point again?
  - b) You are visiting Addis Ababa for the first time. How will you ask someone where Addis Ababa University's main campus is?
  - c) How will you ask your friend for the date of registration?

**Activity 6:** Interview one of your group members based on the above 3 questions. When you interview, consider the following four requirements.

**Requirements: Three-step interview**

- 1) Interview your partner for 3 minutes (i.e. Ask each of the questions a-c above).
- 2) Switch roles (i.e. being both interviewer and interviewee).
- 3) Share (report) to the group what you have got from the interview.
- 4) Finally, share your answers with the class.

**III) Focus on communication**

In this section, the primary focus is on '*Making a polite request*' to get help.' The other functions involved are also given in brackets after the relevant expressions. Here, we incidentally learn one way of offering and accepting or declining help, greeting and thanking. Look at the following examples!

1. Good afternoon, Madam. (**Greeting**).
2. What can I do for you? (**Offering to help**).
3. May I borrow it? (**Asking for permission**).

4. Could I borrow the book? (**Making a polite request**).
5. Thank you. (**Thanking**).

Some important expressions for giving and accepting help are given hereunder.

1. Offering Help: We use expressions like:

**Formal**

**Informal**

Would you like me to do it for you?

Can I do it for you?

Shall I do it for you?

How about my doing it for you?

If you want, I could get it for you.

I'll do it for you.

Can / May I.....

Let me help you .....

Would you like some help.....

What can I do for you

Would you like me to do that?

**Responding to offer of help**

**Positive responses**

**Negative responses**

That's very kind of you.

No, don't bother.

Thanks a lot.

No, thanks. I can manage.

We offer help to those who need it. It is related to our manners. And offering help is one of the necessary qualities that must be developed in all to maintain personal/social relationships.

Some dialogues related to offering help are given below.

a) Rafael: Oh.... No need for you to take these huge bags upstairs. Let me help you.

Old lady: Thank you my son, I'm really tired.

b) Peter: Can I help you by writing notes for you?

Mary: Yes, thank you for your offer!

c) A man entered an office. The receptionist asked him like this....“What can I do for you, Sir?”

Man: Thanks, I want to meet Mr. Sintayehu.

2. Accepting and Declining Help

When someone offers you any help, it is your wish either to accept or decline it.

Certain expressions of accepting help are:

a) Oh.....sure!

c) Thanks, for offering help!

e) You are so kind, thank you!

b) Thank you!

d) It's so nice of you!

**Certain expressions for declining help are:**

- a) No, I can do this by myself
- b) Don't worry about me, dear.
- c) Thank you for your offer, but don't worry I will do this.
- d) No, Thank you.

**3. Asking for Help**

The main expressions for asking for help are:

- Could you do.... for me, please?
- Will you .....?
- Do you have enough time to ... for me?
- Please, help me? Do you mind ... for me?

**Activity 7: Let's Role Play**

**Direction:** Read the following conversation and practice it in pairs. In your group, comment and help each other. Then, act the conversation in pair in front of the class without reading the conversation written here.

**At the Library**

Nardos: Good afternoon, Madam, (**Greeting**)

Librarian: Good afternoon, Nardos. What can I do for you? (**Offering to help**).

Nardos : I need to get some information on animal cells.

Librarian: What is it for, Nardos?

Nardos: I have to make a presentation of animal cells in the seminar next week.

Librarian: That's fine. (Appreciating a proposal)

Nardos: Could you tell me where I can get it, Madam? (Making a polite request)

Librarian: Look at that last cupboard. It's marked REFERENCE.

Nardos: Thank you, Madam. (**Thanking**).

Librarian: Welcome. (**Responding to thanks**).

**5. Asking for and Giving Advice/Suggestion**

**Activity 1:** Oral Practice: Read the following conversation in the table and practice it in pair.

Student:	I'm terrible at English and I think I should do something about it. <i>What do you advise me to do?</i>
Teacher:	<i>I think you should try this website.</i> It's a fantastic website for beginners.
Student:	I've heard about it, but <i>what do you think I should start with?</i>
Teacher:	<i>You'd better start with the lessons.</i> Then, try the exercises.

## **Expressions:**

Asking for advice/ suggestion:

I've got a bad toothache.

What do you suggest?

What do you advise me to do?

What's your advice?

What should I do?

What ought I to do?

If you were me what would you do?

Giving advice/ suggestions:

If I were you, I would go to the dentist.

Have you thought about seeing a dentist?

Why don't you go to the dentist?

You'd better brush your teeth regularly.

You ought to/should avoid eating sweets.

I advise you to brush your teeth on a regular basis.

It might be a good idea to brush your teeth  
regular basis.

If you take my advice, you'll go to the dentist.

## **Declining to give advice/ suggestions**

I don't know what to advise, I'm afraid.

I'm afraid I can't really help you.

I wish I could suggest something, but I can't.

I wish I could help.

In your group, create another situation and practice it.

Please, don't forget the requirements given in  
other sections when you discuss.

## **6. Expressing Opinions**

### **Task 1. Asking for and giving opinions: Three-steps interview questions**

Ask and answer the questions (a-d) according to the requirements below.

#### **Requirements:**

- 1) Interview your partner for 4 minutes by asking clarifying questions based on the information given below.
- 2) Switch /reverse roles (repeating the interview process).
- 3) Joins another pair to form groups of four. Then, share with the group what you have got from the interview. Then, report your agreement to the class.

- a. What is your opinion about helping people when they need your help?
- b. What do you think of giving money to poor people? Do you agree or disagree? Why?
- c. What is your opinion about helping each other here in the University with your peers?

d. Some students do not want to work in groups, but some others want to work in groups. What is your opinion? Agree or disagree? Why?

**NB.** When you discuss in group, please, consider the requirements of group discussion mentioned in other activities above.

**Note:** Once you have expressed your own opinion using a lead in phrase and a statement, you need to support your opinion and explain why it's your opinion. Read an example in the statement:

*"I strongly believe that the oil price needs to be reduced".*

*I strongly believe* that the fuel price needs to be reduced. This is because nowadays, the cost of living is really high because of the petrol price i.e. food, clothing and everyday items. It's so hard for everyday people to make ends meet. If the price of fuel and energy came down it would help everyday people.

**Task 2:** Now, write your opinions on the following statements and tell your opinions orally to group.

- i) *I'd say that* in a couple of years no one will be able to buy their own house.
- ii) *In my opinion*, the taxation is too high and the government needs to do something about it.
- iii) *Personally, I think* that the writing skills of young people are becoming poorer because of how they use mobile devices.

## **Expressions for Agreeing and Disagreeing in relation to opinion**

### **Stating an opinion**

In my opinion...	If you ask me...
The way I see it...	As far as I'm concerned...
If you want my honest opinion....	According to Lisa...

### **Asking for an opinion**

What's your idea?	What do you think?
What are your thoughts on all of this?	Do you agree?
How do you feel about that?	Wouldn't you say?
Do you have anything to say about this?	

### **Expressing agreement**

I agree with you 100 percent.	Exactly.
I couldn't agree with you more.	No doubt about it.

That's so true.	(Agree with negative statement) Me neither.
That's for sure.	I was just going to say that.
(slang) Tell me about it!	You have a point there.
You're absolutely right.	I'm afraid I agree with James.
Absolutely.	I have to side with Dad on this one.
That's exactly how I feel.	(weak) I suppose so./I guess so.

### Expressing disagreement

I don't think so.	No, I'm not so sure about that.
(strong) No way.	That's not always the case.
I'm afraid I disagree.	That's not always true.
(strong) I totally disagree.	Not necessarily.
(strong) I'd say the exact opposite.	I beg to differ.

### Interruptions

Can I add something here?	(After being interrupted) You didn't let me finish.
Is it okay if I jump in for a second?	If I might add something...
Can I throw my two cents in?	Sorry to interrupt, but...
(after accidentally interrupting someone)	Sorry, go ahead. OR Sorry, you were saying...

### Settling an argument

Let's just move on, shall we?	I think we're going to have to agree to disagree.
Let's drop it.	(Sarcastic) Whatever you say./If you say so.

## 7. Phonology: Sentence Stress

### Look at the following sentence!

*I have a test in Maths tomorrow.*

The words have, test, maths and tomorrow are stressed in the above sentence because they carry the important meaning of the sentence. These are called content words. but, the words I, a, and in are not stressed because they are not important in conveying the core meaning of the sentence. These are structure words.

Thus, in a sentence content words are **stressed** and structure words are **unstressed**.

*e.g.* If you like, I could go and get the things mom wants.

## **Section II: Reading-Centered Activities (In-Class Reading)**

### **I) Pre-Reading Activities: Group Discussion (10 minutes)**

#### **A) Group Activity**

**Directions:** Work in groups to discuss whether you would give your time, your favorite books, your money, or your blood to:

- a. friend
- b. stranger
- c. your family member

**Topic:** Would you give your time, favorite books, money or blood to a friend/a stranger/ your family member?

**Structure:** I would give \_\_\_\_\_ to \_\_\_\_\_. Why? I would not give \_\_\_\_\_ to \_\_\_\_\_. Why?

#### **Requirements: Group Discussion**

- 1) Play the different roles (monitor, secretary, timekeeper and checker) when you discuss in the group.
- 2) Make sure that everyone gets a chance to talk(i.e. a chance to answer the question).
- 3) Talk to each other for 3-5 minutes.
- 4) Report your group summary to the class.

B) First, think of the following questions and answer them individually.

1. Do you ever think of people in trouble?
2. Are you actually prepared to help them when they need you?
3. Will you be able to go their rescue?

-Then, interview your partner for 3 minutes,

-Switch roles (i.e. every one of you should both interviewer and interviewee).

- And finally, share with the group what you have got from the interview.

### **II) While-reading Activities (individual, pair and group discussion activities: 15 minutes)**

#### **Task 1: Think-pair-share**

1. Read the text "*The Gift of Life*" below and think of the following questions and answer them first individually.
  - a. When did the story happen?
  - d. What did Heng think he was doing?

- b. What happened to the young girl?      e. What is your opinion about giving blood to someone?  
c. What did the doctor say she needed?
- 2) Then, Pair up: Ask and answer the questions with your partner for 5 minutes.  
3) Share your answers with the group and then with the class.

### **The Gift of Life**

- 1** The bombs landed in the small village. Nobody knows what these bombs were supposed to hit during the terrible Vietnam War, but they landed in a small orphanage run by a missionary group. The missionaries and one or two children were killed, and several children were wounded, including one young girl, about eight years old, who suffered wounds to her legs.
- 2** A couple of hours later, medical help arrived. The medical help was a young American Navy doctor and an equally young Navy nurse. They quickly found the young girl to be very badly injured, and it was clear that without immediate action, she would die from loss of blood and shock. They saw that she had to have blood, but their limited supplies did not include plasma, so a matching blood type was required. A quick blood typing showed that neither American had the correct blood type; however, several of the uninjured orphans did.
- 3** The doctor spoke a little Vietnamese, and the nurse spoke a little high school French. The children spoke no English but some French. Using what little common language they could find, together with a lot of sign language they tried to explain to the frightened children that unless they could give some blood to their little friend she would certainly die. Then, they asked if anyone would be willing to give blood to help.
- 4** Their request was met with wide-eyed silence. Their little patient's life hung in the balance. Yet they could only get the blood if one of the frightened children would agree to give it. After several long moments, a little hand slowly went up, dropped back down, and a moment later went up again.
- 5** "Oh, thank you" the nurse said in French. "What is your name?" "Heng," came the reply. Heng was quickly laid on a bed, his arm cleaned with alcohol, and the needle inserted into his arm. Through all of these, Heng lay stiff and silent. After a moment, he let out a long sob, quickly covering his face with his free hand.

6 “Is it hurting, Heng?” the doctor asked. Heng shook his head silently, but after a few moments another sob escaped, and again he tried to cover up his crying. Again the doctor asked him if the needle in his arm was hurting, and again Heng shook his head. But now his occasional sob turned to a steady, silent crying, his eyes held tightly shut, and his fist in his mouth trying to stop his sobs.

7 The medical team now was very worried because the needle should not have been hurting their tiny patient. Something was obviously very wrong. At this point, a Vietnamese nurse arrived to help, and seeing the little one’s tears, she spoke rapidly in Vietnamese, listened to his replay and quickly answered him again. Moving over to pat his head as she talked, her voice was gentle and kind. After a moment, the little boy stopped crying, opened his eyes, and looked questioningly at the Vietnamese nurse. When she nodded, a look of great relief spread over his face.

8 Looking up, the Vietnamese nurse said quietly to the Americans,” he thought he was dying. He misunderstood you thought you had asked him to give all his blood so the little girl could live.”

9 “But why would he be willing to do that?” asked the Navy nurse. The Vietnamese nurse repeated the question to the little boy, who answered simply, “She’s my friend.” Greater love has no man than this that he lay down his life for a friend.

### **III) Post-reading Activity**

A) Answer the following questions individually, in pair and in group by considering the requirements below it.

- 1) Tell your experience (i.e. what made you feel so good/ sad in your life or throughout your learning) to your group.
- 2) Did you ever offer help to any of your friends?
- 3) What was the situation?
- 4) What kind of help did you render?
- 5) What is your opinion about your classmates who need help from others?
- 6) What will you do if one of your dorm-mates is sick at mid-night?

#### ***Requirements:***

- 1) First, think of the answers individually.
- 2) Then, Pair up: Ask and answer the above questions with your partner for 5 minutes.
- 3) Share your answers with another partner and with the other group, and then with the class.

## **B) Retelling a Story: Round Robin Activity**

**Direction:** Now, get ready to retell the story “*The Gift of Life*” above in groups. When you retell, the following points should be considered.

- 1) Take turns to say one sentence about the story.
- 2) The turn to speak passes around the group for as many rounds as possible.
- 3) Offer and ask for help when necessary.
- 4) The secretary takes down the number of the sentences the group can speak.

## **C) Talking about one’s experience: Think-pair-share and Three-step-interview**

Think of the following questions and answer them first individually!

- a) Have you ever had any embarrassing/happy/exciting experience?
- b) When/Where did it happen? What was it about?
- c) Why did you feel embarrassed/happy/excited?

Then, Pair up: Ask and answer the questions with your partner for 4 minutes by considering the following steps.

- 1) Interview your partner for 4 minutes.
- 2) Switch roles.
- 3) Share with the group what you have got from the interview.
- 4) Finally, share your answers with the class.

**D) Work in groups to talk about your personal experience that made you feel good or what you did to others that made them feel good**

### ***Requirements:***

- 1) Talk to your partner about your experience for 3 minutes.
- 2) Your partner should listen to you carefully.
- 3) If you have not used 2 minutes, your partner will have to ask questions to keep you talking.
- 4) Switch roles.

## **Section 3: Vocabulary enrichment**

I) Word meanings from the context

**Task 1:** Write the meanings of the following words from the context. Then, make two sentences in each of them. Finally, compare your answers with your partner.

### Example: Action

1. (The process of) doing something, typically to achieve an aim

They met to discuss a plan of action.

She was looking forward to putting her ideas into action.

2. Something that someone does

The chief of the police tried to justify his actions.

People were judged by their actions, not by their thoughts

- |              |        |              |             |
|--------------|--------|--------------|-------------|
| 1. Orphanage | 3.sob  | 5. Wide-eyed | 7. Relief   |
| 2. Plasma    | 4.fist | 6.pat        | 8.lay stiff |

## II) Word Stress

What is Word Stress?

When we speak, we need to say words in English with stress that is, giving a little *extra force* to a particular syllable in a word. This is called word stress. But, sometimes we often don't stress the correct syllable *or* we stress the wrong syllable. The words used in the conversation have to be said with stress on the right syllable as marked below.

morning	/mɔ:nɪŋ/	reference	/'refərəns/
information	/ɪnfə'meɪʃn/	animal	/æɪmə/
cupboard	/kʌbəd/	seminar	/semɪnɑ:/
presentation	/presən'teɪʃn/	exactly	/ɪg'zæktli/
encyclopaedia	/ensʌklə'pi:dʒə/		

Task 1: Some words are given here. Try to pronounce them;

Strat <sup>1</sup> egic	communi <sup>1</sup> cation <sup>1</sup>	background	engi <sup>1</sup> neer
motivate	ab <sup>1</sup> sorb	ab <sup>1</sup> stention	
gram <sup>1</sup> matical	globaliz <sup>1</sup> ation <sup>1</sup>		

**Task 2: Mark the Stress in the following words!**

having literature aristocrat stomach dozen appendix police civilization

**Note:** Stress is a large topic which cannot be covered in its entirety here. However, some features are as follows:

You know what a prefix and a suffix is. When prefixes like in-, un-, re-, etc. and suffixes like –ful, -less, -ness etc. are added, there will be no change in stress.

**Task 3:** Practice pronouncing the following words first in pairs (let one pronounce and another listen and vice-versa).

**Requirements:**

1. Every student in the group should pronounce each word turn by turn.
2. Comment each one's pronunciation of each word.
3. Join another group near your group and pronounce again each word to compare.
4. Finally, help someone who was unable to pronounce a certain word appropriately.

<sup>1</sup> meaning	<sup>1</sup> meaningful	<sup>1</sup> meaningless
ˈstand	under <sup>1</sup> stand	underˈstanding
for <sup>1</sup> give	for <sup>1</sup> givable	unfor <sup>1</sup> givable

But when some suffixes such as –ion, -ian, -ial, -ious, -ity and –ic are added, we can see a shift in stress.

In case of words with these suffixes the stress is on the syllable before the suffix

<sup>1</sup> educate	edu <sup>1</sup> cation
<sup>1</sup> ego	ego <sup>1</sup> istic

Look at the stress in the words given below!

e <sup>1</sup> conomy	eco <sup>1</sup> nomie	<sup>1</sup> operate	ope <sup>1</sup> ration
e <sup>1</sup> lectric	elec <sup>1</sup> tricity	<sup>1</sup> office	o <sup>1</sup> fficial
<sup>1</sup> music	mu <sup>1</sup> sician		

## Section 4: Communicative Grammar

A) Linking the Past to the Present: The present perfect and the past:

### I. Warm Up Activity: A Glutton

A: It is already half past nine. I need something to eat. Have you had your breakfast?

B: Yes, I have had.

A: What did you have?

B: I had only a dozen pores and half a dozen omelets.

A: Would you like to join me?

B: I don't mind. I ate an hour ago.

A: But there are only two eggs and one omelet left. Do you eat as much as B eats for breakfast?

Always leave your stomach half filled. That's the way to healthy living.

### II. Theme Focus.

Look at carefully the forms of the verbs written in bold in the following two texts text!

(A) Think of the days of our great grandfathers! They did not have the comforts that we enjoy today. They walked the distance to the neighboring village. They ate cereals and pulses they grew in their field. They didn't have variety in anything because they were not able to move from place to place. The best means of transport were horses, camels and carts.

(B) During the last sixty years, machines of all kinds have become part of our daily life and have transformed our life in the most incredible manner. Machines have turned human society from an agrarian one into a industrial one. Machine civilization has indeed, improved our lives tremendously. But there is the other side of the picture too. While the machine civilization has provided variety and abundance in our life, the quality of life has been deteriorating. Life has become artificial. The machines have been doing a great damage to the environment.

**Task 1:** Think aloud on these lines:

1. Have you ever heard your grandparents telling you stories about how their parents moved from village to village?
2. In what way have computers changed our life style?
3. 'Quality of life has been deteriorating' - Argue either for or against.

### III. Grammar Focus

- We use the present perfect tense to say that a finished action or event is connected with the present in some way.

*e.g.* Machine civilization has improved our lives tremendously.

Improvement started in the past and continues till the present time. It is likely that it may continue into future time too. If we say something has happened, *we* are thinking about the past and the present at the same time.

- We can change a present perfect sentence into a present one with a similar meaning- the result alive use.

The boy has *broken* the glass (The glass *is broken* now).

Utopia *has invaded* Fantasia (Utopia is *at war* with Fantasia).

**Note:** This is not at all converting one form into another, but only shows that the present perfect has grounding in the present.

- Present perfect is also used to express the idea of completion

I have done the homework.

They have finished reading the lessons.

- Present perfect is normally used for giving recent events.

The dollar *has fallen* against the euro.

The Prime Minister *has had* talks with the President.

- Present perfect tense indicates repetition and continuation till now.

We *have known* each other since 1998.

She *has been* a doctor for five years.

**Note:** With specific time adverbials, only simple past can go.

Around eighty years ago, people travelled from place to place by horse or camel or cart that took a long time.

**B) Talking about Past and Present Events:** The present perfect progressive tense

An action / event that started in the past and continued till the present and there is a likelihood of continuing further.

**Examples:**

The quality of life has been deteriorating since last year.

They have been attending special classes regularly.

My sister has been waiting to join me for breakfast.

It has been raining since last night.

**Task 1:** Fill in the blanks with the appropriate forms of the verbs given in brackets. Then, discuss your answers in groups. Please, help those who haven't understood the activity.

A) 1. Peter ..... (suffer) from typhoid since last weekend. He ..... (visit) the doctor three times but he hasn't recovered yet.

2. How long ..... (live) in this house?

3. We ..... (expect) her reply since last Monday. She .....(not, reply) yet.

B) Greek ..... (be) the language in which the first medical treatises .....(appear). In the Middle ages, Latin ..... (be) the language of learning in the countries of Europe. In Germany, doctors ..... (begin) to use German. Since the early 70's, there ..... (be) a further change. Now, English medium ..... (become) the best, perhaps the only medium of communication.

C) Samuel : ..... you ..... (write) to your branch manager?

Nasredin: I ..... (not, finish)yet, I .....(try) to contact the accountant,

Samuel : Come on hurry up. He ..... (expect) your letter since Last Monday.

D) Now, role- play the conversation.

**Task 2:** Compare the verb forms in each of the following pair (a-j) of sentences. Say which tense is used and why (meaning difference).

**Requirements: Round Robin Activity**

1. In every group, one person should be appointed as the recorder.

2. You are given 10 minutes to think about answers.

3. Then, share responses with one another round robin style.

4. The recorder writes down the answers of each of the group members.

5. The student next to the recorder starts and each student in the group in order gives an answer until time is called.

a. Klaus lives in Berlin.

Klaus is living with an English family while he's in London.

b. You're very kind. Thank you.

You're being very kind. What do you want?

c. I've got a headache.

I often have headaches.

d. When we arrived, she made some coffee.

- When we arrived, she **was making** some coffee.
- e. What **were** you **doing** when you cut your finger?  
What **did** you **do** when you cut your finger?
- f. I've **lived** in Singapore for five years.  
I **lived** in Singapore for five years.
- g. When I arrived at the party, Peter **left**.  
When I arrived at the party, Peter **had left**.
- h. I **didn't** teach English very well.  
I **wasn't taught** English very well.
- i. You're **annoying** me with all your questions.  
I can see you're **annoyed**. What is the matter?
- j. How much **are** you **paying** to have the house painted?  
How much **are** you **being paid** to paint the house?

**C) Talking about Past Experiences and Habits: Simple past tense and past perfect:**

Theme Focus

**Task 1:** Talk about your past experience (what made you feel good/bad) in high school or in any place you have visited so far.

After doing so, read the following story individually that Selamawit had written when she was in USA for the first time.

**It Made Me feel so good**

Many years ago, I went to the United States to study at the University of Utah. There had been Ethiopian students at University of Utah, but none of them were studying in the same Department as I was. So I often felt very lonely, especially during the first few weeks of my stay there. I believe a lot of people have the same feeling when they are in a new country. However, I will never forget what happened to me during the first day of class.

**Task 1:** Now, read the rest part of the story and complete the blank spaces by using the correct forms of the verbs in the brackets. Consider the following requirements to do this task.

**Requirements: Team pair solo**

- First, do it in group.
- Then, do it with your partner sitting next you.
- Finally, do it individually.

After I ....(get) through all the formalities in the university as a student, I ....(begin) to get things ready for the classes I .....(be go) to take, feeling nervous because of the new environment, new classes and unknown people I was going to deal with. Finally, the time came when I ....(have) to go class. There .....(be) many students there when I.....(enter) the classroom. I chose a front seat, waiting. Then, I... ..(feel)someone .....(be approach) me and then sat next to me and said. “Hi, I’m Roman.” Hi, I’m Selamawit .....(give) me a note, “this is my phone number. Call me when you need my help.” Oh, you can imagine how grateful I was to her at the time, and it ....(make) me feel so good.

**Task 2:** Write the above Selamawit’s past experience in third person’s point of view. Then, report what you have written orally first to your group and then to the class.

### **C) Grammar Focus**

#### **I) The Simple Past Tense**

##### **1. Narrating an Event**

While narrating an event that took place in a sequence in the past, we use the simple *past* tense. So the past tense is also called ‘narrative tense’. The simple past may also be used:

1. to describe an event that is repeated and regular.

When I lived in London, I ate fish and chips for breakfast every day.

2. for Expressing Hypothetical Meaning

What would happen if the earth *stopped* rotating?

3. for Expressing Politeness

I wondered if you could lend me 1000 Birr.

**Note:** The word wondered (in its past form in this context) never refers to the past time.

#### **II) The Past Perfect Tense**

The past perfect is used to express an action that happened before a definite time in the past. We can use it to reorder the events of a narrative for dramatic effect.

**Look at the following Sentences.**

When we reached the village, people had gathered there.

After Aliganesh had said goodbye to her father, she got into the compartment.

In both sentences, there are two past tenses. Discuss in pair when to use these tenses.

**Task 3:** Fill in the blanks using the correct form of the verbs in brackets and then role-play in pair.

The doctor and the patient:

Doctor: What is your problem?

Patient: I ..... (have) stomach ache.

Doctor: What did you eat yesterday?

Patient: I ..... (eat) some stale bread, not yesterday, but the day before.

Doctor: Stale bread? That's it.

Doctor: What time did the pain start?

Patient: It ..... (start) yesterday morning.

Doctor: If you .....(come) yesterday, it would have been easier for me to cure.

### **III) The Past Progressive Tense**

Look at the following conversation!

A: Hi, Bala, why are you limping?

B: You know, I met with an accident.

A: Oh, really? How did it happen?

B: It happened last Sunday while I was going to the university.

A: How were you going?

B: By motorbike. While I was trying to negotiate a curve, a speeding car came in the opposite direction.

A: The driver of the car should have been careful.

B: But he wasn't. The car almost ran over my bike. I managed to jump off my bike.

A: Thanks God! You jumped off.

B: Fortunately I escaped with just a sprain.

A: Anyway, how are you now?

B: I am getting better.

**Task 4:** Talk about an excursion which you enjoyed the most. Use the past progressive tense wherever possible.

## Section Six: Talking About the Future Action/Events

### Future Tense:

#### Activity 1: Warm Up

First, think of the following questions individually.

1. Do you ever think of people in trouble?
2. Are you actually prepared to help them when they need you?
3. Will you be able to go their rescue?

Then, interview your partner for 3 minutes, switch roles and finally, share with the group what you have got from the interview.

**Activity 2:** Talk about one thing you are planning to do or might do next weekend.

You should mention:

- Where you can do that thing
- How you can get there
- Any equipment you need to do it.

And say whether you are looking forward to doing that thing or not, and why?

**Activity 3:** Talk about a future festival or celebration in your family or your country.

You should say:

- If it will be an important celebration.
- What will be celebrated?
- What will do on that day?

And say if you will enjoy that day, or not and why?

**Task 4:** Fill in the blanks with the appropriate form of the verb from the ones given in brackets.

Tomorrow our cricket team.....(is going, will go, shall go) to Bangalore for a friendly match with Jain international School. The train from Chennai .....(is going to leave, leaves, is leaving) at 8.00pm but I must be at the Central station at 7 to join my friends. I hope all others .....(will arrive, are arriving, are going to arrive) in time. Having Rafael, a good batsman with us, we are sure, we .....(will win, are going to win, are winning) the match.

#### Task 5: Write questions with shall/will

- i. It's a nice day (go/somewhere?)
- ii. Let's go for a picnic (where/we go).
- iii. How about the Bahir Dar?
- iv. Let us have lunch there (What/we do for lunch)
- v. There are good restaurants (We eat there?)

(How/we get there) Better we take a bus.

### III. Grammar Focus

There are several ways of using verbs to talk about the future time in English.

1. Shall/Will: for predicting future events not already decided.

Shall we meet our class master?

I will work harder.

### 2. Future Progressive

To indicate future activities that will begin before and continue after a point of time.

The Chief Minister will be waiting at the airport to receive the president.

### 3. Be going to

**Note:** Here, the word “going” does not refer to the action of going from one place to another. It can be considered that ‘be going to’ is nearly equal to ‘will’.

‘Be going to’ is used to:

. mean that the speaker’s intention will be carried out.

*I am going to meet our new boss this evening.*

. indicate that an event is going to happen.

*It is going to rain heavily.*

3. Present tense: for future events already planned

The Chief Minister visits Mekele tomorrow (present simple).

### Section Five: Writing

Read the following article carefully which is written to a newspaper focusing on human values.

In these days of fast disappearing values and *ethics*, it is a ray of hope to see the selflessness of ‘Generations’. The leopard pounced on Awano. His friend Lemma, only twelve years old, started throwing stones at the leopard and raised an alarm. He did not stop even when the animal turned on him. Nine-year old Ahmed lost both his hands and a foot while trying to save a child from a train accident. Another nine-year-old, Mulu, saved a three-year-old from being crushed by a speeding car but lost her leg in the process. In addition, she also saved Six-year-old Chuni into a burning house to rescue her brother. These are instances of selfless courage. In today’s materialistic world, there is a near vacuum of values. Thus, honesty, selflessness,

concern for fellow human beings are waning. We need to realize that without these values we would lose our humaneness and be no different from beasts.

**Activity 1:** Write an article on: “**Sharing builds Human bonds**” for newspaper. You can use the above paragraph as a model. Your article should not exceed one paragraph.

You can include personal anecdotes, quote from articles that you have read, voice your views, etc.

Four of you come together and compare what you have written and discuss every detail of your paragraph. Please, help if there is anyone in your group who has got problem in writing an article.

**Activity 2: Free writing**

Write your experience which you have had throughout your learning that made you feel good or bad in not more than three paragraphs.

Then, compare what you have written with your partner. Next, four of you come together and comment on each of your paragraphs. Next, choose one of your group member’s writing which you think is the best and read it aloud to the class. Finally, every member of the group should rewrite his/her experience by incorporating the comments given by the group members, students of other groups and the teacher.

**Activity 3: Write a paragraph about your favorite place you like to relax**

**Requirements:**

1. Show it to your partner to get comments.
2. Then, after getting some comments, write it again and tell your favorite place to your friends in the group orally (without reading what you have written).
3. Remember that everyone in the group should speak of the favorite place he/she relaxes.
4. Finally, tell your favorite place to relax to the class orally. Please, don’t read the model paragraph below before you try your own.

**NB.** Everyone should get ready for it is not known who will be asked to tell his/her favorite place to relax to the class.

Now, read the following paragraph and compare it with the one you have written.

## My Favorite Place to Relax

My favorite place to relax is my bedroom. I like this place, because it is where I feel comfortable, and it is a warm place to stay. It has many things I like; for example, it has a big bed with many pillows around, and it has windows where I can see the garden in the backyard. There, I have my own television. My bedroom has enough light. There, I can stay for hours because there I feel secure, happy, and free. My bedroom represents me, because there the decorations show what things I like. I decorated it with flowers, plants, chairs, pictures, toys, and other stuff. The bedroom I have here in the University doesn't look like my bedroom in my house. Therefore, my favorite place is a place where I can feel comfortable and happy. Because my bedroom has all these characteristics, I can call it my favorite place to relax.

### Section 6: Listening to Talks and Descriptions

In your academic or professional life, you may have the opportunity to listen to talks and descriptions of facts. Your purpose in listening to talks or descriptions will vary. Sometimes you may listen to them to get an overall idea or for specific information. To gain an adequate understanding of what is being talked about, you must have the ability to make inferences. When we listen, we arrive at certain conclusions on the basis of what we have listened to. Such reasonable guesses are called inferences.

**Direction:** Listen to your instructor reading short texts and answer the questions below each. Then discuss your answers with your partners in the group. Finally, the teacher will ask anyone for the answers from your group without raising your hands.

#### a) Listening Text One

1. Tick the right answer.

The incident takes place *at night/during the day*. How do you know?

2. Say Yes or No. Why?

Shita thought that the person behind her would attack her.

3. Complete the sentence appropriately.

Samirawit felt relieved because she thought that-----

4. Choose the right answer from those given below. What happened?

i) Shita stumbled and fell and her gold necklace and her bag fell on the ground.

ii) The man, who was following her, broke her necklace, grabbed her bag and ran away.

iii) The man who was following her hit her on her head and then ran away.

### **b) Listening Text Two**

1. The author couldn't sleep because
  - a) The night was wild.
  - b) She apprehended some trouble.
  - c) She knew that some calamity would befall her.
  - d) She felt uneasy.
2. She rushed into the corridor because:
  - a) She heard a terrifying cry.
  - b) Her sister called her to the room.
  - c) She recognized the voice of the person who screamed.
  - d) She dreamt that her sister needed her help.
3. She realized that her sister
  - a) was in a state of excitement.
  - b) needed support.
  - c) was too weak to walk.
  - d) was gripped with fear.

### **c) Listening Text Three**

Answer the following questions accordingly.

1. The writer's philosophy of nursing comes from\_\_\_\_\_
2. Where did he/she start working as a nurse?
3. According to the writer's belief, a person's illness is due to:
  - a. not taking medicine properly
  - b. not coming to hospitals
  - c. not getting care in hospitals and at his/her home
4. As the mind of the writer, a person is only sick if he/she\_\_\_\_\_
5. According to the text another word for nurse is\_\_\_\_\_
6. It is important to keep the room of the patient a place where he/she feels the\_\_\_\_\_and\_\_\_\_\_ effects from the environment.
7. \_\_\_\_\_holds a very significant role in the profession of nursing.
8. The writer strongly believes that the care of the----- is the most powerful aspect of the art of caring in nursing.

After you answer the questions individually, share your answers first with your partner sitting beside you. Then, discuss also the techniques/strategies you used to answer the questions.

Finally, based on what you have listened; tell your philosophy of life to you group members.

## Appendix X: Sample Unit of Teaching Material for the Control Group

### Unit Two: A Friend in Need

#### Section One: Speaking

**Activity 1: Answer the following questions in groups of three or four.**

- a) What will you do when your dorm-mate/neighbor is in need of help?
- b) Do you know how to offer helps; how to accept an offer or how to decline it?
- c) What kinds of friends do you want to have here in the university?
- d) Are you good at making friends? Why? Why not?
- e) Do you think that it is good to help your friends or sometimes being helped by your friends here in the university? For example, is it good to study together and help each other? Or is it good to study and work alone as there is competition in the university?

Note: Helping others/working cooperatively with others is a great quality that everyone must cultivate in their lives. We offer help to those who need it. As students here also in the university we should help each other for the academic success of ourselves and of the others (our peers).

Look at the following conversation! Then, based on it speak it out with your friend sitting next to you.

A: You look tense. What's the matter?

B: You see, I have a test in Maths tomorrow. I have a lot to read and my mom wants me to go to market.

A: Well, if you like it, I could go and get the things mom wants (*Offering help*).

B: Thanks a lot (*Responding to offer*).

#### Activity 2: Oral Practice

In pair practice the following conversation. When you practice, don't read what is written below.

A: I think this bag is too heavy for you to carry. May I carry it for you?

B: Oh, would you? Thanks.

A: Oh, I forget to bring my pen.

B: Could I help you with one? Here it is.

A: Thank you.

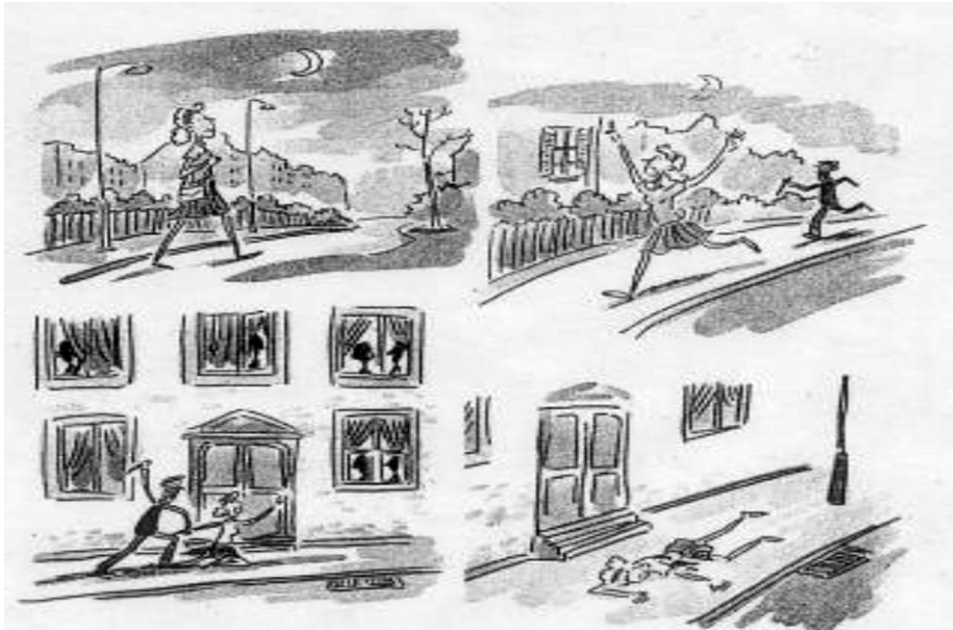
B: Shall I help you to find a mechanic?

A: No, thanks. I can manage.

**Activity 3:** Look at the following picture carefully and then work in pair to describe what has happened according to the pictures. Discuss the following questions one by one in groups!

Words and Phrases you may use:

Mid-night                      neighborhood    police        attack        terrified  
be indifferent to        revenge            pretend    stab        someone frighten  
cowardly                      scream            selfish  
somebody out of doing something



1. Why do you think people did nothing to help the woman? Do you agree or disagree? Why?
2. What would you do if you saw the women being attacked?
3. Where do you think is the place? How do you know?
4. What would you do if you were the woman in the picture?

We need the help of others when we are unable to do certain things by ourselves. So, it is essential that we learn how to make a request (how to ask for help), ask for and give advice or suggestions. It is also important to be able to make requests appropriately in different situations.

A few requests for different situations are given below

a) You are at the electricity office. You don't know where the bill counter is. A stranger passes.

You ask him like:

Could you please tell me where the bill counter is?

b) An old lady standing by the side of a road asks a stranger like:

Can you help me to get across?

c) Your car broke down in the middle of a deserted area. After hours of waiting you saw a man coming along the path. Then you will ask him like:

Will you please help me, repair this car?

Is there any other way of making requests? List them!

The most common expression for making request is ‘please’

**Examples:** Please, will you come with me to Hawassa?

Would you lend me your bike, please?

Some more ways of making requests is given in the table. They are arranged in their increasing degree of politeness. In the second column, the expressions that are used for responding to these requests are given.

**Activity 4:** Now, match the expressions in column A with the appropriate phrases in column B.

A	B
k. Would you mind.....?	i) opening the door for me
l. Could you possibly.....?	ii) Turn on the ac
m. Do you mind.....?	iii) Taking a picture for us
n. Can/Could you.....?	iv) Have a minute
o. Would you please.....?	v) Spare a few minutes
p. Can I.....?	vi) Turn down the music
q. Will you.....?	vii) Do me a favor
r. Could you possibly.....?	viii) Ask you a favor
s. Would you be so kind as to.....?	ix) Hand me a pen
	x) Give me a ride home
	xi) Lend me your cell phone

**Activity 5:** Discuss in groups “How to Keep on Good Personal Relationships with roommates and with your teacher, or with anyone?”

**Activity 6:** Answer the following questions.

a) How will you request your teacher to explain a point again?

b) You are visiting Addis Ababa for the first time. How will you ask someone where Addis Ababa University's main campus is?

c) How will you ask your friend for the date of registration?

### III) Focus on communication

In this section, the primary focus is on 'Making a polite request' to get help.' The other functions involved are also given in brackets after the relevant expressions. Here, we incidentally learn one way of offering and accepting or declining help, greeting and thanking. Look at the following examples!

1. Good afternoon, Madam. (Greeting).
2. What can I do for you? (Offering to help).
3. May I borrow it? (Asking for permission).
4. Could I borrow the book? (Making a polite request).
5. Thank you. (Thanking)

Some important expressions for giving and accepting help

1. Offering Help: We use expressions like:

#### Formal

Would you like me to do it for you?

Shall I do it for you?

If you want, I could get it for you.

Can / May I.....

Would you like some help.....

Would you like me to do that

#### Informal

Can I do it for you?

How about my doing it for you?

I'll do it for you.

Let me help you .....

What can I do for you

Responding to offer of help:

#### Positive responses

That's very kind of you.

Thanks a lot.

We offer help to those who need it. It is related to our manners. And offering help is one of the necessary qualities that must be developed in all to maintain personal/social relationships.

Some dialogues related to offering help are given below.

a) Rafael: Oh.... No need for you to take these huge bags upstairs. Let me help you.

Old lady: Thank you my son, I'm really tired.

b) Peter: Can I help you by writing notes for you?





In your group, create another situation and practice it. Please, don't forget the requirements given in other sections when you discuss.

## 6. Expressing Opinions

### Task 1. Asking for and Giving Opinions

Ask and answer the questions (1-4) below. Then discuss in groups.

1. What is your opinion about helping people when they need your help?
2. What do you think of giving money to poor people? Do you agree or disagree? Why?
3. What is your opinion about helping each other here in the University with your peers?
4. Some students do not want to work in groups, but some others want to work in groups. What is your opinion? Agree or disagree? Why? Discuss in groups. Then, report your agreement to the class.

**Note:** Once you have expressed your own opinion using a lead in phrase and a statement, you need to support your opinion and explain why it's your opinion. Read an example in the statement:

*"I strongly believe that the oil price needs to be reduced".*

*I strongly believe* that the fuel price needs to be reduced. This is because nowadays, the cost of living is really high because of the petrol price i.e. food, clothing and everyday items. It's so hard for everyday people to make ends meet. If the price of fuel and energy came down it would help everyday people.

**Task 2:** Now, write your opinions on the following statements and tell your opinions orally to group.

- i) *I'd say that* in a couple of years no one will be able to buy their own house.
- ii) *In my opinion*, the taxation is too high and the government needs to do something about it.
- iii) *Personally, I think* that the writing skills of young people are becoming poorer because of how they use mobile devices.

### Expressions for Agreeing and Disagreeing in relation to opinion

#### Stating an opinion

In my opinion...	If you ask me...
The way I see it...	As far as I'm concerned...
If you want my honest opinion....	According to Lisa...

### Asking for an opinion

What's your idea?	What do you think?
What are your thoughts on all of this?	Do you agree?
How do you feel about that?	Wouldn't you say?
Do you have anything to say about this?	

### Expressing agreement

I agree with you 100 percent.	Exactly.
I couldn't agree with you more.	No doubt about it.
That's so true.	(Agree with negative statement) Me neither.
That's for sure.	I was just going to say that.
(slang) Tell me about it!	You have a point there.
You're absolutely right.	I'm afraid I agree with James.
Absolutely.	I have to side with Dad on this one.
That's exactly how I feel.	(weak) I suppose so./I guess so.

### Interruptions

Can I add something here?	(After being interrupted) You didn't let me finish.
Is it okay if I jump in for a second?	If I might add something...
Can I throw my two cents in?	Sorry to interrupt, but...
(after accidentally interrupting someone)	Sorry, go ahead. OR Sorry, you were saying...

### Settling an argument

Let's just move on, shall we?	I think we're going to have to agree to disagree.
Let's drop it.	(Sarcastic) Whatever you say./If you say so.

## 7. Phonology: Sentence Stress

Look at the following sentence!

*I have a test in Maths tomorrow.*

The words *have*, *test*, *maths* and *tomorrow* are stressed in the above sentence because they carry the important meaning of the sentence. These are called content words. *but*, the words *I*, *a*, and *in* are not stressed because they are not important in conveying the core meaning of the sentence. These are structure words.

Thus, in a sentence content words are ***stressed*** and structure words are ***unstressed***.

*e.g.* If you like, I could go and get the things mom wants.

## Section II: Reading-Centered Activities (In-Class Reading)

### I) Pre-Reading Activities: Group Discussion (10 minutes)

#### A) Group Activity

**Directions:** Work in groups to discuss whether you would give your time, your favorite books, your money, or your blood to:

- a. friend
- b. stranger
- c. your family member

**Topic:** Would you give your time, favorite books, money or blood to a friend/a stranger/ your family member?

Structure: I would give \_\_\_\_\_ to \_\_\_\_\_. Why? I would not give \_\_\_\_\_ to \_\_\_\_\_. Why?

Then, report your group summary to the class.

B. Think of the following questions and answer them.

1. Do you ever think of people in trouble?
2. Are you actually prepared to help them when they need you?
3. Will you be able to go their rescue?

### II) While-reading Activities (individual, pair and group discussion activity: 15minutes)

**Directions:** Read the text “*The Gift of Life*” below for 10 minutes and answer the following questions.

- a. When did the story happen?
- b. What happened to the young girl?
- c. What did the doctor say she needed?
- d. What did Heng think he was doing?
- e. What is your opinion about giving blood to someone?

Then, form a group three and share your answers.

#### The Gift of Life

1 The bombs landed in the small village. Nobody knows what these bombs were supposed to hit during the terrible Vietnam War, but they landed in a small orphanage run by a missionary group. The missionaries and one or two children were killed, and several children were wounded, including one young girl, about eight years old, who suffered wounds to her legs.

- 2 A couple of hours later, medical help arrived. The medical help was a young American Navy doctor and an equally young Navy nurse. They quickly found the young girl to be very badly injured, and it was clear that without immediate action, she would die from loss of blood and shock. They saw that she had to have blood, but their limited supplies did not include plasma, so a matching blood type was required. A quick blood typing showed that neither American had the correct blood type; however, several of the uninjured orphans did.
- 3 The doctor spoke a little Vietnamese, and the nurse spoke a little high school French. The children spoke no English but some French. Using what little common language they could find, together with a lot of sign language they tried to explain to the frightened children that unless they could give some blood to their little friend she would certainly die. Then, they asked if anyone would be willing to give blood to help.
- 4 Their request was met with wide-eyed silence. Their little patient's life hung in the balance. Yet they could only get the blood if one of the frightened children would agree to give it. After several long moments, a little hand slowly went up, dropped back down, and a moment later went up again.
- 5 "Oh, thank you" the nurse said in French. "What is your name?" "Heng," came the reply. Heng was quickly laid on a bed, his arm cleaned with alcohol, and the needle inserted into his arm. Through all of these, Heng lay stiff and silent. After a moment, he let out a long sob, quickly covering his face with his free hand.
- 6 "Is it hurting, Heng?" the doctor asked. Heng shook his head silently, but after a few moments another sob escaped, and again he tried to cover up his crying. Again the doctor asked him if the needle in his arm was hurting, and again Heng shook his head. But now his occasional sob turned to a steady, silent crying, his eyes held tightly shut, and his fist in his mouth trying to stop his sobs.
- 7 The medical team now was very worried because the needle should not have been hurting their tiny patient. Something was obviously very wrong. At this point, a Vietnamese nurse arrived to help, and seeing the little one's tears, she spoke rapidly in Vietnamese, listened to his replay and quickly answered him again. Moving over to pat his head as she talked, her voice was gentle and kind. After a moment, the little boy stopped crying, opened his eyes, and looked questioningly at the Vietnamese nurse. When she nodded, a look of great relief spread over his face.

- 8 Looking up, the Vietnamese nurse said quietly to the Americans, "he thought he was dying. He misunderstood you thought you had asked him to give all his blood so the little girl could live."
- 9 "But why would he be willing to do that?" asked the Navy nurse. The Vietnamese nurse repeated the question to the little boy, who answered simply, "She's my friend." Greater love has no man than this that he lay down his life for a friend.

### III) Post-reading Activity

A) Answer the following questions individually, in pair and in groups.

- 1) Tell your experience (i.e. what made you feel so good/ sad in your life or throughout your learning) to your group.
- 2) Did you ever offer help to any of your friends?
- 3) What was the situation?
- 4) What kind of help did you render?
- 5) What is your opinion about your classmates who need help from others?
- 6) What will you do if one of your dorm-mates is sick at mid-night?

### B) Retelling a Story

Now, get ready to retell the story "*The Gift of Life*" above in groups.

- C) Answer the following questions first individually and then compare your answers with your partner sitting next you!
- a) Have you ever had any embarrassing/happy/exciting experience?
  - b) When/Where did it happen? What was it about?
  - c) Why did you feel embarrassed/happy/excited?
- D) Work in groups to talk about your personal experience that made you feel good or what you did to others that made them feel good.

### Section 3: Vocabulary enrichment

#### I) Word meanings from the context

Task 1: Write the meanings of the following words from the context. Then, make two sentences in each of them. Finally, compare your answers with your partner.

#### Example: Action

1. (The process of) doing something, typically to achieve an aim  
They met to discuss a plan of action.

She was looking forward to putting her ideas into action.

2. Something that someone does

The chief of the police tried to justify his actions.

People were judged by their actions, not by their thoughts

- |              |        |              |             |
|--------------|--------|--------------|-------------|
| 1. Orphanage | 3.sob  | 5. Wide-eyed | 7. Relief   |
| 2. Plasma    | 4.fist | 6.pat        | 8.lay stiff |

## II) Word Stress

What is Word Stress?

When we speak, we need to say words in English with stress that is, giving a little *extra force* to a particular syllable in a word. This is called word stress. But, sometimes we often don't stress the correct syllable *or* we stress the wrong syllable. The words used in the conversation have to be said with stress on the right syllable as marked below.

morning	/mɔːnɪŋ/	reference	/'refərəns/
information	/ɪnfə'meɪʃn/	animal	/æɪmə/
cupboard	/kʌbəd/	seminar	/semɪnɑː/
presentation	/presən'teɪʃn/	exactly	/ɪg'zæktli/
encyclopaedia	/ensʌklə'piːdʒə/		

**Task 1:** Some words are given here. Try to pronounce them;

Strat<sup>1</sup>egic    communi<sup>1</sup>cation<sup>1</sup>    motivate    ab<sup>1</sup>sorb    gram<sup>1</sup>matical  
globaliz<sup>1</sup>ation<sup>1</sup>    background    engi<sup>1</sup>neer    ab<sup>1</sup>stention

**Task 2: Mark the Stress in the following words!**

having    literature    aristocrat    stomach    dozen    appendix    police    civilization.

**Note:** Stress is a large topic which cannot be covered in its entirety here. However, some features are as follows:

You know what a prefix and a suffix is.

When prefixes like in-, un-, re-, etc. and suffixes like -ful, -less, -ness etc. are added, there will be no change in stress.

**Task 3:** Practice pronouncing the following words first in pairs (let one pronounce and another listen and vice-versa).

<sup>1</sup> meaning	<sup>1</sup> meaningful	<sup>1</sup> meaningless
ˈstand	under <sup>1</sup> stand	underˈstanding
for <sup>1</sup> give	for <sup>1</sup> givable	unfor <sup>1</sup> givable

But when some suffixes such as –ion, –ian, –ial, –ious, –ity and –ic are added, we can see a shift in stress.

In case of words with these suffixes the stress is on the syllable before the suffix

<sup>1</sup> educate	edu <sup>1</sup> cation
<sup>1</sup> ego	ego <sup>1</sup> istic

Look at the stress in the words given below!

e <sup>1</sup> conomy	eco <sup>1</sup> nomic	<sup>1</sup> operate	ope <sup>1</sup> ration
e <sup>1</sup> lectric	elec <sup>1</sup> tricity	<sup>1</sup> office	o <sup>1</sup> fficial
<sup>1</sup> music	mu <sup>1</sup> sician		

## Section 4: Communicative Grammar

A) Linking the Past to the Present: The present perfect and the past:

I. Warm Up: A Glutton

A: It is already half past nine. I need something to eat. Have you had your breakfast?

B: Yes, I have had.

A: What did you have?

B: I had only a dozen pores and half a dozen omelets.

A: Would you like to join me?

B: I don't mind. I ate an hour ago.

A: But there are only two eggs and one omelet left. Do you eat as much as B eats for breakfast?

Always leave your stomach half filled. That's the way to healthy living.

## II. Theme Focus.

Look at carefully the forms of the verbs written in bold in the following two texts text!

(A) Think of the days of our great grandfathers! They did not have the comforts that we enjoy today. They walked the distance to the neighboring village. They ate cereals and pulses they grew in their field. They didn't have variety in anything because they were not able to move from place to place. The best means of transport were horses, camels and carts.

(B) During the last sixty years, machines of all kinds have become part of our daily life and have transformed our life in the most incredible manner. Machines have turned human society from an agrarian one into a industrial one. Machine civilization has indeed, improved our lives tremendously. But there is the other side of the picture too. While the machine civilization has provided variety and abundance in our life, the quality of life has been deteriorating. Life has become artificial. The machines have been doing a great damage to the environment.

### Task 1: Think aloud on these lines:

1. Have you ever heard your grandparents telling you stories about how their parents moved from village to village?
2. In what way have computers changed our life style?
3. 'Quality of life has been deteriorating' - Argue either for or against.

## III. Grammar Focus

- We use the present perfect tense to say that a finished action or event is connected with the present in some way.

*e.g.* Machine civilization has improved our lives tremendously.

Improvement started in the past and continues till the present time. It is likely that it may continue into future time too. If we say something has happened, *we* are thinking about the past and the present at the same time.

- We can change a present perfect sentence into a present one with a similar meaning- the result alive use.

The boy has *broken* the glass (The glass *is broken* now).

Utopia *has invaded* Fantasia (Utopia is *at war* with Fantasia).

**Note:** This is not at all converting one form into another, but only shows that the present perfect has grounding in the present.

- Present perfect is also used to express the idea of completion

I have done the homework.

They have finished reading the lessons.

- Present perfect is normally used for giving recent events.

The dollar *has fallen* against the euro.

The Prime Minister *has had* talks with the President.

- Present perfect tense indicates repetition and continuation till now.

We *have known* each other since 1998.

She *has been* a doctor for five years.

**Note:** With specific time adverbials, only simple past can go.

Around eighty years ago, people travelled from place to place by horse or camel or cart that took a long time.

B) Talking about Past and Present Events: *The present perfect progressive tense:*

An action / event that started in the past and continued till the present and there is a likelihood of continuing further.

Examples:

The quality of life has been deteriorating since last year.

They have been attending special classes regularly.

My sister has been waiting to join me for breakfast.

It has been raining since last night.

**Task 1:** Fill in the blanks with the appropriate forms of the verbs given in brackets. Then, discuss your answers in groups. Please, help those who haven't understood the activity.

A) 1. Peter ..... (suffer) from typhoid since last weekend. He ..... (visit) the doctor three times but he hasn't recovered yet.

2. How long ..... (live) in this house?

3. We ..... (expect) her reply since last Monday. She .....(not, reply) yet.

B) Greek ..... (be) the language in which the first medical treatises .....(appear). In the Middle ages, Latin ..... (be) the language of learning in the countries of Europe.

In Germany, doctors ..... (begin) to use German. Since the early 70's, there ..... (be) a further change. Now, English medium ..... (become) the best, perhaps the only medium of communication.

C) Samuel : ..... you ..... (write) to your branch manager?

Nasredin: I ..... (not, finish) yet, I ..... (try) to contact the accountant,

Samuel : Come on hurry up. He..... (expect) your letter since Last Monday.

D) Now, role- play the conversation.

**Task 2: Compare** the verb forms in each of the following pair (a-j) of sentences. Say which tense is used and why (meaning difference).

a. Klaus lives in Berlin.

Klaus **is living** with an English family while he's in London.

b. You're very kind. Thank you.

You're **being** very kind. What do you want?

c. I've got a headache.

I often **have** headaches.

d. When we arrived, she **made** some coffee.

When we arrived, she **was making** some coffee.

e. What **were** you **doing** when you cut your finger?

What **did** you **do** when you cut your finger?

f. I've lived in Singapore for five years.

I **lived** in Singapore for five years.

g. When I arrived at the party, Peter **left**.

When I arrived at the party, Peter **had left**.

h. I **didn't** teach English very well.

I **wasn't taught** English very well.

i. You're **annoying** me with all your questions.

I can see you're **annoyed**. What is the matter?

j. How much **are** you **paying** to have the house painted?

How much **are** you **being paid** to paint the house?

## **B) Talking about Past Experiences and Habits: Simple past tense and past perfect:**

**Task 1:** Talk about your past experience (what made you feel good/bad) in high school or in any place you have visited so far.

After doing so, read the following story individually that Selamawit had written when she was in USA for the first time.

### **It Made Me feel so good**

Many years ago, I went to the United States to study at the University of Utah. There had been Ethiopian students at University of Utah, but none of them were studying in the same Department as I was. So I often felt very lonely, especially during the first few weeks of my stay there. I believe a lot of people have the same feeling when they are in a new country. However, I will never forget what happened to me during the first day of class.

**Task 2:** Now, read the rest part of the story and complete the blank spaces by using the correct forms of the verbs in the brackets. Consider the following requirements to do this task.

After I ...(get) through all the formalities in the university as a student, I ...(begin) to get things ready for the classes I .....(be go) to take, feeling nervous because of the new environment, new classes and unknown people I was going to deal with. Finally, the time came when I ...(have) to go class. There .....(be) many students there when I.....(enter) the classroom. I chose a front seat, waiting. Then, I... ..(feel)someone .....(be approach) me and then sat next to me and said. “Hi, I’m Roman.” Hi, I’m Selamawit .....(give) me a note, “this is my phone number. Call me when you need my help.” Oh, you can imagine how grateful I was to her at the time, and it ....(make) me feel so good.

**Task 3:** Write the above Selamawit’s past experience in third person’s point of view. Then, report what you have written orally first to your group and then to the class.

## **C) Grammar Focus**

### **I) The Simple Past Tense**

#### **1. Narrating an Event**

While narrating an event that took place in a sequence in the past, we use the simple *past* tense. So the past tense is also called ‘narrative tense’. The simple past may also be used:

1. to describe an event that is repeated and regular.

When I lived in London, I ate fish and chips for breakfast every day.

2. for Expressing Hypothetical Meaning

What would happen if the earth *stopped* rotating?

3. for Expressing Politeness

I wondered if you could lend me 1000 Birr.

Note: The word wondered (in its past form in this context) never refers to the past time.

## II) The Past Perfect Tense

The past perfect is used to express an action that happened before a definite time in the past.

We can use it to reorder the events of a narrative for dramatic effect.

Look at the following Sentences.

When we reached the village, people had gathered there.

After Aliganesh had said goodbye to her father, she got into the compartment.

In both sentences, there are two past tenses. Discuss in pair when to use these tenses.

**Task 4:** Fill in the blanks using the correct form of the verbs in brackets and then role-play in pair.

The doctor and the patient:

Doctor: What is your problem?

Patient: I ..... (have) stomach ache.

Doctor: What did you eat yesterday?

Patient: I ..... (eat) some stale bread, not yesterday, but the day before.

Doctor: Stale bread? That's it.

Doctor: What time did the pain start?

Patient: It ..... (start) yesterday morning.

Doctor: If you .....(come) yesterday, it would have been easier for me to cure.

## III) The Past Progressive Tense: Look at the following conversation!

A: Hi, Bala, why are you limping?

B: You know, I met with an accident.

A: Oh, really? How did it happen?

B: It happened last Sunday while I was going to the university.

A: How were you going?

B: By motorbike. While I was trying to negotiate a curve, a speeding car came in the opposite direction.

A: The driver of the car should have been careful.

B: But he wasn't. The car almost ran over my bike. I managed to jump off my bike.

A: Thanks God! You jumped off.

B: Fortunately I escaped with just a sprain.

A: Anyway, how are you now?

B: I am getting better.

**Task 5:** Talk about an excursion which you enjoyed the most. Use the past progressive tense wherever possible.

### **Section Six: Talking About the Future Action/Events**

#### **Future Tense:**

#### **Activity 1: Warm Up**

First, answer the following questions individually and then discuss in groups.

1. Do you ever think of people in trouble?
2. Are you actually prepared to help them when they need you?
3. Will you be able to go their rescue?

Then, interview your partner for 3 minutes, switch roles and finally, share with the group what you have got from the interview.

**Activity 2:** Talk about one thing you are planning to do or might do next weekend.

You should mention:

- Where you can do that thing
- How you can get there
- Any equipment you need to do it.

And say whether you are looking forward to doing that thing or not, and why?

**Activity 3:** Talk about a future festival or celebration in your family or your country.

You should say:

- If it will be an important celebration.
- What will be celebrated?
- What will do on that day?

And say if you will enjoy that day, or not and why?

**Activity 4:** Fill in the blanks with the appropriate form of the verb from the ones given in brackets.

Tomorrow our cricket team.....(is going, will go, shall go) to Bangalore for a friendly match with Jain international School. The train from Chennai .....(is going to leave, leaves, is leaving) at 8.00pm but I must be at the Central station at 7 to join my friends. I hope all others .....(will arrive, are arriving, are going to arrive) in time. Having Rafael, a good batsman with us, we are sure, we .....(will win, are going to win, are winning) the match.

**Activity 5: Write questions with shall/will:**

- i. It's a nice day (go/somewhere?)      iv. Let us have lunch there (What/we do for lunch)
- ii. Let's go for a picnic (where/we go).      v. There are good restaurants (We eat there?)
- iii. How about the Bahir Dar? (How/we get there) Better we take a bus.

### **III. Grammar Focus**

There are several ways of using verbs to talk about the future time in English.

#### **1. Shall/Will: for predicting future events not already decided.**

Shall we meet our class master?

I will work harder.

#### **2. Future Progressive**

To indicate future activities that will begin before and continue after a point of time.

The Chief Minister will be waiting at the airport to receive the president.

#### **3. Be going to**

Note: Here, the word "going" does not refer to the action of going from one place to another. It

can be considered that 'be going to' is nearly equal to 'will'.

'Be going to' is used to:

- . mean that the speaker's intention will be carried out.

*I am going to meet our new boss this evening.*

- . indicate that an event is going to happen.

*It is going to rain heavily.*

#### **3. Present tense: for future events already planned**

The Chief Minister visits Mekele tomorrow (present simple).

### **Section Five: Writing**

Read the following article carefully which is written to a newspaper focusing on human values. In these days of fast disappearing values and *ethics*, it is a ray of hope to see the selflessness of ‘Generations’. The leopard pounced on Awano. His friend Lemma, only twelve years old, started throwing stones at the leopard and raised an alarm. He did not stop even when the animal turned on him. Nine-year old Ahmed lost both his hands and a foot while trying to save a child from a train accident. Another nine-year-old, Mulu, saved a three-year-old from being crushed by a speeding car but lost her leg in the process. In addition, she also saved Six-year-old Chuni into a burning house to rescue her brother. These are instances of selfless courage. In today’s materialistic world, there is a near vacuum of values. Thus, honesty, selflessness, concern for fellow human beings are waning. We need to realize that without these values we would lose our humaneness and be no different from beasts.

**Activity 1:** Write an article on “Sharing builds Human bonds” for newspaper. You can use the above paragraph as a model. Your article should not exceed one paragraph.

You can include personal anecdotes, quote from articles that you have read, voice your views, etc.

### **Activity 2: Free writing**

Write your experience which you have had throughout your learning that made you feel good or bad in not more than three paragraphs. Then, compare what you have written with your partner

**Activity 3:** Write a paragraph about your favorite place you like to relax.

Then compare your paragraph with your friend sitting next to you.

Now, read the following paragraph and compare it with the one you have written.

#### **My Favorite Place to Relax**

My favorite place to relax is my bedroom. I like this place, because it is where I feel comfortable, and it is a warm place to stay. It has many things I like; for example, it has a big bed with many pillows around, and it has windows where I can see the garden in the backyard. There, I have my own television. My bedroom has enough light. There, I can stay for hours because there I feel secure, happy, and free. My bedroom represents me, because there the decorations show what things I like. I decorated it with flowers, plants, chairs, pictures, toys, and other stuff. The bedroom I have here in the University doesn’t look like my bedroom in my

house. Therefore, my favorite place is a place where I can feel comfortable and happy. Because my bedroom has all these characteristics, I can call it my favorite place to relax.

### **Section 6: Listening to Talks and Descriptions**

In your academic or professional life, you may have the opportunity to listen to talks and descriptions of facts. Your purpose in listening to talks or descriptions will vary. Sometimes you may listen to them to get an overall idea or for specific information. To gain an adequate understanding of what is being talked about, you must have the ability to make inferences. When we listen, we arrive at certain conclusions on the basis of what we have listened to. Such reasonable guesses are called inferences.

**Direction:** Listen to your instructor reading short texts and answer the questions below each.

#### **a) Listening Text One**

1. Tick the right answer.

The incident takes place *at night/during the day*. How do you know?

2. Say Yes or No. Why?

Shita thought that the person behind her would attack her.

3. Complete the sentence appropriately.

Samirawit felt relieved because she thought that-----

4. Choose the right answer from those given below. What happened?

i) Shita stumbled and fell and her gold necklace and her bag fell on the ground.

ii) The man, who was following her, broke her necklace, grabbed her bag and ran away.

iii) The man who was following her hit her on her head and then ran away.

#### **b) Listening Text Two**

1. The author couldn't sleep because

a) The night was wild.

c) She knew that some calamity would befall her.

b) She apprehended some trouble.

d) She felt uneasy.

2. She rushed into the corridor because:

a) She heard a terrifying cry.

b) Her sister called her to the room.

c) She recognized the voice of the person who screamed.



**Appendix Y: Sample Photos of Experimental Group Students Working in Cooperative Groups**







Students from different groups come together to share ideas on particular oral activity.

