JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

(MA PROGRAMME)

EFL TEACHERS' AND STUDENTS' ATTITUDE TOWARDS AND PRACTICES OF COOPERATIVE LEARNING STRATEGIES AND ITS CHALLENGES IN RELATION TO SPEAKING SKILLS: GRADE 10 STUDENTS AT HIDASSIE SECONDARY SCHOOL IN FOCUS

BY:

KOKEB TESEMA

JULY, 2021

JIMMA, ETHIOPIA

EFL TEACHERS' AND STUDENTS' ATTITUDETOWARDS AND PRACTICES OF COOPERATIVE LEARNING STRATEGIES AND ITS CHALLENGES IN RELATION TO SPEAKING SKILLS: GRADE 10 STUDENTS AT HIDASSIE SECONDARY SCHOOL IN FOCUS

BY:

KOKEB TESEMA

ADVISORS:

1. **Dr. GEMECHIS TESHOME (PRINCIPAL ADVISOR)**
2. **MR. DAWIT TESFAYE(CO-ADVISOR)**

A THESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

JULY, 2021

JIMMA, ETHIOPIA

Declaration

I, the undersigned, do hereby declare that this thesis is my original work, not presented for any degree in any universities and that all the sources used for it were duly acknowledged.

Name   Signature   Date

Kokeb Tesema_____   _____

Confirmation and Approval

The thesis on the title "EFL TEACHERS' AND STUDENTS' ATTITUDETOWARDS AND PRACTICES OF COOPERATIVE LEARNING STRATEGIES AND ITS CHALLENGES IN RELATION TO SPEAKING SKILLS: GRADE 10 STUDENTS AT HIDASSIE SECONDARY SCHOOL IN FOCUS" is approved as the original work of Kokeb Tesema and all the sources were properly acknowledged.

Principal Advisor's Name   Signature   Date

Dr. Gemechis Teshome_____   _____

Co-advisor's Name   Signature   Date

Dawit Tesfaye (Asst. Prof.)_____   _____

Thesis Evaluators:

External Examiner Name   Signature   Date

_____ _____   _____

Internal Examiner Name Signature   Date

_____ _____   _____

Chair Person Name   Signature   Date

_____

ABSTRACT

The objective of this study was to assess EFL teachers' and students' attitudes towards and practices of cooperative learning strategies and its challenges in relation to speaking skills Grade 10 students at Hidassie Secondary School in focus. To this end, a descriptive research design was used. The total population of the study was two hundred students and two teachers. The samples were determined by using a simple random sampling technique for students and a availability sampling technique for EFL teachers. Instruments employed in this study included a questionnaire, semi-structured interview, and classroom observation. Quantitative and qualitative method of data analyses were employed to triangulate the data. The quantitative data was analyzed with SPSS (version 26) in descriptive statistics such as frequency, percentage, mean, and standard deviation. Data gathered from interviews and classroom observation was described qualitatively. The findings indicated that both the teachers and students have positive attitudes towards cooperative learning strategies in relation to speaking skills. However, the teachers and the students did not practice Cooperative Learning adequately due to lack of clear guideline, shortage of time, lack of training on Cooperative Learning, and etc. so, based on the above findings, the researcher recommended that the EFL teachers of Hidassie Secondary School have to get clear guideline and training on CL. Both the EFL teachers and studentsof the School have to give due attention to improve the practices of Cooperative Learning in EFL speaking classes.

Acknowledgement

Table of Contents

List of Tables

List of Figures

Abbreviations/Acronyms

CL: Cooperative Learning

EFL: English as a Foreign Language

ZPD: Zone of Proximal Development

IT: Information Technology

SNNP: South Nations, Nationalities and People

CHAPTER ONE: INTRODUCTION

1.1. Background of the study

The term Cooperative Learning comes from at least the 1970s, when there was a lot of research and practical work began on discovering how best to harness the power of cooperation to promote and finds support in many theories of learning, including Socio-cultural Theory (Vygotsky, 1978), Social Interdependence Theory (Johnson & Johnson, 2006), Humanist Psychology (Maslow, 1968), Social Constructivism (Palincsar, 1998) and Multiple Intelligences Theory (Gardner, 1993). Also, CL provides teachers and students with a large and growing body of ideas for take more measures to increase the opportunities for students to interact and realize their potential. Additionally, the hope is that the collaborative skills and attitudes that students develop in the process of interacting with their peers will serve students well throughout their lives in whatever contexts they find themselves (Jacobs & Ward, 2000).

Cooperative Learning also known as collaborative learning is a body of concepts and techniques for helping to maximize the benefits of cooperation among students. A wide range of theoretical perspectives on learning–including behaviorism, socio-cultural theory, humanist psychology, cognitive psychology, social psychology, and Piagetian developmental psychology - have been used to develop and justify different approaches to cooperative learning (Jacobs et al., 2008).

For decades, collaborative learning has been introduced into the classrooms of different groups of people, mainly to encourage positive interaction between students. In the United States, cooperative learning was first viewed as an approach to facilitate racial integration.

Cooperative Learning was first used in America and can be traced back to John Dewey's philosophy of the social nature of learning. It is a specific kind of collaborative learning (Disney). Not only the whole group is evaluated, but the students are also evaluated for their work (Palmer et al., 2017).

In the 1960s, specific Cooperative Learning methods were developed and evaluated in various learning environments. The historical overview Johnson and Johnson 1986 lists nine methods of participatory learning.Johnson and Johnson developed Learning Together and Alone and Constructive Controversy, DeVries & Edwards created Teams-Games-Tournaments (TGT),

Sharan & Sharan developed Group Investigation, Aronson developed the Jigsaw Procedure, Slavin created Student Teams Achievement Divisions (STAD), Team Accelerated Instruction (TAI) and Cooperative Integrated Reading and Composition (CIRC), and Kagan developed Cooperative Learning Structures.

Cooperative Learning is a teaching model in which students work together in a study group or group to achieve their learning goals.In the 1940s, education reformers like John Dewey began to explore the benefits of student cooperation in the classroom. At the time, co-education was considered innovative compared to the preferred form of individual learning. In the one-room schoolhouse of the 1800s and early 1900s, students of all ages were striving for their own learning goals.

In the classroom, students divide into groups to solve learning tasks. The task is given clear instructions by the teacher. Then, students interact with certain roles (e.g. reporter, spokesperson, researcher, and recorder). Teachers who effectively evaluate the group as a whole know that everyone in the group has common responsibilities. Teachers who are effective at evaluating the group together as one understand that each person in the group has a shared responsibility.

Nowadays, the teaching of language has been shifted from a teacher-centered approach to a more practical on which learners have become the centers of teaching and learning. "The teaching method is focused on student-centered which makes the students participate actively in the classroom in the teaching-learning process" (Wright, 2011, p.92-97).

Cooperative language learning has been proved to be an effective teaching strategy for both the teacher and learner, and it encourages learning to take place and allows communication skills to foster among learners (Jacobs & McCafferty, 2006; as cited in Yimam, 2019).

Cooperative Learning is a learning method that makes full use of collaborative activities with couples and student groups in the classroom. Cooperative learning improves students' communication skills and enhances their ability to be successful in the world of work and to live in society. The type of classroom activities proposed in communicative language teaching also implied new roles in the classroom for teachers and learners. Learners now had to participate in

classroom activities that were based on a cooperative rather than an individualistic approach to teaching (Richards, 2006).

1.2. Statement of the Problem

Cooperative Learning can motivate students, increase academic performance and retention, help with the creative generation of new ideas, increase respect for diversity, promote literacy and language skills, help to develop skills required in the community and the world of work, and improve teacher effectiveness (Adam & Hamm, 1996).

"Cooperative Learning strategies can be used in a classroom to help students reach their potential and to make students understand their strengths and weaknesses in a group-focused activity" (Juvonen et al., 2019, p.250-270).

Some scholars have conducted a study on the issue of Cooperative Learning in EFL classrooms at different school levels. For instance, Ahmed (2015) conducted a study on Factors Hindering the Implementation of Cooperative Learning in Secondary Schools of Harari Regional State, Ethiopia. The objective of his study was to assess the factors that hinder the implementation of Cooperative Learning in secondary schools of the Harari regional state. Ahmed used a questionnaire, semi-structured interview, and document analysis, and observation checklist to collect the necessary data. Hence, the study employed a quantitative research method. The result of the study revealed that: student-related factors, classroom-related factors, and teacher-related factors were significantly affecting the implementation of CL while school leaders' factors were not a significant predictor of CL implementation. Thus, the similarity between his study and the current study is both researchers used purposive sampling technique for taking teachers sample. However, Ahmed employed a quantitative research method and both primary and secondary sources of data were used to collect the pertinent information whereas the current study employed both quantitative and qualitative methods and only primary source of data (questionnaire, interview, and classroom observation) used to collect the pertinent information. Additionally, the previous researcher used a stratified random sampling technique to take the sample, but the current researcher used a simple random sampling technique. Finally, in Ahmed's study, the participants were large in numbers of students, teachers, principals, and

supervisors whereas the current study participants were students and teachers with a small population.

Yimam (2019) conducted a study on Assessing EFL Teachers' Challenges and Practices of Cooperative Learning Methods: Tenth Grade of Anger Gute Secondary School in Focus. The overall objective of his study was to assess the practices and challenges of EFL teachers on cooperative learning methods in tenth grade English language classrooms of Anger Gute secondary school of Gida Ayana Woreda. Accordingly, questionnaires, semi structured interviews, and classroom observation were used to secure relevant data from the participants. To achieve the purpose, the study employed a descriptive research design, which involves both quantitative and qualitative methods. The results of the study revealed that the practices of Cooperative Learning were unsatisfactory, although the participants had a positive attitude towards it. Thus, the similarity between Yimam's study and the current study is both researchers used descriptive research design, and questionnaire, interview, and classrooms observation is used to secure relevant data from the participants. However, this study is differ from Yimam's study in that his study used Semi-structured interviews for both students and teachers while the current researcher employed Semi-structured interviews for only the teacher.

Also, Wossen (2011) researched the "Assessment of teachers' and students' perception and classroom practices of CL in EFL classes." The findings show that the majority of the students and all teachers had a positive and high level of perception. However, Wossen states that EFL teachers are not giving due attention to CL activities.

This study is focused on assessing EFL teachers' and students' attitude and practice towards cooperative learning strategies and its challenges in relation to speaking skills. The researcher was interested to conduct this study based on various scholars' reflections on CL. For instance, Ellis (2005) Cooperative learning allows English language learners (ELLs) to acquire language by negotiating for meaning and it gives ELLs the interactive learning structure to develop their academic language in content area classes. Cooperative Learning plays a significant role in the learners' academic achievements and enhances peer interaction if it is practiced effectively. There are many studies conducted on Cooperative Learning. However, the studies conducted in the context of Ethiopia and abroad the country are concerned withthe general cooperative

4

learning methods in EFL classes,but this study was focused on assessing EFL teachers' and students' attitudes towards and practices of Cooperative Learning strategies and its challenges in relation to speaking skills. The main point of the researcher was to investigate the problems that were unanswered by other researchers from both side of learners and their respected teachers regarding their attitude, practice and challenges in implementing of Cooperative Learning Strategies particularly in EFL speaking classes. Additionally, as far as the knowledge of the researcher no study was conducted to examine the EFL teachers' and students' attitudes towards and practices of cooperative learning strategies and its challenges in relation to speaking skills in the mentioned school. Due to this, the researcher initiated to assess EFL teachers' and students' attitudes towards and practices of Cooperative Learning Strategies and its challenges in relation to speaking skills.

1.3. Research questions

What is EFL teachers' and students' attitude towards Cooperative Learning Strategies in speaking classrooms?

To what extent do EFL teachers and students practice Cooperative Learning Strategies in speaking classrooms?

What are the factors that affect the EFL teachers and students to practice Cooperative Learning strategies in the EFL speaking classroom?

1.4. Objectives of the Study

1.4.1. General Objective

The general objective of this study was to assess EFL teachers' and students' attitudes towards and practices of Cooperative Learning Strategies and its challenges in relation to speaking skills: Grade 10students at Hidassie Secondary School in focus.

1.4.2. Specific Objectives

This study was intended to achieve the following specific objectives:

To assess EFL teachers' and students' attitudes towards using Cooperative Learning Strategies in speaking classrooms

To examine to what extent do EFL teachers' and students' practice Cooperative Learning Strategies in speaking classrooms

To identify the factors that affects the EFL teachers and students to practice Cooperative Learning Strategies in EFL speaking classroom

1.5. Significance of the Study

This study may provide the following significances. The students may benefit more by enhancing cooperative learning strategies because cooperative learning increases student motivation to do academic work. It provides awareness to students and teachers regarding the benefits of cooperative learning strategies to speaking skills. Additionally, it helps both the students and teachers to identify their roles and responsibilities to be performed while utilizing cooperative learning strategies. It provides the necessary empirical guidelines regarding the EFL teachers and students who wish to find out the attitude and practice towards Cooperative Learning strategies to speaking skills. Moreover, it also serves as a basis for those who are interested to conduct a wider and deeper study on the topic or related issues.

1.6. Delimitation of the Study

This study was delimited to Hidassie secondary school English language teachers and students of Grade 10. Besides, in terms of research design, the study was delimited to descriptive research design, and the data collection instruments were delimited to the questionnaire, interview, and classroom observation. Both quantitative and qualitative methods were employed to analyze the obtained data.

1.7. Limitations of the study

This study was limited to Grade 10 students at Hidassie Secondary School. However, the study would have been more comprehensive and generalizable if more schools had been included from other areas in the Kembata-Tembaro zone. Besides, the sample size of this study was limited to only one school which contained two teachers and one hundred students sample as a source of data. For this reason, it can be said that the study is limited to one secondary school, which make it difficult to generalize the results to all secondary school. As a result, the result of this study could not be generalized to other schools.

1.8. Definitions of Key Terms

Cooperative learning is the learning process in which individuals learn in a small group with the help of each other. According to Johnson et al. (1986), cooperative learning is an educational tool in which small groups of students work together to increase individual, as well as, group member learning.

Attitude is a more or less stable set of predispositions of opinion, interest or purpose involving expectancy of a certain kind of experience and readiness with an appropriate response.AccordingtoKagan (1990), attitudeisthebehavior based on conscious or unconscious mental views developed through cumulative experience.

Practice is the actual application or use of an idea, belief, or method.DiPerna (2006), practice is the act of rehearsing behavior over and over, or engaging in an activity repeatedly, to improve or master.

Strategy refers to methods that students and teachers use to learn and teach.Allison and Kaye (2011), strategy is the intelligent allocation of resources through a unique system of activities to achieve a goal. Simply put, strategy is how you plan to achieve a goal.

Challenge is a problem that students or teachers are encountering while teaching and learning including cognitive, affective, psychomotor problems that affect their result negatively.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. Definition of Cooperative Learning

Cooperative Learning is characterized by positive interdependence, where students perceive that better performance by individuals produces better performance by the entire group. It can be formal or informal, but often involves specific instructor intervention to maximize student interaction and learning. It is infinitely adaptable; working in small and large classes and across disciplines, and can be one of the most effective teaching approaches available to college instructors (Johnson, et al., 2014).

Cooperative Learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement (Alkenova, 2018).

Cooperative Learning involves students working together to accomplish shared goals, and it is this sense of interdependence that motivates group members to help and support each other. When students work cooperatively, they learn to listen to what others have to say, give and receive help, reconcile differences, and resolve problems democratically. However, placing students in small groups and telling them to work together does not guarantee that they will work cooperatively. Groups need to be structured to ensure that members will work interdependently if they are to reap the academic and social benefits widely attributed to this approach to learning. The role the teacher plays in establishing cooperative learning in the classroom is critically important for its success. This involves being aware of how to structure cooperative learning in groups, including their size and composition the type of task set; expectations for student behavior; individual and group responsibilities; and the teacher's role in monitoring both the process and the outcomes of the group experience (Johnson & Johnson, 2002).

Cooperative Learning is a methodology that employs a variety of learning activities to improve students' understanding of a subject by using a structured approach that involves a series of steps, requiring students to create, analyze and apply concepts (Kagan, 1990).

Cooperative Learning is a set of strategies that employ small teams of pupils to promote peer interaction and cooperation for studying academic subjects. It requires pupils to work together in small groups to support each other to improve their learning and that of others (Jollifee, 2007).

Cooperative Learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. In Cooperative Learning situations, there is a positive interdependence among students' goal attainments; students perceive that they can reach their learning goals if and only if the other students in the learning group also reach their goals (Johnson et al., 2013).

2.2. Importance of Cooperative Learning

Cooperative Learning allows English language learners (ELLs) to acquire language by negotiating for meaning and it gives ELLs the interactive learning structure to develop their academic language in content area classes (Ellis, 2005; as cited in Angela, 2010). The main purpose of Cooperative Learning is to actively involve students in the learning process; a level of student empowerment that is not possible in a lecture format. The underlying premise is founded in a constructivist epistemology. It is a process that requires knowledge to be discovered by students and transformed into concepts to which the students can relate. The knowledge is then reconstructed and expanded through new learning experiences. Learning takes place through dialog among students in a social setting.

The use of Cooperative Learning in language teaching is an extension of the principles of the communicative approach, which is defined as the systematic and carefully planned use of group-based procedures in teaching as an alternative to teacher-fronted teaching (Richards & Rodgers, 2001).

Cooperative Learning promotes learning higher-level thinking, personal behavior, and a greater understanding of children with diverse learning social adjustment needs (Cohen, 1994; as cited in Yimam, 2019).

Cooperative Learning is an approach to group work that minimizes the occurrence of those unpleasant situations such as class disruption and maximizes the learning and satisfaction that

result from working on a high performance team. A large and rapidly growing body of research confirms the effectiveness of cooperative learning in higher education (Johnson et al., 2007).

The use of Cooperative Learning is effective teaching and learning strategy. Consequently, Cooperative Learning Strategies promote a significant increase in student achievement, and content literacy schools are faced with pressure to produce competent students in an area of standardized tests, which has raised many questions about what is the best way to teach social studies (Soares & Wood, 2010).

Cooperative Learning is now widely recognized as one of the most preferable practices in the field of education including teaching English as a foreign language (Wahyukti, 2017; as cited in Yimam, 2019).

Cooperative Learning is important to the language development of ELLs because it gives them the interactive learning structure needed to improve their cognitive academic language proficiency (Ellis, 2005; as cited in Angela, 2010).

According to Davidson & Major (2014), there are so many best practice strategies to consider when using the Cooperative Learning Strategies in the classroom, and teachers who plan cooperative lessons often use small groups.

The goal of using Cooperative Learning in language teaching is to provide maximum development of communicative competence by increasing authentic peer interaction and mutual support in groups. Cooperative Learning group work is likely to produce a favorable language learning environment where supportive peers feel motivated and obliged to produce language output and provide comprehensible input while feeling safe taking risks trying out the language in authentic situations (Jacobs et al., 2007). Thus, cooperative learning is assumed to be effective in terms of providing opportunities for increased meaningful language production and allows learners to use the language in a natural, supportive and safe environment.

Cooperative Learning continues to gain momentum as an effective classroom structure across the United States. More educators are valuing the benefits of cooperative learning strategies over those of a traditional teacher-centered classroom. Cooperative Learning is the instructional

model of students interacting together in small cooperative groups to achieve a common learning goal (Emmer & Gerwels, 2002; as cited in Angela, 2010).

The use of Cooperative Learning also helps students clarify concepts and ideas through discussion and debate. Because the level of discussion within groups is significantly greater than in instructor-led discussions, students receive immediate feedback, thus advancing the level of discussion. It is through this process of interacting with students of differing viewpoints that cognitive growth is stimulated. Emphasis is placed on learning how to cooperate to find the best possible solution to a problem. According to the constructivist approach, when students formulate their solutions in this manner, they are truly thinking critically (Davis et al., 1990).

2.3. Major Types of Cooperative Learning Strategies

According to Johnson et al. (1999), there are five elements of Cooperative Learning. These are positive interdependence, individual and group accountability, small group, and interpersonal skills, promotive face-to-face interaction, and group processing.

2.3.1. Positive Interdependence

Positive interdependence means that they have clear goals or targets. Also, their effort not only helps themselves but the group. Positive interdependence is committed to personal success as well as the success of every member of the group.

2.3.2. Individual and Group Accountability

The group is accountable for its actions. Also, the members are accountable for their fair contribution. Besides no one can copy or steal others' work. Everyone's performance must be assessed. And its results should be given to the group.

2.3.3. Small group and Interpersonal skills

Small group and interpersonal skills require carrying out as part of a group. They are teamwork skills. Self-motivation, efficient leadership, decision making, trust building, communication, and conflict managing are basic skills.

2.3.4. Promotive face-to-face Interaction

Promotive face-to-face interaction means that students share each other success by dividing resources. Also, to learn they help, give confidence, support, and admire each other's work. Educational and individual both are part of this common goal.

2.3.5. Group Processing

Group members require experiencing the freedom to communicate frankly with others. Also, they feel each other's concern and make merry at accomplishments. Besides, they should converse about achieving the goal and maintaining helpful working relations.

2.4. Attitudes of teachers and learners towards cooperative learning

2.4.1. Teachers' Attitudes

Allport (1935) defined an attitude as a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence on the individual's response to all objects and situations to which it is related. Attitude is a mindset or a tendency to act in a particular way due to both an individual's experience and disposition. Attitude could be also defined as a consistent tendency to react in a particular way-often positively or negatively toward any matter. It is simply a predisposition to approach or avoid an idea, event, person, or object. In other words, it is a tendency to act in one way or another toward an attitude object. Attitudes help us to define how we see situations, as well as define how we behave toward the situation or object.

In most cases, a person's educational attitudes are connected and affected by his/her educational beliefs. According to Kitchener, (1986); Peterman, (1991); Posner et al., (1982); Rokeach, (1968) cited in Pajare (1992), educational beliefs, must be understood in terms of their connections not only to each other but also to other, perhaps more central, beliefs in the system which, Psychologists usually refer to these substructures as attitudes and values. According to Eggen and Kauchak (2001), teachers' positive attitudes are fundamental to effective teaching.

2.4.2. Learners' Attitudes

Attitude plays an important role in the language learning and teaching process. A learner's attitude to the learning language will impact the learner outside the classroom. As Drebessa, 2006; as cited in Yimam, 2019 pointed out it is not only teachers' attitude that affects the implementation of the cooperative learning strategies to speaking skills.

2.5. Characteristics of cooperative learning

Cooperative Learning's distinguishing characteristics are the interdependence of group members in the learning process, and the degree of structure within groups. However, cooperative learning takes many shapes and may differ based on the instructor and grade level. The four primary approaches to cooperative learning include Teams Games-Tournament, Student Teams Achievement Divisions, Jigsaw, and Small-Group Teaching (Slavin, 1980). The Team-Games-Team approach divides the class into teams of four to five students, which are tasked with preparing the group for an academic competition. The goal is to get each team member ready so teams compete with similar teams, using all levels of ability within each team. The competition then matches students from each team with students of equal ability from other teams. This provides incentive for each team to assure that all members are prepared. The Student Teams Achievement Divisions approach uses the same team structure but measures performance based on quizzes. Individual students earn points for their team based on their own relative performance. The Jigsaw method uses similar teams, but it assigns specific content to individuals within each team. Students with similar content assignments work together, across teams, studying the same topic area. These individuals then return to their respective teams to teach their content specialty area to their teammates. Team scores are based on how well individuals taught their other team members. This method provides maximum individual accountability to the team, since team member grades depend on each individual teaching the content. The final method, Small-Group Teaching, allows students to work in small discussion groups, somewhat autonomously, preparing for a class presentation. Although this method provides flexibility in learning, it also has the least amount of individual and team accountability.

Formal approaches to cooperative learning are task-driven with specific learning objectives and pre-determined assignments (Johnson et al., 1986). Students are closely monitored, and the

13

instructor assesses results and group processes. Formal approaches include significant group reflection on process. Informal approaches are generally temporary and are likely to have fewer group rewards and reflection. Some instructors use these groups to reinforce a particular element of a more traditional presentation. Cooperative base groups are long-term support groups designed to encourage students to work together for the duration of a course, providing support as needed. With almost no interdependence, this structure does not achieve the benefits of the more cooperative approaches.

Perhaps the most effective form of cooperative learning is Sharan and Sharan's (1990) Group Investigation Model, which provides students with more control over the content and method of learning. In this method, groups identify the investigation topic and then determine the methods, roles, and group member responsibilities before making a formal presentation of findings to the class. This method maximizes individual and group accountability because students have complete responsibility for the project. The accountability gains result in improved interdependence among group members, which leads to improved group functioning.

Additionally, Johnson et al., (2007) state the following characteristics of cooperative learning:

- ✓ Students work together in small groups containing two to five members.
- ✓ Students are positively interdependent.
- ✓ Activities are structured so that students need each other to accomplish their common tasks or learning activities.
- ✓ Students are individually accountable or responsible for their work or learning

Cooperative Learning groups can consist of two to five students, but groups of three to four are also effective. Classes can be divided up into several groups. The groups should contain high achievers and low achievers. These common features enhance the effectiveness of cooperative learning groups. When activities are designed and structured appropriately, cooperative learning can be very effective.

2.6. Principles of Cooperative Learning

Jacobs (2004) proposed some principles of cooperative learning such as heterogeneous grouping, teaching collaborative skills, group autonomy, simultaneous interaction (maximum peer

interactions), equal opportunity to participate, individual accountability and cooperation as a value.

2.6.1. Heterogeneous Grouping

Heterogeneous grouping involves students forming CL groups with fellow students who are different from themselves. The many variables on which students differ include past achievement, social class, nationality, ethnicity, religion, sex, diligence and personality. Many CL experts advocate heterogeneous groups, because when students learn in groups that are heterogeneous as to past achievement, they are more likely to engage in peers tutoring, as those higher in past achievement can help those who are, at least temporarily, lower achievers. Such interactions can benefit both parties (Webb et al., 2009). Heterogeneous grouping on other social and personality variables encourages students to see different perspectives and to learn to work with people different from themselves, thereby setting the stage for building a more harmonious society (Aronson, 2014).

Often, if students choose their own group mates, the resulting groups may tend towards homogeneity, as the tendency is for "birds of a feather to flock together", and students may, at least initially, prefer such groupings (Jacobs et al., 2002). The most straightforward way to encourage heterogeneous groups is for teachers to assign students to groups. In a more student centric mode, teachers can discuss with students the meaning of heterogeneous grouping and its potential benefits. From there, students can be encouraged to form their own groups. Even if students never meet face to face, they can post data about themselves. With those data and perhaps some discussion, students working in online environments can form their heterogeneous groups.

2.6.2. Teaching Collaborative Skills

The CL principle of teaching collaborative skills means devoting class time for students to learn about and reflect on their use of collaborative skills. Many lists of collaborative skills exist (e.g., Underwood & Underwood, 1999). Skills important for CL include comparing understandings, asking for help, offering suggestions and feedback, responding productively to suggestions and feedback, asking for reasons, providing reasons, disagreeing politely, providing specific praise and thanks and attending to group functioning.

When students use collaborative skills, their groups are likely to function better (Soller, 2001), leading to more learning and more enjoyment of learning. Furthermore, these skills will advantage students in many areas of their present and future lives. However, not all students have these collaborative skills, and, perhaps more crucially, even if students have the skills, they may not use them routinely. As a result, instructional time devoted to learning these skills and practicing their use may be time well spent.

Johnson et al. (2007) present a six step procedure for teaching collaborative skills. The procedure focuses on one skill at a time. First, students need to understand the importance of the collaborative skill and second, what the skill involves, as to verbal (the words used) and non-verbal (gestures, facial expressions, emoticons) elements. Third, students practice the skill apart from class content, i.e., they work just on the skill, e.g., via a game or role play, without paying attention to the topic the class is studying. Fourth, students then combine use of the skill with learning of class content. Fifth, students discuss how well they, individually and as a group, are using the skill and how they might improve. Sixth, because time on task is often needed for students to reach the level of natural use of a collaborative skill, students persevere in practicing the skill. Teaching of collaborative skills may be especially important in online environments, such as discussion boards, email and social networks, as these environments present new challenges, requiring variations from the skills appropriate in face to face environments.

2.6.3. Group Autonomy

Too often, students tend to depend too much on their teachers, overlooking their own and their peers' abilities. The CL principle of group autonomy encourages students to look first to their group mates when they need help or want feedback. For students to become lifelong learners, they need to take on some of the roles formerly seen to be the exclusive domain of teachers, such as the roles of providing assistance and feedback. Performing these roles provides students with learning opportunities and promotes peer interactions. Also, when students are helping each other within their capability to do so, teachers are able to provide help that lies beyond students' current abilities.

The CL literature offers many ideas for promoting group autonomy. For instance, groups can utilize the slogan, 'Team Then Teacher, i.e., students asks their group mates before asking their

teachers. Taking that slogan one step further, groups can follow a policy of '3 + 1 B4 T', i.e., if no one in their groups (of two, three or four members) can help, students ask one other group for help before asking teachers. Teachers are still there to help, but not as first options. Group autonomy can be especially important in IT environments, even more so than in classrooms, as teachers are less likely to be immediately available to provide assistance. In online environments, when students face difficulties, instead of giving up or waiting several hours or more for assistance from teachers, students can turn to their peers.

2.6.4. Maximum Peer Interactions

The CL principle, Maximum Peer Interactions, refers to maximizing two aspects of peer interactions. First, the quantity of peer interactions increases when group activities are used, particularly when the number of members in each group is kept small and when groups sometimes report to other groups instead of or in addition to the entire class. Second, the quality of peer interactions increases when students use higher order thinking skills (Chiang, et al., 2013). Indeed, the 'magic' of CL lies in the quality of peer interactions. These thinking interactions promote more learning, greater depth of processing and greater engagement (Järvelä et al. 2011; Nussbaum, 2008). Thus, the greater the quantity of these quality peer interaction, the better.

IT provides many new and engaging tools for peer interactions. Unfortunately, too often, the use of IT in education merely results in teacher fronted instruction being delivered electronically rather than face to face. This situation can easily be changed. For instance, when students listen to online lectures or read texts provided online, time and tasks for interactions should be included, and these tasks should include thinking tasks. Care, however, must be taken so that these thinking tasks are within students' current ability levels. Here, teachers have a vital role in providing the support students need so that these interactive thinking tasks are doable. This support might, for example, include annotated model responses. Furthermore, when groups are heterogeneous as to past achievement, lower achieving students can ask their group mates for help, rather than going astray or giving up when faced with tasks that are too challenging.

2.6.5. Equal Opportunity to Participate

Sometimes one or more group members attempt to dominate the group, denying others the chance to interact with the task and with group mates. Equal opportunity to participate is the CL principle that specifically addresses such situations. When some students are excluded from the group interactions, those students may learn less and enjoy less. At the same time, the rest of the group members lose the benefits of interacting with the excluded person(s). For instance, if excluded group members are less proficient at the task the group is undertaking, the other group members miss out on peer tutoring opportunities they would have had if everyone had been included.

CL techniques offer tools for providing all group members equal opportunity to participate. For example, in contrast to face to face discussions in which some group members may have difficulty being heard, asynchronous online communication allows students to share their ideas without having to compete for a spot in the conversation. Other ideas promoting equal opportunity to participate include color coding to show each person's contribution to a graphic, table or text, or group members being chosen at random to share their group's ideas. Additionally, some software allows students and teachers to monitor the distribution and quality of turns in their groups.

2.6.6. Individual Accountability

While equal opportunity to participate is the CL principle which seeks to offer all group members chances to play important roles in their groups, the principle of individual accountability puts pressure on members to do their fair share in the groups. Thus, individual accountability can be seen as the flip side of equal opportunity to participate. Students need to use the opportunities provided to contribute what they can to their groups. Unless students feel individually accountable, if instead some students act as freeloaders, group morale may suffer, and students may lose faith in the use of groups for learning due to the presence of these freeloaders. Furthermore, freeloading makes assessment more difficult, as teachers may not be able to judge the members' contributions to their groups (Johnson & Johnson, 2003).

Fortunately, the CL literature and IT tools offer ideas for promoting individual accountability. For example, groups can roster that needs to do what and when, and monitor if it is done. Additionally, the same software that promotes equal opportunity to participate by monitoring each group member's participation can also let group mates and teachers know who is not pulling their weight in the group. Two ways to address the difficulties that freeloaders pose for assessment are to involve peers in assessment, as peers are better placed to monitor each member's input, and for students to study together but be assessed alone, e.g., after students work together to solve a set of online mathematics problems, they do another set of similar problems on their own.

2.6.7. Cooperation as a Value

Cooperation as a value, builds on positive interdependence and seeks to spread the feeling of "One for all; all for one" beyond the small group to the entire class, the entire educational institution, the entire city, the nation and the world, expanding to also include other species. While students need to know how to compete and how to work alone, the hope embodied in the principle of cooperation as a value is that students will come to view cooperation as their preferred option. A look at the news headlines on almost any day finds many areas in which the world needs more of this cooperation, yet many factors in society foster competition and individualism.

Many means exist for promoting cooperation as a value. For example, in service learning projects (Kinsley & McPherson, 1995), students work together to provide a service while at the same time engaging in learning linked to their curriculum, e.g., IT students might develop websites and other online tools for non-profit organizations. Another means of promoting cooperation as a value would be for students to appreciate the many benefits of cooperation, e.g., they can learn about IT inventions, IT companies and IT networks that required large scale cooperation to bring to fruition and to grow. Students can also reflect on how their own cooperation in small groups (2-4 people) lays a foundation for their later participation in larger scale cooperation.

2.7. Challenging factors to implement Cooperative Learning strategies

Different educators have noted that the effective implementation of cooperative learning can be influenced by multiple factors. Some of them are discussed below.

2.7.1. Classroom Condition

Besides the social environment of a given institution, the location, size, shape, and construction of the classroom, the presence and effective management of different instructional facilities like furniture, resource center, laboratory, and library services have a direct bearing on the instructional methods.

Lue (2000) explains that "teachers who teach many students in overcrowded classrooms often say that it is certainly not suitable to provide activities and group works for such classes" (p.17). Similarly, REB of SNNP (2003) in its survey study has indicated that "teachers believe that they cannot do practical activities, problem solving in overcrowded classrooms" (p.19).

2.7.2. Class size

It is not suitable to provide different experiments and group works having many students in an overcrowded classroom. Sguazzin and Graan (1998)in their study have indicated that "schools in many parts of Africa are composed of a large number of students" (p.54). Thus, giving students enough attention and meeting the need of every student to engage cooperatively in the learning process is difficult.

2.7.3. The physical environment

Several schools confirmed that "the physical environment (classroom arrangement, furniture arrangement, classroom appearance, and layout, etc.) contribute a lot to promote cooperative learning" (Sguazzin & Graan, 1998, p.77). A clean and well-kept room with appropriate resources and well aired room help to establish a positive contribution to implementing cooperative learning.

2.7.4. The design of the teaching module

"Most textbooks and modules do not incorporate cooperative learning. They only serve one way instruction. In one way of communication the learner reads what has been written but in no way responds to the material" (Leu, 2000, p.86). This greatly reduces the creativity of the learners and the implementation of cooperative learning.

2.8. Related Researches on Cooperative learning

Some local studies were conducted on the issue of cooperative learning in EFL classrooms at different school levels. Among them is a study on the Practices of Cooperative Language Learning Method: Enango High School Grade 9 in Focus by Zeleke Teshome in 2015. The findings of the study showed that team members of the students have their roles designed by their EFL teachers in cooperative language learning but they lack role sharing power and were also unable to equally participate in cooperative tasks and assignments. The other study conducted by Getaneh Tsehay (2018) was entitled assessing the Practice of Cooperative Learning in EFL classroom: The case of Abay Minch Preparatory School grade 11 students in focus. The findings of the study revealed that the main implementers of cooperative learning (students) have been found to perform cooperative learning very rarely, and the (teachers) seldom practiced and supported their students to enable them to learn from each other. In addition to the above studies, Abiyot (2016) conducted a study on Teachers' and Students' attitude towards Cooperative Learning in EFL classes: five Secondary Schools of Chena woreda and his finding revealed that majority of the participants had positive attitudes towards CL. He used questionnaire and focus group discussion to gather data, but the current researcher employed questionnaire, interview and classroom observation.

As far as the knowledge of the researcher's, none of the above studies did not intend to assess EFL teachers' and students' attitude towardsand practices of cooperative learning strategies and its challenges in relation to speaking skills. Therefore, based on the above information the researcher initiated to conduct this study.

2.9. Theoretical Perspective of Cooperative Learning

2.9.1. The Piagetian Perspective

The Piagetian perspective is based on Piaget's (1932) theory of socio cognitive conflict. As described by Gillies and Ashman (2003), it occurs when children are forced to re-examine their understandings and perspectives in light of contradictions that occur from interacting with others. When this happens, children reflect on their own understandings and seek additional information to clarify the contradictions. Cognitive conflict is a catalyst for change as it motivates children to increase their understanding of the world and to construct new ones that are better with the feedback they are receiving.

Another perspective on small group learning based on Piaget's (1932) socio cognitive conflict, which occurs when children are forced to reexamine their understandings and perspectives in the light of contradictions that occur from the interacting with other. Furthermore, children are often more receptive to their peers ideas are seen as more personal and less threating (Gillies & Ashman, 2003).

2.9.2. The Vygotskian Perspective

The social context for learning is a key feature of peer mediated discussion approaches. One of the more prominent theoretical perspectives on how students learn from interacting with others is based on the social constructivist view of Vygotsky (1978). According to his perspective children's mental functioning develops first at the interpersonal level where they learn to internalize and transform the content of interpersonal level where it becomes part of their repertoire of new understandings and skills. In fact, Webb and Farivar 1994; cited in Gillies and Ashman (2003), stated that children are often more aware of what other children do not understand, so, by helping them in a way that can be readily understood.

One of the core constructs of Vygotsky's theory of social constructivism is the zone of proximal development (ZPD), which emphasizes the role of the instructor in an individual's learning. The ZPD delineates the activities that a student can do without help, and the activities the student cannot do without the help of an instructor.

Vygotskian zone of proximal development hand many implications for those in the educational milieu. One of them was the idea that human learning presupposed a specific social nature and was part of a process by which children grew into the intellectual life those around them (Vygotskian, 1978). According to this theorist an essential feature of learning was that it awakens a variety of internal developmental processes that were able to operate only when the child was in the action of interacting with other people in his environment and in cooperation with his peers. Therefore, when it came to language learning, the authenticity of the environment and the affinity between its participants were essential elements to make the learner feel part of this environment. Unfortunately, these elements were rarely present in conventional classrooms.

The Vygotskian perspective related to cooperative learning was the Zone of Proximal Development and the ensued effect on Krashen's Input Hypothesis. According to Vygotskian (1978), all good learning was that which was in advance of development and involved the acquisition of skills just beyond the student's grasp. Such learning occurred through interaction within the student's Zone of Proximal Level (achievement with help from a more competent partner).

2.9.3. Constructivism

The central idea of social constructivism is that human learning is constructed and knowledge is constructed through social interaction and is a shared rather than an individual experience (Vygotsky, 1978).

The predominant theory that underpins cooperative learning refers to social constructivism advanced by Vygotsky who taken into consideration that the roles of culture and society, language, and communication are crucial in understanding how human beings learn.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Introduction

This chapter presents the research methodologyof the study. Therefore, this part includes research design, source of data, the population of the study, sample size and sampling technique of the study, data collection instruments, reliability and validity of instruments, data collection procedures, method of data analysis and ethical considerations used while conducting research.

3.2. Research Design

The researcher used a descriptive research design to assess EFL teachers' and students' attitudes and practices towards cooperative learning strategies and its challenges to speaking skills. A descriptive research design helpsto describe and understand the current status of the participants of the study. Thus, the descriptive design was adopted because the researcher believed that it is appropriate to assess EFL teachers' and students' attitudes and practices towards cooperative learning strategies and its challenges to speaking skills. Kothari (2004) pointed out that descriptive research design is the most suitable method for collecting information about people's opinions on various issues that affect them.

In this study, the descriptive research design involved both qualitative and quantitative methods.Kothari (2004)"the qualitative methodis concerned with the qualitative phenomenon, i.e., phenomena relating to or involving quality or kind. The qualitative method is expressed in terms of using words whereas the quantitative method is using closed-ended questions and is expressed in terms of using numbers. The quantitative method is based on the measurement of quantity or amount, and it is applied to phenomena that can be expressed in terms of quantity" (p.3). Hence, mixed methods enabled the researcher to draw on all possibilities and provide a broader perspective to the study as the qualitative data describe aspects that the quantitative data cannot address.

3.3. Research Setting

The research was conducted in Hidassie Secondary School, Durame Town, Kembata-Tembaro Zone, in the South region (SNNP). It was conducted to assess EFL teachers' and students'

attitudes and practices towards cooperative learning strategies and its challenges to speaking skills. Hidassie Secondary School is found in the South-Eastern part of the SNNP Regional State. Kembata-Tembaro Zone, where the school is found, is located 319 kilometers to the east of Addis Ababa, the capital city of Ethiopia. The reason to conduct this study in this setting was the proximity of the school to the researcher and having information about the school. This helped the researcher to get data on time.

3.4. Population and Participants of the Study

The population of this study was Grade 10 students and teachers of Hidassie secondary school. According to the information gained from the school, there are two hundred students grouped eight sections which contain twenty-five students per section and two teachers who are teaching grade 10 students. From the total number of the population (two hundred), one hundred eighteen were male and eighty-two were female. The reason behind the limitation of students in one section to be twenty five is due to COVID-19. From these eight sections, the researcher selected four sections through lottery method. One hundred students are selected as a sample by using the simple random sampling technique. From the sample students, fifty-nine were male and forty-one were female. The researcher selected this class for two reasons. Hidassie secondary school grade 10 was selected by using purposive sampling technique based on the existence of inadequacy practice of EFL teachers and students to implement Cooperative Learning Strategies as the researcher's observation before actual study.

3.5. Sample size and Sampling Technique of the Study

In this study, the researcher used a simple random sampling technique for students and a availability sampling technique for teachers. According to Gorard (2001), simple random sampling is a sampling technique where every population has an even chance and likelihood of being selected in the sample. Here the selection of items entirely depends on probability, and therefore this sampling technique is also sometimes known as a method of chances. And the reason why the researcher selected simple random sampling technique is a simple random sampling technique is that every sample has the same probability of being chosen. On the other hand, the English language teachers were selected using the availability sampling technique because the researcher believed that the teachers provide additional information to achieve the

objectives of the study.The reason to use availability sampling technique for selecting teachers was based on the subject matter that the researcher believed that Grade 10 EFL teachers of the school can give additional information.

3.6. Data Collection Instruments

To collect data from the samples of the target population observation, interviews, and questionnaireswere used as instruments.

3.6.1. Observation

Observation wasone of the tools for this research to collect data on the EFL teachers' and students' practices towards cooperative learning strategies to speaking skills. The observation checklist was designed by the researcher. It included some important points such as: the role of teachers and students and the generalcondition of the classroom in implementing Cooperative Learning Strategies in EFL speaking classes.The main concern of the researcher's observation was to examine the practice of cooperative learning strategies in EFL speaking classrooms in the aforementioned Grade.The researcher observed two sections and spent thirty minutes for each.Best & Kahn (2005), observation is used in qualitative research; it usually consists of the detailed perception of behaviors, events, and the contexts surrounding the events and behaviors. To this end, the researcher prepared classroom observation checklists to collect additional data and to triangulate the results obtained through questionnaires and interviews.

3.6.2. Questionnaire

Questionnaire is a tool for this research to collect data. The questionnaire was prepared in the form of closed-ended with a five point likert scale type and closed-ended items on which the respondents were asked to put a tick mark indicating their arguments and the level of variables. The researcher used standard questionnaire. According to Best and Khan (2005), questionnaire is one of the most important means of collecting data because it is suitable for large scale inquiry. The researcher adapted nineteen close-ended attitude questions from Bayat (2004) from BilkentUniversityon students' attitudes towards cooperative learning strategies to speaking skills. And ten questions adapted from Hagose (2012) from Addis Ababa University on challenges that hinder the practice of students' cooperative learning strategies to speaking skills.

3.6.3. Semi-Structured Interview

In addition to the questionnaire and classroom observation, the researcher usedsemi-structured interview. It was used toallow respondents the freedom to express their views in their own terms. It can provide reliable, comparable qualitative data. The main purpose of the interview is to find out what is in one or someone else's mind (Best & Kahn, 2005). The researcher prepared five semi-structured interview questions for those selected teachers. The rationale for using the interview wastoknowEFL teachers' attitude and to identify challengesthe teachers face to practice cooperative learning strategies in EFL speaking classroom. Two EFL teachers were interviewed about their attitude and challenges they face to practice cooperative learning strategies in English speaking classroom. Both of the teachers were male and degree holders in English Language and Literature. The reason of teachers' interview was to get additional information and to triangulate the data. The researcher used purposive sampling technique to select sample teachers. Hence, the open ended questions were conducted by the researcher for thoseselected teachers. As described by Chohen et al. (2007), in open-ended questions the respondents answer the questions in their words, which means, the research is responsive to participants' frames of reference and response. To collect the data from the interviewee, the researcher used note taking material and stated all the necessary information while the interview was done. Typically, the researcherusedanaudio-record interviews and later transcript these audios for analysis. The interviews have taken fifty minutes (five minute for a question) and the interview was take place at Hidassie Secondary School Compound.

3.7. Procedures for Data Collection

The researcher conducted classroom observation first and followed by Semi-structured interviews and questionnairerespectively. Classroom observation used to observe EFL teachers' and students' practices towards cooperative learning strategiesto speaking skills. The classroom observation was conducted at Hidassie Secondary School grade ten students in focus. The observation checklist was prepared by the researcher. Furthermore, the observation was conducted by the researcher concerned with the EFL teachers' and students' practices towards cooperative learning strategies to speaking skills.

Semi-structured interviews were used to collect the information from EFL teachers. Moreover, the responses of EFL teachers' interviews were recorded with an audio recorder. The results from the interview were transcript after the researcher listened to the recorded audio. Moreover, the interview was used to substantiate the results obtained from the questionnaire and classroom observation. Finally, the data collected from students by using a questionnaire.

3.8. Method of Data Analysis

The researcher employed both quantitative and qualitative method to analyze the data. The data collected through the questionnaire was analyzed quantitativelyandpresented in tables and analyzed by Statistical Packages for Social Sciences (SPSS) like frequency, percentage, mean, and standard deviation.Besides, the data which were collected from interviews and classroom observation were analyzed qualitatively. The data which was gathered through interview was transcribed and thematically organized. To analysis, the qualitative data obtained from the interview the researcher listened to the interview audio recording and transcribes all the words said by the interviewee. The findings of the interview were presented in a narrative explanation. Therefore, the researcher tried to triangulate the findings of thedataof the three instruments. Finally, the data was summarized, recommended, and presented in the form of a report.

3.9. Reliability and Validity of the Instruments

Reliability and validity are essential to the effectiveness of any data-gathering procedure. All of the research instruments: questionnaires, interviews and classroom observation check-list were commented criticized and revised by both principal advisor and co-advisor of the researcher. Important modifications were made by the researcher on the instruments to make them clear and contextualize to the topic.

The research's major tool questionnaire was piloted on tenth grade learners in Damboya Secondary school in Damboya woreda in Kembata-Tembaro zone. The researcher administered the questionnaire forthirty students to pilot it. The researcher used Cronbach alpha to calculate the reliability of the instrument.The reliability of attitude items and challenges items were calculated through Cronbach alpha, andthe result was 0.89 and 0.87 respectively.The participants

of the study were primarily well-informed on the objectives and how to fill, review and give a reaction on the importance of the filling, item length, simplicity of items, and details of the questionnaire. Supported on their comments, the instruments were improved before they weredistributed to the major participants of the study to reduce errors.

3.10. Ethical Consideration

The researcher kept the ethical aspects by respecting participants' rights and minimizingthe risks to participants. The researcher avoided unintended effects towards the participants before, during and after the study. The data for this study was collected and recorded based on the information. The researcher analyzed the collected data without distortion and data changing. The findings are reported honestly. The researcher acknowledged theauthors while using different sources as reference.

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1. Introduction

This chapter presents the results and discussion. Therefore, this part includes analysis of demographic information of the respondents, analysis of data obtained through questionnaire, interviews, and classroom observation.

4.2. Demographic information of the sample students

Demographic information of the sample students' was analyzed based on the following information such as gender and age.

4.2.1. Age of Sample Students
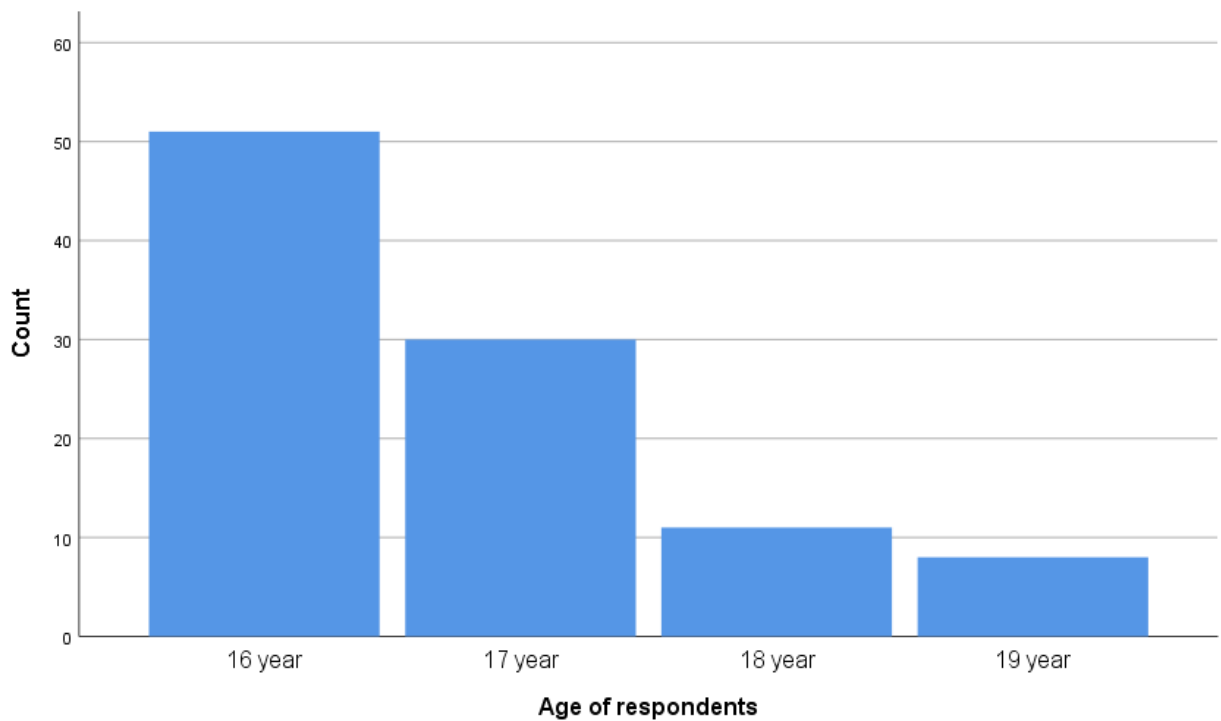
Figure 1: Age of sample students

The above figure indicates 51(51.0%) of respondents are sixteen years, 30(30.0%) of respondents are seventeen years, 11(11.0%) of respondents are eighteen years, and 8 (8.0%) of respondents are nineteen years.

4.2.2. Gender of Sample Students
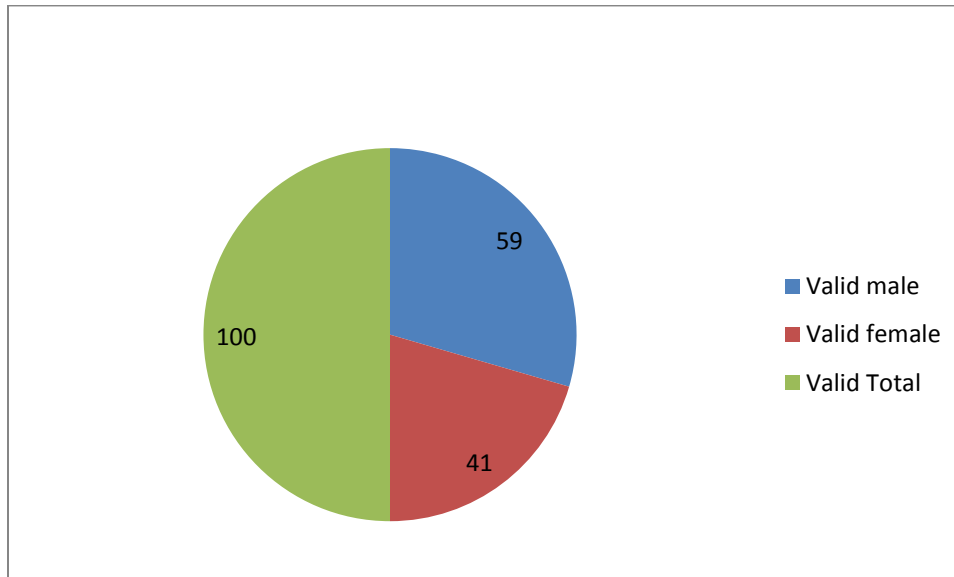
Figure 2: Gender of sample students

Figure 2, shows 59 (59.0%) of the respondents are male while 41(41.0%) of respondents are female.

4.3. Analysis of Data Obtained through Questionnaire

Table 1: Students' Responses on Attitude towardsCLS in EFL speaking classes

No	Items	Responses										Mean	Std.Deviation
		5		4		3		2		1			
		F	%	F	%	F	%	F	%	F	%		
1	P1I1	10	10.0	49	49.0	22	22.0	14	14.0	5	5.0	3.45	1.02
2	P1I2	3	3.0	40	40.0	32	32.0	21	21.0	4	4.0	3.17	.93
3	P1I3	9	9.0	16	16.0	30	30.0	41	41.0	4	4.0	2.85	1.04
4	P1I4	2	2.0	46	46.0	30	30.0	18	18.0	4	4.0	3.24	.91
5	P1I5	6	6.0	40	40.0	34	34.0	12	12.0	8	8.0	3.24	1.01
6	P1I6	9	9.0	40	40.0	33	33.0	16	16.0	2	2.0	3.38	.93
7	P1I7	5	5.0	43	43.0	31	31.0	11	11.0	10	10.0	3.22	1.05
8	P1I8	7	7.0	37	37.0	32	32.0	22	22.0	2	2.0	3.25	.94
9	P1I9	3	3.0	49	49.0	29	29.0	9	9.0	10	10.0	3.26	1.02
10	P1I10	5	5.0	39	39.0	32	32.0	21	21.0	3	3.0	3.22	.94
11	P1I11	3	3.0	31	31.0	44	44.0	16	16.0	6	6.0	3.09	.91
12	P1I12	8	8.0	43	43.0	24	24.0	15	15.0	9	9.0	3.26	1.02
13	P1I13	7	7.0	51	51.0	26	26.0	6	6.0	10	10.0	3.39	1.05
14	P1I14	7	8.0	48	48.0	28	28.0	17	17.0	-	-	3.45	.85
15	P1I15	20	20.0	47	47.0	15	15.0	4	4.0	14	14.0	3.55	1.26
16	P1I16	7	7.0	48	48.0	33	33.0	10	10.0	2	2.0	3.48	.84
17	P1I17	13	13.0	19	19.0	22	22.0	41	41.0	5	5.0	2.94	1.15
18	P1I18	15	15.0	18	18.0	25	25.0	35	35.0	7	7.0	2.99	1.12
19	P1I19	21	21.0	38	38.0	25	25.0	14	14.0	2	2.0	3.62	1.03
												Grand mean=3.28	

Key: 5=strongly agree, 4=agree, 3=undecided, 2=disagree, 1=strongly disagree, f=frequency, %=percent, Std.Dev=standard deviation, and P1I stands for part 1 item

As depicted in Table 1, item 1the mean score of respondents for item 1 is 3.45. This indicated that more than half of the respondents like Cooperative learning in EFL speaking classroom.

Item 2 and item 10 are mostly related and the mean score of respondents for both items is 3.17 and 3.22 respectively. This shown that the learners participate in cooperative learning activities in English speaking classes.

As illustrated in the table 1, item 3, 17 and 18 have contained the same idea with respondents' mean score of 2.85, 2.94 and 2.99 respectively. It is clear to see this mean which is less from the mean of other items is resulted from the students' positive attitude towards Cooperative Learning.

Similarly, as can be seen from Table 1, the mean score of item 4, 5, 6, and 7 is 3.24, 3.24, 3.38 and 3.22 respectively. This indicates that almost more of the students have positive attitude towards Cooperative learning in EFL speaking classes.

Meanwhile, item 8 and 9 are related and their mean is 3.25 and 3.26 consecutively. This demonstrates that the majority of the respondents have positive attitude.

From theabove table item 12, 13, 14, 15, and 16 their mean score was between 3.26 and 3.55. It revealed that the majority of the learners have good attitude towards Cooperative Learning.

Finally, the respondents' mean score of item 19 is 3.62. This indicates that the learners like to speak freely in EFL speaking classes.

Generally, the result presented in Table 1, indicates that the mean rating is greater than three except item 3, 17 and 18 whose mean is less than 2.99 as the nature of the statements. This suggests that students' questionnaire data revealed that the learners have positive attitude towards Cooperative learning as can be understood from the respondents' mean score on each item.

Table 2: Students' responses on factors affect the practices of CLT

No	Items	Responses							
		4		3		2		1	
		F	%	F	%	F	%	F	%
1	Lack of awareness about cooperative learning	16	16.0	41	41.0	27	27.0	16	16.0
2	Shortage of time to practice cooperative learning in English speaking classroom	24	24.0	45	45.0	15	15.0	16	16.0
3	Lack of interest in cooperative learning	15	15.0	51	51.0	20	20.0	14	14.0
4	Uncomfortable seating arrangement of students	19	19.0	49	49.0	24	24.0	8	8.0
5	Problem of group organization /arrangement	20	20.0	47	47.0	25	25.0	8	8.0
6	Large class size	10	10.0	19	19.0	29	29.0	42	42.0
7	Lack of clear guide line to practice cooperative learning in English speaking classroom	21	21.0	37	37.0	17	17.0	25	25.0
8	Lack of participatory activities and students' reluctance during cooperative learning	19	19.0	44	44.0	24	24.0	13	13.0
9	Less attractiveness of teaching methodology during cooperative learning	24	24.0	51	51.0	16	16.0	9	9.0
10	Poor educational background of students	18	18.0	41	41.0	28	28.0	13	13.0

Key: 4= Most serious 3=Serious 2= Undecided 1 = Not serious

As indicated in the above Table item 1 regarding lack of awareness about cooperative learning, 16(16.0%) and 41(41.0%) replied most serious and serious, respectively whereas 27(27.0%),

16(16.0%) replied undecided and not serious, respectively. This result revealed that lack of awareness about cooperative learning is a serious factor which affects cooperating learning in speaking classrooms.

Regarding item 2 shortage of time to practice cooperative learning in English speaking classroom, 24(24.0%) and 45(45.0%) replied most serious and serious, respectively although 15(15.0%) and 16(16.0%) replied undecided and not serious, respectively.

Item 3, concerned with lack of interest in cooperative learning, 15(15.0%) and 51(51.0%) replied most serious and serious, respectively though 20(20.0%) and 14(14.0%) replied undecided and not serious, respectively. This result indicated that more than half percent of respondent replied that lack of interest in cooperative learning also is a serious factor which affects cooperating learning in speaking classes.

Item 4, concerned about uncomfortable seating arrangement of students, 19(19.0%) and 49(49.0%) filled most serious and serious, respectively while 24(24.0%) and 8(8.0%) filled undecided and not serious, respectively. This suggested that problem of seating arrangement of students is another significant factor which affect the practice of cooperative learning.

Item 5, deal with problem of group organization/arrangement, 20(20.0%) and 47(47.0%)replied most serious and serious, respectively whereas 25(25.0%) and 8(8.0%) replied undecided and not serious, respectively.

Regarding item 6, large class size, 10(10.0%) and 19(19.0%) replied most serious and serious, respectively whereas 29(29.0%) and 42(42.0%) replied undecided and not serious, respectively.

Item 7, a total of 37(37.0%) of the respondents expressed serious that lack of clear guide line to practice cooperative learning in English speaking classroom whereas 21(21.0%), 17(17.0%), and 25(25.0%) most serious, undecided, and not serious, respectively.

Item 8, theabove table shows that 19(19.0%), 44(44.0%), 24(24.0%), and 13(13.0%) of the respondents replied that they most serious, serious, undecided, and not serious about lack of participatory activities and students' reluctance during cooperative learning, respectively.

Regarding item 9, about less attractiveness of teaching methodology during cooperative learning, 24(24.0%) and 51(51.0%) replied most serious and serious, respectively whereas 16(16.0%) and 9(9.0%) replied undecided and not serious, respectively.

Regarding item 10, about poor educational background of students, 18(18.0%) and 41(41.0%) replied most serious and serious, respectively whereas 28(28.0%) and 13(13.0%) replied undecided and not serious, respectively.

The data presented in Table 2 implied that the factors such as: lack of awareness, shortage of time, lack of interest, seating arrangement, group organization, lack of clear guideline, lack of participatory activities, less attractiveness of teaching methodology, poor educational background of the learners are affected the students in practicing Cooperative Learning in EFL classes as the as the respondents' response.

4.4. Analysis of classroom observation

Table 3: Analysis of classroom observation

No	Items	Observation				
		Observed	%	Not-observed	%	Total
1	The teacher gives more emphasis on cooperative work	-	-	4	100	4
2	The teacher encourages the students to participate actively in cooperative learning activities	-	-	4	100	4
3	Students practice cooperative learning in English speaking classroom	-	-	4	100	4
4	The dominance of few students in the cooperative learning activities	4	100	-	-	4
5	The appropriateness of the group organization	-	-	4	100	4
6	Suitable sitting arrangement of the students in the classroom to practice cooperative learning	-	-	4	100	4
7	The teacher employs different strategies to attract students to CL	-	-	4	100	4
8	Students actively participate on group work activities during learning speaking skills	-	-	4	100	4

The main purpose of this observation checklist was to assess EFL teachers' and students' practice towards cooperative learning strategies and its challenges in relation to speaking skills. The activities noted in the category of 'Observed' and 'Not observed', on the bases of whether the activities were performed in the classroom or not. Each class was observed two times in EFL classes; totally 4 times the observations have been done. The reason to observe each class twice is to check if there is improvement in practicing Cooperative Learning in EFL classes.To fulfill the purpose of the observation, the researcher observed selected classes. Items 1-8 show the EFL teachers' and students' practices towards cooperative learning strategies and its challenges in relation to speaking skills (see appendix II). In this case teachers and students were expected to perform the given statements during teaching and learning in speaking classes. When the researcher observed the better performances of teachers and students in teaching-learning speaking skills in English classroom it was said 'Observed', and when the activities were not performed well it was said 'Not observed', and it was considered to be poor performances of teachers and students in cooperative learning strategies teaching-learning speaking skill. The researcher observed the section as a non-participant. The outcome of the observation was discussed as follows:

Item 1: The teacher gives more emphasis on Cooperative Learning: as the data indicated,the teachers did not give more emphasis on cooperative work and they were just giving note and presenting it.

Item 2:The teacher encourages the students to participate actively in cooperative learning activities: The data obtained through observation shown that teachers did not encourage the students to participate actively in cooperative learning activities, and they were busy in presenting instead of facilitating the students to practice speaking skills cooperatively. But Johnson & Johnson, (1991); & Nunan, (1989) as cited in Yimam (2019)elucidated that the role of teacher in CL instructional classroom should be organizer and facilitator.

Item 3: Students practice cooperative learning in English speaking classroom: as can be seen from the above table, the student did not practice cooperative learning in English speaking classroom. Most of them were simply following what the teacher says.

Item 4: The dominance of few students in the cooperative learning activities: The data in above thetable showed that few students dominance in CL activities.

Item 5: Lack of appropriate of the group organization: the groups were not organized appropriately, some the groups were organized regardless of the students potential and achievement.

Item 6: Suitable sitting arrangement of the students in the classroom to practice cooperative learning: the sitting arrangement of the students was not suitable to practice CL.

Item 7: The teacher employs different strategies to attract students to CL: the teacher did not employ different strategies to attract students to cooperative learning. He was teaching traditionally (teacher-centered)teaching method.

Item 8: Students actively participate on group work activities during learning speaking skills: most of the students have not seen participating; the class was dominated by few students.

4.5. Analysis of Data Obtained through Interview

The researcher conducted interview with the teachers about cooperative learning strategy and challenges they face in practicing cooperative learning in English speaking classroom.

Q1: what do you know about cooperative learning?

T1 replied that…" Cooperative learning is an organizational structure in which a group of students pursue academic goals through collaborative efforts".

T2 said that… "For me, Cooperative Learning is like a group work in which Students sit together in small groups, discuss and assist each other in completing a task". This indicates that one of the teacher's views Cooperative learning as a group work and the other teacher is aware of it.

Q2: Do you think using cooperative learning is important in teaching speaking skill in English classroom?

T1 and T2 said that…Yes, it is very important in teaching English specially speaking skills because it helps the learners to improve their speaking skills.

Q3: Do you practice cooperative learning strategy in teaching English speaking classroom? If yes, mention some of the strategies you employ. If no, why?

T1 and T2 replied that… No, because practicing Cooperative Learning takes much time and effort which cannot be covered in short period (forty minutes).

Q4: What are the challenges you face in practicing cooperative learning in English speaking classroom? Can you mention some of the challenges? Interview was conducted with the teachers on the item, deals about problems that face him/her while he/she tries to practice cooperative learning in EFL speaking classes.

T1and T2 has mentioned some of the challenges they face to practice Cooperative Learning such as: Lack of clear guide line, lack of training and shortageof timeto practice cooperative learning in English speaking classroom.

Q5: Do you have training on cooperative learning?

T1 and T2 said that… Although it is significant in teaching learning process, we do not have any training on cooperative learning.

The teachers' interview revealed that the teachers have positive attitude about Cooperative Learning. However, lack of trainings on Cooperative Learning and lack of clear guideline are challenging them to practice it in EFL speaking classrooms.

4.5. Discussion on the major findings

The main concern of this section is discussion of the results of the study with reference to the research questions formulated understatement of the problem. The main themes of the discussion are: attitude of the participants, practices of cooperative learning strategies and challenges the teachers and students face in practicingCLS in EFL speaking classes.

Based on the above stated themes research questions and findings were expressed. The first question was aimed to identify teachers' and students' attitude towards Cooperative Learning

Strategies. As can be seen from data, teachers and students have positive attitude towards Cooperative Learning Strategies. Both teachers' interview and students' questionnaire data under this theme revealed that majority of the learners and their teachers have good attitudeon the principles of Cooperative Learning. Most of the participants showed their willingness to participate in CL than listen passively the teacher-led teaching learning instruction.Abiyot (2016) also conducted a study onTeachers' and Students' attitude towards Cooperative Learning in EFL classes: five Secondary Schoolsof Chena woreda and hisfinding showed that the participants have positive attitude towards CL.

To gather data on students' attitude towards Cooperative Learning, 19 attitudinal items were (adapted from Bayat, 2004) administered to students to find out their views towards Cooperative Learning strategies in EFL speaking classroom. The result indicates students' attitude up on the current Cooperative Learning instructional method is positive; because the finding proved from the analysis that the grand mean value of their attitude was 3.28. Hence, high score of responses confirmed to good attitude of students on the issues. The level of their agreement with the assumptions of Cooperative Learning showed us that students have perceived CL positively. The finding of this study was consistent with the findings of the study conducted by Fikadu and Ketema (2015). Therefore, the finding indicated that majority of the students had favorable attitude towards cooperative learning.

However, their positive attitude did not let them practice CL in their classroom as observed by the researcher. Both EFL teachers and students were not practicing cooperative learning as expected due to some challenging factors.As it was pointed in the review literature part byEggen and Kauchak (2001), teachers' positive attitudes are fundamental to effective teaching. But regarding their roles during CL,subject teachers did not act as facilitator, guidance, evaluator, leader and change agent in practicing cooperative learning as witnessed during classroom observation.Even the teachers did not understand whether these roles are expected from them.Teachers are dominated the class through lecturing. Because of this, the students' output was decreased. But, Liang (2002) state that students language output could be enhanced during Cooperative Learning.

Behind the inadequate practice of Cooperative Learning Strategies, there were some key challenges. The challenges were obtained from students' questionnaire on factors hindering the practices of CL based on frequencies of the respondents' confirmation and classroom observation. The data results revealed that teachers were confused in implementing cooperative learning strategies in EFL classesdue to lack of clear guideline. As it is obtained from teachers' interview data the teachers did not gettraining particularly on Cooperative teaching and learning method and this resulted in unsatisfactory practices. As the observation data indicated, the learners' participation and the group organization was poor in EFL speaking classroom. The learners were simply following the traditional teaching learning method. This was resulted from teachers' failure to form groups from different achievement levels. As it was also pointed that in the review literature part by (Johnson & Johnson, 2002), the guidance of group students and working together does not guarantee that they will work together. In the following cases, the structure of the group should allow members to work independently of each other: utilize the academic and social benefits widely attributed to this learning method. To sum up, the following challenges were challenging the practice of CL in EFL speaking classes: shortage of time, students' poor educational background,less attractiveness of teaching methodology, lack of training for teachers, inappropriate group organization, and lack of clear guideline.

CHAPTER FIVE: SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1. Summary

This study was conducted to assess EFL teachers' and students' attitudes and practices towards cooperative learning strategies and its challenges to speaking skills grade ten students at Hidassie secondary school in focus. To achieve this objective, the following research questions were raised in the study: What is EFL teachers' and students' attitude towards cooperative learning strategies in speaking classrooms?, How do EFL teachers and students practice cooperative learning strategies in speaking classrooms?, and What are the factors that affect the EFL teachers and students to practice cooperative learning strategies in the EFL speaking classroom?. The researcher used descriptive research design to assess EFL teachers' and students' attitudes and practices towards cooperative learning strategies and its challenges to speaking skills. Then in order to achieve the intended objectives, the data obtained from the respondents through questionnaires, semi-structured interview, and classroom observations and analyzed by using quantitative and qualitative methods. In order to collect data for the study, one hundred students and two teachers were selected through simple random sampling technique and purposive sampling technique. For the sake of interview, two English language teachers were purposely chosen and two sections were randomly selected for observation. The collected data from the closed ended questionnaires were analyzed using descriptive statistics (frequency, percentage and mean) displayed with tables. The data gathered through interview, and classroom observations were analyzed qualitatively using narration.

5.2. Conclusion

Based on the analysis of the data, the following findings were obtained from the three data gathering tools in this study.

1. The data obtained from students' questionnaire and teachers' interviewindicate that the majority of the participantshave perceived CL positively. However, majority of the students did not see participating in CL activities in EFL speaking classes.

2. According to the responses of majority students, EFLteachers did not encourage the students to work activities cooperatively. They also did notgive more emphasis on

43

cooperative work.They had taught students in teacher-ledmethods which it made keep learners passive participants in the EFL classrooms.

3 The researcher has observed in the classrooms observation sessions that the group organization was not appropriate

4. The data obtained from classroom observation show that teachers did not encourage the students to participate actively in Cooperative Learning activities in speaking skills classrooms.

5. The study showed that many factors that affect the practice of cooperative learning strategies in speaking skills classrooms like lack of awareness about cooperative learning, shortage of time to practice cooperative learning in English speaking classroom,uncomfortable seating arrangement of students, problem of group organization/arrangement, lack of clear guide line to practice cooperative learning in English speaking classroom, lack of participatory activities and students' reluctance during cooperative learning, less attractiveness of teaching methodology during cooperative

Generally the findings obtained from the three data gathering tools in this study confirmed that teachers' and students' practice on Cooperative Learning strategies in relation to speaking skills is unsatisfactory.

To the end, regarding the results the following are factors affecting negatively:shortage of time to practice cooperative learning in English speaking classroom,uncomfortable seating arrangement of students, problem of group organization/arrangement, lack of clear guide line to practice cooperative learning in English speaking classroom, lack of participatory activities and students' reluctance during Cooperative Learning, less attractiveness of teaching methodology during Cooperative Learning.

5.3. Recommendations

Based on the findings of the study, the researcher would like to forward the following recommendations for the improvement of the practices of Cooperative Learning.

1. The EFL teachers of Hidassie secondary have to get awareness creation training and clear guideline on CL. They have to give due attentiontoimprove their inadequate practices of Cooperative Learning and they should develop an efficient and effective mechanisms to assess students' cooperation rather than competition and following up its progress.

2. Students have to develop their practices on the concept of Cooperative Learning and how to convert theory into practice.

3. Hidassie Secondary School has to provide resources needed for the effective practice of Cooperative Learning Strategies. Further the school should organize training for teachers on the application of cooperative learning strategies in relation to speaking skill.

4. The school principal and teachers in collaboration with other concerned bodies should co-ordinate to invite experts in the field to share experience of using Cooperative Learning and to suggest alternative techniques in the absence of adequate teaching aids and supplementary materials. Furthermore, the English language teachers should prepare and give supplementary materials so as to help student's practice cooperative learning in speaking skills classrooms.

5. Finally, this study encourages other researchers to conduct study on the related issues ; therefore, further research needs to be carried out to get a wider and deeper understanding of the EFL teachers' and students' attitudes and practices towards cooperative learning strategies and its challenges in relation to speaking skills.

REFERENCES

Ahmed Anwar (2015). Factors Hindering the Implementation of Cooperative Learning in Second ary Schools of Harari Regional State, Ethiopia. *International Journal of Research* Retriev ed to 12; December 2011 (www.ijrrjournal.com)

Allison, M., & Kaye, J. (2011). Strategic planning for nonprofit organizations: *A practical guide and workbook.* John Wiley & Sons.

Alkenova, B. (2018). Cooperative Learning is a Successful Teaching Strategy at all levels. *In Integration of the Scientific Community to the Global Challenges of Our Time* (pp. 286-290).

Aronson, E. (2014). *The jigsaw classroom*. Retrieved from http://www.jigsaw.org

Bayat, O. (2004). The Effect of Cooperative Activities on Student Attitudes towards English Reading Courses and Cooperative Learning: Department of Teaching Foreign Language. Bilkent University.

Best, J.W. & Kahan, V.J. (2005*).Research in Education*. (9[th]ed). New Delhi: Prentice-Hall of India PVT.

Cohen, A. D. (1994). Assessing language ability in the classroom.

Chonen, E.G. (2007).Restructuring the Classroom: Conditions for productive small groups.*Review of Educational Research.*

Davis, R. B., Mahler, C. A., & Noddings, N. (1990). *Constructivist views on the teaching and learning of mathematics*. National Council of Teachers of Mathematics. *Reston, Virginia.*

Davidson, N., & Major, C. H. (2014). Boundary crossings: Cooperative learning, collaborative learning, and problem-based learning. *Journal on excellence in college teaching*, *25*.

DiPerna, J. C. (2006). Academic enablers and student achievement: Implications for assessment and intervention services in the schools. Psychology in the Schools, 43(1), 7-17.

Drebessa Duferd (2006). *The tension between Traditional and Modern Teaching-Learning*: Approaches in Ethiopian Primary Schools Addis Ababa University

Eggen, P.D & KauchaxD.P. (2006). Strategies for Teachers: Teaching Content and Thinking Skills. Boston: Allyn and Bacon.

Ellis, R. (2005). Principles of instructed language learning. *System*, *33*(2), 209-224.

Emmer, E.T., & Gerwels, M.C., (2001). Cooperative Learning in Elementary Classrooms Teaching Practices and Lesson Characteristics. *The Elementary School Journal* 103(!), 75-91

Getaneh Tsehay (2018). *Assessing the Practice of Cooperative Learning in EFL classroom*: The case of Abay Minch Preparatory School grade 11 students in focus. MA. Thesis in University of Gondar

Gillies, R. M., & Ashman, A. F. (2003).*An historical review of the use of groups to promote socialization and learning*.In Cooperative learning (pp. 11-28).Routledge.

Gorard, S. (2001). Quantitative methods in educational research: The role of numbers made easy. A&C Black.

Hagose, H. (2012). The major Challenges of Implementing Active Learning in EFL Classes of Wolita Sodo University: (MA-Thesis) Addis Ababa University. Addis Ababa.

Jacobs, G. M., & Ward, C. (2000). Analyzing Student-Student Interaction from Cooperative Learning and Systematic Functional Perspectives.*Electronic Journal of Science Education*, 4(4), n4.

Jacobs, G. M., Power, M. A., & Loh, W. I. (2002). *The teacher's sourcebook for cooperative learning*: Practical techniques, basic principles, and frequently asked questions. Thousand Oaks, CA: Corwin Press.

Jacobs, G. M. (2004). *Cooperative Learning: Theory, Principles, and Techniques*. Online Submission.

Jacob. G. M. & McCafferty, S. G. (2006). *Connections between Cooperative Learning and Second Language Learning Teaching* Cambridge University Press18-29

Jacobs, G. M., Wang, A., Li, X., & Xie, Y. (2008). Making Thinking Audible and Visible via Cooperative Learning.*Online Submission*.

Järvelä, S., Hurme, T. R., & Järvenoja, H. (2011). Self-regulation and motivation in computer supported collaborative learning environments. Learning across sites: New tools, infrastructures and practices. London, England: Routledge.

Johnson, D., Johnson, R. & Holubec, E. (1986).*Cooperation in the classroom*. Boston: Allyn and Bacon.

Johnson, D. W., & Johnson, R. T. (2002).Cooperative learning and social interdependence theory.In *Theory and research on small groups* (pp. 9-35).Springer, Boston, MA.

Johnson, D. W., & Johnson, R. T. (2003).Assessing students in groups: Promoting group responsibility and individual accountability. Thousand Oaks, CA: Corwin Press.

Johnson, D. W., Johnson, R. T., & Smith, K. (2007). The state of cooperative learning in postsecondary and professional settings.*Educational Psychology Review*, 19(1), 15-29.

Johnson, D. W., & Johnson, R. T. (2013).Cooperative, competitive, and individualistic learning environments. *International guide to student achievement*, 372-374.

Johnson, D.W., Johnson, R.T., and Smith, K.A. (2014). Cooperative learning: Improving university instruction by basing practice on validated theory. *Journal on Excellence in College Teaching* 25, 85-118.

Jolliffe, W. (2007). *Cooperative learning in the classroom: Putting it into practice*. Sage.

Juvonen, J., Lessard, L. M., Rastogi, R., Schacter, H. L., & Smith, D. S. (2019). Promoting social inclusion in educational settings: Challenges and opportunities.*Educational Psychologist*, 54(4), 250-270.

Kagan, D. M. (1990). Ways of evaluating teacher cognition: Inferences concerning the Goldilocks principle. *Review of educational research*, 60(3), 419-469.

Kinsley, C. W., & McPherson, K. (Eds.) (1995). Enriching the curriculum through service learning. Alexandria, VA: Association for Supervision and Curriculum Development.

Kothari, C. R. (2004). *Research methodology: Methods and techniques*.(2nd.). New Delhi; New Age International.

Leu, E. (2000). *Designing Integrated Curriculum Materials for Primary Education*: a Paper Pres ented at the Workshop in Oromia Education Bureau. (Unpublished)

Nussbaum, M. E. (2008). Collaborative discourse, argumentation, and learning: Preface and literature review. Contemporary Educational Psychology, 33(3), 345-359

O'Hara, M. and O'Hara, J.A (1998). *Cooperative Learning*: A Paradigm for Learning in 21st Cen tury American Secondary Education.

Palmer, G., Peters, R., & Streetman, R. (2017). Ch. 7 Cooperative Learning.Instructional Methods, Strategies, and Technologies to Meet the Needs of All Learners.

Richard, J. C. Rogers T.S. (2001). *Approaches and Methods in Language Teaching*. (2nded.) Cambridge: Cambridge University Press.

Richard, J. (2006). *Communicative Language Teaching Today.* Cambridge: United States of America.

Saunders, M., Lewis, P. & Thornhill, A. (2012). *Research Methods for Business Students* 6th edition, Pearson Education Limited

SNNP, REP (2003). *Curriculum Development: Controversies and Prospects*. Hawassa: Unpublished.

Soares, L.B., & Wood K. (2010). *A critical literacy perspective for teaching and learning social studies.The Reading Teacher.*486-494.doi: 10.1598/RT.63.6.5 *Teaching. (*2nded). Cambridge University Press.*Teaching.*Academy publisher, Finland.

Squazzin, T. and Grann, M.V. (1998). *Education Reform and Innovation in Namibia*. Okahandja: Namibia

Soller, A. (2001). Supporting social interaction in an intelligent collaborative learning system.*International Journal of Artificial Intelligence in Education*, 12, 40-62.

Underwood, J., & Underwood, G. (1999).Task effects on co-operative and collaborative learning with computers. In K. Littleton & P. Light (Eds.), Learning with computers: Analyzing productive interaction (pp. 10-23). Florence, KY: Psychology Press.

Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. MA: Harvard University Press.

Wright, G. B. (2011). Student-centered learning in higher education. *International Journal of Teaching and Learning in Higher Education*, *23*(1), 92-97.

Wossen Mekonenn (2011). *Assessing Students' and Teachers' Perception and the common Practice of Cooperative Learning in EFL Classes*.(MA Thesis). Addis Ababa University, Addis Ababa

Yimam Kebede (2019). *Assessing EFL Teachers' Challenges and Practices of Cooperative Learning Methods*: Tenth Grade of Anger Gute Secondary School in Focus (Doctoral dissertation).

Zeleke Teshome (2015). *A study on the Practices of Cooperative Language Learning Method*; Institution of Language Studies and Journalism.Department of Language Studies and Literature. Wollaga University Nekemte, April June 2015 Retrieved From http;//www.starjournals.org.

Appendix-I: Students' Questionnaire

Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

Questionnaire to be filled by Students

Dear Students,

This questionnaire is designed to collect information on assessing students' attitude towards cooperative learning strategies in relation to speaking skills grade ten students at Hidassie secondary school in focus. Thus, the researcher kindly requests you to give the required information because your contribution is highly important for the success of this study. The researcher would like to assure you that all of your responses will be confidential and kept safely. Your name is not necessary in this information.

Thank you for your cooperation

Part I: Demographic information of the respondents

1. Gender

Male   Female

2. Age: _____

Part II: Below are items related to your attitudes on cooperative learning strategies in relation to speaking skills. So, please give your responses to each item based on your understanding. Your response could be one of the following alternatives and use a tick "√ "mark to give your responses.

Key: 5 = strongly agree, 4 = Agree, 3 = Undecided, 2 = Disagree, 1= strongly disagree

No	Items	5	4	3	2	1
1	I like cooperative learning in English speaking classroom					
2	I willingly participate in cooperative learning activities in English speaking classroom					
3	I feel excited when I communicate with others in English in speaking classroom					
4	I prefer cooperative learning to develop English speaking skills					
5	I do questions with other students to develop the spirit of cooperative learning in English speaking classroom					
6	I help other students to develop their English speaking skills					
7	I prefer working cooperatively to achieve better than I do alone					
8	I like Cooperative learning because it enhances my self-confidence					
9	I like Cooperative Learning because it increases classroom participation in speaking class					
10	Mostly, I participate actively in a group activity in English speaking class					
11	I have responsibility to help my group members to be successful in English speaking classroom					
12	I work every speaking activities cooperatively with my group members in English speaking classroom					
13	I always practice speaking skills with my classmates					
14	I like our English teacher because he/she encourages us to participate actively in cooperative learning activities in speaking classroom					

15	Our English teacher arranges us in heterogeneous grouping during English speaking class				
16	I like circle sitting arrangement during cooperative learning in English speaking classroom				
17	I feel uncomfortable working cooperatively with students in English speaking classroom				
18	Mostly, I feel that cooperative learning is a waste of time in English speaking classroom				
19	I like to speak English freely in English speaking classroom				

(Adapted from Bayat, 2014)

Part III: Items related to factors affect the practices of cooperative learning in the EFL classroom.

Instruction: To what extent have the following factors affect the practices of cooperative learning in the EFL classroom. Please, rate them from "serious" to "not serious" based on the seriousness of the problem and use tick "√" mark to indicate your response.

Key: 4= Most serious 3=Serious 2= Undecided 1 = Not serious

No	Factors affecting the Practice of cooperative learning	4	3	2	1
1	Lack of awareness about cooperative learning				
2	Shortage of time to practice cooperative learning in English speaking classroom				
3	Lack of interest in cooperative learning				
4	Uncomfortable seating arrangement of students				

5	Problem of group organization/arrangement				
6	Large class size				
7	Lack of clear guide line to practice cooperative learning in English speaking classroom				
8	Lack of participatory activities and students' reluctance during cooperative learning				
9	Less attractiveness of teaching methodology during cooperative learning				
10	Poor educational background of students				

(Adapted from Hagose, 2012)

Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

The main purpose of this observation checklist is to assess EFL teachers' and students' practice towards cooperative learning strategies in relation to speaking skills grade ten students at Hidassie secondary school in focus. The activities noted in the category of 'Yes' and 'No', on the bases of whether they are performed in the classroom lesson or not.

Part I. General information

Observer's Name:_____   Name of School:_____

Length of Period: _____   Number of Students: _____ Date:_____

Part II. Please mark a tick (X) in the column provided that correspond to the statement

No	List of items	Observed	Not observed
1	The teacher gives more emphasis on cooperative work		
2	The teacher encourages the students to participate actively in cooperative learning activities		
3	Students practice cooperative learning in English speaking classroom		
4	The dominance of few students in the cooperative learning activities		
5	The appropriateness of the group organization		

6	Suitable sitting arrangement of the students in the classroom to practice cooperative learning		
7	The teacher employs different strategies to attract students to CL		
8	Students actively participate on group work activities during learning speaking skills		

1. What do you know about cooperative learning?

2. Do you think using cooperative learning is important in teaching speaking skill in English classroom?

3. Do you practice cooperative learning strategy in teaching English speaking classroom? If yes, mention some of the strategies you employ. If no,why?

4. What are the challenges you face in practicing cooperative learning in English speaking classroom? Can you mention some of the challenges?

5. Do you have training on cooperative learning?

ጅማዩኒቨርሲቲ

የማህበራዊሳይንስእናኒውማኒቲስኮሌጅ

የእንግሊዝኛቋንቋእናስነ-ፅሁፍት/ክፍል

በተማሪዎችየሚሞላመጠይቅ

ውድተማሪዎች፦

ይህመጠይቅየተዘጋጀዉበዚዳሴሁለተኛደረጃትምህርትቤትየ10ኛ ክፍልተማሪዎችየንግግርችሎታንበተመለከተየተማሪዎችን የ
ትብብር ትምህርት ስትራቴጂዎች አመለካከትን ስለመመዘን ነዉ፡፡
ስለሆነም ተመራማሪዉ የሚፈለገዉን መረጃ እንዲሰጡ በትህትና ይጠይቃል፡፡

ክፍል 1፦የተሳታፊ ተማሪዎች መረጃ

1. ፆታ

ወንድ_____   ሴት_____

2. ዕድሜ _____

ክፍል   II፦
ከዚህታችከንግግርችሎታዎችጋርበተያያዘበትብብርትምህርትስልቶችላይካለዉአመለካከትዎጋርየሚዛመዱጥያቄዎችናቸዉ፡፡
ስለዚህእባክዎንበአስተያየቱላይበመመርኮዝለእያንዳንዱጥያቄምላሽይስጡ፡፡
የእርስዎምላሽከሚከተሉትአማራጮችውስጥአንዱሊሆነችላልእናምላሽዎንለመስጠት tick "mark" ምልክትይጠቀሙ፡፡

ቁልፍ 5 = በጥብቅእስማማለሁ፣ 4 = እስማማለሁ፣ 3 = ያልመከረ፣ 2 = አልስማማም፣ 1 = በጣምአልስማማም

ተ.ቁ	ጥያቄዎች	5	4	3	2	1
1	በእንግሊዝኛመማሪያክፍልጊዜየንግግርችሎታበትብብርመማርእፈልጋለሁ፡፡					
2	በእንግሊዝኛመማሪያክፍልውስጥእንቅስቃሴዎችላይበፈቃደኝነትእሳተፋለሁ፡፡					
3	በእንግሊዝኛክፍልውስጥከሌሎች ጋርበእንግሊዝኛስነጋገርደስይለኛል					
4	በእንግሊዝኛየመናገርችሎታንለማዳበርትብብርትምህርትእመርጣለሁ፡፡					
5	በእንግሊዝኛመማሪያክፍልውስጥበትብብርየመማርመንፈስንለማዳበርከሌሎችተማሪዎች ጋርጥያቄዎችንእሰራለሁ፡፡					
6	ሌሎችተማሪዎችየእንግሊዝኛቋንቋችሎታዎቻቸውንእንዲያዳብሩእረዳቸዋለሁ፡፡					
7	እኔብቻዬንከማደርገውበተሻለመማሳካትበትብብርመስራትእመርጣለሁ፡፡					
8	በራስየተማመንስሜቴእስለሚጨምርህብረተስራትምህርትእወዳለሁ፡፡					
9	በእንግሊዝኛየንግግርመማሪያክፍልውስጥተተሳትፎእስለሚጨምርህብረተስራትምህርትእወዳለሁ ፡፡					
10	በአብዛኛውበእንግሊዝኛመማሪያክፍልውስጥበቡድንእንቅስቃሴዬይበንቃትእሳተፋለሁ፡፡					
11	የቡድንአባሎቼበእንግሊዝኛየንግግርችሎታመማሪያክፍልውስጥሊኬታማእንዲሆነየመርዳትኃላፊነትአለብኝ፡፡					
12	በእንግሊዝኛመማሪያክፍልውስጥሁሉንምየንግግርእንቅስቃሴዎችንከቡድኔ ጋርበመተባበርእሰራለሁ፡፡					
13	ከክፍልጓደኞቼ ጋርሁልጊዜበእንግሊዝኛየመናገርችሎታንእለማመዳለሁ፡፡					
14	የእንግሊዝኛአስተማሪዎችንደስይለኛልምክንያቱምበእንግሊዝኛክፍልሁልጊዜበንግግርላይበትብብርየመማሪያእንቅስቃሴዎችበንቃትእንድንሳተፍያበረታታናል፡፡					
15	የእንግሊዝኛመምህራችንበእንግሊዝኛመማሪያትምህርትወቅትበልዩልዩቡድንውስጥእንያደራጃል፡፡					
16	በእንግሊዝኛመማሪያክፍልውስጥበትብብርትምህርትወቅትየከበመቀመጫን እፈልጋለሁ፡፡					
17	በእንግሊዝኛመማሪያክፍልውስጥካላተማሪዎች ጋርበትብብርመስራቴምችትይሰማኛል፡፡					
18	በአብዛኛው፣በመተባበርመማርእንግሊዝኛመማሪያክፍልውስጥጊዜማባከንእንደሆነይሰማኛል፡፡					
19	በእንግሊዝኛመማሪያክፍልውስጥእንግሊዝኛንበነፃነትመናገርእፈልጋለሁ፡፡					

ክፍል III:- የሚከተሉትምክንያቶችበ EFL ክፍልዉስጥየትብብርትምህርትልምዶችላይምንያህልተፅዕኖያሳድራሉ፡፡ እባከዎንየችግሩንነሳሳቢነትከግምትውስጥበማስገባትክ "በጣምከባድ" እስከ "ከባድአይደለም" ደረጃይስጡእናምላሽዎንለማመልከት የ "√" ምልክትይጠቀሙ፡፡

ቁልፍ 4 = በጣምከባድ 3 = ከባድ 2 = ያልታሰበ 1 = ከባድአይደለም

ተ.ቁ	በትብብርትምህርትልምዶችላይተፅዕኖየሚያደረሱምክንያቶች	4	3	2	1
1	ስለትብብርትምህርትየግንዛቤእጠረት				
2	በእንግሊዝኛመማሪያክፍልውስጥየትብብርትምህርትንለመለማመድየጊዜእጠረት::				
3	በትብብርትምህርትላይፍላጎትማጣት				
4	የተማሪዎችእቀማመጥችግር				
5	የቡድንአደረጃጀት / ዝግጅትችግር				
6	ክፍልዉስጥየተማሪዎችብዛት				
7	በእንግሊዝኛመማሪያክፍልውስጥየትብብርትምህርትንለመለማመድየጠራመመሪ ያመስመርአለመኖር				
8	በትብብርትምህርትወቅትየተሳተፉእንቅስቃሴዎችእጠረትእናየተማሪዎችእምቢተኛ ነት				
9	በትብብርትምህርትወቅትየማስተማርዘዴ� ንያነሰማራኪነት				
10	የተማሪዎችደካማየትምህርትዳራ				

Appendix-V: Transcription ofteachers' interview

Q1: what do you know about cooperative learning?

T1 replied that…" Cooperative learning is an organizational structure in which a group of students pursue academic goals through collaborative efforts".

T2 said that… "For me, Cooperative Learning is like a group work in which Students sit together in small groups, discuss and assist each other in completing a task". This indicates that one of the teacher's views Cooperative learning as a group work and the other teacher is aware of it.

Q2: Do you think using cooperative learning is important in teaching speaking skill in English classroom?

T1 and T2 said that…Yes, it is very important in teaching English specially speaking skills because it helps the learners to improve their speaking skills.

Q3: Do you practice cooperative learning strategy in teaching English speaking classroom? If yes, mention some of the strategies you employ, if no, why?

T1 and T2 replied that… No, because practicing Cooperative Learning takes much time and effort which cannot be covered in short period (forty minutes).

Q4: What are the challenges you face in practicing cooperative learning in English speaking classroom? Can you mention some of the challenges? Interview was conducted with the teachers on the item, deals about problems that face him/her while he/she tries to practice cooperative learning in EFL speaking classes.

T1and T2 has mentioned some of the challenges they face to practice Cooperative Learning such as: Lack of clear guide line, lack of training and shortage of time to practice cooperative learning in English speaking classroom.

Q5: Do you have training on cooperative learning?

T1 and T2 said that… Although it is significant in teaching learning process, we do not have any training on cooperative learning.