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An Evaluation of Grade 12 English Textbook Speaking Activities in Promoting Cooperative Learning: At Mengesha Jemberie Preparatory School In Focus

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BAHIRDAR, ETHIOPIA

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BAHIR DAR

DECLARATION

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

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This is to certify that thesis entitled, "**AN EVALUATION OF SPEAKING ACTIVITIES IN PROMOTING COOPERATIVE LEARNING: GRADE 12 ENGLISH TEXTBOOK IN FOCUS:**"The Case of Mengesha Jemberie General Secondary and Preparatory School. Submitted in partial fulfillment of the requirements for the Degree of Master's with specialization in TEFL (Teaching English as a Foreign Language), the graduate program of department of English Language and literature, and has been carried out by Esubalew Birhanu Id. No BDU1022657, under supervision. Therefore, I recommend that the student has fulfilled the requirements and hence hereby can submit the thesis to the department for defense.

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Examiners' Thesis Approval Sheet

We the undersigned, members of the board of examiners of the final open defense by Esubalew Birhanu have read and evaluated his thesis" **AN EVALUATION OF SPEAKING ACTIVITIES IN PROMOTING COOPERATIVE LEARNING: GRADE 12 ENGLISH TEXTBOOK IN FOCUS:"** The Case of Mengesha Jemberie General Secondary and Preparatory School. Submitted in partial fulfillment of the requirements for the Degree of Master's with specialization in TEFL (Teaching English as a Foreign Language), the graduate program of department of English Language and literature, and has been carried out by Esubalew Birhanu Id. No BDU1022657, under supervision. Therefore, I recommend that the student has fulfilled the requirements and hence hereby can submit the thesis to the department for defense. Signed by the examining committee:

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ACRONYMS AND ABBREVIATIONS

CLL: Cooperative Language Learning

ELT: English Language Teaching

STAD: Student Teams- Achievement Division

TGT: Teams Games and Tournaments

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ABSTRACT

The objective of the study was to evaluate the design of speaking activities in grade 12 English textbook in terms of promoting cooperative learning. The study was particularly attempted to answer research questions: whether the speaking activities presented in grade 12 English textbook to promote cooperative learning, the study also intended to answer How do teachers perceive speaking activities in grade 12 English textbook in terms of promoting cooperative learning? A descriptive research design was used for the study. In addition, Three EFL teachers who had been teaching English more than fifteen years were selected comprehensively as participants of the study. Document analysis and interview were data collection tools in the study. The design of speaking activities in the textbook was evaluated using cooperative learning elements those are positive interdependence, group and individual accountability, face to face interaction, group processing and social skills. And interview was carried out for teachers. The data from the document analysis and the teachers' interview were analyzed qualitatively. The finding of the study indicated that the speaking activities in the textbook promoted cooperative learning to some extent. On the other hand, positive interdependence, face to face interaction and social skill pointed as they presented more than that of two elements of cooperative learning. It indicated that speaking activities in the textbook did not encourage elements of cooperative learning in the expected manner. Textbook designers and developers should consider the systematic design of cooperative learning elements when they design the textbook including equal distribution of elements of cooperative learning.

CHAPTER ONE

1. INTRODUCTION

This unit deals with background of the study, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study, limitation of the study and Operational definition of terms.

1.1 Background of the study

In Ethiopia, teaching English as foreign language has become challenging because a number of students in secondary schools could not speak or listen to English as expected manner. This was because of the language usage in the classroom instruction. In English language teaching and learning process, the methods of teaching vary with the extent to which teachers involve the learners to improve their understanding of a subject. Learning speaking skill is challenging for learners in ELT context because learners have few opportunities to use the language outside the classroom just like other languages (Gebhard, 2005). Learners have a number of opportunities to practice speaking skill in the classroom, but they do not do the tasks of speaking lessons cooperatively. They prefer being silent when they are asked to discuss or talk in their group during speaking lessons which aims at involving to put messages together for communicating the message and interacting each other.

Cooperative learning is one of the strategies that communicative approach encompasses to create conducive environment to develop learners' communicative competence. Cooperative language learning(CLL) is an approach currently used in language classes for the purpose of creating more active and learner centered atmosphere(Richards&Rodgers,2001).

Nunan (1992) states that students are able to improve their language skills while they are cooperating or interacting with other learners in the learner centered classrooms. Cooperative language learning can be explained as a social process in which students acquire or gain knowledge through interaction among or between group members (Cohen, 1994). Cooperative language learning is a systematic instructional method in which students work together in small groups to accomplish shared goals (Johnson & Johnson, 1989, as cited in Iyer, 2013).

In addition, "Cooperative learning can serve as one powerful tool in creating effective inclusive classrooms of diverse learners (Iyer, 2013:2). Cooperative learning promotes grater efforts to

more positive relationships and psychological health than competitive and individualistic learning." This strategy also needs good social setting especially facilities that are supposed to be found adequately in the classroom. For instance, size of the classroom, manageable number of students, seats and the likes are taken into consideration.

According to the above explanations made by different researchers, it is possibly said that cooperative learning brings higher achievement and makes more positive relations among learners. This strategy motivates learners to be problem solvers, decision makers and confident in the given tasks, but according to Tamirat (2011) cooperative learning can be hindered because of unsystematic design of the activities in the textbook and teacher's guide. Thus, that is why the researcher has a desire to evaluate the speaking lessons presented in grade 12 English textbook in terms of promoting cooperative learning.

1.2 Statement of the problem

As it has already been mentioned earlier, teaching English language in Ethiopia that introduces in secondary and preparatory schools was difficult in relation with communication or applying cooperative learning, so that was why a series of textbooks were evaluated in terms of skills. In line with this area, Hailu Darme (2019; 15) stated this issue below.

The ultimate goals of the textbooks, according to the authors, appear to be the development of student's proficiency, linguistics and communicative skills so that they will be able to use English effectively in a variety of pedagogical and social contexts. To achieve this, teachers make students the center of attention by encouraging them to be active participants and as well as by providing them with the opportunities to practice the language meaningfully through pair and group work practices.

Levine (2002) explained that cooperative learning methods, which are quite different from traditional methods; have some benefits resulting from social interactions among students. Classroom social interaction is beneficial to overall language development. A further strengthening of the status of cooperative learning Khadjdja's (2010) study indicated that students who interact and speak achieve better in oral skills in the most cases than those who always keep silent. Thus, cooperative learning has a great role for learners to improve their speaking skill in both academic and social issues. Cooperative learning, as a learner centered method, is a teaching method by which learners study by helping one another in small groups in their learning process in order to achieve a common objective.

Moreover, a number of studies indicated that cooperative learning is an approach for teaching technique where students work in groups on a certain activity in order to maximize one another's learning and to achieve certain goals (Johnson et al., 1998, as cited in Jones, 2008). But, on the contrary, the researcher on his work experience has observed and obtained the complaints of his colleagues that learners do not have proper participation in their group in speaking lessons. Instead of doing the given speaking lesson tasks, some students do different tasks which are unrelated to the desired objective and some others disturb in the classroom.

Thus, the researcher had felt that the instructions at speaking activities in the textbook were not clear for students to do the given tasks. This was related with not knowing their responsibilities in the classroom during speaking lessons cooperatively in the expected manner and the speaking activities in the textbook were not incorporate elements of cooperative learning. Therefore, the researcher will try to evaluate the design of speaking activity in English textbook of grade 12 in terms of promoting cooperative learning.

Pattanpichet (2011) conducted a study on an investigation of the effects of using cooperative learning in promoting student's speaking achievement. The researcher used 35 undergraduate students to examine their speaking achievement on English oral test before and after they had participated in the given instructional tasks based on the cooperative learning approach. The finding indicated that the improvement of the students speaking performance and positive feedback from students on the use of collaborative learning activities. Ning (2011) conducted a study on the effects of cooperative learning in enhancing tertiary students' fluency and communication. The result indicated that students' English competence in skills and vocabulary in cooperative learning classes was superior to the whole class instruction, particularly in speaking, listening and reading.

In the field of language studies; some researchers have conducted research works on the evaluation of ELT materials. And the researcher has found studies' findings made on two different language skills. In line with this Meseret (2013) and Tadesse (2014) as cited in Yitayal (2018; 4-5) *for example,* Conducted a study on the speaking tasks of grade nine English for Ethiopia students' textbook. He analyzed whether the tasks in the textbook are designed in light of current theories of communicative tasks. The findings indicate that the speaking activities in the textbook meet the principle and the nature of communicative tasks but the activities does not incorporating authentic materials into the tasks. The other similar study, which was evaluated the speaking lessons in Grade 10 English textbook in relation to its suitability for

promoting group work. The result of his study shows that the speaking lessons of the current grade 10 English textbook have problems in some of the aspects of the speaking lessons respectively.

Tariku (2013) also investigated whether the writing tasks in grade eleven English textbook are designed and implemented in line with current theories of communicative tasks. The findings show that all the writing tasks evaluated contain the five components of a communicative task, but they did not fully meet the criteria set on the checklist. In addition (Besirat Petros, 1998, as cited in Hailu Abrha, 2008) evaluated English for Ethiopia grade 10 students' book. However, this researcher failed to consider the most important criteria for evaluating ELT materials.

The researchers stated above had focused on the overall contributions of ELT materials in connection with cooperative learning; however the researcher of this study believes that there should be an assessment of speaking lessons in terms of their promotion of cooperative learning in grade 12 English textbook.

Therefore, the researcher was initiated to conduct this study; however, the study was not only different in setting and content from the above mentioned local research studies. The researcher focused on ELT material evaluation in relation with positive interdependence, individual accountability, face to face interaction, social skills and group processing. So those five major elements of cooperative learning made this study differ from others. Additionally, the textbook speaking lessons have not been assessed yet in terms of promoting cooperative learning in our school context.

1.3 Objective of the study

1.3.1 General objective

The general objective of this study was to evaluate the design of speaking activities in grade 12 English textbook in terms of promoting cooperative learning using cooperative learning elements and users' perspective.

1.3.2 Specific objectives

The following specific objectives were drawn from the above general objective to attain the aim to evaluate the speaking activities presented in grade 12 English textbook in terms of promoting cooperative learning. They were to:

- Examine whether the speaking activities presented in the textbook to promote cooperative learning.
- See the teachers' perceptions of the speaking lessons in terms of promoting cooperative learning.

1.4 Research questions

To achieve the objective of this study, the researcher was attempted to answer the following research questions:

1. Do the speaking activities presented in English textbook promote cooperative learning?
2. How do teachers perceive speaking activities in the textbook in terms of promoting cooperative learning?

1.5 Significance of the study

The study focused on the evaluation of the design of speaking activities of grade 12 English textbook in terms of promoting cooperative learning. As a matter of fact, every research result should have some significance. Thus, the successful finalization of this research will have the following significances: it provides valuable information about speaking activities in the textbook in relation to cooperative learning elements. It gives insight into secondary school English teachers by providing some empirical evidence about teaching using cooperative learning. The finding of this study may help textbook designers and writers to make appropriate decisions while preparing speaking activities in the textbook connecting with cooperative learning. It may give insights into individuals those who are interested to conduct the research on related issues.

1.6 The scope of the study

This study was delimitated to certain aspects. Firstly, this study focused on the evaluation of the design of speaking activities in grade 12 English textbook in terms of promoting cooperative learning in2014 E.C. The researcher used grade 12 English textbook in Mengesha Jemberie Secondary and Preparatory School to get information for the study and the study didn't evaluate other grade level. The researcher also used elements of cooperative learning (positive interdependence, face to face interaction, individual and group accountability, social skills and group processing) to evaluate the design of speaking activities in the textbook in Dangila City administration in Awi Zone in Amhara Region.

1.7 Limitation of the Study

The study would have been more comprehensive. If more teachers had been included from other schools, the researcher would have obtained vast information. If classroom observation had been included as a tool to see the practical implementation, the researcher would have obtained more reliable data.

1.8 Operational Definition of Terms

There is operational definition of terms like,

Textbook- In English as foreign language context, it may even constitute the main and perhaps the only source of language in put learners receive and the basis for language practice that occur both inside and outside the classroom.

Evaluation- is the process of judging some thing's quality importance or value. It is making judgment about amount, number or value of something, assessment,

Textbook evaluation- is the identification of particular strengths and weaknesses of books which are already in use.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

In this part of the study relevant theoretical aspects of review of related literatures were reviewed and discussed in detail.

2.1 Speaking

Speaking is a skill in which human beings use verbal language to communicate one another to share or exchange ideas (Fulcher, 2003). It is the most useful skill that people need to exchange various ideas in their real life in everyday situations. English language is an international language, and it the most important language in the world playing a great roles in different aspects of life like politics, the internet, science, trade, tourism and technology. Thus, the ability to speak in English language is needed as a requirement in many fields. Therefore, EFL teachers need to find the solutions for the challenges or difficulties those students face toward speaking skill. EFL teachers should provide trainings to learners develop their communication.

According to Brown (2007), oral communication has three components. These are:

Fluency- refers to the ability to speak suddenly without planning. According to Richards (2006), fluency is defined as responding the conversation in turns considering it logical and well organized way, using phrases and linking words, keeping in mind pronunciation and intonation without much hesitation.

Accuracy- It is about knowing and using elements of phonology, grammar and discourse. In this component, correction of utterances is considered to get a correct communication. Thornbury (2005) states that speaking English language accurately which means speaking without few errors or without in grammar, vocabulary and pronunciation.

Pronunciation- is defined as the production of sounds to the listener to convey message in the context of language use (Carter & Nunan, 2004). Thus, to transfer messages, good pronunciation skill is needed because if words are not pronounced properly or correctly, it is hard to understand what the message of the speaker is about.

Speaking is a productive skill in which people use it to express or exchange their ideas, beliefs or thoughts. Speaking is oral or productive skill and it consists of producing systematic verbal utterances to convey meaning (Nunan, 2003). Speaking has a number of different aspects

including two major categories; accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities; and fluency, considered to be the ability to keep going when speaking spontaneously in communicative point of view (Harmer, 2001).

According to Harmer (2001), necessary elements for spoken production are:

Connected Speech-Effective learner of English need to have both able to produce the individual phonemes of English (as in saying I would have gone) and to use fluent connected speech as in (I'd've gone). In connected speeches sounds are modified, omitted, added or weakened.

Expressive Devices-English language native speakers change the speech and the stress of particular parts of utterances, vary volume and speed, and show by other physical and nonverbal means how they are feeling.

Lexis and Grammar- speech is marked by the use of number of common lexical phrases, especially in the performance of certain language functions.

Negotiation and Language- effective speaking benefits from the negotiator language we use to seek for clarification and to show the structure of what we are saying.

2.1.1 The Importance of Speaking

The speaking lesson was neglected in the traditional language teaching approach reading and writing skills had high emphasis. In line with this notion, Richards and Rodgers (2001) stated that reading and writing are basic skills to be focused, but little attention is paid to speaking and listening skills. In recent times, on the contrary, in communicative approach, speaking skill like other skills is considered as essential skill because oral communication involves speech where students expected to interact with other people.

Thus, learners have high roles in the classroom talk. In order to do various tasks in the classroom even for other subjects, speaking skill is used as a tool to provide instructions, directions, comments and feedback. Therefore, in communicative approach the role of speaking skill is countless. Speaking can help learners to develop their vocabulary, grammar and writing skills. In social, political and economic aspects, speaking has vital roles in addition to academic purpose. That is why various organizations need for people who speak English language in the expected manner and it is considered as a business tool in which different products of companies are advertised.

2.2 Material Evaluation

According to Tomlinson (2011), material evaluation is an attempt to measure the value of the textbook. It is a way to which judgment is made on the effects of the textbook on the users (learners and teachers). The textbook's validity, flexibility, credibility, etc. could be measured depending on the effects of the text.

A material evaluation involves a systematic analysis of all necessary information to improve the textbook (Weir & Roberts, 1994 as cited in Hailu Abreha, 2019). Material evaluation has its own roles on the teaching and learning process when it is evaluated. Teaching materials are tools used to foster teaching and learning process having various objectives. Textbook is mainly used to teach English language is considered as teaching material. According to Cunning worth (1995), language teaching materials have the following roles. These are resource for presentation materials, source for activities for learning, practice and communicative interaction, source for stimulation and ideas for classroom activities and a support for inexperienced teachers who have yet got in confidence.

In addition, Dully-Evans and St. John (1998) indicated that roles of teaching materials are: as a source, as learning support, for motivation and stimulation and for references. Teaching materials have their own high significance to help inexperienced teacher to get ideas how to plan and teach lessons (Richards, 2001).It is useful for users to evaluate materials because no material is perfectly designed. Thus, material evaluation plays a key role in education and can provide valuable information. In addition, it would provide a sense of familiarity with book's contents and identifying its strengths and weaknesses. The evaluation of a particular teaching material and a complete instructional program is a key to the success of any instructional activity (Cunning worth, 1995). Tomlinson (2003) explains that instructional material evaluation as a procedure that involved measuring the value of a set of learning materials. It requires making judgment about the effect of the material on the people using them as it tries to measure at least the following: the appeal of materials to learners; the credibility of materials to learners, teachers and administrators; the validity of materials.

Thus, material evaluation refers to the way in which identifying the downsides of the textbook and analyze the required data to improve the textbook. In addition, it needs depth evaluation what should be included and excluded in the content of the textbook.

2.3 Roles of Teaching Materials (Textbooks)

Various researchers provide their view on the roles of textbook for teaching ELT/ESL. Textbook plays important role in teaching and learning process in the classroom activities. It provides contents for the lesson, indicates the organization of the contents where teachers and students have responsibilities. However, teachers recognize whether the textbook is appropriate for the needs of theirs, teachers again identify the academic progress and the way how to assess the design of the textbook instructions (Schmidt, McKnight and Raizen, 1997). Cunnings worth (1995) mentioned the roles of textbook in EFL/ESL. It is an effective resource for self-directed learning, and it is source of ideas and activities where learners can make presentations and can use it as reference. It indicates what the desired objective is when the lesson is completed. It is helpful for teachers those who are less experienced as a means to have confidence. In addition, Ur (1996) put the following importance of the textbook. The textbook provides a clear frame work for both teachers and students. It serves as a syllabus and provides already made tasks. It is used as a guide for less experienced teachers. Learners can use the textbook either in the classroom or at home where they think is suitable for them.

However, textbooks may have negative impacts on the teaching and learning process. When they are designed, material developers should recognize learners' level, ability, gender, social roles, occupations, relationship (Renner, 1997). According to Richards and Renandya (2002), textbook may have a number of disadvantages. For example, the textbook may not present appropriate and realistic language. It may not contextualize language activities. It may have inadequate cultural understandings. It may not address equity in gender and discourse competence.

Although textbooks may face some shortcomings, they are still used in the teaching learning process. Therefore, to minimize the shortcomings to the textbooks, textbook designers have to evaluate the textbooks critically by considering things mentioned above.

2.4 Types of Material Evaluations

There are different drawbacks in which the textbook may face which can hinder the teaching and the learning process in the expected manner. Evaluating a textbook is complex because there are a number of variables which may affect the success or failure of a textbook. Types of textbook evaluation vary because of depending on the specific circumstances of teaching and learning context. There are various textbook evaluation criteria which have been made by Ellis (1997), Mc Donough and Shaw (1998), McGrath(2002), Tomlinson (2003), Cunnings

worth(1995), Littlejohn(2011), Ur(1996) etc. depending on a particular ELT context. Most of the fore mentioned evaluators tend to evaluate textbooks on four main aspects which are the internal content of the textbook, the aims and approaches, the supporting sources and physical appearance. However, this study uses the criteria which have been made by Johnson and Johnson (1992) to evaluate the textbook.

According to Ellis (1997) material evaluations are of two. These are macro and micro evaluations. The former refers to evaluating the overall aspects of the materials. It seeks to answer one or both of the following questions: To what extent was the program effective and efficient in meeting its goals? I n what way can the program be improved? The latter, on the other hand, refers to a narrow focus on specific aspects of the curriculum or the administration of the program. Tomlinson (2003), on the other hand, puts three stages of evaluation process. These are pre-use evaluation, whilst- use evaluation and post-use evaluation. Pre- use evaluation refers to a way to look art works, illustrations, content pages, appearances and the likes to get impressive values of the text. Whilst-use evaluation is used to evaluate clarity of instruction or layout, reach ability, practicality, flexibility of materials, achievement of performance of objectives, credibility of tasks, impact of the materials, potential for localization and comprehensible of the texts. Post-use textbook evaluation refers to the evaluation on the influence of the textbook on administrators, students and teachers.

Littlejohn (2011) suggested three textbook evaluation checklists. These are: what is there? What is required of users? And what is implied? According to Littlejohn (2011), what is there? Analysis focuses on classroom time required, material type, date of publication, intended users, intended context of use, physical aspects (durability, components, and color use), how the textbook is organized and how teachers and students are helped to find their way around. What is required of users? Focuses on tasks that learners do, what cognitive operations will be required, what form of classroom organization will be involved, whether students' focus will be on meaning, what medium will be involved, who will be the source of language or information. The third stage which is what is implied? Focuses on selection and sequence of content (syllabus) and tasks; distributions of information across teacher and student.

McGrath (2002), on the contrary, suggested a two-stage process of a systematic textbook evaluation. These are "first glance" evaluation and "in depth" evaluation. First glance evaluation consists of four steps. These are practical considerations, support for teaching and learning, context relevance and learner appeal. In- depth evaluation tends to address the aims

and content of the text, what aims require that learners and teachers do functions of aims and contents as classroom resources and students' needs and interests. McDonough and Shaw (1998) suggested that textbook evaluation has three stages. These are external evaluation, internal evaluation and overall evaluation. External evaluation is the same as McGrath's (2002) first glance evaluation; pre-use evaluation of Tomlinson (2003) and "what is there?" evaluation of Littlejohn (1998&2011). Internal evaluation emphasizes on content (grading and sequencing). Overall evaluation is on factors of usability, adapt ability, and generalize ability and flexibility of a textbook.

Cunnings worth (1995) suggested that textbook evaluation has eight criteria. These are aims and approaches, design and organization, language content, skills, topic, methodology, teacher's guide and practical considerations of the textbook. In various textbook evaluators provided different criteria for textbook evaluation except some share the same criteria for evaluating the textbook. However, the current researcher has used the criteria made by Johnson and Johnson (1992) to conduct this study because the aim of this study was to evaluate the speaking activities in grade 12 English textbook in terms of promoting cooperative learning and most EFL materials have been evaluated using the fore mentioned criteria.

2.5 Concepts of Cooperative Learning

The concept of cooperative learning encouraged a number of researchers and scholars to conduct studies on it. Johnson, Johnson and Manson (2012) understood that cooperative learning is a new approach which ignores traditional approach involves creating better condition for learners to discover actively and to construct their own knowledge, letting leaner's work together as learning is social process, strengthen students' relationships among them and motivates them to develop competence.

2.6 Theoretical Aspects of Cooperative Learning

Cooperative learning refers to a systematic instructional method in which students work together. Cooperative learning is one of the communicative approaches of language teaching which starts from a theory of language as communication. Cooperative language learning highlights to the interaction and communication among or between students and students or even with teachers. According to Harmer (1991), the major goal of language teaching is that a person who requires communicative competence acquires both knowledge and ability for language use. Learners work together in their group to communicate and interact with their

peers. When learners perform cooperative learning properly, they do have higher achievement level than those who do not perform (Johnson& Johnson, 1991).

Although the definitions of cooperative learning vary among scholars, most definitions reveal almost the same. For example, Johnson and Johnson (1998) state that cooperative learning is an instructional approach where small groups of learners work together to increase their learning and other learners' learning. As learners work together responsibly, they achieve the desired goal by sharing or exchanging ideas in their small groups. Likewise, Eslamian, and Aref (2012) defined cooperative learning as a new approach of educational practice that invite learners to have shared ideas to achieve a common goal of learning. In addition, knowledge and experience is acquired through the successful interaction among the group members. Bolukbas (2011) states cooperative learning is used to help students develop a positive image both for themselves and their group members. Cooperative learning is a learning methodology which employs a variety of learning activities to improve students understanding of a subject. So it is to mean that learners are responsible for their teammates learning as well as their own learning because the success of an individual is the result of both individual and team performance.

2.7 Cooperative Learning Methods

Different researchers put cooperative learning methods as follows.

Jigsaw Approach (Aronson, 1978): This method makes each student is provided a certain topic and makes the students experts on the given topic. Learners have high opportunities on meeting with experts from other groups, after obtaining the information from other group, the group members come back to their former group to teach their teammates. Learners are asked individually after the given topic is studied.

 JigsawII (Slavin, 1986), It has five steps. These are reading, expert group discussion, home group reporting, testing and group recognition. This is related to the Jigsaw Approach where each student's score being together at the end which can indicate a team score.

Student Teams-Achievement Division (STAD) (Slavin, 1978): According to Slavin (1978), STAD has four steps. These are whole class presentation, group discussion, tournament, and group recognition. In this method students are provided worksheets which are designed by their teachers to test each student and to take each individual's test. The teacher combines the results of each student in to team scores.

Teams Games and Tournaments (TGT) (Devries and Slavin, 1978), this method is similar to STAD, but what makes it different from STAD is that TGT has a group competition at the end of the unit for a team score. It has four steps. These are whole class presentation, group discussion, and tournament and group recognition.

Learning Together, (Johnson and Johnson, 1987): In this method, a topic is given to groups and learners prepare test or worksheet. This is done to evaluate the group and individual students. *Coop- coop* (Kagan, 1985). In this method, learners in groups select topics for study and after selecting the topics; learners break the topics in to sub topics. Each student has to involve highly in the given sub topics and finally the team makes presentation on the topic to the whole class.

Group Investigation, (Sharan and Hertz- Lazarowitz, (1980) as cited in Seid Muhammed. (2010): This method permits learners in their group choose general topic to study. Pairs and individuals study subtopics based on the way they feel better on approaches. According to Sharan and Sharan (1994), while implementing group investigation, it has to follow six stages. These are determining subtopics and organizing in to the groups, planning investigation, carrying out investigation, planning a presentation, giving a presentation and evaluating achievement.

2.8 Values of Cooperative Learning

Cooperative learning is a way of learning on small groups where learners share ideas together to maximize their own and each other's learning (Johnson, Johnson, and Holubec, 1993). In the case of cooperative learning, learners perceive that they reach their learning goals when other students in the group do the same. According to Johnson et al (1993), the values of cooperative learning efforts are:

Commitment to the common goal: In cooperative learning, individuals' work contributes for both the well- being of them and the well-being of others. Individuals in the group have common good and the success of others.

Success depends on the joint efforts of everyone to achieve individual goals: As cooperative learning refers "Sink or swim together", the group share the same what an individual has and the individual share the same what the group has (all for one and one for all). Cooperative learning enables each individual in the group to achieve mutual goals

Facilitating promoting and encouraging the success of others is a natural way of life: If everyone does well, their success will highly be dependent on what they do. A well cooperator always finds the ways to promote facilitate and encourage others' effort

Individual's success is associated with others' happiness in their success: The group members feel well on other group members' success. Someone's success is seen because of the pleasure and happiness of the group members where one's help and assistance is important.

Other individuals are contributors to one's success: Individuals who are cooperated promote and facilitate others' work. Cooperators believe that their effort is helpful to succeed and promotes one's own success.

Other peoples' worth is unconditional: Individuals in the group have diverse abilities which may contribute to working together that everyone has a value all the time. It refers to working for the success of all.

Self-worth is unconditional: This is resulted from contributing whatever sources one has to work together and have common goal. Cooperation is resulted from individual's belief and their worth. *Cooperative values based on striving to learn, grow, develop and succeed:* The encouragement contributes to individual trial on the common goal.

2.9 Benefits of Cooperative Learning

According to Slavin and Cooper (1999) as cited in Hailu Darme, (2019) the aim of cooperative learning is to enhance learners' academic achievement by having discussion, learning from each other and encouraging each other for better achievement. Thus, cooperative learning has its own positive impacts for learners to work together by sharing what they have in their minds on a particular issue. Cooperative learning has the following benefits.

 It enhances creativity: Cooperative learning makes situations for learners to create a number of ideas on various issues, and it also creates feelings of stimulation and enjoyment, and enables learners to solve problems. Cooperative relationship provides learners to consider the ideas rose and appreciate everyone's ideas instead of leaving what have been said (Johnson and Johnson, 2009).

It has psychological benefits: Cooperative learning encourages learners to develop interpersonal relationships among themselves. When they make discussion in their small group, learners may provide and receive constructive feedback which may increase self- esteem.

Learners present what they have in common in the group when the group is asked to do so in the classroom as errors are corrected before they are presented in the class (Isaacs, 2008).

It provides benefits for teachers: When cooperative learning is taking place in the teaching and learning process, teachers and students may have responsibilities to evaluate the skills and the group members' contributions. Teachers collect and share information from learners in different groups while they are learning cooperatively which can help learners to be good in academic skill and social aspects of the class.

It has social benefits: Cooperative learning promotes teaching social and interpersonal skills because it provides a safe and intimate atmosphere for group members. Learners in cooperative learning tend to become tolerate of diverse view points, to consider other's thoughts and feelings in depth, and seek more support and clarification of others' positions (Stahl, 1994).

Therefore, the existence of cooperative learning in teaching learning process has countless benefits in order to achieve the desired goal on learners. In addition, it is helpful for learners to enhance creativity, to be psychologically strong, and to have strong interpersonal relationship.

2.10 Characteristics of Cooperative Learning

Cooperative learning has the following characteristics:

1. **Consisting clear instructions:** In order to make cooperative learning effective and fruitful, teachers have to provide clear, and well defined instructions or guidelines to the students before learners start the given activities (Johnson&Johnson,2009). The textbooks have clear instruction as well what learners are going to do. As a result, each team member in the group is ready to involve in the given tasks and each group member knows what is expected from them.

2. **Having clear specific objectives:** Is the way that teachers do before implementing cooperative learning in the classroom: they should plan what is expected from the given lesson depending on the syllabus. According to Stahl (1994), teachers should describe what are expected from learners using clear language focusing on academic content and skills required. In addition, when textbooks are designed by textbook designers, they should consist of clear objectives in which teachers should apply and describe in the classroom.

3. **Heterogeneity and group size:** Students in their group should be heterogeneous and their group size may be 4-6 students (Slavin, 1999).In addition, learners develop the sense of

leadership, responsibility and managerial skills in the process of learning when they are heterogeneous in their group and they are small in their group size.

4. **Needing sufficient time:** Sufficient time has to be given for learners in order to make discussion on the given tasks or activities. According to Johnson and Johnson (2009), cooperative learning needs enough time to make it effective because creates situations for learners to learn one another and cooperate with.

5. **Assigning roles:** Teachers have high responsibilities to create complementary and interconnected roles. According to Johnson and Johnson (2009), the group members who are heterogeneous receive different roles and instructions until the required outcome is achieved. Roles like reader, recorder, and checker of understanding, encourager of participation and elaborator of knowledge are important for high quality learning.

2.11 Types of Cooperative Learning

According to Johnson and Johnson (1998), there are three types of cooperative learning. These are formal cooperative learning, informal cooperative learning and cooperative base group.

2.11.1 Formal Cooperative Learning

Formal cooperative learning refers to learners' working together for one class period to several weeks in order to achieve shared learning goals and to complete the given specific tasks together. Learners, in this case, are expected to make decisions, solve problems, write report, read reference books, learn vocabulary, and conduct experiment or survey at the end of the chapter. Teachers, in the formal cooperative learning, have the following roles and responsibilities.

A. **They explain the tasks cooperative structure:** Teachers are expected to explain the academic assignments, explain criteria for success, explain individual accountability, explain the expected outcomes and structure positive interdependence to the students.

B. **They evaluate and process:** Teachers have to ensure the process of the effectiveness of the learning groups, assess and evaluate students' achievement, make students plan for improvement and make them celebrate the group members' hard work.

C. **They monitor and intervene:** Teachers have to monitor each learning group, bring closure to the lesson and intervene when they conduct lessons.

D. **They make pre instructional decision:** Teachers have to formulate objectives, choose appropriate methods for assessing the group, arrange materials that learners need to

complete the given assignment, arrange the classroom, and decide on the group size and which group roles to be assigned.

Thus, when the textbook is designed the above roles of teachers have to be taken in to consideration so as to achieve the goal of cooperative learning.

2.11.2 Informal Cooperative Learning Group

Informal cooperative learning group refers to students are expected to work together to achieve a joint learning goal in temporarily (Johnson et al, 1998). It ensures that incorrect understanding, misconceptions and in turns the gaps of understanding are corrected and identified. It has two important aspects of using it. These are: making the tasks and instructions explicit and precise and requiring the groups to produce a specific product in a written way. Informal cooperative learning has the following procedures.

Introductory Focused Discussion: In this case teachers assign learners in pairs and make them to explain answers of the questions from the given tasks within four to five minutes.

Intermittent Focused Discussion: In this case the teachers' role is dividing the lesson in to 10 to 15 minutes section. This is done to make the learner concentrate on the given information which is delivered. At the end of each section students have roles to turn to what they are asked to the next person in order to work cooperatively in answering the questions. Here each student is expected to formulate his/her answer, share his/her answer with other partners.

2.11.3 Cooperative Base Group

It is about heterogeneous cooperative groups with stable membership. Cooperative base group may be used in two different ways. The first is about the base group stays together only for the duration of the given course and the second is about organizing all students in the school base group which is essential component of school life.

2.12 Elements of Cooperative Learning

Cooperative learning is used as a means of creating strong relationships among learners in their groups which require individual and group benefits. Learners in cooperative learning require developing individual accountability to contribute his or her effort for the group success (Johnson& Johnson, 2007). There are five major elements involved in distinguishing cooperative learning from other forms of group learning. These are positive interdependence,

individual accountability, face to face interaction, social skills and group processing (Johnson & Johnson, 1992).

2.12.1 Positive Interdependence

This element refers to the linkage of one learner with others in a way so that there is no success unless everyone does; the common benefit is there for every member of the group. Students believe that they "sink or swim together" (Johnson et al, 1998). It encourages learners to work together in small groups to enhance the learning of all members sharing their resources. Positive interdependence exists when learners perceive that they are linked with group members. Working together demands a coordination of individual actions through dialogue, planning, decision making.

Students perceive that they need each other in order to complete the groups' task the key to doing this is to structure the group so that the group members clearly get the message that "I can only do and succeed well if the other members in my group also succeed and do well" (Kong, 2009) as cited in Seid Muhammed. (2010).

Individuals were responsible for their success and learning but also responsible for their group success. When positive interdependence exists among members of a group, they feel that what helps one member of the group helps the other members and that what hurts one member of the group hurts the other members. To support this idea, Iyer, (2013. 24) pointed out that

> *Cooperative learning is a great tool that can be used to improve student achievement in any classroom. It also fosters tolerance and acceptance in the community, which improves quality of everybody's life. Multiple researches have shown that cooperative learning strategies can be utilized to promote deeper understanding. Educators can use various strategies of cooperative learning along with their instructional techniques to enhance learning in a classroom. This will result in higher student achievement.*

2.12.2 Individual and Group Accountability

This element refers to each of the group members is accountable for completing his or her part of task. Johnson and Johnson (2002) explained that individual accountability is described when the performance of each individual student is assisted and the results given back to the group and the individual. It requires the group students to know and identify who needs more assistance, support and encouragement in their group.

Individuals are responsible for their shared responsibilities and also the group is responsible for achieving their goal and everyone will try to learn and to share their knowledge and ideas with others. Each member of the group has to contribute one's efforts to accomplish the group's goal. Group rewards and individual accountability are essential elements in cooperative learning (Slavin, 1990).

2.12.3 Face to Face Interaction

This element of cooperative learning refers to students' explanation, argument, elaboration and connection to the current with the previous one. It is a physical set up of the group where learners are grouped in small groups, facing each other to exchange ideas and accomplish tasks (Johnson& Johnson, 1991). In face to face interaction, learners are expected to share and discuss on some issues, make decisions and often engage in negotiations. Cooperative learning requires students' interaction in their group (Johnson& Johnson, 1991). To promote face to face interaction, the group members become personally committed to each other as well as their mutual goals.

2.12.4 Social Skills

Social skills build strong interactions among group members. Social skills are required for interacting effectively with peers from other cultures and ethnic groups (Johnson& Johnson, 1991). According to Nunan, (1992) social skills can be developed by cooperative learning in terms of decision making, being leader ship, trust building communication and conflict management skill. Therefore, learners must be taught these skills and be motivated to use them.

2.12.5 Group Processing

Group processing is determined by group member's discussion and how well learners achieve their goals and maintains effective working relationships. Learners are aware of individual differences and they accept this and support each other. When there is a strong relationship among students, they support each other, achieve their goals, improve higher order of thinking, develop self-esteem, grow positive attitude towards school, courses and obtain social skills (Cohen, 1994; Slavin, 1996; Wang, 2012).

The group processing exists when group members are given time and opportunities to discuss and evaluate the effectiveness of the members work for achieving their goals and maintain effective work relationships with in groups (Johnson& Johnson, 1991).

Group processing refers to the between the group members and identifying the supportive and in effective interaction. This enables the group to identify which behavior should continue for the success of the group. This process requires discussion on what are useful and not during

group work and examining what actions to be changed and modified. Group processing provides a chance to give and receive feedback and enhances the skill of each group members

2.13 Studies in Abroad and in the Country

2.13.1 Studies in Abroad

Pattanpichet (2011) conducted a study on an investigation of the effects of using cooperative learning in promoting student's speaking achievement. The researcher used 35 undergraduate students to examine their speaking achievement on English oral test before and after they had participated in the given instructional tasks based on the cooperative learning approach. The finding indicated that the improvement of the students' speaking performance and positive feedback from students on the use of collaborative learning activities. Ning (2011) conducted a study on the effects of cooperative learning in enhancing tertiary students' fluency and communication. The result indicated that students' English competence in skills and vocabulary in cooperative learning classes was superior to the whole class instruction, particularly in speaking, listening and reading.

2.13.2 Local Studies

Seid (2010) assessed the effects of cooperative learning on reading comprehension achievements in EFL classroom and social skills of grade 10 students. He stated that the effects of cooperative are better than that of non- cooperative method of teaching in the EFL classroom and students' social skills performance. Meseret (2013) evaluated speaking tasks of grade 9 textbook. The finding indicated that the goals of tasks meet the interests and needs of students and stated explicitly. They are familiar to students' day to day life and they provide sufficient context for the students to practice speaking in the classroom although they lack authenticity. The roles of teachers and students are not stated explicitly.

Tadesse (2014) also evaluated the speaking lessons in Grade 10 English textbook in relation to its suitability for promoting group work. The result of his study shows that the speaking lessons of the current grade 10 English textbook have problems in some of the aspects of the speaking lessons. (Tariku 2013, as cited in Yitayal, 2018) investigated whether the writing tasks in grade eleven English textbook are designed and implemented in line with current theories of communicative tasks. The findings show that all the writing tasks evaluated contain the five components of a communicative task, but they did not fully meet the criteria set on the checklist.

CHAPTER THREE

3. RESEARCH METHODOLOGY

This was about the overview of research methodology consisting of research design, participants of the study, samples and sampling techniques, data collection instruments, data gathering procedures and methods of data analysis.

3.1 Research Design

The main objective of this study, as stated under the objective of the study in chapter one was to evaluate the speaking activities presented in grade 12 English textbook in terms of promoting cooperative learning. For this study, descriptive research design was employed. In order to achieve this objective, the researcher used qualitative approach only for analyzing speaking activities in the textbook. In relation to this, the researcher believed that employing qualitative approach helps to evaluate and to interpret the speaking activities in each unit of the textbook in depth and reach a conclusion. The data gathered through document analysis and teacher's interview were analyzed by using qualitative technique of data analysis. Qualitative approach was used to evaluate the speaking activities in the textbook by using checklists.

3.2. Research Setting

The data collection of the study was carried out in one of the governmental preparatory schools, which is situated in Awi, Amhara Regional. It was Mengesha Jemberie Preparatory School. The selection of this school was because of its proximity and accessibility to the researcher.

3.3 Populations of the Study

The study was conducted at Mengesha Jemberie Secondary and Preparatory School in Dangla City Administration in Awi Zone in Amhara Region. The populations of the study were 3 English language teachers in the school. A textbook evaluation was completed and beneficial when stakeholders such as teachers were involved in it (Chambers, 1997 as cited in Hailu Darme, 2019). Thus, the researcher believes that the teachers could provide information about the speaking lessons in the textbook from their teaching experience.

3.4 Samples and Sampling Technique

As it was mentioned before, the targets of this research were grade 12 English language teachers and students' textbook which was designed for grade 12 students and particularly speaking activities in the textbook.

The sample of the study consisted of three EFL teachers who had been teaching English grade 12 in the year 2014E.C in the school were selected using comprehensive sampling technique as a sample and 38 speaking activities were also taken comprehensively. Three of them were males and MA holders. Besides, they had (15-22) years of working experience.

3.5 Instruments of Data Collection

The methods were under lied on qualitative (document analysis and interview). Thus, to collect data from the source of data: document analysis and interview for teachers were employed.

3.5.1 Textbook Analysis

Document analysis was the main source of data collection tool in this study because it focused on the actual organization and presentations of the content of speaking lessons in the textbook. An evaluation of the design of speaking lessons in English grade 12 textbook in terms of promoting cooperative learning was conducted using elements of cooperative learning like positive interdependence, individual or group accountability, social skills, face to face promote interaction and group processing were adapted from (Johnson, Johnson,1994 as cited in Jones, 2008). This instrument enabled the researcher to examine and evaluate critically contents of speaking lessons in the textbook. It was also employed to evaluate whether or not speaking lessons in the textbook in terms of promoting cooperative learning elements.

3.5.2 Interview

To gather data from the teachers, a semi-structured interview was used. It was employed to see the responses of teachers. The interview consisted of six questions which were adapted from Johnson and Johnson (1992). The purpose was to see teacher's perception of speaking skill activities in the textbook in terms of promoting cooperative learning that was objective three.

The semi- structured interview was provided for teachers to get more information from grade 12 English language teachers in the school about the design of the textbook. This instrument allowed the researcher to meet the interviewees face to face and gather detailed information for

the study. The researcher recorded the interviewees' response using sound recorder (smart mobile phone) during interview and transcribed it.

3.6 Data Gathering Procedures

The data for the study was gathered using textbook analysis and semi- structured interview. This was done one after the other for the appropriateness of the data.

In the document analysis, the speaking skill activities in the textbook were evaluated using elements of cooperative learning as the objective of the study was to evaluate the design of speaking activities in the grade twelve English textbook in terms of promoting cooperative learning.

In the case of interview, first the researcher asked permission of grade 12 English language teachers before making interview to gather data and explained them about the advantage and the purpose of the study. And then, the researcher conducted the interview according to the schedule of the study.

Before administering the actual interview, the researcher carried out a pilot study on the interview to check its validity and appropriateness on the teachers who were teaching in Dangla preparatory school of the same grade level. Tool validity was checked through the pilot study and the interview was valid because the researcher administered the pilot study after advisor's rigorous comments on the items. This enabled the researcher to use and identify the challenges that the participants of the study encountered during the actual study, and it helped to check their appropriateness and to modify the interview questions which were unclear and were not easily understood by the actual participants of the study.

3.7 Methods of Data Analysis

This part of the research is inclusive that involves organization, analysis and interpretation of the raw data through the instruments discussed above.

As data collection tools were textbook analysis and interview, the data from both were analyzed through qualitative approach. This means data from the textbook and semi- structured interview were analyzed using elements of cooperative learning like (positive interdependence, individual or group accountability, social skills, face to face promote interaction and group processing) which were adapted from the review of related literature earlier. The procedures for collecting data from the document analysis semi- structured interview are discussed below in chapter four

CHAPTER FOUR

4. RESULT AND DISCUSSION

The purpose of this study was to evaluate the design of speaking activities in grade 12 English textbook in terms of promoting cooperative learning using elements of cooperative learning and user's perspective. Thus, the researcher made two objectives and used two data collection tools: document analysis and semi-structured interview. This chapter presents the data analysis and discussion of the study.

4.1 Over view of the Textbook

The current grade 12 English for Ethiopia textbook was written by Barbara Webb and evaluated by Asefa Kassa, Ejeta Negeri, Getahun Gebremariam and Tesfaye Gebreyes. It was prepared by the Federal Democratic Republic of Ethiopia, Ministry of Education. It was printed in Malaysia. The text book consisted of twelve units having major skills: speaking, writing, reading, and listening and micro-skills like vocabulary and grammar. It contained study skills that enabled learners to practice skills where they were. In addition, each part of the text consisted of its objectives and tasks. Each unit was divided in to two parts which were part ''A'' and part "B".

4.1.1 Speaking Activities in the Textbook

There are 38 speaking activities in the textbook. The distribution of speaking activities as compared with other skills is almost equal with others except the distribution in unit one and unit eleven. This indicates that speaking skill has got equal distribution as other skills and has got emphasis. As mentioned above, the number of speaking activities was 38, but the speaking activities in the revision part and in the introduction part in each unit were not included in the analysis. This is because speaking activities in the revision section were presented redundantly, and speaking activities in the introduction are presented together with other micro-skills.

Therefore, speaking activities which were presented independently like other skills were analyzed as follows.

Unit	Unit topics	Number of speaking activities in each unit	Pages where speaking activities placed
1	Family life	2	11, 12
2	Communication	3	35, 46, 48
3	Education	3	53, 67, 70
4	The arts and literature	2	85, 97
5	The United Nations	3	105, 115, 120
6	Trade and globalization	4	134, 134, 136, 144
7	Finding a job	3	160, 163, 169
8	Human development	6	176, 182, 183,187, 189, 191
9	Tradition versus progress	5	198, 199, 204, 208, 211
10	Future threats	4	227, 234, 239, 240
11	The film industry	1	256
12	Class magazine	2	273,274

As it can be seen in table1, the number of speaking activities in each unit was different in terms of their distribution. For example, in unit six, eight, nine and ten, the speaking activities were distributed in greater number than the rest units. The distribution of speaking activities in unit one, four, eleven and twelve were lower. Thus, low emphasis in these units was given to the speaking activities. On the other hand, there were several speaking activities in the textbook which were not put separately like that were given in table 1, but they were designed in the integrated manner, so the study emphasized only the speaking activities given on the textbook alone.

4.2 Results of Evaluating Speaking Activities Using Cooperative Learning Elements

The main aim of the study was to evaluate the design of speaking activities in grade 12 English textbook in terms of promoting cooperative learning. The speaking activities in the textbook were evaluated using elements of cooperative learning using positive interdependence, individual accountability, face to face interaction, social skills and group processing as criteria based on (Johnson and Johnson, 1993).

4.2.1 The Results of Speaking Activities Promoting Positive Interdependence in the Textbook

Positive interdependence enables learners to have their ideas where each learner is connected to each other to bring group success. This means if a group member cannot succeed the required tasks, it is considered as all the group members fail to the given tasks. Therefore, the success of the group member is the success of the group. If one fails, the group also fails the required outcomes. According to Johnson and Johnson (1998), positive interdependence makes learners be obliged to rely on one another to achieve the goal. If one does not accomplish the given tasks with the group, everyone has the same result which is not succeeded as positive interdependence leading to swim together or sail together.

Table 2 below presents the lessons in the textbook intended to promote positive interdependence.

Table 2: The speaking activities which encourage positive interdependence in the textbook

No	Lesson topics	Page	Unit
1	B1.1 A happy family life	12	1
2	B2.5 Advantage and disadvantage of communication	48	2
3	A3.4 Why students drop out	53	3
4	A4.3 Participation in the arts	85	4
5	B5.5 The MDGS	115	5
6	B5.10 The new United Nations	120	5
7	B6.1 How global we are?	134	6
8	B6.10 Is globalization good or bad?	144	6
9	A7.8 Qualifications and skills for different jobs	160	7
10	B7.9 Applying for a job	163	7
11	A8.4 The development of man	176	8
12	A8.9 History or her story	182	8
13	B8.2 Development and civilization	187	8
14	B8.6 Human achievement	191	8
15	B9.1 Pros and cons of living in a rich country	204	9
16	B9.5 Ethiopia's strengths and weaknesses	208	9
17	B9.8 Preserve it or abolish it	211	9
18	B10.1 Threats to our future	234	10
19	B11.2 Talk show	256	11
20	B12.2 Reviewing your work	276	12
	Total=20		

Based on the criterion of promoting cooperative learning, the speaking activities in the textbook were analyzed below. There were 38 speaking lessons in grade 12 English textbook. From these, 20 speaking activities were designed to encourage positive interdependence. The activities which were in table 2 were taken from grade 12 English textbook intended to make learners' effort benefit not only him or herself but also the group members which implied that the failure of one of the members in the group led the whole groups' failure.

The following speaking activities presented from B1.1 up to B12.2 show how they encouraged the elements of positive interdependence.

B1.1 Speaking: A happy family life

Work in a small group and discuss the following.

1. How many people are there in the family in the picture? Who are they? Where do they live? What do they do? Do they look like a happy family? Why do you think so?
2. Think of the ingredients for a happy family life.
   ✓ Brain storms your ideas
   ✓ One member of the group should make notes of the points you make.
   ✓ Be prepared to justify the
   ✓ When you are ready, share your ideas with the rest of the class.

In the above speaking activities, first, students were ordered to be in a small group and discuss how many people were in the family? Who were in the picture? What did they do? What did the family look like? Why did they think so? Thus, here each group member was asked to provide his/her own answer to the group which they thought was right about the given picture. Besides, learners were asked to think of the things for a happy family life and from their group, a learner should make notes of the points they made. When a selected group member was ready for the given activities, he/she was ordered to share ideas with the rest of the class. Learners in activity B1.1 had opportunities to share their ideas with their group mates. Therefore, the above activity encouraged learners to have mutual learning goals.

B2.5 Speaking: The advantages and disadvantages of communication

1. Work in a group. You are going to discuss the advantages and disadvantages of one of these methods of communication. Your teacher will tell you which of these methods your group is to discuss

- ✓ Mobile phones
- ✓ Letters
- ✓ Email
- ✓ Face to face conversation

2. Follow these instructions

1. Brainstorm some ideas. You have four minutes to come up with a list of the advantages and disadvantages of you method. Appoint a secretary in the group to write your ideas in two columns on a piece of paper.
2. Pass your piece of paper to another group. You have for minutes to read the ideas of the other group discuss them and add some more points.
3. After four minutes, pass the list to another group and repeat the previous task until your group has discussed all four types of communication.
4. Prepare to present your group's final list to the rest of the class. One member of the group should present the advantages and another member should present the disadvantages.
5. Each group makes his/her presentation to the class.
6. Try to reach a class consensus about which is the most effective communication method were given.

In these activities, students were ordered to work in a group in which they were going to discuss the advantages and the disadvantages of the given methods of communication. The teacher, on the other hand, was ordered to tell learners which methods that learners were to be in groups to discuss. Another activity ordered learners to follow the above instructions to perform the given tasks. In this activity learners were asked to work in a group by appointing a secretary in the group to write advantages and disadvantages of the chosen methods of communication. And again they were ordered to pass their piece of paper to another group having four minutes to read the ideas of the other group, to discuss and add some more points.

Moreover, learners were ordered to prepare and to present their final lists to the rest of the class. One member of the group was asked to present the advantages of communication while the other group was asked to present the disadvantage. Finally, each group was asked to make their presentation to the class and try to reach a class consensus about that was the most effective method. Therefore, the above activity led learners in the classroom to have the same consensus

which was fulfilling the elements of positive interdependence. Learners, as a result, had the same required goal about the given issue having the same conclusion.

A3.4 Speaking: Why students drop out

1. Work with a partner or in a small group. Complete the table with your own views about why so many students drop out of university in their first year. You can use some of the points from the dean's speech if you wish, but try to include some new points as well.

2. Prepare a short presentation of your points with your group. Each person in the group should take part in the presentation. Make sure you allow plenty of time to practice your presentation.

3. Team up with another group and give your presentations to each other. While listening to the other group, think of some questions to ask or points to rise at the end of their talk.

4. Team up with a different group and repeat the previous steps

The above activity ordered learners first to work with his/her partner or in a small group to complete the given table with their views about why so many students dropped out of university. Learners were asked to prepare a short presentation of their points with their group and each student in the group should take part in the presentation. Finally, they were ordered to team up with another group and give their presentation to each other. This was to continue to a different group and repeat the previous step until they reach the final conclusion of the class. Here, the group in the class room was expected to unite around the common goal and the activity linked learners together so as to reach the final conclusion.

A4.3 Speaking: Class survey- Participation in the arts

1. Work in a small group. Together, you are going to carry out a class survey about participation in the arts. Follow the advice below on how to carry out such a survey.

   Step1: What do you want to find out?

   Step2: How to obtain information?

   Step3: Drawing up the questionnaire

   Step4: Conduct the survey

   Step5: Collate the results

2. Within your group, discuss your survey results

3. Present your results to the rest of the class and compare them with those of other groups**.**

In activity A4.3, learners were ordered to work in a small group together in which they were going to carry out a class survey about participation in the arts. They were asked to follow the five steps mentioned above on how to carry out the survey. Here the activity required each learner in the group to involve in the group participation about the class survey. In addition, the activity ordered learners to discuss their survey results and presented their results to the rest of the class and compared their work with other groups to show their efforts on how they discussed about the survey and reach on group's conclusion before they presented it to other groups in the classroom. An individual's effort in the group benefit not only him/herself, but also all other group members, so this is one of the principles of positive interdependence.

B5.10 Speaking: The New Unite Nations

Work in a group

1. Imagine that your group is one of the committees set up to design the new United Nations. Your task is to prepare the outline of a new charter in which the basis of the new United Nations is set out.

2. Prepare an outline of your plan for the new United Nations.

3. Prepare a short presentation of your plans for the new United Nations.

The activity ordered learners to work in a group by imagining that their group is one of the committees set up to design the United Nations and their task was to prepare the outline of a new charter of the new United Nations. This activity enabled learners to work together and made them as one assigned committee which was going to design the new charter for the new United Nations. This implied that learners have the same objective in the certain issues which indicates learners work for mutual benefit. Finally, learners were asked to prepare a short presentation of their plans for the new United Nations. This also indicated that learners, at last, shared their ideas with the class and had the same outline. Thus, the result of an individual is the result of the group or even the result of the whole class.

B6.10 Speaking: Is globalization good or bad?

1. Work in a group of five or six people and discuss the questions below.

2. Have a class discussion on the topic: Is globalization a good thing for the people of Ethiopia? Spend some time thinking about your opinion and draw up a list of points to make in the discussion before you start.

This activity B6.10 again ordered learners to work in a group of five or six using the language for expressing advantages and disadvantages, asking for explanations, giving reason, making suggestions and expressing wishes. The activity again instructed learners to have a class discussion on the topic: Is globalization a good thing for the people of Ethiopia? Learners, in this regard, were asked to provide their opinion individually first and then made ideas together.

A7.8 Speaking: Qualifications and skills for different jobs

Study the language in this box

Making generalizations	making suggestions
As a rule you would need to be……	. There are exceptions of course, for example,
Generally you would have to…	when you need to have….
most of the time you wouldn't need to…. and	. Occasionally you would have
To be very…..	This would require………..
. … Would be an essential/ a must	

1. Work in a group and look at the four job advertisements below. Choose a range of qualities and skills needed for each one. Use the language in the box above to discuss each job. Think about the qualifications required. Make lists of between five and ten qualities and skills for each job.
2. Work in your group to rank the qualities and skills and skills you have chosen for each job in order for priority.
3. Compare your rankings with those of other groups. Be prepared to justify your discussion.

In the above activity A7.8, learners were ordered to work in a group and look at the job advertisements. They were instructed to use the languages in the box. Learners were asked to rank the qualities and skills and also to compare their rankings. This means an individual in each group has to make lists of qualities and skills for each job using the languages in the box, so the group finally has to come to the conclusion.

B7.9 Speaking: Applying for a job

Work in a group and discuss these questions together

1. Where can you find information about job vacancies?
2. What should you do if you want to apply for a job?
3. If you are a school leaver, what kinds of things can you include in your CV that an employer may be interested in knowing about
4. What are employers looking for in a school leaver?
5. What are the stages involved in getting a job?

Learners in this activity were instructed to work in a group and to discuss the given questions, so this activity helped learners to have mutual benefit from it. Therefore, just like the fore mentioned, this activity encouraged the principles of positive interdependence which can promote cooperative learning.

B8.4 Speaking: The development of man

Work in a group and discuss the questions below

1. Discuss which tools were probably used at the different stages in the development of man?
2. What do you think you could be done with these tools?
3. In what ways has man developed since the ape?

This activity instructed learners to work together in a group and discuss the given questions based on the pictures in the textbook in to reach on their common goal. This activity makes learners to be interdependent in their group discussion.

A8.9 Speaking: History or her story

1. Revise language in B2.3 for asking for clarification and explaining what you mean.
2. Work in a group and spend about five minutes discussing each of these questions. Try to use the language for clarification and explaining what you mean.

The activity above instructs learners to revise the language for asking for clarification and explaining what they mean in which they learnt before. Besides, it orders learners to work in a group spending about five minutes discussing each of the questions given in the textbook. Thus, this task enables learners to work in their group using the language given cooperatively.

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B8.2 Speaking: Development and civilization

Work in a small group

   Discuss these questions. Try to develop your answers with examples

1. To what extent were hominids like Dikinesh, Homohabilis and Homoneanderthalis and early Homosapiens: a developed? B. civilized

2. To what extent can we apply these two terms to: A. Ancient Egypt B.Great Zimbabwe C. the East Africa city states

3. In the modern world: A. what do these two words mean? B. Is it possible to be developed without being civilized or civilization without being developed?

The above activity B8.2 ordered learners to work in a small group and to discuss the questions. Learners were again asked to develop their answers with examples. When learners worked together in their group, they developed their mutual benefit from their groups. Therefore, the above activity encouraged positive interdependence among learners in the group even in the whole class.

B8.6 Speaking: Human achievement

1. Looking back from the beginning of human development to the present day, work in a group and discuss the things that we human beings can be proud of and ashamed of. You can think of events in history, social and political systems, science and technology, and arts.

2. When you have brainstormed some ideas, complete the mind map on the next page.

3. Present your mind map to the class and explain why you have included each of the things on it.

Learners in this activity were ordered to look back from the beginnings of human development to the present day and to work in a group and to discuss the things that human beings can be proud of and ashamed of. They were asked to think of events in history, social, political systems science and technology and arts. Thus, this activity invited learners to be connected to each other along with their success.

Furthermore, learners were ordered to complete the mind map and presented their mind map to the whole class and explained why they had included each of the things on. The activities instructed learners first to brainstorm ideas to complete the mind map and presented their mind

map and explained it to the whole class, so this indicated that the group's goal had to come to the end because of each individual's involvement and working together.

B9.1 Speaking: The pros and cons of living in a rich country

1. Work in a group and think of ideas about the pros and cons of life in a rich, developed country.
2. Make a list of pros and cons in the two columns on a piece of paper. One person in a group should act as the secretary and write what others say.
3. Each group should present their list to the rest of the class.

The above activity B9.1 ordered learners to work in a group and thought of ideas about the pros and cons of life in a rich, developed country. Besides, the activity ordered learners to make a list of pros and cons in two columns on a piece of paper which had to be written by the selected group secretary and finally the activity instructs each group to present their list to the class. Therefore, the activity here required learners to work together in their group considering each group member has his/her part in the discussion on the pros and cons of living in a rich country and at last learners are asked to come to their final conclusion and to present their lists about pros and cons of living in a rich country. This activity showed that learners work cooperatively so as to reach on the expected goal.

B9.5 Speaking: Ethiopia's strengths and weaknesses

1. Work in strengths a group of three. Discuss the positive and negative aspects of Ethiopia: its and weaknesses. Try to use the sentence pattern you have just looked at in B9.4.
2. Look at the mind map on the next page. In your group you must complete it as follows:
  -Select four main positive points, for example, the landscape, the people and add them to the four   upper ovals.
 -Select four negative points and add them to the four lower ovals.
  -Think of some examples or extensions of the main points and put them around the main points
3. Create a class mind map on the board, using ideas that have majority agreement. Discuss the points on the mind map together

The above speaking activity B9.5 ordered learners to be in a group of three and discussed the positive and negative aspects of Ethiopia: its strengths and weaknesses. Furthermore, it

instructed learners to look at the mind map on the next page of the book in which the group must select four main positive points like the landscape, the people and add them to the four upper ovals, select four main negative points and add them to the four lower ovals. Finally, it instructed learners to create a class mind map on the board where the ideas that have majority agreement and to discuss the points on the mind map together. This activity provided learners to have opportunities to work and to discuss together in their groups considering each group member has his/her roles in the group and at last the group has come to the final conclusion.

B9.8 Speaking: Preserve it or abolish it

1. Work in a group and list some of your local traditional practices and customs
2. Discuss which of these traditional practices and customs should be preserved or should be abolished
3. In your group a two-column list of points you agree on
4. Create a class two- column list on the board, using ideas which have majority agreement

The above activity B9.8 instructed learners to work in a group and to list some of their local traditional practices and customs. Besides, it ordered learners to discuss which of those traditional practices and customs should be preserved or should be abolished. They were ordered to be in their group to make a two column list of points they agree on and to create a class two- column list on the board, using ideas which have majority agreement. Thus, the activity linked learners to work together in their group uniting them to a common goal as this is one of the characteristics of positive interdependence.

B10.1 Speaking: Threats to our future

Work in a small group

1. You are going to discuss some threats to our future. Before you start, look at the language in the box.

> 1. Use this language to discuss how we can avert future threats
>   . What can be done to solve this problem?
>   . What can be done to prevent this from happening
>   . To prevent this from happening we must…….
>   . To stop this from happening we have to…….
>   . We must ……. In order to…..
> 2. Review ways of expressing future events by looking back at B3.4, B4.3 and B5.3

2. Prepare a summary of your ideas on each of the threats to report back to the rest of the class. Make sure every member of your group takes part in this.

This activity, like the fore mentioned, instructed learners to discuss some of the threats to the future using the language in the box above. It ordered learners to review ways of expressing future events using the languages. Finally, it instructed learners to prepare a summary of their ideas on each of the threats to report to the rest of the class. As clearly seen from the above description about the speaking activity above, learners are ordered to be in groups in which each individual in the group has to take part. Then the activity instructs each of the group members to review ways of expressing future events by looking back at what they have learnt before and to prepare their group's summary to report to the class.

The activity invites each group member to take part in their discussion individually using the language given in the textbook and again it orders each group to prepare a summary which has to be reported to the class. Therefore, this indicates that the activity promotes positive interdependence which is an element of cooperative learning.

B11.2 Speaking: Talk show

1. Work in a group of four or five people and have discussion about talk shows: Do you ever watch talk shows on television? If so, which ones? What is the format? Do you like them?

 2. You are going to create a talk show for the rest of the class to watch

1. Choose two or three celebrity guests, and two hosts to introduce the show and interview the guest
2. Each person should then prepare their role
3. Practice your show once or twice
4. As each group performs their talk show, the rest of the class should act as the audience

This activity commands learners to be in a group of four or five people and have discussion about talk show. Learners are instructed to create a talk show for the rest of the class by choosing two or three celebrity guests and they are ordered to practice their show once or twice which may last about 10 minutes. Finally, they are also instructed to perform their talk show to the rest of the class while the rest of the class acts as the audience. Thus, this activity indicates that learners work together in order to reach their group common goals as this is the result of cooperative learning principle which is said to be positive interdependence.

 B 12.2 Speaking: Reviewing your work

1. Think about the contribution of your team to the magazine. Discuss your progress, your end result and complete the table

2. Work in your team and make a shortlist of the things you had to do. Discuss each item on your list and decide if you are satisfied with the way you did it or if next time you would do it differently

3. Report the result of your feedback to the rest of the class

4. Now review the magazine as a whole

5. Discuss how you could improve the magazine if did it again

Learners in this activity are ordered to think about the contribution of their team to the magazine and to discuss their progress, their end result and complete the table. In addition, they are asked again to work in their team to make a short list of thing that had to do. Finally, they are instructed to report the result of their feedback to the class and to review the magazine as a whole and to discuss how they could improve the magazine. Thus, this activity indicates that learners have to work cooperatively in their group until they have come up to their final conclusion.

4.2.2 Results of the Speaking Activities Encouraging Individual or Group Accountability in the Textbook.

Individual or group accountability is one of the elements of cooperative learning which makes learners to get individual test to each student. Each individual or group is accountable for achieving the required goals.

Table 3 below presents the different activities encouraging individual and group accountability.

Table 3: Speaking activities in the textbook which encourage individual or group accountability

No	Lesson topics	page	unit
1	A1.9 Family Issues	11	1
2	B2.3 Game	46	2
3	A3.2 Why students drop out	53	3
4	B4.4 Future predictions	97	4
5	B6.2 Play show and tell	134	6
6	B6.3 Silent letters, sound and syllables	136	6
7	A7.8 Qualifications and skills for different jobs	160	7

8	B7.7 Chain interview	169	7
9	A8.8 Re tell the story of Dinkinesh and Selam	182	8
10	B8.4 Weak vowels and weak forms	189	8
11	B9.1 Pros and cons of living in a rich country	204	9
12	B9.8 Preserve it or abolish it	211	9
13	A10.4 The Haiti earthquake	227	10
14	B10.6 The earth colony	239	10
15	B10.8 Presentation or a speech	240	10
16	B11.2 Talk show	256	11
Total=16			

As it can be seen from the above table 3, from the total 38 speaking activities, there are 16 speaking activities that encourage individual or group accountability. They are analyzed as follows. In this activity students expected to perform the role play based on the instruction. And also they were accomplished their responsibilities by doing what was given in activities from A1.9 up to B11.2 in order to show individual and group accountability.

A1.9 Speaking: Role play-Family issues

1. Work on a group of three. Each of you must take one of these roles: mother, father, son or daughter who is in grade 11. Choose one of the situations below and develop a family discussion about the problem.

. Discuss the situation and try to develop it: what is going to happen in your short scene? What is the attitude of the father, the mother and the son or the daughter? Is anyone going to get angry? Are they going to reach an agreement?

 . Plan what person is going to say

. Practice your role-play several times. Be prepared to perform it.

Situation 1: The father has decided it is time his daughter left school and got married. He has arranged a marriage for her with a local businessman.

Situation2: The daughter of the family has just discovered she is pregnant

Situation 3: The daughter of the family has started wearing tight trousers and very short T-shirt, make-up and high heels.

Situation 4: The mother and the father want their son to be a doctor or a lawyer. However, he does not like studying. He spends all his time playing sport.

Situation 5: The mother found her son smoking in his room

Situation 6: The son of the family goes out every evening and does not come in till, particularly at weekends. He is disrespectful to his parents.

2. When everyone is ready, each group must perform their role-play for the groups. After each role-play make notes about it in your table.

3. Now in a group, compare your reactions to each of the role-plays you have seen and see to what extent you all have the same opinion.

In the above speaking activity A1.9, learners were ordered to be in group of three. Each of the group members must take the roles of mother, father, son or daughter by choosing the situations which were given in the activity and they were again asked to develop a family discussion about the problem. As seen from the activity above A1.9, each individual's situation was given what roles they were going to play. Thus, this activity provided each individual a responsibility in which he/she was responsible for. In addition, the activity ordered learners to perform their role play for the other groups when everyone was ready for the class. And again they were instructed to compare their reactions to each of the role- plays that they have seen and see to what extent they all have the same opinion. In general, this activity was designed to provide learners to have their own roles in which each individual in the group is accountable.

A3.2. Speaking: Why students drop out

1. Work with a partner or a small group. Complete the table with your own views about why so many students drop out of university in their first year. You can use some of the points from the dean's speech if you wish, but try to include some new points as well.

2. Prepare a short oral presentation of your points with you group. Each person in the group should take part in the presentation. Make sure you allow plenty of time to practice your presentation.

3. Team up with another group and give your presentation to each other. While listening to the other group, think of some questions to ask or points to rise at the end of their talk.

4. Team up with a different group and repeat the previous step.

In this activity learners are asked to work with a partner or a small group to complete the table with their own views about why so many students drop out of university in their first year. They are again instructed to use some of the points from the dean's speech. Next, they are instructed to prepare a short presentation of their points with their group. Here each person in the group has to take part in the presentation. Learners are ordered to team up with another group and give their presentations to each other and they are again ordered to team up with a different group and to repeat the previous step. Thus, this activity indicates that learners have individual and group accountability because the tasks are given to a learner with his/her partner and a group with a group as each individual and group is responsible for the given tasks.

B4.4 Speaking: Future predictions

1. With a partner, discuss different ways of completing these sentences

   1. By the end of the year I…………………..

   2. By the end of this lesson us…………….

   3. By the time I get home……………

   4. By 2080………….

2. Make four predictions about things that you think will happen in your lives and in your local area in the future. Tell the predictions to your partner.
3. Think if four things you will have done by the time you are 30. Tell these to your partner they will have structure

This speaking activity orders a learner to work with his/her partner and to discuss different ways of completing the given sentences in the textbook. In addition, the activity instructs a learner to make four predictions about things that he/she thinks will happen in his/her lives and his/her local area in the future and to tell the predictions to his/her partner. And a learner is again ordered to think of four things that he/she will have done by the time he/she is 30 and to tell these to his/her partner using the will have structure. This activity indicates that an individual has his/her own involvement to the given task and then shares it to his/her partner, so this is said to be individual accountability because the activity clearly indicates that an individual contribution and individual explanation to the group.

B6.2 Speaking: Play show and tell

1. Work in a group. Look at the objects below. How much can you say about each one in 30 seconds? Take it in turns so that each member of the group has a chance to describe these objects.

2. Bring in one or two ever day objects from home to next lesson in order to play snow and tell with your group.

3. Each person in the group must talk about their objects and show where it was made by referring to the map. After each description, the group members should ask some questions about the object.

This activity orders learners to work in a group by looking at the objects in the textbook and instruct learners how much can they say about each on in 30 seconds. This is done by taking it in turns as each member of the group has a chance to describe the objects. The learners are ordered to bring one or two objects every day from home to their next lesson in order to play show and tell with their group. Besides, each person in the group must talk about their objects and show where it was made by referring to the map and after the description; the other group members should ask questions about the object. Thus, this activity is about individual and group accountability where they are responsible for.

B6.3 Speaking: Silent letters, sounds and syllables

1. in many words the letters h, w, g, k, t, b are silent. Identify the words containing silent letters in these groups.

> 1. h- what, perhaps, hotel hour, rhyme, who, honor, vehicle
>
> 2. w- two, whole, answers, wish, wrong, somewhere, few, fewer
>
> 3. g- walking, gate, song, gnat, foreign, signature, sign, gnaw
>
> 4. k- work, talks, knife, know, kiss, king, clock, knee
>
> 5. t- whistle, faster, fasten, listen, ten, western, industry, often, number

2. Listen to your teacher pronounces the words above and repeat them. Then practice pronouncing them with your partner.

3. Other letters in English can be silent in certain words. Identify the silent letter in each of these words.

1. Island	5. Muscle	9. Handsome
2. Hymn	6. Calm	10. Walk
3. Iron	7. Wednesday	
4. Biscuit	8.leopard	

4. Listen to your teacher pronounces the words above and repeat them. Then practice pronouncing them with a partner.

In the above speaking activity, learners are ordered to identify the words containing silent letters in the groups given individually. And next they are ordered to listen when the teacher pronounces them to repeat the words again and also they are ordered to practice pronouncing the words with their partner.

In addition, learners are instructed to identify other silent letters from the words given in the textbook and listen to teacher's pronouncing words and to repeat and to practice pronouncing

the words with their partner. Thus, the activity is designed to identify and pronounce silent letters individually and again practice pronouncing the words with their partner. This activity encourages individual accountability.

A7.8 Speaking: Qualifications and skills for different job

Study the languages in the box:

Making generalization	making exceptions
. As a rule you would need to be ………	. There are exceptions of course,
. Generally you would have to be…..	For example, when you would
. Most of the time you wouldn't need to be….	need to have….
. …....would be an essential/ a must	occasionally you would need to…

And…. this would require

1. Work in a group look at the four job advertisements below. Choose a range of qualities skills needed for each one (use the list above in A7.7 and / your own ideas). Use the language in the box above to discuss each job. Think about the qualifications required. Make lists between five and ten qualities and skills for each job.

2. Work in a group to rank qualities and skills you have chosen for each in order of priority.

3. Compare your rankings with those of other groups. Be prepared to justify your decisions.

As it can be seen from the above activity learners are first ordered to study the language given in the box which is about expressions for making generalizations and making exceptions. Next, learners are instructed to work in a group and to look at the four advertisements given in the textbook. And then, they are asked to choose a range of qualities and skills needed for each using the language in which they were ordered to study in the box.

Besides, learners again asked to work in their group to rank the qualities and skills in which they have chosen from each job advertisements using the languages given in the box and to compare their rankings with those of other groups. Thus, this activity instructs each learner to study the given language individually first and then learners are instructed to work in a group choosing ranges of qualities and skills needed for each. The activity above indicates that individual and group accountability, as a result.

B7.7 Speaking: Chain interview

1. With a partner, make a list of about 12 questions that the Manager of Mountain Trading Ltd could ask Hadas. Choose suitable question types. Use a variety of question types and verb forms

2. Think about how to ask these questions. For example, which questions should take a rising intonation at the end and which questions should take a falling intonation at the end? Mark the intonation on your questions and practice reading the questions a loud.

3. With your partner, ask and answer questions; one of you should play the role of an employee and the other plays the role of the Manager of Mountain Trading.

4. Work in a large group of between eight to ten people and sit or stand in a circle.

Learners in this activity were commanded with their partners to make a list of 12 questions that manager of Mountain Trading could ask Hadas. In addition, they were asked to think how to ask the questions. For example, which questions should take rising intonation at the end and which question should take a falling intonation at the end. Furthermore, learners are instructed with their partners to ask and to answer the questions where one should play the role of the manager of Mountain Trading. Finally, they are asked to work in a large group between eight to ten people where the first person asks one of his/her interview questions and the next person on the right has to answer the question continuing until it reaches the last student. An individual can interrupt when one of the questions or answers is ungrammatical or inappropriate. Thus, in short, this activity clearly indicates that each individual in pairs has his/her own responsibilities to involve on and in the groups as well.

A8.8 Speaking: Re tell the story of Dinkinesh and Selam

1. Work with a partner, re tells the story of the discovery of Dinkinesh and Selam and what they tell us about man's ancestors.

2. Team up with another pair and tell your version of the story to each other. Listen out for and identify differences and similarities in your version of the story.

The above activity instructs learners to work with a partner, to tell the story of the discovery of Dinkinesh and Selam what they tell for everyone about man's ancestors. Besides, it instructs learners to team up with another pair and to tell his/her version of the story to each other, so this activity encourages individual accountability.

B8.4 Speaking: Weak vowels and weak forms

1. Repeat these words after you teacher

/ I/	/a/
Minute	banana
Women	woman
Orange	garden
Cabbage	color

2 Add these words to the lists according to the pronunciation of the weak vowel sounds in the unstressed syllables. Figure market open wanted meter market reaches salad visit.

3 Work with a partner and practice pronouncing the words in the two lists.

4 With a partner pronounce each of these pairs of sentences and decide whether the underlined words are stressed or unstressed and have a weak or strong pronunciation.

A: I don't want to go home yet.

   B: But I want to.

A: I have done the exercise that teacher gave us.

   B: I haven't done that one.

5 Practice saying the sentences, using strong and weak forms as naturally as possible.

Learners in this activity are instructed to repeat the words after the teacher has said the words individually. And they are ordered to add the given words according to the pronunciation of the weak vowel sounds in the unstressed syllables. Moreover learners are ordered to work with a partner and to practice pronouncing the words in the lists and pronounce each of the pairs of the sentences and to decide whether the underlined words are in a stressed or unstressed position and have a weak or strong pronunciation. Finally, learners are asked to practice saying the sentences using the strong and weak forms as naturally as possible, so this activity is designed to encourage individual accountability because learners are given individual roles and ordered to work with a partner practicing the sentences using the strong and weak forms.

B9.1 Speaking: The pros and cons of living in a rich country

1. Work in a group and think of ideas about the pros and cons of life in a rich country, developed country.

2. Make a list of pros and cons in two columns on a piece of paper. One person in the group should act as a secretary and write what others say.

3. Each group should present their list to the rest of the class.

Like the fore mentioned speaking activities, this activity instructs learners to work in a group and to think of ideas about the pros and cons of life in a rich or developed country. In addition, the activity orders learners to make a list of pros and cons in two headings on a piece of paper. One person has to be assigned as a secretary to write what others say. Finally, each group should present their lists to the rest of the class. The activity, therefore, provides group accountability in which each group is responsible for their work.

B9.8: Speaking: Preserve it or abolish it

1. Work in a group and list some of your local traditional practices and customs.

2. Discuss which of these traditional practices and customs.

3. In your group make a two column list of points you agree on.

4. Create a class two- column list on the board, using ideas that have majority agreement.

5. With a partner, use the classes list to make sentences about how each of the proposals would help Ethiopia? Use the second conditional structure.

6. With your partner, role plays the situation.

Learners in this activity are asked to work in a group and to list some of their local traditional practices and customs and to discuss which traditional practices and customs should be preserved or abolished by looking at the language in the box and using it in their discussion. Moreover, learners are asked to make a two-column list of points they agree on and to create a class two-column list on the board using ideas which have majority agreement. And again they are asked to talk with a partner using the class list to make sentences about how each of the proposals would help Ethiopia using second conditional structures. Finally, learners are ordered to play role-play with their partners using the situation which is given in the textbook.

A10.4 Speaking: The Haiti earth quake

1. Work with a partner and re tell the story of the Haiti earth quake

2. Practice your story a few minutes: both you and your partner should be involved in telling it.

3. Tell your version of the story to another pair of students and compare both versions.

The activity above instructs learners to work with their partner and to retell the story of the Haiti earthquake and to practice their story a few minutes both individuals have to involve in telling and re telling the story of the Haiti earthquake.

B10.6 Speaking: The earth colony debate

1. Work in a group of six to ten people and discuss which professionals should be allowed to escape. You must agree a final list of eight. Before you start, study the language in the box. Go back to B2.3 to revise the language for correcting yourself/explaining what you mean.

What I mean is…..

What I meant was….

Let me put it another way

2. Each person in the group must now choose one of these professions. There can only be one representative of each profession in each group

3. You should now be in a group made up of different professions: you must not have more than one person representing any one profession. You must now decide who can escape to Mars and who one person who must stay on Earth is. 4. At the end of the discussion, you must vote to decide which professionals must stay behind, based on the strength of the speaker's reasoning.

As it can be seen in the above description of the speaking activities, this activity instructs learners to work in a group of six to ten people and to discuss which professionals should be allowed to escape. The activity again instructs the students to study the language in the box and to revise the language for correcting themselves or explaining what they mean. Besides, each person in the group has to choose one of the professions given by considering one must decide who can escape to Mars and who is a person that has to stay on the earth while the other students have to defend the other professions. And at the end of their discussion, each student has to vote to decide which profession has to stay behind based on the strength of the speaker's reasoning. Thus, this activity first provides individual roles in which they are going to do and responsible for and it also creates opportunities for every learner to participate in the given tasks as this is said to be individual accountability.

B10.8 Speaking: A presentation or a speech

1. With a partner, discuss the difference between a presentation and a speech. Look at the points and put them in two lists under the headings a presentation or a speech. You can put some of the points in both columns, if you wish.

- On a specific topic which has been researched by the speaker
- Usually quite formal
- .Maybe part of an academic program
- Given on specific occasions, such as wedding or speech day or by a politician

- The audience may interrupt with questions or ask questions at the end

2. With your partner, you are now going to plan and prepare a short presentation (3-5 minutes in length) about an environmental threat of some kind. For example, water shortage, deforestation, reduction in the number of animals and plants, pollution, the greenhouse effect. Follow the steps.

3. Each pair of students must also give a speech of thanks to another pair who has given their presentation. This speech should last for 1 minute. This speaking activity orders learners to discuss with their partner on the difference between a presentation and a speech by putting the points given under the two lists of the headings which are presentation and speech. Furthermore, this speaking activity instructs learners to plan and to prepare a short presentation within 3-5 minutes about the environmental threat of some kind like water shortage, deforestation, reduction in animal and plant species, pollution and greenhouse effect following the steps given in the textbook.

Finally, the activity instructs learners in their pairs to give a speech of thanks to another pair who have given their presentations following the steps given in the textbook and using the languages given. Therefore, this activity encourages learners to be individually accountable as each pair has their own roles.

B11.2 Speaking: Talk show

1. Work in a small group of four or five people and have a discussion about talk shows: Do you ever watch shows on television? If so, which ones? What is the format? Do you like them?

2. You are going to create a talk show for the rest of the class to watch.

Just like the fore mentioned speaking activities, this speaking activity instructs learners to work in a group of four or five people and to have a discussion about talk shows. And then learners are ordered to create a talk show for the rest of the class following the steps given in the textbook. They are asked to choose two or three celebrity guests and two hosts to introduce the show and interview the guests. Each student in this activity is asked to prepare his/her role by practicing their show once or twice. Therefore, the above activity provides learners to have their own roles in which they are responsible for since it encourages individual accountability.

4.2.3 Results of the Speaking Activities Enhancing Face to face   Interaction

Face to face interaction refers to where learners argue or elaborate on the given tasks with their partner or their group by sharing ideas. It enables learners to support each other sharing what an individual has.

Here in table 4 various activities which encourage face to face interactions are mentioned.

Table 4: Speaking activities which encourage face to face interactions

No	Lesson Topics	Page	Unit
1	A1.9 Family issues	11	1
2	A2.6 Miscommunication	35	2
3	B2.3 Game	46	2
4	A3.2 Why students drop out	53	3
5	B3.3 Dealing with problems in grade 12	67	3
6	B3.5 My future plans	70	3
7	A4.3 Participation in the arts	85	4
8	B5.5 The MDGS	115	5
9	B5.10 The new United Nations	120	5
10	B6.1 How global are we	134	6
11	B6.2 Play show and tell	134	6
12	B6.3 Silent letters, sounds and syllables	136	6
13	B7.1 Applying for a job	103	7
14	B7.7 Chain interview	169	7
15	A8.4 The development of man	176	8
16	A8.8 Re tell the story of Dinkinesh and Selam	182	8
17	B8.4 Weak vowels and weak forms	189	8
18	A9.3 Choosing the best way forward	198	9
19	A9.5 Stress and intonation	199	9
20	B9.8 Preserve or abolish it	211	9
21	A10.4 The Haiti earth quake	227	10
22	B10.8 A presentation or a speech	240	10
	Total = 22		

As it can be seen from the above table 4, speaking activities in the textbook encourage students' face to face interaction.

Each activity from A1.9 Family issues up to B10.8 A presentation or a speech also presented below as follows.

A1.9 speaking: Role play-family issues

1. Work on a group of three. Each of you must take one of these roles: mother, father, son or daughter who is in grade 11. Choose one of the situations below and develop a family discussion about the problem.

. Discuss the situation and try to develop it: what is going to happen in your short scene? What is the attitude of the father? The mother? The son or the daughter? Is anyone going to get angry? Are they going to reach an agreement?

. Plan what person is going to say

. Practice your role-play several times. Be prepared to perform it.

Situation 1: The father has decided it is time for his daughter left school and got married. He has arranged a marriage for her with a local businessman.

Situation2: The daughter of the family has just discovered she is pregnant

Situation3: The daughter of the family has started wearing tight trousers and a very short T-shirt, make-up and high heels.

Situation 4: The mother and the father want their son to be a doctor or a lawyer. However, he does not like studying. He spends all his time playing sport.

Situation 5: The mother found her son smoking in his room

Situation 6: The son of the family goes out every evening and does not come in till, particularly at weekends. He is disrespectful to his parents.

2. When everyone is ready, each group must perform their role-play for the groups. After each role-play make notes about it in your table.

3. Now in a group, compare your reactions to each of the role-plays you have seen and see to what extent you all have the same opinion.

The above activity instructs learners to work in groups of three. Each student in the group must take the roles of the mother, father, son and daughter choosing one of the situations. It again instructs learners after choosing the situations of their preference; each learner must perform their role play for the other groups. This activity also provides learners tasks in which they are going to perform one of the roles they have chosen. When learners play the roles in which they are given, they improve their face to face interactions among themselves. Thus, this speaking activity highly encourages face to face interactions among the students.

A2.6 Speaking: Miscommunication

1. Work with a partner. Follow the instructions below.

. Student A: go to page 283

.Student B: go to page 285

. You are going to have two short conversations. Student A should begin and student

B should respond to what A says.

2. When you have finished both conversations, discuss the questions below.

3. In exercise 1 we experienced behavior that can cause miscommunication during a conversation. Work with a partner and discuss other factors that may cause miscommunication. Where possible give examples of the situations in which you have experienced miscommunication of a similar sort.

4. Compare your examples with those of other groups in the class.

The speaking activity above instructs a learner to work with his/her partner following the instructions given in the textbook in which what student A is going to do and student B is going to do. Two students are ordered to have short conversation where student A begins, student B responds to what student A says. When student A has finished they are not ordered to discuss rather the activity instructs to go to straight to what student B has to say. In addition, learners are ordered to discuss the questions given in the textbook when they have finished both conversations. And also the activity orders both students to discuss the factors that may cause miscommunication by providing possible examples which are related to the issue. And finally, it instructs both students to compare their examples with those of other groups in the class. This activity, therefore, provides opportunities to learners in order to improve face to face interactions between and among students

B2.3 Speaking: Game- sorry, what do you mean?

1. In A1.8 you practiced the language of discussion. Revise some of the expressions to:

- Give an opinion	- interrupt
- Say you don't have an opinion	- agree
- Try to change someone's opinion	- partly agree
- Ask someone's opinion	- disagree
- Reach a conclusion	

2. In the box below there are expressions which are used for asking for clarification (asking someone to explain what they have said) and expressing what you mean. Put the expressions in the correct column of your table.

Asking for clarification	Explaining what you mean

. I am sorry I am not quite with you

  . What I mean is….

. Sorry, what do you mean?

.let me put it another way.

. What I am trying to say is…

.Excuse me, but I didn't understand what you were saying

3. Work in a small group play a game. Follow these instructions.

.Student A chooses a topic from the list below and starts talking about it.

 . The other students have to interrupt and ask for clarification using a suitable expression.

. Student A has to explain what he or she has just said

 . When student A has finished talking about their topic (for a maximum of two minutes) another student chooses a different topic.

 . Continue in this way until all the topics have been used.

This speaking activity instructs learners first to revise some of the expressions of giving an opinion, saying what when people don't have an opinion, changing to some one's opinion, asking someone's opinion, interrupting, agreeing, partly agreeing, disagreeing and reaching on a conclusion. Besides it instructs learners to group expression for asking for clarification and expressions for explaining what they mean in their appropriate column in the given table.

And the learners are ordered to work in a small group and role play following the instruction and using the topics given in the textbook. For example, when student A chooses a topic from the list, he/she starts talking about it and the other student, on the other hand, has it interrupt and ask for clarification using a suitable expression. As a result, student A has to explain what he or she has just said. This continues till all the given topics have been discussed. Therefore, this activity enhances students" face to face interaction.

A3.2 Speaking: Why students drop out?

Asking for clarification explaining what you mean

1. Work with a partner or a small group. Complete the table with your own views about why so many students drop out of university in their first year. You can use some of the points from the dean's speech if you wish, but try to include some new points as well.

2. Prepare a short oral presentation of your points with your group. Each person in the group should take part in the presentation. Make sure you allow plenty of time to practice your presentation.

3. Team up with another group and give your presentation to each other. While listening to the other group, think of some questions to ask or points to rise at the end of their talk.

4. Team up with a different group and repeat the previous step.

The above speaking activity orders learners to work with a partner or in a small group completing the table with their own views about why so many students drop out of university in their first year. The learners are ordered to prepare a short oral presentation of their points with their group where each person in the group should take part in the presentation. And then, they are instructed to team up with another group and give their presentation to each other. And finally, they are asked to team up with a different group. Thus, the activity makes learners first complete the given table by them and prepare a short oral presentation of their points to the group and team up with another group. This activity encourages learners to improve their face to face interaction.

B3.3 Speaking: Dealing with problems in grade 12

Work in a small group and use the language from the section above in your discussion.

1. Talk about problems many students face in grade 12. Make a list of as many as you can.

2. Discuss ways in which the problems you have talked about can be solved.

3. Share your problems and solutions with other groups in the class.

The above speaking activity which is entitled with dealing with problems in grade 12 instructs learners to work in a small group using the language given in the textbook. It instructs learners to talk about problems that many students face in grade 12 and discuss and share the problems. When the activity is designed to be worked by students in groups, it encourages learners to have good face to face interactions between and among learners.

B3.5 Speaking: My future plans

Work in a small group and discuss these questions. Use the language for talking about the future you practiced in the previous section

1. Are you planning to go to university?

2. What courses and which university are you aiming to go to?

3. If you don't go to university, what will you do?

 4. What does your family think of your plans?

 5. What are your long term plans for your life?

The activity orders learners to work in a small group by discussing the questions given in the textbook using the languages for talking about the future in which they practiced in the previous section. Thus, as this activity orders learners to do the given tasks in their group, it enhances learners to develop their interactions among them.

B5.5 Speaking: The Millennium Developmental Goals

   Work in a small group

1. Look back at B5.1 and discuss which of the MDGS you think are likely to be achieved by 2015: a, around the world and b, in Ethiopia.

2. Listen to your teacher reading an assessment of progress with the MDGS in 2010. Compare this assessment with your predictions.

3. Think of some effective ideas to complete these sentences. Discuss your ideas within your group.

4. Discuss the questions in your group

5. Compare your ideas with those of the rest of the class.

As seen from the above activity, it instructs learners to be in a small group to discuss which of the MDGS that they think are likely to be achieved by 2015 around the world and Ethiopia. Besides, learners are ordered to think of some effective ideas to complete the given sentences and to discuss their ideas with in their groups and to compare their ideas with those of the rest of the class. Therefore, this activity encourages learners to discuss their ideas within their group and improve their face to face interaction.

B5.10 The new United Nations

   Work in a group

1. Imagine that your group is one of the committees set up to design the new United Nations. Your task is to prepare the outline of a new charter in which the basis of the new United Nations is set out.

2. Prepare an outline of your plan for the new United Nations.

3. Prepare a short presentation of your plans for the new United Nations.

This speaking activity orders learners to imagine that their group is one of the committees set up to the design of the new United Nations to prepare an outline of a new charter in which the basis of the new United Nations is to set out including the details which are given in the textbook. Moreover, it instructs learners to prepare the outline of their plan for the new United Nations and to prepare a short presentation of their plans for the new United Nations. Thus, learners in this regard are improving working in a group and the way to prepare a short presentation of their plans. This made learners to develop their face to face interaction

B6.1 Speaking: How global are we?
Work in a small group and discuss these questions.

1. Where do things we use come from?

2. What family connections do you have in other parts of the world? Do you have any relatives in other countries? If so where?

3. How many foreign nationals are there in your school or your town?

4. How connected are we to the rest of the world?

5. Name some multinational companies that operate in Ethiopia.

The speaking activity above orders learners to work in a small group and to discuss the questions given in the textbook. This activity enables learners to have good interactions among themselves

B6.2 Speaking: Play show and tell

1. Work in a group. Look at the objects below. How much can you say about each one in 30 seconds? Take it in turns so that each member of the group has a chance to describe these objects.

2. Bring in one or two everyday objects from home to next lesson to play snow and tell with your group.

3. Each person in the group must talk about their objects and show where it was made by referring to the map. After each description, the group members should ask some questions about the object.

Like the fore mentioned speaking activities, this activity instructs learners to work in a group by looking at the objects in the textbook. It provides 30 seconds to learners how much can they

say to their friends in the group. Each member of the group has to describe the objects using the language in the box. The students are ordered to bring one or two objects every day from their home to the next lesson to play the show and tell with their group. Each student in the group must talk about their object and show where it was made by referring to the map.

Therefore, this activity provides good opportunities for learners to develop their face to face interactions.

B6.3 Speaking: Silent letters, sounds and syllables

1. in many words the letters h, w, g, k, t, b are silent. Identify the words containing silent letters in these groups.

1. h- what, perhaps, hotel hour, rhyme, who, honor, vehicle

   2. w- two, whole, answers, wish, wrong, somewhere, few, fewer

   3. g- walking, gate, song, gnat, foreign, signature, sign, gnaw

   4. k- work, talks, knife, know, kiss, king, clock, knee

   5. t- whistle, faster, fasten, listen, ten, western, industry, often, number

2. Listen to your teacher pronounces the words above and repeat them. Then practice pronouncing them with your partner.

3. Other letters in English can be silent in certain words. Identify the silent letter in each of these words

   1. Island   5. Muscle   9. Handsome

   2. Hymn   6. Calm   10.walk

   3. Iron   7. Wednesday

   4 .Biscuit   8.Leopard

4. Listen to your teacher pronounces the words above and repeat them. Then practice pronouncing them with a partner.

This speaking activity instructs learners to identify the words containing silent letters in the groups given and then the students are ordered to practice pronouncing the words with their partner as the teacher pronounces. Thus, this activity enables learners to practice pronouncing words consisting of silent letters with their partners. This makes learners have strong face to face interactions between or among themselves.

B7.1 Speaking: Applying for a job

Work in a group and discuss these questions together

1. Where can you find information about job vacancies?

2. What should you do if you want to apply for a job?

3. If you are a school leaver, what kinds of things can you include in your CV that an employer may be interested in knowing about applying job?

4. What are employers looking for in a school leaver?

5. What are the stages involved in getting a job?

Learners are instructed to work in a group and to discuss the questions together which are given in the textbook. When learners become together in groups to do the given tasks, they have strong face to face interactions which is essential for their group discussion. Therefore, learners in this activity are expected to improve their face to face interactions because they are ordered to do the given tasks together and in the group.

B7.7 Speaking: Chain interview

1. With a partner, make a list of about 12 questions that the Manager of Mountain Trading Ltd could ask Hadas.

. Choose suitable question types

. Use a variety of question types and verb forms

2. Think about how to ask these questions. For example, which questions should take a rising intonation at the end and which questions should take a falling intonation at the end? Mark the intonation on your questions and practice reading the questions a loud

3. With your partner, ask and answer questions: one of you should play the role of an employee and the other plays the role of the Manager of Mountain Trading.

4. Work in a large group of between eight to ten people and sit or stand in a circle.

Learners in this speaking activity are ordered to make lists of 12 questions about the Manager of Mountain Trading Ltd in pairs. They are asked to think about how to ask questions considering which questions should have a rising intonation at the end and which questions should have a falling intonation at the end. Furthermore, learners are ordered to ask and answer questions taking roles of an employee and the Manager of Mountain Trading. And also, they are ordered to work in a large group between eight to ten people and sit or stand in a circle. Thus, this activity provides tasks to learners to work in pairs and in groups which can enhance face to face interactions among learners.

A8.4 speaking: The development of man

Work in a group and discuss the questions below

1. Discuss which tools were probably used at the different stages in the development of man?

2. What do you think you could be done with these tools?

3. In what ways has man developed since the ape?

This activity is designed to enhance learners' face to face interaction because first students are ordered to work in their group and to discuss the questions given in the textbook. Learners are again asked to discuss which tools were used at the different stages in the development of the man. And next, they are asked to think about what they could do with the tools in the textbook. Therefore, when learners work together in groups, they have two roles. The first one is working together to provide their ideas to the discussion topic and the second is improving their interactions with their partner or even with the class.

A8.8 Speaking: Retell the story of Dinkinesh and Selam

1. Work with a partner; retell the story of the discovery of Dinkinesh and Selam and what they tell us about man's ancestors.

2. Team up with another pair and tell your version of the story to each other. Listen out for and identify differences and similarities in your version of the story.

This activity encourages learners to have strong face to face interactions because as seen from it learners are asked to work with a partner and to retell the story of the discovery of Dinkinesh and Selam in their pairs and they are instructed to tell what they tell us about man's ancestors. And it also instructs learners to team up with other pairs and to tell their version of the story to each other. Therefore, when learners do the given tasks as they are instructed, they can make their interaction strong.

B8.4 Speaking: Weak vowels and weak forms

1. Repeat these words after your teacher

/ I/	/a/
Minute	banana
Women	woman
Orange	garden
Cabbage	color

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1. Add these words to the lists according to the pronunciation of the weak vowel sounds in the unstressed syllables.

Figure market open wanted meter market reaches salad visit

2. Work with a partner and practice pronouncing the words in the two lists

3. With a partner pronounce each of these pairs of sentences and decide whether the underlined words are stressed or unstressed and have a weak or strong pronunciation.

A: I don't want to go home yet.

B: But I want to.

A: I have done the exercise that teacher gave us.

B: I haven't done that one.

4. Practice saying the sentences, using strong and weak forms as naturally as possible.

This speaking activity first instructs learners to repeat the listed words after their teacher, and they are asked to add the words given in the second activity to lists according to their pronunciation of the weak vowel sounds in the unstressed syllables. Next learners are ordered to work with their partner and to practice pronouncing the words in the two lists. And then they are instructed to pronounce each of the pairs of the sentences and to decide the underlined words are in a stressed or unstressed position and have a weak or strong pronunciation with their partner. And finally, they are asked to practice saying the sentences using strong and weak forms as naturally as possible. Therefore, in short, this activity creates opportunities for learners to have strong face to face interaction.

A9.3 Speaking: Choosing the best way forward

1. Work in a group of four and discuss the questions

2. Work with your partner. You are going to role play a discussion or an argument between two people. Follow the steps.

The above activity consisting of five questions in the textbook instructs learners to work in their group focusing on the given questions. Learners asked to provide their ideas to the questions in their group. And next, learners are ordered to play to a role play a discussion or an argument between two people following the steps given in the textbook. Therefore, when learners are discussing in their group about the questions given in the textbook, they have strong face to face interactions because ever one in the group is expected to provide his/her ideas and receive ideas from his/her group.

A9.5 Speaking: Stress and Intonation

1. Work with a partner. Your teacher will read the conversations fromA9.4. As you listen describe the emotions of each of the speakers about what they are saying.

2. Discuss how these feelings add meaning to what they are saying

3. Look at the listening script for A9.4 conversation 1 at the back of the book. Work out the main sentences stress in each sentence: the word or words in each sentence which should be stressed more than others. Decide with your partner where the sentences stress should go and mark them.

4. Now think about the intonation. To revise intonation, we can see in B2.8

5. Practice reading conversation with the sentence stress and intonation patterns you have discussed.

6. Repeat exercise 3-5 with the other conversation.

In this speaking activity, learners are instructed to work with their partners to describe the emotions of the two different speakers after listening to it from their teacher. And again learners are asked to discuss the feelings of the two persons considering individual word stress and intonation. Then they are instructed to practice the conversation with sentence stress and intonation patterns again and again. Therefore, when learners practice the conversation again and again by listening to each other focusing on sentence stress and intonation, they are improving their face to face interaction.

B9.8: Speaking: Preserve it or abolish it

1. Work in a group and list some of your local traditional practices and customs.

2. Discuss which of these traditional practices and customs.

3. In your group make a two column list of points you agree on.

4. Create a class two- column list on the board, using ideas that have majority agreement.

5. With a partner, use the class list to make sentences about how each of the proposals would help Ethiopia. Use the second conditional structure.

6. With your partner, role plays the situation:

This speaking activity instructs learners to work in a group and to list some of their local traditional practices and customs which of learners have listed should be preserved or which should be abolished using the languages given in the textbook. This activity again instructs learners to make a two-column list of points and to create a class two-column list on the board using ideas that have majority agreement. Learners are asked to use the class list to make

sentences about how each of the proposals would help Ethiopia using second conditional sentences. Finally, the students are ordered to play role-play with their partners using the situation which is given in the textbook. As a result, this activity makes learners to have strong interactions on the given task.

A10.4 Speaking: The Haiti earthquake

1. Work with a partner and retell the story of the Haiti earthquake
2. Practice your story a few minutes: both you and your partner should be involved in telling it.
3. Tell your version of the story to another pair of students and compare both versions.

The above speaking activity orders learners to work with their partners by retelling the story of the Haiti earthquake. Moreover, learners are asked to practice their story for about a few minutes. They are ordered to tell their version of the story to another pair of students and to compare both versions. This activity enables learners to have interactions between or among themselves because the activity orders learners to work with partners and to tell their versions of the story to the other group. In this process, learners improve their face to face interactions.

B10.8 Speaking: A presentation or a speech

1. With a partner, discuss the difference between a presentation and a speech. Look at the points and put them in two lists under the headings a presentation or a speech. You can put some of the points in both columns, if you wish.
   ✓ On a specific topic which has been researched by the speaker
   ✓ Usually quite formal
   ✓ Maybe part of an academic program
   ✓ Given on specific occasions, such as wedding or speech day or by a politician
   ✓ The audience may interrupt with questions or ask questions at the end

2. With your partner, you are now going to plan and prepare a short presentation (3-5 minutes in length) about an environmental threat of some kind. For example, water shortage, deforestation, reduction in the number of animals and plants, pollution, the greenhouse effect. Follow the steps.

3. Each pair of students must also give a speech of thanks to another pair who has given their presentation. This speech should last for 1 minute.

Students in this activity are asked to identify the given pints in the textbook which is a presentation or a speech. After identifying the given sentences, learners are asked to plan and to prepare a short presentation within 3-5 minutes regarding with environmental threats like

water shortage, deforestation, and reduction in the number of animal and plant species, pollution, the greenhouse effect following the steps given in the textbook. Next to this, each student is ordered to give a speech of thanks to another pair who has given their presentation taking a minute. Therefore this speaking activity is designed to encourage learners to do the given tasks having high face to face interactions among them.

4.2.4 Results of the Speaking Activities Encouraging Social Skills

Social skill is one of the elements of cooperative learning where students actively listen to each other and share their ideas to make decisions on the given tasks. It requires learners' ability to relate and function with other students.

Table 5 below shows the different activities which encourage social skills in the textbook.

Table 5: Speaking activities which encourage social skills in the textbook

No	Lesson Topics	Page	Unit
1	B1.1 A happy life	12	1
2	A2.6 Miscommunication	35	2
3	B2.3 Game	46	2
4	B2.5 Advantage and disadvantage of communication	48	2
5	A3.2 Why students drop out	53	3
6	B3.3 Dealing with problems in grade 12	67	3
7	B3.5 My future plans	70	3
8	A4.3 Participation in the arts	85	4
9	A5.3 Facts about UN	105	5
10	B5.5 The MDGS	115	5
11	B5.10 The new United Nations	120	5
12	B6.2 Play show and tell	134	6
13	B7.1 Applying for a job	163	7
14	A8.4 The development of man	176	8
15	A8.8 Re tell the story of Dinkinesh and Selam	182	8
16	A8.9 History/ her story	182	8
17	A9.3 Choosing the best way forward	198	9
18	B9.1 Pros and cons of living in a rich country	204	9
19	B10.6 The earth colony	239	10
Total=19			

As it can be seen from the above table 5, speaking activities which encourage social skill in the textbook were 19 from the total speaking activities in the textbook which are 38.

Activities under B1.1 a happy family and others here were mentioned to show social interaction.

B1.1 Speaking: A happy family life

Work in a small group and discuss the following.

1. How many people are there in the family in the picture? Who are they? Where do they live? What do they do? Do they look like a happy family? Why do you think so?
2. Think of the ingredients for a happy family life. Brainstorm your ideas
   ✓ One member of the group should make notes of the points you make. Be prepared to justify them
   ✓ When you are ready, share your ideas with the rest of the class.

Learners in this activity are ordered to work in a small group and to discuss the given questions. When learners relate their ideas with the group members, they simply improve social skills because in this activity it is expected that each student in the group can share his/her ideas to the group members. As a result, learners are going to practice the skills themselves.

A2.6 Speaking: Miscommunication

1. Work with a partner. Follow the instructions below.
   ✓ Student A: go to page 283
   ✓ Student B: go to page 285
   ✓ You are going to have two short conversations.
   ✓ Student A should begin and student B should respond to what A says.
2. When you have finished both conversations, discuss the questions below.
3. In exercise 1, we experienced behavior that can cause miscommunication during a conversation. Work with a partner and discuss other factors that may cause miscommunication. Where possible give examples of the situations in which you have experienced miscommunication of a similar sort.
4. Compare your examples with those of other groups in the class.

In the above speaking activity A2.6, learners are ordered to work with their partners to make conversations following the instructions given in the textbook. After finishing their conversation, learners are instructed to discuss the given questions in the textbook and to discuss the factors which may cause miscommunication. They are again expected to provide

solutions for the factors using clear examples. And finally, the activity instructs learners to compare their examples with those of other groups in the class. Thus, this activity enhances learners' social skills because as seen from the description above learners are expected to share their ideas with their partners and even with other groups. When one meets with another and it continues to another third person, so a learner has strong social skill.

B2.3 Speaking: Game –sorry, what do you mean?

1.In A1.8 you practiced the language of discussion. Revise some of the expressions to:

- Give an opinion   - interrupt

- Say you don't have an opinion   - agree

- Try to change someone's opinion   - partly agree

- Ask someone's opinion   - disagree

- Reach a conclusion

2. In the box below there are expressions that are used for asking for clarification (asking someone to explain what they have said) and expressing what you mean. Put the expressions in the correct column of your table.

Asking for clarification	Explaining what you mean

✓ I am sorry I am not quite with you

✓   What I mean is….

✓   Sorry, what do you mean?

✓   Let me put it another way.

✓   What I am trying to say is…

✓   Excuse me, but I didn't understand what you were saying

3. Work in a small group play a game. Follow these instructions.

✓ Student A chooses a topic from the list below and starts talking about it.

✓ The other students have to interrupt and ask for clarification using a suitable expression.

✓ Student A has to explain what he or she has just said.

✓ When student A has finished talking about their topic (for a maximum of two minutes) another student chooses a different topic.

✓ Continue in this way until all the topics have been used.

The above activity encourages students' social skills because learners are ordered to revise some of the expressions for giving an opinion, saying don't have opinion, changing some one's

opinion, asking some one's opinion, ways of interrupting, agreeing, partly agreeing, disagreeing and reaching conclusion in the previous lesson. And again they are ordered to group expressions under the headings on asking for clarification (asking someone to explain what they have said) and explaining what people mean in the given table. And finally, they are asked to work in a small group and to play a game following the instructions given in the text using the topics in the text. Therefore, when learners do what they are asked to do in the above speaking activity, they have opportunities to improve their social skills because the task instructs each individual first to revise some of the expressions and to use these expressions and to play a game in a small group, so when learners play a game, they have good skill of social skills among themselves.

B2.5 The advantage and disadvantage of communication

1   Work in a group. You are going to discuss the advantages and disadvantages of one of these methods of communication. Your teacher will tell you which of these methods your group is to discuss.

.Mobile phones   -   letters

.Email   - face to face conversation

2 Follow these instructions

1. Brainstorm some ideas. You have four minutes to come up with a list of the advantages and disadvantages of you method. Appoint a secretary in the group to write your ideas in two columns on a piece of paper.

2. Pass your piece of paper to another group. You have for minutes to read the ideas of the other group discuss them and add some more points.

3. After four minutes, pass the list to another group and repeat the previous task until your group has discussed all four types of communication.

4. Prepare to present your group's final list to the rest of the class. One member of the group should present the advantages and another member should present the disadvantages.

5. Each group makes their presentation to the class.

6. Try to reach a class consensus about which is the most effective communication method.

Learners in this activity are instructed to work in a group in which they are going to discuss the advantage and the disadvantage the listed methods of communication. In addition, in this activity learners are ordered to brainstorm some ideas about the advantage and disadvantage of

methods of communication of their choice and to appoint a secretary in the group to write their ideas in the two columns. Besides, they are asked to pass their piece of paper containing their ideas to another group and they are also asked to prepare to present their group's final list to the rest of the class. Each group is expected to make their presentation to the class.

Finally learners are ordered to reach a class consensus about which is the most effective communication method. Therefore this activity encourages students' social skills because learners in this activity are first asked to brainstorm the advantage and the disadvantage of methods of communication and then they try to exchange their written ideas and to prepare to present their final work and they are ordered to reach a class consensus.

A3.2 Speaking: Why students drop out

1. Work with a partner or a small group. Complete the table with your own views about why so many students drop out of university in their first year. You can use some of the points from the dean's speech if you wish, but try to include some new points as well.

2. Prepare a short oral presentation of your points with you group. Each person in the group should take part in the presentation. Make sure you allow plenty of time to practice your presentation.

3. Team up with another group and give your presentation to each other. While listening to the other group, think of some questions to ask or points to rise at the end of their talk.

4. Team up with a different group and repeat the previous step.

This speaking activity instructs learners to work in a small group to complete the table with their own views about why so many students drop out of university in their first year. Next students are ordered to prepare oral presentation of their points with their group as each person in the group is ordered to take part in the presentation. Students again are ordered to team up with other group and give their presentation to each other and also to team up with different groups in the class. Thus this speaking activity enhances students' social skills because when learners work in their group the given tasks and present it to other group and also team up with other groups in the class, they share their ideas with the groups in the class room. As a result, they have strong social skills.

B3.3 Speaking: Dealing with problems in grade 12

Work in a small group and use the language from the section above in your discussion.

1. Talk about problems many students face in grade 12. Make a list of as many as you can.

2. Discuss ways in which the problems you have talked about can be solved.

3. Share your problems and solutions with other groups in the class.

The activity above instructs learners to be a small group and use the language which is for dealing with problems. They are asked to talk about problems that many students face in grade 12 and to list as many as they can. And the activity also instructs learners to provide solutions for the problems they have listed. Finally, it instructs learners to share their listed problems and solutions with other groups in the class. Therefore, this activity is designed to promote students' social skills because first students are ordered to list the problems that students face in grade 12 and then they are asked to provide the solutions for the listed problems and finally they are ordered to share their listed problems with solutions to other groups in the class.

A4.3 Speaking: Class survey- participation in the arts

1. Work in a small group. Together, you are going to carry out a class survey about participation in the arts. Follow the advice below on how to carry out such a survey.

Step1: What do you want to find out?

Step2: How to obtain information?

Step3: Drawing up the questionnaire

Step4: Conduct the survey

Step5: Collate the results

2. Within your group, discuss your survey.

3. Present your results to the rest of the class and compare them with those of other groups.

This speaking activity orders learners to work in a small group together in which they are going to carry out a class survey about participation in the arts following the advice given the way how to carry out a survey. Within their group learners are asked to discuss about the survey and next they are asked to present their results to the class. Consequently, learners have good social skills when they work together and share ideas with other groups in the class.

A5.3 Speaking: Facts about the UN

Work with a partner. You are going to read some information about UN. Each of you should look at your version of the text. Ask and answer the questions to find the missing information student A: go to page 284, student B; go to page 287.

As seen from the above speaking activity students are ordered to work with their partners where they are going to read some information about the UN. Each student is instructed to ask and answer the questions to find the missing information, so this activity creates opportunities to learners to play the roles of different people in the classroom which is help for students" social skills.

B5.5 Speaking: The Millennium Developmental Goals

1. Look back at B5.1 and discuss which of the MDGS you think are likely to be achieved by 2015: a, around the world and b, in Ethiopia.
2. Listen to your teacher reading an assessment of progress with the MDGS in 2010. Compare this assessment with your predictions.
3. Think of some effective ideas to complete these sentences. Discuss your ideas within your group.
4. Discuss the questions in your group
5. Compare your ideas with those of the rest of the class.

Learners in this speaking activity are asked to work in a small group to discuss which of the MDGS they think are likely to be achieved by 2015 around the world and Ethiopia. Besides, they are asked to their ideas with their groups and to compare their ideas those of the rest class. Therefore, the activity orders learners to compare their ideas with the rest of the class because this activity is designed to help learners to develop their social skills.

B5.10 Speaking: The New United Nations

Work in a group

1. Imagine that your group is one of the committees set up to design the new United Nations. Your task is to prepare the outline of a new charter in which the basis of the new United Nations is set out.
2. Prepare an outline of your plan for the new United Nation.
3. Prepare a short presentation of your plans for the new United Nations.

This activity instructs learners to work in a group by imagining that their group is one of the committees set up to design the new United Nation to prepare the outline of a new charter of UN. Learners are asked to prepare an outline of their plan for the new United Nations and to prepare a short presentation of their plans for the new United Nations. Thus, learners in this regard are improving their social skills in the classroom because of the given speaking activity.

B6.2 Speaking: Play show and tell

1. Work in a group. Look at the objects below. How much can you say about each one in 30seconds? Take it in turns so that each member of the group has a chance to describe these objects.

2. Bring in one or two ever day objects from home to next lesson in order to play snow and tell   with your group.

3. Each person in the group must talk about their objects and show where it was made by referring to the map. After each description, the group members should ask some questions about the object.

As seen from the above speaking activity, students are asked to work in a group by looking at the objects in the text how much students can say about the objects within 30 seconds. Each member of the group has a chance to describe the objects as students take it in turns. Besides, they are ordered to bring one or two everyday objects from home to their next lessons in order to play show and tell with their group. Finally, each person in the group must talk about their object and show where it was made by referring to the map. Learners in each group have to involve in the discussion, so they also improve their social skills.

B7.1 Speaking: Applying for a job

Work in a group and discuss these questions together

1. Where can you find information about job vacancies?

2. What should you do if you want to apply for a job?

3. If you are a school leaver, what kinds of things can you include in your CV that an employer may be interested in knowing about?

4. What are employers looking for in a school leaver?

5. What are the stages involved in getting a job?

The activity instructs learners to work in a group and to discuss the questions given together. When learners are given the activities which could be done in a group, they improve their interactions while making discussion. Therefore, the above speaking activity is designed for learners in order to have good social skills among themselves because when learners do the given tasks in the group together, they actively listen to each other and share their ideas.

B8.4 Speaking: The development of man

Work in a group and discuss the questions below

1. Discuss which tools were probably used at the different stages in the development of man?
2. What do you think you could be done with these tools?
3. In what ways has man developed since the ape?

In this speaking activity some questions are given for the students for discussion above the tools in which humans in the past used. The activity orders learners to think about what could be done with the tools which are in the text book by using the language which is used for expressing differences. Therefore, in this activity learners have great opportunities to listen to each other and to share ideas with their groups. This activity encourages learners" social skill.

A8.8 Speaking: Re tell the story of Dinkinesh and Selam

1. Work with a partner, re tells the story of the discovery of Dinkinesh and Selam and what they tell us about man's ancestors.
2. Team up with another pair and tell your version of the story to each other. Listen out for and identify differences and similarities in your version of the story.

This activity orders learners to work with their partner to re tell the story of the discovery of Dinkinesh and Selam. And learners are asked to tell what Dinkinesh and Selam tell us about man's ancestors by referring back to the notes they have just written. They are asked to practice their re telling the story for about some minutes.

The activity again instructs learners to team up with another pair and to tell their version of the story to each other. They have to listen out for and identify differences and similarities in their version of the story. Therefore, this activity indicates that learners' working together with their partners by re telling the story of the discovery of Dinkinesh and Selam. In addition it indicates learners to listen actively each other and to share their ideas.

A8.9: speaking: History or her story

1. Revise language in B2.3 for asking for clarification and explaining what you mean.
2. Work in a group and spend about five minutes discussing each of these questions. Try to use the language for clarification and explaining what you mean.

As seen from the above speaking activity, learners are asked to revise the language asking for clarification and explaining what they mean from the previous lesson which is on B2.3. And

then they are instructed to work in a group and spend about five minutes discussing each of the given questions using language for clarification and explaining what they mean. Thus, this speaking activity encourages learners to have good social skills because first each individual is ordered to revise the language they learnt before in order to use the language in their group discussion, so when students discuss in groups they improve their social skills.

A9.3 Speaking: Choosing the best way forward

1. Work in a group of four and discuss the question
2. Work with your partner. You are going to play role a discussion or an argument between two people. Follow the steps.

Like the fore mentioned speaking activity, this speaking activity orders learners to work in a group of four and to discuss the questions in the textbook. Next to this, learners are ordered to work with their partner and to role play a discussion or argument between two people following the steps given in the textbook. Thus, this activity promotes students' social skills as learners work together and to role play in the classroom following the instructions.

B9.1 Speaking: The pros and cons of living things in a rich country

1. Work in a group and think of ideas about the pros and cons of life in a rich country, developed country.
2. Make a list of pros and cons in two columns on a piece of paper. One person in the group should act as a secretary and write what others say.
3. Each group should present their list to the rest of the class.

Learners in this speaking activity are ordered to work in a group and to think of ideas about the pros and cons of life in a rich, developed country. They are again instructed to make lists of pros and cons in the two columns on a piece of paper. And they are also ordered to present their lists to the rest of the class. Therefore, learners in this activity are expected to have strong social skills with their partner because learners are ordered to work in their groups by thinking of pros and cons of living in a rich country and finally each group is ordered to present their lists the class.

B10.6 Speaking: The earth colony debate

1. Work in a group of six to ten people and discuss which professionals should be allowed to escape. You must agree a final list of eight. Before you start, study the language in the box. Go back to B2.3 to revise the language for correcting yourself/explaining what you mean

What I mean is…..

What I meant was….

Let me put it another way.

2. Each person in the group must now choose one of these professions. There can only be one representative of each profession in each group

3. You should now be in a group made up different professions: you must not have more than one person representing any one profession. You must now decide who can escape to Mars and who one person who must stay on Earth is.

4. At the end of the discussion, you must vote to decide which professionals must stay behind, based on the strength of the speaker's reasoning.

These speaking activity orders learners to be in a group of six to ten people to discuss which professionals should be allowed to escape using the language in the textbook. Each student in each group is ordered to choose one of the professions where a student is a representative of a profession. Each student is obliged to defend his/her profession by convincing others why his/her profession is more important. And finally, learners have to decide which profession is the most important based on the strength of the speaker's reasoning. Thus, in short, this activity makes learners to have strong social skills among themselves.

4.2.5. The Result of the Speaking Activities Encouraging Group Processing

List of speaking activities which encourage group processing in the textbook are depicted below in Table 6 followed by their explanation.

Table 6: Speaking activities which encourage group processing in the textbook

No	Lesson Topics	Page	Units
1	B2.5 Advantage and disadvantage of communication	48	2
2	A3.2 Why students drop out	53	3
3	B3.3 Dealing with problems in grade 12	67	3
4	B4.4 Future predictions	97	4
5	A5.3 Facts about UN	105	5
6	B7.7 Chain interview	169	7
7	A8.9 History or her story	182	8
8	B 8.6 Speaking: Human achievement	191	8
9	B9.1 The pros and cons of living in a rich country	204	9
10	A10.4 The Haiti earth quake	227	10
11	B10.1 Threats to our future	234	10
12	B10.6 The earth colony	237	10
	Total = 12		

As it can be seen from the above table 6, 12 speaking activities encourage group processing from the total 38 speaking lessons in the textbook.

From activities B2.5Advantage and disadvantage of communication to activities B10.6 the earth colony indicated that low emphasis is given to encourage group processing.

B2.5 Advantage and disadvantage of communication

1 Work in a group. You are going to discuss the advantages and disadvantages of one of these methods of communication. Your teacher will tell you which of these methods your group is to discuss

.Mobile phones   - letters

.Email   - face to face conversation

2 Follow these instructions

1. Brainstorm some ideas. You have four minutes to come up with a list of the advantages and disadvantages of you method. Appoint a secretary in the group to write your ideas in two columns on a piece of paper.

2. 2 Pass your piece of paper to another group. You have for minutes to read the ideas of the other group discuss them and add some more points.

3. After four minutes, pass the list to another group and repeat the previous task until your group has discussed all four types of communication.

4. Prepare to present your group's final list to the rest of the class. One member of the group should present the advantages and another member should present the disadvantages.

5. Each group makes their presentation to the class.

6. Try to reach a class consensus about which is the most effective communication method.

This speaking activity is designed for learners to provide feedback and reflection to what they do in the given activity because learners are ordered to work in a group to make discussion on the advantages and the disadvantages of communication methods. Learners are expected to identify the strengths and weakness of other groups in the classroom. Thus, this activity enhances the principles of group processing.

B9.1 Speaking: The pros and cons of living in a rich country

1. Work in a group and think of ideas about the pros and cons of life in a rich country, developed country.
2. Make a list of pros and cons in two columns on a piece of paper. One person in the group should act as a secretary and write what others say.
3. Each group should present their list to the rest of the class.

The activity instructs learners to work in a group and to think about the pros and cons of life in a rich, developed country and to list them in two columns. Each group is ordered to present their list to the class. This activity requires group members' contribution to increase groups' accountability and also it provides learners to identify the strength and weakness of each of the group when the group is presenting its work to the class.

A10.4 Speaking: The Haiti earth quake

1. Work with a partner and re tell the story of the Haiti earth quake
2. Practice your story a few minutes: both you and your partner should be involved in telling it.
3. Tell your version of the story to another pair of students and compare both versions.

This activity requires a group has to provide its feedback to the other group because learners in this speaking activity are asked to work with their partners and to retell the story of the Haiti earthquake. This has to be done by practicing. Finally, learners are asked to tell their final version to another group to compare their version with others. Therefore, when students compare their work with others, they receive and provide feedback.

4.4 Results of Teachers' Interview on their Perception on Speaking Activities Presented   in the Textbook

The interview was carried out to examine teachers' perception of whether or not the speaking activities in grade 12 English textbook to promote cooperative learning. Three teachers who were teaching grade 12 students interviewed to suggest their perception to the speaking activities in the textbook.

The first interview item asks that whether or not the design of speaking activities in grade 12 English textbook consist of the cooperative learning elements. With respect to this item, the first teacher suggested that he did not recognize the design of speaking activities consist of elements of cooperative learning. And the second teacher thought that he did not evaluate the speaking activities whether they consist of cooperative learning elements. The third teacher

suggested that he used the textbook only for teaching the language rather than focusing on conceptual and technical issues of the textbook. Therefore, they commented that they did not give any emphasis on the speaking activities whether they consist of cooperative learning elements.

Concerning the interview 2, it asks about whether the speaking activities in the textbook have division of labor, reader, checker of understanding and encourager of participants. The first teacher suggested that the speaking activities in the textbook did not have division of labor, checker of understanding and encourager of participants. He provided the reason that the speaking activities instructed learners to do the tasks in pairs or groups rather than having a checker of understanding and encourager of participants. The second teacher thought that the speaking activities in the textbook do not have division of labor and so did the third teacher. Therefore, they suggested that the speaking activities in the textbook do not have division of labor, checker of understanding and encourager of the participants.

The other issue in relation to the speaking activities in the textbook whether or not encourages social skills like leader ship, decision making and conflict management. Teacher 1: said "As to me, I don't think speaking activities in the textbook encourage learners' social skills. As most speaking activities make learners work in groups, they share their ideas to interconnect each other. Therefore, learners in this regard were not urged social skills." The second teacher: suggested "I think so, because learners are ordered to be either in pairs or in small groups, so when students do the given tasks in pairs or groups they have group leader and secretary and the speaking activities ordered learners to pass their pair or group discussion result on the given activities. As a result, learners improve leader ship skill as well as decision making." Teacher 3: also says "I am not sure to say something, because I didn't check the activities presented in the textbook in line with encouraging social skills. Two of the interviewees suggested that the speaking activities in the textbook don't encourage social skills. But one interviewee responded as the activities enhance social skills."

The fourth item emphasized on whether the speaking activities in the textbook distributed proportionally or not. Teacher 1: I did not consider that whether or not their distribution is proportional. Teacher 2: I did not think about the proportionality and Teacher 3: I did not evaluate the proportionality of cooperative learning elements. I even did not compare the language skills how many they are in the textbook. So, all of the interviewees reacted that the elements of cooperative learning were not proportional in each lessons.

The other issue forwarded in the interview is: whether or not the speaking activities in the textbook are appropriate for learners to work together in order to enhance each other's success sharing resources and helping another. Teacher 1: speaking activities are appropriate as they make learners work together with their group. Thus, the teacher suggested that the speaking activities in the textbook are appropriate for learners to enhance each other's success. Teacher 2: I think so because the speaking activities in the textbook order learners to help each other when they are discussing in their group, so the speaking activities are appropriate. Teacher 3: also says "of course, most speaking activities are designed to work together in their groups or pairs, so they are appropriate for learners to enhance each other's success."

Finally, Interview item six asks about whether the speaking activities in the textbook encourage individual accountability, for example, each member is accountable for contributing his/her share to the group? And how? Teacher 1: I think the activities in the textbook provide tasks for learners which could be done in pairs or groups and they instruct learners to present to the other group or even for the class, but the activities don't instruct learners to be accountable for their work. Teacher 2: I did not think so. Although the speaking activities instruct learners to be groups or pairs, the activities do not indicate who is accountable for his/her work. Teacher 3: of course, there are some speaking activities which order learners to be accountable for their work. For example, there are role plays in the speaking activities where each individual is given the roles of other person, so the individual is considered as accountable for the given situation.

Thus, among the interviewees, two of them suggested that speaking activities in the textbook did not encourage individual accountability as they said each member of the group is not accountable to the given tasks. The speaking activities simply instruct learners to be in pairs or in small groups for discussion rather than indicating who is accountable for the given tasks. But one of the interviewees was replied that there were activities which make learners be accountable to their own learning.

4.5 Discussions

Speaking activities in English language textbook encouraged elements of cooperative learning because when the textbook of English language was designed consisting of elements of cooperative learning, learners had strong relationships among themselves which showed for their real life situation. Johnson and Johnson (1998) supported that if learners participate in the given tasks cooperatively, they have high opportunities to make decisions on different issues and to solve problems they face. Based on the collected data the following discussions were given as follows in below.

Concerning with textbook analysis, the study indicated that speaking activities presented in grade 12 English textbook to promote cooperative learning elements from the total of 38 speaking activities in the textbook, 20(53%) of the speaking activities encouraged positive interdependence. Moreover, 22(58%) of the speaking activities in the textbook promoted face to face interaction, this complies with the argument of Gaith's (2003) that cooperative learning can be a possible instructional approach that provides learners with opportunities to engage more deeply and actively in the learning process and to share ideas in their small groups to reach a common goal. Actually, interactions among group members encourage active student participation and promote self- learning process (Abuseileek, 2012). Speaking activities that encourage social skill also account for 19 (50%) of the speaking activities in the textbook.

When there is a strong relationship among students, they support each other, achieve their goals, improve higher order of thinking, develop self-esteem, grow positive attitude towards school, courses and obtain social skills (Cohen, 1994; Slavin, 1996; Wang, 2012). However, the current textbook analysis depicts that 16(42%) and 13(38%) of the speaking activities promoted elements of cooperative learning which were individual or group accountability and group processing respectively. However, there was unequal distribution of cooperative learning elements; therefore, it is possibly concluded that the speaking activities in the textbook promoted cooperative learning to some extent.

Concerning teachers' interview, the first interview forwarded was consisting of cooperative learning elements about which they did not think about elements of cooperative. In the same way, Richards (2001) suggested that teaching textbooks provide high importance and great roles to help in teachers who are not well-experienced to get ideas the way how to teach and plan the lesson. Thus, teachers have to be aware on the technical issues of the textbook before they start the class.

Second, it was also found that the activities did not have division of labor. Third, the speaking activities in the textbook were not found to be helpful as suggested by teachers in that the speaking activities in the textbook do not encourage social skills. But one interviewee responded as the activities enhance social skills. The fourth item emphasized proportionality, so teachers believed that they did not think about it. The other issue forwarded in the interview was, that the teachers suggested that the speaking activities in the textbook are appropriate for learners to enhance each other's success. Interview item six suggested that speaking activities in the textbook did not encourage individual accountability as they said each member of the group is not accountable to the given tasks.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5. INTRODUCTION

This chapter focused on the summary of the findings about the overall organization of the study. And the conclusion of the data which was drawn from the presentations and discussions made in chapter four. It also presented possible recommendations forwarded by the researcher based on the conclusions of the study that should be taken on the design of speaking activities in grade 12 English textbook in terms of promoting cooperative learning.

5.1 Summary

The main objective of this study was to evaluate the design of the speaking activities in grade 12 English textbook in terms of promoting cooperative learning. The subject of the study was grade 12 Ethiopian English textbook separated speaking activities in terms of promoting cooperative learning. The main source of data was document analysis and interview the data were also analyzed by using those tools step by step. Here the evaluation checklist criteria were adapted and employed to analyze the data. As the objective indicated above, the study used descriptive survey design and qualitative approach. This design enabled the researcher to evaluate and interpret the speaking activities in each unit of the textbook in depth and reach a conclusion.

In this descriptive evaluative study, the research questions probed were:

- ❖ Do the speaking activities presented in the textbook promote cooperative learning?
- ❖ How do teachers perceive speaking activities in the textbook in terms of promoting cooperative learning?

In line with these research questions and in order to achieve the objectives, document analysis and interview were used to gather the relevant information. Qualitative approach of analyses was employed for the qualitative data collected through textbook analysis and interview.

The findings of the study indicated that cooperative learning elements (positive interdependence, individual and group accountability, face to face interaction, social skills and group processing,) were not proportionally presented in each activity of the textbook.

Concerning with document analysis and the first research question, the findings indicated that from the total 38 speaking activities in the textbook accounting for 20(53%) of speaking

activities encouraged positive interdependence. Moreover, 22(58%) of the speaking activities in the textbook promoted face to face interaction, on the other hand, 16(42%) and 13(38%) of the speaking activities promoted elements of cooperative learning which are individual or group accountability and group processing, respectively. Speaking activities that encourage social skills in the text book account for 19(50%) of the total 38 speaking activities. Therefore, it is possible conclude that the speaking activities in the textbook could promote cooperative learning to some extent.

As the result of the interview depicted the speaking activities in the textbook did not encourage individual accountability, social skills and group processing while they promoted positive interdependence and face to face interactions.

In general, the findings obtained from the interview indicated that speaking activities focused more on positive interdependence and face to face interaction as compared to the other elements of cooperative learning. However, the designed speaking activities, based on document analysis like, positive interdependence, face to face interaction and social skills were greater in number whereas cooperative elements like individual or group accountability and group processing were less emphasized.

5.2. Conclusions

Based on the findings of the study, the following conclusions have been drawn.

- ❖ Cooperative language learning elements intended to promote students' speaking skills were not presented proportionally in the speaking activities of grade 12 English textbook.

- ❖ The speaking activities in the textbook which could enhance cooperative learning were only three: positive interdependence, face to face interactions and social skills.

- ❖ The speaking activities in the textbook do not encourage individual accountability and group processing.

- ❖ Generally, the finding obtained from the interview indicated that speaking activities focused more on positive interdependence and face to face interaction rather than the other elements of cooperative learning.

❖ Positive interdependence, face to face interaction and social skills based on document analysis were greater in number where as cooperative elements like individual and group accountability and group processing received less attention.

5.3. Recommendations

Based on the findings of the study and the conclusions, the following recommendations have been forwarded.

❖ Textbook designers and developers should consider the elements of cooperative learning when they design and develop the speaking activities in the textbook. In addition, if possible, when the textbooks are designed, equal distribution of the elements of cooperative learning should be taken in to consideration.

❖ The textbook designers should consider making the settings of speaking activities flexible rather than fixed in or out of the class, speaking tasks should be included in order to motivate students' towards speaking.

❖ English language teachers should know the basic conceptual and technical issues related to the activities of cooperative learning elements in the textbook before they start teaching the activities. Besides with this, EFL teachers should get trainings related to concepts of cooperative learning.

❖ The teachers should also recommended to be holistic role players in motivating, organizing, facilitating, advising, assisting students to achieve the goal of cooperative learning when the learners are engaged in speaking activities in EFL classes.

❖ Further study should be carried out in the area of text evaluation of grade 12 students' textbook using micro language skills or integration of skills in relation to cooperative learning. And also considering with cooperative learning features and techniques.

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APPENDICES

Appendix-A

BAHIR DARUNIVERSITY

FACULTY OF HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITRATURE

Textbook Evaluation Criteria

The objective of this checklist questions are to gather data about the design of speaking activities with reference to grade 12 English text book with particular emphasis whether or not the activities are designed in terms of promoting cooperative learning elements.

1. Do the speaking activities allow each member's effort in a group required for the success of the group, it is related with positive interdependence?

2. Do the speaking activities in the textbook encourage individual learners who have different responsibilities to complete different parts of group project, it is related with individual and group accountability?

3. Do the speaking activities in the textbook create opportunities for learners to evaluate and receive feedback on their practice during the sessions; it is related with face to face interaction?

4. Are the speaking lessons in the textbook helpful for learners to develop leadership and decision making, it is related with social skills?

5. Do the speaking activities in the textbook allow the group members discuss how well they achieve their goals and maintaining effective working relations, it is related with group processing?

Source: Johnson and Johnson (1992)

Appendix-B

BAHIR DARUNIVERSITY

FACULITY OF HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITRATURE

Interview for Teachers

Good morning/afternoon: my name is _____. I came from the Department of English Language and Literature: I appreciate your cooperation and willingness to my interview. Your genuine opinion or response has its own contribution to my study and I kindly request you to give me the required information, therefore I would like to thank you again for sparing your valuable time and effort in this interview. I would like to let you know that any information will be kept confidential and used only for this study. The interview was made to identify teachers' perception of whether the speaking activities in grade 12 English textbook promote elements of cooperative learning. Three teachers who were teaching grade 12 students were interviewed to suggest their perception to the speaking activities in the textbook.

1. Do you think that the speaking activities in grade 12 English textbook are designed consisting of cooperative learning elements?

2. Do you think that speaking activities in the textbook have division of labor like recorder, reader, checker of understanding and encourager of the participants?

3. Do you think that the speaking activities in the textbook encourage social skills like leadership, decision making, conflict management and how?

4. Do you think that all elements of cooperative learning are proportionally represented in the textbook?

5. Do you think that the speaking activities in the textbook are appropriate for learners to do real works together in order to enhance each other's success by sharing resources and helping one another? 6. Do you think the speaking activities in the textbook encourage individual accountability; for example, each group member is accountable for contributing his/her share to the group? And how?

Thank you very much

Appendix-C

Responses of Teachers' Interview (Summary)

First, teachers were greeted to create conducive atmosphere so that the interview could be effective. Then, the following interview questions were raised.

The first interview item asks that whether or not the design of speaking activities in grade 12 English textbook consist of the cooperative learning elements. With respect to this item, the first teacher suggested that he did not recognize the design of speaking activities consist of elements of cooperative learning. And the second teacher thought that he did not evaluate the speaking activities whether they consist of cooperative learning elements. The third teacher suggested that he used the textbook only for teaching the language rather than focusing on conceptual and technical issues of the textbook. Therefore, they commented that they did not give any emphasis on the speaking activities whether they consist of cooperative learning elements.

Concerning the interview 2, it asks about whether the speaking activities in the textbook have division of labor, reader, checker of understanding and encourager of participants. The first teacher suggested that the speaking activities in the textbook did not have division of labor, checker of understanding and encourager of participants. He provided the reason that the speaking activities instructed learners to do the tasks in pairs or groups rather than having a checker of understanding and encourager of participants. The second teacher thought that the speaking activities in the textbook do not have division of labor and so did the third teacher. Therefore, they suggested that the speaking activities in the textbook do not have division of labor, checker of understanding and encourager of the participants.

The other issue in relation to the speaking activities in the textbook whether encourage social skills like leader ship, decision making and conflict management or not. Teacher 1: said "As to me, I don't think speaking activities in the textbook encourage learners' social skills. As most speaking activities make learners work in groups, they share their ideas to interconnect each other. Therefore, learners in this regard were not urged social skills." The second teacher: suggested "I think so, because learners are ordered to be either in pairs or in small groups, so

when students do the given tasks in pairs or groups they have group leader and secretary and the speaking activities ordered learners to pass their pair or group discussion result on the given activities. As a result, learners improve leader ship skill as well as decision making." Teacher 3: also says "I am not sure to say something, because I didn't check the activities presented in the textbook in line with encouraging social skills. Two of the interviewees suggested that the speaking activities in the textbook don't encourage social skills. But one interviewee responded as the activities enhance social skills."

The fourth item emphasized on whether the speaking activities in the textbook distributed proportionally or not. Teacher1: I did not consider that whether or not their distribution is proportional. Teacher 2: I did not think about the proportionality and teacher 3: I did not evaluate the proportionality of cooperative learning elements. I even did not compare the language skills how many they are in the textbook. So, all of the interviewees reacted that the elements of cooperative learning were not proportional in each lessons.

The other issue forwarded in the interview is: whether or not the speaking activities in the textbook are appropriate for learners to work together in order to enhance each other's success sharing resources and helping another. Teacher 1: speaking activities are appropriate as they make learners work together with their group. Thus, the teacher suggested that the speaking activities in the textbook are appropriate for learners to enhance each other's success. Teacher 2: I think so because the speaking activities in the textbook order learners to help each other when they are discussing in their group, so the speaking activities are appropriate. Teacher 3: also says "of course, most speaking activities are designed to work together in their groups or pairs, so they are appropriate for learners to enhance each other's success."

Finally, Interview item six asks about whether the speaking activities in the textbook encourage individual accountability, for example, each member is accountable for contributing his/her share to the group? And how? Teacher 1: I think the activities in the textbook provide tasks for learners which could be done in pairs or groups and they instruct learners to present to the other group or even for the class, but the activities don't instruct learners to be accountable for their work. Teacher 2: I did not think so. Although the speaking activities instruct learners to be groups or pairs, the activities do not indicate who is accountable for his/her work. Teacher 3: of course, there are some speaking activities which order learners to be accountable for their work. For example, there are role plays in the speaking activities where each individual is given the roles of other person, so the individual is considered as accountable for the given situation.

Thus, among the interviewees, two of them suggested that speaking activities in the textbook did not encourage individual accountability as they said each member of the group is not accountable to the given tasks. The speaking activities simply instruct learners to be in pairs or in small groups for discussion rather than indicating who is accountable for the given tasks. But one of the interviewees was replied that there were activities which ordered learners to be accountable.