

Hebron University

Faculty of Graduate Studies

**Utilizing Cooperative Learning Activities to Enhance Reading Comprehension,
Student—student Interaction, and Motivation in the EFL Classroom**

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2012

Dedication

To my husband Hayyan

To my family

To my mother and brothers

To my three sons and daughter

To my professors

To everyone who helped me

I want to thank my family for their understanding and untiring love, my husband, Hayyan who provided me with a lot of help and support, my three sons: Bader, Ali and Mustafa, my precious daughter, my mother and my mother in law. Many other people contributed valuable help and support particularly Mrs. Reem Al-Shareef, the headmistress of Al- Qawasmi School. It is impossible to cite them all, though their names do not appear in this acknowledgement, they will always be in my heart.

Abstract

This study aims at investigating the impact of using cooperative learning (STAD) on the reading achievement, motivation towards learning English and student-student interaction. The sample of the study consisted of 128 participants in seventh grade in Hebron; 64 of them were females and 64 were males. The students were assigned to control and experimental groups. The experimental group was instructed according to the CL Student Team Achievement Division method, whereas the control group was taught according to the traditional method. The treatment lasted for ten weeks. A pre and a post tests were administrated to assess low, mid and high achievers' reading comprehension. A motivational questionnaire was also administered before and after the influence of CL to investigate low, mid and high achievers' motivation towards learning English. Finally, Flanders' modified model was used to measure the percentage of student – talk in comparison to the percentage of teacher- talk in the two classes. It was also used to measure the percentage of student- student interaction in comparison to teacher- student interaction. Results indicated that CL had a significant effect on low, mid and high achievers reading comprehension and motivation towards learning English, even though high achievers performed better than mid and low achievers. Furthermore, results indicated that CL enhanced student- student interaction and student- centered classroom.

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Table of contents

Dedication.....	i
Abstract.....	ii
Acknowledgement.....	iii
Table of contents.....	iv
Tables	viii
Figures.....	x
Appendices.....	xi
Chapter One.....	1
1.1 Introduction.....	1
1.2 Statement of the Problem.....	5
1.3 Purpose of the Study.....	6
1.4 Significance of the Study.....	6
1.5 Questions of the Study.....	8
1.6 Hypotheses of the Study.....	8
1.7 Limitations of the Study.....	9
1.8 Definition of Terms.....	9
1.9 Summery	12
Chapter Two: Literature Review	13

2.1 Introduction.....	13
2.2 What is Cooperative Learning.....	13
2.3. History and Theoretical Background	15
2.4 Theoretical Background.....	16
2.4.1. Constructivist Theory.....	16
2.4.2. Piagetian and Vygotskyian Perspectives.....	17
2.4.3 Behavioral Learning Theory.....	18
2.4.4 The Social Interdependence Theory	18
2.4.5. The Comprehensible Input Hypothesis.....	19
2.4.6 The Interaction Hypothesis	20
2.4.7 The output Hypothesis	20
2.5 Principles of Cooperative Learning	21
2.6 Models of Cooperative Learning.....	23
2.7. Student Team Achievement Division.....	25
2.8 The effect of CL on ESL and EFL Students' Achievements.....	26
2.8.1. Studies on the Effects of CL on ESL learners' achievements	27
2.8.2 Studies on the effects of CL on EFL learners' achievements'	33
2.9 Studies about the Impact of CL on Students' Motivation Towards Learning	
English.....	40
2.10 The Effects of Cooperative Learning on Classroom Interaction.....	45

Chapter Three: Methodology.

3.1 Introduction.....	50
3.2 Population and Sample.....	50
3.3 Research Design.....	56
3.4 Data Collection.....	57
3.6 Variables of The Study	58
3.7 Instruments of the Study.....	59
3.8 Procedures.....	64
3.9 The Teaching Material.....	67
3.10 Data Analysis.....	68
11 Summary.....	69

Chapter Four: Results

4.1 Introduction.....	70
4.2 Results of Question One.....	71
4.3 Results of Question Two.....	73
4.4 Results of Question Three.....	77
4.5 Results of Question Four.....	81
4.6 Results of Question Five.....	87

Chapter five: Discussion of Results

5.1 Introduction.....	95
5.2 Discussion and Synthesis.....	96
5.2.1 Discussion of Question One.....	96
5.2.2 Discussion of Question Two.....	99
5.2.3. Discussion of Question Three.....	103
5.2.4. Discussion of Question Four.....	104
5.2.5 Discussion of Question Five.....	106
5.3 .Recommendations.....	109
References	112
Appendices	124

Tables

Table 3.1	51
Table 3.2	52
Table 3.3	53
Table 3.4	55
Table 4.1	71
Table 4.2	72
Table 4.3	73
Table 4.4	74
Table 4.5	75
Table 4.6	76
Table 4.7	78
Table 4.8	79
Table 4.9	79
Table 4.10	81
Table 4.11	81
Table 4.12	82

Table 4.13.....	82
Table 4.14.....	83
Table 4.15.....	84
Table 4.16.....	85
Table 4.17.....	86

List of Figures

Figure 3.1.....	52
Figure 3.2.....	52
Figure 3.3.....	53
Figure 3.4.....	54
Figure 3.5.....	56
Figure 4.1.....	88
Figure 4.2.....	89
Figure 4.3.....	92
Figure 4.4.....	93

Appendices

Appendix (1).....	111
Appendix(2).....	119
Appendix (3).....	120
Appendix (4).....	126
Appendix (5).....	127
Appendix (6).....	128
Appendix (7).....	144
Appendix (8).....	145
Appendix (9).....	146
Appendix (10).....	148

Chapter One

1.1 Introduction

In the age of globalization, reading has had an increasingly important role in foreign and second language settings. Eskey (2005) has pointed out that many English as a foreign language students rarely need to speak the language in their daily life but they may need to read it in order to “access the wealth of information” available in it. In fact, the ability to read the written language at a reasonable rate and with good comprehension has been acknowledged to have as much importance as oral skill, if not more. However, even though our students in Palestine can read, they are still very poor readers as they seldom understand what they read, or are even not able to go deeply into the hidden meanings of the reading texts they happen to be handling. Thus, more attention should be given to improve students’ reading comprehension.

Students in Palestine begin learning English in the first grade. Seventh graders, the subjects of the study, have been learning English for seven years. Seventh grade *English For Palestine* textbook consists of four lessons: reading, language, listening and writing. Since reading is the first lesson of the unit, all the next lessons are based on the reading material. Therefore, it should receive more attention. Seventh graders have four classes each week and they are assumed to finish nearly one unit a week with a total of four lessons each unit. The curriculum, *English For Palestine*, is based on the communicative language approach which emphasizes student-centered learning, communicative competence, student-student interaction and more opportunities for the use of English in the classroom.

However, the reality is quite different, since most teachers in Palestine find it difficult to adapt such an approach as they almost lack the training to use it efficiently; they also

lack effort and time. Furthermore, through observation of her own classes, during 13 years of teaching, the researcher has noticed that most of the time the teacher is the center of the class and teacher-centered classroom interaction is dominant despite the fact that *English For Palestine* is a communicative curriculum. Generally speaking, teacher talk represents a high percentage of the class time, whereas student talk occupies a very low percentage which creates boredom inside the classroom, and thus demotivates learners to learn the language.

Now, cooperative learning is claimed to be an effective teaching method in foreign/second language education contexts all over the world. According to Johnson & Johnson (1999), Cooperative learning is a teaching method where students work together to accomplish shared learning goals. They encourage and support each other to learn and feel responsible for their own learning as well as their teammates' learning, whereas the teacher becomes a facilitator rather than an instructor. Based on Brown's (1994) belief that cooperative learning is tightly connected to the communicative language teaching framework, this study aims to examine the effects of cooperative learning activities on reading comprehension, classroom interaction and motivation towards learning English.

Many different theoretical perspectives are associated with cooperative learning. Constructivist theory is the main perspective that is associated with cooperative learning. Brody & Davidson (1998) point out that the premise of the theory is based on the assumption that when a puzzling problem faces individuals, an internal conflict, "uncertainty and disequilibrium" are created which in turn motivate them to accommodate and assimilate their knowledge; thus, they interact and exchange knowledge in order to come to a resolution and come to a state of "equilibrium". As students come through such a social interaction, new conceptual understanding and knowledge is constructed and student-centered discovery and knowledge emerge.

An extension of the constructivist theory is Bruner's discovery learning theory based on the child-centered approach developed by Jean Piaget and Lev Vygotsky which views the teacher as a facilitator and the learner as being active. Piaget considers students as learners on their own right; they learn through their experiences and by assimilating and accommodating information (Leonard, 2002). Vygotsky emphasizes the value in working with others and learning through talking with peers (Prichard, 2009). Bruner combines these approaches to develop his idea of scaffolding; the way in which ideas are presented can influence the way they are mastered, so he suggests to have students work in groups to solve problems and to cooperate to try to build knowledge (Leonard, 2002). Thus, based upon the previous constructivist learning theories the best learning environment is "one in which learners build information in a team – based manner that emphasizes learner knowledge sharing and collaboration, they share knowledge acquire and structure it among their teammates with the instructor acting as a guide" (Leonard, 2002).

Johnson and Johnson (1989) reviewed 539 studies spanning across 93 years (1897 to 1989) 68% of which were conducted within the most recent 29 years. These studies covered wide subject areas; 85% of the studies randomly assigned groups to treatment and individual conditions; 98% were conducted in North America, 33% were conducted in elementary schools, 21% in secondary schools, 40% in colleges, and 5% on adults. Results showed that the cooperative groups outperformed the competitive groups. Considering the scope of the studies reviewed, it appears that the positive results of the meta-analysis have substantial generalizability.

The other landmark research synthesis was conducted by Slavin (1995). This review also indicated the positive effect of cooperative learning. The inclusion criteria for the meta-analysis were stated. The cooperative learning and control groups must study the

same material; the cooperative learning and control groups must be equivalent to begin with; the study must at least last for 4 weeks (20 hours) and achievement tests must measure objectives taught in both groups. Those that did not meet the criteria were excluded. All together there were 90 primary studies qualified for analysis. These studies spanned over the course of 24 years (1972 to 1995). The studies were mostly conducted in the United States, with a few exceptions conducted in Israel, Netherlands and Nigeria. Mean effect size shed light on the importance of the simultaneous use of group goals and individual accountability. Findings present cooperative learning as an effective approach for the academic achievement of students.

Concerning the educational problem mentioned above and based upon the previous theoretical perspectives and some syntheses studies of CL, this study emphasizes the student-centered, discovery learning and activity-oriented techniques of active or cooperative learning in an English reading classroom, hoping to transform the traditional teacher- centered English reading class where teachers lecture most of the time and the interaction is mostly one way (teacher –student) to a more communicative and collaborative learning context where student –student interaction is emphasized. According to Slavin (1991) cooperative learning can promote students' academic achievements, increase motivation towards learning and prepare students towards collaborative work.

This study intends to examine the effectiveness of using cooperative learning activities in teaching reading texts on students' reading comprehension, classroom interaction and motivation towards learning English.

1.2 Statement of the Problem

Even though *English For Palestine* is a "modern communicative English course which focuses on developing the four skills (listening, reading, writing and speaking) and encouraging students to become confident users of English" (Palestinian Curriculum Guidelines, 2006), and even though the reading part constitutes the backbone of all units in *English For Palestine*, texts are taught in a traditional manner and involve teacher-student interaction for the most part. In other words, students read the text silently or aloud, the teacher asks questions and receives responses. This process deprives the reading class from valuable time that could be used for interaction among learners especially that the teaching of the reading passage makes up a significant portion of the overall class time. Reading passages are also the starting point for teaching vocabulary and grammar. Themes, grammatical structures and vocabulary items presented in these passages usually dominate the rest of the exercises in most textbooks. The researcher believes that since reading is normally taught in a traditional way that ignores learner-learner interaction, boredom and demotivation could take place. This, however, could be changed if students interact through being involved in cooperative activities when approaching the text. Such a procedure may enhance reading comprehension, classroom interaction and motivation towards learning English. So teachers need to be able to manage their interaction with the class in the reading classes in a way that allows all students equal opportunities to introduce their ideas, participate, take the initiative and interact among each other. Learners also need to learn how they are expected to interact in the classroom, help each other and hence construct meaning jointly and scaffold the task for each other, thus gaining better achievement as a team.

1.3 Purpose of the Study:

This study attempts to investigate the impact of using cooperative learning activities in teaching narrative and expository texts on students' reading comprehension, classroom interaction and motivation towards learning. It also investigates the impact of cooperative learning on both genders and on low versus high achievers of the language. This study is intended to achieve the following goals:

1. Investigate the effect of using cooperative learning in teaching reading texts on reading comprehension among seventh grade students at Al-Qawasmi School for Girls and Muhammad Ali- Al Ja'bari School for Boys in Hebron.
2. Investigate the impact of using cooperative learning in teaching reading texts on the seventh grade students of Al-Qawasmi School for Girls' and Muhammad Ali- Al Ja'bari School for Boys' classroom interaction.
3. Investigate the effect of using cooperative learning in teaching reading texts on the seventh grade students of Al-Qawasmi School for Girls' and Muhammad Ali- Al Ja'bari School for Boys' motivation towards learning English.
4. Investigate the effect of using cooperative learning in reading classes on the high/low achievers' reading comprehension and learning motivation.
5. Investigate whether there are any significant differences between males and females in terms of the effect of cooperative learning activities on reading comprehension and motivation.

1.4 Significance of the study

Reading passages are the starting point for teaching vocabulary and grammar. Themes presented in them usually dominate the rest of exercises in any textbooks. Therefore, the researcher believes that since reading is normally taught in a traditional way that ignores learner- learner interaction, boredom and demotivation could take place.

This, however, could be changed if students interact by using cooperative activities when teaching reading passages. This could promote more communicative environments in reading classes and better reading comprehension. So, teachers need to be able to manage their interaction with the class in the reading classes in a way that allows all students equal opportunities to introduce their ideas, participate, take the initiation and interact with each other. Learners also need to learn how they are expected to interact in the classroom, and help each other, hence, constructing meaning jointly and scaffolding the task for each other, and thus achieving better results.

Through 13 years of experience, the researcher has noticed that reading texts in *English For Palestine* are taught traditionally in spite of the fact that it is a communicative curriculum that encourages students to be the centre of the class since it is based on student -student interaction. Thus, the researcher believes that the teaching of reading texts ought to be student centered and more communicative; it ought to give students the opportunity to communicate, not just do exercises and answer questions. The learners' negotiation of meaning while trying to get their message across, helps them enhance their understanding of the concept they are struggling to convey according to the comprehensible output hypothesis. This study investigates the effect of using cooperative learning in teaching expository and narrative texts on students' reading comprehension, motivation towards learning English and classroom interaction. It is hoped that this study will provide our English teachers in Palestine with new guidelines in teaching the narrative and expository reading texts in *English For Palestine* to enhance reading comprehension and classroom interaction.

This study may have plenty of pedagogical implications. Teachers might benefit from the results of the study and become more informed regarding the use of CL in teaching reading texts to enhance better reading achievement and more communicative

classroom interaction. Indeed, most of the previous studies investigate the impact of CL on students' achievement and motivation towards learning, whereas only few investigate the effects of CL on classroom interaction. Besides, none of the previous studies that the researcher surveyed utilizes Flanders' model to measure accurately the percentage of student-talk in comparison to teacher-talk and student- student interaction in comparison to teacher- student interaction.

1.5 Questions of the study

1. Is there a significant impact in using cooperative learning activities in reading lessons on students' reading comprehension?
2. Is there a significant impact of using cooperative learning activities in reading classes on students' motivation towards learning English?
3. Are there significant differences between males and females in terms of the influence of CL on reading comprehension, and language learning motivation.
4. Are there significant differences between low, mid and high achievers in terms of the influence of CL on reading comprehension and motivation towards learning English?
5. Is there a significant influence of using cooperative learning activities in reading classes on classroom interaction?

1.6 Hypotheses of the study

1. There is no significant impact in using cooperative learning activities in reading lessons on students' reading comprehension.
2. There is no significant impact of using cooperative learning activities in reading classes on students' motivation towards learning English.
3. There are no significant differences between males and females in terms of the influence of CL on reading comprehension, and language learning motivation.

4. There are no significant differences between low, mid and high achievers in terms of the influence of CL on reading comprehension and motivation towards learning English.

1.7 Limitations of the study

The study is conducted only on 128 seventh graders at Al-Qwasmi School for Girls in Hebron and at Al-Ja'bari School for Boys' School which is a relatively a limited number of schools.

Another limitation is that this study is restricted to a relatively small number of students and so the generalizability of the findings may be limited to these schools. Besides, the experiment will only last for ten weeks which is a relatively short duration of time.

1.8 Definition of Terms

Cooperative Learning

According to Johnson & Johnson (1999) cooperative learning is “the instructional use of small groups so that students work together to maximize their own and each other’s learning”

Traditional Teaching

Traditional method of teaching, here refers to the method that depends on lecturing and individualistic mentality where students work competitively to improve their grades, the teacher asks and students respond (Haxworth, 1999, as cited in Alharbi, 2008).

Narrative and Expository Texts

A narrative text includes such elements as a theme, plot, conflict(s), resolution, characters, and a setting. **Expository texts** on the other hand, explain something by

definition, sequence, categorization, comparison-contrast, enumeration, process, problem-solution, description, or cause-effect. While the narrative text uses story to inform and persuade, the expository text uses facts and details, opinions and examples to do the same (Burke, 2000).

Student- Centered Learning

It is an approach to education focusing on the needs, abilities, interests and learning styles with the teacher as a facilitator of learning. It requires students to be active, responsible participants in their own learning (Raman2004).

Teacher-Centered Learning

Teacher centered approach has been equated with traditional education, the teacher at its centre in an active role and students in a passive, receptive role (Goodman, 1992).

Motivation

Motivation is what drives learners to achieve a goal, and is a key determining a success or failure in language learning (Thornbury, 2006).

Classroom Interaction

It is the term for what goes on between the people in the classroom, particularly when it involves language (Thornbury, 2006).

Communicative Approach

It is a term used to describe a major shift away from teaching language system (vocabulary and grammar) in isolation to teaching people and how these systems are used in real communication (Thornbury, 2006).

Communicative competence

It is what you know in order to be able to communicate effectively. This includes grammatical competence: words and rules, sociolinguistic competence: appropriateness and strategic competence and appropriate use of communication strategies (Thornbury, 2006).

Assimilation

Fitting new information into an existing schema to build knowledge. **Piaget's** term.

Accommodation: Changing an existing schema to satisfy the uncomfortable feeling of **disequilibrium** that occurs when an existing schema is not sufficient to explain something. Piaget's term. **Equilibrium** is the term for the balance achieved when experiences and schema suit one another. Piaget's term. (Brain & Mukherji, 2005).

Individual Accountability

When we try to encourage individual accountability in groups, we hope that everyone will try to learn and to share their knowledge and ideas with others. (Kagan, 1994).

Positive Interdependence

The feeling 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. It is this "All for one, one for all" feeling (Kagan, 1994).

1.9 Summary

The first chapter introduced the theoretical framework of cooperative learning. It also presented the research problem, purpose of the study, significance of the study, questions and hypotheses of the study as well as definition of terms. In the next

chapter, the researcher will discuss the historical and theoretical framework of CL. Furthermore, she will survey some previous studies about the effects of using CL on reading comprehension, motivation towards learning English and classroom interaction.

Chapter Two

Literature Review

2.1 Introduction

This chapter is divided into three main sections. The first section reviews definitions, concepts, theoretical background and benefits that are associated with CL. The second section identifies the basic principles and models of CL. The third section reviews research findings related to the following aspects:

- 1- The influence of CL on academic achievement of EFL and ESL students.
- 2- The influence of CL on students' motivation towards learning.
- 3- The influence of CL on classroom interaction.

2.2. What is Cooperative Learning?

Kagan (1992); Johnson & Johnson (1999); Slavin (1995); Jacobs, Power, & Loh (2002) and Apple (2006) define CL as an instructional use of small groups that is based on principles and techniques for helping students work together more effectively to accomplish shared learning goals for which they maximize their own and each others' learning. Johnson and Johnson (1989) explain and describe the idea in a very simple way; they point out that after receiving instructions from the teacher, who plays the role of a facilitator, class members are divided into small groups, they then work through assignments until all the group members successfully understand and complete the task. A group success depends on both individual effort and the efforts of the other group

members. None of the group members will possess all the information, skills, or resources necessary for the success of the group.

Thus, cooperative learning is not only putting students in small groups and giving them a task to do, but it is more complicated than that. To clarify, there is a difference between having students work in groups and instructing them to work cooperatively. Students sitting at the same table doing their own work and free to talk with each other as they work is not structured to be a cooperative group; it needs to have an accepted common goal on which students will be rewarded on their efforts (Johnson and Johnson, 1988). The researcher also states that it is not a cooperative learning when a group of students are asked to do a task where only one student does all the work and the others do nothing. In CL, all students need to have a shared goal and to know the material. Some teachers might argue that they used group work in their class, but it was not efficient as the studies pointed out. The secret lies in the principles of cooperative learning that distinguish it from group work. Johnson & Johnson (1986) as cited in Liang (2002) summarizes these differences in the following points:

1. While CL emphasizes positive interdependence with structured goals, in group work, positive interdependence is not emphasized.
2. While CL emphasizes a clear accountability for individual's share of the group's work, no accountability for individual share of the group's work is emphasized.
3. While heterogeneous ability grouping is important in CL, homogeneous ability grouping is also important in group work.
4. While CL emphasizes the sharing of leadership roles, few being appointed or put in charge in group work.

5. While CL aims at maximizing each member's learning, group work focuses only on accomplishing the assignments.
6. While in CL, good working relationship is maintained between group members, process oriented, good working relationship is neglected in group work, product-oriented.
7. While teaching of collaborative skills is emphasized in CL, teachers in group work assume that students already have the required skills.
8. Teachers' observation of students interaction is emphasized in CL, while little, if any at all, teachers' observation is emphasized in group work.
9. Structuring of the procedures and time for the processing is important in CL, while little or rare structuring is found in CL.

2.3. History and Theoretical Background

According to Sejnost (2009) cooperative learning has a long history. During the emergence of the modern factory system, CL came when the educational leaders of the time such as Parker, Dewey Washington and Detach advocated the model. In 1889, Pepitone, Twiner and Triplet began to experiment CL in the classroom. However, it was the work of Johnson and Johnson and Slavin which gave CL true power and brought it into light. Hoyce, Weil and Calhoum (2003) as cited in Sejnost (2009) clarified the power of CL by making a meta analysis which stated that when using CL, students showed improvements in social skills, academic goals and self – esteem. Furthermore, Johnson and Johnson (1999) as cited in Sejnost,(2009) reported the results of 600 studies and pointed out that the use of CL led to better critical thinking, better academic performance, better self esteem, positive interaction among students, and increased intrinsic motivation and emotional involvements in the learning process.

2.4 Theoretical Background

Slavin (1995); Bordy (1998); Johnson & Johnson (1999); Apple (2006) and McCafferty, Jacobs and Iddling (2009) identified some major theoretical perspectives to explain cooperative learning.

2.4.1. Constructivist Theory

Constructivist theory is the main perspective that is associated with cooperative learning. Constructivism is mainly a learner-centered theory; the learning is an active process in which learners construct new ideas depending on their current and past knowledge (Leonard, 2002). Teachers play only a role of facilitators who help students develop knowledge. Furthermore, by experiencing the successful completion of challenging tasks, learners will be confident of themselves and motivated to embark on more complex challenges. Thus, social constructivists point out that, the process of sharing individual perspectives results in learners constructing understanding together which is not possible when working alone. Similarly, CL theory is based on the idea that the best learning occurs when students are engaged in the learning process and work together to achieve a common goal (Johnson and Johnson 1999). The premise of the theory is based on the assumption that when a problem faces individuals, conflict and uncertainty are created which in turn motivate them to interact and exchange knowledge in order to come to a resolution. As students come through social interaction, new conceptual understanding and knowledge is constructed and student centered discovery and knowledge emerge (Brody, 1998). Students in CL do not only utilize their own experiences, but they also use the experiences of others. Thus, both CL and constructivism emphasize the importance of student-centered education rather than teacher centered education.

2.4.2. Piagetian and Vygotskyian Perspectives

According to Piaget students are considered as learners in their own right who must be active and passive since they are not vessels to be filled with facts. They learn by using their experiences and by assimilating and accommodating information (Pritchard, 2009). He views teachers as facilitators of knowledge whose role is to guide and stimulate their students by allowing them to discover knowledge on their own rather than listening to the teacher's lecture. In other words, teachers should provide students with materials, situations and occasions to allow them to discover new learning. In active learning, the teacher must be confident of the student's ability to learn on their own. On the other hand, Vygotsky emphasizes the value in working with others and learning through talking with peers as he believes that knowledge can be built by cooperative efforts since it is a socially based process rather than an individual one and can therefore occur through interaction with others. He also explains the differences between what a learner can do without any help and what he or she can do with the assistance of others, the zone of proximal development. Indeed, the theories of Vygotsky and Piaget are complementary to each other. The former promotes social interaction in learning while the latter introduces the active and passive learning of learners. Both are essential foundations in CL and neither theory by itself is really able to provide a complete explanation (liang 2002).

Thus, Bruner combines these approaches to develop his idea of scaffolding which emphasizes the role of more capable individuals (adult or peers) in the learning process. He also indicates that learners are more likely to remember learning concepts if they discover them on their own and if they apply them to their knowledge by structuring them to fit into their own background and life experiences (Leonard 2002). So he suggests to have students work in groups to solve problems and to cooperate to try to

build a bridge from one point to another. Working together brings students' own knowledge and experience to the task where they have to think creatively and build on their previous knowledge by learning from each other.

2.4.3 Behavioral Learning Theory

On the other hand, the social learning theory conducted by Bandura (1971) focuses on the effects of reinforcement and rewards on learning and how extrinsic reinforcers affect perceptions of motivation to learn. He also notes that external, environmental reinforcement is not enough to influence learning and behavior; thus he emphasizes the intrinsic reinforcement as a form of internal reward, such as pride, satisfaction, and a sense of accomplishment. For example, Student Team Achievement Division STAD, which the researcher adopted in this experimental study, and Teams –Game Tournament focus on the effect of rewards and extrinsic reinforcers on learning (Brody, 1998). According to Slavin (1995) “ Motivational perspectives on cooperative learning focus primarily on the reward or goal structures under which students operate” (p.2). Cooperative structures such as Student Team Achievement Division reinforces team members to work hard to achieve their personal goals which can only be achieved if the group is successful and which is associated with rewards. Therefore, to meet their personal goals, group members in CL must help their group mates to do whatever helps the group to succeed which gives them a sense of pride and satisfaction (intrinsic motivation).

2.4.4 The Social Interdependence Theory

Another theoretical perspective is the social interdependence theory proposed by Johnson and Johnson. This theory focuses on the significance of group structuring in supporting cooperative learning (Johnson and Johnson as cited in Hertz-Lazarowitz,

Miller, 1992). The theory is based on the assumption that group members cooperate to achieve a common goal and the success of each person is affected by the action of others; it also indicates that when the outcomes of individuals are affected by the actions of others, social interdependence exists; in other words, the outcomes of person A are affected by the actions of B (positive interdependence). However, social dependence occurs when the outcomes of individuals are not affected by others' actions (negative interdependence). Hence, in CL positive interdependence is emphasized as students are likely to encourage each other to do everything that helps the group members. They are also more likely to help each other with the task at hand to reinforce one another's academic efforts, and show better academic achievement. However, the competitive actions or the negative interdependence are rejected.

2.4.5. The Comprehensible Input Hypothesis

According to McCaffery et.al. (2006) many other theoretical hypotheses, theories and perspectives are associated with CL. Firstly, Krashen's hypothesis of the comprehensible input contributes a lot to CL; it states that we acquire a language as we comprehend the meaning in the form of written or spoken words that our brain utilizes and thus builds language competence; the hypothesis also states that language competence is increased as we understand the input at $i + 1$ level (an input which is slightly above our current level of competence). Krashen (1985) states that to facilitate language acquisition, the input must be comprehended, "the understanding and the move from $i + 1$ level is reached with the help of the knowledge of the world and the previously acquired competence" (Lee, 2004). Students working in cooperative learning need to help in making themselves understood, so they naturally adjust their input to make it comprehensible; thus comprehensible input can be best obtained through negotiation of meaning between learner and interlocutors as they try to have mutual comprehension. CL

can also increase the quality of comprehensible input as peer learners can provide a more communicative input . Input may be more likely to be comprehensible if it comes out from group mates, as their language levels may be nearly equal.

2.4.6 The Interaction Hypothesis

The correlation between interaction hypothesis and CL in education is also pointed out (Hatch, 1978a and Long, 1981as cited in McCafferty et al., 2006). They emphasize the role of the Interaction Hypothesis and its role in increasing students' comprehensible input. To clarify, interaction includes students asking for help when they do not understand the input. Perhaps, the CL and group work increase the trust among group mates which gives students more opportunities to repair and comprehend knowledge. Interaction hypothesis can strongly be associated with CL ; that is, negotiation for meaning (the listener asking for repetition or clarification as well as the speaker checking to see that others comprehend the meaning) helps students to increase their comprehensible input and thus, group work and CL provides students with opportunities to negotiate with the language they hear without having stress; this could be associated with simultaneous interaction and equal participation of CL principles.

2.4.7The Output Hypothesis

The correlation between CL and the output hypothesis is also pointed out by Swain (1985) as cited in McCafferty et al,(2006). They state that the input is important in second language acquisition, but learners also need to speak and write, i.e., produce output, in their L2. Clearly, CL offers students many opportunities for output. The output is important in SLA since it promotes fluency, pushes students to be engaged in using the language and gives them the opportunities to test their hypothesis when learning the second language. This hypothesis emphasizes the principle of simultaneous interaction of CL which provides students with equal opportunities to participate instead

of having just one person talking in front of class in a teacher centered classroom. Furthermore, the greatest advantage of cooperative learning in the acquisition of language output is the amount of language output allowed per student. To explain, the amount of student talk could be increased through activities that involve pair work and group work, as these would engage all the students in speaking. Interaction and producing output also increase in group discussion and peer checking of worksheets (Liang, 2002).

2.5 Principles of Cooperative Learning

Cooperative learning is not a synonym of group work; it involves more than just asking students to work together in groups. A learning exercise is only described as CL if the CL elements are presented. Thus, conscious thoughts go in to help students make the experience as successful as possible. Depending on the work of Johnson and Johnson (1999); Slavin (1995); Kagan (1994) and Jacobs et al. (2002), many different principles distinguish cooperative learning and contribute to its success.

1. Heterogeneous Grouping. This principle means that the members of the groups in which students do cooperative learning tasks should be mixed on one or more of a number of variables including sex, social class, personality , academic achievements and language proficiency .
2. Positive interdependence. As members of each group have a shared goal, they feel that what helps one member of a group helps the others. Johnson & Johnson (1991) point out that students should perceive that to complete the group's task they need each other; in other words they "sink or swim together". It emphasizes that teachers may structure positive interdependence by assigning roles (summarizer, encourager of participation, elaborator recorder etc), establishing mutual goals (learn and make sure all other group members learn), promoting rewards (if all group members achieve above the criteria, each

will receive bonus points), or having shared resources (one paper for each group and each member is responsible for part of the required information). This principle encourages the spirit of "all for one and one for all" since each student must believe that he or she is responsible for the learning of every other member of the group. They can't be successful unless their partners are successful, and what harms one member of the group harms the others.

3. Simultaneous interaction (Face to face interaction). It is important in cooperative learning to provide "abundant verbal, face-to-face interaction", where learners explain, argue, elaborate, and link current material with what they have learned previously (Johnson & Johnson, 1991); students sit knee-to-knee and talk about each aspect of the assignment. According to this principle, when group activities are used, one student from each group speaks, so a class of 32, like the researcher's classes, is divided into groups of 4 where 8 students will be speaking at the same time which increases the students opportunities to practice the language.

4. Equal participation is essential in group work. It offers many ways of promoting more equal participation among group members. One of the most important problems that teachers find difficult to deal with is that one or two group members control the group and thus hinder the others' participation. To solve this problem, Elisabeth Cohen (1994) suggests a multiple ability task that requires a range of abilities, such as, drawing, singing, acting and categorizing rather than just having language abilities.

5- Individual accountability is the principle which makes each learner responsible for some part of the learning; thus each student will be responsible for demonstrating his or her own understanding of the material which is essential for group success. Slavin (1995) states that the greatest effects of cooperative learning will be maximized when groups are recognized or rewarded based on individual learning of their members. For example,

students may be given group certificates based on the average of individual quiz scores of group members, or group members might be chosen at random to represent the group, and thus, based on the selected member's performance, group might be rewarded. Group members will be motivated to teach each other if students value doing well as a group, and if they recognize that success can only be ensured if all members have learned the material.

6. Interpersonal and collaborative skills are also essential in CL; such skills include listening to each other, working attentively, questioning to clarify ideas, negotiating, asking for, giving reasons; disagreeing and responding politely to disagreement, encouraging others to participate, resolving differences, accepting each other's ideas and asking for clarification from others. In fact, teachers should pre teach students such skills so as to have a productive interaction.

7. Group Autonomy. This principle encourages students to depend on themselves and look to themselves for resources rather than relying on the teacher; for example, students can use their dictionaries in looking up new words. When students in traditional teaching have any difficulty, they ask for the teacher's help. However, in CL teachers should resist promoting much help.

2.6 Models of Cooperative Learning

Teachers use cooperative learning in so many different ways. Numerous methods and models of CL are listed for organizing classroom instruction (Johnson et al,1999; Johnson et al, 2000). Out of the many methods that different teachers or researchers have developed, the following have received the most attention:

1- Learning Together was first introduced by David and Roger Johnson at the University of Minnesota. The method involves working in four- or five-member heterogeneous groups on assignment sheets. The groups hand in a single sheet, and receive rewards based on the whole group product (Jacob, 1999).

2- Teams-Games-Tournaments (TGT) Teams-Games-Tournaments, originally developed by David DeVries and Keith Edwards, was the first of the Johns Hopkins' cooperative learning methods. It uses teachers, presentations and team work followed by weekly tournaments, in which students play academic games with members of other teams to contribute points to their team scores (Jianhua & Akahori, 2001).

3- Jigsaw II is an adaptation of Elliot Aronson's (1978) Jigsaw technique. Students work in a heterogeneous team. They are given expository material to work on. Each team member is randomly assigned to become an "expert" on some aspect of the reading assignment. After reading the material, experts from different teams meet to discuss their common topics, and then they return to teach their topics to their teammates. Finally, there is a quiz or another form of assessment of all topics. Scoring and team recognition are based on the overall improvement of students (Jianhua et al 2001).

4- Cooperative Integrated Reading and Composition was first introduced by Stevens & Slavin in the 1980s. In CIRC, teachers use novels or basal readers. Students are assigned to teams composed of pairs of students from two or more different reading levels. They work in pairs within their teams on a series of cognitively engaging activities, including reading to one another, making predictions about how narrative stories will be resolved, and summarizing stories to one another or writing responses to stories (Jianhua et al, 2001).

5- Team Accelerated Instruction was first introduced by Slavin in the 1980s. Class is divided into four-member mixed ability learning teams. Members of a team work on different units. Teammates check one another's work using answer sheets and help one another with any problems. Final unit tests are taken without teammate help and are scored. Each week, teachers check the number of units completed by all team members and give certificates or other team rewards to teams that exceed a certain criterion score (Jianhua et al, 2001).

6- Elizabeth Cohen and her colleagues at Stanford University have developed and researched approaches to cooperative learning that emphasize the use of discovery-oriented projects. Projects in Complex instruction require a wide variety of roles and skills. Teachers usually point out how every student is good at something that helps the group succeed (Jianhua et al, 2001).

7- Group Investigation, developed by Shlomo and Yael Sharan at the University of Tel Aviv in the mid of the 1970s, is a general classroom-organization plan in which students work in small groups using cooperative inquiry, group discussion, and cooperative planning and projects. In this method, students form their own two-to-six-member groups and choose topics from a unit being studied by the entire class. They also break these topics into individual tasks, and carry out the activities necessary to prepare group reports. Each group then presents or displays its findings to the entire class (Zingaro, 2008).

2.7 Student Team Achievement Division

The cooperative learning technique used in this study is the Student Team Achievement Divisions' (STAD) method developed by Slavin. The researcher used STDA because it is one of the simplest and most flexible of the cooperative learning methods, It is most appropriate for teaching reading texts with well-defined objectives. In

the STAD approach students are divided into heterogeneous groups of four or five of different levels, averages, and of diverse background. Each week, new material is presented. Team members then work together on worksheets designed to help students to scan, skim and expand the material presented in the reading text. Afterwards, answers of the worksheets will be given to students, making clear that their task is to learn the concepts not simply fill out the worksheets. Students are instructed that until all team members understand the reading text their task is not complete. Following this, students take individual quizzes on the assigned material; however, they are not allowed to help one another on these quizzes. The teacher corrects the quizzes and calculates the individual scores. The amount each student contributes to the team score is related to a comparison between the student's prior average and the present score. If the student's quiz score is higher than the previous score, then that student will contribute positively to the team score. Individuals are rewarded for their improvement and groups are rewarded for their total scores (Slavin, 1986).

2.8. The effect of CL on ESL and EFL students' achievements

CL was first viewed in the United States as an approach to facilitate racial integration. During the 1960s CL methods began to be developed in many different teaching contexts to develop the students' academic achievements in English as well as many different subjects. Thus, investigating the efficiency of CL activities becomes a very important area of investigation in the field of teaching English as a second and foreign language.

2.7.1. Studies on the effects of cooperative learning on ESL learners' achievements

According to Olsen and Kagan (1992), cooperative learning provides second language (L2) students more opportunities for language development than traditional language classes do. They argue that cooperative learning promotes active use of language when L2 students try to comprehend or produce the language within their cooperative groups; it also increases linguistic complexity as L2 learners try to explain, expand, and elaborate their thoughts to request clarification or to elucidate their points.

A synthesis of research on cooperative learning strategies was conducted by Slavin, (1991) who found that these strategies improve the achievement of students and their interpersonal relationships. The researcher revealed that among the 67 studies of the achievement effects of cooperative learning, 61% found greater achievement in CL than traditionally taught control groups. Positive effects were found in all grade levels, in urban, rural, and suburban schools.

Johnson et al. (2000) reviewed a group of studies which examined the effects of CL on academic achievement. The studies yielded 194 independent effect sizes representing academic achievement. It was found that all the 8 cooperative learning methods had a significant positive impact on students achievements when the effects of CL was compared with individualistic learning, LT promoted the greatest effects followed by AC, GI, TGT, TAI, STAD, Jigsaw and CIRC. When the effect of CL were compared with competitive learning, Learning Together also promoted the greatest effect followed by Academic Controversy, Student Team Achievement Division, Team –Games –Tournaments, Group Investigation, Jigsaw, Team - Assisted Individualization and finally Cooperative Integrated Reading Comprehension.

Lucker, Rosenfield, Sikes & Aronson (1976) contrasted learning by CL with learning by the whole class method with respect to elementary academic achievement. The participants in this study were 242 white, 25 Mexican-American and 26 black children. The study lasted for two weeks at the rate of 45 minutes each day. Data on academic achievement were obtained from a 37 item test containing true / false, multiple-choice and matching questions. Researchers found that there was a significant gain for minority students but no significant gain or losses for white students.

Slavin (1978) examined the effects of STAD on academic achievement of both white and black students in seventh grade English class in Baltimore. Different testing instruments were used to measure academic achievements. First the Hoyum –Sanders Junior High school standardized test was used to measure achievements that occurred during the study. Testing from the curriculum was also used to measure the achievement; quiz scores were also evaluated during the last three weeks of study to measure academic improvements. The study had one CL class of 34 students including 18 black. The control group was a traditional classroom that had 31 students including 22 black. The same teacher taught the two groups. It was found that black student achievement increased significantly through STAD in the subject of English.

Oickle and Slavin (1981) conducted a study which lasted for twelve weeks in rural Maryland. This study aimed at measuring the academic achievement of African American and white students when learning through STAD. The researchers measured the academic achievements through the Hoyum Sanders Tunior High school English Test, which was a standardized test; it covered language skills including capitalization, punctuation and English usage. Standardized testing was used before and after the study. The study showed that CL had a substantial impact on academic achievements for African American students in punctuation, capitalization and English usage.

Moskowitz, Malvin, Schaffer, Schaps (1985) conducted a study to evaluate the effects of CL on students' achievements and attitudes towards self peers and school . Eleven teachers of fifth grade classes received in-service training on how to implement Jigsaw then conducted it in their classes over a year. Students received a pretest and a posttest. In addition, their achievement and attendance records were collected. Results revealed that the quality and frequency of Jigsaw implementation varied greatly. Jigsaw failed to have positive effects on the variables even in the five classes in which it was implemented proficiently.

Bejarano (1987) investigated the effects of two small group CL methods (Discussion Group and Student Team Achievement Division) on EFL students' achievements compared to the Whole- Class method. The subjects of the study were 665 Israeli pupils in 33 seventh grade classes. 18 teachers participated in teaching pupils. Students' achievements were evaluated by observation and special achievement tests given to students' before and after the experiment. Findings showed that both the two CL methods achieved greater improvements than the whole class method.

Stevens, Madden, Slavin & Fernish (1987) conducted two experimental studies comparing cooperative learning with traditional methods and found positive effects in favor of CL students on standardized measures of reading comprehension.

Stevens, Slavin & Farnish (1991) conducted an experimental study to investigate the impact of direct instruction on reading comprehension strategies and the degree to which CL processes enhance students' learning strategies. Students were assigned to instructional treatment on strategies identifying the main idea of passages. Treatments involved cooperative learning with direct instructions, direct instructions alone and traditional instructions. Results showed that control students in the 2 instructional

treatments which incorporated direct instruction on the main idea strategies performed significantly better than control students in identifying main idea passages.

Stevens & Slavin (1995) conducted a two year study to compare elementary schools implementing CL to schools that use standard instructional methods. Two treatment schools and three comparison schools were used. The treatment group fully adopted CL. Prior to the study, teachers in the treatment group participated in a training program that educated them on how to utilize CL. Both the treatment and the comparison groups were tested academically using the California Achievement Test Scores for Total Reading, Total Language and Total Math; they were pre- tested and post tested and the results showed little difference between the two groups; however, after two years the treatment group showed significant improvements on all tests and outperformed the control group in academic and social growth.

Calderon, Hertz-Lazarowitz, and Slavin (1998) studied the effects of a cooperative learning program, Bilingual Cooperative Integrated Reading and Composition (BCIRC), on Spanish and English reading, writing, and language achievement. They found that (BCIRC) significantly improved reading and writing language skills of Hispanic students. It was indicated that, while students in the BCIRC and traditional groups performed at the same level on second grade Spanish reading and third grade English language, those in BCIRC performed significantly better in second grade Spanish writing and third grade English reading. The study also indicated that the longer students had been in the BCIRC program (i.e., 2 years versus 1 year) the better achievements will be gained.

Thompson & Pledger (1998) conducted a study on a sample of fifty American university students, who were divided into two groups: 27 students learned course material through traditional lecturing and 23 students learned the material through CL.

However, CL failed to document any significant differences in the scores of the students taught by the lecture method versus students taught by CL.

Armstrong (1999) observed the effects of CL on gifted students. The study took place in a small Midwestern school district. A sample of nineteen fourth and fifth grade students participated in the study. The experimental group (10 students) shared in CL lessons for 10 weeks in a classroom of students with a variety of educational abilities. The control group was a self contained classroom with only gifted students participating in CL. Both groups were given a post and pre test to measure the effects of CL on students' reading and self esteem. Results indicated that while both groups test scores increased after participating in CL lessons, there was no difference between heterogeneous classes and homogenous classes in terms of reading scores.

Stevens (2003) also examined the effectiveness of Student Team Reading and writing (STRA) compared to CL to the traditional reading instruction. The participants were students enrolled in five schools in a large urban United States district. The experimental group (n= 2118) followed (STRW). Results indicated that learners in the experimental group outperformed the comparison groups on the measures of reading vocabulary, reading comprehension and language expressions.

Chapman and Cope (2004) conducted a study to evaluate the effects of one CL learning on the reading achievement, self-esteem and sociometric ratings of 83 third-graders under three reward conditions (group rewards, individual rewards, and no rewards). Students in the group rewards condition achieved significantly ($p < 0.05$) higher rate and accuracy scores on weekly reading quizzes than those in the individual and no rewards conditions; however, this effect was not reflected in overall pre-post reading test scores. No significant effects for condition on the sociometric questionnaire were

shown. Thus, there was a significant condition by sex interaction effect on total self-esteem scores, which indicated higher scores in the group rewards condition than in the other two conditions for girls.

Coppola (2007) examined how cooperative learning groups can be used to increase student motivation, increase academic achievement and promote positive social interaction among social students who speak English as a second language (SL). Students attended an urban high school in the Midwest. Two classes were involved in research, one class – consisted of nineteen students and the other consisted of 18 students. Students were given a pre and a post intervention surveys. The intervention was implemented in the classroom. Results showed that the majority of students liked working in CL and that the scores rose slightly between the first and the second time the intervention was implemented in the classroom.

Alharbi (2008) investigated the effects of using cooperative learning method on English as a second language reading comprehension performance and how it improves students' attitudes toward cooperative learning, and their motivation toward reading. Sixty ESL Saudi high school students from The Third Secondary School in Arrass City were divided into two groups (experimental group vs. control group). The researcher employed a pretest-posttest design. Results revealed that there was no significant difference between experimental and comparison groups in the level of students' motivation toward reading. There were significant differences between the two groups in the reading comprehension performance and in students' attitudes toward cooperative learning in favor of the experimental group.

It can be concluded from the previous studies that:

- 1- Cooperative learning provides second language (L2) students more opportunities for language development than traditional language classes do.
- 2- It also increases linguistic competence as L2 learners try to explain, expand, and elaborate their thoughts to request clarification or to elucidate their points.
- 3- Greater achievement is indicated in CL than in traditionally taught control groups.
- 4- Positive effects were found in all grade levels, in urban, rural, and suburban schools.
- 5- There is a significant gain for minority students; black students' achievement increased significantly through STAD in the subject of English when compared to white achievements.
- 6- CL had a substantial impact on academic achievement for African American students in punctuation, capitalization and English usage.
- 7- Positive effects were found in favor of CL students on standardized measures of reading comprehension.
- 8- The longer students had been in the BCIRC program (i.e., 2 years versus 1 year) the better achievements will be gained.
- 9- Low achievers made more gains than high achievers.
- 10- There was no difference between heterogeneous classes and homogenous classes in terms of reading scores in CL.
- 11- Jigsaw failed to have positive effects even in classes in which it was implemented proficiently.

2.8.2 Studies on the effects of cooperative learning on EFL students' achievements

Tsai (1998) examined the effects of CL on teaching English in senior high school. 90 senior high school first year students in one school in Koahiong County participated in the study. The researcher investigated the effects of CL methods: STAD and TGI. The

study lasted for eight weeks. Results indicated that CL was helpful in improving senior high school students' four language skills and especially the oral skill.

Ghaith and Yaghi (1998) examined the effects of CL on the acquisition of second language rules and mechanics. 318 students were randomly assigned to experimental conditions. The control classes received instructions based on the approach of the exercises in their books, whereas the experiment classes received STDA instructions. Both groups received pre and post tests. Results showed no significant difference between the two groups; however low achievers in the experimental classes made more gains than high achievers

Hsiu Chuan Chen (1999) examined and compared Cooperative Learning(CL) techniques and the traditional whole-class method in terms of the English achievement of junior college students. The participants of the study were two freshman English classes. The control class was taught by using the whole class, teacher-led method, and the experimental class was taught by using CL. Evaluation of students' achievement was conducted by achievement tests administered before and after the experiment. Results revealed that students in small cooperative groups achieved significantly higher scores on the overall test and the cloze test component than those in the teacher-led learning environment. The achievement gains under CL were attributed to the method of reward structures and carefully structured interaction.

Liang (2002) integrated CL with the theories from second language acquisition; for example, the comprehensible input, the comprehensible output and the interaction hypothesis hoping that the empirical study can investigate the effects of CL on EFL junior high school learners' language learning, motivation towards learning English as a foreign language and the high and low achievements in heterogeneous language proficient

groups. A pre – test and a post –test group research design was used. The sample population was 70 students from two classes of the first year Junior high school students in rural town in central Taiwan. The experimental group was taught in CL for one semester with the method of three step interview, Learning together, talk pair, inside and outside circle and (STDA). The control group was taught in the traditional Grammar Translation Method. Results showed that experimental group outperformed the control group in the measurement of oral communication competence and motivational questionnaire.

Ghaith (2003) investigated the effects of the Learning Together cooperative learning model in improving English as a Foreign Language (EFL) reading achievement, decreasing feelings of school alienation and academic self-esteem. A pretest-posttest control group experimental design was employed. Fifty-six Lebanese high school learners of EFL participated in the study. It was found that there was no statistically significant differences between the control and experimental groups on the dependent variables of academic self-esteem and feelings of school alienation. However, the results indicated a statistically significant difference in favor of the experimental group on the variable of EFL reading achievement.

Ghaith & Abd Al Malik (2004) examined the effect of the cooperative Jigsaw II method on improving literal and higher order reading comprehension in English as a foreign language (EFL). The subjects of the study were forty-eight ($n = 48$) students of EFL. A pretest-posttest control group experimental design was employed. The results indicated no statistically significant differences between the control and experimental group on the dependent variables of overall reading comprehension and literal

comprehension. However, the results revealed a statistically significant difference in favor of the experimental group on the variable of higher order comprehension.

Badawi (2005) examined the effects of jigsaw II on improving learner' reading achievements and motivation. The participants were 44 grade five students in a private school in Lebanon. Students were randomly assigned in a control and experimental group. The experimental group was instructed according to the jigsaw II method whereas the control group was taught according to the traditional class instruction. The treatment lasted for 8 weeks. The motivation to read profile (MRP) was used to assess the motivation variable and Gate – Me Ginitee Reading test. (GMRT) was used for assessing reading achievements. Results showed that CL had a significant effect on students' motivation towards reading.

Kassim (2006) investigated the effects of the Jigsaw II cooperative learning (CL) model and whole class instruction oin improving learners' reading comprehension, vocabulary acquisition, and motivation to read. Forty-four grade five English as a foreign language learners participated in the study; control group experimental design was employed. The results did not indicate any statistically significant differences between the control and experimental group on the dependent variables of reading comprehension and vocabulary acquisition. However, the results revealed statistically significant differences in favor of the experimental group on the dependent variable of motivation to read and its dimensions, the value of reading, and reading self-concept.

Ching (2009) explored students' perceptions on the influence of cooperative learning methods on their language learning, affective development, and social growth. The researcher implemented Student Teams-Achievement Divisions (STAD), Numbered Heads Together, the Inside-outside Circle and Learning Together (LT). The participants

of this study included one class of the ninth-grade Taiwanese students, with eleven female students and one male student, at one public junior high school in Tainan County. Cooperative learning helped the students increase English academic achievement, promoted learning autonomy, motivation, positive attitudes, and self-esteem, develop social skills and interpersonal relationship. Finally, this study revealed that the effects of implementing cooperative learning students in the junior high school English classroom were generally positive

Alizara (2010) investigated the impact of Student Team Achievement Division (STAD) and group investigation (GI) on students' reading comprehension of English as a foreign language (EFL). Having administered an English language proficiency test, the researcher selected 90 homogeneous – pre intermediate female college students and assigned them randomly in three groups, two experimental and one control. The experimental group (A) received STAD instruction, the experimental group (B) received GI and the control group followed the conventional individualistic instructions based on the exercises in their textbooks. A post test was administered and results were analyzed. Results revealed that STAD is a more effective teaching technique in improving reading comprehension than the other two methods.

Ning & Hornby (2010) investigated the effects of CL on Chinese EFL learners' English language competencies in listening, speaking, reading, writing and vocabulary. A quasi-experimental design was employed to study the effects of the CL approach on students' language competencies in comparison to traditional instruction. Participants were 100 first-year College English learners from a university in the north of China. Findings revealed clear differences in favor of the CL approach in the areas of listening,

speaking and reading but no differences were found between the two approaches in the areas of writing and vocabulary.

Rahavard (2010) conducted a quantitative study to validate the effects of CL on reading comprehension performance in EFL classes of Iranian learners in an English institute at Bander Abbas in Iran . Four groups, with an average age between 14- 18 years of the same English language proficiency level were tested with TOFEL for intermediate English level reading comprehension test. Each group consisted of four students. The experimental group (16) students received a treatment of working in CL while the control group received no treatment; finally, a reading comprehension test was administered to compare the two groups. It was found that the group using CL strategies achieved significantly higher results.

Ali Khan (2011) conducted a study which aimed at identifying the effects of cooperative learning on academic achievements of low achievers in English. One hundred and twenty eight students of Government comprehensive high school of English subject participated. A pre and a post test were used to measure the academic achievement of the experimental and control group. The effects of CL method examined only low achievers who were only 16 in the experimental group. Results indicated a significant difference between the control group and the experimental groups in terms of academic achievements. The experimental group outperformed the control group

Durukan (2011) conducted a study that aimed at investigating the effect of CL Integrated and Writing skills compared to the traditional reading and writing pedagogical methods for primary school students in Turkey. The study group was composed of 45 7th grade students. Pre test – post test – control group model was adopted in the study. Experimental and control groups were randomly assigned, (24) students were grouped

into experimental group whereas 21 students were grouped into control group. Written Expression Achievement Test and Reading Comprehension Achievement Test developed by the researcher were used to collect data. It was found out that there was a statistically significant difference between the reading and the writing skills of the experimental group and control groups in terms of academic achievements and retention. The experimental group outperformed the control group.

Results of the previous studies showed that:

- 1- Student Team Achievement Division technique affected positively the oral communication competence and motivational aspects of learners.
- 2- CL improved English as a Foreign Language (EFL) reading achievement, reduced feelings of school alienation and increased academic self-esteem.
- 3- Jigsaw did not indicate any statistically significant differences between the control and experimental group in reading comprehension and vocabulary acquisition.
- 4- Student Team Achievement Division (STAD) proved to be more effective than group investigation (GI) on students' reading comprehension of English as a foreign language (EFL).
- 5- Low achievers gained more scores than high achievers.
- 6- Comparing the traditional method with CL in China clear differences in favor of the CL approach in the areas of listening, speaking and reading were revealed but no differences were found between the two approaches in the areas of writing and vocabulary.

2.9 Studies about the impact of CL on students' motivation towards learning English

In fact, motivation has been considered as one of the influential factors in teaching second or foreign language. That means that there is a great correlation between EFL or ESL learning and motivational factors. Gardner (1985) defines motivation to learn second language (L2) or foreign language (FL) as the extent to which the individual works or strives to learn language because of a desire to do so and the satisfaction experienced in this activity. The role of rewards has been emphasized in stimulating motivation. Thus, a series of studies have been conducted to investigate the role of motivation in FL learning. Many of these studies found out that attitudes and motivation exert a strong effect on language achievement. In other words, positive learning attitudes affect learners' progress in new language acquisition. Slavin (1991) states that "classroom research over two decades has consistently found that the positive effects of cooperative learning on student achievement depend on the use of group rewards. Almost every study of cooperative learning in which the cooperative classes achieved more than traditional control groups used some sort of group reward" (89). Thus, Cooperative learning intends to motivate students through the use of extrinsic awards such as certificates and grades. In fact, motivating students is considered as a main goal of cooperative learning as research studies point that cooperative learning has an effect on a variety of variables such as "liking school, development of peer norms in favor of doing well academically, feelings of individual control over the student's own fate in school, and cooperativeness and altruism" (Slavin, 1991, p.80).

McCurdy (1996) investigated the effects of cooperative learning on the Taiwanese high ability students' motivation to learn English. The purpose of this study was to determine if a cooperative learning versus traditional-based classroom increased the

motivation of a high-ability student. Data were collected on a fourth-grade student at an inner-city school through interviews and field notes of teacher interventions and student activities. The preliminary findings parallel the research on cooperative learning's effect on motivation and show that unmotivated high-ability students' motivation to learn and work is increased by cooperative learning methods.

Ramsay & Richards (1997) conducted a study to examine the attitudes of academically gifted students toward cooperative learning and academic school subjects. Data were obtained from 28 classes of sixth-, seventh-, and eighth-graders in four schools. Although not a strong finding, overall attitudes toward school subjects were most positive in classes where cooperative learning was used sparingly as an instructional supplement.

Tedesco (1999) did a literature review on the effect of cooperative learning on self esteem. Results showed that students in Cooperative Learning classes develop better social skills than those of traditional learning; they learn to solve problems and have a better understanding of cultures and knowledge. Besides, students' self esteem is improved in CL classes because of the good peer relations which consequently improve academic achievement.

Chen (2005) examined the effects of cooperative learning, Student Teams-Achievement Division (STAD), on vocational high school students' English reading and their learning attitudes. The participants were 66 vocational high school third-year students in Pingtung County. For data collection a pretest (the reading part of GEPT Elementary Level Test), and a reading proficiency posttest were used. A questionnaire about students' motivation and attitudes toward English learning and cooperative learning was also used. Results showed that there was no significant difference of students'

reading proficiency between the experimental and control groups after CL intervention. There were significant differences among LH, LI, and LL students' motivation and attitudes toward cooperative learning and peer evaluation in favor of the experimental group.

Ghaith & Bouzeinddine (2003) investigated the relationship between reading attitudes, reading achievement, and learners perceptions of their Jigsaw II cooperative learning (CL) experience. Participants were one hundred eleven ($n = 111$) eighth grade Lebanese students of English as a Foreign Language (EFL). The participants completed two questionnaires and a semantic differential scale that assessed their reading attitudes and perception of their Jigsaw II CL experience. In addition, a pretest and a posttest were specifically designed for the purpose of the study. It was found that reading attitudes and reading achievement were positively internally related, but not related to the perception of the Jigsaw II cooperative experience.

Hancock (2004) investigated the effects of graduate students' peer orientation on achievement and motivation to learn with cooperative learning strategies while enrolled in a 1-semester educational research methods course. During 15 weekly lessons (2 hr and 50 min each), students with high and low peer orientation were exposed to cooperative-learning instruction. At the end of the course, the students' achievement and motivation levels were assessed. Differences in the achievement of students with high and low peer orientation were not statistically significant. However, students with high peer orientation were significantly more motivated to learn than were students with low peer orientation.

Liao (2006) examined the effects of cooperative learning on EFL students in Taiwan. The experimental study lasted for 12-weeks. The participants were two college classes (42 students each) from Taiwan. One of the classes received grammar instruction through

cooperative learning and the other through whole-class teaching. The findings indicated good effects in favor of cooperative learning over whole-class instruction in teaching the Taiwanese learners English grammar. The results of the exploratory questions indicated that cooperative learning facilitated motivation and strategy use of learners across all subgroups, but more so with those performing at higher and lower levels.

Wang (2006) investigated the impact of the use of CL as a teaching method on EFL learners' motivation to learn English in Taiwan. The setting was the English classes of Chung-Hwa Institute of Technology (CHIT). The subjects were 77 students from two classes, majoring in Business Administration. This study utilized three instruments and final exam grades to investigate the effect of Jigsaw on the EFL. The researcher also used a final exam and questionnaire scores. Data analysis indicated that students learning cooperatively had higher final course grades and made more integrative statements on the measure of orientation towards learning English than students who learned using the traditional Chinese methods.

Gömleksiz (2007) compared the effects of cooperative learning (Jigsaw method) and traditional teacher-centered teaching method on improving vocabulary knowledge and active- passive voice in teaching English as a foreign language for engineering students and their attitudes towards learning English in Turkey. Sixty six engineering students participated in the study. A pre-post test and control – experimental group design were employed. Students were randomly assigned to experimental and control groups. The experimental group received Jigsaw method while the control group received traditional method. Results indicated significant differences in favor of the experimental group on the dependent variables.

San Cken (2008) conducted a study to examine low – achieving language learners motivation with the infusion of CL (Group Investigating) in an EFL classroom at a

vocational high school in Taiwan. 47 participants of mixed genders, ages and academic majors studying English shared in the study. Individual student interview, classroom observation, weekly researcher Journal and t- test statistical analysis were used. Findings showed that teaching practices of cooperative learning (GI) increases the student's motivation to learn a language as well as develop more positive attitudes towards learning English.

Results of the previous studies showed that:

1-By using cooperative learning methods, unmotivated high-ability students' motivation to learn and work is increased.

2-In classes where cooperative learning is used, children who are less able exhibit more positive attitudes towards cooperative learning methods than their more academically able peers.-Boys exhibit more positive attitudes towards cooperative learning than girls.

4-Students in Cooperative Learning classes develop better social skills than those of traditional learning. Besides, students' self esteem is improved in CL classes because of the good peer relations which consequently improve academic achievement.

5- Comparing low English proficiency students with high level (LH), intermediate level (LI) and low level (LL), the high level in the experimental group performed better than those in the control group whereas students with intermediate level (LI) in the two groups did not have significantly different performance.

6- Students who learned using cooperative strategies had more positive attitudes about learning English connected with their desire to associate with English speakers and had more positive attitudes about the learning mechanism.

2.10 The effects of Cooperative learning on classroom interaction

“Classroom interaction is the term for what goes on between the people in the classroom, particularly when it involves language” (Thornbury, 2006). The term refers to the interaction between a teacher and learners as well as learner and learner in the classroom. Nunan (1991) states that language is acquired as learners are actively engaged in interaction with each other and communicate in the target language (L2). Johnson (1995) also states that in order to promote better learning, teachers should tap into the power of social relations which could be promoted through CL and group discussion. Indeed, CL includes interactive learning activities which foster social skills and create student- centered classroom rather than teacher centered classroom. Thus, this social interaction promotes cognitive growth and sustains positive learning environment. Chen (2008) believes that CL is a strategy of small-group interaction which corresponds to the essence of Communicative Language Teaching. CLT advocates the use of student-student interaction to maximize the opportunity for negotiating for meaning by focusing on meaning rather than form. The interaction in CL involves learners in receiving comprehensible input and producing comprehensible output.

A rationale for why second language learners achieve better linguistic competence in small group interaction is explained by Krashen’s (1985) Input Hypothesis and Swain’s (1985) Output Hypothesis. Krashen explains that second language acquisition is fostered by input that is comprehensible; Swain as well explains that language acquisition is enhanced when learners produce and test what they have learnt. While negotiating for meaning in CL, students always adjust their input to make it comprehensible and try hard

to produce a comprehensible output that could contribute to their group success. Research on the effects of CL on achievement outcomes, motivation, self esteem and attitudes towards learning have been investigated largely. However, a meager amount of research on cooperative learning effects on interaction among students working together has been conducted.

Johnson & Johnson (1981) conducted a study on 51 4th graders to investigate the effects of CL on interethnic interaction compared to the competitive and individualistic learning. Students were randomly assigned on a stratified basis: ethnic membership, ability and sex. Participants were engaged in an instructional unit for 45 min/day for 16 instructional days. Results indicated that cooperative learning experiences, compared with individualistic ones, promoted more cross-ethnic interaction in both instructional and free-time activities.

Widaman & Kagan (1987) investigated two issues: the differential impact of various cooperative learning methods, and the interaction of student characteristics with learning methods. The subjects in the study were 864 second-through sixth-grade students in the elementary school classrooms of 32 student teachers. Teachers were randomly assigned to teach spelling by using one of the three instructional modes: traditional whole-class instruction or one of the two cooperative learning methods, Student Teams-Achievement Divisions (STAD) and Teams-Games-Tournaments (TGT). Cooperative-competitive social orientation and ethnic status interact with classroom structure to determine achievement gains. It appears that groups who have cooperative social orientation outperformed the reliance on competitive and individualistic classroom.

Battistich, Solomon & Delucchi (1993) examined the relations between small-group

learning interaction experiences and various academic and social outcomes. The findings indicated that the effects of cooperative learning on students depend on the quality of group interaction. Frequent "high-quality" group experiences-in which group members were friendly, helped one another, showed concern for one another's welfare, and worked collaboratively, were associated with a more positive classroom environment, increased liking for school, and greater intrinsic motivation, concern for others, and self-esteem. In contrast, frequent low-quality group interactions were associated with negative student outcomes. Quality of group interaction also was positively associated with standardized achievement test scores.

Dugan, Kamps & Leonard (1995) investigated the use of cooperative learning groups as an instructional strategy for integrating 2 students with autism into a fourth-grade social studies class. Baseline consisted of 40 min of teacher-led sessions including a lecture, questions and a discussion with students, and the use of maps. The intervention condition consisted of 10 min of teacher introduction of new material, followed by cooperative learning groups that included tutoring on key words and facts, a team activity, and a whole class wrap-up and review. The design showed an increase for target students and peers for the number of items gained on weekly pretests and posttests. It also showed an increase in the percentage of academic engagement during sessions.

Watanabi & Swain (2007) investigated the effects of second language (L2) proficiency differences in pairs and patterns of interaction on L2 learning. Making use of both qualitative and quantitative data, the researcher designed the study in such a way that four different core participants interacted with higher and lower proficiency non-core participants. The core participants engaged in a stimulated recall after the task. Each pair's collaborative dialogue was analyzed in terms of language-related episodes and

patterns of pair interaction as well as each learner's individual post-test score. The findings showed that when the learners are engaged in collaborative patterns of interaction, they were more likely to achieve higher posttest scores.

Kim & Kim (2008) explored which language forms Korean as a second language (KSL) learners focused on, and how their linguistic issues were resolved when collaborating with interlocutors from different proficiency levels. Eight intermediate Korean L2 learners interacted with an intermediate interlocutor (n= 8) and with an advanced interlocutor (n = 8). Their collaborative dialogue was analyzed in terms of (a) the occurrence and resolution of lexical and grammatical language-related episodes (LREs) and (b) the patterns of interaction with their interlocutors. Results showed that the collaborative dialogue with advanced interlocutors contained significantly more lexical LREs and correctly resolved LREs. In terms of their patterns of interaction, the learners showed different pair dynamics when collaborating with interlocutors from different proficiency levels.

Thuy (2010) investigated the effects of CL on students' participation in oral communication activities and achievement in speaking skills. Participants were second-year students at DE, GTTC who were at pre-intermediate English proficiency and at mixed levels of English speaking competence. Students' journals, pre-post speaking tests, and two sets of observation forms were used. Results showed increased amount of students' participation after the action. The students also improved the nature of their participation after the action as well as their performance in oral communication skill and developed positive attitudes towards CL activities.

Finally it can be concluded that:

- 1- Cooperative learning experiences, compared with individualistic ones, promoted more cross-ethnic interaction.
- 2- When learners were engaged in collaborative patterns of interaction, they were more likely to achieve higher posttest scores.
- 3- Learners showed different pair dynamics when collaborating with interlocutors from different proficiency levels.
- 4- CL influenced the nature of students' participation, increased the amount of their participation as well as their performance in oral communication skills.
- 5- Frequent "high-quality" group experiences in which group members were friendly, helped one another, showed concern for one another's welfare, and worked collaboratively were associated with a more positive classroom environment. In contrast, frequent low-quality group interactions were associated with negative student outcomes and classroom environments.

2.11 Summery

In this chapter, the researcher presented some definitions of CL, the differences between traditional group work and CL, historical and theoretical background and principles as well as some models of CL. The researcher also surveyed studies about the effects of CL on ESL and EFL students' achievement, motivation towards learning English and classroom interaction. In the next chapter, the researcher will present the methodology used in the present study.

Chapter Three

Methodology

3.1 Introduction

This chapter presents the methodology of the study, its population, tools of data collection, methods of verifying validity and reliability, as well as the study procedures and statistical analysis.

This study investigated the impact of using CL activities in reading classes on students' reading comprehension, classroom interaction and motivation towards learning English. It also investigated the impact of CL on both genders and various academic levels (high, mid and low) in terms of their motivation and reading achievement.

Thus, for achieving the goals stated above, the researcher designed an experimental study which compares CL with the traditional method in teaching reading comprehension texts.

3.2 Population and sample

The researcher selects the sample of the study purposefully from two schools in Hebron during the first semester of 2011-2012. The two schools are: Al Ja'bary School for Boys and Al-Qawasmi School for Girls in Hebron. The selection is done purposefully for the following reasons:

- 1-The researcher lives near the two schools.
- 2- The researcher teaches in one of these schools (Al-Qwasmi School For Girls).
- 3-The school administrations are willing to cooperate with the researcher.

4- There are two seventh grade sections, or more, in each school that are taught by the same teacher, which is necessary for the comparison.

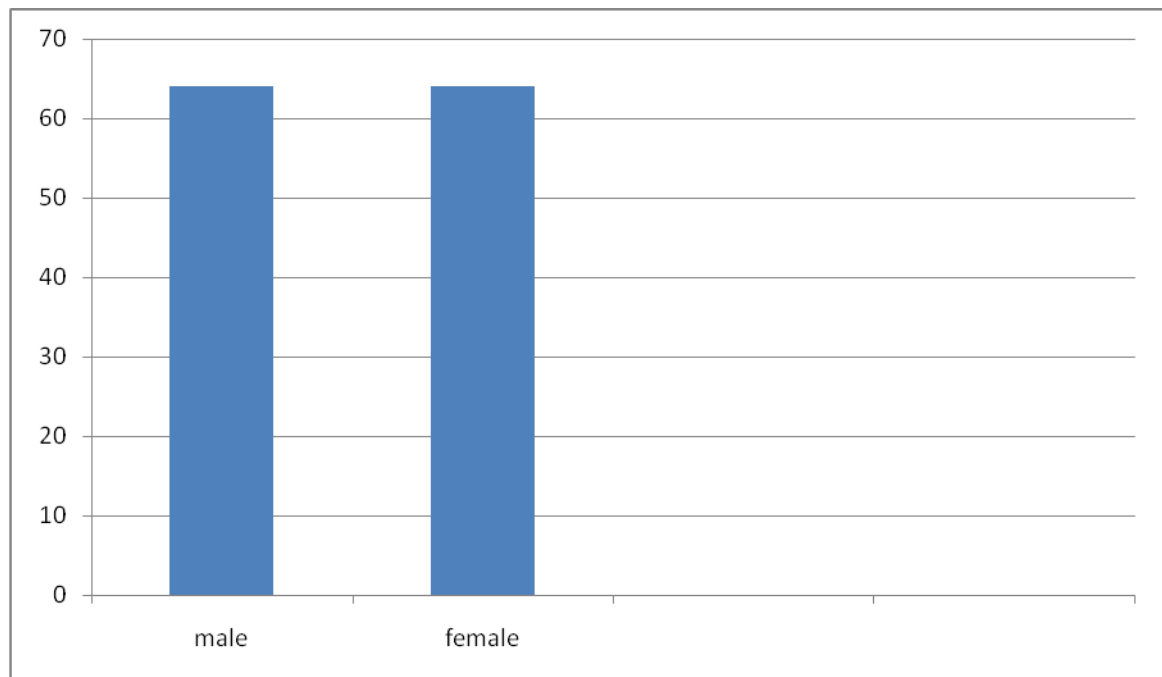
5-The Ministry of Education approves doing the experiment in these two schools.

The sample of the study consists of 128 participants; 64 of them are females and 64 are males. The sample distribution in terms of gender is shown in table (1.3) which is followed by a diagram.

Table (3.1) male-female distribution according to gender

Gender	Number	Percentage
Male	64	50%
Female	64	50%
Total	128	100%

Figure (3.1) male-female distribution according to gender

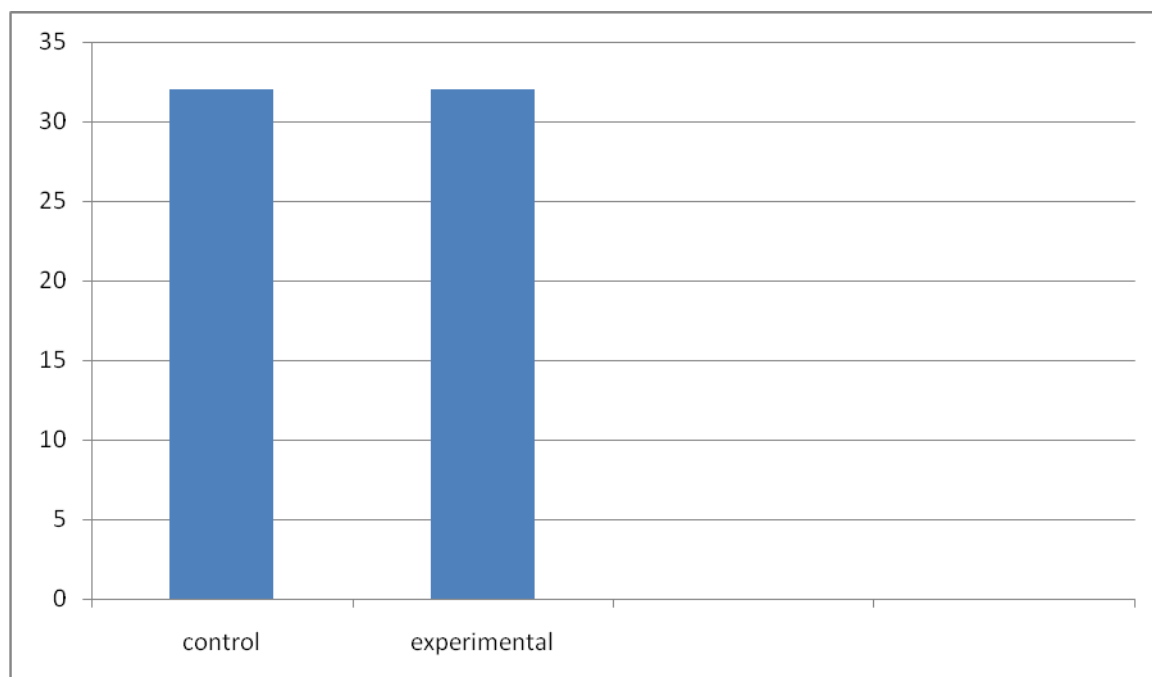


Section A (n. 32) of Al-Qawasmi school for Girls is the experimental group and section B (n.32) is the control group. Similarly section A (32) from Al Ja'bari School for Boys is the experimental group and section (B) is the control group. The following table shows the distribution of the sample of the study in terms of experimental and control groups.

Table (3.2) distribution of the sample of the study in terms of experimental and control groups.

School	Section	Number	Group
Al-Qawasmi school	A	32	Experimental
	B	32	Control
	Total	64	
Al-Ja'bri school	A	32	Experimental
	B	32	Control
	Total	64	

Figure (3.2) sample distribution according to control and experimental groups



On the other hand, the experimental group in each school was categorized in three categories in terms of students' achievements in the previous year. Table (3.3) shows the students' categorization according to their achievement in the previous year. The table is followed by a diagram to describe this distribution.

Table(3.3) the students' distribution in terms of achievement in Al-Qawasmeh School

level	Number	Percentage
High	8	25%
Mid	11	34%
Low	13	41%
Total	32	100%

Figure (3.3) the students' distribution in terms of achievement in Al-Qawasmeh School

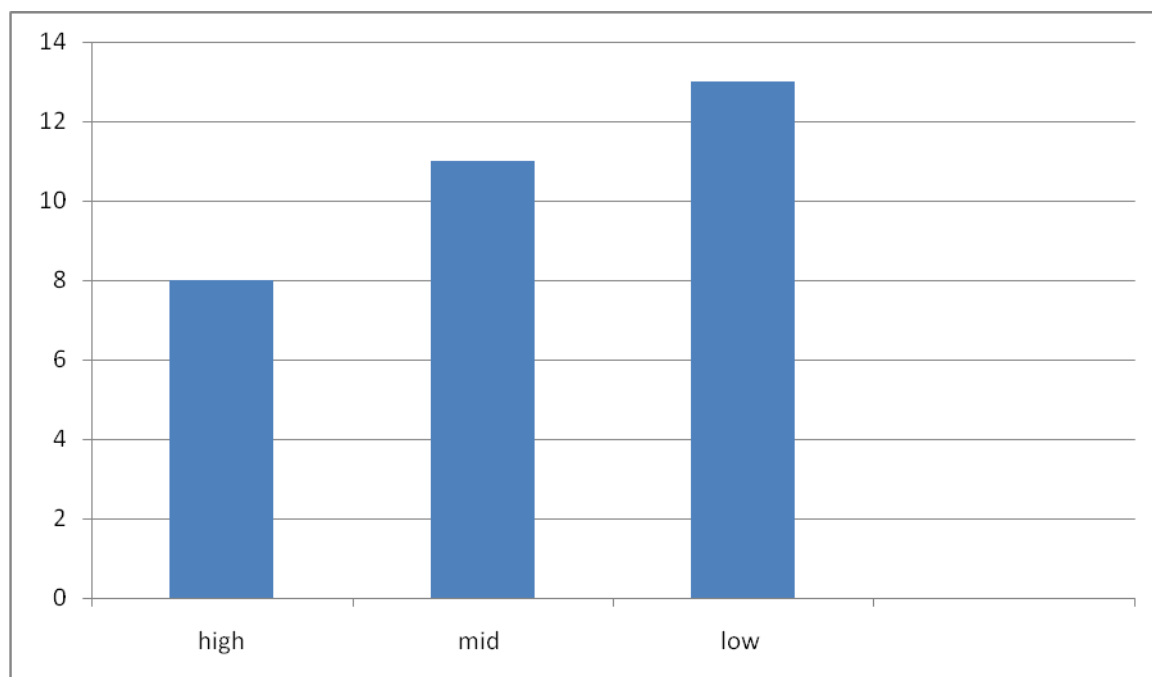


Table (3-4) the students' distribution in terms of achievement in Al-Ja'bri School for Boys

Level	Number	Percentage
High	9	28%
Mid	11	34%
Low	12	38%
Total	32	100%

**Figure (3.4) the students' distribution in terms of achievement in Al-Ja'bri School
for Boys**

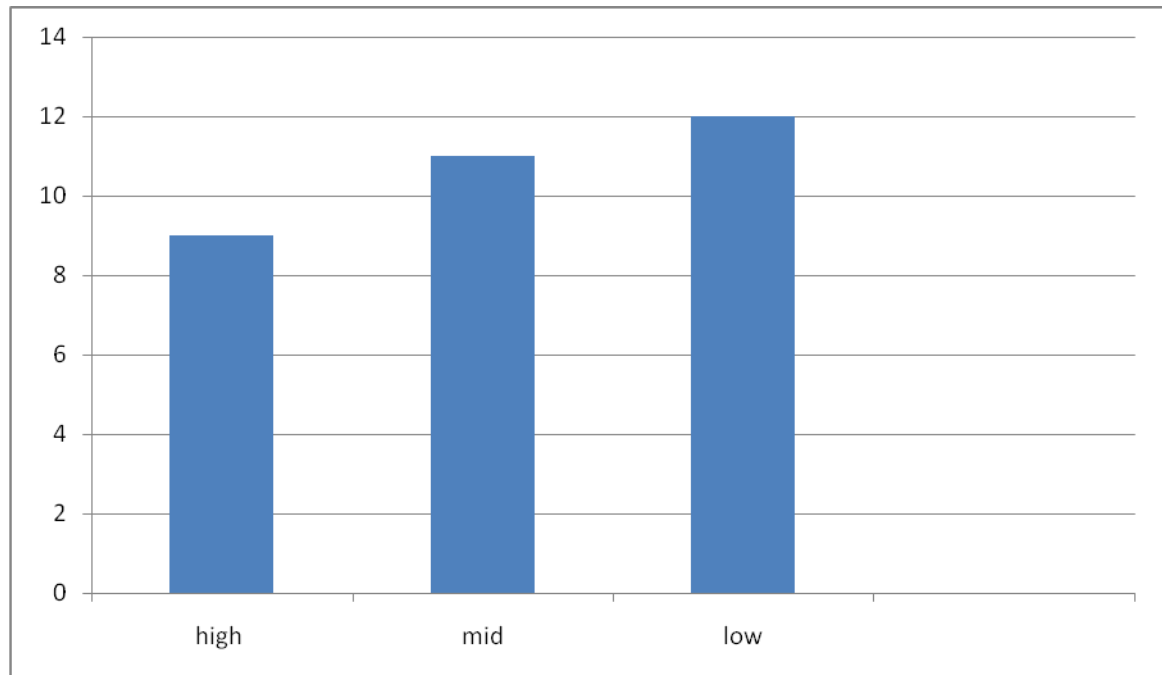
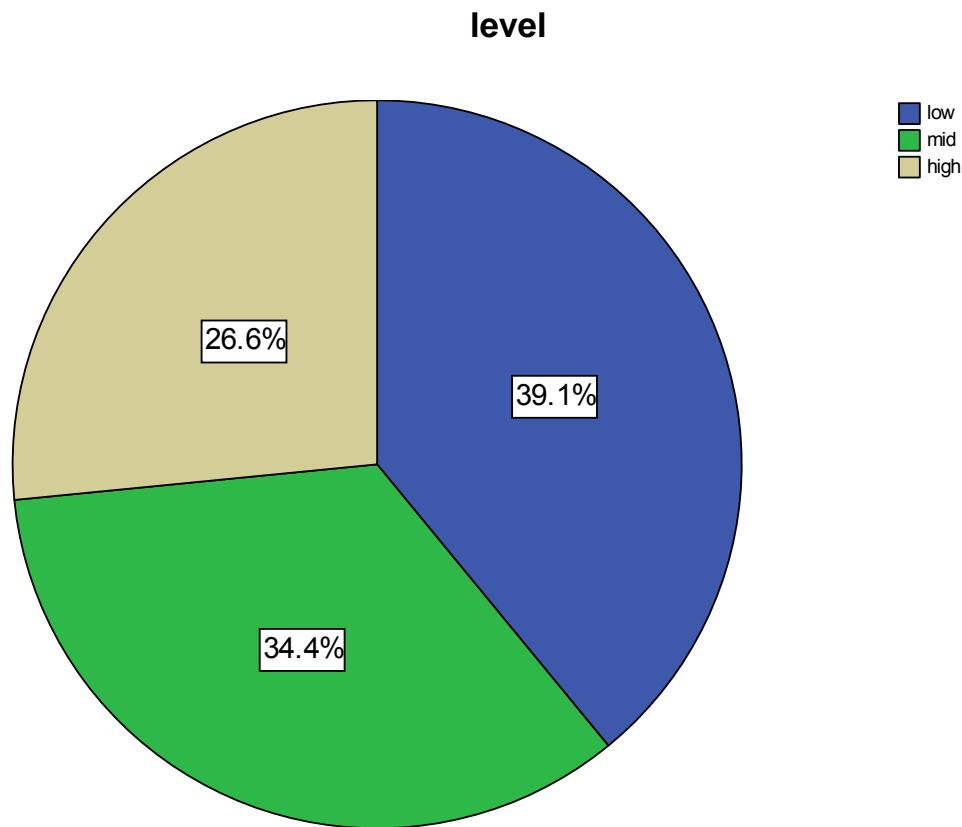


Figure (3-5) the students' distribution in terms of achievement for both boys and girls/



3.3 Research Design

The researcher has conducted an empirical study in order to investigate the effects of using cooperative learning activities on reading comprehension, motivation towards learning English and classroom interaction. Two schools were chosen, one for boys, Al Ja'bri School where there were three sections of seventh grade, and one for girls, Al Qawasmi School, where there were two sections of seventh grade. The researcher then chose randomly one section from each school as an experimental group and another section from each school as control group. The experimental group was taught reading

comprehension by using STAD method. Indeed, the researcher had chosen this model since she thinks it is among the most effective cooperative learning methods in increasing students' motivation to learn English and classroom interaction. Thus, it may improve reading comprehension in a curriculum that emphasizes both language skills and grammar. Furthermore, this method increases students' motivation to collaborate by using the extrinsic motivation such as offering a certificate or some other forms of rewards. The scoring system in STAD also provides students with a vital aim of cooperative learning and pushes them towards the necessity to work together to match their goals; that is, when teams earn points, they see how successful cooperative learning is both for the individuals and the team. The researcher believes that STAD is a very good alternative to teacher-centered method as it provides students with opportunities for communicative and meaningful classroom interaction in a stress reduced classroom. On the other hand, traditional learning is used to teach reading comprehension to the control group.

Following this, the researcher applied the tools of the study according to the following design.

3.4 Data Collection

Two classes of seventh grade in Al-Qawasmi School for Girls and two classes of seventh grade in Al-Ja'bari School for Boys were the participants of the study. Prior to implementation of the experiment, they were given a pre- test (appendix 1) that measured their reading comprehension level. They were also asked to fill a questionnaire to survey their attitude towards learning English. Two classes (one from Al-Qwasmi School for Girls and the other was from Al-ja'bari School forBoys) are the experimental groups who received 10 weeks of cooperative learning during reading comprehension classes. After 10 weeks, they were given a post test (appendix 1) to measure the effects of cooperative

learning on students' reading achievement and they were asked again to fill the questionnaire to measure the effects of cooperative learning on their motivation to learn English .

Students of the experimental group and the control group were video recorded after the experiment to analyze classroom interaction and measure the percentage of teacher talk in comparison to student talk in both classes. The analysis was based on Flanders modified classic system of interaction analysis which consists of two major elements: teacher talk and student talk.

A survey was administered to understand the students' background before the study; that is, according to the students' grade reports from the previous year, subjects were classified as high, mid and low achievers; high-achievers were those whose average scores in the subject of English was between 99-80; mid achievers were those whose scores were between 79-60, and low-achievers were those whose average scores in English was less than 60. After the 10 weeks of the experiment, a questionnaire was given to both the experimental and the control groups to measure the increase of the experimental group motivation to learn English.

The instructional design of cooperative learning in the experimental group was integrated within the students' regular English curriculum *English for Palestine* reading texts.

3.6 Variables of the Study

3.6.1 Independent Variables:-

- 1- Cooperative learning (Student Team Achievement Division model).
- 2- Traditional learning method.

3-Level of students (high- mid- low)

4- Gender of students (girls – boys)

3.6.2 Dependent Variables:

1-Reading comprehension

2-Motivation towards learning English

3-Student-student interaction

3.7 Instruments of the Study

In order to answer the research questions, many instruments were used: reading comprehension achievement test, students' motivation to learn English questionnaire and videotaping.

3.7.1 Reading Comprehension Achievement Test

The researcher constructed a test to measure the students' achievement in reading comprehension before and after the experiment (appendix1 p. 111). It was made of two reading passages; the first one was an expository one about "Arts and Crafts of Palestine" which was taken from "English For Palestine" for seventh grade. The second one was a narrative text "The Fox and The Grapes" which was taken from an internet site www.kidsgen.com/fables_and_fairytales/fox_and_grapes.htm In selecting the two texts, the following factors were taken into consideration:

1-The passages are suitable to seventh grade students in terms of their general proficiency level.

2-Most of vocabulary are familiar to the seventh grade students as they have learned them in previous classes.

Validation of the text:

In terms of validation of the texts, the researcher submitted the passages to eight EFL teachers and specialists in the field in order to ensure the validity of the reading comprehension texts. Three of the judges are instructors at Hebron University, one is an EFL specialist at Poletichnic University, another one is an instructor in the Ministry of Education. The three other judges are teachers at Al Ja' bari School For Boys and Al Qawasmi School for Girls (appendix 2). Judges were asked to evaluate the texts for different aspects such as appropriateness of the level, the length of the text to seventh grade students, suitability of their semantic and syntactic structures and their clarity. They agreed that the texts are suitable for the seventh grade students.

Test Questions:

The questions of the first passage are made up of nine true or false statements, five multiple choice items and six sentences to complete. The questions of the second narrative text are made up of true or false statements, five multiple choice questions and six sentences to order. The researcher chose the use of (MC) as it is also valid in major international second Languages tests such as the TOFEL examination and Cambridge First Certificate (Urquhart and Weir, 1998 as Cited in Sultan, 2003). Besides, these techniques are good for testing many reading skills such as skimming and scanning.

Validation of Test Questions:

To judge the suitability of the questions the test was given to a number of EFL teachers, University instructors and a Ministry of Education instructor (Appendix2 p. 119). They judged the appropriateness of questions in terms of variety, number and its suitability to students' level. The researcher modified some questions that were changed by the judges; for example, some items were modified in terms of structure and others were omitted as they were unclear.

Pilot Study

A pilot study was administered a week before conducting the main study. The participants of the pilot study are 15 students from Al Ja'bari School for Boys who were not enrolled in the main study. The pilot study aimed at achieving the following goals:

1. Determine the clarity of both the texts and tests.
2. Give the researcher an idea about the real time needed for answering the questions.
3. Identify any problem.
4. Indicate any modifications or changes needed.

In the pilot study the students read the two reading passages and answered the questions that followed them. The test papers were then corrected. Many points were revealed for the researcher. First, it was noticed that the instructions were not clear and so more instructions were added to make them clearer. Second, the participants indicated that they need more time as the time allotted for them to finish the test was only 40 minutes. So the researcher decided to give the participants of the main study more time (60 minutes) instead of 40.

Reliability of the Test

A week later, the 15 participants who shared in the pilot study were given the test again and the internal consistency of the test was measured to be 0.90 in Cronbach Alpha Formula which is considered a high percentage of reliability. So findings indicate that the test with its different dimensions is highly reliable.

3.7.2 Students' Motivation to Learn English Questionnaires (SMLEQ).

The researcher developed a questionnaire (appendix 3) to measure the students' motivation towards learning English. It is a twenty seven – item questionnaire based on Likert scale which ranges from strongly agree (SA) to strongly disagree (SD). The questionnaire is divided into three parts: motivation to learn English inside the classroom, outside the classroom and in everyday life.

Validity of the Questionnaire

The questionnaire was validated by four university instructors, one inspector in the Ministry of Education and Two English teachers in Al Qawasmi School for Girls (appendix 2). They judged it in terms of the following points:

1. The suitability of the items to the subject.
2. Clarity of the items.
3. The semantic and syntactic appropriations.

The researcher modified some of the items and omitted others as the judges recommended. After the modifications, the questionnaire consisted of 27 items.

Reliability of the Questionnaire

With regard to the reliability of the questionnaire, a week before the experiment, the researcher distributed it to a 15 students' pilot sample from Al – Ja'bari School who were not included in the main experiment. After a week, it was given to the pilot sample again. The reliability coefficient was calculated to be 0.87 in Cronbach Alpha Formula which is considered a high percentage reliability.

3.7.3 Videotaping

The researcher videotaped 10 minutes of one of the reading comprehension lessons where STAD was used. On the other hand, she videotaped the control group for 10 minutes in a traditional reading class. Following this, Flanders' model (Mohan, 2011,) (appendix4) was used to measure the percentage of student – talk in comparison to the percentage of teachers' talk in the two classes. It was also used to measure the percentage of student- student interaction. However, since Flanders model devotes little attention to student and focuses a great deal of attention on teacher talk, the researcher decided to modify Item 8, 9 and 10 (appendix 5). Item 8 (Student Talk-Response) “a student makes a predictable response to teacher”, was subcategorized into:

8-a. Student makes a response to another student. The response could be answering a question, agreement or disagreement or correcting a mistake.

Item 9 (Student Talk Initiation) was also subcategorized into:

9-a. Student initiates to ask another student a question.

9-b. Student reads facts and explains to other students.

Item 10 (Silence or Confusion) “short periods of silence and periods of confusion” was subcategorized into:

10-a. Silence in the interaction during which students record notes or use their own resources such as dictionaries or their own textbooks to search for answers.

3.8 Procedures

The procedure for data collection was divided into the following three main phases:

1. Before the treatment.
2. Treatment.
3. After the treatment.

The three phases lasted for 10 weeks.

3.8.1 Before the Treatment

The experimental group of the study was given orientation activities on CL. To clarify, a week before the study started, the researcher implemented a few techniques to turn the traditional classroom into a CL context. First of all, the researcher prepared the climate for CL by dividing the classes into eight heterogeneous groups based on the English average grades of the previous year. The principle of the heterogeneous grouping in this study aimed at ensuring that each group was composed of students with different academic achievements.

Besides, the seating arrangement was also changed, from rows where students sit facing each other's back, to students sitting face to face with their group members.

Following dividing them into heterogeneous groups, students named their own groups either by giving it a name after their favorite singer, animal or anything they liked. Thus, each group was referred to by their names instead of numbers.

Having finished the teambuilding, the researcher, imposed some rules and regulations in order to facilitate cooperative skills, individual accountability and democracy in the management of the groups. Examples of these rules as cited in (Liang, 2002):

1. Respect each other's points of views.
2. Be brave to express yourself in your group.
3. Ask for help from your classmate if you have any difficulty in learning.
4. Help your group mate whenever she or he needs you.
5. Every individual in the group is important.
6. Don't chat with group mates during discussion.
7. Don't laugh at your classmates when they make mistakes.
8. Don't swing chairs while seated in groups.
9. Don't shout at your teammates.
10. Work in the spirit of "All for one and one for all".
11. Distribute roles; give each member a particular role to play.

Students were informed that they had to rotate roles every week. That is, the member who was a leader the first week, was a reporter next week etc... The rotation was to ensure that each student had an equal chance to experience different kinds of responsibilities.

Having arranged the teambuilding and the regulations, instruments were administered in the following order:

1. Students' Motivation towards Learning English Questionnaire.
2. The Achievement Test of Reading Comprehension.

3.8.2 The Treatment

1- Experimental Group

Treatment in this group involved using Student Team Achievement Division which follows the next steps according to Killen (2006)

1-Students listen to the whole text to get a general idea about it.

2- In four member heterogeneous academic teams, students read the text again and engage themselves in an intensive cooperative study to master the material they have read with every member having his or her own responsibility or role. To clarify, one of the students reads, the other checks the new words in a dictionary, one of them records notes and meanings of the new words and the other one monitors the time.

3- The teacher gives the learners worksheets or questions about the material they have already studied, reading passage, (appendix 6) to help them control the academic goals .

4- The teacher gives them sufficient time to work together to understand the questions presented and to negotiate the possible answers in English.

5. The teacher goes around and checks out that all students are sharing and that different responsibilities are being shared among them.

6- The teacher gives students individual quizzes to check the understanding of each student in every group at the end of every session (appendix 6). The teacher corrects the

individual quizzes and compares them with the students' previous grades to follow students' improvements.

7- The average score of the members of each team is calculated to find out team mark.

8- The teacher recognizes and rewards the best three groups on regards of their marks.

9- The teacher also checks the individual's improvements by following up their quizzes and rewards those who are improving after comparing them with their previous grades.

Control Group

Here the students sit individually and not in groups through the lesson. Teachers uses the most popular method of teaching in Palestine which is the traditional method where the teacher presents the lesson in the form of lecture and demonstrations. Teachers ask students questions and the students answer individually.

3.8.3 After the Treatment

After 10 weeks of the treatment, the test and the Questionnaire were administered again. Students of both the experimental and control groups were videotaped and the student talk in comparison with teacher's talk was analyzed for both the control and the experimental groups by using the modified Flanders model. The amounts of teacher talk and student talk were also measured.

3.9 The Teaching material

The teaching material consists of eight reading texts of seventh grade *English For Palestine* text book.

3.10 Data analysis

Statistical methods:

After collecting the questionnaires, the researcher entered them in the computer by recoding answers to numeric values, 5 degrees were given for strongly agree answer, 4 degrees were given for agree answer, 3 degrees were given for neutral answer, 2 degrees were given for disagree answer and one degree was given for strongly disagree answer.

The Statistical methods were:

1. Frequencies and Percentages.
2. Means (averages) and Standard Deviations .
3. Independent-Samples T Test.
4. One-Way Analysis of Variance (ANOVA) .
5. Pearson Correlation Coefficients .
6. Alpha (Cronbach) scales for Reliability Analysis.

The researcher also used the table of correction which was based on the following:

Mean Range	Level
Less than 1.8	Assumed very low
More than or equal 1.8 to 2.6	Assumed low
More than or equal 2.6 to 3.4	Assumed medium
More than or equal 3.4 to 4.2	Assumed high
More than or equal 4.2	Assumed very high

The researcher also used the table of correction for the reading comprehension scores:

Mean Range	Level
Less than 60	Assumed low
More than or equal 60 to 79	Assumed medium
More than or equal 80 to 100	Assumed high

In this chapter, the researcher presented information about the population and the sample of the study, the independent and dependent variables as well as the instrumentation and the procedures of the study. Moreover, information about the statistical analyses was presented. In the next chapter, results of the present study will be discussed.

Chapter Four

Results

4.1 Introduction

This study investigates the impact of using cooperative learning in teaching narrative and expository texts on students' reading comprehension, classroom interaction and motivation towards learning English. It further investigates the impact of cooperative learning on both gender and levels of students' (low, mid and high achievers) in heterogeneous groups.

This chapter provides a comprehensible presentation of the present study results and data analyses. The data include information derived from the students' scores of the reading comprehension achievement test, their responses of the motivation questionnaire and the classroom interaction analyses. Many types of statistical analyses are conducted in the study, namely, T-test, Pearson Correlation, Cronbach Alpha and one -way ANOVA. All these analyses are conducted by means of an SPSS package.

The descriptive statistics mainly (means and standard deviations) display the findings of the study to answer the following questions:

- 1- Is there a significant impact of using cooperative learning in reading lessons on students' reading comprehension?
- 2- Is there a significant impact of using cooperative learning in reading classes on students' motivation towards learning English?
- 3- Are there significant differences between males and females in terms of the influence of CL on reading comprehension, and language learning motivation?

4- Are there significant differences between low, mid and high achievers in terms of the influence of CL on reading comprehension and motivation towards learning English?

5- Are there significant differences between using cooperative learning compared to traditional teaching in reading classes in terms of classroom interaction?

4.2 Results of Question One

Is there a significant impact in using cooperative learning activities in reading lessons on students' reading comprehension?

To answer the above question, the researcher used the Independent Samples T-test to test the differences between the reading comprehension achievement of the experimental and the control groups in the pretest for both males and females. Results are presented in the following table:

Table (4.1) results of the differences between the experimental and the control groups in the pretest for males and females.

Gender	Group	N	Mean	Standard deviation	T value	DF	Sig. Level
Males	Experimental	32	42.94	12.04	0.23	62	0.82
	Control	32	42.25	11.64			
Females	Experimental	32	38.81	12.02	-0.72	62	0.47
	Control	32	41.03	12.52			

From the previous table, one may clearly notice that there are no significant differences between the experimental group and the control group in reading comprehension pretest for males and females. The male students' reading comprehension achievement is approximately the same level for both experimental group (mean= 42.94) and control

group (mean=42.25). Female students' reading comprehension achievement is also approximately the same level for both experimental group (mean=38.81) and control group (mean = 41.03).

Then, the researcher tested the differences between the reading comprehension achievement of the experimental and the control group in the posttest for males and females by using Independent Samples T-test. Results are presented in the following table:

Table (4.2): results of the differences between the experimental and control groups in the posttest for males and females.

Gender	Group	N	Mean	Standard deviation	T value	DF	Sig. Level
Males	Experimental	32	54.44	16.28	3.18	62	0.002
	Control	32	43.59	10.36			
Females	Experimental	32	59.13	16.33	4.57	62	0.000
	Control	32	42.53	12.46			

The table shows that there is a significant impact of using CL in reading comprehension classes on students' reading comprehension. The comparison of the experimental and the control groups on the basis of reading comprehension shows that there is a significant difference between the two groups in reading comprehension posttest for both males and females. It can be noted from the previous table that the experimental group performed better in the reading achievement test (mean=54.44) for males and (mean=59.13) for females, which are more than that for the control group (mean=43.59) for males and (mean=42.53) for females.

Thus, the first hypothesis “ **there is no significant impact of using cooperative learning activities in reading lessons on students' reading comprehension**” is rejected because there was a significant impact of using CL on students’ motivation towards learning English.

4.3 Results of Question Two

Is there a significant impact of using cooperative learning activities in reading classes on students’ motivation towards learning English?

To answer the above question, the researcher used the Independent Samples T-test to test the differences between motivation towards learning English of the experimental and the control groups for males and females before the influence of CL. Results are presented in table (4.3 – 4.4)

Table (4.3): results for the differences between the male experimental and control groups in the motivation questionnaire before the influence of CL.

Gender\males	Group	N	Mean	Standard deviation	T value	DF	Sig. Level
Inside the English class room	Experimental	32	3.46	0.65	2.81	62	0.01
	Control	32	2.93	0.83			
outside the English class room	Experimental	32	3.32	0.74	3.96	62	0.00
	Control	32	2.61	0.69			
Everyday life	Experimental	32	3.53	0.66	2.02	62	0.05
	Control	32	3.19	0.68			
Total motivation	Experimental	32	3.43	0.62	3.30	62	0.00
	Control	32	2.89	0.68			

The table shows that there is a significant difference between the male experimental and control groups in their motivation towards learning English inside the English

classroom, outside the English classroom, in everyday life and in the total motivation, because the significant levels (0.01, 0.05 and 0.00) are less than or equal to 0.05. It can be noted that the motivation inside the English classroom for the experimental group (mean= 3.46) is more than that for the control group (mean=2.93). The motivation outside the English classroom for the experimental group (mean= 3.32) is also more than that for the control group (mean=2.61). Likewise, the motivation in everyday life for the experimental group (mean= 3.53) is more than that for the control group (mean=3.19). Finally, the total motivation for the experimental group (mean= 3.43) is more than that for the control group (mean=2.89).

Table (4.4): results for differences between female experimental and control groups in the motivation questionnaire before the influence of CL.

Gender\emales	Group	N	Mean	Standard deviation	T value	DF	Sig. Level
Inside the English room	Experimental	32	3.09	0.87	-0.99	62	0.33
	Control	32	3.29	0.72			
outside the English class room	Experimental	32	2.85	0.83	-1.12	62	0.27
	Control	32	3.08	0.77			
Everyday life	Experimental	32	3.07	0.79	1.07	62	0.29
	Control	32	2.88	0.56			
Total motivation	Experimental	32	3.00	0.75	-0.55	62	0.58
	Control	32	3.09	0.63			

From the previous table, it is clear that there are no significant differences between the female experimental and control groups before the influence of CL in terms of the

students' motivation towards learning English inside the English classroom, outside the English classroom, in everyday life and in the total motivation since the significant levels (0.33, 0.27, 0.29, 0.58) are more than 0.05. The table shows that the motivation inside the English classroom for the experimental group (mean= 3.09) is approximately the same level as for the control group (mean=3.29). The motivation outside the English classroom for the experimental group (mean= 2.85) is approximately the same level as for the control group (mean=3.08). The motivation in everyday life for the experimental group (mean= 3.07) is approximately the same level as for the control group (mean=2.88). Likewise, the total motivation for the experimental group (mean= 3.00) is approximately the same level as for the control group (mean=3.09).

The researcher then used the Independent Samples T-test to test the differences between the experimental group and the control group for males and females in terms of their motivation towards learning English after the influence of CL. Results are presented in table (4.5)

Table (4.5): results for differences between the male experimental and control groups in terms of their motivation to learn English after the influence of CL.

Gender\males	Group	N	Mean	Standard deviation	T value	DF	Sig. level
Inside the English class room	Experimental	32	4.34	0.39	9.58	62	0.00
	Control	32	2.99	0.69			
Outside the English class room	Experimental	32	3.97	0.64	8.44	62	0.00
	Control	32	2.67	0.59			
Everyday life	Experimental	32	3.72	0.59	3.51	62	0.00
	Control	32	3.21	0.57			
Total motivation	Experimental	32	4.02	0.48	8.26	62	0.00
	Control	32	2.94	0.57			

From the previous table, it is clear that there are significant differences between the male experimental and control groups in terms of their motivation inside the English classroom, outside the English classroom, in everyday life and the total motivation after the influence of CL. The significant levels for males are all equal to (0.00) and are less than 00.5. Furthermore, the table above shows that the motivation inside the English classroom for the experimental group (mean= 4.34) is more than that for the control group (mean=2.99). The motivation outside the English classroom for the experimental group (mean= 3.97) is also more than that for the control group (mean=2.67). Similarly, the motivation in everyday life for the experimental group (mean= 3.72) is more than that for the control group (mean=3.21). Finally, the total motivation for the experimental group (mean= 4.02) is more than that for the control group (mean=2.94). Hence, it can be noted that the males' experimental group has high levels of motivation while the control group has medium levels of motivation. It is clear that CL has a significant impact on the males' motivation which changes from medium to high.

Table (4.6): results for differences between the female experimental and control groups motivation to learn English after the influence of CL.

Gender\emales	Group	N	Mean	Standard deviation	T value	DF	Sig. Level
Inside the English class room	Experimental	32	4.45	0.65	6.41	62	0.00
	Control	32	3.34	0.74			
outside the English class room	Experimental	32	4.17	0.72	5.61	62	0.00
	Control	32	3.13	0.75			
Everyday life	Experimental	32	3.79	0.76	4.89	62	0.00
	Control	32	2.96	0.58			
Total motivation	Experimental	32	4.15	0.64	6.33	62	0.00
	Control	32	3.15	0.63			

From the table above, it is clear that there are significant differences between the females experimental and control group in terms of their motivation inside the English classroom, outside the English classroom, in everyday life and the total motivation after the influence of CL. The significant levels are all equal to (0.00) and less than 00.5. Results show that the motivation inside the English classroom for the experimental group (mean= 4.45) is more than that for the control group (mean=3.34). Motivation outside the English classroom for the experimental group (mean= 4.17) is also more than that for the control group (mean=3.13). The motivation in everyday life for the experimental group (mean= 3.79) is more than that for the control group (mean=2.96). Similarly, the total motivation for the experimental group (mean= 4.15) is more than that for the control group (mean=3.15). Therefore, it can be indicated that all motivation levels (mean values) are high for the experimental group but are still medium for the control group.

To sum up, the males and the females experimental groups' motivation towards learning English are significantly influenced by CL.

Thus, the second null hypothesis **“there is no significant impact of using cooperative learning activities in reading classes on students' motivation towards learning English”** is rejected because there was a significant impact of using CL on students' motivation towards learning English.

4.4 Results of Question Three

Are there significant differences between males and females in terms of the influence of CL on reading comprehension achievement and motivation towards learning English?

The researcher examined the differences between males and females in reading comprehension achievement and motivation towards learning English before the influence of CL. Results are displayed in the table below:

Table (4.7): the differences between males and females experimental groups in reading comprehension achievement and motivation towards learning English before the influence of cooperative learning.

Dependent	Gender	N	Mean	Standard deviation	T value	DF	Sig. Level
Reading comprehension achievement	Males	32	42.94	12.04	1.37	62	0.18
	Females	32	38.81	12.02			
Inside the English class room	Males	32	3.46	0.65	1.91	62	0.06
	Females	32	3.09	0.87			
Outside the English class room	Males	32	3.32	0.74	2.37	62	0.02
	Females	32	2.85	0.83			
Everyday life	Males	32	3.53	0.66	2.54	62	0.01
	Females	32	3.07	0.79			
Total motivation	Males	32	3.43	0.62	2.52	62	0.01
	Females	32	3.00	0.75			

From the table above, it can be noted that there is no significant difference between males and females in reading comprehension pretest before the influence of CL (sig. level 0.18). This indicates that male and female students' reading comprehension achievement is approximately similar (male's mean=42.94; female's mean=38.81).

It is also clear that there are significant differences between males and females in their motivation towards learning English outside the English classroom, in everyday life and in the total motivation before the influence of CL (sig. levels 0.02 and 0.01).

However, there is no significant difference between males and females motivation inside the English classroom (sig. level .06). Thus, these levels (all mean values) which are less than 3.7 and more than 2.7 indicate for medium motivation for both males and females.

After the influence of CL the researcher used the Independent Samples T-test. The results are presented in the table below:

Table (4.8): differences between males and females experimental groups on reading comprehension achievement after the influence of CL.

Dependent	Gender	N	Mean	Standard deviation	T value	DF	Sig. Level
Reading comprehension achievement	Males	32	54.44	16.28	-1.15	62	0.25
	Females	32	59.13	16.33			

From the previous table, one can clearly notice that there is no significant difference between males and females experimental groups in the post test after the influence of CL on reading comprehension achievement (sig level 0.25). Reading comprehension achievement for male students (mean=54.44) is approximately close to female students (mean=59.13).

Table (4.9): results for the differences between males and females experimental groups' motivation towards learning English after the influence of CL

Motivation	Gender	N	Mean	Standard deviation	T value	DF	Sig. Level
Inside the English class room	Male	32	4.34	0.39	-0.86	62	0.39
	Female	32	4.45	0.65			
Outside the	Male	32	3.97	0.64	-1.14	62	0.26

English class room	Female	32	4.17	0.72			
Everyday life	Male	32	3.72	0.59	-0.41	62	0.68
	Female	32	3.79	0.76			
Total motivation	Male	32	4.02	0.48	-0.93	62	0.36
	Female	32	4.15	0.64			

Table (4.9) shows that there are no significant differences between males and females experimental groups in terms of their motivation towards learning English after the influence of CL (sig. levels 0.39, 0.26 , 0.68 , 0.36). To clarify, the table above indicates that the motivation towards learning English inside the English classroom for male students (mean=4.34) is approximately the same level as that for female students (mean=4.45). The motivation towards learning English outside the English class room for male students (mean=3.97) is also approximately the same level as that for female students (mean=4.17). Similarly, The motivation towards learning English in everyday life for male students (mean=3.72) is approximately the same level as that for female students (mean=3.79). Finally, the total motivation towards learning English for male students (mean=4.02) is approximately the same level as that for female students (mean=4.15) too. Thus, these levels (all mean values) which are more than 3.7 indicate high motivation for both males and females.

The null hypothesis “ **there are no significant differences between males and females in terms of the influence of CL on reading comprehension achievement and motivation towards learning English**” is accepted because there were no significant differences between males and females in terms of the influence of CL on students’ reading comprehension and motivation towards learning English.

4.5 Results of Question Four

Are there significant differences between low, mid and high achievers in terms of the influence of CL on reading comprehension achievement and motivation towards learning English?

In order to answer the above question, the researcher used analysis of variance test (ANOVA) and the results are shown in table (4.10) below :

Table (4.10): the differences between low, mid and high achievers of the experimental group post test after the influence of CL.

Dependent	Sum of Squares	Df	Mean Square	F	Sig.
Reading comprehension achievement	8966.77	2	4483.38	34.76	0.00
	7868.17	61	128.99		
	16834.94	63			

The table above shows that the significant level (0.00) is less than 0.05 and the F value =34.76 for reading comprehension achievement which indicate that there are significant differences between low, mid and high achievers in terms of the influence of CL on reading comprehension achievement. Therefore, the researcher used **Scheffe comparisons test** to verify this; the results are shown in table (4.11) below:

Table (4.11): mean differences and significant levels of Scheffe test comparisons after the influence of CL on reading comprehension achievement.

Achievement level		Mean differences	Sig. level
Mid	Low	14.404	0.000
High	Low	29.628	0.000
High	Mid	15.225	0.001

The table shows that there is a significant difference between mid and low achievers after the influence of CL on reading comprehension achievement (sig. level 0.00). The mean difference is (14.40) which indicates that mid achievers are influenced by CL more than low achievers in terms of the reading comprehension achievement. The table also shows that there are significant differences between high versus low achievers and high versus mid achievers in terms of the influence of CL on reading comprehension achievement (sig. levels 0.000, 0.001) and the mean- differences are (29.63 and 15.23); it indicates that high achievers are influenced by CL more than low and mid achievers in terms of their reading comprehension achievement .

Table (4.12) means and standard deviations of the pre test for low, high and mid achievers, after the influence of CL on reading comprehension achievement:

Dependents	Achievement level	N	Mean	ST.Dev
Reading comprehension achievement	Low	25	43.96	10.92
	Mid	22	58.36	8.70
	High	17	73.59	14.61
	Total	64	56.78	16.35

Table (4.13): means and standard deviations of the pre test for the low, high and mid achievers before the influence of CL on reading comprehension achievement:

Dependents	Achievement level	N	Mean	ST.Dev
Reading comprehension achievement	Low	25	31.84	8.35
	Mid	22	41.95	7.27
	High	17	52.76	11.16
	Total	64	40.88	12.11

The descriptive tables above (means and standard deviations), indicate that the low achievers have low reading comprehension achievement after using CL even though they

have raised their achievement; the mean is raised from 31.84 to 43.96. The mid achievers have also low reading comprehension achievement after the influence of CL; however, they have raised their achievement since the mean for their reading comprehension achievement is raised from 41.95 to 58.36. The high achievers have medium reading comprehension achievement after the influence of CL and have also raised it from 52.76 to 73.59.

On the other hand, the differences between low, mid and high achievers, motivation towards learning English after the influence of CL is measured by using ANOVA. Results are presented in the table below:

Table (4.14) differences between low, mid and high achievers in terms of the influence of CL on motivation towards learning.

Dependent	Sum of Squares	Df	Mean Square	F	Sig.
Inside the English class room	2.23	2	1.11	4.33	0.02
	15.70	61	0.26		
	17.92	63			
Outside the English class room	4.65	2	2.33	5.71	0.01
	24.85	61	0.41		
	29.50	63			
Everyday life	2.85	2	1.43	3.36	0.04
	25.92	61	0.42		
	28.78	63			
Total motivation	3.22	2	1.61	5.89	0.00
	16.66	61	0.27		
	19.88	63			

The table indicates that there is a significant difference between low, mid and high achievers in terms of the influence of CL on motivation towards learning English (sig.

levels 0.02 , 0.01 , 0.04 , 0.00). Hence, the researcher used Scheffe comparisons test to verify this, and the results are shown in the table below:

Table (4.15): mean differences and significant levels of Scheffe test comparisons in terms of the influence of CL on motivation towards learning English

Dependent	Level		Mean Differences	Sig. level
Inside the English class room	High	Low	0.456	0.021
		Mid	0.179	0.552
Outside the English classroom	High	Low	0.664	0.007
		Mid	0.278	0.408
Every day life	High	Low	0.529	0.042
		Mid	0.275	0.432
Total motivation	High	Low	0.555	0.005
		Mid	0.244	0.357

The table shows that there are significant differences between high and low achievers in terms of the influence of CL inside the English classroom, outside the English classroom, in every days life and total motivation. The sig. levels are all less than 0.05. To clarify, inside the English classroom, the mean difference between high and low achievers (0.46) is more than the difference between high and mid achievers (0.18); outside the English classroom, the mean difference between high and low achievers (0.66) is more than the difference between high and mid achievers (0.28); in everyday life, the mean difference between high and low achievers (0.53) is more than the difference between high and mid achievers (0.28); in the total motivation , the mean difference between high and low achievers (0.56) is also more than the difference between high and mid achievers (0.24). Therefore, it can be noted that high and mid achievers' motivation towards learning English is influenced by CL more than low

achievers in terms of the motivation towards learning English. However, even though high and mid achievers are influenced by CL more than low achievers, the descriptive tables below (table 4.16 - 4.17) indicate that all participants have high levels of total motivations; their motivation has increased after using CL: inside the English class room , outside the English classroom and in everyday life.

Table (4.16): the experimental groups' motivation towards learning English after using CL.

Dependents	Achievement level	N	Mean	ST.Dev
Inside the English class room	Low	25	4.18	0.69
	Mid	22	4.45	0.34
	High	17	4.63	0.35
	Total	64	4.39	0.53
Outside the English class room	Low	25	3.76	0.85
	Mid	22	4.15	0.41
	High	17	4.42	0.50
	Total	64	4.07	0.68
Everyday life	Low	25	3.53	0.72
	Mid	22	3.78	0.46
	High	17	4.06	0.76
	Total	64	3.76	0.68
Total motivation	Low	25	3.83	0.69
	Mid	22	4.14	0.32
	High	17	4.39	0.45
	Total			

Table (4.17): the experimental groups' motivation towards learning English before using CL.

Dependents	Achievement level	N	Mean	ST.Dev
Inside the English class room	Low	25	2.70	0.67
	Mid	22	3.35	0.58
	High	17	4.02	0.45
	Total	64	3.27	0.79
outside the English class room	Low	25	2.60	0.77
	Mid	22	3.12	0.54
	High	17	3.75	0.70
	Total	64	3.09	0.82
Everyday life	Low	25	2.96	0.75
	Mid	22	3.38	0.49
	High	17	3.71	0.88
	Total	64	3.30	0.76
Total motivation	Low	25	2.74	0.64
	Mid	22	3.27	0.46
	High	17	3.83	0.61
	Total	64	3.21	0.72

Therefore, the null hypothesis “ **there are no significant differences between low, mid and high achievers in terms of the influence of CL on reading comprehension achievement and motivation towards learning English**” is rejected because high achievers seemed to have profited more than mid and low achievers.

4.6 Results of Question Five

Are there significant differences between using cooperative learning compared to traditional teaching in reading classes in terms of classroom interaction?

To answer the above question, the researcher used Flanders modified model of classroom interaction analysis to obtain a complete descriptive picture of what behaviors are used during 10 minutes of a cooperative learning lesson in comparison to 10 minutes of a traditional lesson. The following Matrix, describes the behaviors used during a traditional reading lesson:

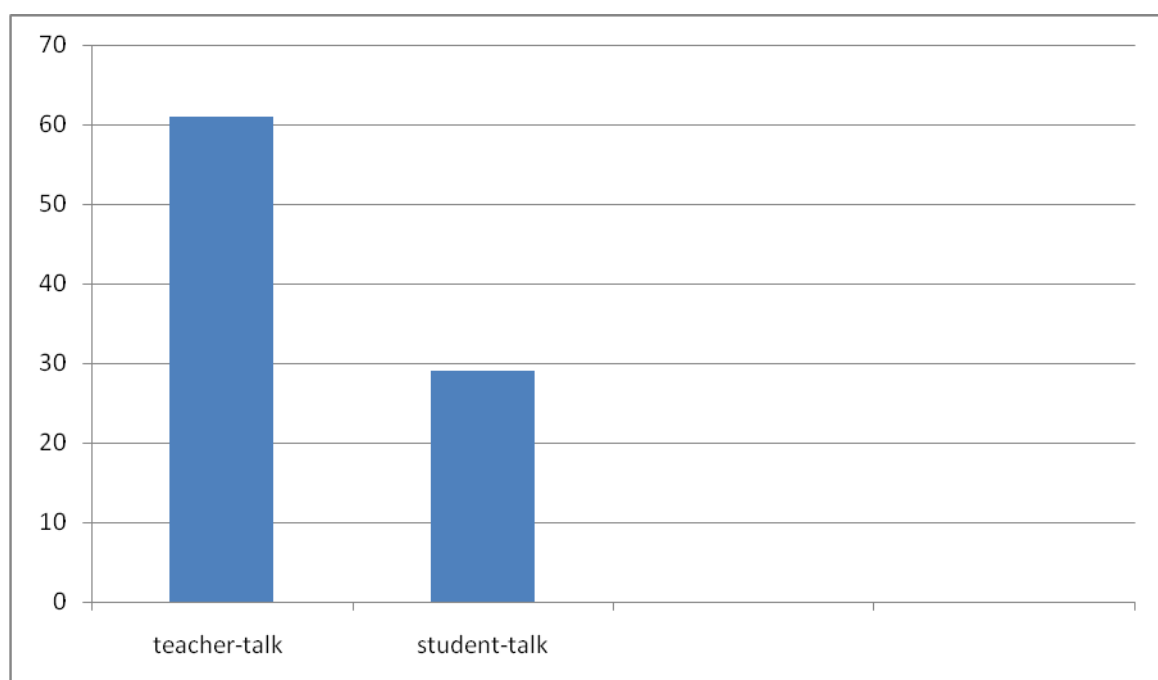
Matrix (1) analysis of 10 minutes of a traditional reading lesson of the control group in Al Qawasmi Shcool :

		Second Event														
First Event		1	2	3	4	5	6	7	8	8a	9	9a	9b	10	10a	Total
	1															0
	2			1	2	1										4
	3		1		3	4	1		1		1					11
	4					1			12					10		23
	5				13		2		3		2					20
	6					2			1					1		4
	7															0
	8		3	10	3	8	1		1							26
	8a															0
	9				2	1										3
	9a															0
	9b															0
	10					3			8							11
	10a															0
	Total	0	4	11	23	20	4	0	26	0	3	0	0	11	0	102

The matrix above indicates that the frequencies of the teacher-talk in the traditional class are 61 out of 102 and that the percentage is 60% out of the whole recording,

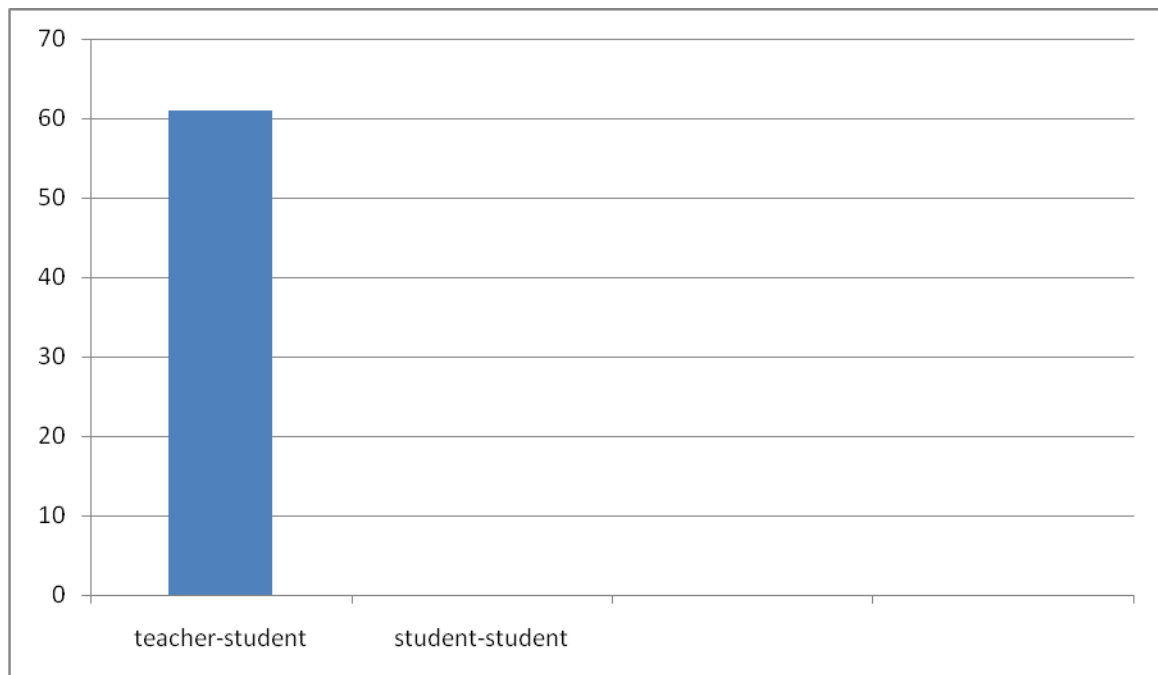
whereas the frequencies of the student-talk are only 29 and the percentage is 28%. Such results indicate that the student-talk is less than the teacher- talk in the traditional reading class and that the teacher, who is dominant most of the time, represents the main source of information.

Figure (4.1) The distribution of the teacher-talk in comparison to student-talk in a traditional English reading class.



The analysis also shows that student-student interaction was absent all the time since 26 of the students frequencies referred to item 8 (a student makes a predictable response to teacher), 23 of the teachers frequencies refer to item 4 (teacher asking questions about content), and 20 of the teachers frequencies refer to item 5 (lecturing); besides, item 8a (student responds to another student) and 9a (student asks question to another student) has 0 frequencies. Therefore, in the traditional reading class teacher-student atmosphere is dominant all the time.

Figure(4.2) The distribution of the teacher-student interaction in comparison to student-student interaction in a traditional English reading class.



The researcher also uses Flanders modified model of classroom interaction to obtain a complete descriptive picture of what behaviors are used during 10 minutes of reading comprehension cooperative lesson.

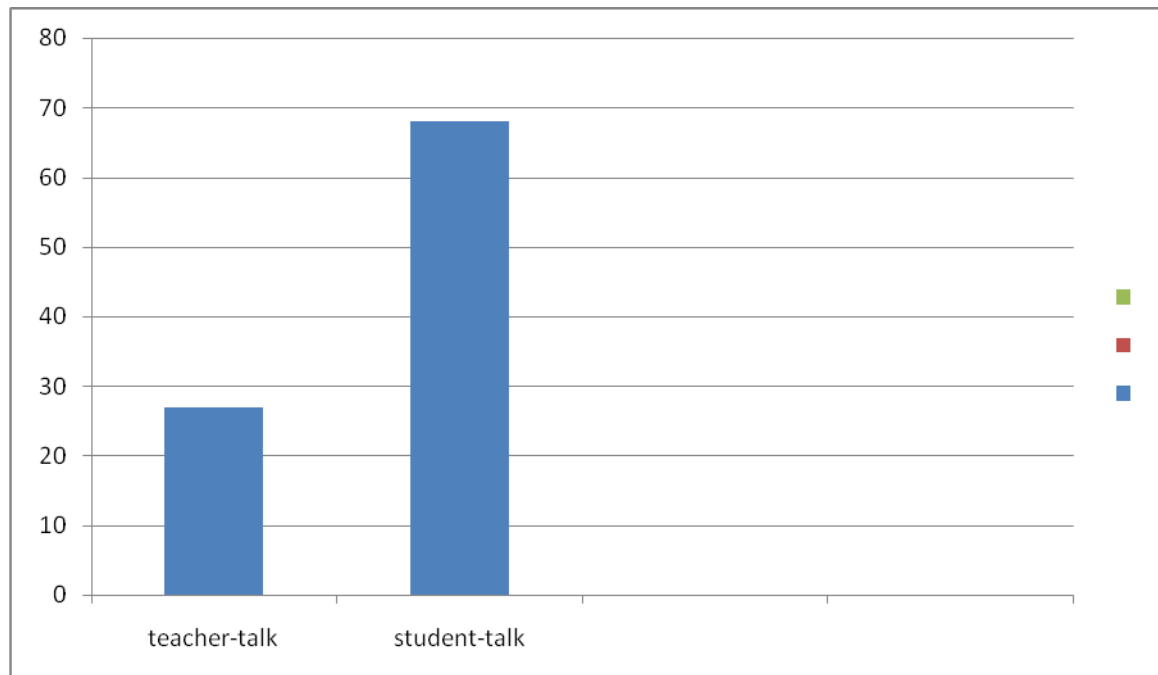
Matrix (2) analysis of 10 minutes of a cooperative learning reading lesson of the experimental group at Al Qawasmi school:

		Second Event															
First Event		1	2	3	4	5	6	7	8	8a	9	9a	9b	10	10a	Total	
	1																
	2						1					1	2	1		5	
	3		1		3	1	3									8	
	4						1		3	1			1			6	
	5								1							1	
	6								5	1					1	7	
	7															0	
	8			1	2	2								5			10
	8a			2	1						5		4	3		10	25
	9																0
	9a										9		1			6	16
	9b			1	5	1		1			3		3	2		1	17
	10												1				1
	10a							1		1	6		6	4			18
	Total			5	8	6	1	7	0	10	25	0	16	17	1	18	114

The matrix above indicates that the frequencies of the teacher-talk in the traditional class are 27 out of 114 which was 23% out of the whole recording of the classroom interaction, whereas the frequencies of the student-talk are 68 and the percentage was 60%. To clarify, out of the student-talk, item 8a (student responds to another student) has the highest score (25) frequency which is 22% of the whole classroom interaction, item 9a (student explains to another student) has the next highest score (17) frequency which is 15% of the interaction, item 9a (student asks another student) has also a high score (16) which is 14% and item 8 (student makes a predictable response to the teacher) has the lowest score (10) which was 8% of the whole classroom interaction. Thus, even though Item 10a (silence in the interaction during which students record notes or use their own

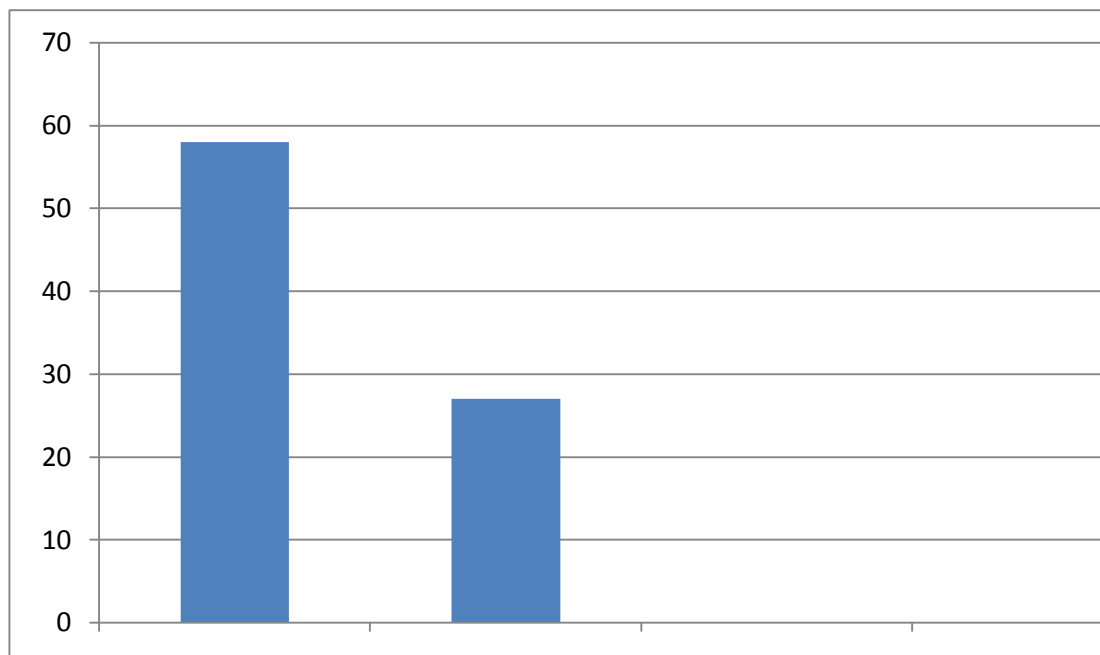
resources such as their textbooks or dictionaries) is not included when the researcher measures the percentage of the student-talk and teacher-talk, the researcher notices that during these periods of silence, which scores 18 frequencies, students play an active role and are deeply involved in the process of learning. Concerning the teacher-talk, results indicate that item 3 (accepts or uses ideas of students) has the highest score (8) which is 7% out of the whole classroom interaction, Item 6 (giving directions) has 7 frequencies which occupies 6% of the interaction, item 4 (asks questions) has 6 frequencies which occupies 5% of the interaction, item 5 (praises or encouragement) has 5 frequencies which occupies 4%, and finally item 5 (lecturing) has only 1 frequency 0.09% of the interaction. Hence, the previous results indicate that teacher-talk is less than student-talk in the cooperative learning reading class and that the teacher plays the role of director and facilitator rather than being a lecturer who represents the main source information in the classroom. The following chart shows the distribution of the teacher-talk in comparison to student-talk:

Figure(4.3) The distribution of the teacher-talk in comparison to student-talk in a cooperative English reading class.



The analysis of matrix (2) also shows that student-student interaction has 58 frequencies which is 51% out of the whole classroom interaction, whereas teacher-student interaction has 27 frequencies which occupied 23% of the interaction. To clarify, out of the student-talk, item 8a (student respond to another student) has (25) frequency which is 22% of the whole classroom interaction, item 9a (student explains to another student) has (17) frequency which is 15% of the interaction, item 9a (student asks another student) has also a high score (16) which is 14%. These results indicate that student –student interaction is significantly more than teacher- student interaction in a cooperative reading classroom.

Figure(4.4) The distribution of the teacher-student interaction in comparison to student-student interaction in a cooperative English reading class.



4.7 Conclusion

It can be concluded from the previous analysis that there was a significant impact of using CL in reading classes on students' reading comprehension, motivation towards learning English and classroom interaction. However, there were no significant differences between males and females since they both equally profited from CL. It was also indicated that there were significant differences in terms of the influence of CL on high, mid and low achievers' reading comprehension and motivation towards learning English since high achievers seemed to have profited from CL more than mid and low achievers. In the next chapter, results of the present study will be explained and synthesized with previous studies.

Chapter Five

Discussion, Conclusion and Recommendations

5.1 Introduction

In this chapter the researcher attempts to discuss and highlight the results of her own research and to synthesize them with the previous research in the area of the effects of CL on reading comprehension, motivation towards learning English and classroom interaction. Discussion is presented in the same order of the research questions. At the end of the chapter, recommendations and suggestions for further research are provided.

The study aims at investigating the effects of cooperative learning on EFL students' reading comprehension achievement, motivation towards learning English and classroom interaction. To achieve this, the researcher has designed an achievement test to measure students' reading comprehension achievement before and after the experiment. She has also designed a questionnaire to measure students' motivation towards learning English before and after the experiment. At the end of the study, the researcher videotaped 10 minutes of a CL class and 10 minutes of a traditional class to show the percentage of the teacher-talk in comparison of the percentage of the student-talk in both classes as well as the percentage of the student–student interaction in comparison to the teacher-student interaction.

The results presented in chapter four indicate that the experimental group who received the treatment outperformed the students in the control group who studied English in the traditional way. The effects of CL enhanced the seventh grade reading comprehension, motivation towards learning English as a foreign language and the quality of interaction inside the classroom.

5.2 Discussion and synthesis

5.2.1 Discussion of Question One

Is there a significant impact in using cooperative learning activities in reading lessons on students' reading comprehension?

Results of the first question in this study indicate that there is a significant impact of using CL in reading comprehension classes on students' reading comprehension. The comparison of the experimental and the control groups on the basis of reading comprehension shows that there is a significant difference between the experimental and control group in the post test. However, it shows no significant difference between the two groups in the pre test since the mean for the experimental group is (42.94) for male and (38.81) for female which is approximately similar to the control group (mean 42.25) for males and (mean41.03) for female. Results also show that students' reading comprehension achievement for the experimental group after the influence of CL (mean=54.44) for males and (mean=59.13) for females is more than that for the control group (mean=43.59) for males (mean=42.53) for females.

One explanation for CL positive effects on reading achievement can be discussed in light of the equilibrium theory, the balance between what is known and what is currently being experienced, (Brain & Mukherji, 2005). To clarify, learners in the experimental group first use their existing schemes to make sense of the text then they share their schemes with their group mates who might amend their previous knowledge with the present one as they go through the process of accommodation and assimilation. Indeed, equilibration process could have occurred with those learners who work individually in the control group. However, students in the experimental group have more opportunities

to share in the academic dialogue and transmit their background knowledge to their peers which enhance the process of equilibrium.

A second explanation could be attributed to the positive interdependence and the individual accountability of CL which enhance the exploratory learning environment where students ask for help, share ideas and exchange views. The researcher observes that all members of each group keep working together to maximize their own and each other's learning. They keep working on their assignments until all group members successfully understand and complete the task. Such a studying environment encourages all students to work hard to contribute to the success of their group.

A third explanation is the criteria of the group success which is based on the individual quizzes that are distributed at the end of every class. Group success depends on the improvement of the group mates just like the overall scale of the whole group; this urges every member of the group to work hard with the other group mates to improve themselves. For example, high achievers, bring all what they know to their group; on the other hand, mid and low achievers work very hard as well as the high achievers in order to contribute to their group success. Indeed, this sense of individual accountability doesn't happen in traditional groups and traditional learning.

A fourth explanation could be attributed to the group autonomy. In fact, the students in the experimental group are encouraged to look for resources rather than relying solely on the teacher. For example, when students want to ask for the meaning of new words they first ask each other and then look them up in their dictionaries instead of asking their teacher. Thus, the researcher as a teacher trusts peer interaction and gives the students the opportunity to do many of the things by themselves. This sense of group autonomy encourages the individual learners to become more independent and capable of being

lifelong learners' even when they work later outside their groups. They learn how to focus on information, look up new words in a dictionary and answer the questions which means that learners in CL are active learners who are learning on their own(Pritchard, 2009).

A further explanation could be based on Vygotsky sociocultural theory which views humans as culturally and historically situated, not as isolated individuals. The way that students help each other learn, rather than learning individually, enhances the process of scaffolding (Pritchard, 2009). Scaffolding in the present study is not provided to students by teachers, instead it is provided by more capable peers and even by students at or below students' current level. Thus, the researcher observes that in CL, students work in heterogeneous groups in which scaffolding takes place as students work collaboratively.

Another explanation of the good effects of CL on reading comprehension could be based on the quality of classroom interaction which is dominated by students most of the time; indeed, learners in CL receive comprehensible input from peers and they produce comprehensible output as well. According to Krashen (1985) second language acquisition could be enhanced by providing an input which is comprehensible. The researcher notices that while negotiating for meaning in CL groups, students use most of the time input that is comprehensible to all levels of the group mates. On the other hand, all group mates have the opportunities to produce "pushed output" (Swain, 1985) that helps them to elaborate and put their knowledge into words. Such processes of receiving comprehensible input and producing comprehensible output enhance better linguistic competence and thus better reading comprehension achievement.

One more important explanation is that the learning process could be enhanced as a result of explaining the material to someone else which is one of the most effective means of retaining the material. Different ideas from different group members also help the students in the experimental groups to promote better understanding of the material from many different perspectives.

The results of the present study are consistent with some previous studies which are conducted to compare CL with the traditional methods and prove that CL has better effects on students' reading comprehension compared to the traditional method (Stevens et al. (1987); Calderon et al. (1998); Stevens (2003); Alharbi (2008); Ghaith (2003); Alzara (2010); Hubing et al. (2010); Rahavard (2010) and Durken (2011).

5.2.2 Discussion of Question Two

Is there a significant impact of using cooperative learning activities in reading classes on students' motivation towards learning English?

Results of question two show motivational changes in the experimental group. As shown in the previous chapter, the experimental group gains significant improvements in their motivation towards learning English after the influence of CL. However, there are no significant differences identified in the control group.

The questionnaire is divided into three parts. The first part investigates the students' motivation towards learning English inside the classroom. Results show that there are significant differences between the students' motivation towards learning English inside the classroom before and after the influence of CL; students in the experimental group gain very high motivation towards learning English inside the classroom (appendix 7). This could be due to many different factors. First, the researcher notices that CL creates a

pleasant and a relaxing atmosphere which makes the English classroom more interesting (item1). To clarify, promoting equal opportunities of participation and giving every student the opportunity to read aloud within his or her own group increase the participants' confidence when reading aloud (item 2). Besides, promoting the learners group and self autonomy, encourage them to be the centre of the learning process and avoid depending on their teacher who turns to be a facilitator rather than a source of information; this helps students to do well in answering questions of the reading texts (item 3). Besides, self confidence and self autonomy increase their liking to improve their overall grades in the English class and thus to work hard to achieve their individual goals (item 5-6). Participants are no longer passive learners, they participate in building up their knowledge. English class is not any more a boring class where students find it difficult to understand the material presented by the teacher and thus have very little motivation to participate. In fact, lack of understanding the material in traditional classroom makes students avoid sharing in the class, and thus find the English class boring. However, after the influence of CL students enjoy working with others and learning through talking with peers who bring their own knowledge and experience to the group and – thus enrich their understanding of the material by receiving and producing the necessary information for understanding the material. Their comprehension of the material encourages them to share and be an active part in the English class and thus feel happy (8-9).

In addition to the students' comprehension of the presented material and their having equal opportunities for sharing in English classes, the individual accountability and the importance of the individuals' work in improving the groups' work play an essential role in motivating students to work hard inside the classroom (item 5). Above all, in the STAD context of the experimental classes, extrinsic rewards such as weekly

certificates are granted to students to motivate them to do good class work through which students try to earn points for their group.

The second part of the questionnaire is a scale related to measuring the students' motivation towards learning English outside the classroom. Results in chapter four indicate that there is a significant difference in favor of the experimental group who score high motivation (appendix 8). This is due to many different reasons. First, students express their willingness to have more English classes (item 10) as they enjoy the English class and feel happy to share: they do well in answering questions and promote better understanding of the material and better self confidence and self autonomy. They no longer feel bored when they do their homework as they could do the work themselves and challenge difficulties at home (15-13-11). Besides, the pleasant atmosphere of CL, the student centered classroom and the students' feeling that she or he is an active social person in the English class, increase their willingness to come to school because of the English class (item 14). Participants of the experimental group improve their grades and that is emphasized in their individual quizzes (appendix 9) distributed to them at the end of every CL reading class. To clarify, students who used to have very low or mid achievement improve their grade and thus become glad and more motivated to learn English. Similarly, high achievers become very proud of themselves as they help their group mates to have better scores and they themselves challenge working on the texts without the help of the teacher. All of the previous reasons change their feeling of sadness whenever they think of having English in the next period. By contrast, the students feel happy as soon as they have their English class (item 17). Finally, since the CL class is full of cooperative activities where every individual in the classroom is entitled to share and have an active part, and since they enjoy all these activities, they are no longer eager to throw away their English books as soon as their English class is over

(item 18). In reality, the researcher observes that even when CL class lasts for 60 minutes students seem to be motivated and do not lose interest till the end.

Concerning the last part of the questionnaire which is a scale related to measuring the students' motivation towards learning English in everyday life, results in chapter four indicate that there is a significant difference in favor of the experimental group who scores high motivation (appendix10). This significant difference could be due to the influence of the students' motivation to learn English inside the classroom; to explain, the researcher demonstrates in the first part of the questionnaire that students stop feeling bored inside the English classroom. They are no longer frustrated because they couldn't understand the material and they are eager to work harder and harder to improve their group's performance inside the classroom. Their motivation to improve their group's performance inside the classroom extends to be an intrinsic motivation to improve their performance outside the classroom and in everyday life. Besides, students' self-confidence and self autonomy that they experience in CL encourage them to have more challenges by reading newspapers and stories, listening to English songs, news and watching English films as well as children programs (item, 22,24, 25). Even though participants' motivation to listen to news, watch English films and enjoy English songs has increased, they still have a problem in understanding the material presented in children programs (item 27); however, the self confidence and autonomy gained from CL, provided them with a strong feeling of challenge that they can try and thus may succeed in understanding any type of English material presented in their everyday life. To sum up, CL strengthens both the intrinsic and extrinsic motivation of students.

The findings of the second question in the present study are consistent with many previous studies which found that CL increased the students' motivation to learn English

and enhanced their attitudes towards learning English (McCurdy, 1999; Tedesco, 1999; Liang, 2002; Badawi, 2005; Kassim, 2006; Alharbi, 2008; Ching, 2008; Chen, 2004; Hancock, 2004; Liao, 2005; Wang, 2006; Gomleksiz (2007).

5.2.3. Discussion of Question Three

Are there significant differences between males and females in terms of the influence of CL on reading comprehension achievement and motivation towards learning English?

Findings of question three in chapter four indicate that there are no significant differences between males and females of the experimental groups in the reading comprehension post test. Reading comprehension achievement in the post test for male students (mean = 54.44) is close to female students (mean = 59. 13). These findings indicate that males and females in the experimental group equally profit from cooperative learning in terms of their reading comprehension.

The equality between males and females in terms of the influence of CL on reading comprehension could be due to many different reasons. First, it could be due to the researcher's attempt to monitor creating exactly the same educational context in the two schools. To clarify, the researcher has created similar educational environments for both girls and boys; for example, in the first week pre- phase stage, students have been trained on how to work with their group mates by imposing some rules of how to manage interaction, distribute roles, manage conflicts, lead the process of learning and develop social skills that could create good peer relations (these rules are mentioned in chapter three). Fostering such a student centered educational context is very important since the culture of such an environment is unfamiliar for both girls and boys who used to learn in

a teacher – centered classroom where the teacher manages all the previous issues such as managing conflicts and all issues in the classroom. Besides, the researcher herself applied CL in both schools before and during the experiment to ensure the application of all principles of CL that make the work successful.

Findings of question three also indicate no significant differences between males and females of the experimental group after the influence of CL in terms of their motivation to learn English. They equally profit from CL. The total motivation towards learning English of male students (mean = 4.02) is approximately the same level as that for female students (mean = 4.15) which indicates high motivation for both males and females. These positive results are also due to the researcher's attempt to monitor creating the same democratic atmosphere in both schools which increases self esteem in a context where all participants participate, have good peer relationships and have equal opportunities to express ideas and negotiate. They also have the chance to initiate and work independently without the help of the teacher.

None of the previous studies that the researcher surveyed are consistent with this finding.

5.2.4. Discussion of question four:

Are there significant differences between low, mid and high achievers in terms of the influence of CL on reading comprehension achievement and motivation towards learning English?

Findings in chapter four show that there are significant differences between high, mid and low achievers in terms of their reading comprehension. Even though all levels of participants (high, mid, low) increased their reading achievements, high achievers seem to

have profited the most since they score the highest mean = 73.59 compared to the mid and low participants of the experimental group who scored 58.36 for mid and 43.96 for low achievers. The researcher believes that these results could be due to the fact that the high achievers in the experimental group spend a lot of time working with low achievers in their groups as they explain the material and advocate themselves to the learning of their group mates in all levels to guarantee high scores for their groups. Thus, high achievers benefit the most and their retention of the material is more than that of the low and mid achievers.

Results also indicate that all participants have high level of motivation after the experiment. High achievers' mean is (4.39), mid achievers mean is (4.14) and the low achievers mean is (3.83) which all indicate high levels of motivation. However, results show that the mean difference between high and low achievers in the total motivation is (0.56) which is more than the difference between high and mid achievers (.24). This indicates that both high and mid achievers are influenced by CL more than the low achievers in terms of their motivation towards learning English.

To clarify, CL context benefits the high achievers the most since they feel happy, proud and relaxed as they help group mates. Besides, the researcher believes that high achievers self autonomy encourages them to explore language learning beyond the limitations of their text books. They are encouraged to read newspapers and listen to some broadcasting and children programs. They are also given the opportunities to explain their ideas to their team mates which give them self esteem. They seem to be happy and to enjoy the English class because they are able to progress at their own pace and to contribute to others' learning in such a supportive learning context. Likewise, low and mid achievers show high motivation, as the CL encourages them to be active learners

in the classroom, they are no longer ignored, on the contrary, they have equal opportunities to participate and express their ideas to their peers without being shy.

Findings of some previous studies are consistent with the findings of question four (Khan, 2011; Gaith et al, 2003; Chen, 2004; Hancock, 2004). Results of the previous studies reveal that there are significant differences between high and low achievers across the variable of attitudes or achievement. Hancock (2004) states that students with high peer orientation are significantly more motivated to learn than are students with low peer orientation. Chen (2004) also finds significant differences among high intermediate and low students' motivation and attitudes towards CL on peer evaluation in favor of the experimental group. Gaith et al. (2003) also reveals significant differences between high and low achievers across the variable of reading attitudes and achievements.

5.2.5 Discussion of Question five

Are there significant differences between using cooperative learning compared to traditional teaching in reading classes in terms of classroom interaction?

Results of the classroom interaction in chapter four show that there is a significant effect of CL on student – student interaction and student- talk in reading comprehension classes. A high percentage of student talk (60%) and a low percentage of teacher talk (23%) are indicated in the experimental group of the present study. In contrast, a very high percentage of teacher talk (60%) and a low percentage of student talk (28%) are revealed in the control group. Furthermore, results show very high percentage of student – student interaction (51%) and low percentage of teacher – student interaction (23%) in the experimental group, whereas very low percentage of student – student interaction (0) and very high percentage of teacher – student interaction (60) are revealed in the control group of the study. These results support the main principles of the

communicative language teaching (CLT) which is the main base of the Palestinian Curriculum. To explain, CLT focuses on the meaning rather than the form, it also encourages student – student interaction and gives more opportunities for negotiation of meaning which could promote more comprehensible input and output (Kagan, 1985). Furthermore, it views learners as the center of the learning process and the teacher as a facilitator, and thus encourages student – student interaction.

Similarly, students of the experimental group in the present study are the center of the learning process. They are dominant most of the time; in many instances, they initiate negotiations with their peers when learning within their groups more than they do when learning in a whole class. CL context is an ideal environment for better second language acquisition, particularly in enhancing reading comprehension since learners feel relaxed, less threatened and more comfortable when interacting with peers, than when interacting with the teacher.

It must be taken into consideration that the videotaping focuses only on one group which is only a sample instance. To clarify, one student per group is speaking when group activities are used; thus, in a class of 32 like the researcher's class which is divided into 8 groups of four, 8 students are speaking simultaneously; none of the group mates impedes the participation of the other, because they are offered many activities to promote equal participation such as: reading the text, looking up new words in a dictionary and answering questions of the worksheets which are all designed for groups of four. For example, the worksheets consisted of 4 questions, one for each group mate to read, to discuss with the group and to write down the answer on the worksheet. Similarly, the texts are also divided into 4 parts with one part for each student to read, look up its new words in the dictionary and finally explain and discuss with group mates. Such a pattern

of interaction helps every member of the class to be an active participant of the learning process and thus to promote better linguistic development, elaborate knowledge and thus be more motivated to learn the language. These positive effects of classroom interaction can be also explained in light of the positive interdependence principle of CL which encourages students to depend on each other, help each other and struggle for their common goal "all for one and one for all". This strong feeling of positive interdependence creates in every member of class a willingness to share and not to avoid any chance of participation to achieve the common goal of the group.

The results of the present study are consistent with previous studies that were conducted in the area of the effects of CL on classroom interaction. Widman et al. (1987) investigated the impact of various CL methods on the interaction of students and finds that students who have CL social orientation outperform those who rely on the competitive and individualistic orientation. Wantanabe et al. (2007) showed significant relationship between collaborative patterns of interaction and students achievement as they prove that when learners are engaged in collaborative patterns of interaction, they are likely to achieve higher posttest scores. Besides, Kim et al. (2008) indicated the significance of collaborating with interlocutors from different proficiency levels as they found that learners show different pairs of dynamics and more lexical and grammatical range language when cooperating with interlocutors from different proficiency levels. Finally, Thuy (2010) showed increased amount of students' participation when receiving CL activities and better quality of participation which emphasizes student – student interaction.

5.3 Recommendations

The findings of the present study indicate that CL could be a feasible alternative to the dominant teacher – centered teaching of the traditional and grammar translation method since the participants who are influenced by CL gain better academic achievement and become more motivated to learn English than those in the control group. Yet, the researcher would like to suggest the following recommendations for teachers, the Ministry of Education and future researchers.

First, the researcher recommends that teachers should take the following points into consideration when implementing CL:

1. Before implementing CL inside the classroom teachers should give enough time to prepare for a suitable CL atmosphere or context. First, students should be carefully divided into heterogeneous groups where self regulations of what they should do and what they shouldn't do are imposed. They should also train students how to distribute roles and keep changing them during the work. Furthermore, teachers should provide students with the necessary language skills that enable them to ask for help, agree, disagree, encourage or give thank notes for each others.
2. Teachers should change their dominant and teacher fronted role in the classroom to be only facilitators. They shouldn't be the only source of information any more; instead, they should only direct students, check how much effort each member is contributing to the groups' work and provide feedback to groups and individuals by checking the worksheets of each group and correcting the individual quizzes.
3. Teachers should be careful to be fair in the process of evaluation which should depend on the STDA scoring system of the improvement points described in chapter three.

4. Teachers should carefully prepare worksheets that focus on the main objectives of the material and summarize what is being presented in the reading texts.
5. Teachers should use CL in teaching all skills.

Secondly, since CL is a feasible and practical teaching method that puts the communicative approach into action, the researcher recommends that the Ministry of Education is recommended to:

1. Organize for intensive training courses that direct teachers on how to implement CL and emphasize the benefits of doing so to change the educational culture in all subjects as a whole so that CL becomes a model for all students in all subjects in some units of their textbooks.
2. Provide more time for English classes. To clarify, seventh graders have four classes each week and they are assumed to finish nearly one unit a week with a total of four lessons each unit. The CL activities are not easy to cover in the allotted time. Thus, it is recommended to expand the time allotted for English reading classes. Besides, since the basis of cooperative learning is learning by cooperation, allowing time for the teachers to go through the process successfully to give every individual the chance to take part in the actual learning process, is also important.
3. Design activities and tasks that encourage the students' autonomy in learning and give them the chance to take more learning responsibilities. In other words, in such activities teachers should teach less and students should learn more .

Finally, In light of the present study findings and limitations, it is recommended that future research should focus on the following issues:

1. This study was conducted only for 10 weeks in an environment where students received 2 classes of reading comprehension ($2 \times 10 = 20$) sessions; thus, it may be more efficient to students to experience CL for a more extended period. Future research could expand the amount of time students are exposed to CL for a full year, to allow for the positive effects to become higher on all levels of students equally.
3. Future research could be conducted to examine the effects of CL on other subjects, and other skills of the languages.
4. In the present study, the researcher used STAD activity, so other cooperative activities are recommended to be used in further studies.

The present study suggests that CL has positive effects on students' achievement, motivation towards learning English and the quality of classroom interaction in Al Qawasmi School for Girls and Al – Ja'bari School for Boys in Hebron. Thus, this could be enhanced if the previous recommendations have been taken into consideration.

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Appendices

Appendix 1

English Reading Test

Name:.....

Gender: Male\Female.....

Age:.....

Grade in English in sixth grade:.....

Dear student:

This test consists of two reading passages. Each passage is followed by some questions. Please answer these questions.

Passage one

Read the following text carefully, and then answer the questions below:

Many civilizations (from those of the Canaanites to the more recent Ottoman Empire) have contributed to Palestinian culture. It is no surprise, therefore, that there is a wide choice of arts and crafts for visitors to enjoy. The markets and small craft shops offer many different gifts for tourists to take home with them.

The carving of Olive –wood has a history of over 1500 years in Bethlehem. There are now more than 1000 different gifts sold in the town. Many are traditional carvings showing life in Palestine.

In Gaza, one famous traditional craft is the making of furniture from wicker. You can see this everywhere. It is both beautiful to look at and to use.

In Jerusalem, you can visit factories to watch artists painting beautiful patterns on plates, bowls and vases. In Hebron, famous glass – blowing factories produce lovely blue vases and jugs.

The special olive oil soap from Nablus makes an excellent gift for friends. It is good for skin!

Q1. Are the sentences true (✓) or false (✗):

- () 1. Palestinian culture has had contributions from more than one civilization.
- () 2. Tourists in Palestine can choose from a variety of gifts.
- () 3. There are 1500 different kinds of wooden gifts for sale in Palestine.
- () 4. Olive – wood carving is very old in Bethlehem.
- () 5- Olive oil soap is famous in Bethlehem.
- () 6- You can see wicker furniture everywhere in Gaza and Nablus.
- () 7. Wicker furniture is only beautiful to look at.
- () 8- Glass- blowing jugs are famous in Hebron.
- () 9. Olive oil soap is wonderful for our skin.

Q.2 Choose the correct answer:

1. Palestine is famous for its

- a. glass blowing factories.
- b. olive oil soap.

c. traditional carving.

d. a + b + c

2. You can visit factories of pottery glass in

a. Jerusalem.

b. Gaza.

c. Hebron.

d. Jerusalem and Hebron.

3. Olive wood carving began in Bethlehem

a. 1000 years ago.

b. 1500 years ago.

c. 2500 years ago.

d. recently.

4. In pottery and glass factories in Jerusalem, you can watch:

a. artists paint plates, bowls and vases.

b. beautiful plates.

c. wicker furniture.

d. olive oil soup.

5. There are now more than 1000 different gifts sold in.....

a. Jerusalem and Bethlehem.

b. Bethlehem.

c. Gaza.

d. Nablus.

Q3. Complete the following:

1. Many civilizations contributed to the Palestinian culture such as:

a.

b.

2. Palestine is famous for a variety of arts and crafts:

1. olive oil carving in

2. Pottery and glass in

3. in Gaza.

4. in Nablus.

Passage Two

Read the following text then answer the questions.



Long long ago there lived a fox who loved to eat. He lived close to a vineyard and he used to stare at the lovely grapes that hung there.

"How juicy they look. Oh I am sure these are stuff that melts in the mouth when you have them. If only I could reach them".

One sunny day, the fox woke up and saw the grapes glistening by the sunlight. The vineyard looked heavenly and the grapes looked so luscious that the famished fox could no longer control itself. He jumped to reach them but fell down.

He jumped again. No, they were much higher.

He jumped even more. But they were still out of reach.

He jumped and stretched and hopped but to no avail. Those yummy grapes hung higher than the fox could reach. No matter how hard he tried, the fox could not reach the grapes. He panted and began to sweat out of exhaustion.

Giving up finally, he looked up in contempt and said as he walked away, "Those grapes surely must be sour. I wouldn't eat them even if they were served to me on a golden dish."

Q 1 -Say whether the following statements are (✓) or (✗):

- () 1-The story is about a fox who doesn't like food.
- () 2- The grapes in the vineyards were wonderful.
- () 3- At the beginning, the fox thought that the grapes were awful.
- () 4-The fox tried very hard to reach the grapes.
- () 5- The grapes were easy to reach.
- () 6-As he jumped again and again, the fox reached the grapes.
- () 7- The fox was very tired as he jumped again and again.
- () 8- The fox gave up, stopped jumping and walked away at the end.
- () 9-The fox hated the grape at the end of the story.
- () 10-The grapes were served to the fox on a golden dish.

Q 2-Choose the correct answer:-

1-The grapes are:

- a- very high to reach.
- b- very low to reach.
- c- easy to reach.

2-The grapes look:

- a- juicy.

b- awful.

c- sour.

3-The main topic of the story is:-

a- It is usual to like what you cannot have.

b- It is easy to hate what you cannot have.

c- If you like something, you can have it.

4- The fox was very ----- at the end.

a- sad.

b- afraid.

c- happy.

5-The best title of the story is :

a- the Fox and the Grapes.

b- the clever fox.

c- the grapes.

Q-3 Put the following sentences in order

() He was tired.

() He saw the grapes glistening in the sunlight.

() The fox wake up in a sunny day.

() He jumped and hopped again and again to reach the grapes but to no avail.

() He walked away leaving the vineyards.

() He looked in at the grapes in contempt.

Appendix 2

Numbers	Names	Qualifications	Place of work
1-	Dr.Raghad Dwaik	Ph.D	Hebron University
2-	Dr .Salah Shroof	Ph.D	Hebron University
3-	Hanna Tusheyh	Ph.D	Hebron University
4-	Khladoon Zughayer	MA	Polytechnic University
5-	Hassan Karabliyya	MA	Ministry of Education
6-	Nasser Alsa'id	Teacher	Al- Ja'bari School
7-	Sahar Al'wawi	Teacher	Al Qawasmi school
8-	Sawsan Alza'tari	Teacher	Al Qawasmi school
9-	Hitlar Abuhammad	Teacher	Al- Ja'bari School

Appendix 3

استبانة لقياس أثر التعليم التعاوني على دافعية الطلاب نحو اللغة الإنجليزية

عزيزي الطالب/عزيزتي الطالب:

شكرا على الوقت الذي سوف تستثمره في تعبئة الاستبانة التالية حيث نود أن نؤكد لك أن المعلومات التي ستزودنا بها سوف تستخدم لأغراض البحث العالمي فقط.

القسم الأول: معلومات شخصية

ضع دائرة على الاجابة التي تنطبق

- | | | |
|--|------------|--------------------------|
| 1- الجنس: | (أ) ذكر | (ب) أنثى |
| 2- العمر: | (أ) 11 | (ب) 12 (ج) غير ذلك |
| 3- المعدل العام في اللغة الإنجليزية في الصف السادس : | (أ) 100-80 | (ب) 80-60 (ج) 60 فما دون |

تأثير التعليم التعاوني على دافعية الطلاب

	Item	Strongly disagree	disagree	eutral	Agree	strongly agree
Inside the English classroom						
1-	I enjoy the English class. استمتع بحصة اللغة الانجليزية					
2-	I feel confident to read aloud new texts and short paragraphs in the English class. أشعر بالثقة عندما أقرأ النصوص وال فقرات القصيرة قراءة جهرية في حصة اللغة الانجليزية					
3-	I can do well in answering questions about reading texts in the English class. استطيع ان اجيب عن اسئلة نصوص القراءة جيدا في حصة اللغة الانجليزية					
4-	It is difficult for me to understand the material presented by the teacher in the English classroom. من الصعب ان افهم المادة التي يشرحها المعلم في حصة اللغة الانجليزية					
5-	It is very important for me to improve my overall grade in the English.					

	class. مهم جدا ان احسن علاماتي في مادة اللغة الانجليزية					
6-	It is important for me to work hard inside the English classroom. مهم جدا لدي ان اعمل بجد في حصة اللغة الانجليزية					
7-	The English class is very boring. حصة اللغة الانجليزية مملة جدا					
8-	I feel happy to share in the English class. اشعر بالسعادة عندما اشارك في حصة اللغة الانجليزية					
9-	I can't understand what I read in the English classroom. لا استطيع ان افهم ما اقرأ في حصة اللغة الانجليزية					
Outside English the classroom						
10-	I feel glad if I have more English classes. سوف اشعر بالسعادة لو تم زيادة حصص اللغة الانجليزية					
11-	I feel bored when I do my homework. اشعر بالملل عندما اقوم بعمل					

	واجباتي البيتية المتعلقة بمادة اللغة الانجليزية					
12-	I enjoy studying English. استمتع عندما ادرس اللغة الانجليزية					
13-	I enjoy doing my English homework at home. استمتع عند القيام بواجباتي البيتية المتعلقة بمادة اللغة الانجليزية					
14-	I like to go to school because of the English class. ارغب الذهاب للمدرسة بسبب وجود حصة اللغة الانجليزية					
15-	It is difficult to do my English homework. من الصعب القيام بواجباتي البيتية المتعلقة باللغة الانجليزية					
16	I study English because I like it , not for the sake of passing exams. ادرس اللغة الانجليزية لانني احبها وليس فقط من اجل الامتحانات					
17	I feel very sad whenever I think of having English in the next period. اشعر بالكآبة عندما يحين وقت حصة اللغة الانجليزية					
18	I really wait to throw away my English books					

	as soon as my English class is over. انتظر بفارغ الصبر وضع كتب اللغة الانجليزية جانبا حال انتهاء هذه الحصة					
19	I don't know why we have to study English. لا ادري لماذا ادرس مادة اللغة الانجليزية					
Everyday life						
20	I feel happy and comfortable in including English in my everyday life . اشعر بالسعادة والراحة عندما استخدم اللغة الانجليزية في حياتي اليومية					
21	I enjoy listening to English news. استمتع عندما استمع الى الاخبار باللغة الانجليزية					
22	I enjoy reading English newspapers or books. استمتع عند قراءة كتب و جرائد باللغة الانجليزية					
23-	English is not important in my life. اللغة الانجليزية ليست مهمة في حياتي					

24	<p>I enjoy listening to children English songs.</p> <p>استمتع عندما استمع الى اغاني الاطفال باللغة الانجليزية</p>					
25	<p>I enjoy watching children English programs.</p> <p>استمتع بمشاهدة برامج الاطفال باللغة الانجليزية</p>					
26	<p>I feel bored when watching English films.</p> <p>اشعر بالملل عندما اشاهد افلام اللغة الانجليزية</p>					
27	<p>I find it difficult to understand children English programs.</p> <p>من الصعب لدي ان افهم برامج الاطفال باللغة الانجليزية</p>					

Appendix 4

Flanders Interaction Analysis model

Teacher-Talk	Indirect influence	<ul style="list-style-type: none"> 1- Accepts feeling: accepts and clarifies the feeling tone of the students in a non-threatening manner. Feelings may be positive or negative. Predicting or recalling feelings are included. 2- Praises or encourages: praises or encourages student action or behavior. jokes that release tension , not at the expense of another individual , nodding head or saying , “ um hm ? “ or “go on “ are included. 3- Accepts or uses ideas of students: clarifying, building, or developing ideas suggested by a student. as teacher brings more of his own ideas into play , shift to category five . 4- Asks questions: asking a question about content or procedure with the intent that a student answers.
	Direct influence	<ul style="list-style-type: none"> 5- Lecturing: giving facts or opinions about content or procedure: expressing his own ideas, asking rhetorical questions. 6- Giving directions: directions, commands, or orders to which a student is expected to comply. 7- Criticizing or justifying authority: statements intended to change student behavior from non-acceptable to acceptable pattern ; bawling someone out ; stating why the teacher is doing what he is doing ; extreme self – reference .
Student- Talk		<ul style="list-style-type: none"> 8- Student talk –response: a student makes a predictable response to teach. Teacher initiates the contact or solicits student statement and sets limits to what the student say. 9- Student talk-initiation: talk by students which they initiate .unpredictable statement in response to teacher .shift from 8 to 9 as student introduces own ideas.
		<ul style="list-style-type: none"> 10- Silence or confusion: pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.

Appendix 5

Flanders Interaction Modified Model

Teacher-Talk	Indirect influence	<p>1- Accepts feeling: accepts and clarifies the feeling tone of the students in a non-threatening manner. Feelings may be positive or negative. Predicting or recalling feelings are included .</p> <p>2- Praises or encourages: praises or encourages student action or behavior. jokes that release tension , not at the expense of another individual , nodding head or saying , “ um hm ? “ or “go on “ are included.</p> <p>3- Accepts or uses ideas of students: clarifying, building, or developing ideas suggested by a student. as teacher brings more of his own ideas into play , shift to category five .</p> <p>4- Asks questions: asking a question about content or procedure with the intent that a student answer.</p>
	Direct influence	<p>5- Lecturing: giving facts or opinions about content or procedure: expressing his own ideas, asking rhetorical questions.</p> <p>6- Giving directions: directions, commands, or orders to which a student is expected to comply.</p> <p>7- Criticizing or justifying authority: statements intended to change student behavior from non-acceptable to acceptable pattern ; bawling someone out ; stating why the teacher is doing what he is doing ; extreme self – reference .</p>
Student- Talk		<p>8- Student talk –response: a student makes a predictable response to teach. Teacher initiates the contact or solicits student statement and sets limits to what the student say. 8a. Student makes a response to another student. The response could be answering a question, agreement or disagreement or correcting a mistake.</p> <p>9- Student talk-initiation: talk by students which they initiate .unpredictable statement in response to teacher .shift from 8 to 9 as student introduces own ideas.</p> <p>9a. Student initiates to ask another student a question.</p> <p>9b-Student reads and explains to other students.</p>
		<p>10- Silence or confusion: pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.</p> <p>10a Silence in the interaction during which students record notes or use their own resources such as dictionaries or their own textbooks to search for answers.</p>

Appendix 6

Worksheet (1) for “Birds of Palestine”

Part one

1. Read the text then complete the sentences:

a. Palestine has many different environments:

1-----

2-----

3-----

4-----

b. Palestine has many different climates:

1-----

2-----

c- There are ----- different species of animals in Palestine.

d- In Europe there are ----- species of animals.

Part two

a. Are the following statements true (T) or false (F)

() a- Bird watchers have seen 90 different types of birds in Ramallah

() b- In Talita Kumi in Beit Jala there are variety of different kinds of birds.

() c- There are 500 different species of birds in Palestine.

() d- The different environments in Palestine is the main reason for variety of birds.

b. Complete the sentences:

1- Huge vultures and eagles live in the ----- around ----- and-----

2- Palestine is between -----,-----,-----

3- Variety of environment caused -----,-----

Individual quiz one

1- Are the following statements true (T) or false (F)

a- Palestine has a wide variety of environments. ()

b- Palestine has more species of animals than Europe. ()

c- Eagles are big birds.()

d- Palestine is a part of three continents. ()

e- Bird watchers have seen 70 different types of birds in Ramallah. ()

2- Complete the sentences:

a- There are ----- different species of birds live in Palestine.

b- You can see song birds in-----

c- Palestine is between -----,-----,-----

Worksheet (2) “The Amazing Ostrich”

Part one

1- Complete the sentences:

a- The ostrich is ----- meters high.

b- The male’s feather is ----- while the female’s feather is-----

c- The ostrich lives in-----

2- Are the following statements true (T) or false (F)

a- The Syrian ostrich once lived in Iraq. ()

b- The ostrich has short legs. ()

c- The ostrich lives in many parts of Africa.()

d- The ostrich has five toes on each leg. ()

Part Two

1- Are the following statements true (T) or false (F)

a- The ostrich is a very fast bird. ()

b- The ostrich can fly. ()

c- The ostrich can run sixteen kph. ()

d- The ostrich's bite is dangerous. ()

2- How long can an ostrich live?

3- How many eggs can an ostrich produce?

4- How many kilograms does the egg of an ostrich weigh?

5- Why do farmers keep and raise ostriches?

Individual quiz two

1- Are the following statements true (T) or false (F):

- a- The ostrich is an intelligent bird. ()
- b- The female ostrich is black. ()
- c- The ostrich can produce 40 -50 eggs a week.

2- Complete the sentences:

- a- The weight of the ostriches' egg is-----
- b- The ostrich lives in -----
- c- The ostriches' running speed is-----

Worksheet Three “ Othman The Honest”

Part One

1- Are the following statements true (T) or false (F):

- a- The king loved both his people and nature.()
- b- The king was happy when he looked after the flowers in his garden. ()
- c- He called all the girls of the kingdom in his palace. ()
- d- The king gave the children a plant. ()

2- Order the following sentences:

- () 1-He will decide who is the next king.
- () 2-He asked them to return after a year.
- () 3-He asked them to plant it in a pot.
- () 4-The king gave the children a seed.

Part two

3-Complete:

- a- Othman loved 1) 2).....3).....
- b- As Othman cared for the seed, he gave it : 1)..... 2).....
- c- He protected the seed from
- d- The seed didn't.....

2) Say whether the sentences are true (T) or false (F):-

- a- Othman cared very well for the plant. ()
- b- The seed grew. ()
- c- At the end of the year, Othman had a beautiful flower in the pot. ()
- d- All children had beautiful flowers in their pots. ()
- e- Othman was sad because he had an empty pot. ()

Part three:

1)- Say whether the sentences are true (T) or false (F):-

- a- The children laughed at the king. ()
- b- The king was happy with the children. ()
- c- The seed was a cooked one which doesn't grow. ()

- d- All the children were honest. ()
- e- Othman was the only honest boy in the kingdom. ()
- f- The king decided that Othman will be the next king. ()

Individual Quiz three

1- Say whether the sentences are true (T) or false (F):-

- a- Both the old king and Othman loved nature. ()
- b- Othman wasn't a good gardener. ()
- c- Othman went back to the place with an empty pot. ()
- d- All the other children grow beautiful flowers from the seed. ()
- e- The seed did not grow because it was uncooked.()

2- Order the following sentences:-

- () 1- The king decided Othman is the next king.
- () 2- The king gave all the children seeds to plant and return after a year.
- () 3- After a year the children came back to the place with their pots.
- () 4- The seed did not grow as it was a cooked one.
- () 5- Othman cared very well for the seed.
- () 6- Othman had an empty pot.

Worksheet four” a letter Home”

Part one

1- Say whether the sentences are true (T) or false (F):

a- Majed is enjoying his time in Palestine.

b- Majed is not eating well.

c- Majed is losing weight.

d- Aunt Alia is an excellent cook.

2- Complete:

a- Majed has been travelling around in Palestine with-----

b- He saw -----

c- Yesterday Majed and Uncle Hassan visited -----

d- In Jericho they saw-----

part two

1- Complete:

a- Last week Majed saw ----- near -----

b- Griffon vultures fly -----meters high.

c- The griffon vultures’ speed is ----- when they-----down.

2- Choose the correct answer :

1- Griffon vultures fly high when they:

- a- look for food b- eat c- kill animals

2- Griffon vultures eat:

- a- dead animals b- flowers c- photos

Individual Quiz four

1- Say whether the sentences are true (T) or false (F):

- a- Majed is having a happy time in Palestine. ()
- b- Majed enjoys aunt Alias' food. ()
- c- Majed saw vultures in the Dead Sea. ()
- d- Majed visited Ramallah last week. ()
- e- Majed has been travelling around in Palestine with Aunt Alia. ()

2- Complete the following sentences:

- a- Majed enjoyed 1----- 2-----in Palestine
- b- Griffon vultures fly -----meters high.
- c- The griffon vultures' speed is -----
- d- Griffon vultures fly high when they -----

Worksheet five” Ancient Civilizations”

Part one

1 Complete the following sentences:

a- In the past people lived where there were -----, -----

b- The Fertile Crescent reaches from ----- to -----

2- Say whether the sentences are true (T) or false (F):

a- The Fertile Crescent is a rich area. ()

b- People in the past lived in the Arabian Gulf. ()

c- In the past, people needed water and good soil for farming. ()

d- There were plenty of water and good soil near rivers. ()

Part two

1- Complete the following sentences:

a- The heart of the ancient Egyptian civilization was -----

b- The area between Euphrates and Tigris is called -----

c- Mesopotamia means -----

d- Mesopotamia is the heart of the ----- civilization.

Part three

1 - Complete the following sentences

1- Three signs of the Sumerian civilization were:

a----- b-----

2- The Sumerians invented:

a----- b-----

Individual quiz five

1-Say whether the sentences are true (T) or false (F):

- a- Many years ago, people lived where they could farm. ()
- b- The Fertile Crescent is the area around River Nile. ()
- c- The ancient Egyptians lived in Mesopotamia. ()
- d – The main Sumerian city was Uruq. ()
- e- The Sumerians only invented the wheel. ()

Worksheet six” A Nile Diary”

1- Say whether the sentences are true (T) or false (F):

- a- On the 25th of January Jamal was in Lake Victoria.
- b- The Nile is 6,670 km long .

- c- Jamal was very excited and happy.
- d- The White Nile is only a small river.
- e- Jamal started his journey in the White Nile.
- f- Lake Victoria is the largest lake in the world.
- j- Jamal started his journey walking on foot.
- h. Jamal crossed lake Victoria in a big boat.

Part Two

2-Complete the following sentences

- a- When the river crosses into Sudan it becomes ----- and -----
- b- Near the river they saw-----and-----
- c- The weather was very-----
- d-The White Nile meets with the Blue Nile in -----

2- Say whether the sentences are true (T) or false (F):

- a- The Blue Nile has less water than the White Nile. ()
- b- The Blue Nile starts in the mountains of Ethiopia. ()

Individual quiz six

1- Say whether the sentences are true (T) or false (F):

- a- The White Nile is a small stream. ()
- b- The White Nile meets with the Blue Nile in Khartoum. ()
- c- The White Nile meets with the Blue Nile in Sudan. ()
- d- Jamal crossed Lake Victoria in a canoe. ()

2- Put the following sentences in order

At the beginning of his journey in the Blue Nile, Jamal

- () 1- sailed in a big boat.
- () 2- walked on foot.
- () 3- used a canoe.

Worksheet seven” River Jordan”

Part one

1- Say whether the sentences are true (T) or false (F):

- a- River Jordan begins at Mount Hermon. ()
- b- The three streams Baniyas, Laden and Hasbani join together in Jabal Al- Sheikh. ()
- c- In River Jordan there is a plenty of water. ()

d- River Jordan is a clean river. ()

2-Complete the following sentences:

a- The River Jordan is -----km long.

b- The River Jordan ends in the -----

c- The River Jordan is the ----- in the word because it is -----

Part two

1-Complete the following sentences:

a- In Galilee, Salah –Eden -----

b- The River Jordan is a border between ----- and-----

c- ----- species of fish live in the river.

d- ----- species of fish live only in River Jordan.

2- Say whether the sentences are true (T) or false (F):

a- Twenty species of birds live in Palestine

b- The River Jordan is in the south of the Great Rift Valley.

c- The Great Rift Valley is a small area.

d- The Great Rift Valley is in the north of Africa.

Quiz seven

1-Complete the following sentences:

- a- The River Jordan begins in----- and ends in -----
- b- The River Jordan is ----- km long.
- c- ----- species of fish live in the river.
- d- ----- species of birds in the river, but do not live anywhere else

2- Say whether the sentences are true (T) or false (F):

- a- The River Jordan is a border between Palestine and Syria. ()
- b- The Jordan is 230 meters below sea level. ()
- c- The Great Rift Valley is very huge. ()

Worksheet eight “ The End of the Adventure”

Part one

1-Complete the following sentences:

- a- Majed reached the ----- yesterday.
- b- The Felucca is-----
- c- Jamal was fascinated when he explored-----
- d-Both sides of River Nile are ----- and -----

2- Say whether the sentences are true (T) or false (F):

- a- Jamal visited Cairo before Giza. ()
- b- In Giza, Jamal saw the Pyramids. ()
- c- After he saw the Pyramids, Jamal arrived in Cairo. ()
- d- Jamal wanted to show the photos only to Huda. ()

Part two

1-Complete the following sentences:

- a- Cairo is a mixture between ----- and -----
- b- In Cairo, there are -----and -----

2- Say whether the sentences are true (T) or false (F):

- a- The narrow streets in Cairo are new. ()
- b- Cairo is a very quiet city. ()
- c- The traffic in Cairo causes a lot of pollution.()
- d- In the Nile Delta, the Nile spreads into lots of small streams. ()
- e- Jamal's' adventure ended in Cairo. ()
- f- Jamal missed Rania and Omar. ()

Quiz eight

1- Put in order the places that Jamal visited:

----- Cairo ----- Alexandria----- Aswan----- Giza----- Luxor----- Nile
Delta-----

2- Say whether the sentences are true (T) or false (F):

a- Jamal liked the quietness of the Felucca more than Cairo. ()

b- Farmers plant cotton and sugar on both sides of the river. ()

c- Cairo is a modern clean city. ()

Appendix 7

Means and standard deviations for the experimental group' motivation towards learning English outside the English classroom after using cooperative learning

No	Item	mean	Standard deviation	Level
5	It is very important for me to improve my overall grade in the English class.	4.89	0.36	very high
6	It is important for me to work hard inside the English classroom.	4.81	0.53	very high
8	I feel happy to share in the English class.	4.61	0.75	very high
1	I enjoy the English class .	4.56	0.73	very high
2	I feel confident to read aloud new texts and short paragraphs in the English class.	4.28	0.84	very high
3	I can do well in answering questions about reading texts in the English class.	4.20	0.80	very high
4	It is difficult to me for understand the material presented by the teacher in the English classroom.	2.14	1.13	Low
9	I can't understand what I read in the English classroom.	2.06	0.94	Low
7	The English class is very boring.	1.61	0.92	very low
	Total score	4.39	0.53	very high

Appendix 8

Means and standard deviations for the experimental group motivation towards learning English outside the English classroom after using cooperative learning

No	Item	mean	Standard deviation	Level
12	I enjoy studying English.	4.13	0.86	High
13	I enjoy doing my English homework at home.	4.11	0.80	High
14	I like to go to school because of English class.	3.98	0.95	High
16	I study English because I like it , not for the sake of passing exams.	3.98	1.08	High
10	I feel glad if I have more English classes.	3.95	1.10	High
15	It is difficult to do my English homework.	2.16	1.16	Low
11	I feel bored when I do my home work.	1.95	0.88	Low
19	I don't know why we have to study English.	1.86	0.96	Low
17	I feel very sad whenever I think of having English in the next period.	1.81	0.94	Low
18	I really wait to throw away my English books as soon as my English class is over.	1.69	0.79	Very low
	Total score	4.07	0.68	High

Appendix 9

Results of quizzes for the experimental group in Al- Ja'bri School :

Student number	First quiz/10	Second Quiz/10	Third Quiz/10	Fourth Quiz/10	Fifth Quiz/10	Sixth Quiz/10	Seventh Quiz/10	Eighth Quiz/10
1	5	5	5	5	5	6	6	7
2	4	4	3	8	6	6	7	6
3	4	5	5	5	5	5	4	5
4	7	6	10	7	10	7	8	8
5	4	2	7	7	10	7	6	7
6	4	3	5	3	10	8	6	7
7	7	4	9	8	8	7	8	8
8	6	5	5	5	7	5	6	5
9	7	7	8	7	8	8	7	9
10	3	3	10	7	5	5	5	4
11	4	4	6	7	6	6	5	7
12	5	8	5	8	6	5	6	7
13	8	8	7	7	7	7	6	8
14	4	8	7	8	9	9	8	9
15	4	5	5	8	8	8	6	8
16	4	8	7	7	8	8	7	7
17	2	3	7	7	7	8	7	6
18	5	7	5	7	8	7	8	8
19	6	4	6	9	9	8	7	8
20	8	5	10	9	7	7	8	8
21	9	9	10	9	9	9	9	10
22	7	8	7	9	9	8	8	9
23	9	7	10	8	8	9	8	8
24	8	8	7	9	10	10	7	9
25	4	5	5	8	9	9	7	7
26	5	5	5	9	9	9	7	9
27	8	8	8	7	7	8	9	8
28	8	8	7	9	8	9	8	10
29	6	8	10	9	10	9	8	10
30	9	9	10	9	9	9	9	10
31	8	10	8	9	8	9	10	9
32	9	10	10	10	10	9	9	10

Results of quizzes for the experimental group in Al- Qawasmi School :

Student number	First quiz/10	Second Quiz/10	Third Quiz/10	Fourth Quiz/10	Fifth Quiz/10	Sixth Quiz/10	Seventh Quiz/10	Eighth Quiz/10
1	5	4	5	5	5	7	7	
2	5	8	9	10	8	9	10	
3	5	5	8	5	8	8	7	
4	6	7	8	8	7	9	10	
5	5	5	6	5	9	7	7	
6	5	7	10	9	6	10	9	
7	5	5	4	5	5	5	7	
8	4	5	7	6	5	5	7	
9	7	7	7	5	8	8	7	
10	5	-----	9	8	9	6	8	
11	2	3	5	5	4	5	4	
12	5	8	10	9	9	6	9	
13	5	5	4	6	6	6	6	
14	2	6	9	8	9	7	9	
15	7	9	10	9	7	8	10	1
16	4	7	10	9	9	8	8	1
17	8	8	10	9	9	8	9	
18	8	7	10	8	10	10	10	
19	8	8	10	9	8	8	10	
20	10	9	8	8	6	7	6	
21	5	5	5	4	8	7	5	
22	8	8	7	6	6	6	9	
23	5	6	8	8	10	9	9	1
24	8	8	10	9	9	9	9	1
25	7	9	10	9	6	10	9	
26	6	7	10	10	9	10	10	
27	5	7	8	8	9	7	9	
28	9	9	10	9	9	8	10	1
29	7	9	10	8	10	10	9	1
30	8	8	8	9	7	8	9	
31	9	10	10	10	10	9	10	
32	8	9	10	9	7	10	10	1

Appendix 10

Means and standard deviations for the experimental group motivation towards learning English in everyday life after using cooperative learning

No	Item	mean	Standard deviation	Level
20	I feel happy and comfortable in including English in my everyday life.	4.30	1.03	Very high
24	I enjoy listening to children English songs.	4.27	1.12	Very high
25	I enjoy watching children English programs.	4.08	1.28	High
22	I enjoy reading English newspaper or books.	3.52	1.10	High
21	I enjoy listening to English news.	2.88	1.23	Medium
27	I find it difficult to understand children English programs.	2.81	1.37	Medium
26	I feel bored when watching English films.	2.34	1.39	Low
23	English is not important in my life.	1.81	1.08	Low
	Total score	3.76	0.68	High

جامعة الخليل

قسم الدراسات العليا

اعداد الطالبة: نسرين نصار

باشراف د. رعد دويك و د. صلاح شروف

اثر التعليم التعاوني على مهارة القراءة والاستيعاب و دافعية الطلاب نحو تعلم اللغة الانجليزية و التفاعل

الصفى

هدف هذه الدراسة الى بحث اثر التعليم التعاوني على مهارة القراءة والاستيعاب و دافعية الطلاب نحو تعلم اللغة الانجليزية و التفاعل الصفى. اشتملت عينة هذه الدراسة على 128 طالب و طالبة من طلاب الصف السابع في منطقة الخليل، 64 طالبا من الذكور و 64 طالبة من الاناث. قسمت العينة الى مجموعة ضابطة (64) و مجموعة تجريبية (64). تم تطبيق اسلوب التعليم التعاوني على العينة التجريبية و اسلوب التعليم التقليدي على العينة الضابطة. استمرت المعالجة لمدة 10 اسابيع. اشتملت ادوات الدراسة على امتحان قبلي و امتحان بعدي لقياس مهارة القراءة والاستيعاب. كما تم توزيع استمارة قبل و بعد المعالجة لقياس التغير في دافعية الطلاب نحو تعلم اللغة الانجليزية. اضافة الى ذلك تم استخدام نموذج فلاندرز لتحليل عملية التفاعل الصفى داخل غرفة الصف للعينة التجريبية و العينة الضابطة. اشارت النتائج الى وجود اثر ايجابي للتعليم التعاوني على دافعية الطلاب نحو تعلم اللغة الانجليزية التعاوني. وفي ادائهم في مهارة القراءة و الاستيعاب و التفاعل الصفى. كما اشارت الى عدم وجود فوارق بين الذكور و الاناث و الى وجود فوارق بين الفئة الدنيا و الوسطى و العليا حيث ان الفئة العليا احرزت اعلى متوسط حسابي في الامتحان البعدي و استمارة الدافعية بعد تاثير التعليم التعاوني.

