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An - Najah National University  
College of Education

**The Effect of Cooperative Learning  
in English Language on The Ninth Grade Student's  
Attitudes and Academic Achievement at UNRWA  
Schools in Nablus District**

**Master Thesis**

Submitted by:

**Samar Deeb Jabr**

Supervised by:

**Dr. Mohammed Salem Amleh**

In Partial Fulfillment of Requirements For  
the Degree of Master of Education

1995 - 1996

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## Dedication

To my dear father and mother.

To my brothers Kamal and Jamal.

To my sisters Manal and Salam.

To all my friends and colleagues.

To every one who helped me in this study.

To all of them, I dedicate this modest scientific work.

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## Abstract

The effect of Cooperative Learning in English Language on the Ninth Grade Student's Attitudes and Academic Achievement.

This study aims at investigating the effect of cooperative learning method in English language on the ninth grade students' (boys and girls) attitudes and academic achievement as compared to the traditional method.

The sample of the study consisted of (138) male and female students in the ninth grade at two schools: Askar Basic Boys School No. 1, and Askar Basic Girls School No.1 which belong to UNRWA in Nablus Area during the scholastic year (1995-1996). The sample of the study was systematically randomly selected as follows:

1. (75) male students were distributed into two sections (A & B) at Askar Basic Boys School No. I: one section was taught by the cooperative learning method to represent the experimental group, the other one taught by the traditional method to represent the controlled group.
2. ( 63 ) female students were distributed into two sections (A&B) at Askar Basic Girls School No. I: one section was taught by the cooperative learning method to represent the experimental group and the other one taught by the traditional method to represent the control group.

Before carrying out the experiment, the equivalence of both sections was tested by counting the means and Standard Deviation (SD) of student scores (males and females) in English Language in the second mid year exam in (1995 - 1996).

The instruments which were used the Achievement Test in English, and the other was the attitude inventory which was adapted by AL. Kilany (1976) on the basis of Brown and Holtsman's inventory (1967).

One way analysis of variance and two way analysis of variance (ANOVA) were used to examine the effect of the treatment on the dependent variables. One way analysis of variance and Repeated Measures Design (R.M .D) were used to measure the differences between the pre-and post tests in the students' attitudes. The findings showed that :

First: There were significant differences in the students' achievement (males and females) of English due to the teaching method for the benefit of experimental group.

Second: There were significant differences in the boys achievement and girls achievement.

Third: The findings also showed that there were no significant differences in the students' attitudes in English for both boys and girls due to the teaching method.

Fourth: There were no significant differences between the pre-and post attitudes test for the experimental group .

Fifth: There were no significant differences between the pre-and post attitude test for control group. The findings of both groups didn't show significant differences of pre-and post attitudes inventory .

Based on the results of this study, it is recommended to encourage teachers to adopt the cooperative learning method for its effectiveness in improving students' academic achievement.

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## CHAPTER ONE

### The Effect of Cooperative Learning in English Language on the Ninth Grade Students' Attitudes and Academic Achievement at UNRWA Schools in Nablus District.

#### Introduction and Historical Background:

The progress of human knowledge in science and technology affects all aspects of human life. Therefore, man has to create new scientific methods to cope with this fast progress.

The primary purpose of schools and training centres is to prepare Palestinian children, as member of the whole community, to participate and contribute his/her full intellectual and personal potential to meet the challenges and uncertainties of the rapidly changing world of the 21st century. Therefore, the educational institutions are responsible for the educators toward in-service and pre-service training in order to plan, motivate, organize, coordinate, monitor and evaluate training programs . The educational institutions are efficiently and effectively use the limited resources such as: personal time, space and facilities, books and materials, supplies and equipment, feedback and organizational structure to achieve the educational mission of the schools and training centers.

This means that providing training programs which empower educators to act intelligently on behalf of their clients, pupils, trainees, and practicing educators through study and research which are necessary to achieve the following:

- 1- Enrich their clients, curricula, instructional materials and their own academic and professional background.
- 2- Improve teaching methods, strategies and techniques to give attention to differences in learning styles of students and to promote life long learning and personal growth, to build self-discipline and to develop values, attitudes knowledge and skills. The most important of which is how to think and how to learn.
- 3- Improve personal and professional competencies of teachers and encourage the partnership between school and training centers and parents and community ( Saleh, 1992 ).

In view of the latest developments in education besides having new curricula from time to time in our school in both government schools and non-governmental schools, various arguments regarding the best methodology have been made. These arguments cover the different aspects and techniques of teaching methods to be used in teaching English in our schools. These arguments have been led by all those who are concerned in teaching such as: curriculum designers, supervisors, and teachers; this was approved in many educational conferences as: The Educational Conference which was held in Jordan in 1987; and The Arab Ministers of Education Conference which was held in San'a in 1974.

Thus, the PETRA series, which is now being used in our schools, focused on the followings:

1. Teaching English provides a link between students in Palestine and the outside world since English is one of the most important languages of international communications, students should be able to use it.
2. Students should take an active part in learning, because only in this way effective learning can be achieved.
3. The learner's needs and interests are important, the goal, is to enable the learner to communicate and understand ( Meclean, 1991: Kandukji & Fakhouri, 1992 ).

The aim of teaching English as a foreign language is defined as enabling the learner to behave in such a way that he /she can participate to some degree and for certain purposes as a member of a community other than his/her own (Byrne, 1963).

Therefore, English teachers are interested in improving their methods of teaching in all educational stages especially when planning a task for their students in a classroom. Teachers can follow one of the following patterns: Competitive Learning, Individualized Learning, or Cooperative Learning (UNESCO, 1995).

Cooperative Learning, on which this study was based on, has definite advantages over the other methods in making learning more active, and in promoting better learning and better social skills (Slavin, 1983).

Among the most successful advocates of cooperative learning are quoted by " Francis Parter ", who applied it in Massachusetts from 1875-1880 ( more than 300000 visitors a year come to examine his use of cooperative learning procedure).

Cooperative learning was also supported by many researchers like John Dewey, David Devries, Keith Eduards Robert Slavin at John Hopkins University, Shlomo Sharan and Rachael Lazarowitz at Tel-Aviv University, Gayle Hughes, and Spencer Kagan at California ; all of them studied and implemented cooperative learning.

Cooperative learning was first conducted by Johnson and Johnson in 1981 who reviewed (122) studies on cooperative learning. Research findings indicated that achievement will be higher when learning situations are structured cooperatively rather than competitively or individualistically (Khatab,1988). Cooperative learning provides a structure for group work based on:

1. Positive inter dependence: This is achieved by planning the work so that there are mutual goals, division of labor, division of materials. resources of information among members by assigning roles and giving joint rewards .
2. Face to face interaction.
3. Individual accountability: which means each student is held accountable of the assigned task. Student in group have to help each other to reach the appropriate level of mastery.



4 Interpersonal and small group skills have to be used appropriately students have to be taught these skills with the guidance and help from the teacher and through self-evaluation (Johnson, 1988).

There is now substantial evidence to say that students working together in small cooperative groups can master material presented by teacher better than those working on their own. So, cooperative learning is considerably more effective than traditional methods in increasing basic achievement outcomes including performance on standardized test of mathematics, reading and language (Slavin, 1983).

This study investigated the effect of the cooperative learning on the ninth grade student's attitudes and academic achievement in English language, because PETRA series in Palestine and Jordan focus on teaching the four language skills listening, speaking, reading and writing (Nofel, 1990).

According to the students' attitudes towards study, many researchers indicated that cooperative learning experience promote greater competencies in critical thinking, more positive attitudes toward the subject areas studied, greater psychological health and greater perception of the grading system as being fair (Khattab, 1988).

The researcher used cooperative learning in this study as a method of teaching for the importance of this method as revealed in the approaches of the other researchers.

### **Statement of the Problem**

The effect of cooperative learning on students achievement and attitudes in English language, formulated the problem of this study. More specifically the study attempted to find out answers for the following questions:

1. Apart from sex, is there a significant difference in the achievement of the 9th grade students (boys and girls) in English in two different methods of teaching ( cooperative or traditional )?
2. Apart from sex, it is there a significant difference in the attitudes of the 9<sup>th</sup> grade students toward English in two different methods of teaching (cooperative or traditional )?
3. Is there a significant difference between the means of the boy's achievement and the means of the girl's achievement in English in two different methods of teaching ( cooperative and traditional)?
4. Is there a significant difference between the boys attitudes and the girls attitudes towards the English subject in two different methods of teaching (cooperative and traditional)?

### **Purpose of the Study**

The main purpose of this study was to investigate the effect of cooperative learning on the 9th grade students attitudes and academic achievement in English language.

### **Significance of the Study**

Cooperative learning is always fun; it almost produces gains in social outcomes such as race relation, and it has never been found to reduce students achievement in comparison to traditional methods.

However, a substantial body of research has found that two conditions must be filled, if cooperative learning is to enhance students achievement substantially:

1. Students must be working toward a group goal.
2. Success in achieving this goal must depend on the individual learning of all group members (Slavin, 1983).

Teachers are not aware of the new techniques and methods of effective teaching. They cannot afford using new methods due to the difficulties in the West Bank. But this must not hinder, the teacher from improving his/her own way of teaching to get effective learning. Cooperative learning is important for both schools and students.

For students, they can get benefits which are associated with cooperative learning like: Higher achievement, increased self-esteem, greater enjoyment of school, higher motivation to learn, respect for students with different backgrounds and points of view.

The assumed benefits associated with cooperative learning for school are  
\* improving students academic achievement,

- \* improving students feelings about them selves and their peers.
- \* improving students feelings towards school and school staff.
- \* improving students social skills,
- \* improving students ability to think critically and to keep a perspective.
- \* mainstreaming students with special needs effectively.
- \* supporting retrain teachers, and
- \* integrating with other established methodologies(Tatman, 1990).

### **Limitations of the Study**

This study was restricted to teaching English as a foreing language taught to the 9<sup>th</sup> grade students in the UNRWA schools at Askar Basic Boys' School No.1, and Askar Basic Girls' School No.1, in Nablus district in the West Bank, 1995-1996.

### **Hypotheses of the Study**

To answer the questions of the study, these questions were converted into null hypotheses at significant level 0.05 ( $\alpha = 0.05$ ).

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1. There is no statistical significant difference at the (0.05) level between the means of the 9th grade student achievement taught by two different methods (cooperative and traditional methods).

2. There is no statistical significant difference at ( 0.05) level between the means of the 9th grade students attitudes taught by two different methods (cooperative and traditional methods).
3. There is no statistical significant difference at (0.05) level between the means of the boys attitudes and the girls students' attitudes toward learning English before and after implementing the teaching methods ( cooperative and traditional methods).
4. There is no statistical significant difference at (0.05) level between the means of the boys' achievement and the means of the girls' achievement in English due to the method of teaching (cooperative and traditional methods).

## **Definitions of Terms**

### **1- Cooperative Learning:**

Cooperative learning is a set of instructional methods in which students work in small mixed-ability learning group, the group usually have four members, one higher achiever, two average achievers and one low achiever. The students in each group are responsible not only for learning the material being taught in the class, but also for helping their group mates to learn. There are three main types of cooperative learning :

A. Peer-tutoring: This involves two students, one student either tutors or assists another in learning a new skill .

B. Group Project: The students work on together by gathering their knowledge and skills to work on a project or complete the assignment .

C. Jigsaw: Jigsaw means each member of the group has a part of the assignment and when all of the parts are put together the goal is achieved (Totman, 1990; Asfour, 1990).

### **2-Competitive Learning:**

Competitive learning means students' work against each other to achieve a goal that only a few can attain. They are evaluated on the basis of how quickly and, how accurately they can work in relation to their peers. This has the effect of having some students work very hard to reach these goals and some who don't work very hard because they cannot succeed very well. Students will seek outcomes beneficial to themselves and at times detrimental to others( UNESCO, 1995).

## Chapter two

### Review of Related Literature

Cooperative learning has always had a place in the instructional methodology . Most teachers have at one time or another used discussion groups, project groups, lab groups or peer tutoring.

However, since the early 1970s, a set of principles and methods have been developed, intended for use over extended periods as major elements of classroom organization and instruction. Cooperative learning has in 1970s and 1980s been examined in longer - term classroom studies involving every major school subject and grade level. Evidence has mounted documenting the effectiveness of cooperative learning strategies for a wide array of outcomes, from enhanced achievement to improved inter-group relations and acceptance of mainstreamed classmates of self-esteem and positive attitudes towards school. As a result, use of cooperative learning method in recent years at all levels of schooling (Slavin, 1990).

Studies which are related to the current study could be classified under the following headings:

1. The importance of the cooperative learning method.
2. The effect of cooperative learning on achievement.
3. The use of cooperative learning in teaching.
4. Summary and conclusion.

## The Importance of the Cooperative Learning Method

There has been a number of different studies which were conducted on cooperative learning in the U.S.A, Canada, Israel, West Germany and Nigeria at grade levels from 2 to 12 and in subjects as diverse as mathematics, language arts writing reading, social studies and science. Positive effects have been found in such higher-order objectives as creative writing, reading comprehension and math, problem solving, math computation and spelling (Educational Leadership, 1988).

Johnson and Johnson (1983) studied the relationship between handicapped and non handicapped students; they found that cooperative learning experiences as compared with competitive and individualistic ones, promoted more interpersonal attraction between handicapped and non handicapped students and promoted higher self-esteem on the part of all students.

Johnson and Johnson reviewed (122) studies conducted between (1924 - 1981) on cooperative learning. These studies indicated that cooperative learning experiences promote greater competencies in critical thinking, more positive attitudes towards the subject areas studied, greater competencies in working collaboratively with others, greater psychological health and greater perception of the grading system as being fair (Khatab, 1988).

Greenwood et al. (1990) offer a useful review of research comparing teacher-versus peer-mediated instructions. A number of studies cited by these



authors have reported significantly greater gains for cooperative learning groups than for paralleled groups receiving traditional teacher instruction (The psychologist, 1992).

Sherman and Harris (1975) conducted a series of studies suggesting that assigning time for independent study had a small impact on subsequent classroom performance prescribing homework had a somewhat greater but erratic effect on performance, while peer-tutoring had the most substantial and most consistent effect on classroom performance (The Psychologist, 1992).

### **The Effect of Cooperative learning on Achievement:**

Since 1980, research and development on cooperative learning conducted at Johns Hopkins University has begun to focus on comprehensive cooperative learning methods designed to replace traditional instruction entirely in particular subjects and particular grade levels.

On the basis of a meta-analysis of more than (500) studies of cooperative learning, the Johnson's brothers claimed that structured cooperative group work was superior to other methods.

Slavin (1990) has written the most useful research papers on cooperative learning. Herein, a typology of cooperative learning is offered emphasizing 6 principal characteristics: group goals, individual accountability, equal opportunities for success, team competition, task specialization and adaptation to individual needs.

Salvin's highly structured procedures such as Student Teams Achievement Division (S.T.A.D), Teams Games Tournaments (T. G. T), JIGSAW (J.11), Team Assisted Individualization (T.A.I) and Cooperative Integrated Reading and Composition (C.I.R.C) have been well researched.

A meta analysis (Salvin, 1990) yielded effect sizes of (0.27) for S.T.A.D, (0.38) for T.G.T and (0.21) for T.A.I/C.I.R.C. but of only (0.04) for jigsaw. In comparison other more loosely structured forms of cooperative learning yielded effect sizes ranging from (0.000) to (0.12) and further analysis indicated that higher effect sizes tended to be associated with approaches which combined group goals and individual accountability. Salvin commented "traditional group work in which students are encouraged to work together but are given little structure and few incentives to do so, has been repeatedly found to have small or non-existent effect on students' learning".

Slavin (1990) described the effect sizes associated with his own procedures as "moderate but important effects" particularly since they could be achieved in practice of very little cost. He commented that effect size at + 0.25 are generally considered educationally "significant" and noted that few educational intervention had produced effect sizes much larger, with the exception of one to one tutoring, whilst perhaps surprisingly failing to make reference to peer tutoring in this context (The Psychologist, 1992).

Davidson (1990) provided a summary of studies of achievement outcomes comparing small cooperative group instruction with expository instruction or individualized instruction in mathematics. Of (72) studies, 36 demonstrated a statistically significant results and were more frequently found with (Salvin's models) structures that with other forms of organization.

## The Use of Cooperative Learning to Teaching:

The first comprehensive cooperative learning model that was developed and researched was T.A.I (Team Assisted Individualization Mathematics) a program that combines cooperative learning with individualized instruction to meet the needs of diverse classrooms (Slavin, 1985).

Al-Fakhouri (1992) his study was about the effect of the cooperative learning method on achievement in science and self-concept for ninth grade students in comparison with the traditional method. The sample of his study consisted of (58) male student distributed into two groups: one was taught by cooperative learning (experimental group); the other was taught by traditional (controlled group). The equivalence of both sections was tested by t- Test or a : 0.05 : multivariate analysis variance (MANOVA) was used as well as Hotelling T2 (Trace) to examine the effect of treatment on the dependent variables. The findings showed that:

1. There were significant differences in the achievement of science due to the teaching method for the benefit of the experimental group.
2. There were no significant differences in the general self-concept of the students them selves due to teaching method.
3. There were significant differences between pre and post achievements tests for the experimental group.
4. There were no significant differences between pre and post achievement test for the controlled group.
5. The finding of both groups didn't show significant differences of pre and post general self-concept scales (Fakhouri, 1992).

Khandekji (1992) investigated the effect of cooperative learning on the tenth grade achievement in mathematics compared with the effect of traditional method. The two-way analysis of variance ( $2 \times 3$ ) and the two way repeated measures design ( $2 \times$ ) were used to answer the questions of the study:

- 1- The results showed that there was a significant difference ( $p < 0.01$ ) in the achievement of the tenth grade students in mathematics, due to the instructional methods used (cooperative, traditional in favor of the cooperative learning). Also, it showed significant differences ( $p < 0.01$ ) in achievement of 10th grade students in mathematics due to their achievement level in favor of those of high achievement.
- 2- There were no significant differences in mathematics achievement due to the interaction between method of instruction and achievement level.
- 3- There was a significant difference ( $p < 0.01$ ) in mathematics achievement between method of instructions' level (high, low) (Khandakji, 1992).

There are several studies on cooperative learning in reading, writing, and language arts. The programme which is developed and researched is Called Cooperative Integrated Reading and Composition (C.I.R.C) (Madden et al 1986). It was focused on using cooperative learning as a vehicle to introduce practice lessons. The emphasis will be on teacher staff- awareness, professional development and collaborative supervision.

Judith (1993) conducted a study on activating group work by use of video for lower levels; he used video for generating and stimulating small-group cooperative learning, especially geared for lower-level adult learners; these activities can be adapted for higher levels or other languages (3rd

International Conference on Teaching English Speakers and other language in Hebrew University, Israel, 1993).

Kagan's (1995) study on cooperative learning in the elementary (ESL, English as a second language) classrooms, reveals that cooperative learning has a dramatic positive impact on almost all of the variables critical to language acquisition. The examination looks at how cooperative learning transforms input, output and context variables in the direction of facilitating language acquisition suggesting the effectiveness of using cooperative learning to facilitate the learning of English as a second Language.

Cohen (1994) conducted a study on implementing cooperative learning for language minority students; he analyzed the relationships between variables affecting the degree to which cooperative learning was implemented by English as a second Language and bilingual teachers. Three or four sets of variables were investigated.

1. Teacher's beliefs about acquisition of knowledge.
2. Teacher's role and second language instruction.
3. Teacher's attitudes about cooperative learning.
4. Teacher's perception of constraints and opportunities of their school environment.

Cohen (1994) wrote a paper about variables affecting the teacher implementation of cooperative learning methods in English as a Second Language (ESL) and bilingual classrooms; he investigated the relationship between variables affecting the degree to which cooperative learning was implemented by English as a Second Language (E.S.L) and bilingual teachers. A total of (227) ESL and bilingual public school teachers of Spanish speaking

language minority students responded to a mailed survey questionnaire that was constructed to examine:

1. Teacher's beliefs about a question of knowledge and teacher's role and second language instruction.
2. Teacher's attitudes about various aspects of cooperative learning.
3. Teacher's perceptions of constraints and opportunities in their school environment.

The study found that (ESL) and bilingual teachers with high interpretive beliefs tended to implement cooperative learning more frequently than teachers with low interpretive beliefs. The teachers that most frequently implemented cooperative learning were those who perceived the teacher's role to be of a more inclusive nature.

Duran (1994) conducted a study on improving language arts assessment of language minority students in cooperative setting a project designed for assessing individual and group problem solving. He emphasized that new forms of assessment which are fair and valid for language minority students are essential for research on assisting the performance of Latin language minority elementary school students engaged in a cooperative learning language arts curriculum in Spanish and English. The research shows how the design of individualized performance assessments might be devised based on ethnographic observation of the children's interaction and goals for cooperative learning established by the teacher, how analysis of children interaction in cooperative learning can show "insitu" classroom assessments among the children that help validate interpretation of performance.

Duran (1993) in his study about the construction of learning and interaction of language minority children in cooperative learning analysis the

moment by moment construction by language minority children in cooperative learning activity. The interaction occurred among students in a Spanish-English bilingual 3rd grade classroom as part of a cooperative learning curriculum known as Cooperative Integrated Reading and Composition (CIRC) which was especially adapted for use in bilingual classrooms by language minority students. The analysis of interaction reveals that under supportive social circumstances, children are very active in probing and questioning their own knowledge and they rely on their shared expertise to attain instructional goals and supplemental goals that are related to their own expertise and concerns.

Sutman (1993) led a study on teaching science effectively to limited English proficient students; he investigated new teaching methods and curricula that limited English proficient showed promise in their ability to provide limited English proficient (LEP) students with a good education in both science and English are discussed and illustrated. Research has supported the effectiveness of cooperative learning for teaching of LEP students. Innovation to improve science instruction for LEP students can best be implemented through teacher training, new curricula, parent involvement and new approaches to assessment.

Barrat (1992) conducted a study on cooperative learning in the college classroom; she discovered that international students enjoyed working and writing in small groups and getting to know other students. Linguistics students enjoyed whole class cooperative projects and papers. All students gained experience in being colleagues.

Diaze (1991) discussed how collaborative learning helps students who learn English as second language both acquire language and become part of the academic community.

Mcgonigal (1994) conducted a study on student motivation in the classroom; he described a program for increasing student effort and achievement through the use of motivational strategies. The teaching staff at high school noted that many students in a second high school Spanish class appeared unmotivated, demonstrated minimal academic effort and earned poor grades. Analysis of the probable causes of this situation revealed high levels of student apathy and truancy, along with low levels of self-esteem. In addition, it was suspected that a lack of parental involvement, a lack of responsibility at home, and a lack of English language skills were contributing to poor motivation. Solution strategies implemented to alleviate the problem included the use of cooperative groups increased individual assistance by the teacher's extrinsic rewards for oral responses and a varied teaching approach to maintain student interest. These strategies were found to help increase student motivation and performance.

Sherritt (1994) indicated a study for Adult Basic Education (ABE) and English as a Second Language (ESL) getting started with philosophic and theoretical emphasis on group learning and individual empowerment. Adult education is ideally suited for cooperative learning. Particularly in areas such as adult basic education and English as a second language where learners are culturally, linguistically, and academically diverse. Lacking the essential elements of cooperative learning such practice usually fails, leading facilitator and learners alike to complain that cooperative learning doesn't work. To be effective, cooperative learning must contain six elements: individual



accountability, group learning, processing goals, group rewards, assigned roles and well defined evaluation criteria.

Sharan (1993) conducted a study on cooperative learning and teaching English; he used cooperative learning methods where he transfers classrooms focus from teaching to learning, from teacher as manager to teacher as facilitator. Cooperative learning also requires change in staff organization and coordination. Teachers who are solo practitioners are unlikely to foster interactive among students.

Harel (1993) discussed cooperative English learning method, presented two research studies on aspects of cooperative learning in T.E.F.L. He also discussed skill training, workshop and reservation. High school teachers will acquire skills for reinforcing the oral communicative competence of Bagrut students and tools for the introduction of the Group Discussion Station in the Battery Test.

Rosenthal (1993) conducted a study on English teacher and school librarian partners in education; he discussed the rationale for librarian teacher cooperation and its effective planning, utilization and results. School librarians, including the presenter will demonstrate with appropriate materials and their experiences that concentrate on how much does the method (cooperative method) promote better teaching, so participants will have the opportunity to plan and do the role play of cooperative patterns.

Laureen, Shuster, and Gail (1993) conducted a study on cooperative techniques and video in the adult (EFL) classroom. The programme of the open university of Israel School for Languages is based on cooperative learning and the communicative approach. They adapted original video materials to implement E.FL conversation and listening skills in context.

Activities are presented as an introduction to their system of using video in the classroom.

Laureen (1995) held a workshop cooperated to achieve an effective F1/L2 reading comprehension lesson (The RCTE sheet). The workshop demonstrates show the RCTE (Reading Comprehension Teaching Enrichment/Evaluation) sheet can help teachers change their focus to achieve an effective F1/L2 reading comprehension lesson. The workshop demonstrated the numerous usage of the sheet. The emphasis was on the teacher self-awareness, professional development and collaborative supervision.

Meguire (1992) presented Master's Thesis about the application of cooperative learning to teaching English as a foreign language in Japan. His Thesis discusses some difficulties involved in teaching English as a foreign language (EFL) in Japanese Universities and proposes cooperative learning techniques as a partial solution to these problems. This recommendation is supported by a selective review of the literature on group work in second language teaching and research on the negotiation of meaning in second language acquisition. Results of a study conducted in a Japanese University show that cooperative learning groups out performed individual learners on many measures and performed equally well on others. The Thesis concludes with specific recommendations for the use of cooperative learning techniques in (FL) classrooms in Japan.

Holt (1993) wrote about Cooperative Learning, in a response to linguistic and cultural diversity. Essays on cooperative learning focus on the use of this strategy to address the special needs of linguistically and culturally diverse student groups in elementary and secondary education.

Holt (1992) in his study about cooperative learning in the secondary school : (Maximizing language Acquisition Academic achievement and Social Development) indicated that cooperative learning is a valuable strategy for teaching secondary school students, especially useful with students from diverse linguistic and cultural background who are learning English as a second language. It offers a method for managing diversity, channeling peer-influence into a positive force for improving school performance, and involving students in classroom communication and activity. Secondary students with limited English language skills have less time to acquire the English essential to academic success and need a low-risk environment to practice English .

Cooperative Learning provides an appropriate method for these purposes and, in addition, offers increased opportunities for students social development. Cooperative learning strategies can be used in a variety of ways and time periods.

### **Summary and Conclusion**

Cooperative learning methods provide group goals based on the learning of all members. The effects on students' achievement are remarkably consistent. Of 38 studies for at least four weeks' duration, comparing cooperative methods, (33) found significantly greater achievement for the cooperatively taught classes, and (5) found no significant differences (Slavin, 1983).

In contrast only 4 of 20 studies that evaluated forms of cooperative learning lacking group goals based on group members learning found positive achievement effects and (3) of these are studied by (Sholomo Sharan) and his

colleagues in Israel that incorporate group goals and individual accountability in a different way (Educational Leadership, 1987).

Clearly when schools adapted using cooperative learning methods in most classrooms and in more than one subjects, students and teachers should feel that the idea, students can help one another learn is not just applied on occasion, but is a fundamental principle of classroom organization. Students should see one another as resources for learning and there should be a school wide norm that every students' learning is everyone's responsibility that every students' success is every one's success. (Educational Leadership, 1987).

The current research reported here was intended at least partially, to fill the gap and provide some of the needed knowledge.

## **Procedures and Methods**

### **The population**

(1467) of the 9th grade students (738 males and 729 females) represented the population of the study at UNRWA schools in the Nablus area.

### **The sample of the study**

The sample of the study was randomly selected using systematic random sample procedure, where (75) of the 9th grade students at Asker Boys School No.1 and (63) of the 9th grade students at Asker girls school No.1 were chosen. The sample of each School was divided into two groups: Experimental group and controlled group.

The members of the random sample in both controlled and experimental groups were almost similar in their academic achievement in English .

### **Instruments of the study**

1. An achievement test in English language .
2. Attitudes questionnaire: An attitude inventory was distributed at the beginning of the experiment and at the end of last period of the experiment. This inventory was used is adapted by Al-kilany (1976) on the basis of Brown and Holtzmain inventory (1967).

The inventory consists of (20) graded items with five possible answers for each item, rarely, sometimes, often, usually and always where

" Always " means 87%-100% of the time in the class .

" Usually " means 66%- 85% of the time in class .

" Often " means 65%-36% of the time in the class .

" Sometimes " means 35%-16% of the time in the class .

" Rarely " means 15%-0% of the time in the class .

The choices took weights ranging from (5-1) respectively .

Students were asked to put a check mark ( ✓ ) in the blank spaces opposite to the number which represented the preferable answer from students perception .

### **Procedures of the study**

To achieve the aims of the study the researcher followed the following procedures:

- \* The experimental method used in the study concentrated on cooperative teaching situations in two classes for both (girls and boys).The first was taught by using cooperative group and the second was taught by using traditional group. The researcher used S.T.A.D. method in the experiment. Students were assigned to ( 4-6 ) member learning teams that are mixed in performance level. The teacher presented a lesson and then students worked within their team to make sure that all team members had mastered the lesson. Finally, all students took an individual exam on the material. The main idea behind (S.T.A.D.) was to motivate students to encourage and help one another to master skills presented by the teacher. The researcher was made training workshops and several meetings for teachers about applying cooperative learning method .
- \* The teachers in both kinds of groups in the two classes taught 3 units (from 20-23 units ) of English PETRA 5series for one month .

\* The attitudes questionnaire was applied on both groups (cooperative, traditional) before beginning of the experiments started and the same questionnaire was applied after the experiment was finished.

### **Implementation Of Cooperative Learning**

The following steps were used in implementing the cooperative learning:

\* Specifying the Objectives: The teacher specified the objectives of the assignment and this included objectives for both academic and collaborative skills .

\* Making decisions prior to implementation:

1. Determining the appropriate group size.

- Smaller group (2-3) used for younger students and those inexperienced in working cooperatively. Also smaller groups were used when the time for the task is short.

- Larger group (4-6) was used for older students and those more experienced in working cooperatively, this size of the group was used in this study.

- The nature of the task also plays a part in determining the size of the group (A group report can afford a big group whereas a quick assignment would be better done in a small group). Also, the time to do the task determined the size of the group, it took a short time and small groups were used to do it .

2. Assigning students to groups :Students were placed in heterogeneous groups: one high achievement, two average achievement and one low achievement. These groups were chosen according to the students' scores in mid-year exam. Random assignment to group is often the easiest and most effective way.

3. Deciding on the length of time groups will work together :The length of time a group works together was changed according to curriculum units . It is good for group to work together for a while in order to have the opportunity to build good cooperative skills, However every students in one class should have the opportunity of working with all other students in his class .

4. Arranging the room: The class was arranged in such a way that all members of the groups are able to face each other. Also they should be comfortable so that they can share the materials easily and talk quietly.

5. Planing the instruction materials: The instruction of the materials were prepared that they forced the students to work together to complete the task . This was done by giving one copy of the task to each group.

6. Assigning roles: Assigning roles to group members that are complementary and interconnected to each other was ensured cooperatives inter dependence.

Each students should be assigned a role so that each member has a responsibility towards the group as a whole. The type of roles the teacher assigns depends on the type of the task, and on the size of the group.

Following is a list of possible roles a teacher assigned according to the size of the group:

- Contributing member: Contributing member means that each group member is a contributing member in that he has to participate actively in the task, express ideas, etc.
- Leader: He ensures that each member has a chance to contribute a share of the task..



- Recorder: He writes down the main points the group discusses or the points they agree on to complete a task.
- Presenter: He writes down the main points the group discusses or the points they agree on to complete a task.
- Presenter / Summarizer: He states the main conclusions or answers the group reached or presents the final product of the task .
- Checker: He makes sure that all group members understand and can explain the group answers or conclusions.
- Time Keeper: He ensures that task is completed within the allotted time, he can remind the group periodically about the time.
- Noise level monitor: He is responsible for keeping the noise level of the group at an acceptable level.
- Materials or Resource person: He was responsible for gathering and returning all materials needed for the completion of the group assignment .
- Observer, Praiser: He makes sure that all group member were involved in the work, observes members role and gives feedback either during work or at the end of the activity. Also he observes whether all members are contributing to the process or not .

In this study, the main roles the teacher assigned were as a leader, recorder, presenter, checker, time keeper, and resource person. These roles were written in front of each member in the group.

### **Explaining the academic task and the cooperative goal structure:**

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- The task was clearly explained in such a way that all students understand what is expected of them.
- The way the group was evaluated was clear from the beginning and it is the groups work which was evaluated.
- Each member of the group was accountable for the task. Any member should be able to explain the solution, the group reached or summarized that means the main points they discussed.
- Their points were given to groups that achieved this to encourage them to help each other.
- Specify what cooperative skills the teacher was looking for.

They have to be trained gradually. In the beginning, the teacher could emphasize on taking turns using quiet voices, finishing on time. Later the teacher can ask them to be sure that all can explain the answers, not to change one's opinion unless one is really convinced by the others.

### **Monitoring and intervening:**

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- Monitoring the students behaviors during group work is an essential role of the teacher during cooperative learning. The behaviors the teacher stated in the objectives of the activity should be monitored, as well as any other problems group members face in interacting. The monitoring can be done by the students themselves.
- The teacher must intervene when the group is having a problem in working collaboratively to help them find ways of functioning more effectively.

- The teacher must provide assistance to a group with the task, it has to do, making sure that the whole group is asking the assistance and not individual members. The assistance can vary such as clarifying instructions, explaining strategies answering questions, teaching specific skills.

### **Assessing and evaluating:**

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- The teacher finished the activity by asking the students to summarize what was learned like answer questions, giving examples, . . . etc.
- The work of the group was assessed according to the test criteria and feedback on their work was also given.
- The way the group work was evaluated by discussing how good the functioned as group and how they improved. There improvement realize on how will the teacher monitors and gives feedback and guidance on this process.

### **Traditional learning groups**

- 1- Students learn as one group in the class, students work individually.
- 2- There is competition among the students as individuals not as group.
- 3- the main role of the teacher was organizing the activities moderating the discussion, reinforcing the answer, distributing the roles among the students, giving feedback for each student individually.

After the experiment had finished, achievement test was applied on both groups (cooperative, traditional group ) at the same time.

## **Variables of the study**

### 1. Independent variable:

- 1- Method of teaching on two levels (cooperative and traditional).
- 2- Sex (males and females).

### 2. Dependent variables:

- 1- Achievement in English language.
- 2- Students attitudes.

## **Statistical procedures**

The researcher used the following statistical procedures :

1. One -ways of analysis of variance was used to test the hypotheses 1 ,2.
2. Repeated measures design was used to test the hypotheses 3.
3. Two- ways of analysis of variance was used to test the hypotheses 4.

## CHAPTER FOUR

### RESULTS

This study aimed at investigating the effect of cooperative learning in the English language on the 9th grade students attitudes and academic achievement in English compared with the traditional teaching method.

To achieve the aims of this study, one section was taught by the cooperative learning method and the other one was taught by the traditional method.

An achievement test and an attitude scale were used in this study to investigate the effect of cooperative learning on student achievement and attitude toward learning English.

**The results of the study were as follows:**

**Hypothesis 1:**

There is no statistical significant difference at the (0.05) level between the means of the students' achievement in English taught by two different methods (cooperative and traditional methods).

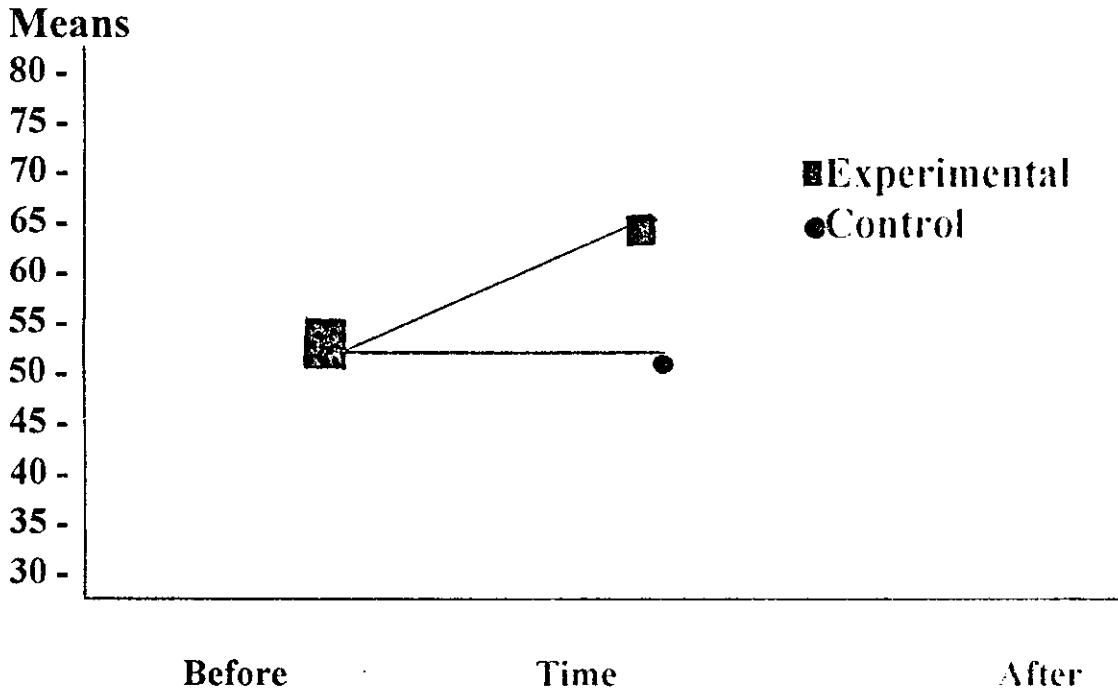
One - way analysis of variance was used to test this hypotheses. The results of the analysis indicated that there was a significant difference ( $P=0.0374 > 0.05$ ) and this difference was in favour of the students who were taught by cooperative method. ( $X = 61.38 > X = 52.47$ ).

The results are indicated in table (1) and figure1.

Table (1) one way ANOVA of both males and females achievement in both traditional and cooperative teaching environments .

Source of - variation	df.	Sum of squares	Mean of squares	F. Ratio	F. Prop.
Between groups	1	2155.669	2155.669	4.4168	.0374
Within groups	135	65888.43	488.0625		
Total	136	68044.10			

**Fig.1.** Reveals means of students scores in the achievement test of both groups experimental and control groups.



## Hypothesis 2:

There is no statistical difference at the (0.05) level in the means of the students' attitudes of the 9th grade toward learning English taught in two different methods of teaching (cooperative and traditional) before implementing these methods.

One- way analysis of variance was used to test this hypothesis . The result of analysis indicated that there was no significant difference at (0.05) level between the means of the students' attitudes ( males and females ) (  $P = 0.2462 < 0.05$  ). The results are indicated in table (2) .

The means of both males and females are revealed in figure 2.

Table (3). One way ANOVA of student's attitudes (males and females).

Source of - variation	df	Sum of squares	Mean of squares	F. Ratio	F. Prop.
Between groups	1	.5437	.5437	1.3566	.2462
Within groups	135	54.1005	.4007		
Total	136	54.6442			

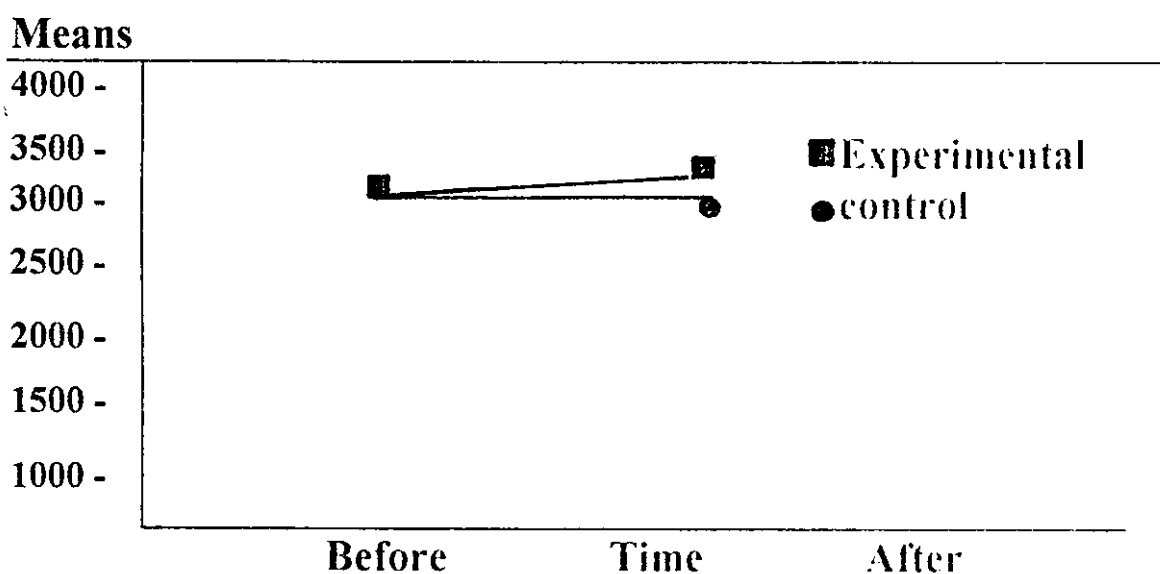


The effect of cooperative learning method on students attitudes (males and females) toward English is shown in Figure 2.

Figure (2) students scores of attitudes measured before and after the experiment of both the experimental group and control group .

Form Figure (2) it can be noticed that students attitudes of both experimental and control group are almost the same before and after the experiment .

**Fig.2.** Reveals the means of students scores on the attitudes measure of both groups experimental and control groups before and after the experiment.



### Hypotheses 3:

There is no statistical significant difference at (0.05) level between the means of the male attitudes and the female students attitudes toward learning English before and after implementing the teaching methods .

Repeated Measures Design was used to test student attitudes toward learning English after using two different methods (Cooperative and Traditional method). The results of testing indicated that there was no statistical significant difference. (  $P = 0.246 > 0.05$ ).

The results were revealed in table 3.

Table (3). Repeated Measures Design ( R.M.D ) of the scores of the pre -and post test of males attitudes and females' attitudes toward English.

Source of - variation	df	Sum of squares	Mean of squares	F	significance of F.
Sex	1	.544	.544	1.357	.246
Explained	1	.544	.544	1.357	
Residual	135	54.101	.402		
Total	136	54.644			

#### Hypotheses 4:

There is no statistical significant differences at (0.05) level between the means of the males achievement and the means of the females achievement in English due to the way of teaching (cooperative or traditional).

There was statistical significant difference at the (0.05) level between the means of the males achievement and the means of the females achievement in English ( $P = 0.024 > 0.05$ ). This results is shown in table (4).

Table (4) 2 way ANOVA of the means of males achievement and females achievement due to the method and gender.

Source of - variation	df	Sum of squares	Mean of squares	F	Significance of F.
Method a.	1	2434.44	2434.44	5.187	.024
Gender	1	2081.13	2081.13	4.435	.037
2- way interactions	1	345.136	345.136	.735	.393
Methods / gender	1	345.136	345.136	.735	.393
Explained	3	4866.41	1622.13	3.457	.018
Residual	134	62885.7	462.269		
Total	137	67752.1	424.541		

Table (4) revealed that there was significant difference between males and females achievement in two different teaching methods. This different was due to both sex and teaching environment.

According to the interaction between males and females, there was no statistical difference between method of teaching and gender (males and females) since  $F = .393$ .

Table (5) revealed that the difference was in favor of males ( $X = 60.68 > X = 52.87$ ) for females.

Gender	Group	Mean	Total
Males	Experimental	66.41	
	Control	55.39	60.68
Females	Experimental	55.11	
	Control	50.44	52.87

## Summary

The researcher summarized the main results of the study as follows:

- 1- The results of the statistical analysis revealed that there is a significant difference at (.05) level between the means of students scores of the experimental group ( cooperative group ) and the means of students scores of the control group. That means there is positive effect of the cooperative learning method on the students achievement in English language.
2. The results of the statistical analysis revealed that there is a significant difference at (.05) level between the means of the boys scores of both experimental and control groups and the girls scores of both experimental and control groups A.
- 3- The results of the statistical analysis revealed that there is no significant difference at (.05) level on the students attitudes towards English with different ways of teaching (cooperative and traditional).
- 4- The results of the statistical analysis revealed that there is no significant difference at (.05) level between the boys and the girls attitudes toward English with different ways of teaching (cooperative and traditional).

Also the results revealed that the boys attitudes and the girls attitudes are almost the same .

**CHAPTER FIVE**  
**Discussion , Conclusion and Recommendation**

## CHAPTER FIVE

### Discussion, Conclusion and Recommendation

In this chapter, the results, conclusions and recommendation are discussed. The main purposes of the study was: The investigation of the effect of cooperative learning method on the 9th grade students attitudes and academic achievement compared with the traditional method toward learning English.

The results of this study are discussed under the following headings :

- \* The effect of cooperative learning on the 9th grade students achievement in English.
- \* The effect of cooperative learning on the boys' achievement and the girls' achievement in English.
- \* The effect of cooperative learning on the 9th grade students attitudes towards English language.

#### **The effect of cooperative learning on the 9th grade students achievement in English.**

The statistical analysis revealed that there is a significant difference on the 9th grade students achievement in English due to the method of teaching (cooperative learning method) since the mean of the students scores in the experimental group was (61.38) while the mean of the students scores in the control group was (52.47).

With respect to this result, it was found that the cooperative learning method has a positive effect on students' achievement which was due to the aspects of this method where all members who work in a heterogeneous group are completely cooperative, besides that cooperation is between the groups not between the members of each group. Also, this method encouraged and reinforced all members of group to work as a team so as to achieve the skills and activities they had to do. On the other hand, low level learners can get benefit from their colleagues through the group in guiding and consulting them in learning. Also the role of the teacher has changed, his/her role was to guide his students to learn, encourage and reinforce them to achieve the activities they had to do in a schedule time.

These results are in agreement with the results found by Johnson and Johnson, 1982; Johnson, 1976; Slavin, 1981; Khandukji, 1992; and Fakhouri 1992.

### **The effect of cooperative learning on the boys achievement and girls' achievement in English.**

The statistical analysis revealed that there was a significant difference on both the boys' achievement and the girls' achievement. Since the mean of the boys scores in the experimental group was (66.41) while the means of the boys scores in the control group was (55.39). On the other hand, the means of the girls scores in the experimental group was (55.11) and the mean of the girls in the control group was (50.44).

As a result of statistical analysis, it is interesting to notice that the general view of people is that for the girls are more slanted towards



cooperative study rather than the boys. Surprisingly, my study shows an opposite result i.e. the boys' achievement proved to be higher than the girls'. The reason might be that the girls at this critical age tend to think of future settlements through marriage or staying at home, or their parents might be satisfied with their limited pace of education as they all think that the girls final target is staying at home. On the other hand, the boys who are looked at, as the saviors of their families, are getting more attention and effort to cope with their further education. This is also perhaps due to what Zahran, 1985 stated that male students like to cooperate with others without shyness and worry whereas female students usually feel worry and shy when they cooperate with others.

According the English teachers of both the boys and the girls in the study, they are almost the same level. Since I have referred to their records, they both have the same qualification, training courses and they are exposed to the same instructions and advice of their school supervisor.

### **The effect of cooperative learning on the 9th grade students attitudes toward English language.**

The results which were related to the effect of cooperative learning on the students attitudes toward English revealed there was no statistical significant difference between the means of experimental group and the means of the control one on the attitudes measure for both girls and boys. That means there was no positive effect of the cooperative learning in changing the 9th grade students attitudes to English language, so , when we compare the means of the students' scores on the attitudes' measure after applying the experiment

with the means of students scores before applying the experiment there was no significant difference due to the method of teaching.

This result is due to the fact that the people whom we were dealing with are the result of the Intifadeh period, where new negative attitudes were built during that time and this made changing there attitudes into more positive is rather difficult at least takes more time. In my research not enough time was dedicated to develop their attitudes . It was expected instead that their view to this kind of teaching (cooperative method) would be appreciated and hence to look for this kind of teaching will be recommended for use.

These findings are similar to those of ( Fakhouri, 1992 ) who found that there is no statistical difference in the effect of cooperative learning in general self concept of the students themselves due to teaching method so it is difficult to raise students self concept in a short period of time. It is useful to mention that there are no enough Arabic studies that have been carried out concerning this topic to use as a references of indicator which will help us, to use our own tools in measuring the attitudes.

## Recommendations

Based on the findings of the study, the researcher recommends the following:

### *I- Recommendations for teachers:*

The results of the study proved that cooperative learning method in teaching English tends to increase students' achievement in most of our schools. So the researcher recommends the teachers do the following:

- A. Applying different types of method of teaching and concentrating on using cooperative learning methods.
- B. Guiding and consulting students for building and developing positive attitudes toward themselves and toward studying.

### *II- Recommendations for the Educational Authorities:*

The researcher recommended the educational authorities carry out the following:

1. Intensive courses and work shops for English teachers should be taken into consideration to train them how to teach students using kinds of cooperative learning method.
- 2- Preparing educational working papers dealing with different kinds of method of teaching and giving some attention to motivate teachers to use methods which concentrate on the role of the students in the educational process like the cooperative learning method .
- 3- Providing schools with enough materials and instrument so as to facilitate planning the cooperative learning method more effectively .

### ***III. Recommendations For Further Research:***

Since Arabic studies on using cooperative learning method were limited, this study recommends the researchers in teaching English do the following:

1. Carrying further research on the effect of cooperative learning method not only on students achievement but also on other aspects in learning such as learning social skills cognitive skills, emotional skills, and attitudes.
- 2- Another direction that might be taken by future researchers should be on the advantages and the effectiveness of cooperative learning methods in all grades for both males and females and in all educational curricula.

## الملخص

أثر طريقة التعلم التعاوني في اللغة الانجليزية على تحصيل واتجاهات طلاب الصف التاسع .

هدفت هذه الدراسة الى تحديد أثر طريقة التعلم التعاوني في تحصيل واتجاهات طلبة الصف التاسع الأساسي (ذكور واثاث) في اللغة الانجليزية مقارنة بأثر الطريقة التقليدية . شملت عينة الدراسة من (١٣٨) طالباً وطالبة من طلاب وطالبات الصف التاسع في مدرستي ذكور عسكر الأساسية الأولى وبنات عسكر الأساسية الأولى والتابعتين لوكالة الغوث الدولية في منطقة نابلس للعام الدراسي (١٩٩٥ - ١٩٩٦) . واختيرت هذه العينة بطريقة عشوائية على النحو التالي :-

١ - (٧٥) طالباً في مدرسة ذكور عسكر الأساسية الأولى موزعين في شعبتين (أ ، ب) واختيرت احدى الشعبتين لتكون المجموعة التجريبية ودرست بالطريقة التعاونية والأخرى ضابطة ودرست بالطريقة التقليدية .

٢ - (٦٣) طالبة في مدرسة بنات عسكر الأساسية الأولى موزعين في شعبتين (أ ، ب) واختيرت إحدى الشعبتين لتكون المجموعة التجريبية ودرست بالطريقة التعاونية والثانية لتكون الضابطة ودرست بالطريقة التقليدية .

وقبل البدء بالتجربة تم التأكد من تكافؤ المجموعتين التجريبية والضابطة وذلك بحساب متوسطات الحساية والانحرافات المعيارية لعلامات الطلبة (ذكور واثاث) في اللغة الانجليزية في منتصف العام الدراسي الثاني (١٩٩٥ - ١٩٩٦) . وكذلك تم مقارنة متوسطات علامات أفراد المجموعتين (ذكور واثاث) على مقياس الاتجاهات القلبي .

وبعد الانتهاء من التجربة والتي استغرقت لمدة شهر واحد تم قياس تحصيل الطلاب على اختبار تحصيلي من اعداد معلمي اللغة الانجليزية في مدرستي ذكور عسكر الأساسية الأولى وبنات عسكر الأساسية الأولى ، كذلك تم قياس اتجاهات الطلبة بواسطة مقياس الاتجاه نحو اللغة الانجليزية وهو من اعداد براون وهوتلزمان (١٩٦٧) .

حللت البيانات باستخدام تحليل التباين (One-Way of ANOVA) و (Two-Way of ANOVA) لدراسة أثر المعالجة على التغيرات التابعة كما استخدم (One-Way of ANOVA) و (R.M.D.) لقياس الفروق بين الاداء القبلي والبعدي في اتجاهات الطلبة لكل من المجموعتين التجريبية والضابطة لكل من الذكور والاناث. أظهرت نتائج الدراسة وجود فروق ذات دلالة احصائية في تحصيل الطلبة (ذكور واناث) في اللغة الانجليزية تعزى الى طريقة التدريس ولصالح المجموعة التجريبية كذلك أظهرت نتائج التحليل الاحصائي وجود فروق ذات دلالة احصائية لكل من الذكور والاناث حيث كانت نسبة تأثير طريقة التعلم التعاوني على تحصيل الطلبة الذكور في المجموعة التجريبية اعلى منها عند الاناث.

لم تظهر نتائج الدراسة وجود فروق ذات دلالة احصائية في اتجاهات الطلبة (ذكور واناث) في اللغة الانجليزية تعزى الى طريقة التدريس حيث لم تظهر نتائج التحليل الاحصائي وجود فروق ذات دلالة احصائية بين مقياس الاتجاه نحو اللغة الانجليزية القبلي والبعدي لكلا المجموعتين التجريبية والضابطة. كذلك لم تظهر نتائج الدراسة وجود فروق ذات دلالة احصائية بين مقياس اتجاه الطلبة الذكور منها عند الاناث في المجموعتين التجريبية لدى الذكور والاناث.

استناداً الى النتائج التي تم التوصل اليها خلصت الدراسة الى عدد من التوصيات تدعو تشجيع المعلمين على استخدام طريقة التعلم التعاوني في تدريس اللغة الانجليزية لما لها من أثر فعال في تحصيل الطلبة ذكور واناث. والى ضرورة عقد الدورات التدريبية لمعلمي اللغة الانجليزية لتدريبهم على كيفية التدريس بهذه الطريقة.

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Asker Basic B11 / 8  
Grade 9

English Test  
Units 20 - 23

Date .....  
Name.....

1- Ali went to France on a holiday by Pan-American .

He filled the form below about the flight . Read it carefully , then answer the questions that follow : (20 points) .

Please put a tick  only in one box next to each question :

1- How helpful were the ground staff ? Very  Fairly  Not Very

2- Did the flight leave on time ? Yes  No

3- How helpful were the cabin staff ? Very  Fairly  Not Very

4- How was the meal ? Very good  Fairly good  Not Very

5- How comfortable was your seat ? Very  Fairly  Not Very

6- Did the plane arrive on time ? Yes  No

suggestions : The cabin staff should be taught better English .

Write whether the following sentences are True or False :

- 1- Ali was happier in the air . .....
- 2- He liked the meal very much . .....
- 3- The ground staff were very helpful . .....
- 4- The plane left on time . .....
- 5- The flight didn't arrive on time . .....

**11. Read the following advertisement . then answer the questions that follow :**

**NABLUS CITY COUNCIL**

**Any old bottles or jars : Don't throw them away  
Bring them to the New Bottle Bank in Rafidya**

Your old bottles are worth money . 50% of all new glass is made from recycled glass . We can sell your old bottles back to the bottle

markers and use the money to make thing better for you in Nablus .

**Don't delay use your bottle bank today**

**Question : ( 20 points )**

**1- Where is the bottle bank ?**

**2- Who buys old glass bottles ?**

**3- What are they going to do with the money ?**

**4- " recycled " means :**

**a. broken**

**b. used again**

**c. repaired**

**5- " delay " means :**

**a. put on**

**b. put out**

**c. put off**

111 Read this paragraph carefully , then complete the table below ; (10 points ) .

“ We see through our eyes . Light enters our eyes through the pupil and is focused on to the retina at the back of the eyes . We hear through our ears , When sound waves pass into the inner ear , our sense of balance is also located in our ears . We use our nose to smell , our tongue to taste and our fingers to touch , although every part of our body is sensitive to touch.

Sense	Organ

2. A- Rewrite the following broken sentences into good ones :  
(16 points)

1. earthquakes / seismologists / study
2. come from / spanish names / Arabic / many/ and words
3. the international / was / language / Arabic / of learning
4. the main / called silica / is / ingredient / sand / of glass / a kind of

B- Report the following question : (10 points) .

1. " What is your name ?

Ali asked the boy.....

2. " Do you like living in the camp ?

The reporter asked the pupils.....

C- Cpmplete the spaces in this paragraph by using words from the list : (8 points)

shocks , crust , stones , caused , is , slide , surface , earth .  
seismograph ,

Earthquakes are .....by movement in the earth's .....  
that's the part of the earth that lies below the ..... The  
earth's crust .....made up of huge pieces of ..... which  
can .....against each other . These movements take place under  
the .....but the shock is felt on the surface . We call these  
..... " earthquakes "

D - Use the following notes to write a short paragraph about

AL- IDRISI : (16 points) .

AL- Idrisi ( 1100- 1183 ) .

born in Cordoba

great traveller

visited Italy

stayed at king roger's Court

wrote " Book of Roger "

geography of whole world

Total : (100 points )

Good Luck

Hassan Naqib

Salwa Abu Salem

Asker Basic B+G / S  
Grade 9

English Test  
Units 20 - 23

Date .....  
Name.....

1- I Ali went to France on a holiday by Pan-American .

He filled the form below about the flight . Read it carefully ,  
then answer the questions that follow : (20 points) .

Please put a tick  only in one box next to each question .

- 1-How helpful were the ground staff ? Very  Fairly  Not Very
- 2-Did the flight leave on time ? Yes  No
- 3-How helpful were the cabin staff ? Very  Fairly  Not Very
- 4-How was the meal ? Very good  Fairly good  Not Very
- 5-How comfortable was your seat ? Very  Fairly  Not Very
- 6-Did the plane arrive on time ? Yes  No
- suggestions : The cabin staff should be taught better English .

Write whether the following sentences are True or False :

- |   |       |
|---|-------|
| 1- Ali was happier in the air .         | True  |
| 2- He liked the meal very much .        | True  |
| 3- The ground staff were very helpful . | False |
| 4- The plane left on time .             | True  |
| 5- The flight didn't arrive on time .   | False |



11 Read the following advertisement , then answer the questions that follow :

**NABLUS CITY COUNCIL**

**Any old bottles or jars : Don't throw them away  
Bring them to the New Bottle Bank in Rafidiya**

Your old bottles are worth money . 50% of all new glass is made from recycled glass . We can sell your old bottles back to the bottle

markers and use the money to make things better for you in Nablus .

**Don't delay - use your bottle bank today**

Question : ( 20 points )

- 1- Where is the bottle bank ?  
In Rafidia .
- 2- Who buys old glass bottles ?  
The Bank Bottle .
- 3- What are they going to do with the money ?  
They're going to make things better for me and us .
- 4- " recycled " means :  
a. broken                                  b. used again                                  c. repaired
- 5- " delay " means :  
a. put on                                      b. put out                                      c. put off

**111 Read this paragraph carefully , then complete the table below ; (10 points ) .**

“ We see through our eyes . Light enters our eyes through the pupil and is focused on to the retina at the back of the eyes . We hear through our ears , When sound waves pass into the inner ear , our sense of balance is also located in our ears . We use our nose to smell , our tongue to taste and our fingers to touch , although every part of our body is sensitive to touch.

Sense	Organ
seeing	eye
hearing	ear
smell	nose
taste	tonque
touch	fingers

**2. A- Rewrite the following broken sentences into good ones :**  
(16 points)

- earthquakes / seismologists / study  
Seismologists study earthquakes .
- come from / Spanish names / Arabic / many / and words  
Many Spanish names and words come from Arabic .
- the international / was / language / Arabic / of learning  
The international language of learning was Arabic .
- the main / called silica / is / ingredient / sand / of glass / a kind of  
The main ingredient of glass is kind of sand called silica .

B- Report the following question : (10 points) .

1. " What is your name ?

Ali asked the boy.....

2. " Do you like living in the camp ?

The reporter asked the pupils.....

C- Cpmplete the spaces in this paragraph by using words from the list : (8 points)

shocks , crust , stones , caused , is , slide , surface , earth ,  
seismograph ,

Earthquakes are caused by movement in the earth's crust that's the part of the earth that lies below the surface. The earth's crust is made up of huge pieces of stones which can slide against each other . These movements take place under the earth but the shock is felt on the surface . We call these shocks " earthquakes " .

D - Use the following notes to write a short paragraph about

AL- IDRISI : (16 points) .

AL- Idrisi ( 1100- 1183 ) .

born in cordoba

great traveller

visited Italy

stayed at king Roger's court

wrote " Book of Roger "

geography of whole world

Total : (100 points)

Good Luck

# مقياس الاتجاه نحو اللغة الانجليزية

مكان الميلاد : \_\_\_\_\_ الصف الدراسي : \_\_\_\_\_

الاسم : \_\_\_\_\_ العمر \_\_\_\_\_ سنة

الجنس ( ذكر/انثى ) \_\_\_\_\_

التعليمات \_\_\_\_\_

- في الصفحات التالية يوجد عدد من العبارات التي تدور حول مقياس الاتجاه نحو اللغة الانجليزية
- والمطلوب : قراءة كل عبارة بعناية ، وما اذا كانت تنطبق عليك او لا تنطبق .
- لا تجب بنعم او لا على هذه الجمل .
- ضع اشارة ( ✓ ) تحت استجابة واحدة من الخمس الواردة
- الرجاء الاستجابة لكل العبارات
- اذا غيرت رأيك بعد وضع العلامة ، تشطب العلامة بالقلم وتوضع العلامة الجديدة .
- ليس هناك وقت محدد للاستجابة .

الباحث \_\_\_\_\_

الرقم	عامة	في كثير من الاحيان	احيانا	نادرا	الصفات
					١- اشعر ان دروس اللغة الانجليزية شيقة وممتعة
					٢- اعتقد اني افضل مباراة رياضية على حصة اللغة الانجليزية
					٣- اشعر بالراحة خلال دروس اللغة الانجليزية
					٤- اشعر ان معظم الطلبة لا يحبون دروس اللغة الانجليزية
					٥- اشعر ان دروس اللغة الانجليزية متنوعة ولطيفة
					٦- اشعر ان دروس اللغة الانجليزية لا فائدة منها
					٧- اشعر ان اي ملاحظة مني في درس اللغة الانجليزية لن تلقى اهتمام من المعلم
					٨- اشعر ان معلمي اللغة الانجليزية لهم مكانة طيبة لدى الطلبة
					٩- اشعر ان معلم اللغة الانجليزية يتفاعل مع الطلبة
					١٠- اعتقد ان معلم اللغة الانجليزية يحاول ان يشعر الطلبة بضعفهم
					١١- اشعر ان هناك مشاركة من الطلبة في دروس اللغة الانجليزية
					١٢- اشعر ان معلم اللغة الانجليزية يعطي امثلة واضحة في الدرس
					١٣- احد في درس اللغة الانجليزية معنى وحلوى في حياتي اليومية
					١٤- اشعر ان دروس اللغة الانجليزية يتم بطريقة استبدادية
					١٥- اشعر ان دروس اللغة الانجليزية غير ذات نفع
					١٦- اشعر ان دروس اللغة الانجليزية مملة
					١٧- اعتقد ان معلم اللغة الانجليزية يحاول ان يبرز اهمية اسام الطلبة
					١٨- اشعر ان القضايا التي تبحث في دروس اللغة الانجليزية ضعيفة
					١٩- اعتقد ان دروس اللغة الانجليزية افضل من مباراة رياضية
					٢٠- اعتقد ان تدريس اللغة الانجليزية يتم بطريقة ديمقراطية

اسم المعلم : \_\_\_\_\_ اسم الملاحظ : \_\_\_\_\_

الصف : \_\_\_\_\_ التاريخ : \_\_\_\_\_ الموضوع : \_\_\_\_\_

ملاحظات	لا	نعم	١ - تحديد الأهداف
			(١) هدف المهام (شفهياً أو كتابياً) (٢) طريقة تقييم المهام (٣) المكافآت الإضافية (٤) السلوك التعاوني (٥) الوقت لإتمام المهام
			ب - التنفيذ (١) حجم المجموعة - مناسب لعمر الطلاب - مناسب لطبيعة المهام
			(٢) تكوين المجموعة - عشوائي - محدد من قبل المعلم - السبب
			(٣) مدة الوقت التي تعمل فيها المجموعة - لمهمة واحدة - لفترة معينة ما هي
			(٤) ترتيب غرفة الصف - الطلاب يجلسون وجهاً لوجه - بجانب بعضهم البعض - مجال للمعلمة للحركة بين المجموعات

ملاحظات	نعم	نعم	
			<p>٥) المواد التعليمية</p> <ul style="list-style-type: none"> <li>- طريقة المشروع</li> <li>- الطريقة المتشابهة</li> </ul>
			<p>٦) أدوار أعضاء المجموعة</p> <ul style="list-style-type: none"> <li>- تحديد الأدوار المناسبة للمهبة من قبل المعلمة</li> <li>- وجود دور لكل عضو</li> <li>- الأدوار مناسبة لعمر وحبيرة الطلاب</li> </ul>
			<p>ج- دور المعلم</p> <ul style="list-style-type: none"> <li>١- توضيح دور المعلمة</li> <li>٢- تعمل كما أوضحت</li> <li>٣- تراقب الهدف الجماعي المحدد</li> <li>٤- تتدخل عند اللزوم</li> <li>- للمساعدة في المهام</li> <li>- لإجابة أسئلة المجموعة</li> <li>- تستعين بالمجموعة لحل المشكلة</li> <li>- ترشد المجموعة لطريقة التعاون عند حصول مشكلة</li> </ul>
			<p>د- التقسيم 273856</p> <ul style="list-style-type: none"> <li>١- تقييم المهمة</li> <li>٢- تقييم السلوك الإجتماعي</li> <li>- من خلال نقاش ضمن المجموعة</li> <li>- من خلال نقاش مع الصف بأكمله</li> <li>٣- تنفيذ راجعة</li> <li>- للمهمة</li> <li>- للسلوك الإجتماعي</li> <li>٤- ملاحظات للعمل الجماعي في المستقبل</li> </ul>