An-Najah National University

Faculty of Graduate Studies

IMPACT OF USING COLLABORATIVE LEARNING STRATEGY ON IMPROVING 9TH GRADERS' PERSONALITY AND SPEAKING SKILLS IN NABLUS PRIVATE AND UNRWA SCHOOLS

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Dedication

I dedicate this work to the source of my pride, to my first teacher, to the one who honored me by bearing his name, to the one who sacrificed precious and invaluable in order for me to reach a high scientific degree, my dear father.

To the one, I saw from her the path of my life and derived from her my strength and pride in myself, to the lofty woman who taught me the meaning of persistence and that nothing is impossible with the strength of faith and proper planning, to the source of selfless giving throughout my life, to the light and joy of my life, to the woman who accompanies me in her invocations: my mother, then my mother, then my mother.

To the brace, humerus and, forearm, my dear brother.

To the gift of my heart, to the friend of my spirit, to my endless love, my dear sister.

To my beloved nephews, Mahmoud and Zain, whom I cannot force myself to stop loving, and their dear mother.

To everyone who touched my heart in my life.

Acknowledgments

I would like to express my sincere thanks, appreciation, and gratitude to everyone who helped me complete this work, in compliance with the Almighty's saying in His Holy Quran,

"و قَالَ رَبِّ أَوْزِعْنِىَ أَنْ أَشْكُرَ نِعْمَتَكَ ٱلَّتِىَ أَنْعَمْتَ عَلَىَّ وَعَلَىٰ وُلِدَىَّ وَأَنْ أَعْمَلَ صٰلِحًا تَرْضَىٰهُ وَأَدْخِلْنِى بِرَحْمَتِكَ فِى عِبَادِكَ ٱلصّٰلِحِينَ".

First and foremost, all to praise Allah Almighty, the Most Gracious and the Most Merciful, for His blessings given to me during my studies and in this thesis. May Allah's blessing go to His Final Prophet Muhammad (peace be upon him), whose way of life has been continuous guidance for me.

v

Table of Content

List of Tables

List of Charts

List of Appendixes

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Abstract

This experimental study investigated the impact of using collaborative learning on improving 9th graders' personality and speaking skills in Nablus-based private and UNRWA schools. Gender and the type of school variables were taken into account.

To conduct this study, a pre-test and post-test were administrated a sample of 228 students. In addition to the test, the researcher used in-depth classroom observations of English classes as a supplementary tool to describe students' behavior and reactions to studying during collaborative learning. For data analysis, the researcher used a paired t-test and an independent sample t-test. The results showed improvement in students' pronunciation after using the collaborative learning strategy because they practiced the language in real-life situations. Also, it was found that students' motivation toward learning English speaking increased because they broke the ice, and they became courageous enough to admit that making mistakes is allowed as long as a lesson is learned from those mistakes. Furthermore, it was found that the collaborative learning strategy positively affected students' personality skills. Based on these results, the researcher recommended employing the collaborative learning strategy in teaching speaking because speaking is an essential skill in English since it affects mastering reading, writing, and listening. It also encourages students to cooperate with each other, thus boosting their confidence in themselves.

Key words: collaborative learning; 9th Graders; personality skills; speaking skills.

Chapter One

Introduction and Theoretical Background

1.1 Introduction

Allah Almighty endowed man with the brain and the speech organs, which he uses to live and carry out his tasks of adoring the truth and constructing the planet. The diversity of languages and tongues is one of the most conspicuous aspects of all humanity's social life, no matter how remote the homelands or languages are, to the Almighty's saying: "And of His signs is the creation of the heavens and the earth and the diversity of your languages and your colors; indeed in that are signs for those of knowledge." (Ar-Rūm:22)

Language is the best source of strength and uniqueness in human beings. It is the medium through which people organize and express their thoughts in a way that others can understand and assimilate. Through language, people can express their basic needs and provide themselves with ways and means to know our world and perform our functions as social creatures. The human alone, except for other members of the animal kingdom, is the one who uses spoken sounds in a specific creative system to achieve communication with the members of his gender (Carstairs-McCarthy, 2007).

English is the world's most widely spoken language, which has well-known accents. It thus means that a couple of people from different countries (for example, Iranian and Pakistani) ordinarily communicate in English. That is why, to communicate on a global scale, everyone must learn English, which will help in communicating with people from all over the world. Speaking English is important because it allows a person to interact efficiently with fellow global inhabitants (Nishanthi, 2018).

English is now utilized for a wide variety of purposes, including academic achievement, commerce, politics, and technology. So the significance of learning English in the current world couldn't be underestimated or dismissed, given that English is spoken in the majority of the world. By serving as a tool for communication as well as a tool for learning, English can help us acclimate to our surroundings and perform in the present and future (Benites,2021).

Collaborative learning is one of the active learning techniques that enables students to benefit from learning in an adaptable and enjoyable manner while also increasing their

motivation during the learning process. Even though everyone has a different perspective on the world and a different set of personal characteristics, the collaborative learning method encourages positive competition among students and encourages them to share their experiences and abilities, allowing them to make better use of higher thinking processes, resulting in higher achievement and the ability to retain information for a longer time. There is also the option to study in a group environment, which decreases intolerance of opposing viewpoints and subjectivity, builds problem-solving skills and embraces differences between people, promotes creativity, and improves attitudes toward school and instructors. All of these will increase a learner's internal motivation and enable the creation of strong relationships among various groups of learners (Jarvela, Volet & Jarvenoja, 2010).

1.2 Theoretical Background

1.2.1 Social Constructivism

This theory tries to match different social norms and skills with students' background information about the subject matter. In other words, this educational theory empowers the students' reconstruction of language and associates the produced language with real-life situations taken from society. From the above assumption, the proponents of this theory emphasize that human relationships can formulate the knowledge students need. The overlapping relationship between knowledge and human relationships contains the historical, religious, and cultural context (Amineh & Asl, 2015).

Language is not neutral because it is governed by world fundamental principles, including respecting and neglecting others; it restricts what individuals may convey and our understanding of what we feel and know (Agius, 2013).

Collaboration, which is part of social norms, is bound to cultural, political, and economical ramifications. Individuals in a society recognize and endorse the society's perception of particular facts, beliefs, and facts so they are collaboratively bound to these norms in exchanging ideas. When new people in society embrace such information, it expands further context which can be seen in collaboration and class interaction. These socially produced beliefs produce human experience, which appear to be stable and unchangeable unless probed. As a result, adversarial interactions among groups can create the same concept and come to consensus to social reality (Bo, 2015).

This theory is the most appropriate to account for human interaction because it describes how people in a certain society interact with each other. In this study, the teaching of speaking is a kind of human interaction that should be tackled socially because learning is a social phenomenon since the first humans on the planet learned everything and acquired their own language by mere interaction. To conclude, the researcher's concern from referring to this theory is collaboration, which is the focus of interaction; class interaction is the key to one's correct communication, which is focal for one's growth both in language and personality skills as well.

1.2.2 Collaborative Learning

Collaboration is a concept of communication and personal lifestyle in which people are accountable for their activities, involving educating and valuing their colleagues' talents and achievements. It provides a manner of working with individuals that appreciates and recognizes each group participant's strengths and accomplishments in all circumstances when individuals join together in groups. Participants of the group share power and take accountability for the acts of the group. The core idea of collaborative learning is agreement development by team member collaboration instead of rivalry wherein individuals outperform other team members. Collaborative learning practitioners use this theory in school, in panel sessions, with local organizations, within their homes, and generally as a method of living and interacting with others (Laal & Laal, 2012).

Collaborative learning is a method of teaching and learning in which groups of students engage together to solve a problem, accomplish an assignment, or produce a project. Students are pushed both socially and emotionally in a collaborative learning context as they respond to multiple opinions and are forced to express and defend their beliefs. As a result, rather than relying solely on the structure of a specialist or a book, the students begin with their distinct conceptual frames. Students in a collaborative learning situation can communicate with their classmates, propose and advocate ideas, discuss varied viewpoints, challenge another theoretical model, and participate effectively (Srinivas, 2011).

Collaborative learning has both benefits and downsides. Huertas (2011) illustrates some of the advantages of group work: They are students' desire to bring out a combined project and encounter the established goals; the liability borne by all participants in the group;

elevated efficiency; and the creation of good interactions between group participants (dedication, unity, regard, collaboration, and so on.) along with creating consciousness of collaboration with others.

The researchers think that the significance placed on collaborative learning as an approach to education reflects the significance of various types of collaboration in the community. The prevalence of collaborative learning as an approach to education shows that collaborative learning is well aligned with evolving perspectives on education and the theory of science. Giving a student more effective and productive participation is now deemed more prudent than in the past. Furthermore, this knowledge-construction procedure is viewed as a procedure of contact and discussion with other actors in the educational context, like the instructor, peers, and instructional materials, instead of as a solo business (Simons, Linden & Duffy, 2000).

1.2.3 Collaborative Learning and the Learners' Speaking Skills

The bulk of foreign language learners nowadays prioritize the acquisition of English-speaking abilities. Consequently, students frequently assess their language acquisition achievement and even the efficiency of their English course depending on how much they believe they have progressed in their oral language skills. Verbal abilities have scarcely been overlooked in English as a Foreign Language classes (see the abundance of discussion and other spoken class materials on the street), although how to handle the instruction of speaking skills has always been the axis of systematical discussion (Richards, 2008).

Teaching speaking is a critical component of teaching a second language. Rather than relying solely on memorization methods, it is critical to guide students toward developing appropriate communication and collaborative skills. Teaching learners' interaction abilities are nevertheless required for society and are relevant and exciting. As a result, teachers have to employ the Collaborative Learning Method in their speaking lessons and select the appropriate sort of language source and speaking selectors (Sayin, 2015).

Speaking as one major skill in a foreign language in old approaches mainly meant reciting after the teacher, remembering a conversation, or answering exercises, each of which mirrors the block of text concept of competency prevalent in sound and other repetition-

based approaches of the 1970s. The rise of collaborative learning in the 1980s resulted in new perspectives on curriculums and techniques, which are still influencing ways to teach speaking skills now. Pedagogically, curriculums were phased out in favor of communication versions focused on conceptions, assignments, abilities, activities, and other non-grammatical organizational elements (ibid: 2008).

It is not just the duty of pupils to improve their public speaking abilities. Rather, it is mostly the responsibility of instructors to encourage pupils. Pupils are constantly required to try to communicate eloquently; however, knowledge of the importance of the ability occurs first, and it must be attained through the collaborative efforts of students and instructors. To become familiar with the target language, pupils must participate in speaking exercises. For example, task-based speaking exercises, oral presentations, role-play and the adoption of a collaborative learning approach are all useful tools for getting pupils to speak out (Larmer, 2021).

Role-play, which is an effective method for teaching speaking, allows students to experience talking in a variety of social circumstances and social roles. Furthermore, issues with speaking elements like fluency and accuracy may be solved via role-play (Aini, Anwar, & Asmara, 2020).

Most high school pupils often find speaking English challenging. According to Haidara's (2016) study, most high school pupils perform well on English paper examinations such as comprehension and composition. However, the majority of them are unable to communicate. At the same time, most foreign language students prioritize proficiency in oral skills in mastering any language, even English due to inadequacy in students' personality skills in general and shyness or lack of confidence in specific (Haidara, 2016). Some circumstances might stymie pupils' ability to enhance their verbal abilities. Such variables might include a shortage of experience, high levels of linguistic fear, and a loss of faith (Haidara, 2016). One of the solutions to such issues might be the collaborative learning approach.

Language worries and weak personality skills are reduced through collaborative learning. Worry is regarded as mental pain or unease produced by apprehension about risk or catastrophe. Inordinate and overblown stress about ordinary things is a definition of "generic worry" (Suleimenova, 2013). Second-language pupils frequently feel

worried when talking in the target language since class situations appear to be dangerous to them (Dornyei, 2002).

Collaborative learning could help to reduce language worry by providing secure surroundings for studying English as a second language. Talking English in small groups might help learners seem more relaxed about committing errors in the language than delivering a speech in front of big groups of pupils. Participants of the group may listen if a pupil attempts to explain a concept in English (Dalisa, 2015). The fear of committing errors, such as malapropism or linguistic faults, could lessen due to the reduced risk of getting assessed by professors or the whole group (Dornyei, 2002).

Getting placed in a group fosters confidence in pupils, allowing them to discuss their emotions (Gregersen, 2017). Introverts may be less hesitant to improve their public speaking skills if they believe their classmates will enjoy whatever they present (Gregersen, 2017). Such confidence eventually reduces group participants' worries or anxiousness while sharing their thoughts in the chosen language. As may be shown, collaborative learning serves an important function in minimizing language worry when speaking English by generating helpful study situations.

1.2.4 Collaborative Learning and the Learners' Personality Skills

People's confidence in their abilities is an important aspect of self-development, effective adaptation, and transformation. Self-efficacy ideas operate through their effects on intellectual, behavioral, emotional, and procedural systems, causing people to behave favorably and optimistically or adversely and critically, in ways that are self-enhancing or self-debilitating. These ideas impact people's goals and objectives and their degree of inspiration, tenacity, and persistence when confronted with hurdles and adversity. They also shape people's outcome expectancies if they expect their efforts to produce desired or unfavorable outcomes. Moreover, efficiency assumptions shape how people see contextual alterations and obstacles. Individuals with low efficiency are simply persuaded of the futility of their efforts and give up soon; on the other hand, individuals with high efficiency think that issues may be overcome through self-development and perseverance. They demonstrate stubbornness and resilience (Bandura, 2005).

One source for increasing efficiency is obtaining self-confidence knowledge about people's achievements through socialite comparisons, which occurs in a collaborative learning method. In this case, being comparable to others is the finest point of comparison. When children see that their peers can master a task, they may also develop a desire to learn it. Certainly, indirect experience has a lower effect than mastery experience since it might be canceled via subsequent achievement failures (Schunk & Meece, 2005).

Collaborative learning fosters self-confidence and self-respect as learners support each other in teamwork. (Arta, 2019). To be confident, individuals require other people to mold it by intensely conveying thoughts or sentiments and reinforcing curiosity or passions. (Dornyei, 2002). Self-respect and self-confidence are sociological goods, which implies they are formed by others around us (Dornyei, 2002). The further learners engage with their classmates, the more confident they will become. This is consistent with Anwar's (2016) opinion that confidence arises on its own once the chance and consistency of expressing and talking have been acquired. Moreover, collaborative learning helps pupils have successful educational moments. Dornyei (2002) thinks that generating a sensation of achievement is the best method to boost confidence. Many attempts learners make in collaborative learning classes contribute to a sensation of achievement. Because communication worries may be eliminated and learners' engagement is encouraged through collaborative learning, learners may be more willing to put up an endeavor. Pupils will learn that they are stronger than they previously imagined once they begin to test their progress. They would be encouraged to improve their present skills after they have demonstrated a solid attempt. Lastly, a sense of accomplishment might help them build their self-confidence. Additionally, every student is motivated to confront problems in accomplishing their roles by becoming accountable for participating in their groups. At first glance, participating in group discussions appears to become a strain for them since they are required to use it.

The more people participate in group engagement, the more they become accustomed to dealing with the potential hazards of group debate. Moreover, collaborative working promotes a sensation in society by fostering compassion among learners as a result of peer assistance from each other. On the other hand, learners' actions in facing challenges, expressing concerns, and debating tough matters are formed by the activities they complete. The person learns to tackle their difficulties as a unit when they are given a

specific position in a group. Because of a sense of unity, this condition might remove the risk of encountering difficulty with the assigned responsibilities (Anwar, 2016). Throughout group debates, learners may get to make comments to fulfill their interests and express their thoughts on certain subjects (Arta, 2019). Overall, collaborative learning settings help to build confidence.

According to Rubio (2007), self-confidence has psychic and sociological components, such as diversity respect, time management, and self-confidence. In the same context, Bong (2008) demonstrates that poor confidence, among other factors, can hamper foreign language acquisition. Poor self-confidence can also give rise to psychological problems such as instability, worry, stress, and aggressive conduct. This might also be true for foreign language acquisition. Moreover, Bong states that the learner will not be likely to have a strong start in foreign language study since poor self-confidence impairs pupils' learning motivation, thus affecting students' academic achievement negatively.

As confirmed by Goel & Aggarwal (2012), confident individuals have social competence, are mentally stable, intelligent, successful, satisfied, strong, hopeful, autonomous, assured, assertive, always advancing, and have management skills more than others. It could be stated that the presence of ego in pupils is highly significant since it makes learners trust in their skills, not simply concede when facing any challenge, and do all activities supplied autonomously and with the best outcomes. As a result, it's indeed critical to create confident pupils. Confidence is one of the mindsets that every person that has a good view of himself and his position has. Confidence is a conviction in oneself and one's abilities, as well as a psychological state that believes or depends on individuality (Srivastava, 2013).

In clarifying the relationship between collaborative learning and the classroom environment Rubio (2007) states classrooms for second language instruction must foster students' confidence. Fostering an atmosphere whereby every learner feels confident may thus be deemed crucial. Students' confidence can be boosted in class situations through collaborative learning where they can give answers without fear and articulate themselves without fear of making an error or being embarrassed by their instructor. As a result, the instructor's demeanor, comments, and questions to students, as well as the language

teaching exercises in which they are expected to participate, are all related to their level of confidence.

Laal and Laal (2012) illustrate that collaborative learning is learning which entails combining pupils to solve an issue, or activity, or create a result collaboratively. Wanting direct instruction from the instructor, pupils in the team determine and discover for themselves how they will solve an issue, activity, or outcome. As a result, the flexibility provided in collaborative learning encourages pupils to effectively engage in combined projects. It will undoubtedly help pupils grasp the things they are studying and can boost pupils self-confidence.

1.3 Literature Review

1.3.1 Introduction

To demonstrate a purposeful evaluation of the impact of using collaborative learning on improving ninth graders' personality and speaking skills, the researcher combined previous studies relevant to her study to arrange the main ideas topically. This contained seven areas: collaborative learning definition; the main elements of collaborative learning; advantages of collaborative learning in the teaching and learning process; students' team-achievement division (STAD); collaborative learning in EFL; the impact of using collaborative learning on personality skills; and the impact of using collaborative learning on learners' speaking skills. Every topic displays how the studies are related to each other and the objective of this study.

1.3.2 Collaborative Learning Definitions

In the area of the definitions of collaborative learning, a lot of research was conducted in this area. To begin with, Cheng (2021) defined collaborative learning as one of the best educational techniques. It enables students to utilize the language in useful contexts, and it has grown in popularity as a method of organizing the classroom. The developmental theories of Jean Piaget and Lev Vygotsky, which place a strong emphasis on peer interaction and group problem-solving, are the foundation for collaborative learning.

However, other definitions of "collaboration" can be interpreted in other contexts rather than educational ones. All share different language components, concentrating the same. Slavin (2011), for example, defines collaborative learning as a pedagogical approach

wherein learners study an academic subject in small groups. The participants talk, dispute, and assist one another in achieving a certain objective; higher-lever learners assist lower-level learners in enhancing their comprehension of the issue.

Besides, the notion behind collaborative learning is that by rewarding a group rather than an individual, students are driven to assist one another in learning the content. Each team member is accountable for not only studying the content but also assisting colleagues in understanding the information and completing the assigned assignment.

In short, collaborative learning is an educational strategy that clusters around stimulating cooperation, enhancing communication skills through interactive group activities, and improving learners' opportunities to use the target language in the classroom.

1.3.3 The Main Elements of Collaborative Learning

From the above mentioned definitions, the researcher confirmed what are the main elements of collaborative learning. A lot of research was conducted in this area. For example, Ghufron & Ermawati (2018) found that collaborative language learning refers to the systematic and carefully planned use of group-based methods. There are some characteristics of successful group learning in CL:

A. Collaborative learning's positive interdependence: which means that everyone is mutually interdependent, that is one for all and all for one in a group.

B. Individual accountability in collaborative learning: This simply means that every member in the group takes part in the group's achievement.

C. Face-to-Face Interaction: This refers to small groups of individuals supporting and helping each other's efforts, as well as accomplishing and creating activities to reach team objectives. As a result, learners' possibilities for achievement may be increased through face-to-face engagement.

D. Social abilities: Acknowledgment and trust of one another which result in speaking clearly and decisively, accepting and encouraging each other, and settling disagreements constructively. This means mutual respect and constructive interaction.

1.3.4 Studies that Cover the Advantages of Collaborative Learning in the Teaching and learning Process

In the area of the advantages of collaborative learning in the teaching and learning process, a lot of research was conducted in this area. For example, in Slavin (2011), the benefits of collaborative learning fall into two categories: motivational and cognitive.

a. Motivational: Learner engagement is required in collaborative learning since individual objectives can be reached if the team achieves. In other words, learners should encourage one another to exceed their expectations in order for the group to succeed. Praise and support for high-performing groups increase social motivation among learners during collaborative work.

b. Cognitive: Cognitive theories emphasize the consequences of cooperation on ego (whether or not groups are trying to achieve a group goal). There are two sorts of psychological approaches: evolutionary theories and cognitive extension theories. Evolutionary theories state that children's participation in appropriate tasks can strengthen their grasp of the important concept. During cooperative learning, students will learn from one another because when they discuss an issue, cognitive conflict ensues, weak reasoning is highlighted, and improved understanding emerges (Cikara, 2021).

Information retrieval from memories is emphasized in cognitive elaboration theories. To get the resources, students must participate in cognitive restructuring or elaboration tasks while maintaining any sort of knowledge in memory and referencing information that is already in memory. Crafting is seen to be most successful when materials are explained to another person (Slavin, 2011).

1.3.5 Students Team-Achievement Division (STAD) as One Program of Collaborative Learning

The researcher covers the program students team-achievement division.

One of the simplest and best-researched collaborative learning programs is STAD. STAD is also commonly utilized to instruct a range of classes and disciplines (Salvin, 2018). STAD typically consists of five essential elements:

Presentations in class:

Presentations in class are where materials are initially introduced. There are also clear homework assignments, lecture discussions, and audiovisual presentations. Because they must completely comprehend the material as it is offered, students must pay great attention. They are expected to perform well on exams in this fashion.

Teams:

At STAD, teams are made up of four or five students with a variety of academic backgrounds, gender identities, and racial/ethnic backgrounds. Each team member is in charge of compiling the questionnaires to ensure that their fellow students are learning.

Teams often engage in activities like group discussion, response comparison, and teammate error correction. The most significant aspect of STAD is this, which enables students to perform well for the team and enables the team to support its members.

Quizzes:

The students take solo tests in which they are not permitted to consult one another after a team practice session. In this approach, students are in charge of knowing the subject matter.

Individual Strengthening Points:

Enhancement Points are the basis for success. Each team is granted points depending on the extent to which the students study harder and perform better than their prior performance, with the students' test results being compared to their previous average.

Team Appreciation:

The team that satisfies the requirements is given a team appreciation award. The teams do not compete against one another, but they must do well in exams to get the greatest outcomes. Certificates or other awards may be used to recognize a team.

1.3.6 Studies that Deal with Collaborative Learning in EFL

In the area of collaborative learning in EFL, a lot of research was conducted in this area. To begin with, Rao (2019) found that students in collaborative learning activities gain a lot of new things from their groupmates, and the learning takes place in a welcoming and student-centered setting. Because teamwork greatly increases students' studying abilities and enhances their analytical reasoning, they will accomplish any type of challenging problem while also developing analytical reasoning. Furthermore, the students readily socialize with their classmates, improving their speaking skills and sharing knowledge among them. Furthermore, with collaborative learning, even ordinary learners may make significant contributions and do well in group tasks.

Also, Kumala and Pandonge (2017) found that the collaborative learning approach was discovered to make students enjoy and feel comfortable in the process of learning. The partnership might make the students more engaged and passionate, as well as bring the class scenario to life. Learners may also share and debate their thoughts with others. Furthermore, collaborative studying may encourage learners to get enthused about learning English. Additionally, the researchers encouraged the English instructor to adopt the collaborative learning technique since it has a significant impact on the students' speaking and writing performance.

Furthermore, Ibrahim, Shak, Mohd, Ismail, Perumal, Zaidi & Yasin, (2015) revealed that the collaborative learning technique encourages pupils to rely on one another in their quest for knowledge, making the learning experience more relevant and enjoyable. When pupils learn in a group, they do not feel alienated from others. When pupils work in groups, they form a community in which everyone helps one another. This will give pupils the academic and social assistance they require when studying. When students of varying performance levels collaborate to achieve a common objective, the pupils are held liable not just for their own learning but also for the learning of their classmates. To put it another way, success breeds success. The learning experience may be enhanced

further when the teaching style employed considers the students' interests and drive. As a consequence of collaborative learning, student motivation will be increased. This is due to the pupils' sense of control and empowerment over their own learning process. Finally, it may be stated that the ancient saying "two heads are better than one" applies to collaborative learning. Additionally, Raba' & Al-Makhzoomi (2010) demonstrated the same idea but in a different context, they found that collaborative learning maintains students aware, engaged, and enthusiastic, also focused on the student, which is the cornerstone of the whole teaching and learning process.

Thus, Saba 'Ayon (2013) focused on exploring the efficacy of employing collaborative learning on university students' learning and also their development of important job abilities and attitudes about working collaboratively. The researcher collected data using a variety of approaches, including a self-completion questionnaire, focus groups, and semi-structured telephone interviews. The findings point out that collaborative learning has a favorable impact on student learning. Their collaborative experiences appear to have a positive impact on their academic success, writing and spoken performance, and learning process. Furthermore, CL is expected to assist students to acquire job-related abilities such as teamwork, flexibility, tolerance, problem-solving, and communication.

Besides, Rodphotong (2018) highlighted that collaborative learning favorably impacts students' English communicative ability and students' attitudes toward the English language following training. The instructors' tasks assist students in thinking, sharing, and discussing throughout training so that they can apply their knowledge to collaborative activities. As a result, this study strongly suggested that collaborative learning be used to increase students' communicative skills, which might be an effect of English learning for students.

1.3.7 Studies that Cover the Correlation between Collaborative Learning and Speaking Skills

In the area of collaborative learning and speaking skills, a lot of research was conducted in this area. To begin with, Katiandagho and Listyani (2020) highlighted how collaborative learning through games improved 10th graders' English speaking skills. The sample includes 20 tenth-grade students at a private senior high school in Salatiga, Indonesia. They used a questionnaire and a semi-structured interview to collect data. It

was found that most pupils had a favorable opinion of using collaborative learning with games. Also, it was discovered that the bulk of pupils enjoy working in groups. It was also shown that the advantages of collaborative learning through games help learners to have more liability for themselves and the group; interact more; encourage involvement in utilizing English; and think critically. In terms of the benefits of collaborative learning for students' speaking abilities, games can increase communication skills, specifically vocabulary and pronunciation, and boost students' confidence while speaking English. In summary, students' speaking abilities may be improved through collaborative learning with games.

Similarly, Badr (2020) discussed students' English majors' speaking skills and their social presence at the Faculty of Education, Ain Shams University. It used a pre-and post-speaking exam, an English-speaking anxiety measure, and a social presence measure. The sample consisted of 25 first-year English department and basic education students at the Faculty of Education, Ain Shams University. The results concluded that there is a significant difference. And the researcher confirms the effectiveness of the program based on online collaborative learning in developing EFL speaking skills and social presence as well as reducing English-speaking anxiety levels for the students.

In the Indonesian context, Tampubolon's (2018) discusses whether or not collaborative learning is helpful in teaching speaking at senior high schools. He found that students may discuss their expertise and information with their peers through collaborative learning, and they will be more enthusiastic about studying through collaborative learning than by acquiring content independently. The collaborative learning approach can increase students' motivation, turn passive students into active participants, allow them the opportunity to communicate with the material and their peers, and encourage students to be imaginative in solving problems. The class environment is more vibrant and can be an alternative solution to our difficulties in the teaching and learning process. The data was gathered by observation, questionnaires, and documentation.

Novitasari also (2019) analyzed the students' perceptions and experiences with collaborative learning in their speaking lessons. It was confirmed that by employing collaborative learning, the students might collaborate to receive worthwhile feedback and build confidence, which results in more chances to rehearse speaking. In addition, they

recommended that the organization ought to motivate its instructors, professors, or lecturers to enforce collaborative learning in their courses because of its positive impacts as well as observance of the advantages the collaborative learning approach can provide for students. To collect data for this study, questionnaires and a semi-structured interview were used.

Additionally, Freniawati, Nainggolan & Huzairin (2015) discussed whether there is a significant improvement in pupils' speaking skills after they were educated utilizing collaborative learning. It was found that collaborative learning can be used to boost students' development of their speaking skills. Because they constantly rehearse speaking and have self-correction to regulate their spelling in speaking, students who study through collaborative learning can discuss their suggestions. Students are free to discuss the content with their peers. If the students have trouble understanding unfamiliar phrases, they will tell their peers and consult them together. Educators' speaking skills will be enhanced as they practice frequently. Furthermore, the researchers propose that the English instructor should employ this strategy (CL) to develop the student's speaking abilities since it allows them to openly communicate their thoughts, facts, or views without fear of making mistakes.

Furthermore, Geetha and Karthiga (2020) discussed oral skills problems among Bharathiar College of Engineering students. A pretest was administered prior to the interference to determine their problems with speaking ability using a questionnaire. Based on a questionnaire analysis, collaborative learning strategies were adopted to increase students' speaking skills. Because it is a group project that the students love and actively participate in, the strategies used allow them to enhance their speaking skills. Finally, a post-test was conducted utilizing a questionnaire as an instrument, and the students provided positive feedback. Therefore, collaborative learning strategies promote student learning and academic performance.

Still, Karthiga and Geetha's (2020) examined the difficulties with speaking skills of Bharathiar Engineering College learners. Some of the difficulties that they found were looking for the proper words, phrasing, anxiety of making errors, and subject understanding. After implementing the collaborative learning technique, they found that because it is teamwork, students feel comfortable and engage effectively to finish a

project; when they express their opinions, they acquire confidence and learn new words. In brief, the study revealed that collaborative learning strategies support student engagement and academic achievement. A pre-test and post-test were used to collect the data.

In conclusion, the researcher found out that the majority of the research was conducted directly or indirectly with collaborative learning, and she confirms that collaborative learning is an approach that can help students improve their proficiency in the target language, motivate them to talk or engage with others in the classroom, boost motivation, and make the teaching-learning process more pleasurable.

1.3.8 Studies that Cover the Correlation between Collaborative Learning and Personality Skills

In the area of collaborative learning and personality skills, a lot of research was conducted in this area. To begin with, Catalano (2018) contends that the cornerstone of contemporary, high-quality education cannot be developed without collaboration at all levels, whether at the micro team level or at the macro-level learning or internationally, of everything that implies education around the globe. Also, collaborating with other people might help you enhance your personality skills. These must always be practiced to be redeemed. Therefore, creating collaborative learning projects for group study activities is an excellent way to assist students in strengthening their abilities. This is why we consider that in every learning community, it is necessary to challenge students to collaborate to complete their tasks: papers, projects, and so on. In general, collaborative learning helps to stimulate pupils, develop their personality skills, and improve their performance by providing them with the chance to contribute to the task at hand.

Babiker (2018) investigated how collaborative learning can improve oral abilities. The study's goal is to acquaint EFL teachers with collaborative learning approaches and to encourage students to use them. Six hypotheses were tested, and four questions were answered. The descriptive analytical method was used in the investigation. The data was gathered and structured as a theoretical component. The practical phase of the analysis, which included a questionnaire and a checklist, indicated the following: EL teachers are unfamiliar with collaborative learning strategies; these teachers have been impacted by the traditional methods of instruction; students do not take group work seriously, and

these techniques result in extraordinary increases in speaking skills. As a result, it was suggested that collaborative learning be included in teacher education programs; that teachers train students to practice collaborative working; and that course planners allocate adequate time to collaborative learning.

Also, Nurhayati et al. (2017) discussed the advantages of using collaborative learning as a method to increase students' self-confidence. The researchers used a test of student achievement and a student confidence questionnaire as a tool for the research. The sample consisted of thirty-two students from the class X MIPA 4 SMA Negeri 2 Ngaglik, Sleman, Yogyakarta School Year 2015/2016. It was found that adopting a collaborative learning approach can boost student learning accomplishment and self-confidence in the teaching and learning process. And the stages of sharing and producing in the collaborative learning paradigm might boost students' self-confidence because pupils are obliged to voice their thoughts and build new concepts or information from the talks they have had.

Similarly, Ghavifekr (2020) aimed to determine students' attitudes about integrating collaborative learning into the classroom. A questionnaire was randomly distributed to a total of 100 students in five secondary schools in Klang to examine how collaborative learning affects students' social interaction abilities. The findings reveal that collaborative learning enhances the teaching and learning process. It allows pupils to communicate their thoughts, expertise, and experiences with their classmates. Pupils are encouraged to share their ideas in groups to develop their leadership and interpersonal abilities. While talking with others, students learn to adapt to a foreign culture. This will ultimately help to improve the quality of teaching and learning environments for pupils. Also, the favorable association between collaborative learning and social interaction skills may provide useful information to parents, instructors, and school administrators in helping pupils learn better in today's competitive world.

Sulaiman and Shahrill (2015) that working together as a group has aided students in improving their learning, which has led to an improvement in their relationships with their peers. Furthermore, when students work in a group, they get more information and acquire specialized skills and techniques. Also, via collaborative learning, students learn to work efficiently, appreciate each member's thoughts and perspectives, and develop the ability to be dedicated and accountable for the group's success.

Additionally, collaborative learning not only improves the student's ability to collaborate but also leads to various other abilities such as communication and analytical thought via group discussions. These skills are required not only for them to learn with their classmates, but also for them to function as a team in their working and personal lives. Finally, this study found that collaborative learning improves students' academic performance while also developing the required abilities to equip them for living and working in a changing environment.

In conclusion, the researcher found out that the majority of the research was conducted directly or indirectly with collaborative learning, and she confirms that the collaborative learning approach has a positive effect on students' personality skills. For example, it can improve their self-confidence, motivate them to communicate with others in the classroom, easier their practical lives, and make them respect the cultural and religious diversity in their classroom and community in general.

1.4 Problem of the study

Based on the researcher's experience as an English teacher, she noticed that students can't speak English freely; they are reluctant, ashamed, and unable to express themselves. To what extent can collaborative learning help students speak and think better in English, overcome shyness, reluctancy, and lack of confidence?

1.5 Significance of the study

The significance of this study stems from the relevance of collaborative learning and its impact on developing speaking and personality skills among students. This significance can be both theoretical and practical.

Theoretical significance:

This study shed light on collaborative learning that would increase students' motivation and engage them better in the whole educational process, which in terms, create an enjoyable learning atmosphere.

Practical significance:

1. English language teachers may improve their teaching skills by using recent teaching strategies such as the collaborative learning strategy.

2. The designers of the English language curricula include more speaking skills and activities that develop students' skills, and place dialogue questions in English language books that develop those skills.

3. The designers of the English language curricula can employ the results of the study in the teacher's guide for teaching English.

1.6 Purpose of the study

The purpose of the study can be seen in:

Investigating the impact of using collaborative learning strategy on ninth graders' speaking and personality skills. In addition, the study will figure out whether there are significant differences between speaking and personality skills among the ninth graders for the pre-test and post-test. Moreover, the study will figure out whether or not there are differences in ninth graders' speaking and personality skills between UNRWA and private schools due to gender and type of school in Nablus.

1.7 Questions of the study

This study seeks to answer the following questions:

1. What is the impact of using collaborative learning on improving 9th graders' personality and speaking skills in Nablus-based UNRWA and private schools?

2. Are there any statistically significant differences at (α =0.05) between the pre-test and post-test of 9th graders' personality and speaking skills in Nablus-based UNRWA and private schools due to gender?

3. Are there any statistically significant differences at (α =0.05) between the pre-test and post-test of 9th graders' personality and speaking skills in Nablus-based UNRWA and private schools due to the type of school?

1.8 Hypotheses of the study

This study seeks to test the following null hypothesis:

1. There are no statistically significant differences at (α =0.05) for the impact of using collaborative learning on improving 9th graders' personality and speaking skills in Nablus-based UNRWA and private schools due to gender.

2. There are no statistically significant differences at (α =0.05) for the impact of using collaborative learning on improving 9th graders' personality and speaking skills in Nablus-based UNRWA and private schools due to the type of school.

1.9 Definition of terms

The following are operational definitions:

Collaborative learning is a modern method of learning in which students are divided into small, heterogeneous groups with varying levels of knowledge, with the number of individuals in each group ranging from 2 to 6, and where students collaborate to implement common activities and tasks in the group to develop themselves and help their colleagues learn from them to achieve a common goal or objectives.

Personality skills are a set of personality traits and behaviors that define how people manage their own lives, as well as how they interact with others, and they include creative, leadership, linguistic, and analytical skills.

Speaking skills are the skills that enable us to communicate successfully. It enables us to communicate information orally and in a way that the listener can comprehend. Furthermore, children will gain the capacity to communicate confidently and eloquently during their school years, which will serve them well throughout their lives.

9th grade: The class completes the basic stage before starting the secondary stage. In the ninth year of student enrolment in Nablus-based UNRWA and private schools, the students' ages vary from 14 to 15 years.

1.10 Summary

This chapter focuses on the theoretical background of the importance of collaborative learning in the learning process. Furthermore, it displayed some of the explanations for the correlation between collaborative learning and speaking skills and collaborative learning and personality skills. In addition, the researcher reviewed went over previous studies on teaching English as a foreign language and the use of collaborative learning as a study approach to assist pupils improve their skills and achievements. According to researchers, professors, and scholars, studying through collaborative learning provides several chances for advancement in the English language, society, speaking and personality skills. Furthermore, the researcher found out that there is a lack of research on collaborative learning in the Palestinian context, which necessitated this study. Finally, this chapter included the statement of the problem, the purpose of the study, questions of the study, hypotheses of the study, significance of the study, and definition of terms.

Chapter Two

Methodology and procedure

2.1 Introduction

This chapter deals with research methods and procedures for collecting and analyzing data. This chapter includes the description of the population and sample of the study, and the procedures used to create the research instruments, including their validity and reliability. In addition, the researcher describes the statistical test used to analyze the data.

2.2 Methodology

This study was conducted using both the qualitative and quantitative research methods to answer different research questions. The quantitative approach included the tools of an experimental method with one of its designs, a one-group design with a pre-test and post-test that measures the dependent variable once before the treatment is implemented and once after it is implemented. In addition, there is a qualitative approach through the tool of in-depth classroom observation of thirty English classes in Nablus-based UNRWA and private schools for two months. The observations were made based on a rubric (see appendix 3) as the foundation of the researcher's observations to monitor the important factors relevant to the research. These categories include students' pronunciation; students' motivation towards studying by using collaborative learning; the amount of vocabulary that the students use when they speak; students' accuracy; the creative use of the language that the students do know to make their points understood; and students' fluency.

The researcher conducted a pre-test for students before using the collaborative learning method. Then, she conducted a post-test after using the collaborative learning method, as well as fifteen in-depth classroom observations of English classes before implementing the collaborative learning method. Then, she observed fifteen in-depth classroom observations after implementing the collaborative learning method and its activities. Finally, she measured the difference between the pre-test and the post-test as well as the difference between the pre-in-depth classroom observations and post-in-depth classroom observations to answer the study questions.

2.3 Population of the Study

The study population consisted of all ninth-grade students in Nablus-based UNRWA and private schools in the second semester of 2021–2022, and their total number was (1344) male and female students; (741) students at UNRWA schools divided into (22) academic sections; and (603) students at private schools, divided into (26) academic sections.

2.4 Sample of the Study

The study sample consisted of 228 ninth-grade students, and they were selected in an intended way considering the type of schools and student gender. The sample was distributed randomly into six groups according to the dependent variables, where the Islamic Secondary School was chosen as a private school for males; the Islamic Basic School as a private school for females; Askar First Basic School as UNRWA school for females; Askar Basic Societal School as an UNRWA school for males; Rawda College School as a private school for co-ed; and Balata First Basic School as UNRWA school for females.

Table (1)

Sample Distribution according to the Gender Variable

Gender	Frequency	Percentage
Male	110	48.2
Female	118	51.8
Total	**228**	**100%**

Table (1) demonstrates the sample distribution according to the gender variable. The frequency of the whole sample is 228; 110 males and 118 females. In other words, the percentage of the whole sample is 100%; 48.2% of males and 51.8% of females. The frequency of females is higher than males because the number of females in schools is more than males because many poor Palestinian families are being forced to send their sons to work instead of school. This is in addition to males leaving school at an early age, believing that higher education is not feasible for financial gain as many university graduates do not find job opportunities in the field of their scientific specialization.

Table (2)

Sample Distribution according to the Type of School Variable

Type of the school	Frequency	Percentage
UNRWA school	123	53.9
Private school	105	46.1
Total	**228**	**100%**

As explained in the table above regarding the second variable which is the type of school, the frequency of the whole sample is 228; 123 UNRWA schools and 105 private schools. In other words, the percentage of the whole sample is 100%; 53.9% of UNRWA schools and 46.1% of private schools. The frequency of UNRWA schools is higher than private schools because the number of students at UNRWA schools is greater than private schools due to the high tuition fees for private schools, while UNRWA schools are free.

2.5 Instrumentation

The researcher used two tools, which are the pre-test and post-test and in-depth classroom observation:

To achieve the study's objectives, the researcher constructed a pre-test and post-test in the whole text of speaking for the ninth grade to assess the impact of using collaborative learning on speaking and personality skills in the post-test after implementing the study. The test items are a true reflection of the materials contained in the textbook.

The following phases were followed to prepare for the pre-test and post-test:

1. The researcher concluded the content from the book "English for Palestine" for the ninth grade through an in-depth analysis of the objectives, facts, concepts, principles, and procedures contained in the book. Every lesson included several questions to stimulate speaking, and the content analysis was presented for the inclusion of supervisors and teachers of the English language in Nablus to ensure its comprehensiveness.
2. The researcher determined the vocabulary of the pre-test and post-test and prepared them in an initial form. The tests contained two parts: the first consisted of items that assessed speaking skills, and the second part consisted of items that assessed personal skills.

3. The researcher presented the pre-test and post-test to a panel of experienced and professional teachers and supervisors of the English language, who provided feedback on the test items' strengths and weaknesses.
4. The study process continued for two months.

In addition, the researcher conducted in-depth classroom observation of English classes for the ninth grade over thirty periods of two months during the 2021–2022 academic year. The observations were made based on a rubric (see appendix 3) that outlines the objectives and main areas of focus.

2.6 Validity of the Tool

To verify the validity of the instrument (pre-test and post-test), the tests were presented to some faculty members at An-Najah National University and Al-Quds Open University who teach English courses, some English language teachers who teach the ninth grade, and the English language supervisors in the directorate. Based on their recommendations and suggestions, the researcher reformulated some questions of the test and deleted others, and the test parts were prepared in their final form. The same thing was done with the second tool, which is classroom observation.

2.7 Reliability of the Tool

The reliability of the test was tested by using the Cronbach Alpha test, which was (0.908) for the students' responses. This result is acceptable for the study's purposes.

2.8 Data Analysis

This study aims to identify the impact of using collaborative learning on improving 9th graders' personality and speaking skills in Nablus UNURWA schools and private schools.

To achieve the study purpose, an exam consisting of six questions has been developed and distributed among (228) male and female students from 9th grade of an experimental group that was chosen in six schools. A total of 30 in-depth classroom observations have also been conducted; 5 pre and 5 post.

The exam has been corrected. The scores have been gathered, codified, entered into the computer, and statistically processed by using the Statistical Package for Social Science (SPSS).

2.9 Data Collection Procedure

1. The researcher conducted the study according to the following steps:
2. The researcher got approval from An-Najah National University College of Graduate Studies.
3. The researcher chose three UNRWA schools and three private schools from many schools in Nablus, considering the type of school and the gender of students.
4. The researcher prepared the study tool.
5. The researcher applied the pre-test to the members of the six groups before using the collaborative learning method to ensure equality among the groups.
6. The schooling process lasted two months.
7. The researcher applied the post-test to the members of the six groups after using the collaborative learning method.
8. The researcher collected the test from the sample members, coded and entered it into the computer, and processed it statistically using the Statistical Package for Social Sciences (SPSS).
9. The researcher extracted, analyzed and discussed the results.

2.9.1 Procedures for applying the study using the collaborative learning method

Collaborative learning is a teaching method based on dividing students into small groups that are not homogeneous in abilities, that the number of students in one group ranges from three to seven. The teacher presents the main ideas of the lesson at the beginning of the lesson, then the students, in collaboration, perform duties and tasks that are required of them until all members of each group succeed and complete the tasks, achieving the goal while taking into account the specified time. Each group has a leader who manages its work and defines for each individual in the group a role to play, where students exchange roles among themselves at the end of each educational task. The teacher concludes the lesson with a comprehensive overview of the lesson that includes the most prominent ideas from it.

Introducing the procedure before starting to teach using the collaborative method, will help the teacher apply collaborative learning sufficiently.

To introduce this method, the teacher:

1. Introduces collaborative learning to students by defining it and providing examples.
2. Determines the students' level of English in the class (excellent, good, weak) based on their achievements in the English language.
3. Divides the students into groups of varying abilities, with 5-7 students in each group.
4. Appoints group members (leader/organizer/writer/motivator/arbitration/officer) with an explanation of each member's role.
5. Assigns a name to each student group to facilitate communication between the teacher and the groups as well as between groups.
6. Develops educational materials, aids, and resources (for example, paintings, cards, and dictionaries).
7. Explains the objectives related to the topic at the beginning of the lesson and then clarifies for the students the important task to be accomplished in that class, and during the class, the teacher monitors groups to ensure that there is interaction between the leader and the members of each group. interjecting to assist when needed (such as answering a question or clarifying a specific skill).
8. Allows the members of each group to discuss the solutions they come up with, and the task is carried out collectively in front of the class, and feedback is given. It is up to the groups to clarify and identify their strengths and weaknesses.
9. Presents the findings of each group of ideas by the leader, providing a general summary of the findings of all collaborative learning groups.
10. exchanges roles of all members of each group after the end of the educational lesson to assign them to start another task or activity.

The role of the student in collaborative learning is the role of the interacting person within the framework of teamwork. She/he accepts criticism of ideas proposed by colleagues and respects each student's opinion during the discussion process, maintaining good and positive relationships between students.

2.10 Study Variables

The variables in this study were categorized into two groups: independent variables and dependent variables.

Independent variable:

Collaborative learning and how it affects ninth graders' speaking and personality skills.

Dependent variables:

1. Gender

2. Type of school

2.11 Summary

This chapter explains the study population, the sample according to the variables of the study (gender and type of school), and data collection procedures. Furthermore, this chapter presents the study design, which describes how the study's questions were addressed. Finally, the instruments dependability and validity were addressed.

Chapter Three

Results

3.1 Introduction

This chapter focuses on the results of the study according to the study questions. It contains the statistical analysis produced from the tools of the study and a brief summary.

3.2 Results

3.2.1 Results of the First Question

To answer the first question of the study **"What is the impact of using collaborative learning on improving 9th graders' personality and speaking skills in Nablus-based UNRWA and private schools?"** The researcher used Paired T-Test for each question in the tests distributed to students. Table 3 shows the result.

Table (3)

Paired T-Test Result of the Students' Scores between the Pre and Post-Test of the Experimental Group

Experimental group		*The impact of using collaborative learning on improving 9th graders' personality and speaking skills in Nablus UNURWA and private schools*								
		Q1	**Q2**	**Q3**	**Total (Domain1)**	**Q4**	**Q5**	**Q6**	**Total (Domain2)**	**Final Score**
Pre-post (n=228)	Mean	1.33	3.71	3.10	8.13	2.28	4.33	0.83	7.43	15.54
	S.D	1.06	1.56	1.15	2.82	1.33	1.17	0.93	2.29	4.45
Pre-post (n=228)	Mean	2.37	4.33	3.35	10.05	3.14	4.93	1.46	9.54	19.54
	S.D	1.15	1.16	.93	2.45	.93	1.07	0.67	1.88	3.85
Improvement		1.03	0.62	0.25	1.92	0.85	0.59	0.62	2.11	4.00
Df		22	22	22	22	22	22	22	22	22
T		-13.557	-7.071	-3.637	-13.572	-9.403	-7.350	-9.073	-15.186	-17.300
Sig.*		*0.000	*0.000	*0.000	*0.000	*0.000	*0.000	*0.000	*0.000	*0.000

The results of table (3) show that there are statistically significant differences at (α =0.05) in the impact of using collaborative learning on improving 9th graders' personality and speaking skills in Nablus-based UNURWA and private schools of the experimental group in favor of the post-test in Q1, Q2, Q3, total domain1, Q4, Q5, Q6, total domain2, and final score. The significant levels are (0.000, 0.000, 0.000, and 0.000), which are less than (0.05) in favor of the post-test. The improvement values were, respectively, (1.03, 0.62, 0.95, 0.61, and 4.00) in favor of the post-test.

3.2.2 Result of the Second Question and the Related Hypothesis

To answer the second question of the study **"Are there any statistically significant differences at (α =0.05) in the impact of using collaborative learning on improving 9th graders' personality and speaking skills in Nablus-based UNRWA and private schools due to gender?"** and the related hypothesis **"There are no statistically significant differences at (α =0.05) for the impact of using collaborative learning on improving 9th graders' personality and speaking skills in Nablus-based UNRWA and private schools due to gender."** The researcher used Independent Sample T-Test to analyze the data collected from the tests. Table 4 shows the results.

Table (4)

Independent Sample T-Test for Level Students' Scores in the Impact of Using Collaborative Learning on Improving 9th Graders' Personality and Speaking Skills in Nablus-based UNURWA and Private Schools due to Gender

Test	Gender	N	Mean	Std. Deviation	T	Sig.*
Pre-test	Male	110	15.06	3.92	-1.575	0.117
	Female	118	15.99	4.87		
Post-test	Male	110	19.15	3.83	-1.493	0.137
	Female	118	19.91	3.85		

*. The mean difference is significant at the 0.05 level.

The results of table (4) show that there are no statistically significant differences at (α =0.05) *for the impact of using collaborative learning on improving 9th graders' personality and speaking skills in Nablus-based UNRWA and private schools due to gender* in the pre-test and post-test attributed to the variable of Gender. Significant values were (0.117) and (0.137) which are more than (0.05).

3.2.3 Result of the Third Question and the Related Hypothesis

To answer the third question of the study, **"Are there any statistically significant differences at (α=0.05) in the impact of using collaborative learning on improving 9th graders' personality and speaking skills in Nablus-based UNRWA and private schools due to the type of school?"**; and the related hypothesis **"There are no statistically significant differences at (α =0.05) for the impact of using collaborative learning on improving 9th graders' personality and speaking skills in Nablus-based UNRWA and private schools due to the type of school."** The researcher used Independent Sample T-Test to analyze the data from the tests. Table 5 shows the results.

Table (5)

Independent Sample T-Test Level Students' Scores in *the Impact of Using* *Collaborative Learning on Improving 9ᵗʰ Graders' Personality and Speaking Skills in* *Nablus-based UNRWA and Private Schools due to Type of School*

Test	Type of school	N	Mean	Std. Deviation	T	Sig.*
Pre-test	Private	105	16.65	3.83	3.573	*0.000
	UNRWA	123	14.59	4.74		
Post-test`	Private	105	20.41	3.52	3.215	*0.001
	UNRWA	123	18.80	3.98		

*. The mean difference is significant at the 0.05 level.

The results of table (5) show that there are statistically significant differences at (α =0.05) for the impact of using collaborative learning on improving 9ᵗʰ graders' personality and speaking skills in Nablus-based UNURWA and private schools in the pre-test and post-test attributed to the variable of the type of school. Significant values were (0.000) and (0.001) which are less than (0.05) in favor of private schools in pre and post-tests.

3.3 Conclusion for Tests Results

The results of this study revealed that students believe that using collaborative learning in studying English helps improve their speaking skills as well as their personality skills. Also, they use collaborative learning activities to correct their mistakes by themselves. Students are aware of the purpose and objectives of using collaborative learning in studying English. The data, on the other hand, revealed statistically significant differences in the total degree of students' attitudes toward using collaborative learning activities in English study in Nablus-based UNRWA and private schools due to gender and type of school variables.

3.4 Results Related to the In-depth Classroom Observation

3.4.1 Introduction

The purpose of the observations was to comprehend the method used in teaching speaking skills in English classes and to observe students' personality skills. The researcher's purpose was to observe the impact of using collaborative learning and its activities on 9th graders' speaking and personality skills by concentrating on the following categories: students' pronunciation; students' motivation towards studying by using collaborative learning; the amount of vocabulary that the students use when they speak; students'

accuracy; the creative use of the language that the students do know to make their points understood; and students' fluency. To gather data, the researcher made notes about the activities used in the classroom, as well as the students' behavior while studying. Furthermore, to show the relationship between the use of collaborative learning and students' behavior, the researcher summarized her main findings related to the six categories for each period. Moreover, to show the relationship between the use of collaborative learning and students' behavior, the researcher presented a chart rating each week at every school on a scale of 1-5. Finally, the researcher offered reflections on the experience.

The researcher chose six schools that were offered during the second semester of 2021-2022 scholastic year in Nablus-based UNRWA and private schools. The schools where the researcher did her observations in English classes were "Islamic Basic School for Girls", "Islamic Secondary School for Boys", "Rawda College Mixed Secondary School", "Askar First Basic School for Girls", "Askar Basic Societal School for Boys", and "Balata First Basic School for Girls".

3.4.2 In-depth Classroom Observations Results

To show the results of the in-depth classroom observation, the researcher presented a chart rating each month at every school on a scale of 1-5 and used a Paired T-Test for each category in the classroom observation. Chart 1,2,3,4,5,6 and table 6 shows the results.

Chart (1)

Results of in-depth Classroom Observation for English Classes at Islamic Basic School for Girls
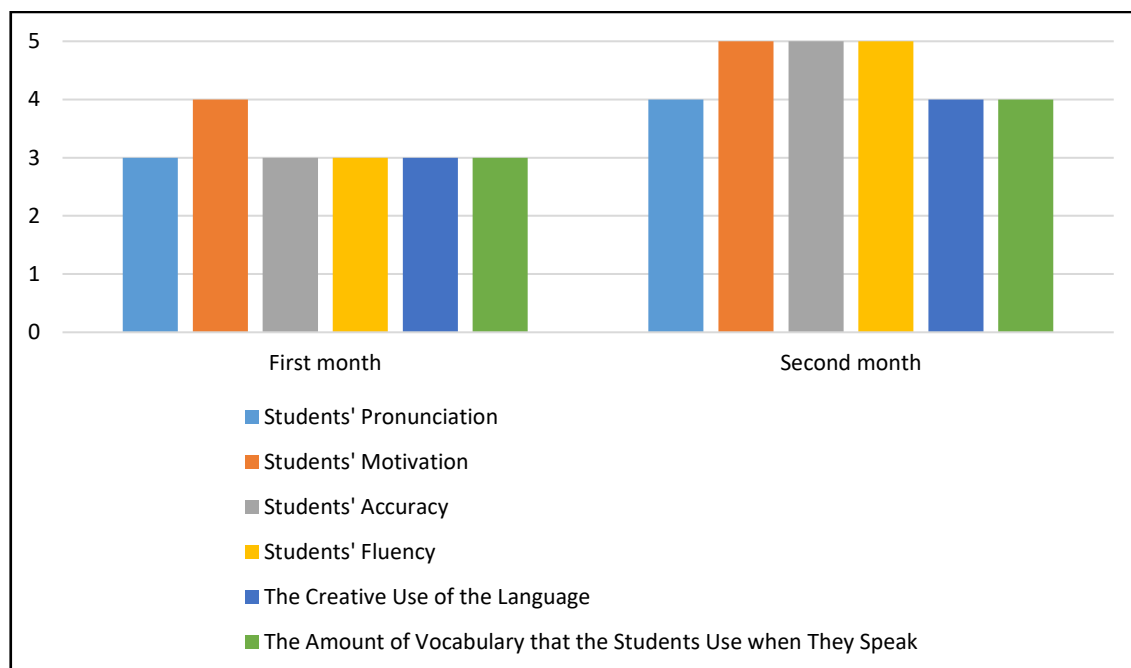
Chart (2)

Results of in-depth Classroom Observation for English Classes at Islamic Secondary School for Boys
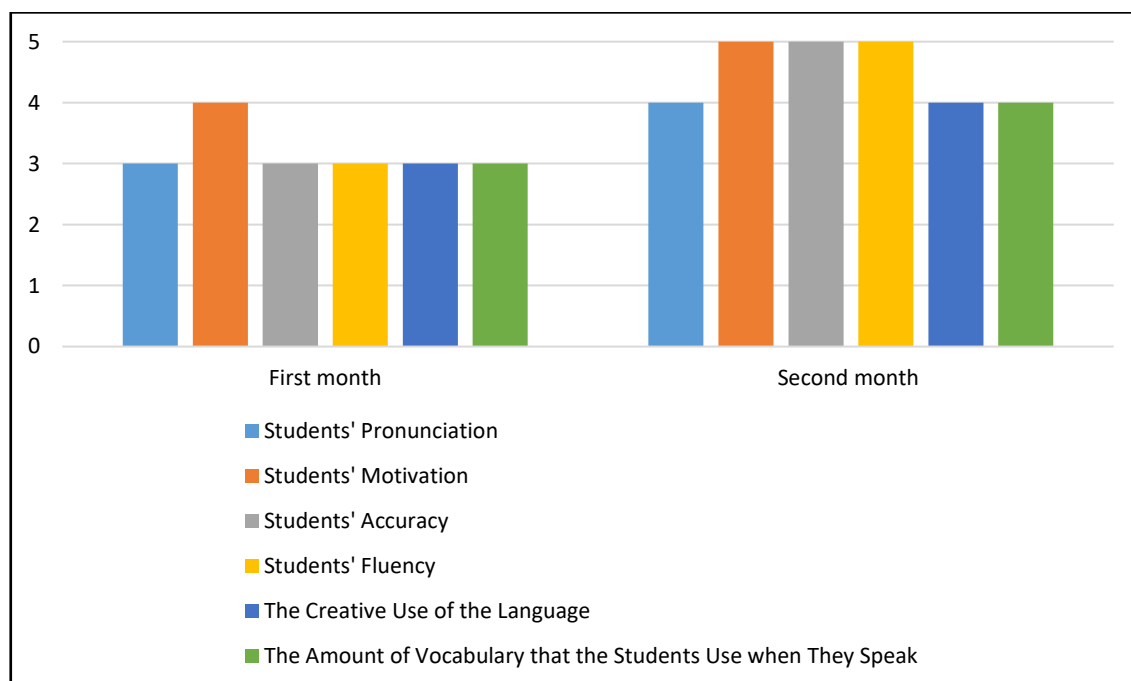
Chart (3)

Results of in-depth Classroom Observation for English Classes at Rawda College Co-ed Secondary School
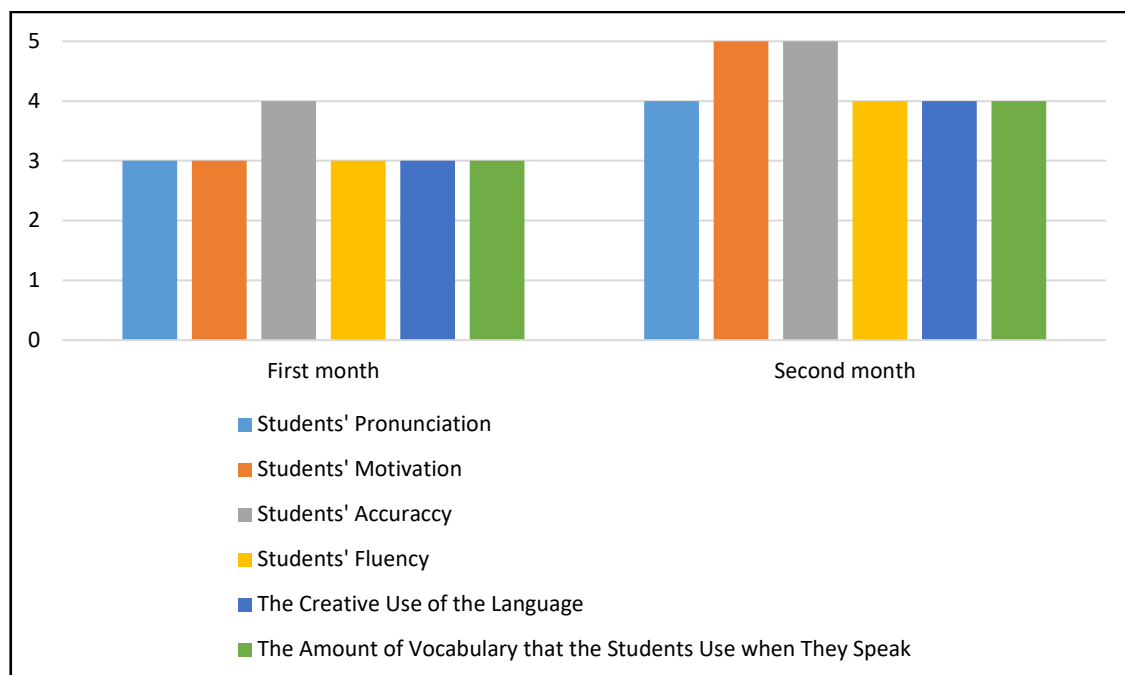
Chart (4)

Results of in-depth Classroom Observation for English Classes at Askar First Basic School for Girls
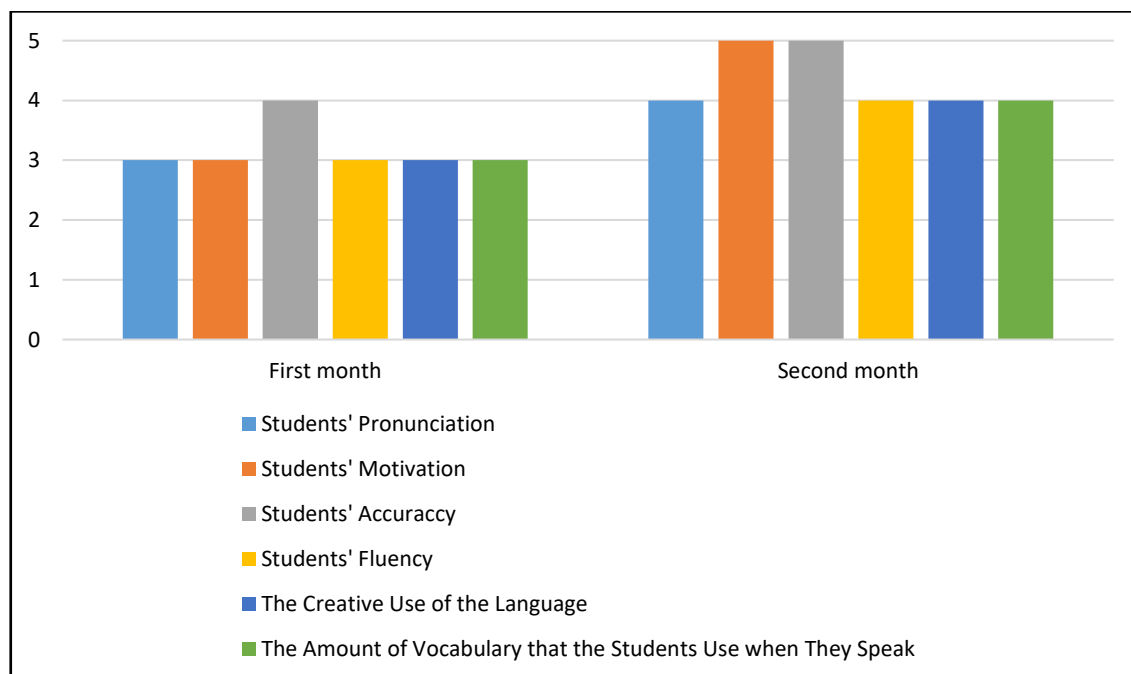
Chart (5)

Results of in-depth Classroom Observation for English Classes at Askar Basic Societal School for Boys
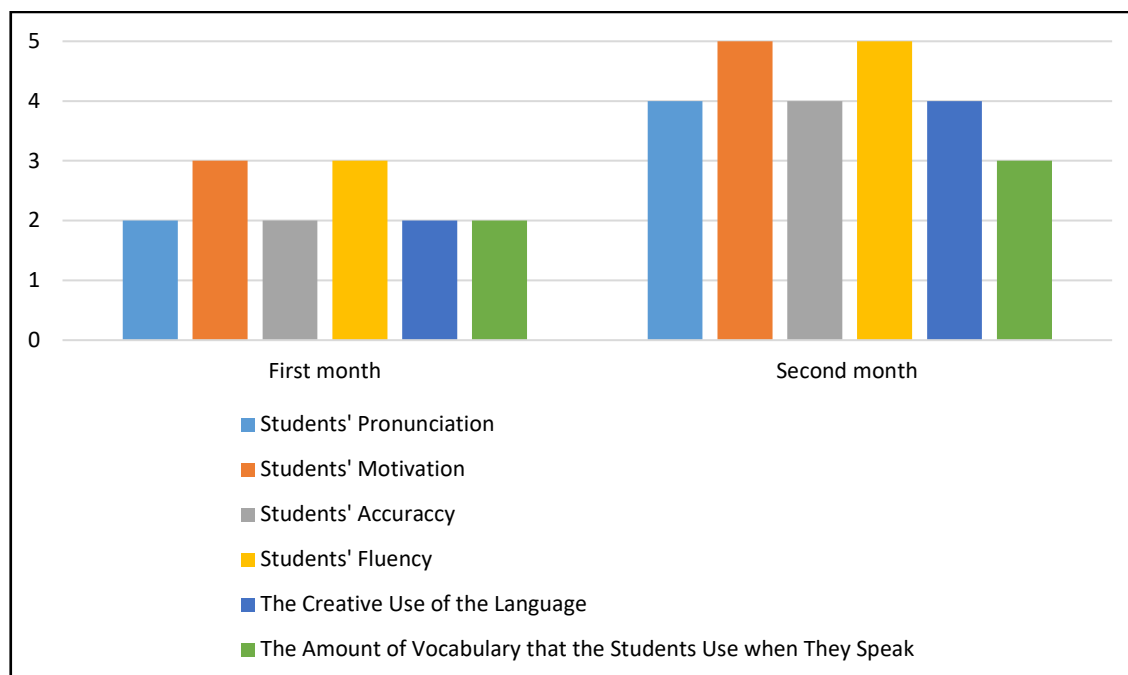
Chart (6)

Results of in-depth Classroom Observation for English Classes at Balata First Basic School for Girls
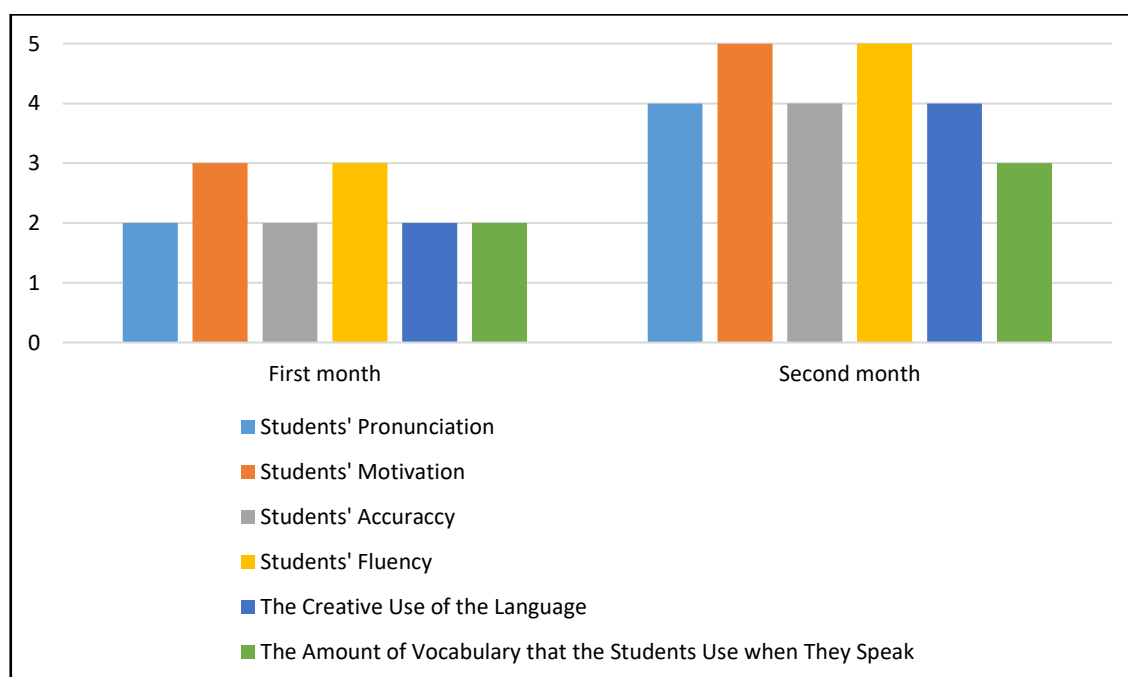
It is clear from charts (1-6), that represent the results of the observations in "Islamic Basic School for Girls", "Islamic Secondary School for Boys", "Rawda College Co-ed

Secondary School", and "Askar First Basic School for Girls", "Askar Basic Societal School for Boys", and "Balata First Basic School for Girls", that students' levels in pronunciation motivation, accuracy, fluency, and vocabulary creativity developed in the second month because students employed collaborative learning, which gave them the chance to interact with each other more effectively. This strengthened their personalities and gave them the confidence to speak freely without being afraid to make mistakes because it became a belief in their minds that making mistakes made them better learners. However, in the first month, they were taught using the traditional method without giving them the chance to cooperate in the educational environment. Using CL enabled students to express their thoughts freely without any restrictions, which made them confident speakers who could express themselves strongly and confidently without being embarrassed or even afraid. This creates great potential in their linguistic use of language because developing their speaking skills will definitely lead to the development of their ability to judge their own speech and writing.

Table (6)

Paired T-Test Result of the in-depth Classroom Observations between the Pre and Post-Classroom Observations of the Experimental Group

No.	Item	Test	Mean	S. D.	Improvement	df	T	Sig.*
1	Pronunciation	Pre	2.60	0.54	1.8	4	-9.000	*0.001
		Post	4.40	0.54				
2	Motivation	Pre	3.40	0.54	1.6	4	-6.532	*0.003
		Post	5.00	0.00				
3	Vocabulary	Pre	2.60	0.54	2.0	4	-6.325	*0.003
		Post	4.60	0.54				
4	Student's accuracy	Pre	2.60	0.54	1.8	4	-8.565	*0.001
		Post	4.60	0.54				
5	Creative use of language	Pre	2.40	0.54	1.8	4	-9.000	*0.001
		Post	4.20	0.44				
6	Student's fluency	Pre	3.40	0.54	2.0	4	-6.532	*0.003
		Post	5.00	0.00				
	Total	Pre	17.00	3.00	10.8	4	-10.115	*0.001
		Post	27.80	1.64				

The results in table (6) **show** that there are **statistically significant difference**s at (α =0.05) between the pre-test means and the post-test means of **in-depth classroom observations for** the *impact of using collaborative learning on improving 9th graders' personality and speaking skills in Nablus-based UNURWA and private schools* in favor of the post-observation in Pronunciation, Motivation, Vocabulary, Student's accuracy, Creative use of language, Student's fluency and Total degree. The significant levels are

respectively (0.001, 0.003, 0.003, 0.001,0.001,0.003, and 0.000) which are less than (0.05) in favor of post-observation. The improvement values were respectively (1.8,1.6,2.0, 1.8,1.8,2.0and 10.8) in favor of post observations.

3.4.3 Conclusion for In-depth Classroom Observations

Generally, the in-depth classroom observation provided the researcher with some insight into how English is taught among students in Nablus-based UNRWA and private schools. As noticed from the in-depth classroom observations, the researcher noticed that collaborative learning activities improved both speaking and personality skills of 9th graders. In-depth classroom observation as a study tool was helpful for the researcher to gain direct insight into the students' interaction when they have studied in groups and find that collaborative learning can improve their speaking and personality skills. The researcher's perceived that the collaborative learning and its activities which have been used in the English classes in Nablus-based UNRWA and private schools are beneficial for students' development in 9th graders' speaking and personality skills.

3.5 Summary

This chapter listed the results of the statistical analysis of the study questions. The role of the independent variables in the study (gender, and type of the school) for the impact of using collaborative learning on improving 9th graders' personality and speaking skills in Nablus-based UNURWA and private schools were dealt with. Finally, the results of the researcher observations were presented.

Chapter Four

Discussions, Conclusions, and Recommendations

4.1 Introduction

The teaching and learning process is a constantly developing process that requires keeping up with the age at which it is implemented since students' mentality and methods of learning differ dramatically. Traditionally, teachers taught using blackboards, whiteboards, and other traditional methods in which teachers are at the center of the educational process. Nowadays, the educational process is moving toward keeping students at the center of the educational process to achieve the maximum benefits for students. In an attempt to move out of the traditional way of teaching, the researcher conducted this study to investigate the impact of using collaborative learning on improving 9th graders' personality skills as well as their speaking skills in Nablus-based UNRWA and private schools. This chapter discusses the findings of the study. Finally, the researcher summarizes her results and makes recommendations based on them.

4.2 Discussions

4.2.1 Discussion of the Findings Related to the Main Question of the Study "What is the impact of using collaborative learning on improving 9th graders' personality and speaking skills in Nablus-based UNRWA and private schools?"

This question inspires the researcher to move deep in the learning process, which is the impact of using collaborative learning method on the improvement of 9th graders' personality and speaking skills in the targeted schools. The existence of statistical differences between the impact of using collaborative learning on developing students' speaking skills and personality and the positive results of the post-test indicate that employing collaborative learning has successfully improved students' personality and speaking skills. This result agrees with Tampubolon's (2018), who found that collaborative learning increases students' motivation, washing away all negative attitudes and turning them into active learners. This made the classroom environment conducive as all students took their chances at expressing themselves, regardless of their opinions' logic or accuracy. This positive classroom environment encourages students to break the ice and speak without the fear of making mistakes, which leads to an increase in their self-confidence.

In other words, when students are taught using traditional methods using whiteboards and other traditional methods, they have found that they are passive and inactive students who do not have a role in the educational process because the center of teaching is the teacher as in the teacher-centered approach. Here, students are fully forgotten and neglected as if the teachers are the core of the educational process, not students. Here, students' self-confidence is low because teachers neglect their presence as if the lesson is a one-man show whose hero is the teacher. However, following the collaborative learning method gives students the chance to speak to each other (student-student interaction), encouraging them to embrace that making mistakes is the first step in the learning process. They become fluent speakers because they gain self-confidence. Furthermore, if students assist each other in the learning process by correcting each other mistakes without the intervention of teachers, they will be a cooperative team whose achievements are the result of their collaboration.

Likewise, and in the same regard, it strongly agrees with Karthiga and Geetha's (2020), who found that after implementing the collaborative learning technique, teamwork helped students collaborate and express their opinions comfortably, increasing their academic achievement. This means that students' collaboration leads to sharing their opinions rather than considering any of their answers as mistaken ones. In other words, this method teaches students to respect each other's opinions even if they don't agree with their opinion or they can't accept them, or their opinions are meaningless. Here, students' achievements will develop because of their collaboration and the assistance they get from their classmates. Boosting weak students' self-confidence will help them become better students if they receive sufficient support from both their teachers and fellow students. The results of several studies indicated that when a collaborative approach is used, weak students benefit more. However, it has been observed that Palestinian students, particularly the weak ones, will not have the opportunity to speak freely if the classroom is overcrowded. In other words, the collaborative learning method will only be for excellent students because weak students will not be noticed in crowded classrooms.

4.2.2 Discussion of the Findings Related to the Second Question "Are there any statistically significant differences at (α =0.05) for the impact of using collaborative learning on improving 9th graders' personality and speaking skills in Nablus-based UNRWA and private schools due to gender?"

This is an essential question in this study since it reflects one of the most important variables of social scientific research., but in this study, gender is insignificant because learning English does not depend on being male or female. It is basically based on practice since collaborative learning is all about sharing ideas and brainstorming ideas in order to practice English. It was chosen because the schools that the study was done at co-ed school, males schools, and females schools, which necessitated having a comparison between the performances of boys and girls in the post and pre-test. The learning process also depends on the social and educational environment of students because it provides them with the motivation and wish to develop their speaking skills to the highest degree.

In other words, the male and female brains work differently, so it should come as no surprise that men and women have different ways of processing language. Studies conducted on subjects learning a foreign language showed that the female brain shows more activity in the part used to code language, while the male visual and auditory parts of the brain tend to be more active. However, this does not necessarily mean that females are better able to learn a language, it just means that males and females need to approach language learning differently. Girls tend to be better at processing abstract concepts and do not necessarily need to combine visual and auditory learning methods to effectively consolidate knowledge. On the other hand, men learn more effectively when they reinforce concepts with visual cues, such as written words and images, along with auditory cues through listening and repetition. Most teachers indeed agree that visual and auditory cues are a necessary part of language learning, whether you're a male or a female, and so as a language learner, you should use both methods mentioned above.

Anyone who has taken language classes in groups can tell you that, you have to get used to making a fool of yourself pretty quickly; After all, a big part of the learning process is making mistakes, right? Interestingly, males and females have different approaches to mistakes, which can affect how easily they learn a language. Studies show that females tend to be natural communicators and are less likely to feel embarrassed when they make a mistake in a foreign language.

To avoid making the same mistakes again, males tend to get closer and talk less. While it's a very general statement that all females are social and all males are not (there are many exceptions), separate learning methods will work best for those who fall into these categories. If the students are more open to conversation, whether they are male or female, group learning is probably the ideal situation for them. The students will be able to exchange ideas with more than one person, and they will enjoy chatting with a variety of people. For more times, one-on-one lessons are the way to go. This will help students create a space where they feel safe and less intimidated by the idea of making mistakes.

4.2.3 Discussion of the Findings Related to the Third Question "Are there any statistically significant differences at (α=0.05) for the impact of using collaborative learning on improving 9th graders' personality and speaking skills in Nablus-based UNRWA and private schools due to the type of school?"

The type of school is a very important variable because there is a big difference between learning at a private school or an UNRWA school due to many reasons. The results indicated that the use of collaborative learning in teaching varies according to teachers' personalities and attitudes. Also, equipping the school with the best tools that support the teacher to meet students' needs and the number of students in the classroom, all of this affects students' achievements. Therefore, the mean of student achievement results at private schools were higher than the mean of those gathered from UNRWA schools. Private schools choose their teachers carefully for financial reasons. Parents pay a lot of money to educate their children in the most prestigious schools, and the schools are equipped with all the necessary tools and equipment, and the number of students in the classroom is small. It provides the opportunity for all students in the classroom to participate in the educational process, unlike what is in UNRWA schools, as some teachers are less qualifies private school teachers, and UNRWA schools are not equipped with the necessary equipment and tools for financial reasons, in addition to a large number of students at UNRWA schools, all of which leads to decreasing students' scores in UNRWA schools. In addition to all that has been discussed, private schools are keen on helping most of their students enjoy a high level of achievement and progress. This agreed with Katiandagho and Listyani (2020), who indicated that pupils in Salatiga private high school found it beneficial to employ collaborative learning in developing students'

speaking abilities thanks to the attention of parents and teachers' skills in implementing this strategy.

Students' personalities vary according to school type because of class size as well as adequate infrastructure. On the one hand, learning to speak in UNRWA schools means that students' courage to speak will be less than in private schools because they will not have a chance to speak due to the presence of more than 40 students in the classroom. Also, there are no equipped labs for language learning, leading to a lack of real practice of their linguistic abilities, especially speaking. This will give them bad grades in pronunciation, vocabulary possession, and vocabulary use because they have not got the chance to practice their language as well as improve it. However, in the case of private schools, students are fluent in English in general and specifically in speaking because their teacher practices English with them in the classroom. Also, there is a well-equipped lab for learning languages, in which there are microphones, computers, the internet, and other tools for teaching English. They cooperate with the British Council and other institutions to improve their students' levels of English.

4.2.4 Discussion of the Findings Related to Student Achievement Tests

The results of the pre and post-tests reflects that collaborative learning is more efficient in teaching and learning speaking than traditional methods since the former consists of a series of activities that allow students to cooperate and correct each other and themselves. Furthermore, students' attitudes toward using collaborative learning activities varied according to gender and school type. On the one hand, private schools are well-equipped with suitable tools to implement such a strategy, including a well-trained staff of teachers and the availability of teaching tools, unlike governmental schools. This finding agrees with Kumala and Pandonge (2017), who indicated that students' motivation in the post-test increased their self-esteem since students feel that they are developing and making progress in their English level.

Students' tests consisted of two main tests, namely: pre-test and post-test. Students at UNRWA schools were confused and not ready for the pre-test because they were not well qualified for it due to their weakness that resulted from old methods of teaching and ill-equipped schools to provide good learning environment. Consequently, their attitudes, fears, and self-confidence were low.

In order to investigate the impact of using collaborative learning, the researcher compared students' results of the post-test with the results of the pre-test. In the latter, teachers made use of every possible source in the classroom in order to implement collaborative learning in their teaching. The result was outstanding in that their level of speaking developed better than before, waiving away some signs of shyness. In other words, students at UNRWA schools were set free from their fears. On the other hand, the level of speaking that students developed at private schools was closer to the native speaker level such that they became able to speak freely without being limited to a specific topic.

4.2.5 Discussion of the Findings Related to the In-depth Classroom Observations

The researcher jots down observations in order to observe the impact of using collaborative learning activities in teaching and learning speaking. The purpose of these observations was to realize the method used in teaching speaking skills in English classes and to observe students' personality skills.

The researcher's purpose was to observe the impact of using collaborative learning and its activities on 9th graders' speaking and personality skills by concentrating on the following aspects: students' pronunciation, students' motivation towards studying by using collaborative learning, the amount of vocabulary that the students use when they speak, students' accuracy, the creative use of the language that the students do know to make their points understood, and students' fluency.

The researcher observed pronunciation, motivation, vocabulary, students' accuracy, students' creativity in language use, and fluency. The researcher observed the development in the performance of students in speaking skills during the in-depth classroom observations. The schools, where the researcher observed English classes were "Islamic Basic School for Girls", "Islamic Secondary School for Boys", "Rawda College Mixed Secondary School", "Askar First Basic School for Girls", "Askar Basic Societal School for Boys", and "Balata First Basic School for Girls".

The observed schools witnessed a rise in students' pronunciation, motivation, vocabulary, students' accuracy, students' creativity in language use, and fluency due to using collaborative learning techniques. The first reason for this rise is the increase in interest in learning English due to using collaborative learning. This explanation agrees with

Ibrahim et al. (2015), who found that learning experiences using collaborative techniques trigger students' interests and drive. In other words, students have a sense of control and empowerment over their own learning process.

Furthermore, students' attitudes toward learning spoken language changed dramatically with the increase in their motivation to learn speaking. This agrees with Ayon (2013), who found that collaborative learning has a favorable impact on student learning. Their collaborative experiences appear to have a positive impact on their academic success, writing and spoken performance, and learning process. Furthermore, it is also expected to assist students to acquire job-related abilities such as teamwork, flexibility, tolerance, problem-solving, and communication. Similarly, Febrie Novitasari's (2019) found that employing collaborative learning enables students to receive worthwhile feedback and build confidence, which results in more chances to rehearse speaking.

In addition, students' personalities develop once they gain the confidence to speak out loud without fear. This agrees with Catalano (2018), who found that creating collaborative learning projects for group study activities is an excellent way to assist students in strengthening their abilities. Also, collaborative learning helps to stimulate pupils, develop their personality skills, and improve their performance by providing them with the chance to contribute to the task at hand.

Similarly, Nurhayati et al. (2017) found that adopting a collaborative learning approach can boost student learning accomplishment and self-confidence in the teaching and learning process. Also, the stages of sharing and producing in the collaborative learning paradigm might boost students' self-confidence, because pupils are obliged to voice their thoughts and build new concepts or information from the talks they have had.

Thus, this process creates great interaction among students, which boosts their self-confidence and enables them to achieve a greater level of academic achievement. This agrees with Ghavifekr (2020), who found that collaborative learning enhances the teaching and learning process. It allows pupils to communicate their thoughts, expertise, and experiences with their classmates. Also, pupils are encouraged to share their ideas in groups to develop their leadership and interpersonal abilities. While talking with others, students learn to adapt to a foreign culture. This will ultimately help to improve the quality of teaching and learning environments for pupils.

Similarly, Sulaiman and Shahrill (2015) found that working together as a group has aided students in improving their learning, which has led to an improvement in their relationships with their peers. Furthermore, when students work in a group, they get more information and acquire specialized skills and techniques. Also, via collaborative learning, students learn to work efficiently, appreciate each member's thoughts and perspectives, and develop the ability to be dedicated and accountable for the group's success.

Likewise, Rao (2019) found that students in collaborative learning activities gain a lot of new things from their groupmates, and the learning takes place in a welcoming and student-centered setting. Because teamwork greatly increases students' studying abilities and enhances their analytical reasoning, they will accomplish any type of challenging problem while also developing their analytical reasoning.

Finally, Badr (2020) discusses Egyptian students' English majors' speaking skills and their social presence at the Faculty of Education, Ain Shams University. He concluded that there was a significant difference, confirming the effectiveness of the program based on online collaborative learning in developing EFL speaking skills and social presence as well as reducing English-speaking anxiety levels for the students.

In terms of behavioral change, students appeared to be more active in group tasks. Students felt more confident after working with friends, sharing ideas, disputing their points, commenting on each other's performances, and inspiring each other. Throughout the speaking activities, students became more aware of the significance of understanding the exact pronunciation of words and, as a result, the appropriate tone for stating anything. As a result, teachers appeared to be more aware of the critical variables to consider when assigning pupils to work in groups. The teacher also recognized the value of creating a variety of entertaining activities for students to enjoy while studying. Furthermore, the teacher noticed that by teaching speaking, regardless of the materials covered in class, the English class effectively encouraged pupils to become acclimated to speaking in English.

Nonetheless, incorporating collaborative learning into teaching and learning increased the students' speaking abilities. In addition, the teacher encouraged the students to talk by giving them assignments that required them to work with their friends. This is how the students interacted with each other. Working in groups, students developed confidence,

responsibility, and respect for others. It is implied that collaborative learning is a useful method to be implemented in English classrooms.

4.3 Limitations of the study

This study is limited to:

1. Population: The ninth-grade students in Nablus-based UNRWA and private schools.

2. Time: The second semester of the scholastic year (2021-2022).

3. Topic: Investigating the impact of using collaborative learning on 9th graders' speaking and personality skills.

4.4 Conclusions

Teaching speaking is an important skill that should be learned effectively in order to be practiced well. This study proposed teaching speaking using the collaborative learning method. After analyzing the data from the pre-test and post-tests, the researcher found that students' pronunciation improved after implementing a collaborative learning strategy because they practiced the language in real-life situations. Also, it is found that students' motivation toward learning English speaking increased because students broke the ice and they have become courageous enough to acknowledge that making mistakes is allowed as long as a lesson is learned from that mistake. Furthermore, students' linguistic accuracy and fluency improved since students practiced language with their peers and listened to how others speak. This makes them aware of what is allowed and what is not, to the extent that they correct their pronunciation without asking others for help.

As a result of promoting accuracy and fluency, students have become experts in using their vocabulary, and their recall time decreases as time goes on. Also, the number of words used in a conversation increases because they are confident that they are using the right words in the right context. Moreover, it is found that gender is an insignificant variable because speaking learning is about practice since students acquire their first language by listening to their surroundings. Consequently, they can learn to speak the same way. Finally, it is found that the variables of gender and school type are significant

in students' attitudes towards learning speaking English because their attitudes change according to the infrastructure of the school and the type of school.

4.5 Recommendations

Based on the previously mentioned conclusions, the researcher recommends language teachers to employ a collaborative learning strategy in teaching speaking because speaking is an essential skill in English since it affects excelling in reading, writing, and listening. It also encourages students to cooperate with each other, which is a self-confidence booster. Furthermore, it strengthens their friendships in the classroom and outside it since they create good relations.

The researcher also recommends the Ministry of Education to train teachers on how to adapt their teaching strategy according to the situation. In other words, instead of teaching using one teaching strategy, teachers should be trained to change their teaching strategies when it is necessary. Students find lessons boring if teachers follow the same teaching method throughout the lesson, so the teachers should be dynamic and keep shifting their teaching techniques to suit each situation with a specific teaching method.

In addition, it is a must to examine schools' readiness to employ this strategy as efficiently as possible because some schools are not equipped with what is necessary to implement it.

Moreover, the researcher recommends employing role play as one of the exercises for teaching speaking skills because it is extremely beneficial to the instructor in training students to speak English, and it is one of the greatest ways of teaching and learning speaking skills. Furthermore, role play is an appropriate activity to use during the collaborative learning approach.

Finally, it is recommended doing more studies about this strategy to be implemented in teaching other English skills and to recognize the best steps to implement it perfectly. Also, these studies should include the skills teachers should learn in order to implement them in their classes.

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Appendices

Appendix (1)

Pre-test

Dear ninth-grade students,

This test is a scientific research tool that is designed for my master's degree aimed at exploring the impact of using collaborative learning on improving the ninth graders' personality and speaking skills in Nablus-based UNRWA and private schools.

Please read the items carefully and then answer them as required.

Your answer will be kept confidential and anonymous.

Thank you for your cooperation.

The researcher,

Aroub Mahmoud Mobarkeh

Validation Committee

1- Dr. Ayman Nazal at An-Najah National University English Department

2- Dr. Ayda Bakir at Al-Quds Open University English Department

3- Supervisor Ashraf Tina (English Supervisor at Directorate of Education in Nablus)

4- Mrs. Alaa' Zeidan (English teacher at Jamal Abed AL-Nasser School in Nablus)

5- Mrs. Wafa Maraheel (Headteacher at Balata First Basic School in Nablus)

What would you say in the following situations?

a) Your friend: How do you like to spend your leisure time?

   You: ………………………………………………………………………

b) Your friend: You offer to help your teacher to carry a heavy box.

   You: ………………………………………………………………………

Complete the dialogue:

will choose the scientific stream   I think I'm going to study Math
languages   subject   specialize

Salma: What (1) ………………. are you going to (2) …………………. in?

Huda: I'm not bad at (3) ………………………. So, I'm going to study English. What about you?

Salma: I'm good at science, so I (4) …………………………………

Huda: If you want to choose the scientific stream, you can study Math or Science subjects.

Salma: (5) …………………………………………………………………

Huda: Great! Math is an interesting subject.

Complete the following sentences with the correct answer:

1. When you agree with something, you say………… (I disagree - I think so too - I'm afraid)

2. When you accept the apology, you say…………. (can I help you - I advise you - take it easy)

3. When someone makes an accident, you say ……… (how awful – wonderful – how interesting)

4. When you start a story, you say ………... (finally – once upon a time – I'm sorry)

What do the pictures mean to you? (keep in mind that these pictures represent different personal and social skills)

Say if you agree or disagree with the following statement:

1. I avoid participating in any kind of competition.
    ----

2. I agree with the teacher on everything he says, even if it is the opposite of what I want.
    ----

3. I prefer studying alone.
    ----

4. I express my opinion even if it differs from the opinions of my colleagues.
    ----

5. The courage is not to impose my opinion on my colleagues, but the courage is accepting the opinions of my colleagues and to try to convince them of my opinion if possible.
    ----

6. Working together as a team divides the task and increases success.

Think and discuss.

1. Do you prefer the teacher to impose the date of the exam on you, or discuss it with you to determine the date of the exam, and why?

2. Would you prefer the teacher chooses you to present your answer to your colleagues or not, and why?

Appendix (2)

Post-test

Dear ninth-grade students,

This test is a scientific research tool that is designed for my master's degree aimed at exploring the impact of using collaborative learning on improving the ninth graders' personality and speaking skills in Nablus-based UNRWA and private schools.

Please read the items carefully and then answer them as required.

Your answer will be kept confidential and anonymous.

Thank you for your cooperation.

The researcher,

Aroub Mahmoud Mobarkeh

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4- Mrs. Alaa' Zeidan (English teacher at Jamal Abed AL-Nasser School in Nablus)

5- Mrs. Wafa Maraheel (Headteacher at Balata First Basic School in Nablus)

What would you say in the following situations?

a) Your friend: Why do you learn English?

   You: ……………………………………………………………………………

b) Your friend: I am having an exam next week.

   You: ……………………………………………………………………………

Complete the dialogue.

I've got that   **no problem**   **take the details**   **to give you this trouble**   **you say that again, please**

Your brother has had to change his flight and wants to give you the details.

You: Let me get a pen, and I'll ……………………………….

Brother: OK. I'm going to arrive on F is light AF 732 at 15:35.

You: I'm sorry. Could ……………………….………?

Brother: Yes, of course. It's AF 732 at 15:35.

You: Right, ………………………

Brother: Good. Could you tell your parents? Sorry, …………………………

You*:*   Don't worry. It's ……………………………………………….

Brother: Thanks, so I'll see you all later.

Complete the following sentences with the correct answer:

1. When your younger sister has been getting good marks, you say ………. (I'm happy - thank you - keep it up).

2. When you meet your friend at 6 p.m., you say ………… (good morning - good night - good evening).

3. When your friend thanks you for lending him your bicycle, you say ………. (you are welcome - hello - wonderful).

4. When your brother received a medal of honor, you say …………. (I'm sad - congratulation – not at all)

What do the pictures mean to you? (keep in mind that these pictures represent different personal and social skills).

Say if you agree or disagree with the following statement:

1. I like to participate in school activities.

   ----

2. I will discuss with my teacher if *he/she says something* that *does not* meet my expectations.

   ----

3. I like to study with my classmates in groups.

   ----

4. I do not find the courage to express my opinion, so I remain silent.

   ----

5. I always impose my opinion on others without listening to them.

   ----

6. Teamwork wastes time and reduces talents.

Think and discuss.

1. What is the best study method do you prefer? Collaborative learning or individual learning and why.

2. Do you feel ashamed/embarrassed if you ask your teacher to repeat what he/she said if you don't understand the message?

Appendix (3)

Rubric for In-depth Classroom Observation

While observing thirty classes in the English Language for 9th grade in four schools, the researcher observed the students' behavior and interaction with the collaborative learning approach and its activities over two months.

Because the study deals with speaking and personality skills in relation to collaborative learning, the following rubrics are considered in in-depth classroom observation:

1. Students' pronunciation.

2. Students' motivation towards studying through a collaborative learning approach.

3. The amount of vocabulary that students can generate when speaking.

4. Students' accuracy (can they use the grammatical structure correctly when they speak?)

5. The creative use of the student's existing language to make their points understood.

6. Students' fluency (How comfortable are they when they speak?)

According to her observations, the researcher will score each category based on a scale from 1 to 5 each week. This will reveal how each category increases or decreases over time.

Permission of the Islamic Secondary School for Boys

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حضرة مدراء المدارس المحترمين

الموضوع: تسهيل مهمة الطالبة/ عروب محمود علي مباركة، رقم تسجيل (11851690)

تخصص ماجستير أساليب تدريس اللغة الإنجليزية

تحية طيبة و بعد ،،،

الطالبة عروب محمود علي مباركة ، رقم تسجيل 11851690 ، تخصص أساليب تدريس اللغة الإنجليزية في كلية الدراسات العليا ، و هي بصدد إعداد الأطروحة الخاصة بها و التي عنوانها:

(أثر التعلم التعاوني على تحسين مهارات التحدث و المهارات الشخصية لدى طلاب الصف التاسع في المدارس الخاصة و مدارس الأنوروا في نابلس)

يرجى من حضرتكم تسهيل مهمتها في جمع البيانات من طلاب الصف التاسع لرصد فاعلية استخدام التعلم التعاوني على مهارات التحدث و المهارات الشخصية لطلاب الصف التاسع ، و ذلك لاستكمال مشروع البحث.

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Permission of Askar Basic Societal School for Boys

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71

Appendix (9)

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72

جامعة النجاح الوطنية

كلية الدراسات العليا

أثر استخدام استراتيجية التعليم التعاوني في تحسين المهارات الشخصية لطلاب الصف التاسع ومهارات التحدث في مدارس نابلس الخاصة ومدارس الأونروا

إعداد

عروب محمود علي مباركة

إشراف

د. أحمد عوض أمين رباع

2022

أثر استخدام استراتيجية التعليم التعاوني في تحسين المهارات الشخصية لطلاب الصف التاسع ومهارات التحدث في مدارس نابلس الخاصة ومدارس الأونروا

إعداد

عروب محمود علي مباركة

إشراف

د. أحمد عوض أمين رباع

الملخص

بحثت هذه الدراسة التجريبية في تأثير استخدام التعلم التعاوني على تحسين شخصية طلاب الصف التاسع ومهارات التحدث في المدارس الخاصة ومدارس الأونروا في نابلس. تم أخذ الجنس ونوع المدرسة في الاعتبار.

لإجراء هذه الدراسة، تم إجراء اختبار قبلي واختبار بعدي على عينة من 228 طالبًا. بالإضافة إلى الاختبار، استخدمت الباحثة ملاحظات متعمقة في الفصول الدراسية لفصول اللغة الإنجليزية كأداة تكميلية لوصف سلوك الطلاب وردود أفعالهم على الدراسة أثناء التعلم التعاوني. لتحليل البيانات، استخدمت الباحثة اختبار (paired t-test) واختبار (independent sample t-test). أظهرت النتائج تحسنًا في نطق الطلاب بعد استخدام استراتيجية التعلم التعاوني لأنهم مارسوا اللغة في مواقف الحياة الواقعية. أيضًا، وجد أن دافع الطلاب لتعلم التحدث باللغة الإنجليزية زاد لأنهم كسروا الجليد، وأصبحوا شجعانًا بما يكفي للاعتراف بأن ارتكاب الأخطاء مسموح به طالما تم تعلم درس من تلك الأخطاء. علاوة على ذلك، وجد أن استراتيجية التعلم التعاوني أثرت بشكل إيجابي على مهارات شخصية الطلاب. بناءً على هذه النتائج أوصت الباحثة بتوظيف استراتيجية التعلم التعاوني في تدريس المحادثة لأن التحدث مهارة أساسية في اللغة الإنجليزية لأنها تؤثر على إتقان القراءة والكتابة والاستماع، كما أنه يشجع الطلاب على التعاون مع بعضهم البعض، وبالتالي تعزيز ثقتهم بأنفسهم.

الكلمات المفتاحية: التعلم التعاوني؛ مهارات التحدث؛ المهارات الشخصية؛ طلاب الصف التاسع.