

# **Chapter One**

## **Introduction**

### **1.0 Overview**

Education undoubtedly plays an important role in molding the future leaders and hope of our country. The young generation needs to be prepared for the different life's events they are going to face. This practice will not take place when doing it with oneself. In other words, it isn't going to be beneficial ever unless it takes place with people learning the same language.

Cooperative learning strategy is one of the strategies students can use to develop any language skill. Cooperative learning according to Johnson (2001) is a teaching strategy in which students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is in charge of learning "individual accountability" what is taught and helping teammates learn. Cooperative learning environment creates an atmosphere of achievement that can help learners to overcome the barriers they face in the language speaking because students have an opportunity to work in groups of different levels where they can extremely benefit from each other and fill any gaps in the whole process of learning. This way all team members can successfully understand and developing their self-confidence to speak among the whole class. Kagan (1995) believes that cooperative learning strategy allows students to use both social speech and academic speech in a safe environment and that will encourage them to perform better academically and prepare them for the life outside the classroom as well.

In the small groups students can talk to each other using words that the whole group members can understand because no sort of domination is

going to take place (i.e. every student takes an opportunity among the group). So, learners are going to find themselves obliged to participate in the class activities when they see other students participating in the learning process. This will help lower ability students to develop cognitive language skills by repeatedly hearing the use of academic vocabulary and expressions. The entire group will have the support of their peers to help explain challenging information. Students with difficulties in understanding and speaking will also be able to receive definitions from their peers in other groups.

English language learners need to receive repetitive information from a variety of sources because such redundancy enables them to master the subject they are learning. Students become fluent if they find the opportunity to speak repeatedly on the same topic. Cooperative learning uses discussion and hands-on activities which is known by "kinesthetic learning" in which students are in charge of the whole learning process. Cooperative group provides the arena for expressive, functional, personally relevant, representative language output that is critical for language acquisition (Kagan 1995).

According to Johnson, *et al.*, (2010), cooperative learning exists when students work together to accomplish shared learning goals. This indicates unless learners cooperate with each another, cooperative learning will never take place. Each student can then achieve his/her learning goal if other group's members achieve theirs.

Cooperative learning can be viewed as meaningful interaction and structured opportunities for students to ask questions, share ideas, and brainstorm "interpersonal skills". Pairs and small groups allow students to speak in a safer setting, clarify concepts, and practice English at the same

time. The more the students practise speaking, and communicating in English, the more confidence they gain. The increased confidence through working in cooperative learning groups results in students developing their public speaking skills.

### **1.1 Statement of the study**

Speaking skills are undoubtedly of great importance in learning any language because the main purpose of learning a language is to speak that language. Accordingly, and based on the researcher's experience that many EFL learners do not have the ability to speak in English although it is their specialization. The researcher attributes the problem of such poor oral production to the disability of choosing suitable strategy that can help students develop the speaking skills and to overcome the difficulties of speaking at a time. Therefore, the researcher believes that cooperative learning strategy can help students to develop and build better speaking skills.

This study is an implementation of the cooperative learning strategy as an effective strategy for developing students' speaking skills, considering that in learning English student-student interaction in cooperative learning could provide students with a range of opportunities for acquiring and developing the targeted language.

### **1.2 Objectives of the Study**

This study aims to:

- Develop students' speaking skills through the implementation of cooperative learning strategy.
- Introduce for the students more intuitive and interesting learning process through which they can develop their speaking skills.

- Encourage students to work cooperatively where they can easily understand the subject being taught or the topic being discussed.

### **1.3 Questions of the Study**

The study poses the following questions:

- To what extent is cooperative learning an effective strategy for developing students' speaking skills?
- Does cooperative learning strategy introduce more intuitive and interesting learning for the students?
- To what extent working in groups helps students in understanding the subject being taught or the topic being discussed?

### **1.4 Hypotheses of the Study**

The study has the following hypotheses:

- Cooperative Learning is an effective strategy for developing students' speaking skills.
- Cooperative Learning strategy introduces for the students intuitive and interesting learning process.
- Cooperative group work helps students to understand the subject being taught or the topic being discussed.

### **1.5 Significance of the Study**

The significance of this study stems out of the fact that cooperative learning plays a major role in developing students' speaking skills. Current researches seem to validate the view that cooperative learning increases the social interaction among students and consequently leads to improve communication skills among them. English teachers will benefit from this study by using the up-to-date teaching methods involved in cooperative



learning strategy. English language classroom should no longer be dominated by the teacher; instead it should be more student-oriented where the teacher's role is to adopt the role of facilitator, evaluator and organizer. By doing so, it adds variety to teaching and learning context and making it fun for the students to improve their speaking skills. There are insufficient researches efforts particularly in Sudan to draw any firm conclusions on the centrality of the importance of cooperative learning in developing students' speaking skills. Instead, most of the conducted researches focused on what causes speaking problems. Therefore, this study is an implementation of cooperative learning strategy in a way that will help students to build better oral communication skills.

### **1.6 Limits of the Study**

The study is limited to the implementing cooperative learning strategy for developing Sudanese University Students' speaking skills in English, Sudan University of Science and Technology, Faculty of Education, The data for this study was collected by the means of the questionnaire and the classroom observation (pre and posttest).

### **1.7 Methodology of the Study**

The study has used descriptive analytical method of research. The research data was gathered by means of questionnaire which was distributed for the teachers of English at Khartoum State and classroom observation in which students were given pre and post-test. The collected data was entered and processed using SPSS Statistics Version 22 (Corp., 2013). Mann-Whitney test was used to test for the presence of statistically significant differences between the scores of the experimental group and control group. Also, Wilcoxon signed rank test was used to test

for presence of statistically significant differences between pre and post-test scores.

### **1.8 Summary**

This chapter is concerned with an overview of the research, statement of the study, objectives of the study, questions of the study, hypotheses of the study, significance of the study, limitation and delimitation of the study, methodology of the study and definitions of the terms.

## **Chapter Two**

### **Literature Review and Previous Studies**

#### **2.0 Introduction**

This chapter covers the review of literature and previous studies that have relation to the current study as definitions of cooperative learning, cooperative learning from Islamic perspective, history of cooperative learning, forms of cooperative learning, elements of cooperative learning, methods of cooperative learning, roles of teachers and learners in cooperative learning, cooperative learning in second language acquisition and challenges and risks of cooperative learning.

#### **2.1 History of Cooperative Learning**

Cooperative learning is not a new teaching strategy, but appeared recently in the field of teaching and learning; but it has its roots in the history of education, so it is important to remember that the cooperative learning strategy started just before World War II. According to Kessler (1992), cooperative learning strategy finds its roots in in the classroom application a long time ago in the 1970s when the USA began to design a model of study for a classroom context based on cooperation.

The cooperative learning strategy was developed by Coleman (1959) as a means to reduce competition between students, namely in American schools. He believes that competition is a negative component in the educational system. He also suggests that instead of encouraging competition in the academic setting which effects the process of education; schools should introduce more collaborative approaches to teaching.

Likewise, Sharan (1994) mentions that new waves of cooperative learning appeared in the early seventies, following the pioneering work of John Dewey and later Alice Miel and Herbert Thelen in the 1950s. As the years went by, more exactly in 1975 cooperative learning has become strategy applied by many people and it helped them to promote mutual satisfaction, better communication, acceptance of others and support among the participants of the team, and has shown an increase in a variety of thinking strategies among individuals in the group. Johnson and Johnson (1994) introduce the five elements of cooperative learning as: a) positive interdependence; b) individual accountability; c) face-to-face interaction; d) social skills and; e) processing information, which are considered essential for effective group learning. These elements are cornerstones for teachers who use cooperative learning in their classes. If teachers apply the elements above; they at least guarantee that every student is going to get adequate opportunities to participate in the class activities.

## **2.2 Cooperative Learning from the Islamic Perspective**

Islam is the religion which calls people to work cooperatively. Different forms of worship in Islam are practiced in congregation like prayers and hajj. So, performing these forms of worships in groups will increase the Muslim's rewards (Hasanat) rather than doing them individually, for example, the five prayers when they performed them in groups, its reward will be more (25 Hasanat and in other references, 27 Hasanat); rather than performing them individually. Al-albani (1986) states that the prophet Mohammed said that one praying with a group may be twenty-five times better than the one praying alone. Islam is a religion and a state at the same time, where Islam's mission is to show the relationship between man and his Creator Almighty "worship" and man's relationship

with others "behavior" so there are many Quranic verses and Hadiths that regulate the relationship between man and his fellow men and put its foundations and rules in a way that helps humans worship God.

Islamic law was and still a pioneer in the adoption of the principle of cooperative work. In cooperative work there is always better performance with others. Lord's discourse in many chapters and verses of the Quran calls for cooperative work as in Daryabadi (2012) translates verse (9) in Surat Aljumah "O ye who believe! When the call to prayer is made on the day of Friday then repair unto the remembrance of Allah and leave off bargaining. That is better for you if ye know". This verse refers to the performance of prayers in congregation even if the worshippers are away from a mosque. Allah the Greatest rewards more whosoever worships with groups and blesses her or him, where the Prophet Muhammad, peace be upon him said "The hand of God with the group." He also says, "A congregational prayer is better than individual prayer by twenty-seven degrees" and in other sources, twenty-five degrees.

In the Holy Quran (chapter 9, verse 122) people were asked to establish groups and to learn as a group and return to the rest and teach them. Ibn Kathir (1999) explains that in this verse, Allah asks all Muslims in each tribe to send a group of people to Madinah where the prophet Mohammed lives so that they can learn the Holy Quran and Sunna. Brody and Nagel (2004) argue that shifting from cooperative learning perspectives requires a shift in fundamental assumptions like knowledge and in our beliefs about learning. Brody (1998, p.25) states that "putting cooperative learning in real life implementation by teachers depends partly on the particular education they have had and the perceptions about learning". In brief, the knowledge and information that teachers have are usually contributed to their beliefs that effect their practice and perceptions.

Therefore, changing the teaching approaches from teacher-centered to student-centered actually requires changes in both teachers' and learners' beliefs about the whole process of learning.

### **2.3 Definitions of Cooperative Learning**

Various definitions have been proposed for cooperative learning by many scholars and even by research writers. As for example Pham (2013, p. 12) defines cooperative learning as:

*"Teaching methods in which students work in small groups helping each another to accomplish shared learning goals; in cooperative classrooms, students are expected to cooperate with each other discuss and debate with each other, assess each other's current knowledge, and fill any gaps in each other's understanding".*

From the above definition we sum up that cooperative learning requires a radical shift from individual learning wherein learners learn separately and are influenced by some students who usually dominate in the class to working cooperatively in groups where they have equal chances to participate. According to Johnson (2001), cooperative learning is defined as a helpful teaching strategy in which small groups of students with various levels of ability use different learning activities to improve their understanding of the material being taught. Similarly, Artz & Newman (1990) define cooperative learning as small groups of learners cooperating with each other as a team to solve a certain problem, complete a given task, or accomplish a common goal. They go on to add that cooperative learning involves small groups of learners as a team to solve a problem, to complete tasks and to achieve common goals. So, cooperative learning strategies have been developed to improve academic performance, to lead to greater motivation, to increase learners' time talking and to improve self-esteem and self-confidence which will finally lead to more positive social behavior. Moreover, Dyson and Harper

(2001) argue that in cooperative learning, students take the responsibility of their learning and the education process becomes student-centered. It allows students to be engaged in the educational process. Here, teachers will not be the only agents of information; instead, students also take part in investigating and eliciting information by themselves.

Olsen and Kagan (1992) define cooperative learning as a group learning activities organized so that learning is dependent on exchanging ideas and information between learners in groups and in which each learner is in charge for his/her own learning and helping other teammates, increasing their learning. As we see, cooperative learning instills in students the sense of responsibility, even from an early stage in their life. Similarly, Murdoch and Wilson (2004) emphasize that cooperative learning is not merely having students sitting together and talking about their individual deeds, or a case of only one or two students doing the whole work on behalf of others; but cooperative learning is a process of sharing ideas and thoughts among each member in the group. The last two definitions above indicate that there is no place of individual learning when teachers and learners cope with the cooperative learning strategy; instead students should learn together. Learning tasks given to students are based on interaction (oral interaction or kinesthetic learning) and reciprocal interdependence among members of a group needs mutual help of each individual in the group. Thus, cooperative learning will not take place unless students cooperate with each other in their learning. In the cooperative learning approach, students and teachers are in a state of continuous cooperation and together they build up fruitful learning and social atmosphere in the classroom.

## 2.4 Cooperative Learning in Teaching English

Cooperative learning can be used to teach any imaginable subject not just the English language. This strategy requires learners to participate and share their knowledge with other classmates. Once they start learning in groups, they will unobtrusively be engaged in oral practice. In contrast, when it comes to English, it is actually important to use cooperative learning strategy. It is well known that practice makes perfect which refers to the expertise people gain when they repeat something many times. So, practice is an important component for learning and it is necessary for anyone to become an expert in skill. For example, Sawin (1985, p.235) states that "students need practice in producing comprehensive output using all the language resources they have already acquired". Therefore, cooperative learning helps learners practicing the language they are learning in a comprehensible way. On the other hand, Wendy (2007) believes that using cooperative learning structures both formally and informally can make lessons into fun, where students are really involved in their learning. He adds that cooperative learning structures create a situation in which tasks will not be completed unless students cooperate. Therefore, each group member must contribute actively in the group so that they can reach their learning goals.

Learners need the motivation that can encourage them to practice with other teammates in the classroom. Getting feedback from the teacher and from other students in the class enables learners to test their developing knowledge in the language system. When a group of students does this while talking together, it is known as negotiation of meaning to reach more comprehensible learning output. Additionally, Veenman, *et al.* (2000) report that cooperative learning methods place students in small groups so that they can work together and help each other to understand



the academic content of their courses. They go on to add that in cooperative classrooms, students are expected to discuss and debate with each other and fill any gap. Likewise, Johnson and Johnson (1989) believe that cooperative learning promotes more positive attitudes in the English language class because students have active roles and they will be satisfied with the learning experiences they will get. They continue to add that students are going to develop interpersonal skills during the English classes that implement cooperative learning which provides them many opportunities to exchange ideas and receive feedback from each other. In cooperative learning, discussion becomes the indispensable method. In other words, unanimously discussion is a better way than asking students questions to answer. Therefore, holding discussions with the whole class encourages students to speak.

## **2.5 Cooperative Learning and Speaking Skills**

We get people to understand and know us from our discourse; therefore, speaking is a mirror that reflects who we are and even more reflects a person's identity. Allah Almighty says "and if we willed, we could show them to you, and you would know them by their mark; but you will surely know them by the tone of [their] speech. And Allah knows your deeds". This verse shows that through speaking we let others know us and know who we are and in return we will know them. According to Madrid (1993), cooperative learning activities are designed to sustain and develop positive attitudes toward students with different levels of learning and cultural backgrounds. Learners learn to regard their classmates as valuable sources of support and encouragement in their efforts to become successful socially, linguistically, and in their academic career. That means, in cooperative learning, students have the advantage of managing their own learning in a way in which they are interested in. Coelho (1994)

claims that cooperative group instruction provides students with opportunities to discover, to clarify and to internalize ideas among their peers. Such kind of classroom procedures help students to develop high levels of thinking skills by analyzing, evaluating, and using the new information provided by other teammates in the group. The aim behind learning any foreign language is to speak and communicate in that language (i.e. a language should be spoken). EFL learners know that the individual differences also play part in the learning process. Many EFL learners feel reluctant when they try to speak in English and that may be due to the mistakes they are afraid to make as they think they will be judged by others. So, we find that most of the traditional classes are affected by the so called “free rider effect”, in which the students do not all have equal opportunities; while, only few students are dominant in the classroom and to overcome such problem, we need to encourage our students to cooperate in the classroom and outside the classroom as well.

Each member in cooperative learning classes will try to present the best of what he/she has in order to compete with her or his classmates who perform well. In cooperative learning, students cooperate to discuss each and every single point, which helps them to mutually benefit each other and develop their fluency as well. For example, Meng (2010) believes that speaking is more important in English learning for several reasons stated earlier. In cooperative learning, students can develop all of the different skills, but it requires both teachers and students to get familiar with that strategy and then it would become a panacea for improving their speaking skills and indispensable learning method for them as well.

## **2.6 Cooperative Learning and Teacher-centeredness**

Since the cooperative learning is a strategy of involving students in regular practice, it is so far different from all other traditional teaching and learning strategies which concentrate mainly on the teacher as the center of the learning process. According to Astin (1993), many studies have demonstrated that changing the learning process from teacher-centered into student-centered makes cooperative learning more effective and powerful than traditional learning. Supporting the same idea, Webb (1989) continues to add that it is an important warning to differentiate between students-centeredness and teacher-centeredness because when students' role is passive, it strongly effects students' academic achievements and progress. Likewise, Johnson, *et al*, (1990) emphasize that giving the student the burden to direct their own learning leads to more positive interdependence among members in the group. Supporting the same point Gillies (2007) adds that students feel responsible for managing their own learning, which is known as individual accountability. He also believes that students need to learn how to communicate effectively with other teammates and they also need to know how to articulate their thoughts, deal with disagreement, accept others' points of view and engage in democratic decision making. When the teacher is controlling everything and he is the person who takes much time in the class, as Smith and Waller (1997) argue that very low interdependence and individual accountability exist. It is obvious from what is being mentioned above that in conventional methods of learning learners role is very passive and they do not actively involved in the learning process. In other words, students must be provided with opportunities to share their knowledge.

## **2.7 Teacher and Learner Roles in Cooperative Learning**

When implementing cooperative learning, it becomes the responsibility of all those who are involved in it and not only the teacher. This is what distinguishes cooperative strategy when compared to other educational strategies. Therefore, both teachers and learners have important roles to get in charge of. Richards & Lockhart, (1996) attempt to define both teachers' and learners' roles in the light of methodologies used in cooperative learning as activities in which students paired or grouped themselves to make discussions. In details, teachers' and learners' roles will be illustrated:

### **2.7.1 Teacher roles in cooperative learning**

Teachers' roles in cooperative learning differ considerably from the teachers' roles in other conventional methods of teaching. The cooperative learning method is a shift from the teacher centeredness methods of teaching where the learner does not have enough opportunities to participate to the most contemporary methods of teaching where learners are active and a part of the learning process that takes place in the classroom. In cooperative learning, the teacher's role changes from a deliverer of information to a facilitator of learning. As well, Zhang (2010) identifies the role of the teacher in the classroom as facilitator, who should put his learners in the right path of how to reach their educational goals. Moreover, the teacher has to create a highly structured and well-organized environment for classroom instruction. Harel (1992, p.153) defines the teacher's role in the classroom as follows:

*“During this time the teacher interacts, teaches, refocuses, questions, clarifies, supports, expands, celebrates, and empathizes. Depending on what problems evolve, the following supportive behaviors are utilized. Facilitators are giving feedback, redirecting the group with questions, encouraging the group to solve its problems, extending activity,*

*encouraging thinking conflict, observing student and supplying resources".*

The teacher's role is important in applying cooperative learning. To have an effective cooperative learning group, teachers need to know their students well. In addition, forming cooperative groups can be a difficult task and must be decided with care. Teachers also need to consider the different learning skills, individual differences, cultural background, personalities, and even gender when arranging cooperative groups.

Hyland, *et al.* (1991) point out the teacher's roles as to:

- Be responsible for managing both interaction and learning with students.
- Create a suitable learning environment that helps students cooperate to achieve the goals of learning.
- Develop classroom activities which involve information sharing, cooperative reasoning, opinion sharing, and difference accepting.
- Coordinate and organize group activities.
- Provide students with clarification, feedback, and motivation support.

In classroom activities, the teacher models a variety of roles, each of them is learned by practice over time. While conducting classroom groups, the teacher serves as a resource person and a facilitator. The teacher should circulate among the groups, managing their work and helps out with any difficulties they encounter in group interaction and the performance of the specific tasks related to the learning project (Slavin, 1995). However, the problem with this specific role is that students may feel uncomfortable to interact and respond to their teacher as participants, which might take time to change. Therefore, to avoid the occurrence of such problems, teachers

need to build a good rapport with their students so that students will not have problems when their teacher reacts as a member in the group.

### **2.7.2 Learner's Roles in Cooperative Learning**

When we do something ourselves we never forget it. So, providing our students with opportunities to share their thoughts and ideas, we are unobtrusively helping them to play their role in the process of learning. When implementing cooperative learning, the essential role of learner is as a group member who must work with other group's members to make sure that everyone in the group has mastered the content being taught. For instance, Slavin (1995) believes that in order to ensure participation among students, they need to help each other, to discuss and argue with each other to assess each other's knowledge and fill in gaps in each other's understanding. Through cooperative learning, students become responsible for their own learning. Likewise, Richards and Rodgers (2001) believe that learners are taught to plan, monitor, and evaluate their own learning. Similarly, Jacob (2006) summarizes the learner's roles as follows: a) organizer who is in charge of organizing the work in the group; b) recorder who is responsible for recording the outcomes reached by the group; c) observer who is in charge of observing who is participating and who is not; d) coach who keeps the group on tasks; e) reporter who is responsible to tell other group members about the group's work. But this does not mean that the teacher has no role to play. Instead, he is always over there as counselor, classroom organizer, friend and facilitator of learning. In cooperative learning, each group member has a specific role to do in the group, such as noise monitor, timekeeper, notes taker, and recorder or summarize (Richard & Rodgers, 2001). Similarly, Kagan, *et al.* (1994) claim that as teachers we must assign a variety of

roles for each group member, to make sure that everyone in the group is involved in a specific role in accomplishing an overall group task.

## **2.8 Cooperative Learning Principles**

Cooperative learning principles refer to the noble values by which an individual becomes an active and influential member in his/her community. These cooperative learning principles have been proposed a long time ago in history. Johnson, *et al*, (2006) identify cooperative learning principals as:

### **2.8.1 Equal participation**

One of the advantages of cooperative learning is that students have equal participations in the class. A common problem inside group work is that one or two students are dominating the whole group (i.e., free rider effect), preventing the participation of others (Kagan, 1994). That is why cooperative learning offers many ways of promoting more equal participation among partners, assigning a role of equal importance to each group member. To get rid of such phenomena, it is crucial that we teach students how they can establish their own roles in each group.

### **2.8.2 Individual Accountability**

It refers to the responsibility each student will have within his/her group. According to Onwuegbuzie, *et al*, (2009) individual accountability is considered the key to the success of the overall group's members and helps to reduce individual effort resulting from too much dependence on a few industrious members. Individual accountability is to ensure that all group members are strengthened by learning cooperatively. Furthermore, Joliffe (2007) reports that individual accountability implies that each team member is in charge for his/her fair share of the group's success.

Asserting the same idea, Tan (1999) supports the same point by adding that individual accountability is a sense of responsibility where each member in the group takes the responsibility for his own learning and the learning of others in his team. This shows students who are in need of more assistance, support and encouragement to share and complete the activities with others.

It is also argued that this element takes into account both group performance and the individual performance of each student, therefore, the performance of each individual student is assessed and the feedback is provided to the group and the individual student (Rodgers, 2001). The purpose of cooperative learning groups is to make each member a stronger individual in a way that makes the group stronger. According to Stahl (1994), the purpose for teachers engaging students in cooperative learning groups is to help them to achieve higher academic success individually; rather than when working alone. Therefore, when students are graded for individual accountability in groups, we guarantee that each student will try to share and interchange her/his knowledge and ideas with others.

### **2.8.3 Positive Interdependence**

Positive interdependence refers to the principle that students should actively and positively contribute in the group by helping other group's members in learning, by sharing and exchanging their thoughts with others in their group and in the other groups as well. Else, Johnson, *et al.* (2007) believe that positive interdependence exists when individuals perceive that they can't fulfill their goals unless all members of the group unified together and work cooperatively toward reaching those goals. When positive interdependence exists among members of a group, learners feel that to help one member of the group, is to help the progress



of the whole group. In addition this element is reflected in the practice when all members learn in a meaningful way the topic given to the whole class. According to Roger & Johnson (1994), positive interdependence results in positive interaction, which can be referred to as individuals encouraging and facilitating each other's duties to achieve, complete tasks, and produce in order to reach the group's goals. Therefore, in order to instill this element in our students, we should show them how positively they should cooperate in the learning process.

#### **2.8.4 Cooperative Learning as a Value**

This principle means that students are not just going to be active participants in the group; instead they should give respect to each other and accept others' opinions and thoughts. In addition, cooperative learning cultivates in students the soul of working for themselves and for their classmates, not only in the classroom but also beyond of it, and here we are not only going to use cooperative learning as a tool to teach academic content, but also through this strategy we can educate students to help their classmates and to be effective and active members in their societies. As well, Johnson, *et al.* (1993) point out the values inherent in cooperative learning efforts such as:

1. In cooperative learning situations, individuals learn not only to participate for their own learning; but also for the learning of others in the group.
2. Success depends on the joint efforts of everyone to reach mutual goals. Therefore, reaching those goals depends on the contribution of every member in the group.
3. Cooperators value intrinsic motivation based on striving to learn, grow, develop and succeed.

### **2.8.5 Heterogeneous Grouping**

One of the benefits is that students will gain when they study in a class with different levels of learning and learning styles. This will contribute to the development and increasing the learners' awareness in a sense that those students came from different cultures, customs and traditions which will, to a far extent, help them to be culturally developed. According to Kagan (1992), the reasoning behind heterogeneous grouping is that it provides better opportunities for peer tutoring and support. Small groups are usually composed of four or five students who can interchange ideas and provide different point of views to help each other to achieve a common aim.

### **2.8.6 Simultaneous Interaction**

Cooperative learning is basically a simultaneous approach, in a sense that discussions and activities both take place at once. As Kagan (1994) points out that in the traditional classroom the only active agent is the teacher because he or she is the only one who has the opportunity to speak, in the cooperative learning method, a student has the chance to interact at the same time. In other words, learners can express their ideas in a conversation exchanging knowledge and points of view to enrich and to provide feed-back to what the teacher is saying.

## **2.9 Designing Cooperative Group Work in the Classroom**

In our early childhood period, we learned to play different games together that required us to cooperate with other children in order to feel the happiness and pleasure. Before we started those games, we formed groups according to our ages. We can play any game alone but you won't satisfy your instincts as when you play it with others. Therefore, the importance of doing something cooperatively starts from very early ages

in our lives. According to Cohen (1994), group work is a helpful technique for achieving certain kinds of intellectual and social learning goals; it is also regarded as a superior technique for conceptual learning, for creative problem solving and for developing oral language proficiency.

Likewise, Johnson & Johnson (2004) believe that group working provides students with opportunities to practise the language more effectively, deciding, inducing and problem solving. Moreover, it helps them to produce a deeper level of interaction with other teammates. Slavin (1995) goes on to add that working in groups helps students be outgoing by getting in touch with others and making decisions in their lives. Furthermore, group work establishes social norms about what to do and what not to do (Sharan, 1992). Group work also enhances students' relationships positively because students need to get in touch with other students in the same phase which encourages them to interact with no barriers (Johnson and Johnson, 2004). All the above discussions indicate that before developing group work, students need to be well introduced to what group work is, what it is for and how it can contribute to their learning.

### **2.10 Types of Cooperative Learning Groups**

There are various ways to implement cooperative learning in the classroom. In terms of structure, formal cooperative learning is recommended because it is highly structured and is regarded as task oriented; while, in terms of structure continuum, informal cooperative learning is used because it implies very little structure; but when cooperative learning is used to support and encourage students for learning it is recommended to use cooperative learning base groups.

Johnson, *et al.*, (1998, 2006) describes three types of cooperative learning and how to apply them in the learning process as follows:

### **2.10.1 Formal Cooperative Learning Groups**

Formal cooperative learning groups is a type of cooperative learning structure that is highly structured and regarded as task oriented. In this form of cooperative learning, students in groups congregate together for several weeks where they can learn and feel comfortable with each other and implementing different types of learning techniques of working together cooperatively (Johnson, *et al.* 2006). Furthermore, this kind of cooperative learning can be used for developing a particular task and requires students working together to reach shared learning goals.

### **2.10.2 Informal Cooperative Learning**

Informal cooperative learning is used when a sort of domination takes place in the classroom. Also, it is used to break up the class into shorter portions interspersed with group activities with the purpose of increasing the amount of material retained by students as well as their comfort in working with each other (Johnson, *et al.*, 2006). Moreover, informal cooperative learning can be used to focus students' attention during a short time class. It requires students to work cooperatively to fulfill their goals of learning. Informal cooperative learning is also used to focus students' attention on the material to be learned. In addition, the teacher has an important role to play in implementing informal cooperative learning. His role is to keep students more actively engaged in focused discussions before and after the lesson.

As Royn(2008) points out, two important aspects of using informal cooperative learning groups are: (a) to provide students with clear and

accurate instructions and; (b) to require students in small groups to produce a specific product.

### **2.10.2.1 Using informal Cooperative Learning**

Informal cooperative learning is usually used to ensure that students are cognitively active and working together to achieve a joint goal. Also, informal cooperative learning can be used to draw students' attention to the material to be learned and to set a mood that is conducive to suit the learning process. Using informal cooperative learning ensures that misconceptions and incorrect understandings are identified and corrected as well. Informal cooperative learning can be used while students are watching a film to focus their attention and to ensure cognitive processing (Johnson & Johnson, 1996). Structures that support this are:

#### **2.10.2.1.1 Think-pair-share**

This activity encourages students to communicate with others and develop thinking. In this kind of activity, the teacher asks a question then he provides students with time to think about that question, then each student discusses with a partner his thought about that question and finally shares their ideas with other teammates in the class.

#### **2.10.2.1.2 Think-write-pair-compare**

In such kind of tasks, we ask students question then work students individually and write down their thoughts about that question. Students in pairs exchange each other's ideas and thoughts and finally, they compare their ideas with other students in the class.

### **2.10.2.1.3 Write-pair-switch**

A student works alone and writes down his response to a question and then students in pairs discuss their responses. After that a student switches to another partner to form a new pair. They tell their new partners about their former partner's response.

### **2.10.2.1.4 Pairs check/check and coach**

After working on a topic, students in groups prepare a list of questions to check each other's understanding. Pairs take turns to answer the questions with another partner prompting and coaching.

### **2.10.2.1.5 Flashcard game**

This kind of classroom activity is used to help students memorize the facts. Students work in pairs, and each will have flashcards showing questions on one side and the answer on the other side. Students take turns to hold up questions and test each other on correct answers.

## **2.10.2.2 Procedures for Implementing Informal CL**

There are different procedures to implement informal cooperative learning in the classroom, according to Robyn (2008):

*1. Introductory focused discussion:* Here the teacher is going to provide students with discussion tasks from which they are going to answer the questions. The aim behind that is to investigate what students know about the current topic so that it becomes easy for them to guess what the class will be about. The introductory focused discussion indirectly appeals to each group member to take his/her responsibility in the group.

*2. Intermittent focused discussions:* The teacher's responsibility here is to divide the class into 10–15-min portions which will motivate the

learners to concentrate on the information being presented. After each segment, students will be asked to switch to a neighboring student and work together cooperatively in answering questions and exchanging ideas.

3. *Closure focused discussion*: Teachers provide their students with an ending discussion task lasting 4 to 5 min. That task requires students in each group to summarize what they have learned from the lecture and then share what they learned with other groups in the classroom. So, the task will help students to guess what the homework covers or what will be presented in the next class session. Informal cooperative learning ensures that students are actively involved in discussing what is being presented in the class. It also provides time for teachers to monitor the class by moving around listening to what students say. Listening to student discussions provides students with insight into how well students understand the concepts and material being taught. Likewise, it increases the individual accountability among students to participate in the discussions.

### **2.10.3 Cooperative Learning Base Groups**

Cooperative base groups is regarded as constant groups that last for several months made up of individuals with different levels of learning style. In this kind of cooperative learning group, students will be supported with a context where they are expected to help and encourage each other academically and in the other aspects of their life as well. It is arguing that implementing cooperative learning base groups in a way that makes students get familiar with each other for the entire of the course can provide the permanent support that increases students' academic progress and they will be developed cognitively and socially in healthy ways (Johnson, *et al*, 1998).

## 2.11 Cooperative Learning Methods

One of the challenges that faces us as teachers and learners of English is how to adopt the teaching and learning strategies that meet our and our learners' needs and help them achieving their goals of learning. One of the teachers' efforts in improving the quality of learning that results in a good student who will be successful in life generally lies in the preparation of a wide range of learning activities that take place in the classroom and the way teachers implement those activities. In these activities, interaction between student and student, student and teacher and between student and the learning resources will positively affect students' behavior and their academic progress as well. Furthermore, the success of the learning process depends on the strategy we use in teaching and learning.

Cooperative learning methods strive to enable students to assume a high degree of responsibility for their own learning rather than perceiving learning as imposed by others (Sharan, 1994). This indicates that students are more likely to accomplish this when they are provided with opportunities to practise their learning activities with other teammates. However, until 1970, some significant research on specific applications of cooperative learning to classroom setting began to take place. Cooperative learning methods are facilitated by having students groups participate in regulating their own activities in the classroom including planning and the conduct of learning (Sharan, *et al*, 1992). It is now possible for teachers to select from a wide variety of cooperative methods to achieve different teaching outcomes. Some of these methods which have been extensively researched and widely used are: Student team-Achievement Division (STAD), Jigsaw II, Group Investigation Method (GIM), Learning together Method, Team- Games- Tournaments Method,



Discussion and Dialogue Approach, Team Accelerated Instruction Method and Vygotskian Perspective.

### **2.11.1 Students' Team-achievement Division (STAD)**

It is a cooperative teaching and learning method in which students work in pairs on a topic or an activity to express and exchange each other's knowledge and viewpoints orally. In this method, students are divided into groups of five or six that are mixed according to their level of performance, sex, and ethnicity (Sharan, 1994). The major goal of each team is to make sure that their teammates have learned the material. After a period of team practice, students will take individual quizzes. Although, students study together, they are not allowed to help each other with the quizzes. Such individual accountability motivates students to do a good job by explaining and clarifying concepts to each other. This way, teachers will guarantee and ensure the team's success in mastering the information and skills being learnt. According to Slavin (1995), the main idea behind this method is to motivate students and encourage them to help each other to achieve desired skills and outcomes.

The success in this method is based on the scores students obtain in quizzes by making a comparison with students' averages in the past. Then, each group will be provided with marks based on the degree to which the group's members work hard and perform better than their own earlier performance. Some teachers provide some kinds of praising or rewards to students who perform better by developing new groups and give them name like: great team and best team. This will encourage other students to work hard in order to join their colleagues in those new teams. In cooperative learning approach, STAD method is the most appropriate technique for teaching every imaginable subject, not just English. Also, in

this method, students can learn specific grammatical features and then, they would be provided with opportunities to ensure that each team's member has mastered the rule in communicative contexts. STAD is one of the simplest of all cooperative learning methods, and it is a good model to begin with for teachers who are newly adopting cooperative learning approaches.

### **2.11.2 Jigsaw II**

Jigsaw II is a cooperative learning method in which students are divided into smaller groups (six members) to work on academic material provided by their teacher. This strategy is remarkably efficient in learning any material as in STAD. More importantly, it encourages students to work as a team by providing each member in the group an essential role to do in the academic activities. In such method, students work in heterogeneous teams, exactly as in STAD. When students engage in this method, they bring together diverse experience, strengths, interests, expertise, knowledge and perspectives to reach their goals of learning (Slavin, 1995).

In jigsaw II, students will be provided with chapters, stories or units to read, and are provided with expert sheet that contains different topics for each team's members to concentrate on while they are reading those chapters or topics. When everyone has finished reading, then students from different teams with the same topic meet in an expert group to discuss their topics. The experts then back to their teams and teach them what they have learned in the expert team. Team scoring for Jigsaw II is the same as scoring for STAD. Also, as in STAD, successful team may earn certificates or other rewards. The advantage of Jigsaw II is that all students read the material which can foster their understanding of the

materials. Jigsaw II is one of the most flexible methods among cooperative learning methods. In second language acquisition, this method would be very conducive to discussion and negotiation of meaning in the target language.

### **2.11.3 Group Investigation Method**

In group investigation method, students cooperatively work in small groups using discussion, asking questions, and holds presentations in the presence of the whole class. In this method, group composition is based on students' interest, and it is heterogeneous. Slavin (1970) believes that interaction and effective communication are best achieved when students work in small groups where exchange among peers and cooperative inquiry can be sustained. Therefore, teachers and their students need to experience a variety of communicative and social skills that establish norms of appropriate cooperative behavior in the classroom. This method develops the classroom into a social system in which students are going to have chance to decide what they will study. Students who are involved in this method are divided into groups of four or six members; each one chooses a topic of interest and investigates it.

Furthermore, in the implementation of group investigation method Zingaro, D., (2008, p. 1-2) States that:

*"Teachers should first, present a multi-faceted problem to the class, and students choose an interest group. The problem posed here is particularly important, as a variety of reactions from students is necessary for appropriate group formation. Teachers first should avoid giving their own ideas or rejecting ideas from students. Second, groups plan their investigation, the procedures, tasks and goals consistent with the chosen subtopic. Third, groups carry out the investigation as planned in the above step. The teacher's role at this step is to follow the investigative process, offering help when required: suggesting resources, ensuring a*

*variety of skills is being used, etc. Finally, the teacher and students evaluate the investigation and resulting presentations*

Group investigation requires students to seek information from a variety of sources inside and outside the classroom. A central role to group investigation is students' cooperative planning of the learning task. Group's members have the freedom in determining what they want to investigate in order to solve the problem, what resources they need, which will do what and how they will present their project to the class as a whole. The four main components of group investigation method are: investigation: refers to the fact that groups concentrate on the process of a chosen topic; interaction: refers to the hallmark of all cooperative methods that students need to help one another; intrinsic: refers to teacher's relationship with his students by granting them autonomy in the investigation process and; finally, interpretation which refers to the findings reached by each member in the group which fosters and enhances their understanding of ideas (Daniel Zingaro, 2008). Group investigation exposes students to constant evaluation by both their teammates and by their teacher which is not existed in the traditional classrooms.

#### **2.11.4 The Learning Together Method**

This method comprises an important concepts; namely students work face to face in groups of four or five, finding interdependence to achieve group goals and showing that they all mastered the material. According to Johnson and Johnson (1994) this method includes advice on decision making, problem solving, and also teaching mutual respect. Also, students are evaluated on the basis of two aspects: a) the work completed and; b) students' interaction observed by the teacher during the lesson.

### **2.11.5 The Discussion and Dialogue Method**

From its name, it is clear that discussion and dialogue are the cornerstones of this method. Students in groups are going to negotiate, discuss and exchange the ideas and information with each other. As for example Ments (1990) claims that discussion and dialogue can be considered as a process of teaching that involves interaction between the teacher and his students to exchange information so that to achieve their goals of learning. Similarly, Brookfield and Preskill (1999) believe that discussion and dialogue provide students with an opportunity to exchange their thoughts and feelings in order to develop their understanding of the subject they are learning.

Additionally, Fox (1995) points out some challenges that might be found when using this method in teaching such as: a) it can be difficult to allow all students to talk in each lesson especially in the case of having large number of students in the classroom; b) the time could be very short to cover all the contents of the lesson; c) discussion in the classroom might cause loss of control by the teacher. Using this method in an appropriate way with no doubt will enhance students speaking skills as assumed from its name.

### **2.11.6 The Team Accelerated Instruction Method**

In this method, students are going to combine cooperative learning with individual instruction, each member works in specific unit. After each individual finishes his work, he will compare the result with other teammates' results. This method works with all materials and mathematics lessons in particular (Slavin, 1995).

### **2.11.7 The Vygotskian Perspective**

The Vygotskian perspective related to cooperative leaning was the Zone of Proximal Development and the ensued effect on Krashen's Input Hypothesis. Vygotsky (1978) believes that all good learning was that which was in advance of development and involved the acquisition of skills just beyond the student's grasp. Such learning occurs through interaction within the student's zone of proximal development. He defines the zone of proximal development as the discrepancy between the student's actual developmental level (i.e., independent achievement) and his/her potential level (achievement with help from a more competent partner). Vygotsky's zone of proximal development has many implications for those in the educational milieu. One of them is the idea that human learning presupposed a specific social nature and was part of a process by which children grew into the intellectual life of those around them. An essential feature of learning is that it awakens a variety of internal developmental processes that were able to operate only when the child was in the action of interacting with people in his environment and in cooperation with his peers. Therefore, when it comes to language learning, the authenticity of the environment and the affinity between its participants are essential elements to make the learner feels a part of this environment. Unfortunately, these elements are rarely present in conventional classrooms. By explaining human language development and cognitive development, Vygotsky's theory serves as a strong foundation for the modern trends in applied linguistics. It lent support to less structure and more natural, communicative, and experiential approaches and pointed to the importance of early real-world human interaction in foreign language learning (Vygotsky, 1978).

### **2.11.8 Team- Games- Tournaments Method**

It is a cooperative learning method which applies the same procedures in STAD, but it replaces the quizzes with game tournaments (Sharan, 1990). Here, each group is going to be provided with academic games to play with other group to contribute points to their team scores (Slavin, 1995). He also adds that students in this method have opportunities for success because they play with students in the same level of achievement.

### **2.12 Cooperative Learning and Second Language Acquisition**

A fairly extensive number of researches have been presented in investigating the role of cooperative learning strategy on second language acquisition and students' perceptions of their own language experiences. The use of cooperative learning allows many opportunities for the English learners to practice the language which leads to more promotion in acquisition a way that helps them to become more confident in using and producing English when working in groups. For example, Fathman, *et al.*, (1993) believe that cooperative learning can maximize second language acquisition through providing opportunities for both language input and output. They continue to add that many researchers have compared teacher-led discussions with pair discussions to ensure the amount and variety of student talk in both contexts. Their results reveal that when students work in pairs they produce a significantly greater amount and variety of student talk than if we compare it with when the teacher-led discussions. They do not only talk more but also produce a wider range of language functions (e.g., rhetorical, pedagogical, and interpersonal).

Also, Jelena (2011, p.129) states that "the popularity of cooperative learning has grown over time and had a positive impact on almost all aspects of language acquisition and language learning". This means that cooperative learning fosters both language acquisition and language



learning because every student learns and communicates with students almost in the same level and age. As well, Krashen (1985) points out three vital variables of cooperative learning as:

1. *Input*: Krashen believes that second language acquisition theory could be applied to any foreign language learning. He continues to add that second language acquisition theory is a key to successful mastery of any language. In this issue McDonell (1992) adds that cooperative learning enables language learners to focus their attention on the meaning itself rather than the linguistic forms of the language such as memorization of grammar and vocabulary.
2. *Output*: Krashen's theory of second language acquisition is also used to explain the second variable of cooperative learning which is known by "output" in which Krashen believes that interaction is crucial for foreign language learning in the context of natural linguistic and the context of the classroom.
3. *Context*: in addition to "input and output" there is another factor that fosters second language acquisition and learning known by context. According to Kagan (1995), this variable supports students with motivation, helps them to communicate better and provides them an appropriate feedback. These three variables of cooperative learning have been mentioned above can facilitate language acquisition and learning and show that communicative language teaching can best be implemented in English classroom by using cooperative learning strategies.

Additionally, Jacob, *et al.*, (1996) present a study that tries to explore second language learners' acquisition of academic language using cooperative learning context. Their study comes out with a complex picture reflecting the impact of learning together method on the

opportunities provided to the learners for acquiring academic English. They continue to add that the opportunities provided to students occur relatively infrequently. Relatively, Bejarano (1987) reports that high school students who learn English using cooperative learning methods are expected to make significant improvements in all English proficiency tests.

Also within an input/interaction framework, Pica (1987) reports on a research involving low-intermediate level students engage in two types of classroom activities: first, when the teacher is in fronted setting and; secondly, when students work in small groups of four. She finds that the teacher-directed participation pattern generates a relatively small amount of modified interaction in both activities. According to Kagan and Kagan (1994), in order to develop cooperative learning skills among students in the classroom, then it is not enough to depend on the natural acquisition of social skills. They believe it is the teacher's responsibility to structure learning so that students acquire social skills while they are doing their class activities. Now it is clear that cooperative learning is very conducive to ease the acquisition of second language due to the more opportunities that put students in an intensive practice which will finally result in language acquisition.

### **2.13 Cooperative Learning and Second Language Maintenance**

One of the good characteristics that distinguish cooperative learning strategy from other teaching and learning strategies is that the cooperative learning strategy encourages learners to use their mother tongue language which so far helps them to be developed in both languages their mother tongue and English as second language as well. For example, Auerbach (1993) believes that the use of first language is important in early second language acquisition and at all levels of second language. Also, he

believes that cooperative learning has the capacity to help second language learners depend and think on their mother tongue language resources so that to develop their second language skills as well. According to McGroarty (1993), there are number of studies that researched the expanded possibilities of cooperative learning for using primary language resources in learning other languages. That means, using cooperative learning strategy as a medium for learning any other languages helps in maintaining the mother tongue due to the relationship of the first language and its role on learning the second language.

In addition, Wong, *et al.*, (1985) report that in the case of bilingual languages, students work in groups, acting as intermediaries, and serve as an important link in providing other group's members with information in both languages. So, cooperative learning has the potential to maintain students' first language in a sense that it is something natural to build on your first language when you are learning any other language which will help in the development of both languages especially when there are similarities between those two languages. Moreover, McGroarty (1989, 1992) reviews the beneficial effects of cooperative learning for second language instruction by saying that the principal curriculum benefits students will have in cooperative learning in learning the second language is that it provides them with additional ways to incorporate content areas into language instructions in both languages. But, having such benefits in real life is actually in need of cooperation from both sides of the expert and his novices (i.e., the teacher and his students).

#### **2.14 Cooperative Learning and the Reduction of Anxiety**

Anxiety is one psychological problem behind students' poorer interaction and participation in the classroom activities. Students' fear of making

mistakes when the control is under their teacher prevents them to share their thoughts and ideas with others. Such being the case, as teachers we should help our students to overcome these barriers. That can only be achieved by providing them with regular opportunities to get in touch with their classmates through engaging them in cooperative learning activities. Since cooperative learning helps to create supportive environment, students are not much stressed and have reduced anxiety in class. According to Saovapa (2010), anxiety is considered negative factor in the classroom due to its effect on students' proficiency and thinking process. Anxiety makes learners feel anxious and worried in the classroom and it may eventually lead them to dislike and quit learning.

In addition, Saguanpong (2007) believes that anxiety in foreign language learning can result in reducing students' progress and achievement. Cooperative learning groups are therefore, believed to solve this problem. Similarly, Seligim and Rossenhan (2001) believe that when students make mistakes or tell incorrect answers, it becomes subject to scrutiny by the entire classroom which may result in anxiety's embarrassment in many students. Therefore, cooperative learning strategy creates an environment of learning which allows students to communicate with their classmates with no fear and anxiety. According to Gregersen (1999), using cooperative learning techniques in teaching foreign language encourage students to participate in the classroom and reduce the levels of foreign language classroom anxiety. So, anxious students are generally expected to feel reluctant to participate in the classroom activities. As well, one of the solutions to reduce students' anxiety or to completely get rid of it is to give up using traditional methods in which the teacher is the leader of the classroom while his subjects are very passive.

Similarly, Gokce and Derin (2007) investigate the effect of cooperative learning in form of peer feedback in which they show that in cooperative learning students are less anxious than in teacher-centered situation. In summary, the role cooperative leaning strategy becomes very clear in enhancing and promoting students in many sides as well in the case of anxious students which may result in students' less fear and hesitation. Cooperative learning groups help those students to overcome all these hindrances by making them the center of the learning process.

### **2.15 Cooperative Learning vs. Traditional Learning**

As teachers of English we should always look for the method(s) that will have significant improvement in our students' performance. The undeniable fact is that when students participate in group work, they will have greater impetus and motivation for interaction and participation with their classmates because cooperative learning creates an atmosphere of interaction between students in the classroom. For example, Atkins (2010) reports that the proponents of cooperative learning assume that students have a better learning when they cooperate with each other and when their teacher is not the only agent of information in the classroom; as well, they are regarded as valuable source of information in the classroom. Consequently, Sullivan (1996, p. 107) states that "cooperative learning strategies are used for promoting and developing critical thinking through discussion, debate and group work". He also adds that employing cooperative learning together with traditional learning methods facilitates the development of analytical and thinking skills. So, some researchers like Sullivan appeal for the combination of both cooperative learning approach and traditional learning approaches to be used in teaching and learning. More importantly, Slavin (1990) distinguishes between two components that separate cooperative learning

from traditional group work as: a) positive interdependence students find in cooperative learning i.e. the feeling that they cannot reach their learning goals unless they unified and work as a team and; b) individual accountability or the responsibility they are in charge with in cooperative learning. Similarly, Doucet, *et al.* (1998) report that in the lecture format where the teacher takes much time to speak to his students, learners are expected to be passive recipients of knowledge. Thus, comparing cooperative learning with traditional language learning methods will illustrate the principle characteristics of cooperative learning.

On the other hand, Johnson and Johnson (1986, p.2) summarize the main differences between cooperative learning and traditional learning in the following:

Table: 2.1

<i>Items</i>	<i>Traditional language teaching</i>	<i>Cooperative learning</i>
Independence	Negative (i.e., no sufficient opportunities given to students).	Positive (i.e., students feel they are responsible for their own learning).
Learner's roles	Passive receiver and performer (teacher-center)	Active participator, autonomous learners (learner-center)
Teacher's roles	The center of the classroom, controller of teaching directions, comments on student's answers, gives students feedback and reinforces them.	Counselor of group work and facilitator of the communication tasks.

## 2.16 Cooperative learning and CLT

Cooperative learning strategy (CL) and communicative language teaching (CLT) are two faces for one coin in a sense that both strategies encourage students for oral communication. In other words, cooperative learning started its development on the basis of communicative language framework. Furthermore, the two strategies aim at helping language learners to develop and master the skills of speaking taking into consideration that a language should be spoken without neglecting the other language skills. According to Johnson, *et al.* (1995), communicative language teaching is defined as an approach which encourages students for the maximum use of cooperative learning activities using pair and group work in the classroom.

As cooperative learning emerged from communicative language teaching, it helps and encourages students for the development of communicative competence and critical thinking as well. For instance, Richard, *et al.* (1992) believe that the incorporation of communicative language teaching and cooperative learning is not a novelty, since cooperative learning implements many communicative language teaching techniques. Therefore, both strategies are considered as natural match in foreign language teaching and learning. In spite of, this natural match exists between them still there are also some differences between cooperative learning and communicative language teaching in a sense that both approaches attribute greater priority to speaking but it is not something observable when applying cooperative learning because in cooperative learning students can practise the four language skills at a time. The essence of communicative language teaching approach is to develop students' communication skills while cooperative learning does the same but in very structured manner involving both the teacher and his subjects

a way that increases students' academic progress as well as personal growth because cooperative learning reduces learning anxiety, increases the amount of student's participation and student's talking time in the target language, builds supportive and less threatening learning environment and helps in the rate of learning retention.

Finally, Kagan (1995) points out that there are two major components of communicative language teaching that are regularly used in cooperative learning as: a) socially oriented lessons and; b) small group interaction. Based on what has been stated above, it is quite clear that cooperative learning and communicative language teaching are so far similar to each other with little difference exist between them.

### **2.17 Cooperative Learning vs. Collaborative Learning**

Cooperative learning and collaborative learning are teaching and learning strategies used by many people all over the World due to their efficiency in learning and popularity. The differentiation between them is made in order to facilitate a discussion and to make sure which one of them is suitable to be utilized for achieving the goals of learning still many people use these two terms as synonymous. According to Bruffee (1995), cooperative learning is a social process involving students work in groups and is concerned with promoting students' social skills and academic progress. In contrast, Olivares (2005) points out that collaborative learning is an intellectual process learns the students of how to think and solve abstract problems that may have no specific answer. From different angle, Cooper, *et al*, (1997) argue that the terms collaborative learning and cooperative learning sometimes are used interchangeably (as synonymous). Each strategy inherently supports a discovery based approach to learning in a way that the two strategies assign various group



roles though collaborative learning can have fewer roles assigned. In both situations, students in groups are required to possess group skills though cooperative learning which helps them to fulfill their instructional goals. In a comparison made to show the differences between cooperative and collaborative learning Panitz (1997) believes that cooperative learning is the most structured approach for students to learn in groups; while collaborative learning is less structured as he believes. For students, cooperative learning is appropriate to be used than collaborative learning because cooperative learning is regarded as oriented learning; while collaborative learning is to some extent regarded as self-directed learning. According to Abrami, *et al*, (1995), in cooperative learning a student is supported with structure designed by his/her teacher to achieve common learning goals. In contrast Mattews, *et al*, (1995) believe that in collaborative learning students already have the necessary social skills and motivation that help them in achieving their goals. Many people misunderstand the concepts of “cooperation and collaboration”. They are to some extent similar to each other. Both terms uses group learning but they are different in the techniques. As Rockwood (1995) characterizes the differences between these methodologies as:

- Cooperative learning fosters interdependence through a combination of goals, tasks, resources, roles, and rewards; while collaborative learning employs only goals, tasks, and occasionally limited resources to foster interdependence.
- Collaborative learning never uses assigned group roles but; some cooperative learning approaches do this.
- Similarly, collaborative learning does not teach group interaction skills or group reflection/processing of those skills; while some cooperative approaches do so.

- Most models of cooperative learning employ intentional grouping stipulated by the instructor, or random assignment; while collaborative learning more often employs student choice of group members.
- Collaborative learning tends not to employ explicitly the following practices which occur in some of the cooperative learning approaches like: team-building or class-building activities, role assignments, teaching social skills, reflection/processing questions, the use of social skills, group structures (except for jigsaw and perhaps group investigation), classroom management techniques, status treatments and perspective taking.

According to Brubacher (1991), the instructional practices are engaged in more organic or natural manner in collaborative learning than in more direct and explicit in cooperative learning. He keeps on by adding that collaborative learning uses variety of ways to form groups beyond student choice. Those involved in collaborative learning tend to ask students to work at first with friends and then with others with common interests and gradually have a goal of working with many others. Collaborative teachers may also encourage a time for reflection on how the group functions but not based on explicit social skills.

All the above shows that cooperative learning and collaborative learning can be taken as two terms with similar meaning in a sense that each one calls for together learning; but they are different in the techniques of implementing each one of them.

### **2.18 Cooperative Learning in Developing Self-esteem**

Cooperative learning is not merely a strategy teachers use to have their students work in groups, so far it is used to prepare students to be

successful in their life in and outside of the classroom context. When those students learn to have positive influence on other people in their communities that means they have built good self-esteem as a result of working cooperatively with others. It is one of the benefits students will gain when their teachers use cooperative strategies in their classes because students will not learn to judge themselves which is known as (self-judgment) unless they have an opportunity to test themselves. Fortunately, they can have this in cooperative learning as Putman (1998) for example, defines the concept of self-esteem as a judgment about one's own worth, about how well-liked and competent a person believes himself to be. In addition, he believes that one of the important outcomes of cooperative learning is the positive effects on students' self-esteem. Supporting the same point, he also adds that the improved self-esteem can be as a result of achieving challenging goals and from gaining the respect of others. Students' self-esteem can be increased when they start like working cooperatively with others (Slavin, 1994).

Self-esteem is an acquired attitude which means that students can develop it through building positive images toward themselves. For example, in order to develop students' self-esteem, they should be provided with opportunities to see how they are expecting themselves to perform. Moreover, Fisher and Sartorelli (1992) emphasize that educators should consider cooperative learning as a vehicle to improve their students' self-esteem. Therefore, in order to help our students do so; we need to encourage them to be engaged in group activities where they have more chances to test themselves. For some students, self-esteem becomes more positive during the years of school while for others it becomes more negative. According to Leary (1999), self-esteem can be a panacea for many social and psychological problems. He also believes that

interventions for enhancing self-esteem lead to positive psychological changes and provides the learners with a feeling of being a person of value in the society. Similarly, Brennan (1985) emphasizes that if a student engages in group activities with at least a moderate level of self-esteem his/her self-esteem is expected to be increased. Consequently, he adds that the more the students participate the more their self-esteem will be increased. Also, researchers have suggested that cooperative learning activities have the capacity to implement and reinforce self-esteem (e.g. Johnson & Johnson, 1985).

### **2.19 Levels of Developing Cooperative Learning Skills**

To have good and fruitful outcomes when implementing cooperative learning, instructors should go through different levels in order to develop our students cooperative skills that can't be accomplished easily if not we get ourselves ready and carefully prepared for it. According to Wendy (2007), the progression in developing cooperative learning skills has been described as consisting of four levels:

1. *Forming*: the basic skills needed to establish the group.
2. *Functioning*: the skills needed for managing the group's activities to complete the task and to maintain good relationships.
3. *Formulating*: the skills needed to build a deeper understanding of the material being studied.
4. *Fermenting*: thinking and cooperative skills needed to function at a high level. In order to involve students in the progression of cooperative learning skills, it may be helpful to liken it to a four-stage rocket and gradually as each stage is added it becomes ready for blast off. To make

this accessible to students, the wording of forming, functioning, formulating and fermenting has been changed.

## **2.20 Benefits Students Gain in Cooperative Learning**

Like any teaching and learning strategy cooperative learning has positive and negative aspects. But what makes it different than other teaching and learning strategies is that in cooperative learning we guarantee almost all students are engaged in the learning activities. In cooperative learning, students will learn to do things by themselves the thing that helps them develop their individual accountability. According to Boussiada (2010), cooperative learning is a powerful educational approach principally because of its contribution in enhancing students' achievement and productivity and providing more opportunities for communication. This doesn't mean that cooperative learning is negative free; but like all teaching and learning strategies that have both positive and negative effects. From the perspective of second language teaching, McGroarty (1992) offers the potential advantages for ESL students in cooperative learning classrooms as followings:

1. Cooperative learning increases frequency and variety of second language practice through different types of interaction.
2. Cooperative learning offers possibility for development or use of language in a way that supports students' cognitive development and increase language skills as well.
3. Cooperative learning provides opportunities to integrate language with content-based instruction.

5. Cooperative learning provides teachers with freedom to master new teaching and learning methods such as group investigation method, STAD etc.

6. It also encourages learners to help each other in areas of learning where they are weak.

The most important psychological outcome of cooperative learning is its effect on students' self-esteem and behavior. Another advantage of cooperative learning method is the potential to change students who misbehave for better according to Sharan (1994), when students are involved in cooperative learning methods then the misbehavior of some students will be changed for better behavior and developing better interpersonal relationships. In addition, Lazarowitz, *et al*, (1985) believe that students who engage in Jigsaw method grow to like group mates when they compare with other teammates in the classroom.

Students will think that they are valuable due to their ability to be confident decision-makers and ultimately to be productive individuals for their families and society. In cooperative classroom, motivation is said to have positive effect on enhancing students' performance (Slavin 1995).

According to Web (1989), interaction is the starting point that distinguishes cooperative learning strategy from other learning strategies. Interaction is one of the main reasons of initiating cooperative learning in the classroom. As well, Slavin (1996) believes that the interaction between students in tasks will help them to enhance achievements and they will learn to learn from each other when they hold a class discussion. One of the best advantages of using cooperative learning strategy is that it develops thinking skills in students because when students work cooperatively in groups each one of them is going to observe how others

think (Slavin, 1995). Also, Ellis (2003) notes that cooperative learning provides students with mirror to see how other students think. Increasing cooperation between students and reducing competition are considered as the greatest benefits that cooperative learning strategy brings to the classroom. But that doesn't mean competition is something harmful; instead it sometimes motivates students to encourage and help each other in the class activities.

### **2.21 Challenges and Risks of Cooperative Learning**

While many potential benefits arise when cooperative learning is used, there are some important pitfalls that must be taken into consideration if cooperative learning is to be instructionally effective. For example, a student may not like the student she grouped or paired with and that may lead to the non-cooperation between members of the group because in cooperative learning each group member needs to feel that he can't fulfill his/her goals if not other members achieve theirs. However, some students do not prefer to work in groups such students might contribute to the failure of having a successful cooperative learning. As for example, Nunan (1989) believes that English learners sometimes tend to favor traditional over communication activities, showing a preference for teacher-centered over learner-centered participatory structures. That means they are not interested in taking a part in the learning process and that may be due to their feeling that cooperative learning tasks are more humiliating debasing to make mistakes in front of their classmates than in front of the teacher. In fact, to have this problem solved, teachers who cope with cooperative learning should set up the groups on the basis of students' preferences. Also, Suliman (2005) believes that the classroom size might also be a problem and could prevent teachers from using group work. So, using cooperative learning might also lead to misbehavior among some learners who view the group arrangement as a chance to

discuss irrelevant topics. To avoid the occurrence of such problems, we must as cooperative learning users have early preparation and careful instructions for implementing cooperative strategy and students should be informed and beware of this strategy as well. As well, Slavin (1995) adds that cooperative learning might lead to increase noise in the classroom which might cause some problems in the learning process. He also claims that teamwork means less individual accountability, so if one or two members of the team do the whole work for the other then this can lead to failing in the team ultimately which might be considered by the researcher as another risk.

In addition, cooperative learning methods may allow for the free rider effect (i.e., one or two students are dominant in the group and doing the whole work on behalf of others) if we do not implement it carefully some group members will do all or most of the work (Slavin, 1995). Such problem is most likely to occur when the group has a single task or a single worksheet. In such situation, a teacher needs to assign each group member responsible for a unique part of the work (i.e., a role for each individual in the group). Finally, there are various problems associated with the organization of cooperative work that can have negative impact the learning outcomes on as such: a) the physical characteristics of the classroom and; b) the arrangement of the classroom's furniture helps to encouraging communication. For the teachers, the biggest problem might the large number in the classroom.

But still it is the best strategy for both teachers and learners. It allows for teachers to develop many skills, to build good rapport with their students, and more importantly, cooperative learning allows for teachers to save their energy. For the students cooperative learning is the most helpful strategy to achieve their goals of learning. Generally, the implementation



of cooperative learning strategy needs further preparation and teachers need firstly to build sufficient awareness about cooperative learning and also, they need to inform their students about cooperative learning, to train them about how to use it, and what benefits they will gain when implementing that strategy in the learning process.

## **2.22 Previous Studies**

Much research has been conducted to find out how better to use cooperative learning in developing students' speaking skills. The followings are previous studies related to the current study:

As, Pattanpichet (2011) conducted an experimental study to investigate the effects of using CL in promoting students' speaking achievement. Thirty five undergraduate students participated in the study. The students were enrolled in a main English course at Bangkok University to examine their speaking achievement on an English oral test before and after they had participated in provided instructional tasks based on cooperative learning approach. To explore the students' views on the use of the CL, they were asked to complete a student diary after finishing each task, fill in a four scale-rating questionnaire, and join a semi-structured interview at the end of the course. The data were analyzed by frequency, means, standard deviation, t-test, effect size and content analysis. The findings reveal the improvement of the students' speaking performance and positive feedback from the students on the use of collaborative learning activities. The study provides suggestions and recommendation for further investigations.

Meng (2010) presented a study of cooperative learning method in the practice of English reading and speaking as is known to all, fostering the students' ability to use the language in real situations mainly depends on

the teaching and learning method. In traditional language classrooms, students are taught chiefly about language and its rules. They learn facts about language rather than how to use it communicatively to express ideas and read real language. In order to reform traditional teaching approaches, the author tries to combine cooperative learning with the teaching of English reading and speaking for the purpose of confirming that cooperative learning is more effective in teaching English in Colleges.

Lethbridge and Alberta (1997) presented a study on cooperative learning centers and its helps to develop the self-esteem of students. He stated that self-Esteem is an important element of the wellbeing of any individual. In class setting, it enhances the learning process and, when added to cooperative learning centers, results in growth of pupil confidence, pride, and self-esteem. This research project was done with the participation of twenty-five grade four French Immersion students. Project results indicate that the self-esteem level of pupils increased when they were invited to participate in a series of cooperative learning centers. For five weeks, students worked cooperatively in learning centers for a daily period of an hour. Each week had a theme and followed the guidelines of the grade four curriculums. Each theme was integrated through a number of subject areas. In all activities, it was important to challenge the students to engage and maintain their interest. It takes a community to raise a child. With this popular belief in mind, many volunteers, parents, students and teachers took part in this journey. They all added to the self-esteem growth otherwise limited to experiences and interactions with the classroom teacher. The results of the project are of value for all. Most important, the students became more involved in class discussions, where they mentioned feeling good. They also demonstrated increased

helpfulness, increased willingness to share and were visibly happier. Working to develop the self-esteem throughout this project is an experience that needs to be repeated in every classroom each year. Teaching students to work cooperatively and building their self-esteem is more than simply following the curriculum; it provides the necessary tools in the development of mature, happy, productive members of the society.

Nasser Omer (2014) conducted a study which investigated the effectiveness of cooperative learning in English language classrooms to enhance Yemeni students' speaking skills and attitudes towards learning English. A quasi-experimental interrupted time series design was used with sixty undergraduates enrolled in the foundation English programme at Hadhramout University, Yemen. The data of the current study were gathered at multiple points of time before and after the end of the experiment to determine the effectiveness of cooperative learning on the sample's speaking skills and attitudes. In practical terms, the sample's speaking skills were first examined through an English oral test prior to and after some cooperative learning instructional activities were provided. Next, a five Likert scale- questionnaire was administered to the sample before and at the end of the course to identify students' attitudes towards the use of cooperative learning in English classes. The data were analyzed using basic and inferential statistical methods including mean scores, standard deviations, paired sample t-test, and effect size. The findings showed a remarkable development in the students' speaking skills and attitudes after the introduction of cooperative learning techniques. In light of the findings, the researchers recommend that teachers should benefit from applying CL in English classes, which may in turn develop students' speaking skills and attitudes.

## **Chapter Three**

### **Research Methodology**

#### **3.0 Introduction**

This chapter discussed the method of the study, population and sample of the study with a description of the experiment, validity and reliability of research instruments, data analysis procedure and summary for the chapter.

#### **3.1 Research Design**

The current study used the experimental method of the research. The sample of the study was divided into two groups: teachers of English Language at Khartoum State who have responded to the questionnaire and the test which took place with students of the second year at the University level. The students were divided into two groups as control group which was taught through the conventional way and the experimental group which was taught by implementing cooperative learning strategy. The pre and post-test were made with the purpose of making a comparison between the students' performance both in control group and after experimental group.

##### **3.1.1 Pre and post Test**

Two speaking tests were conducted to the students from which students in the control group talked about the provided topics individually. In the other hand, students in the experimental were divided into small groups in order that to put them into discussion atmosphere with the purpose of

making a comparison of how the students' performance is different in the pre and the post test.

The pre-test was conducted to the control group after using the regular ways of teaching which students are familiar with; while the post-test was conducted at the end of the experiment (i.e., after the students built background about cooperative learning and how it should be used). It was mainly used for measuring performance and evaluating the progress of the subjects in English speaking.

### **3.1.2 Teacher's Questionnaire**

The second instrument for the collection of data related was the teacher's questionnaire. According to Oppenheim (1992), a questionnaire is simply a 'tool' for collecting and recording data about a particular issue of interest. He also adds that it should include clear instructions and space for answers or administrative details. So, the second tool was the questionnaire which was distributed to the teachers of English language in Khartoum State. The questionnaire included a covering page to introduce the title of the research to the participants and to identify the researcher. The researcher also used Likert 5-point scale (strongly agree, agree, neutral, disagree and strongly disagree). The study introduced three hypotheses and on the basis of those hypotheses the questionnaire was built.

The questionnaire was designed to serve as a tool for gathering data about the implementation of cooperative learning strategy and its role in developing the students of 2<sup>nd</sup> year speaking skills at the University level, at the English Department, Sudan University of Science and Technology. The questionnaire contained (21) statements built on the basis of the hypotheses stated earlier in chapter one. It was shown to experts in the field for the purpose of judgment and revision.

### **3.2 Population and Sample of the Study**

The population of this study was drawn exclusively from the students of English, College of Education, Sudan University of Science and Technology and also the teachers of English from various Universities at Khartoum State. Teachers of English from various Universities were responded to (50 teachers). The second sample was the students of 2<sup>nd</sup> year at the University level who were (50 students). The researcher has chosen the students of 2<sup>nd</sup> year as a sample for this research because students in grade two had at least built an amount of vocabulary that will enable them to initiate a conversation in English. The minimum sample size needed to detect the differences between experimental group score and control group score (with type I error at 5% and power at 80%) was based on the nonparametric test of Mann-Whitney which is 20 students per group (Cohen, 1988, Sheskin, 2003). The researcher increased the sample to 50 to account for drop of participants or absence.

### **3.3 Instruments of Data Collection**

The data related to this research was gathered by means of questionnaire and classroom observation in addition to a pre and post-test. Mann-Whitney was used to test for the presence of statistically significant differences between the scores of the experimental group and control group. Likewise, Wilcoxon signed rank test was used to test for presence of statistically significant differences between pre and post-test scores.

Classroom observation is one of the instruments the researcher implemented as a tool to help in the collection of data. According to Boehen and Weinberg (1987), observational techniques have been central to developments in many of the sciences, based on the fact that the data will be collected is likely to lead to conclusions, decisions and new ideas.

### **3.4 Validity of the Research Instruments**

In general the term 'validity' means the degree to which a test measures what it supposes to measure. Validity has different form the following are two of them:

***The face validity:***it refers to the test's surface credibility, public acceptability and/or the appearance of real life.

***The content validity:***it refers to the representative or sampling adequacy of the content, the matter or the topic of a measuring instrument (Alderson, *et al*, 1995). Therefore, in order to measure and to ensure the face and content validity of the research instruments (i.e., the test and the questionnaire) were shown firstly to the supervisor of the current study and to 5 experts with PhD degree in the field at Sudan University of Science and Technology.

### **3.5 Reliability of the Research Instruments**

The research instruments are called reliable and valid if they are consistent and stable to measure what is intended to be measured. Therefore, to prove the reliability and validity of the research instruments, the questionnaire has been shown first to the supervisor of the study and to some experts in the field whom they all agreed that the questionnaire is going on the track of the study. Also, the test has been shown to the experts in the field whom they agreed that is suitable.

### **3.6 Data Analysis Procedure**

The quantitative data on students score in implementing cooperative learning strategy for developing students' speaking skills test was entered and processed using IBM SPSS Statistics Version 22 (Corp., 2013). The results obtained in the two tests and the questionnaire was analyzed by an expert in SPSS program and relevant statistical measures were applied to arrive at accurate results.

### **3.6 Summary**

This chapter has drawn the road map for the current study. It described in details the research design, population of the study, sample of the study, instruments of data collection, validity and reliability of the research tools and data analysis procedure. The questionnaire was distributed to the teachers of English language from various Universities at Khartoum State who responded to (50 copies). In addition, two speaking tests were conducted with the students both in the control and the experimental group. The data obtained by the research's instrument was processed and analyzed by using SPSS program in order to figure out the teachers' viewpoints about the implementation of cooperative learning and to make a comparison between the students' performance in the control and the experimental group to see whether if there is any significant differences in the students' performance or not.



## **Chapter Four**

### **Data Analysis, Results, and Discussion**

#### **4.0 Introduction**

This chapter is concerned with the analysis of the research data gathered by the research's instruments: firstly, the questionnaire which was designed for teachers and; secondly, the test which had taken place with students, summary and discussion of the results.

#### **4.1 General information about the research population**

This part is concerned with general information about the participants who responded to the questionnaire as: their gender, qualifications and their years of experiences in teaching as. It is more explained in the following tables and charts:

Table (4.1): The distribution of gender

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
<b>Male</b>	<b>29</b>	<b>59.2</b>
<b>Female</b>	<b>12</b>	<b>24.5</b>
<b>Total</b>	<b>41</b>	<b>100.0</b>

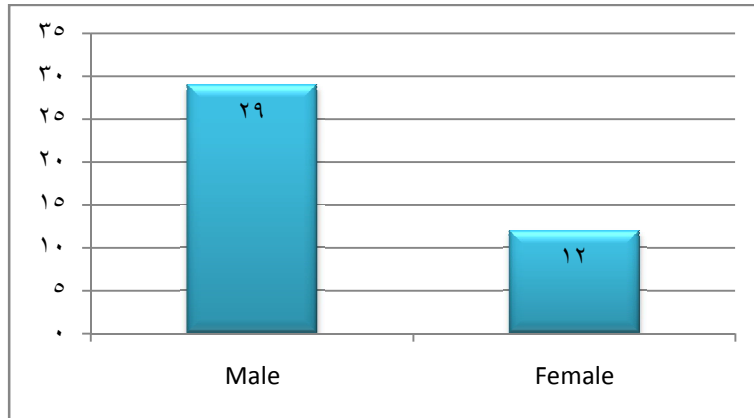


Figure (4.1.) shows the number of males and females participating in this research as clearly represented in the figure above that (29) of the participants were males whose percentage is (59.2%) and (12) of the participants were females whose percentage is (24.5%); while (9) of the participants did not properly respond to the questionnaire and their percentage is (16%) and they are classified as missing system. The result presented in table (4.1) indicates that the majority of the questionnaire's participants were males.

Table (4.2):The participants' qualifications

Qualification	Frequency	Percent
Bachelor	24	49.0
Master	16	32.7
Doctoral	6	12.2
Total	46	100.0

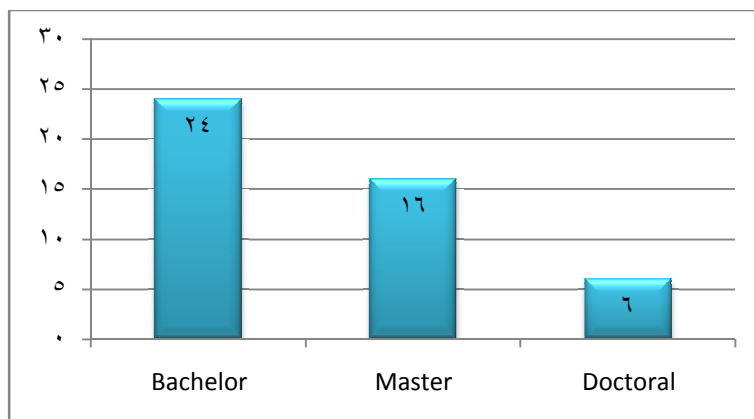


Figure (4.2) shows the distribution of the participants' qualifications in the field. As it is shown in the figure above that (24) of the respondents were Bachelor Holder whose percentage is (53.3%); while, (16) of the participants were Master Holder whose percentage is (35.6); and (6) of the participants were Ph.D. Holder whose percentage is (11.1%) out of the total approval rate. Therefore, the figure above clearly shows that the majority of the questionnaire's participants were Bachelor and Master Holder as it is presented in table (4.2).

Table (4.3) Years of experience of the participants

Years of Experience	Frequency	Percent
1-3	31	70.5
4-7	7	15.9
8-11	4	9.1
12 and above	3	4.5
Total	49	100.0

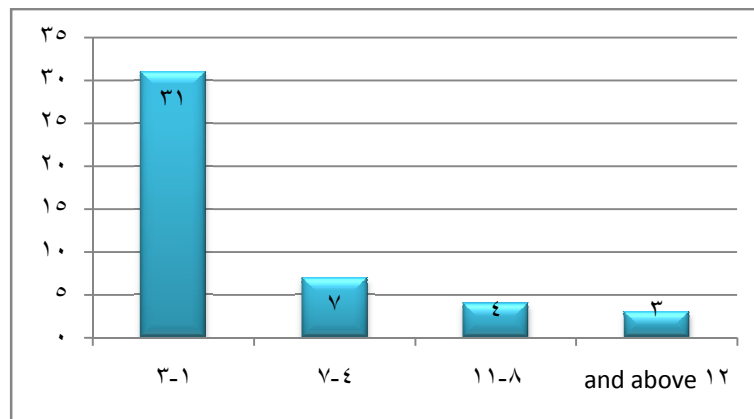


Figure (4.3) shows the years of experience of the questionnaire's participants as following: (31) of the participants whose percentage is (70.5%) have (1 to3) years of experience in the field, while; (7) of the

participants whose percentage is (15.9%) have (4to7) years of experience. In addition, (4) out of the participants whose percentage is (9.1%) have (8 to 11) years of experience, but (3) out of the participants whose percentage is (4.5%) have (12 and above) years of experience in the field. So, it is clear that the majority of the respondents have (1 to 3) years of experience in the field.

#### 4.2 Analysis and Discussion of the Questionnaire

In this part the analysis of the data gathered by the research instruments is presented. The mean and standard deviation are used to summarize the level of agreement of the participants. Items within each dimension are measured using 5-point Likert scale, which are interpreted as follows:

*SD refers to Strongly Disagree*

*D refers to Disagree*

*N refers to Neutral*

*A refers to Agree*

*SA refers to Strongly Agree*

Table (4.4)

Responses	Frequency	Percent
Disagree	1	2.0
Neutral	1	2.0
Agree	23	46.9
Strongly Agree	24	49.0

<b>Total</b>	<b>49</b>	<b>100.0</b>
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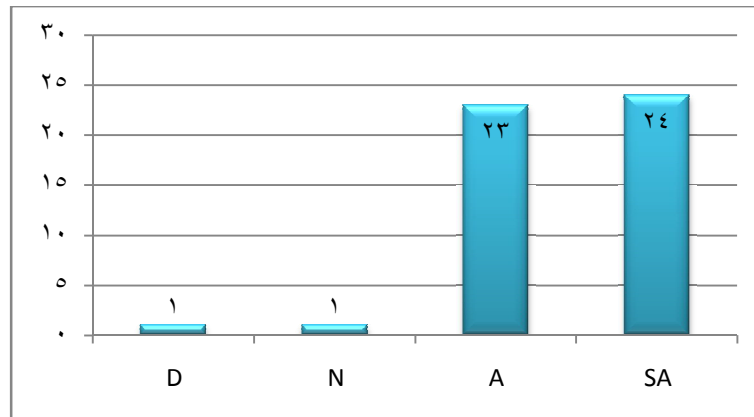


Figure (4.4) shows the distribution of the responses provided by the participants about the statement "**Cooperative Learning is an effective way to engage students in discussions and debates**" in which we can see that (95.9%) of the participants agreed upon the former statement. This result indicates that cooperative learning is of a great importance in helping students to foster their speaking skills for better due to the discussions and debates they can find when applying cooperative learning strategy in the learning process.

Table (4.5)

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Neutral	5	10.4
Agree	19	39.6
Strongly Agree	24	50.0
<b>Total</b>	<b>48</b>	<b>100.0</b>

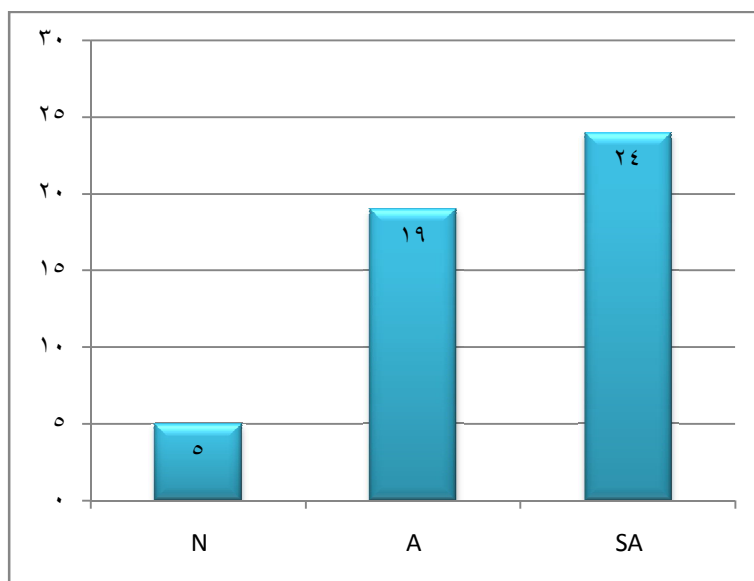


Figure (4.5) shows the distribution of numbers of the responses about the statement **"In cooperative Learning, students fill each other's gaps through exchanging information"**. As it is presented in table (4.5) that (89.6%) the participants agreed at the above statement. This large number of agreement reflects the necessity of implementing cooperative learning strategy to help students learning more effectively and expanding their scope of knowledge through the exchange of ideas and thoughts among students.

Table (4.6)

Responses	Frequency	Percent
Strongly Disagree	2	4.3
Disagree	2	4.3
Neutral	5	10.9
Agree	22	47.8
Strongly Agree	15	32.6
Total	46	100.0

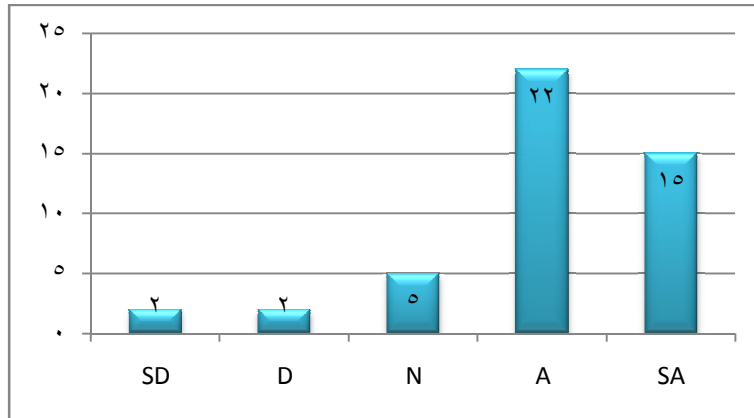


Figure (4.6) shows the number of response provided by the participants about the statement **"In Cooperative Learning, students have many opportunities to share their knowledge with others"**. As presented in table (4.6) that (80.4%) of the participants agreed onto the above statement. This result proves that in cooperative learning strategy, learners can get more opportunities to deliver and sharing their knowledge in the classroom both at the level of their group and the other the groups in the classroom as well.

Table (4.7)

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
<b>Disagree</b>	<b>1</b>	<b>2.1</b>
<b>Neutral</b>	<b>2</b>	<b>4.2</b>
<b>Agree</b>	<b>22</b>	<b>45.8</b>
<b>Strongly Agree</b>	<b>23</b>	<b>47.9</b>
<b>Total</b>	<b>48</b>	<b>100.0</b>

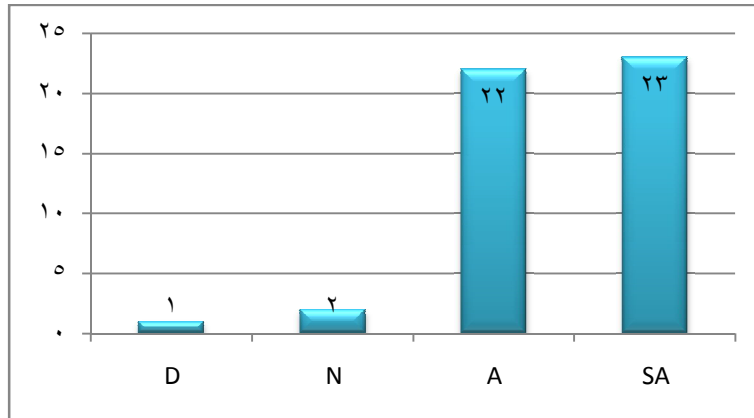


Figure (4.7) shows the number of the responses about the statement **"Cooperative Learning makes learning interesting and useful for students"** where we find that (93.7%) of the participants agreed upon the above statement as shown in table (4.7). This high result proves that to what extent cooperative learning can provide a suitable environment where students can have interesting and useful learning.

Table (4.8)

Responses	Frequency	Percent
Strongly Disagree	1	2.2
Disagree	1	2.2
Neutral	3	6.5
Agree	18	39.1
Strongly	23	50.0



Agree		
Total	46	100.0

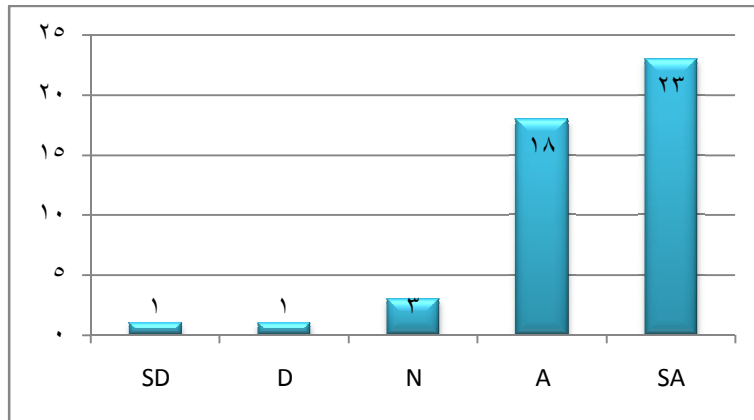


Figure (4.8) shows the number of the responses provided on the statement that **"Cooperative Learning encourages students to act as resources of information among each other"**. As shown in table (4.8) that (89.1%) were agreed that cooperative learning encourages students to be as a source of providing information to other colleagues in the classroom. This high result proves the great importance of when students feel free to direct their own learning and that they are not neglected in the learning process, through which they become more motivated and enthusiastic to present the best of what they have.

Table (4.9)

Responses	Frequency	Percent
Disagree	1	2.1
Neutral	6	12.5
Agree	30	62.5

<b>Strongly Agree</b>	<b>11</b>	<b>22.9</b>
<b>Total</b>	<b>48</b>	<b>100.0</b>

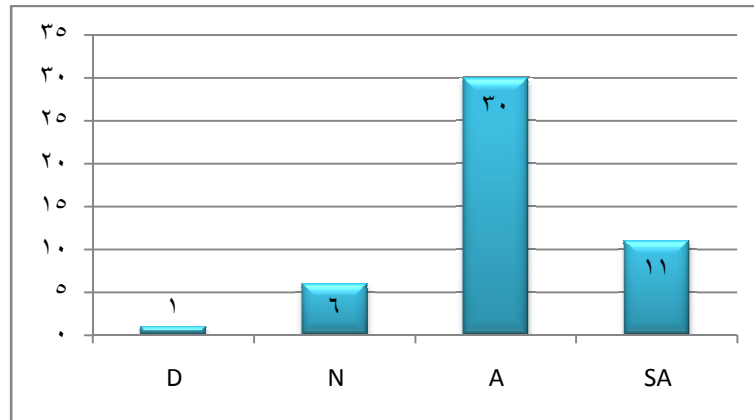


Table (4.9) shows the distribution of the responses provided by the participants about "**Students' anxiety and shyness are reduced when using Cooperative Learning**". As it is clarified in table (4.8) that (85.4%) of the respondents agreed upon the above statement. This result indicates the importance of cooperative learning in the reduction of both anxiety and shyness in students a way that could enhances and develops their progress and performance in the learning process.

Table (4.10)

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
<b>Disagree</b>	<b>3</b>	<b>6.1</b>
<b>Neutral</b>	<b>9</b>	<b>18.4</b>

Agree	24	49.0
Strongly Agree	13	26.5
Total	49	100.0

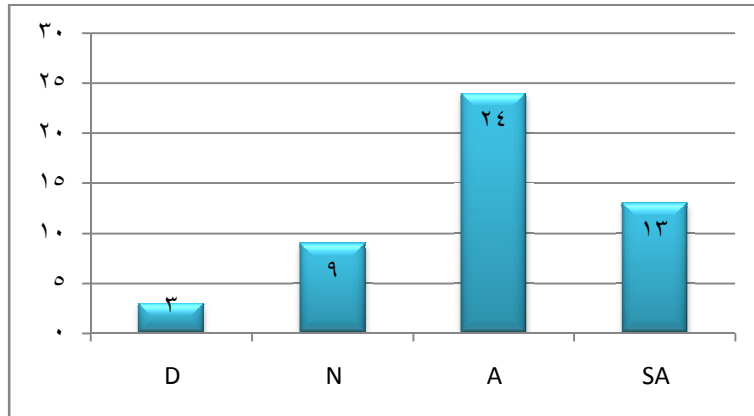


Figure (4.10) shows the distribution of responses about **"Cooperative Learning increases students' talking time the way that helps them develop their interpersonal skills"**. The approval percentage gained by this statement is (75.5%) as it is clearly presented in table (4.10). Therefore, the result is that in cooperative learning, students can have more opportunities to spend more time practicing the learning activities a matter that offers them better chances to acquire and develop more learning skills and more importantly speaking skills.

Table (4.11)

Responses	Frequency	Percent
Disagree	4	8.3
Neutral	11	22.9

Agree	21	43.8
Strongly Agree	12	25.0
Total	48	100.0

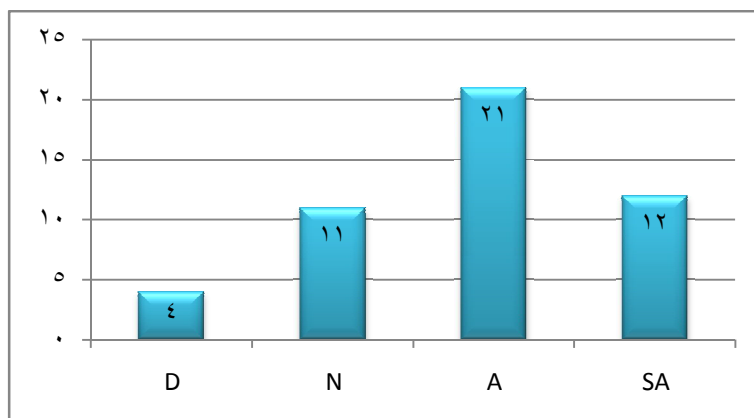


Table (4.11) shows the distribution of responses about the statement that **"Cooperative Learning encourages students to enhance their performance and develop their progress"** in which we can see that (68.8%) of the participants agreed at the above statement as it is explained in table (4.11). This result asserts the role of cooperative learning in helping students developing their progress and more importantly enhancing their performance.

Table (4.12)

Responses	Frequency	Percent
Strongly Disagree	1	2.1
Disagree	4	8.5

<b>Neutral</b>	<b>6</b>	<b>12.8</b>
<b>Agree</b>	<b>21</b>	<b>44.7</b>
<b>Strongly Agree</b>	<b>15</b>	<b>31.9</b>
<b>Total</b>	<b>47</b>	<b>100.0</b>

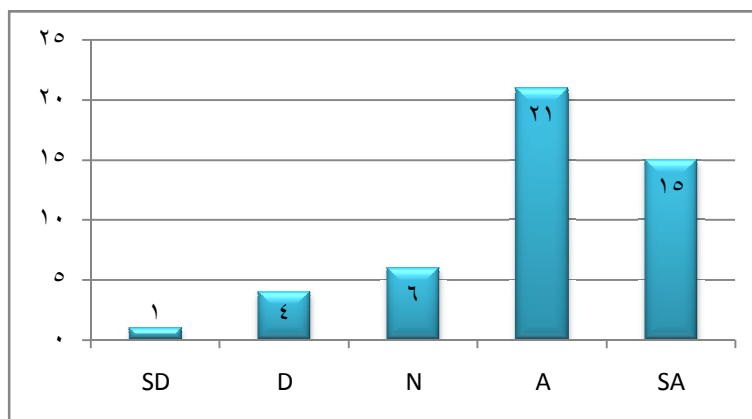


Figure (4.12) presents the distribution of the responses about the statement that "**Cooperative Learning shifts the learning process from a teacher-centered one into a student-centered one**". The approval rate gained by this statement is (76.6%) as it is explained in table (4.12). The result provided by this statement is that cooperative learning is regarded as a change from using the conventional methods of learning to the use of most effective methods of learning like cooperative learning where students' role is active and they have many opportunities to participate in the learning activities.

Table (4.13)

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
<b>Strongly Disagree</b>	<b>1</b>	<b>2.2</b>
<b>Disagree</b>	<b>2</b>	<b>4.3</b>

Neutral	5	10.9
Agree	13	28.3
Strongly Agree	25	54.3
Total	46	100.0

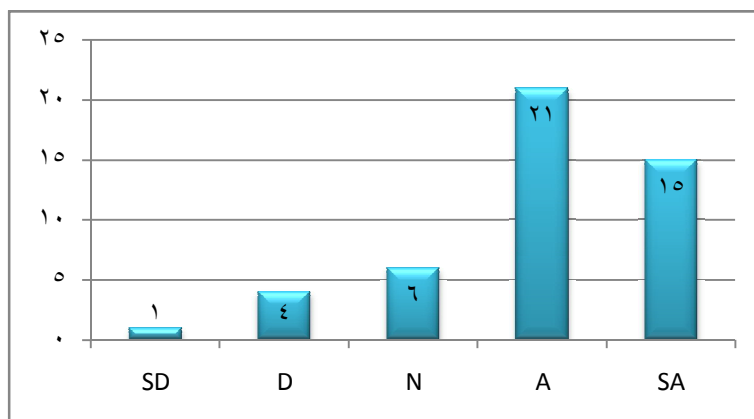


Figure (2.13) shows the distribution of responses about "**Cooperative Learning develops students' positive interdependence**". As we can see in table (4.13) that the approval rate attributed to this statement reached (82.6%) as an agreement percentage. This high result proves that cooperative learning teaches students the importance of participation in the learning activities and in order to achieve their goals they need cooperate and help each other in the learning process.

Table (4.14)

Responses	Frequency	Percent
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<b>Strongly Disagree</b>	2	4.2
<b>Disagree</b>	3	6.3
<b>Neutral</b>	9	18.8
<b>Agree</b>	16	33.3
<b>Strongly Agree</b>	18	37.5
<b>Total</b>	48	100.0

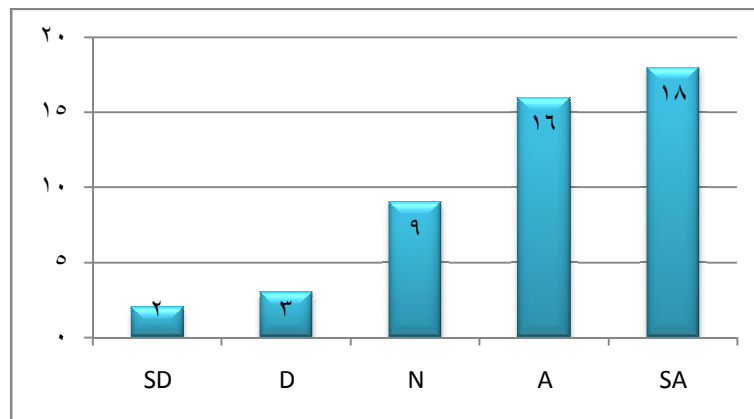


Figure (4.14) shows how the responses about **"Cooperative Learning is interesting because teachers inspire students instead of teaching them"** are distributed. In table (4.14) we can see that (70.8%) of the participants agreed upon the above statement. This result indicates the interestingness the students will feel and find when implementing cooperative learning in the classroom.

Table (4.15)

Responses	Frequency	Percent
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<b>Strongly Disagree</b>	<b>4</b>	<b>8.3</b>
<b>Disagree</b>	<b>9</b>	<b>18.8</b>
<b>Neutral</b>	<b>9</b>	<b>18.8</b>
<b>Agree</b>	<b>16</b>	<b>33.3</b>
<b>Strongly Agree</b>	<b>10</b>	<b>20.8</b>
<b>Total</b>	<b>48</b>	<b>100.0</b>

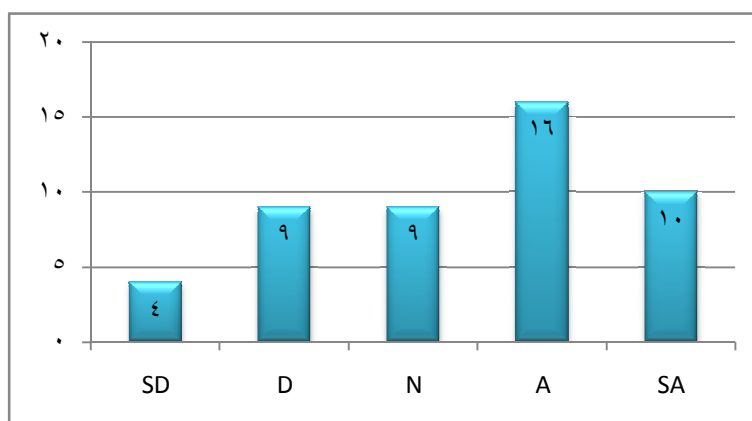


Figure (4.15) shows the distribution of the responses about "**Cooperative Learning develops students' individual accountability where they are responsible of their own learning**". In table(4.15) we can see that (54.1%) of the participants agreed at the above statement. The result provided by this statement proves that cooperative learning builds and generates responsible students who are able to manage and direct their own learning.

Table (4.16)

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
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<b>Strongly Disagree</b>	<b>1</b>	<b>2.1</b>
<b>Disagree</b>	<b>2</b>	<b>4.2</b>
<b>Neutral</b>	<b>5</b>	<b>10.4</b>
<b>Agree</b>	<b>21</b>	<b>43.8</b>
<b>Strongly Agree</b>	<b>19</b>	<b>39.6</b>
<b>Total</b>	<b>48</b>	<b>100.0</b>

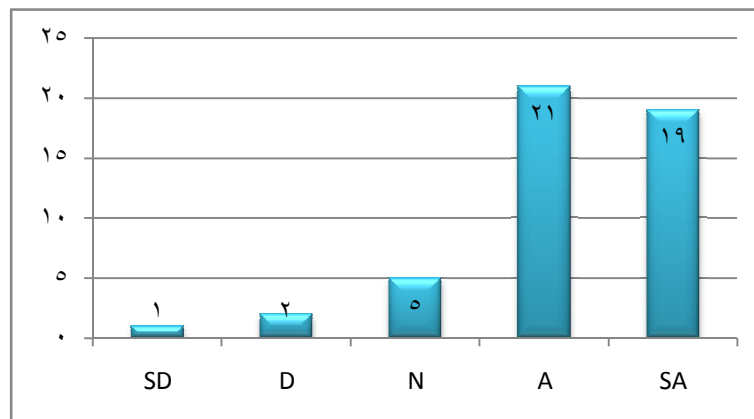


Figure (4.16) shows how the responses about **"Cooperative Learning motivates low achiever students to learn more challenging concepts by interacting with their classmates"** are distributed. In table (4.16) we find that (83.4%) of the participants agreed at the above statement. This high approval rate justifies that cooperative learning undoubtedly helps low achiever students to learn more by interacting with other classmates in the classroom.

Table (4.17)

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
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<b>Strongly Disagree</b>	<b>1</b>	<b>2.1</b>
<b>Disagree</b>	<b>1</b>	<b>2.1</b>
<b>Neutral</b>	<b>13</b>	<b>27.1</b>
<b>Agree</b>	<b>16</b>	<b>33.3</b>
<b>Strongly Agree</b>	<b>17</b>	<b>35.4</b>
<b>Total</b>	<b>48</b>	<b>100.0</b>

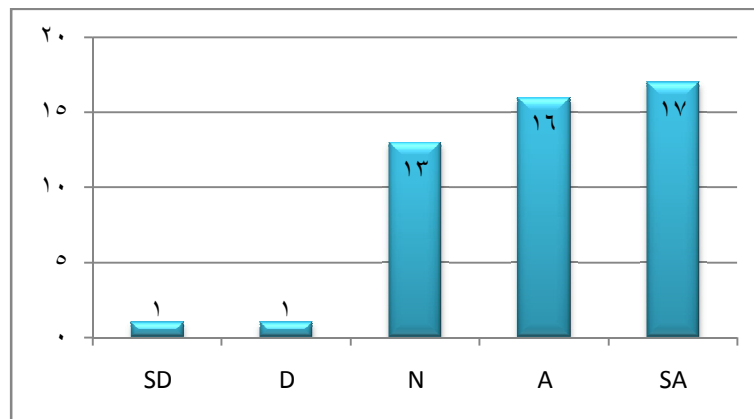


Table (4.17) shows the distribution of responses about **"In cooperative Learning, students work without the control of the teacher and the pressure of the whole class"**. As it is presented in table (4.17) that (68.7%) of the participants agreed on the above statement. The result is that cooperative learning provides students with freedom to work without any difficulties and hindrances.

Table (4.18)

	<b>Frequency</b>	<b>Percent</b>
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Responses		
Disagree	2	4.3
Neutral	5	10.6
Agree	17	36.2
Strongly Agree	23	48.9
Total	47	100.0

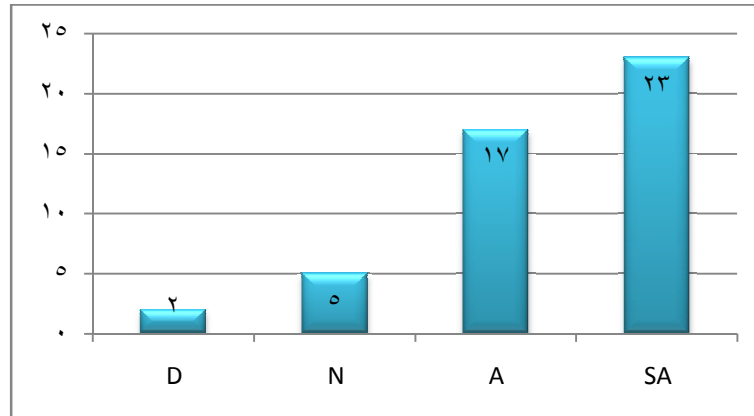


Figure (4.18) shows the distribution of the responses about **"In Cooperative Learning, students are enthusiastic because they are encouraged to investigate information by themselves"**. As it is clarified in table (4.18) that (85.1%) of the participants agreed upon the above statement. This result asserts the importance of cooperative learning in encouraging and motivating students to investigate information by themselves for their learning.

Table (4.19)

Responses	Frequency	Percent
Disagree	2	4.3
Neutral	14	30.4
Agree	20	43.5
Strongly Agree	10	21.7
Total	46	100.0

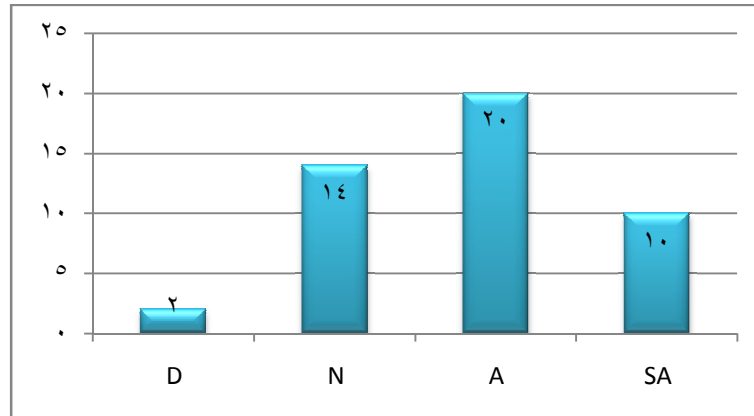


Figure (4.19) shows the distribution of responses about **"In Cooperative Learning, students learn how to teach one another and explain material in their own words"** as it is shown in table (4.19) that (65.2%) of the participants agreed upon the above statement. This result refers to the importance of cooperative learning in teaching students to teach each other while doing activities in the classroom a way that prepares them for their academic and future life.

Table (4.20)

Responses	Frequency	Percent
Disagree	1	2.1
Neutral	12	25.5
Agree	20	42.6
Strongly Agree	14	29.8
Total	47	100.0

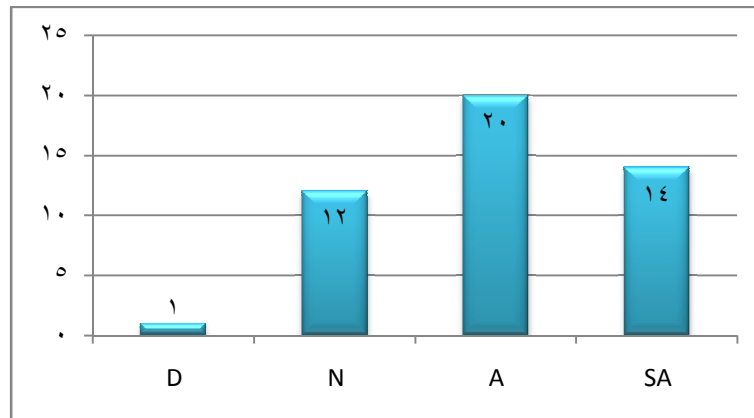


Figure (4.20) shows the distribution of the responses about **"In Cooperative Learning, students get repetitive information from different sources the way that reinforces their understanding"**. The agreement rate in this statement reached (72.4%) as it is presented in table (4.20). therefore, this result indicates that cooperative learning provides students with repetitive information a way that fosters their understanding of the materials they are learning.

Table (4.21)

Responses	Frequency	Percent
Disagree	2	4.4
Neutral	11	24.4
Agree	19	42.2
Strongly Agree	13	28.9
Total	45	100.0

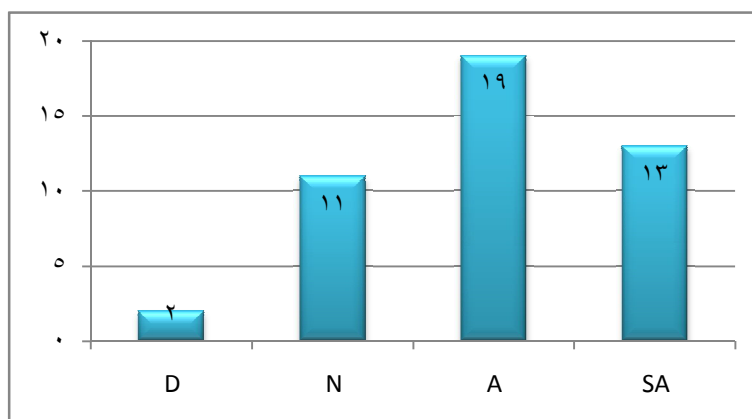


Figure (4.21) shows the distribution of the responses about **"The interaction, which learners have when working cooperatively, builds personal relationships among students"**. This statement gained an approval rate reached (71.1%) from the side of the participants as it is presented in table (4.21). The result is that cooperative learning enables students to build good personal relationship among each other.

Table (4.22)

Responses	Frequency	Percent
Strongly Disagree	1	2.2
Disagree	7	15.0
Neutral	8	17.4
Agree	13	28.3
Strongly Agree	17	37.0
Total	46	100.0

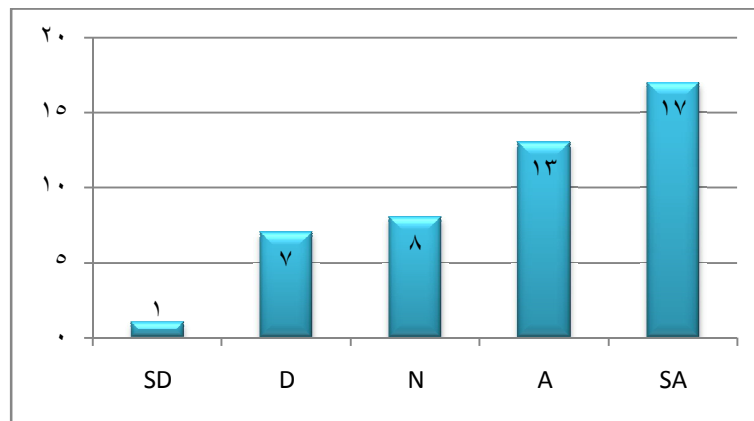


Figure (4.22) shows the distribution of the responses about **"Cooperative Learning gives students greater priority in managing and controlling their learning"**. As it is presented in table (4.22) that (65.3%) of the participants agreed at the above statement and this indicates that in cooperative learning students have control to manage their learning a way that motivates them to be more interested about learning.

Table (4.23)

Responses	Frequency	Percent
Strongly Disagree	1	2.2
Disagree	2	4.3
Neutral	2	4.3
Agree	21	45.7
Strongly Agree	20	43.5
Total	46	100.0

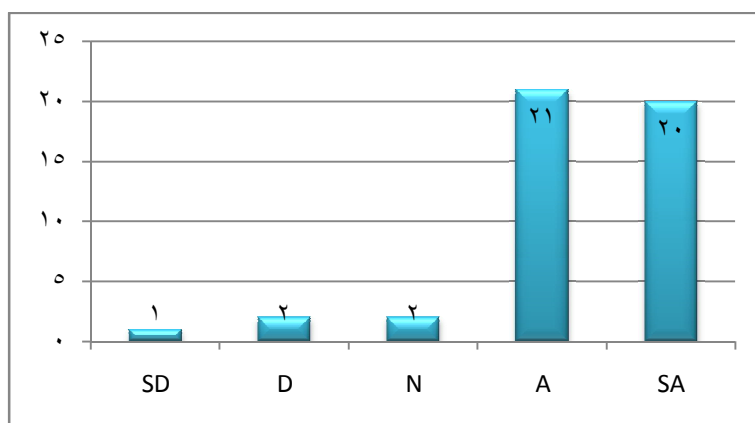


Figure (4.23) shows the distribution of the responses about "**Cooperative Learning makes students more kinesthetic because they are in charge of doing everything**". This statement got an approval rate reached (89.2%) as it is presented in table (4.23). This high agreement proves that in cooperative learning, students are in charge of doing a lot of work, so they are very kinesthetic.

Table (4.24)



Responses	Frequency	Percent
Strongly Disagree	2	4.3
Neutral	4	8.5
Agree	23	48.9
Strongly Agree	18	38.3
Total	47	100.0

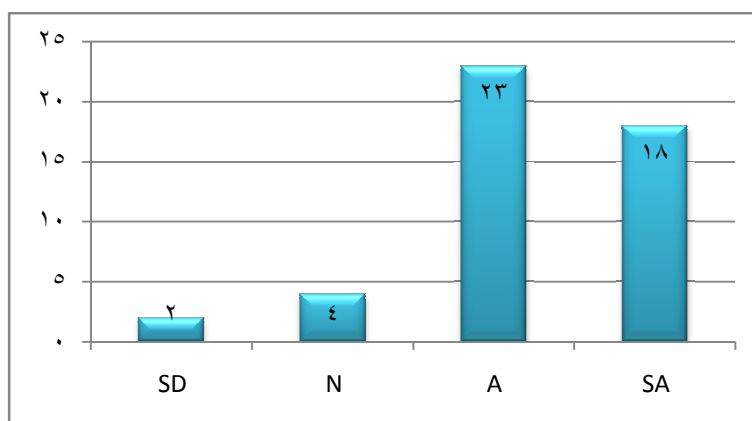


Figure (4.24) shows the distribution of the responses about **"Cooperative Learning gives teachers the freedom to master new professional teaching methods"**. In table (4.24) we can see that (87.2%) of the participants agreed at the above statement. That means cooperative learning can help even teachers to master new teaching and learning skills.

### 4.3 Analysis and Discussion of the Pre and posttest

This part presented the analysis of pre and post-test for both control group and experimental group through the use of statistical paired samples test. For the analysis of the tests, the researcher found out the tests of normality for both pre and post-test and in the both cases of control and experimental group in order to provide an evidences for the verification of the study hypotheses.

#### 4.3.1 Control group (test of normality for pre and post-test)

Table (4.25)

	Kolmogorov-Smirnov <sup>a</sup>		Shapiro-Wilk	
	Statistic	Df	Statistic	Sig.
Before	.211	50	.903	.001
After	.201	50	.853	.000
a. Lilliefors Significance Correction				

Table (4.25) represents the scores of pre and post-test in the control group which are normally distributed. As presented in the table above the Sig. of 0.001 in the pre-test and the Sig. of .000 in the post-test are greater than 0.05 which means the observation values of the test are normally distributed.

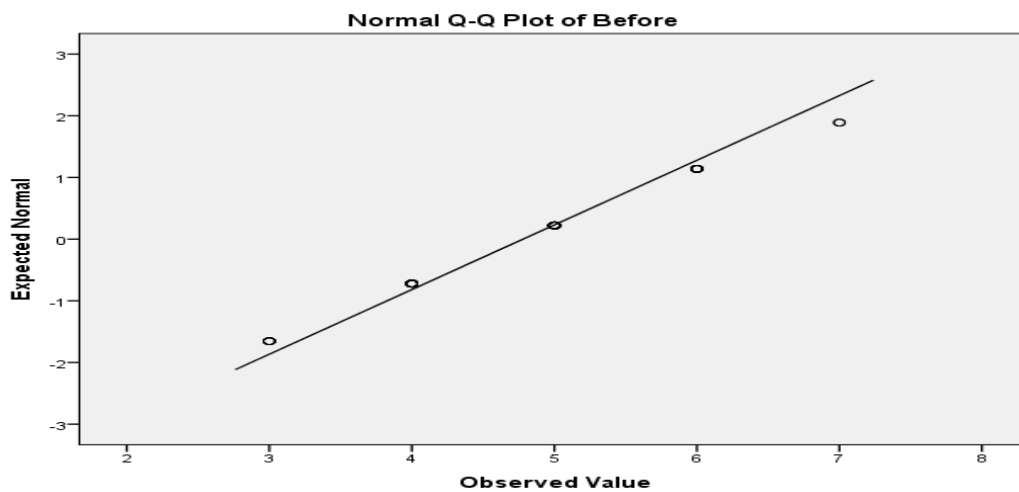


Figure (4.25) shows the observed value for the test of normality in the control group pre-test.

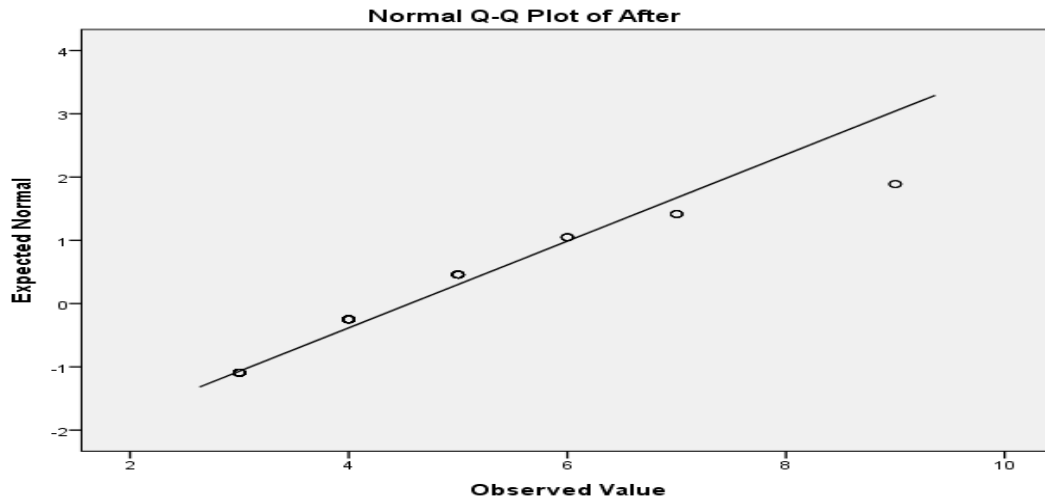


Figure (4.25) shows the observed value for the test of normality in the control group post-test.

#### 4.3.2 Experimental group test of normality

Table (4.26)

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Before	.222	50	.000	.858	50	.000
After	.195	50	.000	.919	50	.002
a. Lilliefors Significance Correction						

Table (4.26) represents the scores of pre and post-test in the experimental group which are normally distributed. As presented in the table above the Sig. of 0.001 in the pre-test and the Sig. of .000 in the post-test are less than 0.05 which means the observation values of the test are normally distributed.

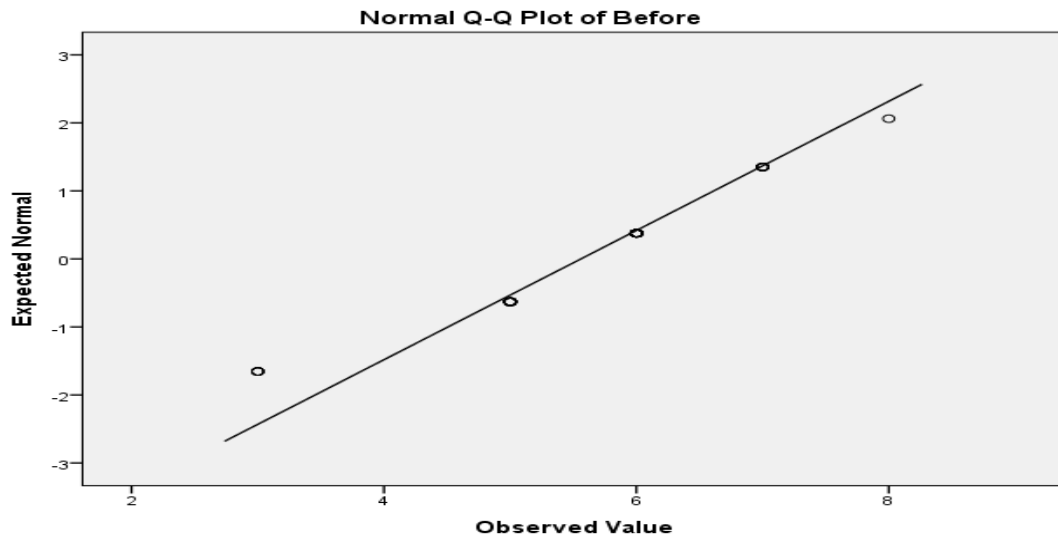


Figure (4.26) shows the observed value for the test of normality in the experimental group pre-test.

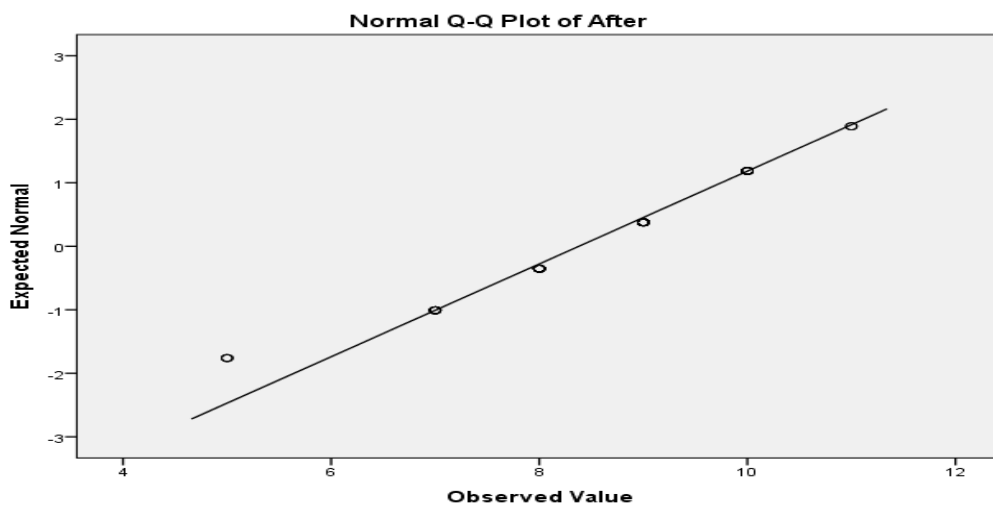


Figure (4.27) shows the observed value for the test of normality in the experimental group post-test.

### 4.3.3 Paired samples t-test

This part presents a comparison of means regarding pre and post-test for both control and experimental group

#### 4.3.3.1 Control group paired sample t-test

Table (4.27) represents paired samples statistics for control group pre and post-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before	4.78	50	.954	.135
	After	4.56	50	1.459	.206

The table above presents the descriptive statistics for both variables as the mean, the number of observations, the standard deviation and the standard error mean. As presented in the table above that the mean in the pre-test is higher if it is compared with the mean in the post-test (4.78 vs. 4.56) which means the performance of the subjects declined through the experiment instead of rising.

Table (4.28) represents the paired samples correlations of the control group pre and post-test

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Before & After	50	.486	.000

The table above explains the correlation between the two variables pre and post-test. As it is clearly presented that the Sig. is less than 0.05 which proves the existence of correlation between the two variables. Based on the result above we sum up that students' performance in both tests was poor.

Table (4.29) represents the paired samples test for the control group pre and post-test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Before - After	.220	1.298	.184	.149	.589	1.198	49	.237

The above table shows that  $t(49) = 1.198$ ,  $p = 0.237$ . As it is shown in the same table that the Sig. or the P-value 0.237 is higher than 0.05 which provides strong evidence that students in the control group did not achieve any progress neither after the pre-test nor the post-test but in return their performance went backward.

#### 4.3.3.2 Experimental group paired sample t-test

Table (4.30) represents the paired samples statistics for the experimental group pre and post-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	After	8.38	50	1.369	.194
	Before	5.56	50	1.053	.149

The table above presents the descriptive statistics for both variables pre and post-test. It includes the mean, the number of observations, standard deviation, and the standard deviation error mean. As it is shown the table above the mean in the post-test is higher when it is compared with the mean in the pre-test 8.38 vs. 5.56. The result provided by the above table proves that the performance of the students in the experimental group

post-test is significantly improved and that asserts the success of the experiment during the course.

Table (4.31) represents the paired samples correlation for the experimental group pre and post-test

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	After & Before	50	.798	.000

The table above presents the correlation between the two variables. As we can see that the Sig. is less than 0.05 which proves the existence of correlation between the two variables. The subjects performed well in both the pre and the post-test.

Table (4.32) represents the paired samples test for the experimental group pre and post-test

Paired Samples Test									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	After - Before	2.820	.825	.117	2.585	3.055	24.160	49	.000

The table above shows that,  $t(49) = 24.160$ ,  $p = 0.000$ . As it is explained in the table above that the value of Sig. 0.000 is less than 0.05 a matter that proves the existence of statistically significant differences in the students' performance. The out all result provided presented in the above table proves the success of the treatment which had positive effect on the students' performance.

#### **4.4 Summary**

This chapter has covered the analysis of the research data gathered by the means of the questionnaire and the tests, tabulation of the data in figures and tables, and discussion of the results.



## Chapter Five

### Conclusion, Findings, Recommendations and Suggestions for Further Studies

#### 5.0 Conclusion

This study investigated the implementation of cooperative learning strategy in developing English language learners students' speaking skills. On the basis of analysis of the questionnaire we summarized that some statements have got very high degrees of agreement. These statements are considered the most prominent among all statements as such: the statement "cooperative learning is an effective way to engage students in discussions and debates". This statement is the most prominent statement when it is compared with other statements which gained (95.9%) as an agreement rate from the side of the participants and it proves that students in cooperative learning are usually engaged in discussions and debates which is one of the features of cooperative learning because once students cope with such learning strategy they will be exposed to discussions among each other. This will help students to increase their vocabulary which will enable them to speak the language. The statement "cooperative learning makes learning interesting and useful for students" reached (93.7%) as an agreement rate a matter that illustrates the importance of cooperative learning in providing students with interesting and useful learning because students feel enthusiastic and motivated when they take a part in the learning process. The statement "in cooperative learning, students fill each other' gaps through the exchange of information among each other" got an agreement rate reached (89.6%) which asserts that cooperative learning allows students to teach and learn from each other. The statement "in cooperative learning, students are more kinesthetic because they are in charge of doing everything" gained

an approval rate reached (89.2%) which proves that cooperative learning exposes students to the most effective kinds of learning which is learning by doing in which they will have better learning. The statement "cooperative learning encourages students to act as resources of information among each other" got an approval rate reached (89.1) which justifies the role of cooperative learning in encouraging students to investigate information by themselves for their own leaning. The above five statements which have been mentioned in order according to its agreement degree represent the most prominent statements according to the high agreement arte attributed to each one of them by the participants. In the other hand, students in the experimental group performed well in both tests; but in the posttest their performance was significantly improved when it is compared with their performance in the pretest.

### **5.1 Findings of the Study**

The study has come out with the following findings:

1. Most of the teachers who responded to the questionnaire agreed that cooperative learning is successful learning strategy to be used for helping students developing different skills and more importantly speaking skills.
2. Cooperative learning provides students with useful and interesting learning process.
3. The implementation of cooperative learning strategy can help students developing different skills such as interpersonal skills and more importantly speaking skills.
4. Second year University students can develop better speaking skills through cooperative learning strategy if they will be informed

about cooperative learning and trained to implement it in the learning process.

5. Students' performance improved significantly and they developed better attitudes towards learning English via cooperative learning.
6. Students were motivated and less reluctant to participate in the learning activities a way that fostered their understanding.
7. Students were careful to participate in their groups and were helping each other in the learning process.
8. Students were more kinesthetic and enthusiastic in using cooperative learning in the classroom a way that fostered their performance and understanding.

## **5.2 Recommendations of the Study**

Based on the findings of this study, the researcher recommends some points that should be taken into consideration by English syllabi designers, teachers, and learners as follows:

1. English language teaching should no longer be teacher-centeredness. In other words, students should be provided with sufficient time in the learning process.
2. Teachers of English should develop their awareness about cooperative learning and then apply it in their teaching.
3. Students should be trained on implementing cooperative learning strategy in their learning process not only in the context of the classroom but also outside classroom.
4. Syllabus designer are also recommended to take in their consideration the use of cooperative learning when designing English syllabi or any other syllabuses.

### **5.3 Suggestions for Further Studies**

For the further studies, the researcher suggested the followings:

1. The current study was conducted to investigate the impact of implementing cooperative learning strategy in developing English language learners students' speaking skills, but further studies should investigate the role of cooperative learning in developing the other language skills as listening, reading, and writing.
2. The implementation of the current study has taken place at University level, but further studies could be conducted in the other educational levels as basic and secondary school levels.

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## **Appendix (A)**

**Sudan University of Science and Technology**

**College of High Studies and Scientific Research**

**Department of English Language, College of Education**

Test one:

Choose one of the following topics to speak about:

1. Why English became an international language?
2. The positive and negative impact of social network (i.e., Facebook, WhatsApp and Twitter).
3. Reasons behind the high cost of marriage in Sudan. What do you think?

**Appendix (B)**

**Sudan University of Science and Technology  
College of High Studies and Scientific Research**

**Department of English Language, College of Education**

Test Two:

Speaks about one of the following:

1. How to become fluent English speaker?
2. Anxiety in learning English
3. Unemployment

**Appendix (C)**

**Sudan University of Science and Technology**



**College of Graduate Studies and Scientific Research**

**College of Education**

**Implementing Cooperative Learning Strategy for  
Developing English Language Learners Students'  
Speaking Skills**

**Teacher's Questionnaire**

Dear Sir/ Madam,

This questionnaire serves as a Data Collection Tool for a research that aims to prove how Cooperative Learning Implementation is an effective strategy for developing students' speaking skills in the 3<sup>rd</sup> year for the undergraduate students in the English Department, College of Education, Sudan University of Science and Technology.

I shall appreciate your efforts, if you provide your time and energy to share your experience, which is important to the researcher, by ticking the choice that suits your viewpoint in the statements below:

**Please, tick (√) the choice that represents your answer:**

Thank you very much in advance.

**Personal information:**

1. Participant's Name: -----  
(Optional)
2. Gender: a) Male  b) Female
3. Age: ----- (In years)
4. Highest qualification:  
a. Bachelor  b. Master  c. Doctoral
5. How many years have you been teaching English?  
a. 1-3  4-7  8-11  12-15  16-20  21-25  26-30  31-35  36-40  41-45  46-50  51-55  56-60  61-65  66-70  71-75  76-80  81-85  86-90  91-95  96-100

Please, take note of the following, before ticking your answer:

*SA= strongly agree, A= agree, N= neutral, D= disagree, SD= strongly disagree*

The first hypothesis of the study:

Cooperative Learning is an effective strategy for developing students' speaking skills.

No	The statements	SA	A	N	D	DS
1	Cooperative Learning is an effective way to engage students in discussions and debates.					
2	In cooperative Learning, students have many opportunities to share their knowledge with others.					
3	Students' anxiety and shyness are reduced when using Cooperative Learning.					
4	In Cooperative Learning, students can help each other in areas of learning where they are weak.					
5	Cooperative Learning makes learning interesting and useful for students.					

6	Cooperative Learning encourages students to act as resources of information for each other.					
7	Cooperative Learning increases students' talking time a way that helps them develop their interpersonal skills.					

The second hypothesis of the study:

Cooperative Learning strategy introduces for the students intuitive and interesting learning process.

8	Cooperative Learning develops students' individual accountability where they are responsible of their own learning.					
9	Cooperative Learning develops students' positive interdependence.					
10	Cooperative Learning shifts the learning process from a teacher-centered one into student-centered one.					
11	Cooperative Learning is interesting because teachers inspire students instead of teaching them.					
12	In cooperative Learning, students work without the control of the teacher and the pressure of the whole class.					
13	Cooperative Learning encourages students to enhance their performance and develop their progress.					
14	Cooperative Learning motivates low-achiever students to learn more challenging concepts by interacting with their classmates.					

The third hypothesis of the study:

Cooperative group work helps students deeply understand the subject being taught or the topic being discussed.
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15	In cooperative Learning, students get repetitive information from different sources a way that reinforces their understanding.					
16	Cooperative Learning makes students more kinesthetic because they are in charge of doing everything.					
17	The interaction that learners have when working cooperatively builds interpersonal relationships among students.					
18	Cooperative Learning groups provides students with greater priority in managing and controlling their learning.					
19	Cooperative Learning groups provides teachers with freedom to master new professional teaching methods.					
20	In cooperative Learning, students are enthusiastic because they are encouraged to investigate information by themselves.					
21	In cooperative Learning, students learn how to teach one another and explain the material in their own words.					