

## ***Dedication***

I dedicate this modest research to my family, parents,  
colleagues and students of English Language.

## ***Acknowledgements***

I am grateful to **Sudan University of Science and Technology** for giving me the chance to conduct this research. I am thankful to **Dr. Abdurrahman A. Khangi** for his guidance, advice and support. I am also grateful to the English Language Supervision in Sulayel Educational Administration for their great help and co-operation.

## **Abstract**

The purpose of this study is to examine the effects of cooperative learning on EFL learners' performance in a secondary school in Saudi Arabia .The sample consisted of 52 students who were selected randomly from two classes of the second year secondary school students in Riyadh in Saudi Arabia .The experimental class was taught through cooperative learning for one semester with the methods of Student Teams-Achievement Divisions (STAD(.The control class was taught in the traditional method of Grammar Translation with some of the Audio-Lingual approach. Data were collected via observation and tests(pre-test and post-test). The researcher found that students taught through cooperative learning achieved better academic performance inside the classroom and in the final year exam .So Cooperative Learning Strategy is more effective than the other non-cooperative learning techniques that been used. Based on the findings of this research Cooperative Learning Strategy is recommended to be integrated into the educational system in Saudi Arabia.

هدفت هذه الدراسة إلي التحقيق في تأثير استخدام التعليم التعاوني على أداء الطلاب الذين يدرسون اللغة الانجليزية بالمرحلة الثانوية في منطقة الرياض بالمملكة العربية السعودية.

أما العينة فقد اختارها الباحث عشوائيا من مجتمع الدراسة وفي المدرسة التي يعمل بها مدرسا لمادة اللغة الانجليزية وهي الصف الثاني ثانوي وينقسم إلى فصلين وعدد طلاب الفصلين (52) طالبا.

قام الباحث بتطبيق واستخدام التعليم التعاوني في احد الفصلين أما الفصل الأخر فأستخدم في تدريسه الطرق التقليدية , تم جمع البيانات والنتائج من خلال الملاحظة الدقيقة داخل الفصل ومن خلال نتائج الطلاب في امتحانات نهاية العام الدراسي وقد توصل الباحث إلى إن أداء الطلاب في الفصل الذي تم تدريسه باستخدام التعليم التعاوني أفضل من زملائهم بالفصل الأخر. كما توصل إلى ان طريقة التعلم التعاوني لها أثر ايجابي افضل من طرق التدريس التقليدية. لذا يوصي الباحث بدمج طريقة التعلم التعاوني في النظام التعليمي بالمملكة العربية السعودية.

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