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**Perceptions of Eighth Grade English Language Teachers
in Ramallah and Al-Bireh District of Cooperative
Learning**

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Perceptions of Eighth Grade English Language Teachers in
Ramallah and Al-Bireh District of Cooperative Learning

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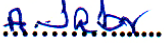

Perceptions of Eighth Grade English Language Teachers in Ramallah and Al-Bireh District of Cooperative Learning

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DEDICATION

To the five pillars of my life: God, my parents, and my brothers. Without you, my life would fall apart. I might not know where the life's road will take me, but walking with You, God, through this journey has given me strength.

Mom, you have given me so much, thanks for your faith in me, and for teaching me that I should never surrender. Daddy, you always told me to "reach for the stars." I think I got my first one. Brothers, you are everything for me, without your love and understanding I would not be able to make it.

Dedication:

This thesis contains no material published or extracted in whole or in part from a thesis by which I have qualified for or been awarded another degree or diploma.

No other person's work has been used without due acknowledgement in the main of the thesis.

This thesis has not been submitted for award of degree in any other tertiary institution.

All research procedures reported in the thesis received the approval of the relevant Ethic committee.

Signed:

Signature: Sara Zahran

Date: July, 20th.2011

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Lastly, I offer my regards and blessings to all of those who supported me in any respect during the completion of the project.

Sara Zahran

Abstract

This study aimed to reveal the Perceptions of Eighth Grade English Language Teachers in Ramallah and Al-Bireh District of Cooperative Learning, and the effect of Gender, Qualification and years of Experience variables, and the study tried to answer the main question: what are the Perceptions of Eighth Grade English Language Teachers in Ramallah and Al-Bireh district of cooperative learning in their teaching?

This study was carried out in the second semester 2010-2011, and the study population consisted of the all English teachers in the eighth grade in the governmental schools in Ramallah and Al-Birah district, their number are (132) and the number of the male teachers are (58), number of the female teachers are (74), and the researcher selected a stratified random sample and it represented 70% of the population of the study, nearly 92 teachers, the number of the male teachers was (44) ,number of female teachers was (48), and the questionnaire was constructed as a major tool for obtaining the needed information for this study and it has (49) items.

Finally, these data were analyzed by the computer, using the statistical software package for social sciences program (SPSS). The researcher used statistical methods to extract the means, percentages, standard deviations and used (independent t-test) for independent samples and test analysis of variance (one way ANOVA), to test the hypotheses.

After processing and analysis the data, the researcher found that the Perceptions of Eighth Grade English Language Teachers in Ramallah and Al-Bireh District of Cooperative Learning are high, regardless of the different variables of the study (Gender, Qualification and years of Experience).

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Chapter One

Problem of the Study and Its Significance

1.1 Introduction

2.1 Statement of the Problem

3.1 The Research Questions

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Chapter One

Problem of the Study and Its Significance

1.1 Introduction

We are living in the world of globalization. English language is an international language and is spoken in many countries. It is also considered as universal language. Most of the universities worldwide include English as one of their major subjects. Hence, we are forced to meet global standards. English is the first and foremost adopted criterion whether you are applying for a job or you are seeking admission in a reputed college, university or institution. Companies welcome those candidates who are fluent in English and have the relevant qualification. However, candidates with the relevant qualification without having proper knowledge of English language are being rejected (The National Portal of Pakistan, 2006).

Many people ask why English is considered an important international language in the world. Why do many people want to learn English? If we want to answer these questions, we can find many factors that make English an important language and why we must learn it. English is one of the main languages used in commerce and is spoken by millions of people around the world. Many people try to learn and speak and write English to meet their needs at work. We can find that many languages are spoken in Europe, but English is the language that most people use to communicate with each other, many people around the world could not survive without learning English. They can't manage their business or communicate with their clients without learning English. So English is a global language that everyone should learn.

If you know English, you will never need a translator to help you get in touch with your clients or help you to know what is going on around you. You will be able to contact your clients and manage your business without confusion. English is spoken by the majority of recognized democracies in the world, so knowing English can contribute to political freedom in some countries, with the knowledge and skills that English offers, you will be able to understand more about the world around you as events occur. You will be able to see English television shows and hear radio shows with more insight to the stories and culture of those involved By (Hani, 2010).

The English language is very important, so that we should choose an appropriate teaching method to teach it. There are many modern methods, but in my opinion the Cooperative Learning (CL) is the most useful.

In addition, Cooperative Learning is the most suitable language teaching approach to the conditions of education in Arabic schools, because it has been often used by teachers to put students of different learning abilities together. Students learn to cooperate with others while achieving their goals, because Cooperative Learning refers to a systematic instructional method in which students work together in small groups to accomplish shared learning goals. The data in a large amount of research shows, compared with competitive and individualistic efforts, cooperation has positive effects on a wider range of outcomes. People operating in a cooperative learning activity attain higher achievement level than those who function under competitive and individualistic learning structures Cooperative Learning refers to a systematic instructional method in which students work together in small groups to accomplish

Other findings in cooperative learning research show that cooperation has positive effects on relations among students, self-esteem, long-term retention, or depth of understanding of course material, etc. It has been tested as one of most effective and constructive teaching strategies.

The full power of cooperative learning in foreign language classroom needs to be further exploited. This situation drives us to learn more about the characteristics and benefits of cooperative language learning in foreign language class in order to lead to explore the worthwhile effect of cooperative learning on the foreign language learning and teaching (Zhang, 2010).

Students differ in their abilities, ways of learning and thinking academic motivation levels and interests. Therefore, teachers ought to choose the teaching method that enables the students to learn at the highest levels. (Lazarowitz, Hertz-Lazarowitz and Baird 1994, in Dikici and Yavuzer, 2006) have criticized the teaching method in which the teacher lectures, because only hardworking students can take benefit from it.

It encourages the students to study individually and learn in a competitive way, and it doesn't contribute to the academic and social development of the students in the class. The 1994 study cited above suggests that the teachers use other methods. According to Lazarowitz et al. the explanation method is not suitable enough for the students' expressing and discussing their thoughts and asking what they don't understand, this method is have difficulty in understanding. Whereas, (Vygotsky 1978, in Dikici and Yavuzer, 2006) has reported that social experience can shape the cognitive Vygotsky believes that the construction of knowledge and the transformation of various points of view into personal thinking results and solve problems. (Zimmerman 1990, in Dikici and Yavuzer, 2006) argues that the learning process should be organized in such a way that learners can take responsibility for their own learning processes. (Johnson and

Johnson 1999, in Dikici &Yavuzer, 2006) stated that learning environments can be divided into three categories. The first one is the “competitive learning” environment in which while some students win and others lose, and the students compete with one another to determine who “the best” is. Second one is the “individual learning” environment in which the students study on their own to realize their goals without being interested in what others do. The third one is the “cooperative learning” environment in which the members of the group either win or lose together and which requires to study together in the framework of mutual goals. The most important feature of the cooperative learning is that the individuals study in small groups by helping each other to learn to achieve a mutual goal. However, not every study group is a cooperative learning environment. A study group’s being a cooperative learning environment is dependent on the fact that the students in the groups try to take the learning of themselves and others to the top level. For this reason, each member of the group knows that he/she cannot be Australian Journal of Teacher Education successful unless other members are, so he/she tries to help others to learn. The achieved success is a group success that is achieved with the contribution of every member (Cooper, Robinson, & McKinney 1994, in Dikici &Yavuzer, 2006). However, in cooperative learning, group members should believe in the necessity of the “group success” for the success of the group members. (Slavin 1990, in Dikici &Yavuzer, 2006) advocates that this requirement can be met with a cooperative award structure and a cooperative work structure. In the cooperative award structure, the group members are awarded together. Cooperative work structures are the conditions in which the efforts of the group members to finish a work are combined, are encouraged.

The cooperative work structure has two types as task distribution and group work. In the task individually and the individual points are summed up, then the group points are achieved. In group work, every member of the group works on one task (Dikici &Yavuzer, 2006).

2.1 Statement of the Problem:

The Problem of the study is the perceptions of Eighth Grade English Language Teachers in Ramallah and Al-Bireh district of cooperative learning in their teaching. The researcher observed the low level of Arab students in English language. The teachers should use modern methods and strategies to raise these levels, and to help them to overcome the difficulties

One of these modern strategies is cooperative learning. It helps students to overcome learning difficulties and to make them more harmonious, cooperative learning method is very suitable to the Arab schools conditions because of the large number of students per class and the different students' levels.

3.1 Research Questions:

This study tries to answer the following main question:

What are the Perceptions of Eighth Grade English Language Teachers in Ramallah and Al-Bireh district of cooperative learning?

The researcher derived from the main question the following sub-questions:

- 1- Do the perceptions of eighth grade English language teachers of cooperative learning differ in their teaching due to Gender?
- 2- Do the perceptions of eighth grade English language teachers of cooperative learning differ in their teaching due to Qualification?
- 3- Do the perceptions of eighth grade English language teachers of cooperative learning differ in their teaching due to years of Experience?

4.1 Hypotheses of the Study:

The researcher converted the sub-question to the following null hypotheses:

The First Null Hypothesis:

There were no statistically significant differences at ($\alpha = <0.05$) in the perceptions of eighth grade English language teachers of cooperative learning in their teaching due to Gender.

The Second Null Hypothesis:

There were no statistically significant differences at ($\alpha = <0.05$) in the perceptions of eighth grade English language teachers of cooperative learning in their teaching due to Qualification.

The Third Null Hypothesis:

there were no statistically significant differences at ($\alpha = <0.05$) in the perceptions of eighth grade English language teachers of cooperative learning in their teaching due to years of Experience.

5.1 Purpose of the Study:

The purpose of the study is to know the Perceptions of Eighth Grade English Language Teachers in Ramallah and Al-Bireh district of cooperative learning; and to know the effect of gender, academic qualification and years of experience on these Perceptions.

6.1 Significance of the Study:

This study is very important and useful because the cooperative learning method is important to teach various subjects, especially English language. The researcher has observed the low level of Arab students in English language, so the teacher must choose modern methods to teach students English, and the cooperative learning method is one of these methods.

Cooperative learning, compared with traditional instruction, tends to promote productivity and achievement and provides more opportunities for communication. When connected with foreign language learning, it shares the same basic set of principles with the widespread Communicative Language Teaching. It makes clear that the objective of foreign language teaching is not only to teach students some grammatical rules and vocabularies, but also how to use the knowledge in practice to express or narrate thoughts and ideas. Cooperative language learning responds to the trend in foreign language teaching method with focusing on the communicative and effective factors in language learning. It is not surprising that cooperative language learning is beneficial in foreign language learning and teaching. It is worthwhile for teachers and scholars to introduce this method to language learning classroom.

Finally, the cooperative learning method is suitable to the schools and education conditions in the Arab world, because of the different levels of students and the individual differences between them. It is also both it is suitable and applicable to the large number of the students in classroom.

6.1 Limitation of the Study:

- 1- Government schools in Ramallah and Al-Bireh district.
- 2- The second semester of the year 2010/2011.
- 3- Eighth Grade English Language Teachers.
- 4- It has a stratified random sample of the Eighth Grade English Language Teachers.

7.1 Definition of the Terms:

- 1- Cooperative learning: examining dictionary, we find that to cooperate means to work or act together for a common purpose. The educational meaning of cooperation is an approach to teaching and learning in which classrooms are organized so that students work together in small groups to achieve a common goal. According to Johnson et al, the CL is a structured form of small group work based on interdependence, accountability, social skills, and group processing where students work together to achieve a common goal: mastery of a concept, solution of a problem, or accomplishment of an academic task, and in doing so, they will “maximize their own and each other’s learning” (Johnson, Johnson & Smith, 1991).
- 2- The Eighth Grade: in the eighth grade the Students are usually 13-14 years old. The eighth grade is typically the final grade before high school, and the ninth grade of public and private education, following kindergarten and subsequent grades. Most students are between thirteen and fourteen years old, depending on when their birthday occurs. Eighth grade is usually the third and final grade of middle school, or second and final grade of junior high. (Wikipedia, the free encyclopedia, 2007).
- 3- Perceptions: are the understandings of English language teachers of the cooperative learning method, the teachers' ability to implement cooperative learning skillfully and their awareness of its importance in helping students.

Chapter Two

Theoretical Framework and Previous Studies

1.2 Introduction

2.2 Theoretical Framework and Literature Review

3.2 Previous Studies

4.2 Summary of Previous Studies

Chapter Two

Literature Review and Previous Studies

1.2 Introduction:

There is a lot of research on cooperative learning, The CL (cooperative learning) has been developing vigorously in many countries such as America, Canada, Germany, England, Australia, Holland, and Japan, and has been applied in such diverse subjects as mathematics, the physical sciences, and writing at all grade levels in all types of schools. Especially in the field of language teaching, some researchers pay attention to the use of the CL in the second language classroom. A basic premise in this regard is that language acquisition is determined by a complex interaction of a number of critical input, output, and context variables. Beside, the CL has a dramatic positive impact on almost all the variables critical to language acquisition (Yu M, 2009).

2.2 Theoretical Framework and Literature Review

1.2.2 Definition of the CL

We find that to cooperate means to work or act together for a common purpose. The educational meaning of cooperation is an approach to teaching and learning in which classrooms are organized so that students work together in small groups to achieve a common goal. According to Johnson et al, the CL is a structured form of small group work based on interdependence, accountability, social skills, and group processing where students work together to achieve a common goal: mastery of a concept, solution of a problem, or accomplishment of an academic task, and in doing so, they will “maximize their own and each other’s learning”. The CL requires cooperative interaction and negotiation of meaning among heterogeneous members engaged in tasks in which each group member has both something to contribute to and learn from other members (Johnson, Johnson & Smith, 1991).

In cooperative learning the students work with their peers to accomplish a shared or common goal. The goal is reached through interdependence among all group members rather than working alone. Each member is responsible for the outcome of the shared goal. "Cooperative learning does not take place in a vacuum." Not all groups are cooperative groups. Putting groups together in a room does not mean cooperative learning is taking place. (Johnson & Johnson, 1994).

Cooperation is working together to accomplish shared goals. Within cooperative situations, individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. Cooperative learning is the instructional use of small groups

so that students work together to maximize their own and each other's learning. (Johnson, Johnson, & Holubec 1998).

The terms group learning and cooperative learning are often used as if they meant the same thing. In fact, group work means several students working together and working together doesn't necessarily involve cooperation. "Cooperative learning is an arrangement in which students work in mixed ability groups and are rewarded on the basis of the success of the group" (Woolfolk, 2001).

Cooperative Learning is a relationship in a group of students that requires positive interdependence, individual accountability, interpersonal skills, face-to-face positive interaction, and processing (Lundgren, 1994).

Cooperative Learning is a new approach in educational practice. The central idea underlying Cooperative Learning is involvement, which basically means that learners form a kind of mutual help group, and work interdependently to achieve a common goal of learning. "Cooperative learning" is one of the three major learning patterns (self-directed learning, cooperative learning and inquisitive learning), which are recommended by the present elementary educational reforms (Deutach, 2001).

The essence of Cooperative Learning lies in the cooperation among learners inside the classroom; however, Cooperative Learning also includes the cooperation between the teacher and students. The major forms underlying this type of collaboration are the teacher's teaching, teacher-student discussions and group or pair discussion among the students under the teacher's guidance. Hence, in Cooperative Learning, the teacher's role is that of an organizer, moderator, helper, evaluator and information resource as opposed to the transmission model where the teacher serves as an information dominator, or knowledge provider. (Loertscher, 2007).

However, the CL is more than just small group activities. It must be well structured. According to Johnson and Johnson, simply placing students in groups and telling them to work together does not produce a cooperative effect by itself. Teachers must understand the nature of the CL and the essential components of a well-structured cooperative lesson in order to effectively use the CL, which contains five essential components in instructional activities (1) positive interdependence; (2) individual accountability ;(3) face-to-face interaction ;(4) social skills and (5) group processing (Johnson, Johnson, & Holubec, 1991).

2.2.2 Historical Contributions to Cooperative Learning

Prior to World War II, social theorists such as Allport, Watson, Shaw, and Mead began establishing cooperative learning theory after finding that group work was more effective and efficient in quantity, quality, and overall productivity when compared to working alone (Gilles, R.M., & Adrian, F., 2003). However, it wasn't until 1937 when researchers May and Doob found that people who cooperate and work together to achieve shared goals, were more successful in attaining outcomes, than those who strived independently to complete the same goals. Furthermore, they found that independent achievers had a greater likelihood of displaying competitive behaviors. Philosophers and psychologists in the 1930s and 40's such as John Dewey, Kurt Lewin, and Morton Deutsch also influenced the cooperative learning theory practiced today. Dewey believed it was important that students develop knowledge and social skills that could be used outside of the classroom, and in the democratic society. This theory portrayed students as active recipients of knowledge by discussing information and answers in groups, engaging in the learning process together rather than being passive receivers of information (May, M. and Doob, L., 1937).

Lewin's contributions to cooperative learning were based on the ideas of establishing relationships between group members in order to successfully carry out and achieve the learning goal. Deutsch's contribution to cooperative learning was positive social interdependence, the idea that the student is responsible for contributing to group knowledge (Sharan, Y., 2010). Since then, David and Roger Johnson have been actively contributing to the cooperative learning theory. In 1975, they identified that cooperative learning promoted mutual liking, better communication, high acceptance and support, as well as demonstrated an increase in a variety of thinking strategies among individuals in the group (Johnson, D., Johnson, R., 1975). Students who showed to be more competitive lacked in their interaction and trust with others, as well as in their emotional involvement with other students. In 1994 Johnson and Johnson published the 5 elements (positive interdependence, individual accountability, face-to-face interaction, social skills, and processing) essential for effective group learning, achievement, and higher-order social, personal and cognitive skills (Johnson, D., Johnson, R., 1994).

3.2 .2 Development of the CL

The origin of the CL dated back at least 100 years ago, and even thousands of years ago, but little research was done until the 1960s. Since then, it has aroused much attention and has constantly been a hot topic in education. In the mid 1960s Johnson & Johnson began training teachers to use the CL at the University of Minnesota. The CL Center resulted from the efforts to synthesize existing knowledge concerning cooperative, competitive, and individualistic efforts (Johnson, et al., 1983) to formulate theoretical models concerning the nature of cooperation and its essential components, to conduct a systematic program of research to test the theorizing, to translate the validated theory into a set of concrete strategies and procedures for using cooperation in classrooms, schools, and school districts, and to build and maintain a network of schools and colleges implementing cooperative strategies and procedures throughout North America and many other countries (Johnson, Johnson, & Holubec, 1993).

In the early 1970s David DeVries and Keith Edwards at Johns Hopkins University developed Teams-Games-Tournaments (TGT), and Sholmo and Yael Sharan in Israel developed the group investigation procedure for the CL groups. In the late 1970s Robert Slavin extended DeVries and Edwards' work at Johns Hopkins University by modifying TGT into Student Teams-Achievement Divisions (STAD) and modifying computer-assisted instruction into Team-assisted Instruction (TAI). At the same time, Spencer Kagan developed the Co-op co-op procedure. In the 1980s Donald Dansereau developed a number of cooperative scripts, and many other individuals worked out further cooperative procedures (Johnson, Johnson & Smith, 1991).

The CL has also been found as an effective embodiment of communicative language teaching. Putnam reckons that "The CL is embraced within a communicative language teaching framework". He points out that the CL activities are often used in communicative language teaching. Kagan also claims that communicative language teaching and the CL are natural match in foreign language teaching. According to Kagan, the two major components of communicative language teaching, i.e. (1) socially oriented lessons and (2) small group interaction, also correspond to the essence of the CL. With so many similarities in essence, the CL has been advocated as a set of teaching methods or techniques which embody the spirit of communicative language teaching (Kagan, 1995).

4.2.2 Elements of Activating the CL

To apply the CL effectively to classroom teaching, both teachers and students need to avoid such misunderstandings: Cooperation is just having students sit side-by-side to talk with each other as they do their individual assignments. Cooperation is just assigning a report to a group of students where one student does all the work and the others put their names on the product as well. Cooperation is just having students do a task individually and then with the ones who finish first helping the slow peers; cooperation is no more than being physically near with each other, when sharing tasks.

In actuality what activates the CL keep going on are those five essential components we have mentioned, which are carefully structured within all levels of cooperative efforts.

It is just on the basis of such five essential components that the well-structured CL is differentiated from the poorly-structured one.

- Positive Independence

The heart of the CL is positive interdependence. Students must believe that they are linked with others in a way that one cannot succeed unless the other members of the group succeed (and vice versa). Students are working together to get the job done. In other words, students must perceive that they “sink or swim together” (Johnson & Johnson, 1987). In the formal CL groups, positive interdependence may be structured by asking group members to (a) agree on an answer for the group (group product--goal interdependence); (b) make sure each member can explain the groups’ answer (learning goal interdependence); and (c) fulfill assigned role responsibilities (role interdependence). Other ways of structuring positive interdependence include having common rewards such as a shared grade (reward interdependence), shared resources (resource interdependence), or a division of labor (task interdependence) (Johnson & Johnson, 1989).

- Face-to-Face Promotive Interaction

Once a teacher establishes positive interdependence, he or she must ensure that students interact to help each other accomplish the task and promote each other’s success. Students are expected to explain orally to each other how to solve problems, discuss with each other the nature of the concepts and strategies being learned, teach their knowledge to classmates, explain to each other the connections between present and past learning, and help, encourage, and support each other’s efforts to learn. Silent students are those uninvolved students who are not contributing to the learning of others or themselves (Johnson & Johnson, 1987).

- Individual Accountability (Personal responsibility)

The purpose of the CL groups is to make each member a stronger individual in his or her own right. Students learn together so that they can subsequently perform better as individuals. To ensure that each member is strengthened, students are held individually accountable to do their share of the work. The performance of each individual student is assessed and the results given back to the individual and perhaps to the group. The group needs to know who needs more assistance in completing the assignment, and group members need to know they cannot “hitch-hike” on the work of others. Common ways to structure individual accountability include giving an individual exam to each student, randomly calling on individual students to present their group's answer, and giving an individual oral exam while monitoring group work. Individual accountability must be structured by requiring each person to learn and teach a small portion of conceptual material to two or three classmates (Johnson & Johnson, 1989).

- Interpersonal and Small-Group Skills (Teamwork skills)

Contributing to the success of a cooperative effort requires teamwork skills. Students must have and use the needed leadership, decision-making, trust-building, communication, and conflict-management skills. These skills have to be taught just as purposefully and precisely as academic skills. Many students have never worked cooperatively in learning situations and, therefore, lack the needed skills for doing teamwork effectively. So teachers must often introduce and emphasize teamwork skills through assigning differentiated roles to each group member. For example, students may be assigned to learn about how to document group work by serving as the task recorder, how important it is to develop strategy and to talk about how the group is working by serving as process recorder, and how to provide directions to the group by serving as coordinator, and finally how difficult it is to ensure that everyone in the group understands and can explain by serving as the checker.

- Group Processing

Teachers are to ensure that members of the each CL group discuss how well they are achieving their goals and maintaining effective working relationships. Groups need to describe what member actions are helpful and unhelpful and make decisions about what to continue or change. Such processing enables learning groups to focus on group maintenance, to facilitate the learning of cooperative skills, to ensure that members receive feedback on their participation, and to remind students to practice cooperative skills consistently. Some of the keys to successful processing are allowing sufficient time for it to take place, making it specific rather than vague, maintaining students involved in processing, reminding students to use their teamwork skills during processing, and ensuring that clear expectations as to the purpose of processing have

been communicated. A common procedure for group processing is to ask each group to list at least three things the group did well and at least one thing that could be improved (Johnson & Johnson, 1989).

5.2.2 Supporting Theories for the CL

One reason why the CL is so popular in the educational circle is that it has sound scientific bases. But theories of the CL on different subjects are somewhat different. So different kinds of the CL lay stress on different theoretical bases. This section intends to seek for the theoretical support for the CL from the perspectives of social psychology, cognitive psychology and language acquisition.

(1) Group Dynamics Theory

A group is a dynamic whole in the sense that the interdependence between the members can change. As has been said, first, the nature of a cooperative group is the interdependence of the members that leads to the group becoming “a dynamic whole”, in which any member’s change will lead to the other members’ change; second, the nervous inner condition of the members can encourage the group to reach expected purpose (Johnson, Johnson & Holubec 1993, in Yu M, 2009).

Levin also did experimental research on group aims and individual aims. The result shows that in cooperative groups individuals have strong motives. They can encourage each other and make allowance for each other. The information communication between the individuals can go on fluently. The work efficiency of cooperative groups is obviously higher than that of non-cooperative groups (Johnson, Johnson & Holubec, 1992 in Yu M, 2009).

In America Johnson D.W and Johnson R.T developed the theory into social interdependence theory. They did research on three kinds of aim structure--cooperation, competition and individual. And they drew the conclusion that group cooperative structure should become the main organizing form in class; only this structure can work towards the efficiency that promote students’ interaction and improve the teaching efficiency of the whole class From the viewpoint of group interaction, the core theory of the CL can be expressed simply in the following way. When all the people get together to work for the same purpose, they must depend on each other. The interdependence on each other provides interaction for individuals and make them, (1) encourage each other, willing to do whatever promotes the group success; (2) help each other, trying to make the group successful; (3) love each other, because people all like others to help themselves to fulfill the purpose. Hence cooperation has increased the connections of the group members to its most extent (Johnson and Johnson, 1989 in Yu M, 2009).

(2) Developmental Theory

The basic supposition of the developmental theory is that the interaction for the proper task can promote their mastery of important concepts. Children's cognitive and social development has grown through companions' interaction and association. Vygotsky, a famous psychologist of former Russia, presented "Zone of Proximal Development (ZPD)", in which he stressed the difference between the actual developmental level that enables children to solve the problem alone and the latent developmental level with the guidance of adults or cooperation of a better companion. Making ZPD in teaching, he said, is not only necessary in the teacher's teaching, but also necessary in the cooperation with better companions. Vygotsky believed that "what the learner is able to do in collaboration today; he will be able to do independently tomorrow". Enlightened by Vygotsky's ZPD, the later scholars discussed the cognitive function of the companions' association from two aspects. One is that the companions teach each other. That is, students with better abilities work as teachers. The other is that the companions cooperate with each other. That is, the students communicate with each other equally and cooperate with each other

Similarly, Piaget, a Swiss developmental psychologist, thought that social experience and knowledge—language, value, rules, morality and sign system can be acquired through the interaction with others. Many supporters of Piaget appeal for schools to use more cooperative activities. They think that students' interaction for the learning task can improve their achievements. And they can learn from each other through interactions. For the discussions in the interaction, there must be cognitive struggles. And because of the cognitive struggles, the insufficient deduction must come into being. At last through cooperation a better understanding will be reached.

Bruner, one of the supporters of Piaget, created the Discovery Learning and one of its pedagogical aims is to help students to learn how to learn. Teachers should make the best optimum conditions for learning, which is one of the aims of the CL. The CL can provide the students with more opportunities for interactions. It can also improve the students' understanding and facilitate their development (Vygotsky, 1978 in Yu M, 2009).

(3) Constructivist Learning Theory

Constructivist learning is an active constructive process. Learners are not passive to accept the external information, but active to choose the external information according to the former cognitive structure in order to construct the meaning of the present situation. The process of the construction is two ways. On one hand, learners construct the meaning of present things to trace the given information; on the other hand, the original knowledge is not taken out unchangeably, but it will be constructed according to the variation of the concrete situation. Learners' constructions are pluralistic, that is, each learner's constructions are different from each other's.

It is not only a revolution of learning psychology, but also a leap of epistemology from behaviorism to constructivism. Behaviorists think that human understanding is determined totally by the property of stimulus. The subject of understanding is passive, just as a mirror reflects an object, while constructivists think that man, as the subject of understanding, does not simply reflect reality. In the process of understanding the individuals make choice and choose methods, and they also give reality special meaning. So understanding does not come from reality itself, but comes from the interaction between subjects and objects.

Constructivism stresses the subject's conscious activity, and does not take learners as passive recipients. It considers teaching a process in which students construct their knowledge actively. And the construction takes place through interaction with others. In teaching the teacher, who is no longer the original authority, has become a cooperator who constructs knowledge with the students, and the companions have become constructive cooperators from the original competitors. Based on the constructivist theory, English CL takes students as the main body of teaching and the active constructors of knowledge. The students are no longer the passive receivers of outside stimulus or the objects of knowledge inculcation (Ellis, 1994 in Yu M, 2009).

(4) The SLA Theory

According to Krashen's SLA (second language acquisition) theory, comprehensible input is the key to language acquisition. Krashen presents the case for comprehensible input in the form of the input hypothesis. He argues that for SLA to take place, the learner needs input that contains exemplars of language forms which according to the natural order are due to be acquired next.

Long considered interaction adjustments to be the important ones for SLA and pointed out that these occur even when there are no formal modifications. A "here-and-now" orientation, together with interaction, and adjustments, is the main source of comprehensible input. Swain suggested that output is important in several ways: (a) the learner may be "pushed" to use alternative means where there is communication

breakdown, in order to express a message precisely, coherently, and appropriately; (b) using the language may force the learner to move from semantic processing which is characteristic of the early stages of SLA to syntactic processing and (c) the learner has a chance to test out hypotheses about L2.

From the second language acquisition theories, we learn that for both input and output, interactions are necessary conditions for EFL, not only in natural linguistic situation, but also in classroom teaching. Input is always made in the artificial environment and is the major way in which the learner is exposed to the target language.

The CL has sound theoretical bases from the perspectives of social psychology, cognitive psychology and language acquisition. Among them, the constructivist learning theory is the most important for the CL, which advocates that learners, during the process of learning, are active to choose the external information according to the former cognitive structure in order to construct the meaning of the present situation. Besides, group dynamics theory holds that in cooperative groups, when individuals get together for the common goal, they unite as one, respect and encourage each other to guarantee the success of their group. Also, the developmental theory indicates that the learners interacting for the proper task can promote their mastery of concepts. Vygotsky, a famous psychologist of former Russia, presented “Zone of Proximal Development”, in which he stressed the difference between the actual developmental level that enables learners to solve the problem alone and the latent developmental level with the guidance of adults or cooperation of a better companion. Whether the teaching will facilitate students’ development or not greatly depends on whether the teacher will constantly create ZPD for students and transform it to the present situation (Ellis, 1994 Yu M, 2009).

6.2.2 Why Use Cooperative Groups?

Several recent reports urging reform of mathematics and science education in general (e.g., National Council of Teachers of Mathematics 1989, 1991; National Research Council 1989) and statistics education in particular, e.g. Cobb have described the need for specific changes in teaching. Instead of traditional lectures where teachers "tell" students information that they are to "remember," teachers are encouraged to introduce active-learning activities where students are able to construct knowledge. One way for teachers to incorporate active learning in their classes is to structure opportunities for students to learn together in small groups (Cobb, 1992).

The suggestions made in these reports are supported by a growing set of research studies (over 375 studies, according to Johnson et al) documenting the effectiveness of

cooperative learning activities in classrooms (Johnson et al, 1991). A majority of the published research studies examine cooperative learning activities in elementary and secondary schools, and a subgroup of these studies focus on mathematics classes. The implication of these studies is that the use of small group learning activities leads to better group productivity, improved attitudes, and sometimes, increased achievement (Garfield, 1995).

Only a few studies so far have examined the use of cooperative learning activities in college statistics courses. Shaughnessy found that the use of small groups appeared to help students overcome some misconceptions about probability and enhance student learning of statistics concepts (Shaughnessy, 1977). Dietz found that a cooperative learning activity on methods of selecting a sample allowed students to "invent" for themselves standard sampling methods, which resulted in better understanding of these methods (Dietz, 1993). Jones introduced cooperative learning activities in several sections of a statistics course and observed dramatic increases in attendance, class participation, office visits, and student attitudes (Jones, 1991).

Another argument for using cooperative groups relates to the constructivist theory of learning, on which much of the current reform in mathematics and science education is based. This theory describes learning as actively constructing one's own knowledge. Constructivists view students as bringing to the classroom their own ideas, experiences, and beliefs that affect how they understand and learn new material.

Rather than "receiving" material in class as it is "delivered," students restructure the new information to fit into their own cognitive frameworks. In this manner, they actively and individually construct their own knowledge, rather than copying knowledge "transmitted" or "conveyed" to them. A related theory of teaching focuses on developing students' understanding, rather than on rote skill development.

Small-group learning activities may be designed to encourage students to construct knowledge as they learn new material, transforming the classroom into a community of learners, actively working together to understand statistics. The role of the teacher changes accordingly from that of "source of information" to "facilitator of learning." Part of this role is to be an ongoing assessor of student learning.

As part of the current reform of assessment of student performance, instructors are being encouraged to collect a variety of assessment information from sources other than individual student tests. Cooperative group activities may be structured to provide some rich information for teachers to use in assessing the nature of student learning. While walking around the class and observing students as they work in groups, the instructor is

able to hear students express their understanding of what they have learned, which provides instructors with an ongoing, informal assessment of how well students are learning and understanding statistical ideas. Written reports on group activities may be used to assess students' ability to solve a particular problem, apply a skill, demonstrate understanding of an important concept, or use higher-level reasoning skills.

A final argument for including cooperative group-learning activities in a statistics class is that businesses are increasingly looking for employees who are able to work collaboratively on projects and to solve problems as a team. Therefore, it is important to give students practice in developing these skills by working cooperatively on a variety of activities. This type of experience will not only build collaborative problem-solving skills, but will also help students learn to respect other viewpoints, other approaches to solving a problem, and other learning styles (Garfield,1993).

7.2.2 How Cooperative Learning Activities Help Students to Learn?

The use of small-group learning activities appears to benefit students in different ways. These activities often result in students teaching each other, especially when some understand the material better or learn more quickly than others. Those students who take on a "teaching" role often find that teaching someone else leads to their own improved understanding of the material. This result is reinforced by research on peer teaching that suggests that having students teach each other is an extremely effective way to increase student learning (McKeachie, Pintrich, Yi-Guang, and Smith, 1986).

Just as "two heads are better than one," having students work together in a group activity often results in a higher level of learning and achievement than could be obtained individually. A necessary condition for this to occur is called "positive interdependence," the ability of group members to encourage and facilitate each other's efforts. Positive interdependence can be promoted by careful design and monitoring of group activities (Johnson et al, 1991).

Working together with peers encourages comparison of different solutions to statistical problems, problem solving strategies, and ways of understanding particular problems. This allows students to learn first-hand that there is not just one correct way to solve most statistics problems. Small group activities also provide students with opportunities to verbally express their understanding of what they have learned, as opposed to only interacting with material by listening and reading. By having frequent opportunities to practice communicating using the language of statistics they are better able to see where they have not yet mastered the material when they are unable to explain something adequately or communicate effectively with group members. Small-group discussions

also allow students to ask and answer more questions than they would be able to in large-group discussions where typically a few students dominate the discussion.

Finally, students' achievement motivation is often higher in small-group activities because students feel more positive about being able to complete a task with others than by working individually (Johnson et al. 1991).

8.2.2 Cooperative Learning Strategies

There are many of cooperative learning strategies according to **the modern journal of applied linguistic in 2009.**

(1) Jigsaw: Groups with five students are set up. Each member is assigned some material to learn and to teach to his group members. The representative of the students working on the same topic gets together and discusses the important concepts and the ways to teach it to the whole class. After the practice in these "experts" groups the original groups get together and teach each other. Tests and assessments follow.

(2) Think-Pair-Share: This is a simple and quick technique; the instructor develops and poses questions, gives the students a few minutes to think about a response, and then asks students to share their ideas with a partner. This task gives them opportunity to collect and organize their thoughts. "Pair" and "share" components encourage learners to compare and contrast their understanding with those of another and to rehearse their response.

(3) Three-Step Interview: Each member of a team chooses another member to be a partner. During the first step individuals interview their partner by asking clarifying questions. During the second step partners reverse roles. For the final step, members share their partner's response with the team.

(4) Round Robin: It is primarily a brainstorming technique in which students generate ideas but do not elaborate, explain, evaluate, or question the ideas. Group members take turns responding to a question with words, phrases, or short answers. The order of responses is organized by proceeding from one student to another until all students have had an opportunity to speak. This technique helps in generating many ideas because all students participate, because it discourages comments that interrupt or inhibit the flow of ideas. The ideas could be used to develop a piece of good paragraph on a given topic.

(5) Three-Minute Review: Teacher stops any time during a lecture or discussion on the various formats of letter writing, report writing, etc and give team members three minutes to review what has been said, ask clarifying questions or answer questions.

(6) Numbered Heads: A team, two or four is established. Each member is given number one, two, three and four. Questions are asked of the group. Groups work together to answer the questions so that all can verbally answer the questions. Teacher calls out a number (three) and the number three in each group is asked to give the answer. This could be used for comprehension exercises.

(7) Buzz Groups: Buzz groups are teams of four to six students that are formed quickly and extemporaneously. They discuss on a particular topic or different topics allotted to them. The discussion is informal and they exchange the ideas. Buzz Groups serve to whole-class discussion. They are effective as a warm-up for generating information and ideas in a short period of time. This technique could be used to write essays on current issues.

(8) Talking Chips: In talking chips, students participate in a group discussion, surrendering a token each time they speak. This technique ensures equitable participation by regulating how often each group member is allowed to participate. This technique encourages reticent students to participate and solve communication or process problems, such as dominating or clashing group members (Mandal, 2009).

9.2.2 Types of Cooperative Learning Groups

There are three commonly recognized types of cooperative learning groups. Each type of group has its own purpose and application.

(1) Informal Cooperative Learning Groups

These ad-hoc groups may be organized "on-the-fly" as an aid in direct teaching. Informal groups are particularly useful in breaking up a lecture into shorter segments interspersed with group activity. While this method leads to less time for lecture, it will increase the amount of material retained by students as well as their comfort working with each other. (Johnson, et al., 2006).

(2) Formal Cooperative Learning Groups

This type of group forms the basis for most routine uses of cooperative learning. Groups are assembled for at least one class period and may stay together for several weeks working on extended projects. These groups are where students learn and become comfortable applying the different techniques of working together cooperatively. (Johnson, et al., 2006).

(3) Cooperative Base Groups

Cooperative base groups are long-term, stable groups that last for at least a year made up of individuals with different aptitudes and perspectives. They provide a context in which students can support each other in academics as well as in other aspects of their lives. The group members make sure everyone is completing their work and hold each other accountable for their contributions. Implementing cooperative base groups in such a way that students meet regularly for the duration of a course completing cooperative learning tasks can provide the permanent support and caring that students need "to make academic progress and develop cognitively and socially in healthy ways." (Johnson et al., 1998)

10.2.2 The Teacher's Role in Cooperative Learning

There are many of Teacher's Role in Cooperative Learning according to (Johnson, D. W., Johnson, R., & Holubec, E., 2002).

- (1) Make pre-instructional decisions specify academic and social skills objectives: Every lesson has both (a) academic and (b) interpersonal and small group skills objectives.
- (2) Decide on group Size: learning groups should be small (groups of two or three members, four at the most).
- (3) Decide on group composition (assign students to groups): assign students to groups randomly or select groups yourself. Usually you will wish to maximize the heterogeneity in each group.
- (4) Assign roles: structure student-student interaction by assigning roles such as reader, recorder, encourager of participation and checker for understanding.
- (5) Arrange the room: group members should be "knee to knee and eye to eye" but arranged so they all can see the instructor at the front of the room.
- (6) Plan materials: arrange materials to give a "sink or swim together" message. Give only one paper to the group or give each member part of the material to be learned.
- (7) Explain task and cooperative structure.
- (8) Explain the academic task: explain the task, the objectives of the lesson, the concepts and principles students need to know to complete the assignment and the procedures they are to follow.

(9) Explain the criteria for success: student work should be evaluated on criteria referenced basis. Make clear your criteria for evaluating students' work Probability at the College Level.

3.2 Previous Studies:

The researcher introduced this chapter of the related previous studies about the cooperative learning; these studies reflect the importance of the cooperative learning method in different subjects, especially English language subject.

The researcher (**Tok, 2006**) conducted a study entitled Cooperative learning and achievement in English language acquisition in a literature class in a secondary school. This study find Cooperative learning is a teaching arrangement that refers to small, heterogeneous groups of students working together to reach a common goal. Its effectiveness had been documented through numerous research studies. However, very few published materials have been done on the relationship between the uses of cooperative learning as a teaching method to increase students' achievement in learning English literature in secondary school. Therefore, the purpose of this study was to discover the relationship between cooperative learning and achievement in English language acquisition in a literature class in a secondary school. It is hoped that this study could help overcome the problems of students who have low English language proficiency in secondary schools.

The researcher (**Ghaith, 2003**) conducted a study entitled Effects of the Learning Together Model of Cooperative Learning on English as a Foreign Language Reading Achievement, Academic Self-Esteem, and Feelings of School Alienation . This study investigated the effects of the Learning Together cooperative learning model in improving English as a Foreign Language (EFL) reading achievement and academic self-esteem and in decreasing feelings of school alienation. Fifty-six Lebanese high school learners of EFL participated in the study, and a pretest-posttest control group experimental design was employed.

The results indicated no statistically significant differences between the control and experimental groups on the dependent variables of academic self-esteem and feelings of school alienation. However, the results revealed a statistically significant difference in favor of the experimental group on the variable of EFL reading achievement.

The researcher (**Tuan, 2010**) conducted a study entitled Infusing Cooperative Learning into An EFL Classroom .This study sought to investigate student diversities in terms of learning styles and linguistic competence, and the extent to which students change as regards participation interaction and achievement through Cooperative Learning activities embracing their diversities. 77 first-year EFL students from the two reading classes, one treated as the experimental group (EG) and the other as the control group (CG), at the Faculty of English Linguistics of the University of Social Sciences and Humanities in Ho Chi Minh City (USSH-HCMC) were invited to participate in the

study The findings substantiated that Vietnamese learners are open to change and Vietnamese EFL teachers should create effective activities for learners to immerse themselves in talking cooperatively instead of talking individualistically in the classrooms. Learner gains in the rest of the study demonstrate that Vietnamese learners are open to change and Vietnamese EFL teachers should create effective activities for learners to immerse themselves in talking cooperatively instead of talking individualistically in the classrooms.

The researcher (**Almugren, 2009**) conducted a study entitled The Impact of Cooperative Language Learning on Improving the Writing Competency of Third-year English Majored College Students. The purpose of this study is to investigate the impact of the Cooperative Language Learning (CLL) approach on improving the writing competency of college students as compared to the regular teaching method. The subjects were thirty six third-year female college students majoring in English of the College of Languages and Translation at Al Imam Muhammad Ibn Saud Islamic University in Riyadh. They were selected and randomly assigned to two groups, experimental and control.

The researcher (**Ghaith and Yaghi, 1998**) conducted a study entitled Effect of cooperative learning on the acquisition of second language rules and mechanics .This article reports the results of an experimental investigation of the effect of cooperative learning on the acquisition of English as a second language (ESL) rules and mechanics. Four fourth-grade, four fifth-grade, and four sixth-grade intact classes ($n = 318$ students) were randomly assigned to experimental and control conditions. The experimental classes received instruction according to the cooperative learning method of Student Teams Achievements Division, whereas the control classes followed an individualistic instructional approach based on exercises in their regular textbooks. Students were pre-tested and post-tested on their knowledge of ESL rules and mechanics. Results of a two-way analysis of covariance indicated that there was no overall significant interaction between participants' aptitude and their subsequent linguistic achievement. Similarly, there was no significant difference between the control and experimental groups on the post-tests that measured content covered during the period of investigation. However, low achievers in the experimental classes made more relative gains than their high-achieving counterparts in the same classes though not at the expense of the latter.

The researcher (**Wang, 2006**) conducted a study entitled The effects of jigsaw cooperative learning on motivation to learn English at Chung-Hwa Institute of Technology, Taiwan.

This study focused on impacts of the use of cooperative learning as a teaching method on EFL learners. The purpose of this study was to determine the differential effects (i.e., achievement in learning English, motivation orientation and intensity, and attitude concerning English language and culture) on students between the traditional Chinese teaching method and the Jigsaw cooperative learning method at CHIT.

The research design for the study was quasi-experimental and descriptive. This study utilized three survey instruments and final exam grades to investigate the effect of Jigsaw on the EFL students' competency in English, and on their attitudes about, and level of motivation toward learning English. The independent variable was the instructional method: one class utilized the Jigsaw approach to cooperative learning while the other utilized the traditional Chinese approach. The dependent variables were academic performance, motivation orientation toward English, motivation intensity toward learning English, and attitude toward learning of English and English culture as determined by final exam and questionnaire scores. The questionnaires and exam were administrated at the beginning and end of the semester

The researcher (**Adam, 2009**) conducted a study entitled a survey on the effectiveness of the cooperative learning in English language teaching. Cooperative learning has been widely accepted in international English language class for over ten years, but today due to many different reasons it has not been widely used in the English language teaching practice in China, and therefore it may still have a long way to develop the cooperative learning in the English language teaching. In this paper the researcher conducts a brief questionnaire on the effectiveness of the cooperative learning in English language training class in the International School of Wuhan University of Science and Technology. The researcher reviews some theories regarding cooperative learning, and then the researcher analyzes informant's feedback on the effectiveness of cooperative learning. Finally, the researcher suggests that cooperative learning, in spite of the pressure of examination, should be promoted by teachers and educational administrators as it can stimulate student's motivation, develop students' potentials and critical ability, which are all crucial for students' academic development in future.

The researcher (**Jabr, 1996**) conducted a study entitled *The Effect of Cooperative Learning in English Language on Ninth Grade Student's Attitudes and Academic Achievement at UNRWA Schools in Nablus District*. This study aims at investigating the effect of cooperative learning methods in English language on ninth grade students' (boys and girls) attitudes and academic achievement as compared to the traditional method. The sample of the study consisted of (138) male and female students in the ninth grade at two schools belonging to UNRWA in the Nablus area during the scholastic year (1995-1996). The sample of the study was randomly selected. The results of the study showed:

First: There was a significant difference in the students' achievement (males and females) of English due to the teaching method for the benefit of the experimental group. Second: There were significant differences in the boy's achievement and girl's achievement. Third: The findings also showed that there was no significant difference in the students' attitudes in English for both boys and girls due to the teaching method. Fourth: There were no significant difference between the pre-and post attitudes test for the experimental group

The researcher (**Liao, 2005**) conducted a study entitled *Effects of cooperative learning on motivation, learning strategy utilization, and grammar achievement of English language learners in Taiwan China*.

To examine the effects of cooperative learning on EFL students in Taiwan, a 12-week quasi-experimental pretest-posttest comparison group research study was designed. Two college classes (42 students each) in Taiwan participated in the study, one receiving grammar instruction through cooperative learning and the other through whole-class teaching. Three specific research questions guided the study. The first looked at effects of cooperative learning on motivation, the second on out-of-class strategy use, and the third on grammar achievement. Additional exploratory questions examined these results across subgroups within each class as well as the relationships between the dependent variables. Data were collected via learners' pretest and posttest scores on the dependent variables. The data were analyzed with MANCOVAs, one- and two-way ANCOVAs, simple effects, and Pearson correlations.

The researcher (**Shaaban, 2006**) conducted a study entitled *An Initial Study of the Effects of Cooperative Learning on Reading Comprehension, Vocabulary Acquisition, and Motivation to Read*. This study investigated the effects of the Jigsaw II cooperative learning (CL) model and whole class instruction in improving learners' reading comprehension, vocabulary acquisition, and motivation to read. Forty-four grades five English as a foreign language learners participated in the study, and a posttest-only control group experimental design was employed. The results did not indicate any

statistically significant differences between the control and experimental group on the dependent variables of reading comprehension and vocabulary acquisition. However, the results revealed statistically significant differences in favor of the experimental group on the dependent variable of motivation to read and its dimensions, the value of reading, and reading self-concept. The pedagogical implications of the findings and suggestions for further research are discussed.

The researchers (**Duxbury and Tsai, 2010**) conducted a study entitled the effect of cooperative learning on foreign language anxiety: A comparative study of Taiwanese and American universities. This study investigated the level of foreign language anxiety in the classroom, plus the correlation between foreign language anxiety and cooperative learning attitudes and practice among university students at one university in the United States and three universities in Southern Taiwan. Two instruments (The Foreign Language Classroom Anxiety scale by Horwitz et al., 1986 and the Style Analysis Survey by Oxford et al., 1999a) were employed along with ten questions designed by the author: five sought to establish student perceptions of their classrooms' cooperative atmosphere and five concerned students' predilection towards cooperative learning.

The results of this study revealed that there is some anxiety in foreign language classrooms. However, while there was a relationship between Students' foreign language classroom anxiety and their perceptions of the use of cooperative learning practices, a similar relationship between students' foreign language classroom anxiety and cooperative learning attitudes was not found.

The researcher (**Liang, 2002**) conducted a study entitled Implementing cooperative learning in EFL teaching process and effects This study brings together the fields of cooperative learning, second language acquisition, as well as second foreign language teaching to create optimal schooling experiences for junior high school students. Integrating cooperative learning with the theories from the second language acquisition, i.e. the comprehensible input, the comprehensible output, the interaction and context, and the affective domain of motivation, the researcher hopes that this empirical study can provide a close link between cooperative learning and the communicative language teaching and, at the same time, propose guidelines for EFL teachers who wish to implement cooperative learning to enhance their students' proficiency in English as well as motivation toward learning English

The purpose of this quasi-experimental study was to investigate the effects of cooperative learning on EFL junior high school learners' language learning, motivation toward learning English as a foreign language, and the high- and low-achievers' academic achievements in a heterogeneous language proficiency group. A pretest-

posttest group research design was used. The sample population was from two classes of the first year junior high school students in a rural town in central Taiwan.

The major findings of this study suggested that cooperative learning helped significantly to enhance the junior high school learners' oral communicative competence and their motivation toward learning English. Based upon the conclusions drawn from the study, cooperative learning was thus recommended to be integrated into the junior high school English instruction as part of the Nine-Year Joint Curriculum.

4.2 Summary of Previous Studies

The researcher Summarized the findings and the results of previous studies about the Perceptions of Eighth Grade English Language Teachers of cooperative learning in their teaching and the Researcher reached that most previous studies were experimental studies and these studies compare between the traditional learning, and cooperative learning, most of the results of these studies that there are positive impacts of cooperative learning in the academic and social development compared to traditional methods.

The time period in which the using of cooperative learning, ranging from 4 weeks to one semester, and this indicates to the importance of the length of time that is where the use of cooperative learning, so the relationship between the length of time and the positive results of cooperative learning is steady positive relationship, and the integration of groups at work was more in cooperative groups than in traditional groups.

The researcher benefitted from previous studies by reviewing the theoretical framework for some of these studies which would be useful in the current study, and when she compares between the results of her study and previous studies, and the researcher benefitted from them in building her tool in the study (questionnaire).

All previous studies recommended using different teaching methods in teaching English language, especially cooperative learning method because of its positive effects on aspects of academic and non-academic such as helping others and developing the students' abilities.

Chapter Three

Methodology

1.3 Introduction

2.3 Methodology of the Study

3.3 The Study Population

4.3 Sample of Study

5.3 The Instrument of the study

6.3 Validity of the Instrument

7.3 Reliability of the Instrument

8.3 The Study Procedures

9.3 Variables of the Study

10.3 Data Analysis

Chapter Three

1.3 Methodology

2.3 Introduction

The chapter includes a description of the population and methodology of the study. It also includes a description of the process of preparing the study instrument and means needed to ensure its validity and reliability. The variables of the study, the procedures of the application and the statistical analysis, are also described and explained in this chapter. The researcher used the descriptive method.

3.3 Methodology of the Study

The researcher used the descriptive method because it is appropriate for the purposes of the study, and it examines the phenomenon as it is in fact, and at the present time as it is in reality

4.3 Study Population

The Study population consisted of all English teachers in the eighth grade in the government schools in Ramallah and Al-Birah district, their numbers are(132) and the number of the male teachers are (58) and the number of the female teachers are (74) , in the year (2010-2011).

5.3 Sample of Study

The researcher selected stratified random sample, which represented 70% of the population of the study, nearly 9 teachers, the number of the male teachers was (44) and the number of female teachers was (48). Table (1.3) shows the demographic characteristics of the sample according to gender.

Table (1.3): Description of the sample according to gender.

Gender			
		Frequency	Per cent
Valid	Male	44	47.8
	Female	48	52.2
	Total	92	100.0

The table shows that the percentage of males is (47.8%) of the population and the percentage of females is (52.2%).

Table (2.3): Description of the sample according to qualification variable:

Qualification				
		Frequency	Percent	Valid Percent
Valid	Diploma	19	20.7	20.7
	Bachelor	59	64.1	64.1
	MA or Higher	14	15.2	15.2
	Total	92	100.0	100.0

Table number (2.3) shows that the number of the diploma's group is (19) and its percentage is (20.7). The number of bachelor's group is (59) and its percentage is (64.1), and the number of the Master's group is (14) and its percentage is (15.2).

Table (3.3): Description of the sample according to years of experience:

Years of Experience				
		Frequency	Percent	Valid Percent
Valid	less than 5 years	25	27.2	27.2
	5-10 years	27	29.3	29.3
	more than 10 years	40	43.5	43.5
	Total	92	100.0	100.0

Table number (3.3) shows that the percentage of group (less than 5 years) is (27.2), and the percentage of group (from 5 to 10 years) is (29.3), and the percentage of group (more than 10 years) is (43.5).

5.3 The Instrument of the Study

A questionnaire was constructed as a major tool for obtaining the needed information for this study and it includes (49) items.

The researcher reviewed the previous literature to find out a suitable instrument to use in the study, the researcher had to construct one by her own self, depending on the previous studies and literature that deal with cooperative learning, and the researcher gave it to a panel of judges of ten PhD holders in Al-Quds University and Beir Zeit University, the panel of judges was requested to read the items and to indicate whether such items can evaluate the Perceptions of Eighth Grade English Language Teachers in Ramallah and Al-Bireh district of cooperative learning ,the researcher established the reliability of the instrument by using Cronbach alpha.

The preliminary form of the questionnaire included sixty items .the researcher revised the questionnaire in light of the feedback and comments received form the panel of judges, and the instrument was reviewed and modified (see appendix 1).

6.3 Validity of the Study

The researcher tested the validity of the questionnaire by giving it to panel of judges of ten PhD holders in Al-Quds University and Beir Zeit University, the panel of judges was requested to read the items and to indicate whether such items can evaluate the Perceptions of Eighth Grade English Language Teachers in Ramallah and Al Bireh district of cooperative learning, then the researcher revised the questionnaire in light of the feedback and comments received from the panel of judges, which helped to output the questionnaire in its current form.

7.3 Reliability of the Instrument

To establish the reliability of the instrument, the researcher applied Cronbach alpha procedure. Cronbach alpha coefficient was (0.750) as the following table:

Table (4.3): Results of Cronbach alpha coefficient of reliability of the questionnaire.

	Cronbach's Alpha	N of Items
the total degree of the Perceptions of Eighth Grade English Language Teachers in Ramallah and Al-Bireh district of cooperative learning	0.75	49

Table (4.3) shows the value of Cronbah alpha and it was (0.75) it means that the tool is suitable for the study.

8.3 The Study Procedures:

The following procedures were carried out by the researcher.

- 1- Determining the questions and variables of the study.
- 2- Designing the instrument of the study through reviewing the related literature and the previous studies.
- 3- Displaying too the arbitrators.
- 4- Ensuring the Reliability of the tool by using the Cronbach alpha.
- 5- Getting a recommendation letter from the Deanship of Graduate Studies in Al-Quds University, in order to get permission of the Directorate of Education- Ramallah and Al- Bireh (in Appendix2).
- 6- Getting a recommendation letter from the Directorate of Education in Ramallah and Al-Bireh in order to facilitate the work at schools. (in Appendix3).
- 7- The researcher distributed (93) questionnaires at the governmental schools in Ramallah and Al-Bireh District in the second semester of the academic year 2010-2011 to ensure the reliability of the instrument and Cronbach alpha procedures were applied Cronbach alpha coefficient was calculated for the instrument and it was (0.75).
- 8- The researcher distributed the questionnaire on the (92) teachers; (48) female and (44) male teachers.
- 9- The teachers answer for the questionnaires and then the researcher collected them.
- 10- Processing the Statistical data and gets the results of the study.
- 11- Then the researcher collected them, computed and analyzed the answers of distributed questionnaires the researcher recognized the actual situation of the Perceptions of Eighth Grade English Language Teachers in Ramallah and Al-Bireh district of cooperative learning and built her recommendations accordingly.

9.3 Variables of the Study

Independent Variables:

- Gender (males and females)
- Qualification (Diploma - Bachelor - Master degree or higher)
- Years of Experience (less than 5 years - 5-10 years - more than 10 years)

Dependent Variable:

Perceptions of Eighth Grade English Language Teachers in Ramallah and Al Bireh district of cooperative learning.

10.3 Data Analysis:

After collecting the questionnaires, the researcher reviewed the questionnaires and the instrument consisted of 49 items and a 5-point Likert-type scale. Some items used in the scale were worded in a positive manner and some items were reversed in meaning from the overall direction of the positive ones. The individual responses in positive items were assigned numbers 5-1 from strongly agree through strongly disagree as (agree strongly 5 degrees, agree 4, undecided 3, disagree 2, strongly disagree 1), but The reversal ones (see appendix 4) were assigned numbers 1-5 from strongly agree through strongly disagree as (agree strongly 1, agree 2, undecided 3, disagree 4, strongly disagree 5).

The data was obtained from the responses of teachers then the descriptive statistics were used where mean, standard deviation and percentage were calculated by the computer, using the statistical software package for social sciences program (SPSS), and the researcher used (independent t-test) and (one way ANOVA).

Chapter Four

Results of the Study

1.4 Results of the First Question

1.2.4 Results of the First Null Hypothesis

2.2.4 Results of the Second Null Hypothesis

3.2.4 Results of the Third Null Hypothesis

Chapter Four

Results of the Study

1.4 Introduction

This chapter includes the results, reached by the researcher through the study sample answers to the questionnaire items (Perceptions of Eighth Grade English Language Teachers in Ramallah and Al-Bireh district of cooperative learning) and the impact of Gender, Qualification and the years of Experience.

Following are the results of the study:

2.4 The results of the main question

The main question: what are of the Perceptions of Eighth Grade English Language Teachers in Ramallah and Al-Bireh district of cooperative learning?

To answer this question, the researcher used the means, standard deviations, for each item in the questionnaires that measure the Perceptions of Eighth Grade English Language Teachers in Ramallah and Al-Bireh district of cooperative learning (see appendix5), and these items are in descending order according to their means, and the total mean for the perceptions of the English language teachers were (3.29). The total standard deviation was (0.27), which indicates a low dispersion in the perceptions of the teachers and increasing their teachers' perceptions.

The researcher observed from appendix (5) the following:

- The teachers believe the students should be grouped so that members are of different ability levels.
- They think group learning helps students learn to be tolerant and considerate of opinions of others.
- They believe group work will be more effective if the activity design and reward are combined.
- Cooperative learning is an efficient classroom methodology.
- Cooperative learning encourages students to create new ideas and higher level thinking strategies.
- Cooperative group work lightens the work load for all group members because responsibility for completion of a task is shared.

- Cooperative learning motivates students with different ability levels to master academic materials and using cooperative learning fosters positive students attitudes towards learning.

The researcher derived from the main question the following sub-questions:

1.2.4 Do the perceptions of eighth grade English language teachers of cooperative learning in their teaching differ due to Gender?

The researcher converted this sub-question to the following null hypotheses

The first null hypothesis:

There were no statistically significant differences at ($\alpha = <0.05$) in the perceptions of eighth grade English language teachers of cooperative learning in their teaching due to the gender.

For testing this hypothesis Independent t-test was used as in table (1.4).

Table 1.4 shows Independent t-test for differences between teachers according to gender, findings related to the effect of the independent variable (Gender) on the perceptions of eighth-grade of English teachers of cooperative learning in their teaching.

Gender	N	Mean	Std. Deviation	Df	Sig.	T
Male	44	3.32	0.29	90	0.208	0.952
Female	48	3.27	0.25			

Table (1.4) indicates that there were no statistically significant differences at ($\alpha= <0.05$) in the perceptions of eighth-grade of English teachers of cooperative learning in their teaching due to the Gender variable, between male and female teachers, because (t) value is (0.95), and its Sig is (0.208), it is higher than ($\alpha=<0.05$) and this means accepting of first null hypothesis.

The total mean for male teachers in their responses for the questionnaires was (3.23) while female teachers' total mean was (3.27), and the researcher observed that the standard deviations for males and females is low, and this indicates to the low dispersion of their opinions and more homogenous.

The perceptions of eighth grade English language teachers of cooperative learning in their teaching don't differ with the change of gender variable, and their perceptions of cooperative learning are high.

2.2.4 Do the perceptions of eighth grade English language teachers of cooperative learning in their teaching due to Qualification?

Researcher converted this sub-question to the following null hypothesis:

The second null hypothesis:

There were no statistically significant differences at ($\alpha = <0.05$) in the perceptions of eighth grade English language teachers of cooperative learning in their teaching due to the Qualification variable.

For testing this hypothesis one way ANOVA was used as in table (2.4).

The table shows one way ANOVA for differences between teachers according to Qualification, findings related to the effect of the independent variable (Qualification) on the perceptions of eighth-grade of English teachers of cooperative learning in their teaching.

Table (2.4) numbers, means and standard deviations for the perceptions of eighth grade English language teachers of cooperative learning in their teaching due to qualification.

Qualification	N	Mean	Std. Deviation
Diploma	19	3.296	0.255
Bachelor	59	3.291	0.272
MA	15	3.333	0.333
Total	92	3.299	0.276

For testing the second null hypothesis One Way ANOVA was used as in table (3.4).

Table (3.4): the results of One Way ANOVA due to the qualification

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.020	2	0.010	0.129	0.879
Within Groups	6.930	89	0.078		
Total	6.950	91			

Table (3.4) shows (F) value is (0.129), and its Sig is (0. 879), it is higher than ($\alpha < 0.05$) and this means accepting of the second null hypothesis, there were no statistically significant differences at the level of significance ($\alpha < 0.05$) in the perceptions of English language teachers of cooperative learning in their teaching due to the Qualification.

3.2.4 Do the perceptions of eighth grade English language teachers of cooperative learning in their teaching due to years of Experience?

Researcher converted this sub-question to the following null hypothesis:

The third null hypothesis:

There were no statistically significant differences at ($\alpha < 0.05$) in the perceptions of eighth grade English language teachers of cooperative learning in their teaching due to the years of experience.

For testing this hypothesis one way ANOVA was used as in table (4.4).

It shows one way ANOVA for differences between teachers according to years of experience, findings related to the effect of the independent variable (years of experience) on the perceptions of eighth-grade of English teachers of cooperative learning in their teaching.

Table (4.4) number, means and standard deviations for the perceptions of eighth grade English language teachers of cooperative learning in their teaching due to Years of Experience.

Years of experience	N	Mean	Std. Deviation
less than 5 years	25	3.19	0.25
5-10 years	27	3.32	0.25
more than 10 years	40	3.34	0.29
Total	92	3.29	0.27

For testing the third null hypothesis one way ANOVA was used as in table (5.4).

Table (5.4): the results of one way ANOVA due to the years of experience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.370	2	0.185	2.499	0.088
Within Groups	6.580	89	0.074		
Total	6.950	91			

Table (5.4) shows (F) value is (2.499), and its Sig is (0.088), it is higher than ($\alpha < 0.05$) the calculated significance level was (.088), it is higher than ($\alpha < 0.05$) and this means accepting of the third null hypothesis, there were no statistically significant differences at the level of significance ($\alpha < 0.05$) in the perceptions of English language teachers of cooperative learning in their teaching due to the years of experience.

Chapter Five

Discussion and Recommendations

1.5 Introduction

2.5 Discussion the Results of the Main Question

1.2.5 Discussion the Sub-Questions derived from the Main Question

2.2.5 Discussion the Results of the First Null Hypothesis

3.2.5 Discussion the Results of the Second Null Hypothesis

3.2.5 Discussion the Results of the Third Null Hypothesis

3.5 Recommendations

Chapter Five

Discussion of the Results and the Recommendations

1.5 Introduction

2.5 Discussion of the Results of the Main Question

The main question: what are the perceptions of eighth grade English language teachers of cooperative learning in their teaching?

1.2.5 Discussion of the Sub-Questions deriving from the Main Question

The researcher discussed the sub-questions by turning them to the null hypotheses

2.2.5 Discussion of the Results of the First Null Hypothesis

There were no statistically significant differences at ($\alpha = <0.05$) in the perceptions of eighth grade English language teachers of cooperative learning in their teaching due to the gender.

because significance level was (0.208), it is higher than ($\alpha=<0.05$) and this means accepting of first null hypothesis, there were no statistically significant differences at the level of significance ($\alpha = <0.05$) in the perceptions of eighth grade English language teachers of cooperative learning in their teaching due to the gender.

The researcher noted the perceptions of the eighth grade of English language teachers of cooperative learning do not change between male and female teachers, and the perceptions of cooperative learning are high because the male and female teachers learn together in the same universities, they learn the same subjects, and learn the same educational courses.

In addition to that there are no differences between the capabilities and readiness of male and female teachers and their motivations to use the modern teaching strategies, especially cooperative learning method.

And also there are no physical or mental differences between male and female teachers, or differences in their understanding of new teaching strategies.

And because of the low level of Arab students in English language, the male and female teachers are always looking for new teaching methods because they are able to simplify knowledge and encourage the students to create, discover, and innovate new ideas.

3.2.5 Discussion of the results of the second null hypothesis

There were no statistically significant differences at ($\alpha = <0.05$) in the perceptions of eighth grade English language teachers of cooperative learning in their teaching due to qualifications.

The (F) value is (0.129), and its Sig is (0.879), it is higher than ($\alpha = <0.05$) and this means accepting of the second null hypothesis, there were no statistically significant differences at the level of significance ($\alpha = <0.05$) in the perceptions of English language teachers of cooperative learning in their teaching due to the Qualification (Diploma, Bachelor, Master).

In general, the researcher believes the teachers with different qualifications are receiving many of educational courses which teach them to use the modern teaching methods to raise their students' levels.

The difference between English teachers in their qualifications does not affect on their perceptions about the using of modern teaching strategies especially cooperative learning method, because the teachers in different educational qualifications are studying teaching methods courses in their universities or collages, and the qualifications just affect on the teachers' academic and knowledge level.

And also the weakness of Arab students in the English language, encourage English teachers to implement the modern teaching methods to raise their students' levels, in addition the Ministry of Education offers courses for teachers about the using of modern teaching strategies, regardless of the qualifications degree.

Finally Ministry of Education is very keen to raise the teachers' academic level by providing them with scholarships and financial aids to study masters or to obtain a bachelor's degree.

3.2.5 Discussion the results of the third null hypothesis

There were no statistically significant differences at ($\alpha = <0.05$) in the perceptions of eighth grade English language teachers of cooperative learning in their teaching due to years of experience.

The (F) value is (2.499), and its Sig is (0.088), it is higher than ($\alpha=<0.05$) the calculated significance level was (0.088), it is higher than ($\alpha=<0.05$) and this means accepting of the third null hypothesis, there were no statistically significant differences at the level of significance ($\alpha= <0.05$) in the perceptions of English language teachers of cooperative learning in their teaching due to the years of experience, and their perceptions of cooperative learning were high, don't change with different years of experience (less than 5 years, 5-10 years, more than 10 years).

the researcher believes the teachers with different years of experience are receiving many of educational courses which teach them to use the modern teaching methods, so the Ministry of Education is interested to train and to provide the modern teaching methods to new teachers who their experience are less than five years that help them to teach the student with simplest methods and encourage them to discover, create and think.

And it also helps teachers especially their experience more than 10 years to teach their students with modern and new teaching methods, through informed and trained them about these methods, and help them to keep up with recent technological developments in the educational process.

The Ministry of Education provides hard-working teachers -regardless of their experience in education- the opportunity to travel abroad to participate in some international educational conferences that discuss issues, problems and the modern teaching methods.

At the end, we can deduce the main reason of there were no differences between English teachers to use modern teaching methods, especially the cooperative learning, is the helpings which are provided by the Ministry of Education to raise and improve teachers' levels and to inform them about all that are new in the educational process.

4.5 Recommendations

1. Encourage English language teachers to use cooperative method in their teaching, and training them how to implement this strategy effectively in the classroom.
2. Encourage and train students to use cooperative skills gradually through the exploitation of religious, social and humanity values that encourage cooperation.
3. The English language teachers should cooperate with other teachers in the school and with school administration to success CL method.
4. The English language teachers should Use cooperative learning method to raise the students' achievement particular low level student, and encourage high level students to help others.
5. English language books must include the activities and lessons that help English language teacher to use of cooperative learning method effectively.
6. Encourage the researchers to conduct studies similar to this study, but research with other samples of teachers in different cities.
7. Stimulate and encourage the researchers to use another tool in addition to the questionnaire, such as an interview.
8. Encourage researchers to conduct experimental research, about the effect of cooperative learning on student achievement.
9. The Schools must prepare a suitable place and provide the necessary tools and equipment to implement the cooperative learning successfully.

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Appendix number (1)

Questionnaire

Dear English teacher:

The researcher conducted a study entitled **(Perceptions of Eighth Grade English Language Teachers in Ramallah and Al-Bireh district of cooperative learning)** and has built this tool to obtain the necessary information for completing her study. The study is a requirement for an M.A degree in education by Al Quads University. The information obtained will be treated confidentially and will be used only for purposes of scientific research. This questionnaire will be distributed to primary school teachers in Governmental schools, Thank you for your cooperation.

Researcher
Sarah Zahran

General Information:

Please put (X) in the right place for each of the following paragraph to agree with your point of view:

Gender: Male Female

Qualification: Diploma Bachelor MA

Years of Experience: less than 5 years 5-10 years more than 10 years

	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Cooperative group work lightens the work load for all group members because responsibility for completion of a task is shared					
2	I understand cooperative learning well enough to implement it successfully.					
3	The costs involved in implementing cooperative learning are great.					
4	Cooperative learning holds bright students back.					
5	Cooperative learning is consistent with my teaching philosophy.					
6	My students presently lack the skills necessary for effective cooperative group work.					
7	For me to Succeed in using cooperative learning depends on receiving support from colleagues.					
8	Using cooperative learning is likely to create problems among the student					
9	Using cooperative learning enhances my career advancement.					
10	Cooperative learning is a valuable instructional approach.					

11	My training in cooperative learning has not been practical enough to implement it.					
12	Cooperative learning is appropriate for the eighth grade level.					

13	It is impossible to implement cooperative learning without specialized materials.					
14	I feel pressured by the administration to use cooperative learning.					
15	Cooperative learning places emphasis on developing students' social skills.					
16	I haven't teaching experience to implement cooperative learning.					
17	It is impossible to evaluate students fairly when using cooperative learning.					
18	There isn't time available to prepare students to work effectively in groups.					
19	There are many students in my class to implement cooperative learning effectively.					
20	My students are resistant to working in cooperative groups.					
21	Engaging in cooperative learning interferes with					

	students' academic progress.					
22	Implementing cooperative learning requires a great deal of effort.					
23	Cooperative learning is inappropriate for the teaching English language.					
24	Cooperative learning enhances the learning of low-ability students.					
25	I feel pressured by other teachers to use cooperative learning.					
26	Cooperative learning is an efficient classroom methodology.					
27	Cooperative learning helps meet my school's goals.					
28	Implementing cooperative learning takes much class time.					
29	Using cooperative learning fosters positive student attitudes towards learning.					
30	I prefer using familiar teaching methods over trying new approaches.					
31	If I use cooperative learning, my classroom becomes noisy.					
32	Implementing cooperative learning takes much preparation time.					
33	I feel a personal commitment to using					

	cooperative learning.					
34	The physical set-up of my classroom is an obstacle to using cooperative learning					
35	The students should be grouped so that members are of different ability level					
36	I feel competent to plan cooperative learning activities for my students					
37	I think I will use cooperative learning as a teaching strategy					
38	I think it is easy to trust other group members to carry their share of the group load					
39	I think group learning helps students learn to be tolerant and considerate of opinions of others					
40	Cooperative learning motivates students with different ability levels to master academic materials					
41	Cooperative learning encourages students to create new ideas and higher level thinking strategies					
42	Group work causes students to be more dependent on teacher in their learning					
43	Cooperative learning discourages high achievement students and holds back their progress because of the presence of low achievement students in the group					
44	Cooperative learning decrease students' productivity because they socialize instead of					

	performing their tasks					
45	Group work will be more effective if the activity design and reward are combined					
46	Cooperative learning improves communication and respect of others' opinions among students					
47	Cooperative learning decreases self- esteem of low achievement students					
48	Competition best prepares students for the real world.					
49	English language curriculum does not conducive the cooperative learning activities.					

تسهيل مهمة الجامعة

تسهيل مهمة التربية والتعليم

Appendix number (4)

The Negative Items

The costs involved in implementing cooperative learning are great.
Cooperative learning holds bright students back.
My students presently lack the skills necessary for effective cooperative group work
Using cooperative learning is likely to create problems among the student
My training in cooperative learning has not been practical enough to implement it.
It is impossible to implement cooperative learning without specialized materials.
I feel pressured by the administration to use cooperative learning.
I haven't teaching experience to implement cooperative learning.
It is impossible to evaluate students fairly when using cooperative learning.
There isn't time available to prepare students to work effectively in groups.
Implementing cooperative learning requires a great deal of effort.
I feel pressured by other teachers to use cooperative learning.
Implementing cooperative learning takes much class time.
I prefer using familiar teaching methods over trying new approaches.
If I use cooperative learning, my classroom becomes noisy.
Implementing cooperative learning takes much preparation time.
The physical set-up of my classroom is an obstacle to using cooperative learning
Group work causes students to be more dependent on teacher in their learning
Cooperative learning discourages high achievement students and holds back their progress because of the presence of low achievement students in the group
Cooperative learning decrease students' productivity because they socialize instead of performing their tasks
English language curriculum does not conducive the cooperative learning activities.

Appendix (5)

Means and standard deviations of the perceptions of eighth grade English language teachers of cooperative learning in their teaching.

Paragraph	Mean	Std. Deviation
Cooperative group work lightens the work load for all group members because responsibility for completion of a task is shared	4.04	0.710
I understand cooperative learning well enough to implement it successfully.	3.93	0.708
The costs involved in implementing cooperative learning are great.	2.66	0.969
Cooperative learning holds bright students back.	2.95	1.154
Cooperative learning is consistent with my teaching philosophy.	3.84	0.820
My students presently lack the skills necessary for effective cooperative group work.	2.31	1.035
For me to succeed in using cooperative learning depends on receiving support from colleagues.	3.62	0.986
Using cooperative learning is likely to create problems among the students	3.16	1.070
Using cooperative learning enhances my career advancement.	3.70	0.817
Cooperative learning is a valuable instructional approach.	3.90	0.712
My training in cooperative learning has not been practical enough to implement it.	2.62	1.098
Cooperative learning is appropriate for the eighth grade level.	3.85	0.825
It is impossible to implement cooperative learning without specialized materials.	2.53	1.084
I feel pressured by the administration to use cooperative learning.	2.97	1.124
Cooperative learning places emphasis on developing students' social skills.	3.93	0.768
I haven't teaching experience to implement cooperative learning.	2.96	1.101
It is impossible to evaluate students fairly when using cooperative learning.	2.73	1.136

There isn't time available to prepare students to work effectively in groups.	2.12	1.015
There are many students in my class to implement cooperative learning effectively.	3.57	1.002
My students are resistant to working in cooperative groups.	2.77	1.175
Engaging in cooperative learning interferes with students' academic progress.	3.54	0.954
Implementing cooperative learning requires a great deal of effort.	3.88	0.880
Cooperative learning is inappropriate for teaching English language.	2.85	1.317
Cooperative learning enhances the learning of low-ability students.	3.84	0.975
I feel pressured by other teachers to use cooperative learning.	2.98	1.079
Cooperative learning is an efficient classroom methodology.	4.07	0.676
Cooperative learning helps meet my school's goals.	3.90	0.647
Implementing cooperative learning takes much class time.	2.20	0.969
Using cooperative learning fosters positive student attitudes towards learning.	3.97	0.737
I prefer using familiar teaching methods over trying new approaches.	2.98	1.048
If I use cooperative learning, my classroom becomes noisy.	2.59	1.159
Implementing cooperative learning takes much preparation time.	2.36	0.944
I feel a personal commitment to using cooperative learning.	3.63	0.910
The physical set-up of my classroom is an obstacle to using cooperative learning	2.59	0.966
The students should be grouped so that members are of different ability level	4.20	0.715
I feel competent to plan cooperative learning activities for my students	3.64	0.782
I think I will use cooperative learning as a teaching strategy	3.93	0.724
I think it is easy to trust other group members to carry their share of the group load	3.46	0.966

I think group learning helps students learn to be tolerant and considerate of opinions of others	4.10	0.651
Cooperative learning motivates students with different ability levels to master academic materials	4.00	0.695
Cooperative learning encourages students to create new ideas and higher level thinking strategies	4.05	0.765
Group work causes students to be more dependent on teacher in their learning	2.86	1.243
Cooperative learning discourages high achievement students and holds back their progress because of the presence of low achievement students in the group	2.92	1.092
Cooperative learning decrease students' productivity because they socialize instead of performing their tasks	2.80	1.062
Group work will be more effective if the activity design and reward are combined	4.08	0.734
Cooperative learning improves communication and respect of others' opinions among students	4.05	0.821
Cooperative learning decreases self- esteem of low achievement students	2.82	1.007
Competition best prepares students for the real world.	3.97	0.791
English language curriculum does not conducive the cooperative learning activities.	2.82	1.060
TOTAL	3.299	0.276

Appendix (6)

The Committee of Judges

Names	The workplace (the name of university)
Dr. Muhsen Adas	Al-Quds University
Dr. Ziad Kabbajh	Al-Quds University
Dr. Afeef Zidane	Al-Quds University
Dr. Ghassan Sirhan	Al-Quds University
Prof. Ahmad Fahim Jabr	Al-Quds University
Dr. Ibrahim Arman	Al-Quds University
Dr. Omar Najjar	Al-Quds University
Dr. Wael Abdin	Bir Zeit University
Dr. Hassan Abdel Karim	Bir Zeit University
Dr. Omar Abu Hummus	Al-Quds University

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