



The Impact of Cooperative Learning Techniques on the Secondary School Students' Achievement, Academic Self- Esteem and Attitudes towards English as a Foreign Language in Palestine

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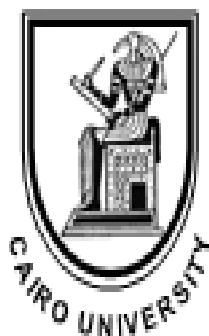
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Title of thesis: The Impact of Cooperative Learning Techniques on the Secondary School Students' Achievement, Academic Self-esteem and Attitudes towards English as a Foreign Language in Palestine

Abstract:

This study explored the impact of CL on 11th grade achievement, self-esteem and attitudes towards EFL in Palestine. The participants in were 53 11th grades in Qalqilya. Results showed significant differences in students' achievement, self-esteem, and attitudes towards CL and EFL skills in favor of experimental group. There were no significant differences in students' achievement in speaking, listening, and language for the control group, whereas there were significant differences in vocabulary, reading, writing and total score.

Key words: cooperative learning
Students' self-esteem
Attitudes

Acknowledgements

Praise and thanks to Almighty God for providing me with blessings to achieve this goal.

I would like to express my deep gratitude to the University of Cairo.

I am greatly indebted to my supervisors Professor Nadia Shrief , Dr Ahmed Gaffer for assistance, guidance, kind treatment and patience in completing this work through her deep experience.

Great thanks go to the members of discussion committee who agreed to come and discuss my work, and for their valuable comments, endurance and tolerance.

Many thanks are extended to Professor Abdelnaser Abderaheem, a professor of education ant the Palestinian academy for security sciences, who stood beside me in his statistical assistance. My thanks go to the jury of judges who contributed in the validation of the test, the programme and questionnaires.

I would also like to thank General Tawfeeq Al Teerawi, the Palestinian academy chairman, for his support to come and pursue my Ph.D.

I am grateful to Mr. Bassam Jum'a, an EFL teacher, who carried out the programme.

Finally, Great thanks go to the students of the 11th grade in both the experimental and control groups at Al Sadya and Azzun schools.

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Key words: cooperative learning, students' self-esteem, attitudes.

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الدرجة: دكتوراه.

التخصص: مناهج وطرق تدريس اللغة الانجليزية.

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عنوان الرسالة: فاعلية تكتيك التعلم التعاوني على تحصيل و تقدير الذات و الاتجاهات نحو تعلم اللغة الانجليزية للطلبة الفلسطينيين

هدفت هذه الدراسة الى تحديد اثر استخدام التعلم العاوني على تحصيل وتقدير الذات والاتجاهات نحو تعلم اللغة الانجليزية للطلبة الفلسطينيين. استخدم المنهج شبه التجريبي لاجراء الدراسة. اجريت الدراسة على عينة قوامها ٥٣ طالبا . اظهرت النتائج انه توجد فروق ذات دلالة احصائية في تحصيل الطلبة في اللغة الانجليزية لصالح المجموعة التجريبية. كما اظهرت النتائج ان هناك فروق ذات دلالة احصائية في تحصيل الطلبة بمهارة التكلم والاستماع؛ بينما لا توجد فروق في تعلم الكلمات والقواعد بين المجموعة الضابطة والتجريبية وان تقدير الذات لم يتأثر بالبرنامج المقترح وكذلك عند المجموعة الضابطة. اتجاهات الطلبة تأثرت بشكل دال نسبيا على مجال تعلم مهارات اللغة الانجليزية.

د. أحمد السيد جعفر.

أ.د. نادية محمود شريف .



**Institute Of Educational Studies
Department of Curricula & Teaching Methods**

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**Submitted in fulfillment for the requirements
of the Ph.D Degree in Philosophy of Education
in Curriculum Instruction and Methods of Teaching EFL**

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2010

Introduction

Teaching English in English as a Foreign Language context requires greater effort and adjustment with the teaching environment. Generally, teachers need to know more about their country's attitudes and approaches to education; but most of the time teachers face the challenge of large classes. Large classes may push teachers of EFL to question the methods they learned in their graduate courses because it is difficult to attain the development of the language skills in this new situation (given a large classroom).

It has been claimed that cooperative learning is an effective approach in the way it promotes the cognitive and linguistic development of learners of English as a Foreign Language (Kagan, 1995).

According to previous research involving native speakers of English and who learned content in English has suggested that cooperative learning may encourage higher self-esteem and lower feelings of alienation at school (Ghaith, 2002).

This dissertation looked at the implementation of the cooperative learning as a method of teaching to cope with the large classrooms in Palestine, and its effects on achievement, academic self-esteem and attitudes towards English as a Foreign Language.

Statement of the problem

There is a shortage in studying the impact of applying cooperative learning on the Palestinian secondary school students and examining its impact on achievement, academic self-esteem and attitudes towards EFL. Consequently, there is a need to examine the theoretical relevance and effectiveness of cooperative learning in traditional school context such as

this one based on the assumption that it would promote active learning and meaningful interaction in the target language of English among learners.

The problem of the present study could be summarized in the following question:

What is the impact of applying cooperative learning on the Palestinian secondary school students on achievement, academic self- esteem and attitudes towards EFL?

Hypotheses of the Study

This study tested the following hypotheses

1. There are no significant differences at ($\alpha=0.05$) in students achievement among pre-test, post-test and retention for the experimental group.
2. There are no significant differences at ($\alpha=0.05$) in students achievement among pre-test, post-test and retention for the control group.
3. There are no significant differences at ($\alpha=0.05$) in students achievement in post-test and retention between experimental and control groups.
4. There are no significant differences at ($\alpha=0.05$) in students self-esteem, attitudes towards English language and attitudes towards cooperative learning between pre-test and post-test for the experimental group.
5. There are no significant differences at ($\alpha=0.05$) in students' self-esteem, and attitudes towards English language between pre-test and post-test for the control group.
6. There are no significant differences at ($\alpha=0.05$) in students self-esteem, and attitudes towards English language in post-test between experimental and control groups.