

The Effect of Using Numbered Heads together Strategy on the Achievement of Fifth-primary Class Female Pupils and their Attitudes toward English Language

Asst. lect. Zainab Abd Al.bari Al.harir

Dep. of English

College of Basic Education

University of Mosul , Iraq

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Abstract: The present research aims at investigating the effect of using numbered heads together strategy on achievement of fifth-primary class female pupils and their attitudes toward English language. During the academic year 2018-2019, the researcher had intentionally picked up two schools from female primary schools in Mosul City. The study comprises (70) two-group subjects. The first group is the experimental group which was taught by using the numbered heads together strategy, while the second group was the control group taught using the traditional method. The researcher selected the pre-post study comparable groups as the experimental design. Based on previous studies, both instruments (achievement test and scale of attitude) were prepared by the researcher. The reliability factor was calculated by using KuderRichardson' s formula (20) for the achievement test , while Cronbach's Alpha was used for the attitude scale. T-test was used to analyze the results after the procedure. The findings indicate that the experimental group was outstanding on the control group.

أثر استخدام استراتيجية الرؤوس المرقمة على تحصيل تلميذات الصف الخامس الابتدائي وتنمية اتجاهاتهن نحو تعلم اللغة الانكليزية

الملخص: تهدف الدراسة الحالية الكشف عن (أثر استخدام استراتيجية الرؤوس المرقمة على تحصيل تلميذات الصف الخامس الابتدائي وتنمية اتجاهاتهن نحو تعلم اللغة الانكليزية) خلال السنة الدراسية 2018-2019 اختارت الباحثة مدرستين بطريقة قصدية من بين المدارس الابتدائية في مدينة الموصل ، وتكونت عينة البحث من (70) وقد تم تصنيفهم الى مجموعتين: الأولى مثلت المجموعة التجريبية التي استخدمت فيها استراتيجية الرؤوس المرقمة ، بينما الثانية مثلت المجموعة الضابطة والتي استخدمت فيها الطريقة التقليدية. اختارت الباحثة تصميم المجموعات المكافئة ذات الاختبار القبلي والبعدي كصمم تجريبي واعدت الباحثة أداتي البحث (الاختبار التحصيلي ومقياس الاتجاه) بالاعتماد على الدراسات السابقة. تم حساب ثبات أداة التحصيل باستخدام معادلة كودر ريتشاردسون 20 بينما تم حساب اداة الاتجاه، باستخدام معادلة الفايكرونيخ. وتم استخدام الاختبار التائي لعينتين مستقلتين لمعالجة البيانات احصائيا ، أظهرت النتائج تفوق المجموعة التجريبية على المجموعة الضابطة .

1. Introduction:

There are many factors that influence learning and teaching process such as motivation, attitudes, anxiety, aptitudes, age, gender, experience, knowledge, field of study, personalities (Shams,2008:9).

Spolsky, (2000:18) says that attitude to English generally refers to the state of mind and emotion related to English and its history. Brown, (1994:14) Emphasizes the advantages of positive and negative behaviors that may contribute to less effective motivation. Teachers should therefore be mindful that each learner has both positive and negative attitudes to English. " Both motivation and attitudes have an impact on students' success in learning a foreign language. It is also claimed that attitudes have a strong connection to motivation. If a language learner has negative attitudes towards a language, they cannot be motivated" (Murad,2009:23).

There are a lot of methods that making the teaching and learning process optimal. One of these methods are cooperative learning which refers to many teaching methods in which

students work in small groups to help one another learn academically, to interact with each other, to value each other's current knowledge and fill in gaps in each other's comprehension (Slavin,1995: 2). One of the kinds of cooperative learning, that is numbered head together. Kagen, (1994: 20) who developed numbered heads together strategy describes that in this technique the teacher gives numbers to each student and gives questions to every student based on their numbers. It is one of the ways to ensure more equitable response opportunities by stop calling on students who raise their hands. The teacher asks a question in this strategy and the students bring together their heads to find out the answer. The teacher sets a number for the class to be answered as a spokesperson. Each student then learns the teacher's answer or questions.

2. The research problem:

"reel success in English teaching and learning is when the learners can actually communicate in English inside and outside the classroom " Any shift is viewed by others on the basis of their attitudes (Newstrom & Davis, 1997:9). Negative and positive attitudes have a

strong impact on the success of language learning .Therefore, the problem of this study could be stated in the negative attitudes of non-English major pupils towards leaning English. Negative attitude towards teaching and learning of a particular language can present a very complicated environment to develop such a language. So, The researcher therefore submitted the research issue to the following question:

What is the effect of using numbered head together strategy on the achievement of fifth-primary class female pupils and their attitudes toward English language?

1- Aims of the Research: The goal of the current research is to implement what the numbered head together strategy is and how it is applied, as well as to investigate the effect of using it on the achievement of fifth grade female pupils and their attitudes towards English.

4. The Hypotheses:

The researcher attempts to test the following hypotheses:

1- There is no significant difference in the achievement in English between the mean scores of the experimental group

which taught by head numbered together strategies and those of the control group.

2- There is no significant difference between the experimental group's mean scores that was taught by head numbered together methods and those of the control group on the English attitude scale.

5. Limits of the Research:

The current study is confined to:

- Primary schools
- Fifth female pupils in the primary in Nineveh government during the second term of the academic year 2018-2019.
- Concerning the teaching material units (5-8) of book (English for Iraq) for fifth female pupils level the students' book.

6. Definition of Basic Terms:

6.1.Numbered head together strategy:

Kagan,(2002:88) defines it as " Is a technique in cooperative learning method. This technique urges students to solve the given problems or questions in a group and sharing what they already know with others."

The Numbered Head Together Strategy is seen in the current research as a collaborative learning experiment that appeal pupil behavior in which pupils are expected to communicate with other pupils in the class. The pupils will be split into small groups in this strategy to grasp the teacher's content.

2.6.Achievement:

Smith, (1994:29) states that achievement refers to " the status of a student with respect to attained skills or knowledge as compared with other students or with school's adopted standard "

In the current research, Achievement is regarded as the product of what the pupils know from the scores earned by responding to an assessment provided at the end of the study.

3.6.Attitude:

Youssef, (2012:369), points out that it is a general feeling that ranges from positive to negative or (good, bad) appraisal, objects or events.

In the current research, Attitude is the ability of fifth primary school

students to respond positively or negatively to a number of items prepared by the researcher on an attitude scale.

8. Theoretical Background

8.1.Background of Numbered Heads Together (NHT)

Arends (1998: 322) suggests that numbered Heads Together (NHT) is a method developed by Spencer Kagan (1993) to include more students in the analysis of lesson materials and to test their comprehension of the content of a lesson. Numbered Heads Together take parts four steps from the context of cooperative education, which is clear in the following steps:

- 1- Number of students in classes. When students are in groups of four, every student is either 1, 2, 3, or 4.
- 2-The teacher asks the students questions. Group knows the answer.
- 3- The teacher calls a number between one and four.
- 4- If they know the answer, only students with that number can raise their hands.

High achievers exchange responses because they know that their number may not be called, lower achievers pay careful attention because they know their number could be called, so positive

mutuality is built into a collaborative learning system that includes positive mutuality, individual and team responsibility, motivates individuals to increase the learning of others. It can be used with almost any subject, at a wide range of grade levels, and in a lesson at different locations. These steps allow teachers to concentrate on the interactional context rather than the curriculum content show sequencing. (Kessler,1992: 17)

8.2. The approaches used in the EFL classroom to use cooperative learning:

There are many methods that can be used to support cooperative learning in the classroom (Slavin, 1995; Johnson & Johnson, 1994, 1999, 2009; Kagan, 1992) such as:

- 1.Jigsaw.
2. Step interview.
- 3.Student team achievement divisions.
- 4.Learning together.
- 5.Group investigation.
- 6.Round table for writing.
- 7.Jigsaw in reading.
8. Think-pair-share
9. Numberd head together method.

8.3. Advantages of Numbered Head Together:

Numbered head together approach has many advantages. This shows the following:

1. The systematic academic study. This aims to increase innovation and academic achievement for students.
2. It creates the social element. This helps to increase the ability of all students, allowing students to explore constructive and productive student engagement through educating smart students who are less smart.
3. Numbered head together strategy differs with students' recognition. We will consider a friend who has different backgrounds (Ibrahim , 2000:18)

8.4.Steps of numbered head together:

Herdian, (2009: 2) lists six measures for putting a numbered head together plan;

1. Planning:

The teachers are writing a lesson plan to create a learning script and workbook for the pupils.

2. Setting up of groups: The teacher divides the pupils into 3-5 student groups. The professor provides every pupil in the class with a number. Forming community through a combination of different social backgrounds, gender and ability to learn.

3. Students' Textbook :

To simplify the information, that group should have a textbook. The pupils complete the teacher's worksheets.

4. Discussion of the problem:

In the working group, teachers provide each pupil with worksheets as content to review.

5. Call this number :

The teacher calls the number that gives the answers at this point

6. The Finding:

Teachers and pupils complete all questions related to the content provided with the final answer.

8.5. Instructions for the application of numbered head strategy:

The instructor who uses this strategy should follow a lot of guidance:

1. Create teams: The teacher breaks the class into groups of four persons . Ideally, each team includes a mix of

high, intermediate and low-achieving pupils. The number 1 through 4 is allocated to pupils in each group.

2. State a question: The teacher advises the pupils to put their heads together after that question, think about the best answer, and make sure that everyone in their team knows the answer.

3. Timing for thinking : The teacher gives 30 seconds to pupils in their group to discuss the answer.

4. Choosing the right answer: The teacher randomly selects a number from 1-4 and says, "All numbers of pupils (1, 2, 3, or 4) who know the answer, raise your hand." The teacher then asks one pupil with a raised hand and asks him or her to respond. Next teacher says, "How many pupils (1, 2, 3, or 4) think the answer is right? lift up your hand. 'Optional: the teacher can request additional hand-held pupils to expand the answer given to the previous pupils '.

5. Feedback: The teacher provides feedback on the answer , e.g. checking that the answer is correct, elaborating on

the answer, offering corrective feedback on the wrong answer'.

(Wright ,2015:8)

9.1. Attitude towards English language:

The attitude of the pupil is an important part of the learning process and should therefore become an essential component of second language teaching. In literacy, attitudes to English learning affect activities such as book selection and teaching, speaking in a foreign language . If the pupils have a positive attitude towards any subject, in that particular area they can accomplish things. All negative and positive behaviors have a significant impact on language learning performance. Attitude therefore plays a key role in language teaching and learning.

According to (Oller, 1979:138) ' Attitudes are just one of the types of influences that give rise to enthusiasm that ultimately leads to the acquisition of foreign language skills In this sample, the attitudes of pupils are assessed by their responses to the researcher's attitude questionnaire. The theory of attitude has three physiological, mental and affective elements. Such three dimensions are based respectively on the three

philosophical approaches to behaviorism, cognitivism, and humanism.

9.2. Attitudes features:

Gardner, (1985:39) stresses five core attitude characteristics:

- 1- Attitudes are psychological and mental.
- 2- Attitudes are hierarchical rather than linear and differ in degree of favorability.
- 3- Attitudes predispose an individual, but there is no strong relationship between attitudes.
- 4- Attitudes are not established
- 5- Attitudes tend to continue, but experience can alter them.

9 .3. Literature Review:

1. Al-Hamdany (2012)

It is an Iraqi study aimed at exploring the effect of using the technique of story mapping on students ' understanding of reading and enhancing their attitudes towards English literature. The study consisted of (63) two-group students. The first group was the research group and the second group was the control group. The research instruments consist of an attitude measure and a comprehension test for learning . The

results showed that the story-mapping methodology strengthened the positive attitudes of students towards English literature in such a way that they were more inspired and able to read.

2-Nursyamsi S.& Aloysius D.(2016)

This study aims at investigating the effect of Numbered Head Together (NHT) learning strategy on student's retention. The Pretest-Posttest Non-equivalent Control Design was used by the researcher as the research experimental design. In the first semester of the academic year 2015/2016, The population of this study was from high school in Indonesia. There are 30 students in the samples of this study. The findings of the data showed that the training strategy numbered head together (NHT) had an effect on retention.

3-Mustami, M(2018)

The purpose of this study investigates the effects of the Assurance Relevance Interest Assessment Satisfaction strategies set with Numbered Heads Together (NHT) on students' learning motivation. This quasi-experimental study used a nonequivalent control group model pretest-post test.

The study sample related to the 11th graders in Indonesia's senior high schools. There were a total of 21 schools. Random sampling technique was used to pick 78 participants in two groups. Research methods were based on the concept of Focus, Relevance, Confidence, Satisfaction.. Information on learning motivation for students was obtained using a questionnaire distributed before and after training. The researcher used a numerical summary . Research results indicated that student motivation was positively affected by learning approaches with numbered heads together (NHT).

10.The research sample:

The investigator used the pre-post and corresponding classes to model the test. For the following reasons, the researcher intentionally chose two schools (Qubat –alsakhras primary for girls) and (Abi- Thar-Al-Ghafari) in the Alshurta district on the left side of the Mosul.

1-Both schools have two changes on the left side of the Mosul.

2-Socially and economically, they are close.

In order to avoid their effect on the research results, the researcher omitted (3) repeaters from both classes, hence the sample number was (70)pupils.

10.1. Equivalence of the Groups:

The researcher made equivalence between the two groups as far as the following variables are concerned:

10.1.1. Pupils' Age:

At the start of the academic year 2018/2019, the researcher counted the age of the pupils in months. Alternatively, the researcher considered the student age mean, correlation and T-test.

Table (1):T- Test of pupils' Age:

Groups	number	Mean	SD.	T-Value	
				Calculated	Tabulated
Experimental	36	127,2667	16,64214	216,0	1.997
control	34	128,0267	10,27971		

The results from the table show above that there was no statistically significant difference between the two groups according to age variable. The calculated t-value was (216,0) which is less than the tabulated t-value which was (1,997) at (0,05) level of significance and (68) degrees of freedom .

10.1.2. Pupils' Achievement in English in the Preceding Year:

The results showed that there was no statistically significant difference between the two groups in this parameter after applying t-test of independent samples. The calculated t-value was (550,1) which is less than the tabulated t-value (1,997) at (0,05) the level of significance and (68)degrees of freedom , as shown in table (2) below:

Table (2): T-test Results of Pupil's' Achievement

Groups	number	Mean	SD.	T-Value	
				Calculated	Tabulated
Experimental	36	73,2333	8,80315	1,550	1,997
control	34	76,6207	9,48086		

10.1.3. The Pre-test Scores of Attitude:

The mean, the standard deviation and T value were computed to measure the degrees of attitude in pretest for the two groups, after processing the data statistically . It has been found that there is no statistically significant difference between the two groups at (0.05)level of

significance and under (68)degrees of freedom in this variable.

Table (3):Results for Pre-test of pupils attitude scale

Groups	number	Mean	SD.	T-Value	
				Calculated	Tabulated
Experimental	36	0667,38	62689,18	703,0	1,997
control	34	2069,41	72046,18		

10.1.4. Fathers' Educational

Attainment: The frequency of each attainment of education for fathers was computed Then the researcher used chi-square to test the statistical differences. There was no statistically significant difference in the educational achievement of two classes of fathers . The estimated t-value was (434,1) lower than the tabulated t-value (99,5) at (0,05) indicating level and (2) freedom level as shown in table (4):

Table (4): T-test Results of Fathers' Educational Attainment

Groups	Illiterate and Primary	Secondary	Diploma, B.A., M.A. and Ph.D.	Chi-square value		
				Degree of freedom	Calculated	Tabulated
Experimental	13	14	9	2	434,1	99,5
control	16	13	5			

10.1.5. Mothers' Educational Attainment:

There was no statistically significant difference between the two groups in this factor. The calculated t-value was (181,0) which is less than the tabulated t-value (99,5) at (0,05) level of significance at (2) degrees of freedom, as shown in table (5):

Table (5): T-test Results of Mothers' Educational Attainment

Groups	Illiterate and Primary	Secondary	Diploma, B.A. ,M.A. and Ph.D.	Chi-square value		
				Degree of freedom	Calculated	Tabulated
Experimental	18	12	6	2	0,181	99,5
control	16	11	7			

10.2.Lesson planning:

Based on the general goals of teaching English and the technique for designing a lesson, the researcher prepared lesson plans for each class. The researcher stresses the use of numbered head together strategy with the experimental group. The experts were given the proposals to determine whether they were appropriate or not. The experts acknowledged the proposal and offered some feedback that could support the current research.

10.3. Level of Difficulty:

The level of difficulty is based on the proportion of examinees in the group who do not answer test items correctly (Ebel, 1972:553).When calculating difficulty factor for each item included in the test prepared for the research, it was found that it ranges between (0,63-0,68). The studies show that the acceptable range of difficulty level ranges between (20-80%).

12. Distinguishing Verification Factor:

By calculating the distinguishing factors for items, it ranged between (0,05 - 0,15) The studies show that the acceptable distinguishing factor was (0,25) or more.

12.1. Validity:

Verma and Beard (1981: 87) point out that there is a degree of effectiveness with which other instruments calculate what they claim to measure. The final test of the study was offered to a group of experts to verify its validity in order to measure face validity. Only two elements are omitted by experts. Therefore, it became the final number of items (22).

12.3.Reliability:

A reliable test is a stable, reliable test (Brown, 1980: 211). To find out the tool's accuracy, the author applied it to a pilot study of (70) randomly selected female pupils in the same society's fifth primary schools. The researcher used the equation (20) of Kuder- Richardsons and the accuracy was (0,82) which is both good and reasonable. The experiment was therefore accepted in its final form.

12.3.Tool of measuring attitude in Language:

The researcher prepared a tool to measure the attitude of fifth primary pupils in English language. The tool presented to pupils in Arabic, then translated into English because pupils at this stage neither perfectly read nor completely comprehend the meaning of the English items.

12.4. Validity of Measuring Attitude Tool:

The researcher presented the tool to a group of experts. So the final version of the tool consisted of (3) alternative items.

12.5. Reliability of Measuring Attitude tool

Reliability is the extent to which a test yield a consistent, reproducible measure of performance (Santrock, 2003:394). To find out the tool's accuracy, the author applied it to a pilot study of (40) pupils. The researcher applied Alph- Crombach and the performance was (0,84) which is both good and reasonable. Thus the test was approved in its final form.

12.6. Method of Correcting Attitude Scale:

To obtain the degree of response on items of the tool, the division of degrees was as follows: To a Large Extent (3 degrees), To an Average Extent (2 degrees), and To a Low Extent (1 degree). Thus, the degree of each pupil could be obtained by summing the highest degrees on each item.

12.7. Statistical Means:

The researcher used the following statistical methods: a two-sample t-test of the tailed form of independent samples

used to test the differences between the two classes for equivalence purposes and to check the differences between pupils ' arithmetic means outcomes in the final test applied. (Glass and Stanley, 1970: 295). The reliability of the final test was estimated by using Kuder Richardson (20) formula .(Al-Shaeeb, 2009: 109).

Attitude scale reliability was calculated using the Pearson Correlation Equation (Ferguson, 1981: 113). The difficulty level was used to measure the level of difficulty of the items contained in the test. Also, discrimination power was used to find out the distinguishing force of the items of the test. (Gronlund, 1981: 258).

13.Results and Discussion

In order to verify the research's first null hypothesis, the investigator measured the mean scores and standard deviation in terms of their achievement for both groups and applied the T-test to two separate samples. The calculated t-value was (3,728) which is less than the tabulated t-value (1,997) at (0,05) the level of significance and (68)degrees of freedom as shown in table (6):

Table (6): Results and Discussion

Groups	number	Mean	SD.	T-Value	
				Calculated	Tabulated
Experimental	36	17,1333	3,85722	3,728	1,997
control	34	13,4828	4,33142		

T-test Results for two independent samples:

It means that the difference between the results of the two groups and in favor of the experimental group is statistically significant. Therefore, it refuses the first null hypothesis and supports the alternative hypothesis. The researcher measured the mean scores and standard deviation of both groups on the attitude scale to confirm the second null hypothesis of the study and applied the t-test to two independent groups as shown in table(7):

Table (7): T-test Results for two independent samples:

Groups	number	Mean	S.D.	T-Value	
				Calculated	Tabulated
Experimental	36	14,5334	8,74831	3,933	1,997
control	34	5,3103	10,81369		

The determined T-value (3, 933) is higher than the T-value (1,997) at (0,05) indicating level below (68) freedom degrees. It means that the difference between the results of the two groups and in favor of the experimental group is statistically significant.

14.Conclusions:

The following conclusions are drawn in the light of the results obtained:

- 1.** It is quite possible to use this strategy to teach English at the primary level
- 2.** Using the the numbered heads together strategy increases the achievement in English of the fifth primary pupils.
- 3.** The success of pupils in English leads them to a positive attitude in English.

15.Recommendations:

The following recommendations can be made in the light of the conclusions drawn:

1. Since it is has been proved to be effective, English teachers are advised to use the method of numbered heads together strategy in their teaching.
2. Since they have been proved to be good strategies in teaching English, mnemonics should be introduced in methodology subjects.
3. Since attitude plays a central role in bringing about success in learning English, English language teachers should pay attention to pupils' interest. This can be achieved by using methods or strategies that help in increasing learners' achievement.

16.Suggestions for Further Studies:

The following suggestions for further studies can be put forward:

1. Conducting a similar study that deals with the knowledge level of Blooms' classification of educational objectives only.
2. Repetition a similar study with male students.

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Attitude Scale

What are your attitudes towards the following issues? Please tick (✓) in the appropriate box Use the scale below to answer the questions :

1 = Agree 2 = Don't know 3 = Disagree

Name ----- Grade -----

School -----

N	Itemes	Agree	Don't know	Disagree
1-	I get nervous in English class. اشعر بالتوتر في فصل اللغة الانكليزية			
2-	When I don't understand, I ask the teacher and other student's questions عندما لا افهم ، اوجه اسئلة للمعلم والطلاب			
3-	English teacher has a dynamic and interesting teaching style مدرس اللغة الانكليزية لديه اسلوب تدريس ديناميكي ومثير للاهتمام			
4-	In the future I will not need English في المستقبل انا سوف لا احتاج للانكليزي			
5-	I like doing English homework انا احب القيام بالواجبات الانكليزية			
6-	Learning English is important تعلم اللغة الانكليزية أمر مهم			
7-	Studying English is interesting دراسة اللغة الانكليزية أمر ممتع			
8-	I don't care to English lessons انا لا أهتم بدروس اللغة الانكليزية			
9-	Knowing English well, will help me a lot in my future job معرفة اللغة الانكليزية سوف يساعدني الكثير في عملي المستقبلي			
10-	I don't like English because It is very difficult انا لا احب الانكليزي بسبب انه صعب جدا			
11-	I enjoy sharing English class Activities انا استمتع بمشاركة أنشطة فصل			

	الانكليزي			
12-	I dislike the teacher of English انا اكره معلم الانكليزي			
13-	I want to be able to speak English well انا اريد ان اكون قادرا على ان اتكلم اللغة الانكليزية جيدا			
14-	I'm afraid of the English final exam انا خائف من الامتحان النهائي للغة الانكليزية			
15-	I feel bored in English lesson انا اشعر بملل في درس اللغة الانكليزية			
16-	I like to participate in English lessons انا ارغب بالمشاركة في درس الانكليزي			
17-	I prefer doing little exercises in English انا افضل القيام ببعض التمارين باللغة الانكليزية			
18-	I think English is a complex subject انا اعتقد ان الانكليزي موضوع معقد			
19-	I think learning English is a waste of time انا اعتقد ان تعلم اللغة الانكليزية هو مضيعة للوقت			
20-	I am interested in other subjects more than English انا مهتم بموضوعات اخرى اكثر من الانكليزي			
21-	I study English just to pass the exam انا ادرس الانكليزي فقط لاجتياز الامتحان			
22-	I like listening to English songs انا احب الاستماع الى الاغاني الانكليزية			