The Impact of Using Cooperative Learning on the Achievement of Second Intermediate Pupils in English and the Development of their Interest in Language

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Abstract:

The present research aims at investigating cooperative learning on the achievement of second intermediate pupils in English and the development of their interest in language.

The population of the study consists of second grade female pupils at intermediate stage.

The sample of the study was chosen randomly from among female intermediate school in the city of Mosul. It consisted of (70) pupils.

The researchers chose the post–test equivalent group of experimental design. Therefore, the first group represented the experimental group (34 pupils) which was taught by using cooperative learning (STAD) strategy while the second group represents the control group which was taught by the conventional method.

After achieving co–equivalence between them, the researchers designed an achievement test which was a transformational items that consisted of (30) items divided into two parts. The researchers prepared the tool of interest in language that consisted of (20) items. Its consistency has been counted through the use of re–test method via Pearson coefficient factor, it is (0.80). After applying the experiment, the tool was applied on both groups, T–test showed the superiority of experimental group over the control group in CL achievement in English. The results indicated that the use of CL helped to increase the achievement of second intermediate pupils in English, in addition CL

helped increasing the possibilities of cooperative among the pupils. The results also revealed the priority of the experimental group upon the controlling group in increasing the degree of interest towards the study of this subject. Thus, this was clear from post application of this tool and this indicates the activity of using this method.

أثر استخدام التعلم التعاوني في تحصيل طالبات الصف الثاني المتوسط
وتنمية ميولهن نحو مادة اللغة الانكليزية

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ملخص البحث:

يهدف البحث الحالي الى الكشف عن أثر استخدام التعلم التعاوني في تحصيل طالبات الصف الثاني المتوسط وتنمية ميولهن نحو مادة اللغة الانكليزية .

تألف مجتمع البحث من طالبات الصف الثاني في متوسطة الحدباء واختارت الباحثتان المدرسة بصورة قصدية . شملت عينة البحث (70) طالبة اختيروا بصورة عشوائية من بين طالبات الصف الثاني المتوسط ووزعت عينة البحث على مجموعتين . أعدت الباحثتان اختبار تحصيلي وهو اختبار التحويل والمتكون من (30) فقرة مقسمة الى قسمين ، كما وأعدت الباحثتان أداة لقياس الميل نحو اللغة الانكليزية والمكونة من (20) فقرة وتم حساب ثباتها باستخدام طريقة اعادة الاختبار وباستخدام معامل ارتباط (بيرسون) وبلغ معامل الثبات (0.80) ، وبعد تطبيق التجربة تم تطبيق الاختبار على المجموعتين التجريبية والضابطة وعند تحليل النتائج باستخدام الاختبار التائي كشف عن تفوق المجموعة التجريبية على الضابطة في التحصيل . وبينت النتائج ان استخدام التعلم التعاوني ساعد في زيادة تحصيل طالبات الصف الثاني المتوسط في مادة اللغة الانكليزية ، كما ساعد على زيادة فرص التعاون فيما بينهم . كما وكشفت النتائج عن تفوق المجموعة التجريبية على الضابطة في زيادة ميل الطالبات نحو دراسة هذه المادة ، وظهر هذا من خلال التطبيق البعدي لهذه الاداة وهذا يدل على فعالية استخدام هذه الطريقة .

Introduction:

Present time is known to be the time of science, technology and development witnessing various rapid and extraordinary changes and development in all aspects of information, accompanied by the biggest explusion in population raising the demand on education in numbers exceeding the abilities of educational institutions facing difficult tasks one of which is developing education methods, methodologies and techniques towards the best, so that, to enables these institutions to achieve their prescribed educational goals.

Language learning is a complex process. In this process, language teachers can't be far away from the technology, which is the application of scientific knowledge to practical tasks by organizations that involve people and machines (Wright, 1976: 1).

Furthermore, the curriculum of teaching English is designed to enable the pupils upon completion to continue for studying and reading by themselves, to increase their skills, and for specializing in any aspects of English of their choice (Al–Ni'aimi, 2004: 1).

To achieve the objective above many methods taking educational objective into consideration have appeared. One of these is cooperative learning (hence for the CL). Cooperative learning, as an instructional methodology provides opportunities for students to develop skills in group interactions and in working with others that are needed into days' world (Carol, 1988: 60). According to Johnson (1990: 3) CL experiences promote more positive attitudes toward the instructional experience than competitive or individualistic methodologies. In addition, CL should result in positive effects on student achievement and retention of information (Kerka, 1990: 70). The use of active learning strategies, such as CL, is growing at a remarkable rate. Teachers are incorporating CL to increase students' achievement, create positive relationships among students', and promote students' healthy psychological adjustment to school (Johnson et al., 1992: 1).

Also, in CL classroom students work together to attain group goals that cannot be obtained by working alone or competitively (Johnson, 1991: 30).

Dedicated teachers are always looking for better ideas for meeting the many challenges they face in school, especially as diversity increases in the student population. Cooperative learning methods provide teachers with effective ways to respond to diverse students by promoting academic achievement and cross–cultural understanding (Lee, 2001: 18).

Interest in language and its development take an important role in educational and learning process as it reflects the need of learners and may be considered a general phenomena of growth. But this interest is affected by various factors, such as the surrounding environment, traditions and costumes.

These, one can say that interest has its great effort in pupils' motivation and the negligence of learners' interest leads to great educational damages.

The Importance of the Research:

The importance of the present research stems from the following facts:

1. It is the first research that applies CL technique to teaching English at the intermediate stage in Iraq.
2. It is the first experimental research that applies the strategy of CL that called Student Teams–Achievement Division (STAD).
3. It introduced a modern educational approach in methodology to be utilized in future when teaching English at various stages.

The Research Problem:

When reviewing the methods adopted by English language teachers in intermediate schools and their visits of students–teachers in schools, the researchers noticed that there was deficiency in comprehension of second intermediate class pupils in English and that teachers of this material adopted on traditional method in giving English lessons. Investigating further, the researchers noticed that the English language teachers didn't have any idea about the modern methods of teaching like cooperative learning at its various strategies. Such a reason motivated the researchers to use (student teams–achievement division) strategy one of cooperative learning strategies to help pupils to increase their interaction inside the class leading consequently their achievement in English. Therefore, the research problem can be stated in the following question: "what is the effect of using cooperative learning on the achievement of second intermediate students in English and the development of their interest towards learning English?"

The Aim of the Research:

The present research aimed at investigating the impact of using cooperative learning on the achievement of second intermediate pupils in English and the development of their interest towards learning English.

The Hypotheses:

To achieve the research objectives, the current research attempted to test the following hypotheses:

1. No statistically significant difference in the mean scores will be found between the experimental group taught by using the cooperative method (student teams–achievement division) (STAD) strategy and the control group taught in traditional way in the achievement test in English.

2. No statistically significant difference in the mean scores will be found of the development of interest towards learning English between the experimental group taught by using cooperative method (student teams–achievement division) (STAD) strategy and the control group taught in traditional way.

Limits of the Research:

The current research was limited to:

1. A sample of second intermediate class (female) pupils in the city center of Mosul, during the second term of the academic year 2007.
2. The material was the teaching of tenses prescribe book.
3. One style of teaching namely cooperative learning method–student teams–achievement division strategy for the experimental group was applied and traditional method for the control group was used.

Definition of Basic Terms:
1. Cooperative Learning:

- Cooperative learning is an instructional approach in which students work together in small groups to accomplish a common learning goal (Davidson, 1994: 26).
- Balkcom states that CL is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of the team is responsible not only for learning

what is taught but also for helping teammates learn, thus creating an atmosphere of achievement (Balkcome, 2000: 2).

- For Panitz (1999: 1087) cooperative learning is a structure of interaction designed to facilitate the accomplishment of a specific end product or goal through students working together in groups.

Operational Definition of Cooperative Learning:

It is a style of organizing pupils class by dividing them into small groups in achievement levels, each group consists of (3–5) pupils combined with a whole or partial common motive accomplish the decided educational objective. Each one in the group has his own responsibility and the role of the teacher is limited to directing and organizing the pupils' work.

2. Achievement:

- Achievement refers to the quality and quantity of student, work (Websters, 1973: 10).
- Good defines achievement as a knowledge attained or skills developed in the school subjects, usually designed by test scores or by marks assigned by teaching or by both (Good, 1973: 7).
- For Oxford (1985: 8) achievement means something done successfully with effort and skill.

Operational Definition of Achievement:

Achievement is the result of what the pupils learns after learning English, measured by the scores that pupils get through his/her answers on the achievement test which the researcher has made after teaching the material assigned during the time of the experiment.

3. Student Teams–Achievement Division (STAD):

- This strategy is used in grades 2–12 students with varying academic abilities are assigned to (4 or 5) member teams in order to study what has been initially taught by the teacher and to help each reach his/her highest level of achievement. Students are then tested individually. According to Berg, pupils may finally earn certificates or other recognition and this is based on the degree to which all team members have progressed over their post records (Berg, 1993: 13).
- In STAD, students are assigned to 4–5 members learning teams that are mixed in performance level, gender and ethnicity. The teacher presents a lesson, and then students work within their teams to make

sure that all team members have mastered the lesson. Finally, all students take individual quizzes on the material, at which time they may not help one another. Student's quiz scores are compared to their own past averages and points based on the degree to which students can meet or exceed their own earlier performance are awarded (Slavin, 1992: 114–118).

Operational Definition of Student Teams–Achievement Division Strategy:

(STAD) strategy is a technique for organizing female second intermediate students in English through dividing them into academically heterogeneous groups consisting of (4–5) students each. After explaining the lesson, the teacher explains to the groups the nature of the match and the task required to perform. The teacher gives (15) minutes to quiz, which students take after studying in their teams.

4. Interest:

- Wilson (1971) defined interest "as sensational interests and organizations that make the learned individual pays interest and care to a certain subject and participate in relative comprehensive and practical activities and feel comfortable when practicing these activities" (Zaitoon, 1988: 58).
- Webester's (1998: 610) defines it as the motivating feeling of person to participate or join a work or attract or care for a certain subject and feel convinced.

Operational Definition of Interest:

Interest is the interest shown by second intermediate class female pupils when participating in learning English language and their interest on studying it translated in quantity terms by answering the items of interest measurement towards language made by the researchers for this purpose.

The Theoretical Background:
Cooperative Learning:

CL is an old idea. It has been around for quite sometime, and a considerable amount of research has been carried out demonstrating the results of its use literally across the curriculum (Jean, 2000: 3).

Dedicated teachers are always looking for better ideas meeting the many challenges they face in school; especially as diversity increases in

the student population cooperative learning methods provide teachers with effective ways to respond to diverse students by promoting academic achievement and cross–cultural understanding (Kagan, 1993: 9). Also CL is working together to accomplish shared goals. Within cooperative activities individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. CL is the instructional use of small groups so that students work together to maximize their own and each other's learning (Johnson, 2000: 4).

Within cooperative learning groups students are given two responsibilities: to learn the assigned material and make sure that all other members of their group do likewise. In CL students are more likely to acquire critical thinking skills and metacognitive learning strategies, such as learning how to learn, in small group cooperative settings as opposed to listening to lectures (Mckeachie, 1986: 15).

In CL, more students learn and remember material for longer periods of time, approach learning at higher cognitive levels, feel positive about themselves and the subject matter, and become more skillful in interacting with one another (Adams, 1990: 22–25).

Strategies of Cooperative Learning:

There are many strategies of CL. These are Teams–Games–Tournament (Derries & Salvin, 1978); Student Teams–Achievement Divisions (Salvin, 1978); Jigsaw (Aronson, 1978); Student Teams Learning (Salvin, 1978) and Small–Group Teaching (Sharan & Sharan, 1978). This research depends on the strategy of Student Teams–Achievement Divisions.

Student Teams–Achievement Divisions (STAD):

In STAD (Salvin, 1992: 114–118), students are assigned to (4–5) member learning teams that are mixed in performance level, gender and ethnicity. The teacher presents a lesson and then students work within their teams to make sure that all team members have mastered the lesson. Finally, all students take individual quizzes on the material, at which time they may not help one another. Student's quiz scores are compared to their own past averages, and points based on the degree to which students can meet or exceed their own earlier performance are awarded. The whole cycle of activities–from teacher presentation to team practice to quiz–usually takes 3–5 class periods (Salvin, 1999: 114–118).

Basic Steps for Cooperative Learning Activities:

There are many basic steps involved in successful implementation of CL activities:

1. The content to be taught is identified and criteria for mastery are determined by the teacher.
2. The most useful CL technique is identified and the group size is determined by the teacher.
3. Students are assigned to groups.
4. The classroom is arranged to facilitate group interaction.
5. Group processes are taught or reviewed as needed to assure that the groups run smoothly.
6. The teacher develops expectations for group learning and make sure students understand the purpose of the learning that will take place. A time line for activities is made clear to students.
7. The teacher presents initial material as appropriate, using whatever techniques she/he chooses.
8. Student outcomes are evaluated. Students must individually demonstrate mastery of important skills or concepts of the learning
9. Groups are rewarded for success. Verbal praise by the teacher, or recognition in the class newsletter or on the bulletin board can be used to reward high–achieving groups (Sylvia, 2001: 2).

The Advantages of CL for Elementary School Students:

1. CL increases students motivation by providing peer support.
2. Students can achieve success by working well with others.
3. Students are also encouraged to learn materials in greater depth than they might otherwise have done, and to think of creative ways to convince the teacher that they have mastered the required material.
4. CL helps students feel successful at every academic level (Martin, 1992: INT).

Principles of Cooperative Learning:

1. Students work and learn together in small (2–5) member groups.
2. Their task is carefully designed to be suitable for group work.
3. There is a positive interdependence–cooperation is necessary for students to succeed.
4. Students are individually accountable for learning and participation.
5. Attention and classtime are interpersonal/ cooperative skill building (William & Susan, 1990: INT).

Levels of Cooperative Skills:

There are four levels of cooperative skills:

1. Forming: The bottom-line skills needed to establish a functioning CL group.
2. Functioning: The skills needed to manage the groups' activities in completing the task and in maintaining effective working relationships among members.
3. Formulating: The skills needed to build deeper level understanding of the material being studied, to stimulate the use of higher quality reasoning strategies, and to maximize mastery and retention of the assigned material.
4. Fermenting: The skills needed to stimulate re–conceptualization of the material being studied, cognitive, conflict , the search for more information and the communication of the rationale behind one's conclusions (Harding, 1994: 15).

Interest:

Focus of teaching is derived to achieve sensational and emotional goals with their values, attitudes, interest and feelings because they provoke the learner's desire to work and achieve as well as the other aims of teaching (Al–Bakri & Al–Kaswani, 2002: 55).

Interest are considered one of the most important aspects of personality represented in the response of the individual (positive or negative) towards a person, a thing or a certain idea. Such a response is heavily sensational, can be concluded by observation or behaviour explained on the basis of love or hate or approval. Tendency are an acquired matter because the person learns to love things and hate others (Ibraheem, 2003: 157).

Interest express the desires of individuals and their interests in certain activities and subjects, may be changed or disappear with the help of teaching. Thus, such a feature witnessed a fast attention by education specialists (Al–Zahir et al., 2002: 36–37).

Educational literature showed differences among learners in abilities, personality features, readiness and ability of performance in physical, mental, sensational aspects. Therefore, it is natural to find differences in motives, needs, tendency and speed of learning among the pupils of the same class and at the same age (Al–Jagob, 2005: 74).

Teacher is considered a key element in increasing or decreasing interest. He plays a prominent role in releasing the hidden potentials, abilities and trends of learners. It is not enough that learners learn only information and facts but positive interest towards them to use and utility

them in real life situation (Zaiton, 1996: 120). The difference between interest and attitude is that the individual may have many and numerous interest equal in positivity and negativity and consequently wont have a certain direction. However, when an individual has a bais towards a certain tendency or adopts a certain trends developing a certain direction (Al–Fatlawi, 2004: 154).

The Importance of the Interest:

Interest is important due to the following reasons:

1. It is one of the important sources of deriving and extracting learning and educational aims because these aims are usually put for the learner's own benefit, because learning–educational process is learners oriented and aim at positive changes in his/her behavior.
2. It helps learners have active role in learning–educational process. Such an aim can't be achieved unless it is related with his/her real needs and trends.
3. It helps teacher to choose the appropriate teaching method to achieve educational aims.
4. It helps in choosing the appropriate situations and skills to develop learner's behavioral and sensational aspects of the learners, serving as pulses for functional education meeting the pleasant needs of learners and make teaching appealing for them.
5. It enables learners to choose the appropriate academic specialization or personal activity.
6. It helps learners to meet their basic psychological needs.
7. It helps learners to build their social relations. (Al–Rawi, 2000: 3)

Characteristics of Interest:

Among the characteristics of interest are the following:

1. It is acquired through home, school and society.
2. It is continuous.
3. It differs in their sharpness and depth from one person to another.
4. It will help learners to carry out social relationships.
5. It can be measured and evaluated either through uttered response or through behavior.
6. It is behavioral rather than mental.
7. It is an attention of having a behaviorist personality to be attached to an activity in particular (Al–Kraeshy, 2000: 53).

Methods of Discovering Interest:

We can have a real picture of our children's interest through the following methods:

1. Observing what the child does (observation).
2. Analyzing his/her responses to a number of questions directed to him in a questionnaire.
3. Studying his/her reaction to the test question. (Zaitoon, 1988: 58).

Literature Review:
1. Williams Study (1989):

The study aimed to show if cooperative learning strategies were more efficient than the traditional way in developing students achievement in algebra and providing students with interest towards themselves and their team and their attitude towards algebra.

The sample consisted of (165) students in high schools, second class in Alabama State. Students were divided into three groups, as follows:

- The first groups used STAD strategy.
- The second group used TGT strategy.
- The third group used the traditional way.

The results showed statistically significant difference between the experimental and control groups in their attitudes (Williams, 1989: 3611).

2. Al–Bish Study (2002):

This study investigated the effect of using cooperative learning by using integrated strategy (Jigsaw) on the achievement of the first secondary class pupils in geography in Al–Fujaira region in United Arab Emirates.

The sample consisted of (89) students divided into two groups: an experimental group with (47) students studying by cooperative learning using (Jigsaw) strategy and the control group consisting of (42) students using the traditional way. The results showed that there is a statistical significant difference in the mean scores between experimental and control group in favor of the experimental groups that use cooperative learning (Al–Bish, 2002: 2).

3. Akinsola Study (2004):

This study investigated the relative effectiveness of mastery learning, cooperative learning, combined master learning and cooperative learning strategy on students achievement in integrated science. The subjects consisted of (200) Junior Secondary School students selected from (4) schools in Ibadan Nigeria. The data collected were analysed using analysis of covariance (ANOVA) and Duncan post–hoc analysis. Result from these study revealed the following: a) combined master learning and cooperative learning strategy was found to be more sutiable in facilitating achievement in integrated science in the Junior Secondary School. Female outperformed male in integrated science at the Junior Secondary School level. b) ability has no effect on student achievement in integrated science. It was concluded that facilitating instructional strategies are sure avenue of increasing achievement in integrated science (Akinsola, 2004: 1).

The Experimental Design:

The researchers adopted the experimental design known as co–equivalent group due to its appropriateness to the aims of the research.

In the current research, the experimental group was taught by using cooperative learning (STAD) strategy, and the control group was taught by the traditional method as shown in Figure (1) below.

Group	Pre – test	Independent variable	Dependent variable Post Test
Experimental	Tendency to the language	Cooperative learning (STAD) strategy	Achievement test in English tendency to the language
Control		Traditional method	

Figure (1): The Experimental Design

The Population:

The population of the present research consisted of second intermediate school female students in Nineveh Governorate during the second term of the academic year 2006–2007 in (18) schools, each school containing (3) classes. The researchers excluded (3) schools for containing (4) classes, so the total final number of schools was (15).

The Sample:

The researchers intentionally selected Al–Hadbaa School for Girls for the following reasons:

1. The school administration and English language teacher was ready to cooperate with the researchers in this school.
2. The school adopts the new course, namely Book (4) because students have already studied the unit regarded as the starting point of the research. The researchers choose randomly two classes in this school, (A) and (B). The number of the students became (70) as shown in Table (1).

Table (1) : Numbers of Pupils in the Experimental Group and Control Group

Group	No. of students under the experiment
A. control	36
B. experimental	34
Total	70

Equivalence of the Groups:

After choosing the sample of two groups and before implementing the experiment, the researchers made equivalence depending upon certain information provided by the students or taken from other resources.

1. Students' Age:

The researchers used T–test for the two independent sample to find out the differences between the groups in the variable of age measured by months at the beginning of the academic year (2006–2007).

No statistically significant difference was found at (0.05) level of significance where the calculated (T) value was (0.098) which was less than the tabulated (T) value which was (1.997) under (68) degrees of freedom as shown in Table (2).

Table (2) T–test Results of Students' Age

Groups	No.	Mean	S.D.	T value	
				Calculated T - value	**Tabulated T- value**
Control	36	172.0556	10.25098	0.098	1.997
Experimental	34	172.2941	10.14002		

2. Students' Grades in English:

The researchers counted for mid–year exams grades for each students in the two groups. The results of the T–test for the two independent samples indicated that there was no statistically significant differences between the two groups at (0.05) level of significance where the calculated (T) value was (1.618) which is less than the T tabulated value which was (1.997) under (68) degrees of freedom as is shown in Table (3).

Table (3) T–test Results of Students' Grades in English

Groups	No.	Mean	S.D.	T value	
				Calculated T - value	**Tabulated T- value**
Control	36	65.7500	18.34024	1.618	1.997
Experimental	34	58.7059	18.06810		

3. Father's Educational Background:

The researchers used T–test for two independent samples to measure the level of father's background between the two groups. No statistically significant difference was found between the two groups at (0.05) level of significance where the calculated (T) value was (1.759) which was less than the tabulated (T) value which was (1.997) under (68) degrees of freedom as shown in Table (4).

Table (4) T–test Results of Father's Educational Background

Groups	No.	Mean	S.D.	T value	
				Calculated T - value	**Tabulated T- value**
Control	36	14.8889	3.51956	1.759	1.997
Experimental	34	13.5294	2.89446		

4. Mother's Educational Background:

The researchers used T–test for two independent samples to measure the level of mother's background between the two groups. No statistically significant difference was found between the two groups at (0.05) level of significance where the calculated T value was (1.474)

which was less than the tabulated T value which was (1.997) under (68) degrees of freedom as shown in Table (5).

Table (5) T–test Results of Mother's Educational Background

Groups	No.	Mean	S.D.	T value	
				Calculated T - value	Tabulated T- value
Control	36	11.3611	4.18946	1.474	1.997
Experimental	34	9.8529	4.37023		

5. Pre–Application of Interest Measurement Tool towards Language

The researchers pre–applied interest measuring tool towards English language made specially for the practical application of the researcher aims using T–test for two independent groups. It was found that calculated T value was (0.196) which was less than the tabulated T value which was (1.997) at the level of significance (0.05). this means that the two groups of research are equivalent in this variable as shown in Table (6).

Table (6) T–test Results of Pre–Application Interest

Groups	No.	Mean	S.D.	T value		Significance level of 0.05
				T calculated value	T tabulated value	
Control	36	45.8611	5.49885	0.196	1.997	No statistically significant difference
Experimental	34	45.6176	4.83055			

Lesson Planning:

The lesson plan for each unit has been prepared in two methods of teaching, i.e. using cooperative learning (STAD) strategy for the experimental group and the traditional method for the control group (see Appendix 1). The two plans have been presented at a group of experts specialized in Education and Methodology. The experts accepted the plans and put forward some instructions that have been considered by present researchers.

Tools of the Research:
a. Achievement Test:

Because of the lack of ready achievement test in English suitable for the curriculum of second intermediate grade students, the researchers designed an achievement test. The items were designed on the basis of (Transformation Items). This technique of testing grammatical structures

has the advantage of both subjective and objective tests. It provides the examinee with the chance to compose his own answers but in a guiding way. The examinee might be asked to change a statement into questions, singular into plural, present simple into past simple, etc. (Abdul–Jabbar et al., 1988: 39). In order to verify the validity of the test items, regarding their correctness, generalization, achievement and the desired cognitive level, the researchers presented the test in its original design (Appendix 2) to a number of experts adopting a rate agreement of (80%) for validity of the items.

b. Validity:

It is the degree to which the test actually measure what it is intended to measure (Brown, 1980: 212). In the present research, the researchers have used face validity. Hence, the final test of the research was given to a group of experts to check their validity. The experts approved the items of the test and put forward some suggestions to improve them.

c. Reliability:

To find out the reliability of the tool, the researchers applied it on pilot sample consisted of (45) female of second intermediate classes of the same society randomly chosen. The researchers also applied Kuder–Richardson's Formula (21) and the reliability was (85%) which is both good and acceptable, thus the test is approved in its final form.

d. The Scoring Scheme:

After conducting the test, a scoring scheme was made as follows:
1. Giving one grade for the correct answer.
2. Giving zero for the wrong and blank answer.
3. Regarding the answers containing more than one as false, they indicate that the students do not know the corrects answers.

5. Tools of Measuring Interest in Language:

Due to the absence of such a tool realizing the aim of the research, the researchers prepared a tool to measure the tendency of second intermediate students in Arabic translated into English, because students at this stage can neither perfectly read nor completely comprehend the meaning.

a. Validity of Measuring Interest Tool:

To verify the validity of tendency tool, the researchers showed the tool on a group of experts so the final number of items became (20) three alternative items (see Appendix 3).

b. Pilot Study:

After the researchers finished preparing items of measurement of interest, the researchers applied the tool on a pilot group consisted of (30) students of second intermediate classes in Nineveh Governorate.

c. Reliability of Interest Measurement Tool:

The researchers found the reliability of interest measurement scale using post–test by applying the scale on pilot sample. After two weeks of applying the scale, the researchers re–applied it again on the same sample.

After collecting the data and analyzing them using Pearson conjunction factor, it was found out that Pearson formulae of correlation reaching (0.80) that means a good sign on the reliability of the tool, thus the scale was ready for application.

d. Method Correcting Interest Measuring Tool:

To obtain the degree of response of the pilot group on the items of the tool, the division of degrees was as follows: big (three degrees), medium (two degrees), few (one degree). Thus the degree of each student can be obtained by adding the highest degrees on each item.

The Statistical Methods:

1. Two samples T–test of the two tailed type for independent sample to test the differences between the two groups for the purpose of equivalence and to test the differences between arithmetic means of pupils results in final test was applied (Glass, 1970: 295).
2. The reliability of the final test was estimated by using Kuder–Richardson's Formula (21) (Ferguson, 1981: 322).
3. The reliability of interest measurement tool was estimated by Pearson formulae of correlation (Ferguson, 1981: 113) (Glass, 1970: 114).

Results and Discussion:

To verify the first null hypothesis of the research, the researchers found out the mean scores and standard deviation for both groups in their achievement in English and applied T–test for two independent samples as shown in Table (7).

Table (7) Results of T–test for both Groups on the Achievement Test in English

Groups	No.	Mean	S.D.	T value	
				Calculated T - value	Tabulated T- value
Control	36	14.8889	3.51956	1.759	1.997
Experimental	34	13.5294	2.89446		

It is clear from Table (7) that the calculated T value is (2.942) which is higher than the tabulated T value which is (1.997) at (0.05) level of significance under (68) degrees of freedom. This means that there is a statistically significant difference between the means of the two groups in favor of the experimental group. Thus, the first null hypothesis is rejected and the alternative hypothesis is accepted.

These results may be due to the fact that cooperative learning has enabled the pupils to cooperate with each other, to learn, to develop their personality, behavior and preparing suitable educational environment apart from torsion and personal interaction that contribute the psychological reinforcement and introducing a perfect person.

To verify the second null hypothesis of the research, the researchers computed the mean scores and standard deviation for both groups in the development of their interest in language and applied T–test for two independent samples as shown in Table (8).

Table (8) Results of T–test for both Groups in the Development of their Interest between Pre– and Post Test to the Language

Groups	No.	Mean	S.D.	T value	
				Calculated T - value	Tabulated T- value
Control	36	1.5277	2.57999	5.029	1.997
Experimental	34	5.0588	3.27470		

It is clear from Table (8) that the calculated T vale is (5.029) which is higher than the tabulated T value which is (1.997) at (0.05) level of significance under (68) degrees of freedom. This means that there is a statistically significant difference between the means of the two groups in favor of the experimental group. Thus, the second null hypothesis is rejected and the alternative hypothesis is accepted.

These results may be due to the effectiveness of STAD strategy used. This strategy brought into use its own activities of cooperation and gives the role of each member of the group which in turn increases their activities and make them take the responsibilities on their own.

Conclusions:

In the light of the results obtained, the following conclusions can be drawn:
1. Using cooperative learning method (STAD) strategy to teach English to the intermediate stage is quite possible.
2. The use of cooperative learning increases the achievement of second year intermediate students in English.
3. Using cooperative learning makes English lessons easy to understand.

Recommendations:

In the light of the conclusions drawn, the following recommendations are worth mentioning:
1. It is recommended that English language teachers use cooperative learning.
2. The preparation and training units in the Directorate of Education should train teachers of English to use cooperative learning.
3. New curriculums are recommended for English Department of the College of Basic Education that include using cooperative learning.

Suggestions:

The researchers do not claim to have said the final word on CL. Therefore, the following suggestions can be recommended for further studies:
1. The efficiency of using CL in developing creative thinking for second intermediate students and their attitudes towards English.
2. Replicating a similar research on the male students at the second intermediate level as well as secondary and high levels.

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Appendix 1
A Model Daily Lesson Plan for the Control Group

Subject: English
Class: Second Year (Intermediate) A
Topic: Tenses
Time Allotted: 40 minutes

The Behavioral Objectives:
The student will be able to:
1. Know the meaning of the word tenses.
2. Know how many tenses in English.
3. Distinguish among tenses.
4. Give an example on present perfect tense.

Teaching Aids:
1. Textbook.
2. Chalkboard.

The Lesson Procedures:
a. Introduction:
    The (teacher) starts by relating the topic to the previous ones. Then, she says to her students that the topic in this lesson is Tenses.
b. Presentation:
    The (teacher) explains the meaning of the topic, writes it on the blackboard and then she writes the first tense and gives the rule of it, and then gives an example of this tense and so on with the other tenses. For example, she says the present perfect tense consists of: (have/ has) + V (past participle) e.g.: She has helped her mother and explains the adverbs that use with each of them.
c. Summary:
    The (teacher) summarizes the important aspects of the lesson, namely knowing the meaning of the word tenses and distinguish among them.

Evaluation:
    The (teacher) asks the following questions to assess the students comprehension:
1. How many tenses in English?
2. Who can give an example for present perfect?
3. Who can give me adverbs that use with this tense?
Homework:
    The (teacher) asks students to do exercise No (9.11) and write some examples for this tense.

A Model Daily Lesson Plan for the Experimental Group by Cooperative Learning Method (Student Teams–Achievement Division) STAD Strategy

Subject: English
Class: Second Year (Intermediate) B
Topic: Tenses
Time Allotted: 40 minutes

The Behavioral Objectives:
The student will be able to:
1. Know the meaning of the word tenses.
2. Know how many tenses in English.
3. Distinguish among tenses.
4. Give an example on present perfect tense.

Teaching Aids:
1. Textbook.
2. Chalkboard.

The Lesson Procedures:
a. Introduction:
  The (teacher) starts by relating the topic to the previous ones. Then, she says to her students that the topic in this lesson is Tenses.
  After that, the teacher does the following:
1. Divide the students into small cooperative group including (4–5) students (the groups include failing students).
2. Doing a pre–test for students.
3. Organize the students hirarchely according to their previous performance.
4. Explaining cooperative learning using (STAD) strategy by administrating a quiz for (15) minutes in every competition between students, where each high (6) students in the previous activity complete and the first winner obtain (8) points for her group, the second obtain (6) points and so on. After the teacher ensure that students have comprehended everything she moves to the following:

1. Presentation:
  The (teacher) explains the meaning of tenses, writes it on the blackboard and then she writes the first tense and gives the rule of it, and then gives an example of this tense and so on with the other tenses. For example, she says that the present perfect tense consists of: (have/ has) + V. (past participle) e.g.: She has helped her mother and explains the adverbs that use with each of them.

2. Applying STAD strategy as follows:

- The (teacher) announces the beginning of competition for learning assignment about tenses mentioned in the book that has been explained at the beginning of the lesson.
- Give students (5) minutes or more to cooperate between them to practice the contents of the subject, followed then by a short test for (15) minutes by giving them a question with the condition of answering them individually.
  Q1) Write (5) examples exemplifying the present perfect tense.
- The teacher collects the answers of the students after the end of duration and compare the degrees of highest six within the previous performance.
- After that she shows the correct answers and give the opportunities for students to argue their solutions.
- The operation is repeated with other peers.

Homework:

The (teacher) asks students to do exercise No (9.11) and write some examples for this tense.

Appendix 2
Achievement Test

No	Items	Fit	Unfit	Notes
A. Identify the verb and the tense in the following sentences:				
1.	They stopped here yesterday.			
2.	She was cooking dinner.			
3.	They had worked hard that day.			
4.	He had been reading a story.			
5.	They always come early to school.			
6.	He has already decided to sleep early today.			
7.	Ahmad has been reading this story all morning.			
8.	I shall try to write a letter tomorrow.			
9.	They will be sleeping after their long work.			
10.	He will have slept in the class.			
11.	We have been waiting here since 5 o'clock.			
12.	They will have been reading for more than two hours.			
13.	She teaches English.			
14.	They walked to school on foot yesterday.			
15.	We shall come to meet you tomorrow.			
B. Re write the following sentences using the correct tense form of the verbs between brackets:				
1.	They (play) football yesterday.			
2.	My brother already (move) to another flat.			
3.	Ali (write) the letter now.			
4.	He usually (go) shopping by himself.			
5.	She just (arrive).			
6.	Salwa (write) her letter for 3 hours.			
7.	He (swim) in the river last week.			
8.	She (send) the letter today.			
9.	He often (come) to school late.			
10.	They (play) football at this moment.			
11.	Ali (do) his homework before he play football.			
12.	We (go) out tomorrow morning.			
13.	My family (travel) abroad every year.			
14.	They (sleep) when the cat came in.			
15.	She (teaches) there for a long time.			

Appendix 3
Interest Measurement Tool in Language

No	Items	Big	Medium	Few
1.	I feel happy when the teacher assigns me to give an example.			
2.	I have continuous interest in English language lessons.			
3.	I ask about the information that I do not understand.			
4.	I enjoy solving English language exercises in my spare time.			
5.	I love studying English daily.			
6.	I like to know more about English.			
7.	I get annoyed when solving English language exercises.			
8.	I feel bored when studying English.			
9.	I solve the homework of English language daily.			
10.	I like English language teachers.			
11.	I get vague when there is English lesson.			
12.	I like to have more English language lessons.			
13.	I like English more than other materials.			
14.	I respect the English language teacher.			
15.	I do my best to get high degrees in English.			
16.	I want to participate in the explanation in English language lessons.			
17.	I like prepares educational aids for English Language.			
18.	I want to know more about English language.			
19.	I don't like books related to English.			
20.	I like to study English so as to develop my skills.			

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