Deanship of Graduate Studies

Al- Quds University

Testing Cooperative Learning Method for Improving the German Language Teaching and Learning Process at Talitha Kumi School in Beit Jala, Palestine

Shireen Nabil Atik

Master's Thesis

Jerusalem – Palestine

1443 - 2022

Testing Cooperative Learning Method for Improving the German Language Teaching and Learning Process at Talitha Kumi School in Beit Jala, Palestine

Prepared by:

Shireen Nabil Atik

B.A.: Arts of Translation (German, English, Arabic), German Jordanian University, Amman / Jordan

Supervisor: Assoc. Prof. Ibrahim M. Awad

A Thesis submitted in Partial Fulfillment of Requirements for the Degree of Master in Institutional Building & Human Resources Development in the Institute of Sustainable Development at Al-Quds University.

Jerusalem – Palestine

1443 - 2022

Al-Quds University

Deanship of Graduate Studies

Institute of Sustainable Development

Thesis Approval

Testing the Cooperative Learning Method for Improving the German Language Teaching and Learning Process at Talitha Kumi School in Beit Jala, Palestine

Prepared by: Shireen Nabil Atik

Registration No.: 21611192

Supervisor: Assoc. Prof. Ibrahim M. Awad

Master thesis submitted and accepted, Date: 03.01.2022

The names and signatures of the examining committee members are as follows:

1. **Head of committee: Dr. Ibrahim Awad**   Signature:

2. **Internal examiner: Dr. Saadi Alkrunz**   Signature

3. **External examiner: Dr. Ahmad Othman**   Signature

Jerusalem – Palestine

1443 - 2022

Dedication

I dedicate this study

To my parents, **Nabeel & Rowaida** who have always supported me achieving my

dreams and made them possible.

To my husband, **Ricardo** who stood always by my side and never let me down.

To my daughter, **Mila** who has brought life to my life and made me realize that

happiness lays in little things such the little arms of a little girl around my neck.

To my siblings, **Maryan**, **Zain** and **Ivan** who are always there shining my life with

their support and never-ending love.

To my best friend and sister, **Nour** who cheered me up when I was down and

encouraged me to go on every time I felt desperate.

To my supervisor, **Dr. Ibrahim Awad** who has motivated me and enlightened my

brain with his wide knowledge and experience throughout my journey on this

thesis.

Shireen Nabil Atik

Declaration

I certify that this thesis submitted for the degree of Master, is the result of my own research, except where otherwise acknowledged, and that this study, (or any part of the same) has not been submitted for a higher degree to any other university or institution.

Signed: *Shireen Atik*

Shireen Nabil Atik

Date: 03.01.2022

Acknowledgments

I would like to express my sincere gratitude to several individuals for supporting me throughout my Master's journey. First, I wish to express my sincere gratitude to my supervisor, Professor Ibrahim Awad, for his enthusiasm, patience, insightful comments, helpful information, practical advice and unceasing ideas that have helped me tremendously at all times in my research and writing of this thesis. Without his support and guidance, this project would not have been possible. I could not have imagined having a better supervisor in my study.

I also wish to express my sincere thanks to Talitha Kumi, my second home for allowing and giving me the opportunity to conduct my study successfully in it, and come out with results that would play a good role in improving the learning quality of the German language.

I am also grateful to Al-Quds University as well as the Sustainable Development Department and to all the tutors who have taught me in this program for their consistent support, assistance and rich information.

Shireen Nabil Atik

Abstract

The German language has been taught in Talitha Kumi School as a foreign language for several years. However, Talitha Kumi students still struggle to use German fluently and correctly. The purpose of this study is to determine whether the students' poor language skills are due to the teaching and learning method used in teaching German in this institution. This study also introduces a new teaching method known as the cooperative teaching and learning method to determine its effectiveness in the acquisition of German as a foreign language.

Furthermore, the study seeks to address the effectiveness of the cooperative teaching and learning method as compared to the traditional teaching method in the learning and teaching of German language in Talitha Kumi School. Moreover, it seeks to answer the question: Which of these two methods has a positive effect on the performance of the pupils in German language? At the end of the study, the method that yielded better test results will be adopted by the school as the new teaching and learning method of the German language.

Previous research on the effectiveness of the cooperative teaching method has shown that the performance of the students in different subjects has improved as compared to when taught using the traditional teaching method. However, this was seen to be effective when used to teach scientific subjects and therefore, this study aims to determine whether the same results will be seen in teaching languages and in this case, German as a foreign language.

In this study, the researcher used pupils in fifth grade as the experimental sample. The sample was divided into two groups. One group was taught using the new cooperative teaching and learning method while the other group was taught using the traditional method. At the end of the experiment, the two groups of pupils sat the same examination, and their test scores were

analyzed in relation to the test scores of the previous exam. It was noted that the performance of the pupils who were taught using the cooperative method improved significantly, while those who were taught using the traditional method still lagged.

List of Abbreviations

BLI	Bund-Länder-Inspektion
BLI 0.2	Second Bund Länder Inspektion
DaF	Deutsch als Fremdsprache

Table of Contents

List of Tables

List of Figures

List of Appendices

CHAPTER ONE

1. Introduction

Talitha Kumi is a German Palestinian school, which lies in Beit Jala. This school has 12 classes in the primary and high school section, a kindergarten, a community hospitality college and a guest house. Talitha Kumi School was built in 1980 on a small hill surrounded by beautiful pine trees. There are nearly 800 students who are currently receiving their education at Talitha Kumi. Additionally, there are 130 children in the kindergarten and 90 students at the community college. It is worth mentioning that 50% of the students at the school are females. Also, the school has a boarding section which is only for girls. The school environment provides its students with equal opportunities and support for both males and females. Talitha is considered one of the oldest and the most long-established schools in the area; it has a history filled with great achievements. Due to the quality of education in this school, it has obtained a seal of Excellence as a German school abroad (Talitha Kumi Foundation, 2021).

For many years, German has been taught in Talitha as a foreign language. However, the process of teaching this language has been anything but smooth; one of the major challenges is the fact that the school is located in a place where German is considered a foreign language. The situation has even become more challenging after the school received the Excellence Certificate; considering that being a German School implies that the German language is effectively taught and properly learnt.

After the school was inspected by the German Government, a report was handed to its administration stating its strengths and weaknesses. The report also gave recommendations for the fields which needed improvement in order to maintain the Certificate of Excellence. The German Language was one of the fields that was identified to have weaknesses and to need improvement (Bund-Länder-Inspektion Report, 2017).

This study will focus on improving the teaching and learning of the German Language. Furthermore, it will specifically examine the efficiency of the cooperative learning method in teaching the German language. It will also attempt to determine all the factors affecting the learning process and quality of learning. The aim of the study is to finally come up with recommendations in order to enhance and improve the learning and teaching of German.

1.1 Study Background

Talitha Kumi is one of the oldest and biggest schools in Palestine. It contains nearly 800 students as well as a large group of employees, who count on Talitha Kumi as their basic source of income. Therefore, it is obvious that such a large institution needs a high amount of running costs to cover its expenditure and assure its sustainability. The school teaches its students German as a foreign language at as an early age as in kindergarten. German learning is

mandatory at Talitha Kumi. All the students have to learn German regardless of the section they are in. Students learn **German as a Foreign Language** (translated from German: **Deutsch als Fremdsprache** (DaF)) throughout the elementary phase. After they finish the sixth grade, they are given the choice to continue their education following the Palestinian Injaz stream. This means going on with Palestinian curriculum while learning German as a foreign Language and finally graduating with the Palestinian General Secondary Education Examination Certificate as well as a level of B1 in German. Alternatively, they can choose the **German International Abitur** (DIA), which is the German stream. Students in this stream are expected to graduate with the German *Abitur* certificate, which allows them to study in German universities without a language preparation year. If a DIA graduate decides to study in Palestinian universities or in any other university abroad, he/she will face no problems, as the German Abitur is recognized worldwide (Talitha Kumi Foundation, 2021).

Since Talitha Kumi has both German and Palestinian streams, where German Language learning is compulsory in both streams, the school has applied a request to the German Government to become an accredited German School abroad to be able to receive all the privileges that come along with such a title. In 2015, the German government responded and sent in return a group of specialists/ inspectors to evaluate the school and examine its compatibility with the standards of German schools abroad, but the school did not pass the German Government School's Inspection (BLI) due to weaknesses that outweighed its numerous strengths. However, Talitha received a detailed report explaining all the weak points that must be improved with a two-year deadline until the next inspection visit. The school administration along with its teachers, employees as well as the students worked by leaps and bounds to improve Talitha and make it a suitable candidate to pass the BLI (Talitha Kumi Foundation, 2021).

Many improvements have been made in the school's infrastructure, buildings, playgrounds, and new learning methods have also been implemented. Moreover, the teachers were given various trainings and courses by local and foreign experts. The inspection committee has visited Talitha again in 2017 to check if the weaknesses were addressed and indeed, they were, and so the school successfully passed the BLI and was awarded the seal of excellence as well as the title of a recognized German school abroad. It is worth mentioning that in this title implies a great responsibility to maintain high standards and to improve the weaknesses that persist, as there will be a Second Inspection (BLI 0.2) following the initial one but the second inspection has higher standards to fulfill and to make sure that the school has maintained the qualities that qualified it for this title in the first place, and Talitha is expected to fulfill these standards (Talitha Kumi Foundation, 2021).

1.2 Research Problem

Talitha Kumi School seeks to keep its seal of excellence as a recognized German school abroad and pass the upcoming BLI0.2, so that it keeps the financial support that it receives from the German Government as well as the prestigious title of a German School Abroad. Based on the inspection report, there are weak points that need to be dealt with in order to maintain the title.

One of the biggest weaknesses which must urgently be addressed is the German Language teaching and learning process. Receiving 2 points on a scale of 4 when evaluating German learning at school sounded the alarm to take the right action as soon as possible in order to pass the upcoming BLI0.2 (Bund-Länder-Inspektion Report, 2017).

This gave a rise to this research's interest in finding suitable ways and effective methods to overcome this weakness in the German Language; one of the main methods that the school is interested in is the Cooperative learning method, As a result, all teachers participated in 5

workshops to master cooperative learning strategies and to be able to apply these strategies in classrooms.

This study will attempt to examine the efficiency of the cooperative learning method in teaching German, as well as to test if it creates a higher motivation in students towards learning German and consequently a better performance in DaF.

1.3 Research Question

Talitha has decided to adopt innovative teaching methods with a focus on the cooperative learning method in all subjects especially in German lessons.

Cooperative learning is the process in which the class is broken into small groups of learners. In these groups, the learners discover new concepts together thus helping each other to learn (Zook, Chris 2018).

Through the course of this study the following main research question will be answered:

To what extent can the cooperative learning method improve the German Language teaching and learning process at Talitha Kumi School?

In order to deliver an extensive answer to this question, I will also try to answer the following sub questions:

1. How effective is cooperative learning when it comes to learning German as a foreign language for fifth graders at Talitha Kumi School?

2. Are linguistic features used by learners in their dialogues when they get involved in the cooperative structures?

3. Does cooperative learning play a role in motivating students and encouraging them to learn German?

4. What are the students' reactions towards the cooperative learning method in German classes?

5. Are German language teachers well-prepared to use this method? If not, do they need more workshops and follow-up training?

6. Does the cooperative learning method affect the students' scores in the post-test stage?

1.4 Hypotheses of the Study

1. Cooperative learning affects students grasping the German language better than traditional teaching.

2. Students tend to be more motivated when they learn German using the cooperative learning method.

3. Students who learn German through cooperative learning will have better results in the post-achievement test.

4. Students who learn German through the cooperative learning method will have better skills (Reading, Listening, Speaking, and Writing) than students who learn otherwise.

1.5 Significance of the Study

This study will play a role in tackling the learning weaknesses that were pointed out in the teaching and learning of German Language at Talitha. This will subsequently improve the school score in the next inspection and will allow the school to keep the title of a German school abroad and continue to benefit from the privileges that come along with this title from the German government.

This study will test the effectiveness of cooperative learning in a society where traditional teaching methods prevail and where the culture promotes individual excellence. Moreover, there are no extensive studies on its effectiveness in teaching German to our school students.

The findings of this research will encourage other researchers to study the different methods of teaching German and other foreign languages in schools and to find ways that will help in developing these methods. Similarly, the findings of this research will shed light on the effectiveness of the cooperative learning method in teaching foreign languages in general and the possibility of applying it to other schools which teach foreign languages.

This study will also act as a demonstration to our teachers on how different teaching trends can be used in teaching German to help students gain skills and practice the language.

At the end of this study, students will be motivated to learn another language other than their native language. They will also actively and seriously engage with the process of language learning.

This study is also aimed to provide decision makers with relevant data about the use of cooperative learning when teaching foreign languages in school, especially the German language.

1.6 Objectives of the Study

The main objective of this study is to find the right way to provide policymakers with a policy of recommendations to improve the German Language teaching and learning process at Talitha School, in order to address the weaknesses detected by the inspection committee and to keep the title of a German school abroad.

This can be achieved through the following sub-objectives:

1. Applying cooperative learning and identifying its effectiveness in German teaching.

2. Identifying the effects of using cooperative learning on improving the four linguistic skills of the learners.

3. Identifying obstacles and challenges that emerge when applying cooperative learning and, consequently, to advance the quality of the educational process in its numerous components.

4. Promoting the use of cooperative learning when proven to be effective in teaching languages at school. It can, for example, be used to teach English as well.

5. Expanding the students' perceptions and promoting teamwork spirit among them, which will positively impact their personality development.

6. Examining whether using the cooperative learning method plays a role in motivating the students to learn German.

This will convert the classroom from a teacher-centered to a student-centered learning environment and therefore students will be more motivated and have better language skills.

1.7 Boundaries and limitations of the Study

Although this study aims to cover several aspects of German language teaching and learning at Talitha Kumi, it has several limitations. First, the research is limited to Talitha Kumi school in Beit Jala and is therefore spatially limited to one place. Second, the research is temporally limited since it covers a period from August to Match 2020/2021. In addition to spatial and temporal limitations, the research also has a human limitation as it merely sheds lights on German language teachers who teach fifth grades (5B and 5C) at Talitha Kumi as well as the fifth graders in those classes.

1.8 Definition of Terms

Bund-Länder-Inspektion (BLI):

The term Bund-Länder-Inspektion stands for the inspection conducted by a team from the 16 German federal states (Länder) and the federation (Bund) to the 140 officially recognized German schools abroad on behalf of the Conference of the German Ministers of Education and Cultural Affairs. In addition, the heads of the inspection teams are sent abroad from the Central Office for German Schools Abroad (ZfA) in Cologne (Zentralstelle Für Das Auslandsschulwesen, 2021).

Second Bund Länder Inspektion (BLI 0.2):

This is the second inspection that German Schools abroad get after successfully passing the first one. (Zentralstelle Für Das Auslandsschulwesen, 2021).

Deutsch als Fremdsprache (DaF):

This is German as a Foreign Language.

German International Abitur (DIA):

It is an internationally-acclaimed college preparatory curriculum and diploma that provides an academically exceptional and culturally rich multilingual education to students of all nationalities and backgrounds (The German approach, 2021).

Cooperative Learning Approach:

"This is a learning activity in which the learners are organized into groups. This process makes learning dependent on the social structure where the learners exchange information amongst

themselves. It is important to note that every learner is accountable for their learning and is also motivated to improve the learning of the others" (Richards & Rodgers, 2001, p.192).

A Cooperative Group:

This is a group comprising three to four learners who have been brought together by a common goal which is to complete a task and to include all members (Homan & Poel, 1999, p. 128).

Motivation:

It is defined as reasons that inspire a behavior and is characterized by "willingness" and preference. Intrinsic motivation and extrinsic motivation are the two different types of motivation. "Intrinsic motivation is brought about by personal interests and pleasure while extrinsic motivation is governed by reinforcements. Motivation involves a collection of beliefs, values, interests and actions that are closely related". (Lai, 2011, p.2).

Academic achievement:

This can be defined as the student's performance in academic areas, such as reading, language arts, math, sciences and history as measured by achievement tests. It is important to note that the academic achievement of a child depends on the circumstances, situations, quality of school and the teachers involved. (Cunningham, 2012, p.1)

CHAPTER TWO

2. Theoretical Background

2.1 Study Model

Talitha Kumi is a German Palestinian School that aims at offering better teaching to its students, especially in the German language. Due to the school's determination to grow, necessity calls for the invention of better ways of handling the high population of students. This study model seeks to highlight the dependent and independent variables in the study and to examine its relationships according to the research hypotheses.
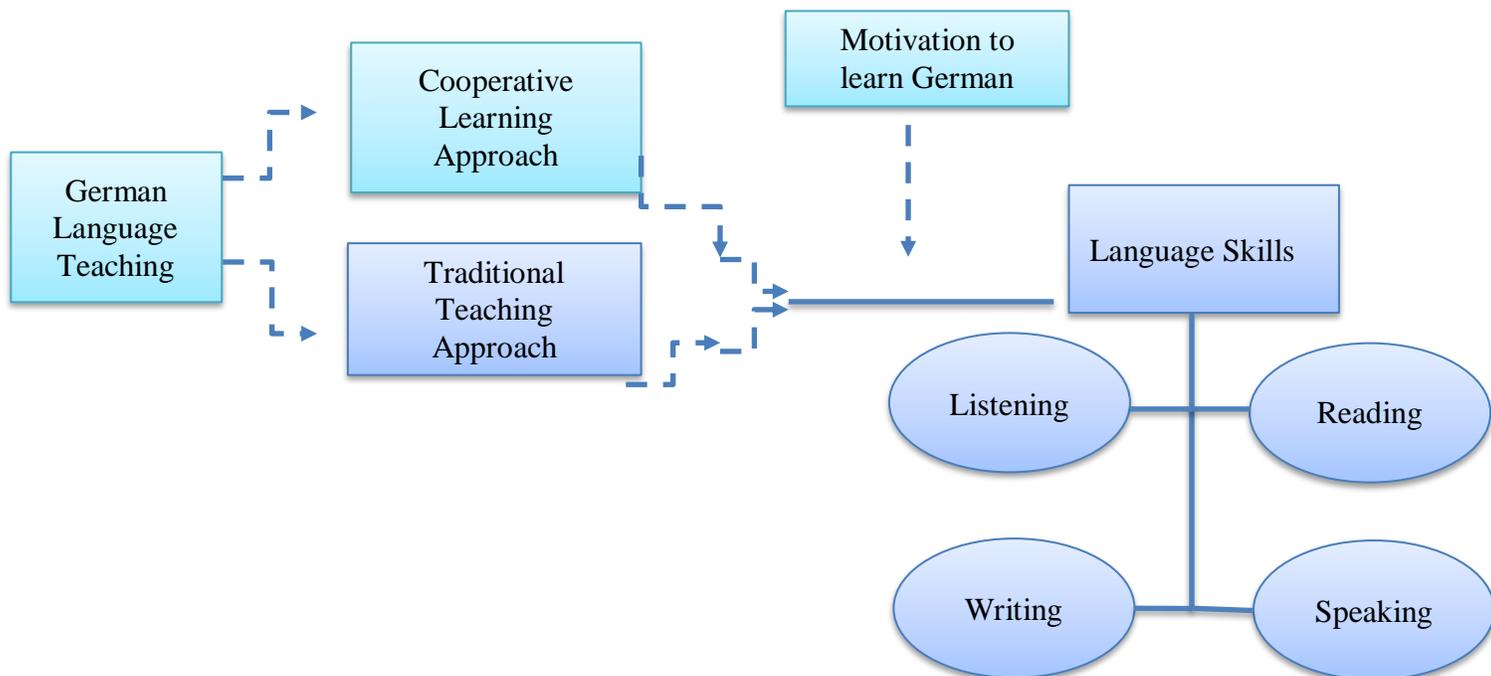
Figure 1 Research Model (Developed by the researcher)

The research framework shows two variables. The independent variables include the method of teaching (cooperative learning and traditional teaching). The dependent variables are the language skills acquired. The go-between variable is motivation. The framework that is presented in this study has a strong reliant effect on the relationships that exist between the independent and dependent variables. The effects of using the cooperative learning method on teaching German will be identified by gauging the language skills acquired by the students through evaluation.

_____

For more information about the study variables included in the study model shown above, please see section (Methodology)

Table (2.1): Variables of Hypothesis

	NULL HYPOTHESIS OF THE STUDY	DEPENDENT VARIABLE	INDEPENDENT VARIABLE
1)	Cooperative learning is more effective than traditional teaching for German language classes	Student success in German language	1. Cooperative learning 2. Traditional teaching
2)	Students are more motivated to learn German when cooperative method of learning is used.	Student motivation to learn German	1. Cooperative learning 2. Traditional teaching
3)	Students using cooperative learning method will record higher marks in post exam	Post-exam results compared to the pre-test	1. Cooperative learning 2. Other teaching methods
4)	Students learning German by cooperative learning method usually acquire better language skills than their counterparts.	Language skills acquisition (listening, reading, writing and speaking)	1. Cooperative learning method. 2. Other methods of learning German language

The first hypothesis statement depicts a regression model with a dependent variable and two explained variables. The null hypothesis states that cooperative learning is more fruitful than traditional teaching methods to those studying the German language at the Talitha Kumi School. The second hypothesis statement suggests that students are more motivated to learn the German language with the cooperative learning method than with other teaching methods. The third hypothetical statement implies that the results of the A1 exam are higher for students who learned with the cooperative learning method than those who learned using other learning methods. The last hypothesis statement states that students who learn German using the cooperative learning method often display better language skills than the other students. The dependent variable is language skills while independent variables are the different methods of learning.

2.2 Theoretical Framework

In this study, it is essential to analyze all terms, theories, and objectives that relate to cooperative learning. Talitha Kumi focuses more on cooperative learning as a game-changer in the school's methods of teaching, especially for the German language. In outlining theoretical information on this study, the results ought to evaluate the efficacy of cooperative learning as a learning criterion in Talitha Kumi.

2.2.1   Theories of Language Acquisition

Lenneberg postulated the critical period hypothesis that claims that language acquisition is possible within a critical biological period that extends from early infancy to puberty stage (Lenneberg, 1967). In the most basic form, the theory relates to first language acquisition;

however, most scholars have applied CPH in exploring the gaining of second language. Lenneberg claimed that during the onset of puberty the brain of an adult loses all the organizational capacities and plasticity needed to gain a language.

Chomsky postulated the universal grammar theory (UG) that asserts that the capacity of an individual to learn grammar depends on their brain ability (Chomsky,1995). The UG supports the existence of some principles and parameters that apply to all languages. Accordingly, when pupils are able to compare and contrast the correspondence between their target and first language, they have a higher probability of succeeding in acquisition. The UG postulation also explains some of the cases in which late-onset students have an upper hand over early-onset language learners as their internal understanding of dialect becomes more developed and sophisticated (Galasso, 2002).

2.2.2   Theories of Cooperative learning

Cooperative learning entails splitting a class of students into several small groups for them to easily discover a new concept together. This idea has been prevalent for many years but has not yet gained prominence in many learning institutions. Cooperative learning is especially effective in learning new concepts such as a foreign language as it is more than just group work. It helps students to showcase various positive properties of interdependence while simultaneously underlying the essentiality of individual responsibility (Stenlev, 2003). Students get a chance to work with their classmates but each working on their task independently.

In this type of learning, a teacher is just partly involved. Their role is to ensure that the student groups stay focused on their various tasks. At Talitha Kumi School, the effectiveness of cooperative learning depends much on a teacher's surveillance since the German language is mandatory for all learners. Students in lower classes, fifth grade pupils for instance, can easily

shift from the topic of discussion due to lesser concentration or monitoring. Compared to traditional learning, cooperative learning is more beneficial to most students. Traditional learning results in too many students being taken to be 'losers' thus killing their determination in class and their ability to blend with others in cooperative issues. Its effectiveness has been tested through the years and certainly, Talitha Kumi School ought to emphasize cooperative learning through all classes and age levels of students.

Although cooperative learning is more effective for foreign language teaching, it can similarly be applied to all subjects in schools. The main characteristic of this type of learning and what makes it suitable for foreign languages is that it perfects communicative language teaching. Students gain a social-constructivist view of learning that builds their understanding of the world through communication. Through formulation and reformulation that often occurs during student interaction, a student grasps a concept better than in the instance where a teacher is just spoon-feeding information to them. A student can formulate, explain, and negotiate their way of understanding a given concept. Some of the skills learned through cooperative learning include team building, mastery, class building, information sharing, and communication skills. The decision by Talitha Kumi School to adopt cooperative learning depends on the learning goals of the school.

2.2.3 Theories of cooperation and competition

Cooperation and competition have four major interrelated theoretical directions. These directions include social-cognitive, behavioral-learning, cognitive developmental and social interdependence theories. Among the four theories, the social interdependent theory is the one that is currently the most researched and applied. This theory is based on the type of social interdependence present in a certain situation and it defines how people interact with one another

17

and the results that are realized. Conducted studies show that cooperation tends to steer higher achievements, productivity, more positive interpersonal relationships, and better psychological health as compared to competitive and individualistic efforts.

A theory can be defined as a set of interrelated concepts, proportions, and definitions that predict or explain and situations by specifying relationships between present variables. Theory is the basis on which studies on cooperative learning are built, without which such studies would be isolated data points devoid of contextual indication and lacking in practical application to situations and circumstances. Micro theories that relate to cooperative learning mainly explain the effects of explaining answers to other students, heterogeneous group membership, receiving academic support, and accountable talk.

Four middle-range theoretical perspectives have often guided the research and practice of cooperative learning. They include cognitive-developmental, social interdependence, social cognitive and behavioral theories.

2.2.4 Cognitive-Developmental Theory

The cognitive-developmental theory is a theory that has existed for a long time encompassing cooperation theory of different scholars such as Vygotsy (1978) and Johnson (1979). Jean Piaget defined cooperation as striving to attain common goals while simultaneously coordinating one's feelings and opinions with a sane consciousness of other people's feelings. From Piaget's view on cooperation, there comes a premise that when individuals cooperate on the environment, there is always the occurrence of socio-cognitive conflicts. These conflicts create disequilibrium which in turn steers the ability of perspective-taking and cognitive development. Again, Piaget's theory puts forward that cooperation is aimed at increasing the intellectual activity of a person by

forcing them to reach a consensus with others who may have a different opinion on a common problem.

Vygotsky and other related theorists also added insights into the cognitive-developmental theory. They claim that human mental functions and accomplishments are constructed socially in interpersonal relationships. The theorists defined knowledge as a social phenomenon that is constructed from individual efforts to learn, understand, and perfect problem-solving. The mental functioning of an individual is the internalized and transformed version of a group's accomplishments. A central concept is the proximal development zone. This is a zone that lies between what an individual can do on their own and what the same individual can achieve when working in cooperation with more experienced peers or experts. Therefore, Vygotsky believes that unless people work cooperatively, they fail to grow intellectually. He advised people to reduce the time they spend on their own and therefore embrace cooperation as it is more effective and fruitful.

Constructive controversy theory by Johnson and Johnson puts forward that when individuals possess a different point of view from others, there is a creation of disequilibrium, conceptual conflicts, and uncertainty, which in turn motivates the search for more conceptual information on the issue in question. The search for more information results in a better and more thoughtful conclusion. As per the theory, constructive controversy consists of several steps. One of the first processes that take place is organizing one's facts into position. After that, people who engage in controversy tendentially advocate their known position to a person with a contrary opinion. Next, a person would attempt to rebut the opposing position while denying attacks on their argumentative stance. The following step includes reversing one's perspective on an issue so that

it can be viewed from multiple dimensions. Finally, one reaches a common ground, or a "synthesis", to which all parties can agree.

2.2.5   Social Cognitive Theory

The social cognitive theory views cooperation as the shared belief by group members as they exercise their power to produce desired problem results. In collective agency, individuals work tirelessly and cooperatively to accomplish what they cannot accomplish on their own. Key behaviors reported in this theory include coaching, modeling, and giving conceptual frameworks that enable easier understanding of a subject under study. In an ideal setup, a learner will cognitively rehearse and restructure information while simultaneously explaining the material understudy to a collaborator. This theory centers cooperation to a community or a people who share a common profession to achieve more. There exists an extension of the social cognitive theory which is known as the situated cognition theory. The situated cognition theory assumes both the social and physical environment has a very powerful influence on cognitive activity. Between the two, the social environment is more essential since it consists of both the immediate group and social communities to which group members belong. Via interaction of people in social environments such as cooperative groups, group members can develop shared cognitions that are the group's property rather than that of an individual. In other words, cooperation involves the building and maintenance of a shared conception of a problem that is to be solved. Through the application of dialogue, members of a group learn to understand one another and thereafter create shared cognitions.

2.2.6 Behavioral-Learning theory

In investing the validity of co-operative learning at Talitha Kumi School, the behavioral learning theory is also applicable. Behavioral learning theories assume that individuals work hard for tasks that are highly rewarding at the expense of non-rewarding tasks or tasks which may yield punishments. According to this theory, cooperative efforts are designed in such a way as to provide incentives for group members to participate in group work since it is assumed that a person will not intrinsically help their classmates or work to achieve a given common goal. Therefore, this theory partakes cooperation as acting in ways perceived to minimize joint costs and maximize joint rewards. Competition is carrying oneself in a way that maximizes one's rewards as well as minimizing own costs as compared to others.

2.2.7 Social Interdependence theory

The fourth theory that relates to cooperation and competition is the social interdependence theory. Of the four theories, social interdependence theory is the most researched. The theory was first published in 1949 but its roots lie in previous works of two prominent psychologists. For instance, in the early 1900s, Kurt Koffka who was among the founders of the Gestalt psychology stated that groups were dynamic wholes where interdependence among them would vary. Later in the 1930s, a psychologist known as Kurt Lewin extended Koffka's proposal when he stated that the importance of group work is interdependence among members who are mainly motivated by a common goal. This implies that a group is a dynamic whole in such a way that a change in the state of one member ought to change the state of the rest of the members. The

tension that is created in group work motivates group members to increase their plight for the accomplishment of the ultimate goal.

In 1949, Morton Deutsch a student of Lewin further extended Lewin's notions concerning the relationships among the goals of a duo or more individuals. Morton developed a theory of co-operation and competition. He defined social interdependence as a state where individual goal achievements are correlated in such a way that an individual can reach their ultimate goal only if the rest of the group members also reach theirs. He stated that individuals seek aftermaths that are beneficial to all those involved in cooperation.

On the other hand, Morton believed that competition (negative interdependence) occurs when individual goal achievements among a group of people are negatively correlated. An individual believes that when they achieve their goal, the others who are linked to them fail to achieve theirs. Competition is where a person seeks an outcome that is in their favor but against the benefit of others. Combined, the later concepts for the basis of the social interdependence theory. Social dependence is where a person's outcomes are affected by the actions of a second party but not vice versa (Ritgero and Krisjina, 2014). Social interdependence exists in situations where several individuals share common goals to reach individual outcomes. The outcomes in this case are affected by the actions of others.

Social interdependence theory summarizes existing research on cooperation and competition into the following conceptual frameworks:

Interaction patterns

Cooperation creates positive interactions. In Talitha Kumi, positive interdependence may help to create new positive relationships among students thus making it easier for them to learn the German language and other subjects. The positive interaction is achieved as individuals

encourage and facilitate each other's efforts to achieve the group's goal. In the Palestinian German School, cooperative learning can help to promote the students' success through the following:

- ✓ Exchanging information and learning resources for mutual benefit.

- ✓ Giving and receiving help from fellow learners.

- ✓ Challenging students by the reasoning of others.

- ✓ Getting feedback on tasks done as group work.

- ✓ Group members advocate for increased efforts to achieve the desired goal. Encouraging each other helps to increase one's commitment to a particular task.

- ✓ Acting in trustworthy ways.

- ✓ Engaging in small group skills that motivate teamwork.

Negative interdependence (competition) results in selfishness and students opposing mutual success. Opposition interaction occurs since a student aims to discourage others from achieving success. In the prevalence of competition, students aim at making themselves better and further prevent any other classmate from achieving higher than them.

Since the social interdependence theory is the most researched, the following are some of the characteristics that separate it from the rest of social science theories:

Table (2.2): Characteristics of social interdependence theory

Theory	Research	Educational practice
Clearly defined concepts	Internal validity	Clearly operational dimensions
Well formulated	External validity	Base groups
Testable	Demonstration studies	Cooperative school

Dynamic	Theoretical studies	Mediating variables illuminated.
Cumulative		
Relationship variables		
Profound		
Powerful		
Multi-level		
Foundation for other theories		
Strategic		
Diverse applications		

The future survival of cooperative learning depends on its validity and clarity.

What separates cooperative learning from other instrumental learning methods is the fact that it is part of a theory cycle, research, and practice. Talitha Kumi School ought to apply cooperative learning in its new teaching techniques for better results and understanding.

Linguistic and cultural diversity have vast implications in the field of education. The learning environment in a classroom is affected by student's interaction. This is considering the value of cooperation since time immemorial. Organizing individuals, especially students to work in support of each other, putting the interests of one another ahead of personal interests has characterized the most fruitful people in history. Therefore, a class that contains cultural and linguistic diversity reflects a variety of attitudes among students, a variety of expectations from each other, and diverse behavior from students. In the absence of structures that promote positive

interactions and criteria that enable strong students bonding, learners in a class may remain detached from each other thus unable to mutually benefit each other.

Due to globalization in modern times, there is a lot of diversity in schools. The love for foreign languages has developed significantly as many people opt to travel and interact with people from different background, for instance in sports, education, and leisure. As a result, students and teachers globally need strategies that accommodate diversity in positive ways, strategies that convert peer influence into a positive force to improve a student's performance. Teachers require more specialized training to handle the diversity of languages since they do most of the talking in class. One way for these goals to be achieved is to embrace cooperation in schools such as the Talitha Kumi School. When students from diverse backgrounds are placed in one classroom, their linguistic and cultural diversities create challenges for teachers. An effective way to counter such instances is by implementing strategies that link students positively to each other and to teachers. Furthermore, students ought to enjoy equal opportunities in the school to avoid prejudices such as racism and tribalism which hinder the overall class performance. Recent theories and research also stipulate the role of culture and language in schools. Success at any school depends on the effective coordination of factors that affect the education process.

A structural approach to cooperative learning is grounded on the creation, analysis, and overall application of structures in the classroom. Structures involve a series of steps such as the step where one has to distinguish between structures and activities. To mound these structures, teachers can come up with various cooperative activities, such as team building. Such activities always have a certain positive objective that cannot be used in delivering academic content. Moreover, cooperative activities differ according to children's age and class levels. Structures can also be combined to form multiple structural lessons in which each building block provides

an independent learning experience leading towards predetermined cognitive, academic, and social objectives.

There are several advantages of cooperative learning as compared to traditional teaching methods such as teacher-centered frontal teaching:

- Cooperative learning enables the retention of content by students. When studying a foreign language such as German, retention of new vocabulary and terms is key to improved performance. This is because cooperative learning is an active learning method. Even though it is time-consuming, it is more fruitful.

- Cooperative learning is reliable for institutions with few teachers since students can read and discuss materials on their own. In languages, students who understand the German language have more time to interact with other students. Thus, they explain concepts to their classmates closer than their teachers can.

- With cooperative learning, students do not require many repetitions of points or examples since much is done in group discussions.

- As opposed to traditional learning, cooperative learning gives students more time to tackle trouble spots. When traditional teaching is used, students believe that the teacher will cover all corners of the syllabus thus they give less attention to difficult concepts.

- Cooperative learning gives students studying foreign languages more time for practice for instance they can practice grammar outside of class instead of waiting for the teacher to dictate everything (Krammer et.al, 2015).

2.3 Types of Cooperative Learning Methods

Formal Cooperative Learning Groups

Formal cooperative learning groups may last for one class period to several weeks depending on the size of specific tasks, assignments, or curriculum units.

Informal Cooperative Learning Groups

Informal cooperative learning groups are temporary groups that last from a few minutes to one class period.

Cooperative Base groups

The purpose of base groups is to give encouragement and assistance to each other to steer each member's educational progress. These groups meet almost daily and last for a long time.

Elements of Cooperative Learning

The most common elements of cooperative learning are individual accountability, positive interdependence, face-to-face interaction, group processing, and small group skills.

Positive Interdependence

From the viewpoint of this element, learners only have two responsibilities; first, learners have to learn the allocated material of study. Secondly, every group has to ensure equal benefits for group members. This implies that all group members should learn the same. In cooperative groups, positive interdependence enables students to feel interconnected with the rest of the group members in such a way that the success of a person depends on the rest of the members. The interconnection motivates cooperation and motivates group members to be more active in participation.

Face-to-face Interaction

Promoting interaction is not only a verbal interaction in cooperative learning. It is a face-to-face interaction that promotes more exchange of information in different forms such as verbal information, encouragement, help, and support.

Individual Accountability

This element stipulates that students are held accountable for their contribution to a group. It discourages freeloading thus encouraging maximum participation by all group members.

For cooperative learning to be effective, there should be timelines to guide group work activities. For instance, students in Talitha Kumi School who study German need a proper timetable that prevents boredom and at the same time giving enough tuition time. The following procedures may be of great importance:

- Changing discussion groups frequently helps students to interact with everyone in a class.

- Long term groups may be effective in some instances. For example, they help to build a group's identity and work on in-depth projects. A group may come up with their motto, handshake, or a fancy name that motivates them to learn more. Students also create networks easily which are effective in their life outside school.

- A cooperative learning group must have a leader who helps to steer the ultimate goal. For instance, rules should be set to deal with absentees or those who arrive late for learning.

- Short term and long-term groups can be used simultaneously. A student can belong to two groups at the same time. For instance, a student can be in one group for a one-month-long project and at the same time be in a one-day discussion group to discuss German grammar.

- Base groups are long-term groups that last for at least a semester. These groups are not meant for projects or to prepare for tests but they are meant to check on each other regularly. They are meant to support each other in ones' journey in school. For example, if a member of a group misses a class, group members collect their handouts and homework for them.

In rare instances, there exist informal groups that last for less than an hour. Such cooperative groups may be useful, for example after watching a video when a group convenes shortly to discuss the scenes.

Experts stipulate that cooperative groups should be formed heterogeneously observing diversity in several factors such as ethnicity, sex, proficiency, learning style, and task behavior. Teachers take a while to observe these factors thus cooperative learnings groups take a while to be formed (Goday, Lopez and Irias, 2019).

As per the theories stipulated above, it is evident that cooperative learning is superior to the traditional mode of teaching in many aspects. The school's efforts to improve German teaching can be steered to higher dimensions by heeding to cooperative learning. The German-Palestinian School, Talitha Kumi, has a diversity of cultures and ethnic groups where interaction is essential to promote better student performance. Therefore, positive interdependence is one element that should be properly emphasized in the interaction between students. The school, which has nearly 800 pupils, can successfully arrange for effective cooperative learning groups that would accommodate all diversities and cultures. This will help in reducing the need for teachers since students will be able to discuss any problems in their free time or during group time.

2.4 Motivation

Academic achievement is not determined by intelligence alone. Reduced rates of dropouts and an increase in the level of success for students can be attributed to high motivation and engagement

in learning. The main aim for teachers is to develop academic intrinsic motivation in young children. Another goal is to use its inherent importance for future motivation, as well as for children's effective school functioning (Gottfried, 1990).

How successful and valuable a learning process is, relies heavily on how motivated the students are. This is irrespective of the level of education, be it elementary, secondary, or higher education (Mitchell, 1992). Scrutinizing the concept of basic motivation in young children at elementary schools is important since the future school performance of the students is based on how motivated they are during that phase (Gottfried, 1990). Students who are more fundamentally than extrinsically motivated fare better; however, students who are not motivated to engage in learning are unlikely to succeed. Higher academic standards make it even more important to motivate even the disengaged and discouraged learners (Brewster & Fager, 2000). Limitations of motivation are an important aspect that should be considered before employing motivation (Madrid, 2001):

1. A person's motivation cannot be directly observed. What we can observe is a person's behavior and the way they act under different circumstances. Motivation is found inside a person, and it acts reciprocally with the environment that they are in. In general, our main consideration is to stimulate, direct and sustain the behavior of a person.

2. We regularly seek to explain why individuals behave in a specific manner. However, we can only truly understand their attitudes when they engage with their environment. A person's behavior can be understood using certain instruments of control, which provide access to data about their behavior. Such instruments include observation, questionnaires, interviews as well as how they interact with given stimuli, etc.

3. It is also worth recalling that motivation is not the only element that determines behavior. Additionally, it is a question of degree, and because "degrees of motivation" are always discussed, motivation involves several processes. To obtain a clear insight into the underlying processes by means of which children begin to learn in class, attention must be paid to certain activities more than others, and we shall be more persistent despite distractions. Furthermore, we need to conduct an extensive overview of theory and research.

4. Teachers help shape children's personalities by stimulating and controlling the motivation of the students in the classroom. Also, how the teacher behaves and how they organize the class are other factors that play a major role in influencing the behaviors of the students.

5. The study of behavior begins and ends the study of motivation. Historically, studying of motivation has always been associated with the inner processes. These processes include the objectives, intentions or needs. The obvious choice from a sequence of responsibilities of action is a primary indicator of motivation.

It can be assumed that an individual is motivated in a certain way when they pay attention to something with the aim of determining something else. Motivational inferences are recommended by the individual's choices between different alternates of behavior. Choice is defined as the designation or element of preference of alternatives, which suggest motivational deductions.

Further instances of strong behavior are the return to an activity that was initiated before the introduction of external forces and perseverance when there is no apparent external coercion and

perseverance. It has been observed that the degree of motivation depends on the attention of an individual to the same activity for a period of time. In a classroom setup, it is the student's tendency to continue with an activity without getting distracted that leads to understanding how motivated they are. Many authors have termed this model as "continuous" or intrinsic motivation.

Variation in performance is another example of behavior which suggests differences in the degree of motivation. However, the level of attainment is not a pure measure of motivation; it does seem to be the product of a variety of factors, including the combination of motivational models. That is to mean that, it might as well be that choice, persistence, and continuous motivations, which are reflected in the level of performance.

Crookes and Schmidt (1991, p.480) pointed out that, "it is used more as a general catch or rather than a precise construct". They quote "motivation" is used as a general team- a dustbin- to include a number of possibly distinct concepts." Regardless of the case, it has been traditionally equated with and measured by proficiency. Motivation is also defined as producing engagement in and persistence with the learning task. This is especially true amongst teachers rather than second language researchers, who would describe a student motivated if he/she becomes productively engaged in learning tasks and sustains that engagement, without the need for continuous encouragement or direction.

Deci and Ryan (2000) mentioned that motivation is divided into intrinsic motivation and extrinsic motivation. Intrinsic motivation is defined as the performance of an activity for its mere satisfaction rather than for some external result. On the other hand, extrinsic motivation is defined when a person moves to act for the fun or challenge and not due to external prods, pressures, or rewards.

Crookes and Schmidt (1991) pointed that, the three major sources of learning motivation are the learner's natural interest, the teacher as an example of extrinsic factor, and the success in the task.

Ababio (2013) stated that there are two reasons that make motivation important in the teaching and learning process. These reasons are: (a) Motivation becomes the major priority of productive teachers who focus on their students becoming interested in different kinesthetic, aesthetic and intellectual activities. It is also important for students to show corresponding noticeable behavior after formal teaching has ended. In other words, it emphasizes the development of students' cognitive, effective, and psychomotor domains, which constitute the core purpose of teaching; (b) Results-oriented teachers use motivation as a medium to get their students to acquire the obligatory knowledge, understanding or skills in the teaching-learning process.

In addition, every lesson should be dynamic in such a way that involves learners in various activities and interactions. It is not merely about listening and repeating information. On the contrary, learners need to be active by participating willingly in the learning process. To achieve this, leaners should feel able and confident and should not be intimidated, criticized or ridiculed. Teachers must take the lead in establishing a positive atmosphere, plan appropriate activities, encourage learners and deal with problems sensitively and carefully. To sum up, it can be said that motivation is an essential factor for learning (Davies and Pears, 2000).

Among the many related theories in educational psychology, Christophel (1990) claims that motivation is an important element in the learning process; he then emphasizes "how" rather than "what" learners are taught. He explains that learning has been hypothesized as a process, which involves the attainment or adjustment of cognitive, affective, and behavioral outcomes. To be specific, cognitive learning emphasizes on comprehension and retention of knowledge; affective

learning focuses the attitude of the leaner towards both the subject and the teacher, and behavioral learning is the development of psychomotor skills.

2.5 Achievement

Carter (2015) mentioned that student achievement has become a debatable topic in the education sector today, especially with the increased accountability for classroom teachers. The crucial goal for any teacher is to improve the students' level of ability, and to prepare them for adulthood. Defining student achievement as well as factors that impact progress are critical to becoming a successful teacher. "Academic achievement or performance is the outcome of education — the extent to which a student, teacher or an institution has achieved their educational goals."

Carter (2015) said that the achievement of a student is a measure of the amount of academic content they learn in a determined period. Each grade level has learning goals or instructional standards that must be taught by the teachers or educators. Standards, in a simpler term, are 'to-do' lists that can be used to guide or give instruction. The achievement of the students is likely to improve when the quality of the teaching standards is used well. He also stated that many variables could impact students' achievement, but the most critical are classroom instruction and learning disabilities. It is important to remember that students have different learning ways and the rate at which they understand things is also different. Students can be compared to the leaves on a tree which are not the same. Just as a leaf comes in unique colors, shapes and sizes, each student has his/her own a unique learning style. For better results in the performance of the students, teachers are advised to use a variety of teaching methods and try to understand the background and needs for the individual students. Additionally, classroom instruction is one of

the most important factors that affect students' achievement; however, teachers determine the quality of instruction, set the learning expectations, and measure the students' level of understanding. Take an example of when a standard is presented in such a way that a student does not understand it, or the standard is boring, meeting the required level of achievement by the student will therefore become impossible.

A good teacher will use different strategies to catch students' attention and support the learning process. These strategies include discussion among students, videos, or stories. It is also the duty of a teacher to come up with ways that will make the learning process fun and most importantly, appropriate. For example, looking at our to-do list, you may pre-pay for your cleaning to get a discount, or you may join a friend to make the study session more interesting. Likewise, the students' achievement involves well-thought-out strategies to improve the quality of learning.

In case of a learning disorder, it is a condition that causes a student to have a slower learning pace as compared to other students of their age or in the same grade. Although a learning disability makes the understanding of some standards difficult, it does not translate to an inability of academic achievement. It is also worth remembering that when it comes to the students' achievement, all students can learn. Wong (1998) stated that, students succeed because of a good classroom management. Class management is one of the most important factors that govern the students' learning. Class management can simply be defined as the practices by the teachers which govern the learning of students. The responsibility of the teacher in the classroom is to structure and organize the learning environment which is the most important factor in improving the students' achievement. Therefore, it is time to organize our schools based on what we want students to achieve. If we need to improve the students' achievements, then the classroom must be organized for learning. Unfortunately, what typically happens in a classroom is the fact that a

teacher does activities and then tackles problems which occur. No time is spent on organizing or managing the classroom. Then, of course, the administrator has to contend with this problem, which typically has nothing to do with discipline. Wong (1998) added that, the only factor that contributed to the students' achievement was the significance of a teacher. Studies have shown that teacher's preparation is one of the strongest indicators of the students' achievement. Additionally, studies have shown that teacher expertise is the single most important factor in determining student achievement. Moreover, the bottom line is that there is no way to create good schools without good teachers. It is the administrator's responsibility to create a good school, and the responsibility of the teacher to create a good classroom. Therefore, the following shall be considered when we intend to create an excellent school:

1. Take the teachers through a course in classroom management skills and have school-wide procedures.

2. Create a school culture or family.

3. Define the goals of the school and religiously collect and analyze the data.

4. Make sure that all the new teachers in the school undergo orientation on what is expected of them when it comes to classroom organization

2.6 Literature Review (Related Studies)

Numerous researches have been done by many institutions, nations, and the press to determine how different learning methods can improve student's performance in schools. Our study is mainly aimed at determining the effectiveness of cooperative learning in the success of students in the German language. The following is a summary of some research that was done by

different parties to seek answers to the best way for students to learn a foreign language or all other subjects.

(Manahali, 2016) conducted a research on the effectiveness of cooperative learning techniques in increasing the ability of students to translate German into Indonesian. The research by Mishnah is aimed at discussing the process of gradual increase in the ability of fourth-grade semester students who major in German at the University of Makassar in translating German to Indonesian through a model of cooperative learning known as STAD. This research used the action research method, which was developed by Mc. Teggart and Kemmis. The process involves several stages such as planning, observation, action, and reflection by the application of cooperative learning techniques. The methodology used in data collection was both qualitative and quantitative. Qualitatively, field notes were observed, while in the quantitative method, data was conducted by giving a pre-test, a cycle 1 evaluation followed by cycle 2 and cycle 3. Data analysis from the study revealed that the implementation of STAD cooperative learning techniques is effective in improving the ability of students to translate German into Indonesian.

(Chamisah, 2013) did a research on the analysis of the benefits of cooperative learning as an approach used in teaching writing in 2013. According to the author, Chamisah, cooperative writing helps students to easily develop writing ideas. He stipulates that writing is not just being in discussion groups but rather working together, sharing information, and owning responsibility in the completion of group tasks. Again, the analysis pointed out that cooperative learning helps students to develop group formation, positive independence, individual accountability, social skills, and efficient structuring.

The third research that resembles the current one in Talitha Kumi was by (Massey, 2003). The research was done to investigate the effects of cooperative learning compared to traditional classroom instruction on critical thinking, cognitive achievement, and attitudes that develop when learning in teams. The research by the Andrews University graduate was motivated by the goal to determine whether a statistical difference exists amid students educated via cooperative learning compared to their counterparts who learned in a traditional lecture environment. In the methodology of the study, students were divided into two slots during registration. They were physical students who were divided into two sections to test the two learning methods. Section 1 was chosen to use cooperative learning while the second section was to apply lecture sessions. At the time of registration, students did not know that the class was being used for a study. However, the fact that simple random sampling or stratified random sampling was not applied may be considered a limitation in the study. To remedy this weakness, it was noted that the sample size would be increased to increase the statistical power of the research. During the semester, students withdrew from cooperative learning and shifted to lecture sessions. By application of regression analysis, it was the study found that there was no significant difference between the performances of students from both sections of the class.

The fourth reference study was done by Hassan Alrayah from Taif University, KSA. The purpose of the research was to determine the effectiveness of cooperative learning fluency of EFL learners. The research applied a descriptive approach where data collection was done by recording interviews to test frequency. Data analysis was done by the data analysis tool, SPSS. The research sample was picked from English-learning first-year students from the faculty of Education at Omdurman University in Somalia. Students were then divided into two groups: the

experimental group and the control group. The experiment was conducted for almost one month at the university. Research results indicated a significant correlation between cooperative learning activities and the improvement of EFL learners' speaking frequency (Hassan, 2018). It was recommended that EFL teachers ought to be trained to use cooperative learning activities in their teaching process.

(Hengki, 2017) conducted a study aimed at revealing the effectiveness of cooperative learning strategy via an English village for teaching speaking skills. This study was done to determine the effectiveness of teaching the skill of speaking in transactional language function, to determine the change in self-confidence when one is taught through English village using a cooperative learning strategy, and finally to know the significant change in the process of self-regulation. From the research, a dependent t-test that was conducted confirmed that cooperative learning through English village is generally effective in teaching speaking skills for both academic and communicative language functions (Hengki, 2017). Similarly, a Wilcoxon test conducted confirmed that cooperative learning strategy through English was insignificant to change in student's internal factors.

Recently, discussions have been made supporting the effectiveness of cooperative learning in learning a foreign language. On a work of (Ausra, 2013), research was conducted to test whether cooperative learning is effective in foreign language teaching. The research was done to prove the notion that implementation of cooperative learning promotes the development of student's social and linguistic competence. Having noted that speaking skills are worse mastered than both listening and reading, cooperative learning promotes improvement in communication, speaking,

interaction, and expression of opinions. Owing to the prior assumptions of cooperative learning, this research was conducted through questionnaires. Open-ended and close-ended questionnaires were formulated to acquire both qualitative and quantitative data. The participants of the study were second-year students of Mykolas University in the class of law From the analysis of this research, it was realized that cooperative learning and group discussions make presumptions for a favorable learning environment. It was further inference that the methods in question ensured a good learning atmosphere for student's thus better performance was realized.

(Bado and Franklin, 2014) also articulate research that was conducted to investigate cooperative game-based learning of English as a foreign language classroom. The study supports the argument that due to the upcoming modern technology; games have the potential to improve learning and results and motivation in education. Games have been found effective to improve language skills such as listening and speaking. These skills can help students who are studying a foreign language, for example English, German or French, to grasp the content more easily. In a school where students are from different ethnic groups or races, games have been recognized as a civilized way to improve student's interaction, thus creating a lively school environment to allow for cooperative learning. This study adopted a case study design to gain deep insights into high school student's experiences. Sampling was done through a purposive sampling of high school students from a public school in Ouagadougou in Burkina Faso. The study revealed that there was the presence of positive interdependence, individual accountability, responsibility, and face-to-face promoted interaction during gameplay (Johnson & Johnson, 1994). During the gameplay, team members discussed linguistic options and strategies to ensure everyone was on board. This was a good element that promotes cooperation.

A teacher's monitoring of cognitive, meta-cognitive, and collaborative and cooperative student activities in cooperative learning is the key to maintain a good interaction between students. A study that was conducted by (Kaendler et. al, 2016) on monitoring student interaction via collaborative learning was aimed at proving the same. The quasi-experimental study was done on a sample size of 74 teachers to notice the behavioral indicators for the student activities. Collaborative learning, a companion of cooperative learning is gradually becoming essential in today's classroom. However, most teachers confessed that it was to effectively implement it. In the research design, the effectiveness of training using a quasi-experimental control-group design was tested by being compared to a sample of pre-service teachers studying in university. Participants of the research were picked from a German University training program that majored in higher track secondary education. The video-based training program revealed how videos can be implemented effectively to enhance pre-service teachers' noticing of behavior Since to the fact that teachers find it hard to observe and judge crucial student's behavior in their interactions, video-based training provides a first training approach to acquire the skills in question which are very essential in teachers' training.

In a comparison between traditional teaching and cooperative learning, research was conducted by (Ahmad and Mahmood, 2010) to investigate the effects of traditional instruction and cooperative learning on teacher's learning experience and achievement. The three experimental conditions on the learning of prospective teaching are traditional instruction, cooperative learning student's team achievement division, and cooperative learning loosely structured models. The study investigated changes in student scores on learning experience and the

differences in their achievement under the latter experimental conditions. Participants of this study were thirty-two master's degree students. Close to thirty intervention classes were delivered throughout the semester with ten classes for each condition. At the end of each phase, an achievement test and a learning experiment measure were administered. An ANOVA test was done at the end of each experiment to enable inference computation. The study showed that there is a statistically significant difference in the achievement scores of students favoring both cooperative learning conditions. It was concluded that cooperative learning enhances a teacher's academic achievement as compared to traditional instruction. Cooperative learning was also found to promote an enriched, interactive, and enjoyable learning experience.

Another research was done and published by the Payame Nour University of Iran. The research was done to compare satisfactory levels of cooperative learning method of teaching versus lecture teaching method. The research involved all fourth-grade elementary students of district 4 of Iran's region, Shiraz. The sample size consisted of 120 students with equal gender proportions. The methodology of research was semi-experimental and involved an exam which was meant to evaluate student's learning level and a second part which involved questionnaires. The questionnaires were meant to measure the student's level of satisfaction where twenty-five questions were asked. To ensure that the test materials were valid, the study involved 14 science lecturers and 12 board members to examine the contents that were present in the exam and questionnaire. The reliability of the test was computed by calculating the coefficient of correlation, which was found to be r=0.88, showing that the study was 88% reliable (Mohammad Janni and Tonkaboni, 2015). Thereafter, analysis of the data was done through SPSS software. The study results provided that the cooperative learning method resulted in higher student

satisfaction than the traditional lecture teaching method. Moreover, female students expressed higher satisfaction with the cooperative learning method than female students.

2.7 Discussion of Previous Research

Education plays a huge role nowadays. This notion has created a vague sense in many countries globally that development and economic growth relies on the development of educational systems. As a result, there has been continued research to determine the best teaching methods to improve the students' success in schools. Many education stakeholders believe that traditional lecture sessions are not enough to steer the transformation needed in the sector.

As evident in the literature reviews that have been highlighted above, teaching methods, such as cooperative and collaborative learning, seem to be of great significance. The issue of diversity has also been highlighted due to increased globalization today. This is consistent with Talitha Kumi German-Palestinian School where the German language is compulsory for every student regardless of their background. Cultural and linguistic diversity is growing promptly globally forcing many schools to introduce at least one foreign language in their curriculum. Another issue that has popped up in the research is the use of the mother tongue by teachers. In a world where schools are in different zones, the preference of the hypothesis is debatable. In situations where a class has students from diverse tribes or races, the use of mother tongue is an unprofessional bias, and in some cases may be considered an insult. However, in schools where the mother tongue is common to all students, the use of mother tongue occasionally may help students to understand concepts more clearly.

For Talitha Kumi School, it is wise for the school to test if the cooperative learning method would improve the performance of German and other subjects and then use it if proven to be

efficient. The school, which was awarded a seal of excellence and recognized abroad needs to be more creative to keep the level of merit.

The school is expecting many inspections in the future. Consequently, the administration of the school should train their teachers to adopt effective teaching methods to supplement lecture sessions. Besides classwork, the school ought to accommodate games in the curriculum. The literature review which is consistent with Talitha Kumi School explains how games are much effective in promoting the students' interaction and bonding. Games have also been said to improve listening and speaking skills which are essential in learning the German language.

Teachers in Talitha Kumi School should also master the art of understanding student behavior to increase the level of discipline in discussion groups. Most teachers find it hard to interact with students as they do not know their behavior and attitude. For an institution to perform well, there must be a good connection between students and teachers. Students themselves should be more interactive to increase participation in discussion groups.

In conclusion, every student should exercise self-independence and responsibility in the group for cooperative learning to be successful. Additionally, no student should be afraid to express their views or opinions in the group. Teachers should ensure that any method that they prefer to use for teaching is balanced and effective where they should be the overall heads of cooperative discussion groups. If Talitha Kumi School adapts cooperative learning, it is crystal clear that students will do better in German as well as in other subjects.

CHAPTER THREE

3. Research Methodology

3.1 Introduction

This chapter discusses the research method that was adopted for data collection and analysis. In this study, descriptive and parametric approaches were adopted. Crucial topics discussed in this chapter include a description of the research design, target population, data collection techniques, questionnaires, data analysis technique, viability and validity of the study, and the ethical considerations during the study.

3.2 Research Design

This research is considered an exploratory descriptive study, which is enhanced by conducting a comparison between both methods. In such designs, the researcher presents one approach of scientific research methods and in some ways, it is a "mix of other methods", drawing on aspects of both exploratory and descriptive research.

The aim of comparison is to get the relationship between two or more variables by recording the differences and similarities that are observed (Carpi & Egger, 2008). However, in the

comparison one study group is not subjected to the treatment under observation. The researcher then compares the two groups to see whether the treatment is effective or not. In the case of Talitha Kumi, the researcher has decided to apply the cooperative learning method in one group while the other group continues to learn using the traditional teaching methods. The main aim of this study is to examine whether the cooperative learning method is effective in teaching German and improving the students' language skills when learning a foreign language or not.

Furthermore, this research compare a treatment group to a control group. However, the treatment is observed and explored instead of being consciously imposed. This could be due to ethical concerns or just it being impossible. Therefore, it is like a natural observation, which is not subject to experimental confines, and this way evokes similarities with description. Comparison is used to govern and measure the relationships amongst variables by observing different groups that are exposed to the same treatment either by choice or circumstance (Carpi and Egger, 2008). In this study, the researcher did not compose or impose the cooperative learning experiment; it was already adopted by the school, which has offered numerous workshops to its teachers about this method beside other methods as well, but the researcher has chosen the cooperative learning method among other methods to apply and to evaluate. Descriptive research is a systematic, empirical inquiry into which the researcher does not have direct control of independent variables as their manifestation has already occurred or because they are reflecting the state of happenings and qualify the obtained findings using quantitative analysis (Mugenda and Mugenda, 2003) The main aim of descriptive research is to describe a population or situation accurately and systematically. This method of research seeks to answer the questions of how, when, where and what, but this research method does not give the reasons of the occurrences. That is to mean that it does not answer the "why" question. The descriptive research method investigates one or more

variables using a wide variety of research methods. Also, it does not give a statistical analysis of the data. For the statistical data collection and analysis aspect, this study adopted the parametric research method. Parametric tests are important in making assumptions about the limits of the population distribution from which the sample is drawn. It is often assumed that the data of the population is normally distributed. In this study, we assume that all the pupils selected to take part in this study can learn normally.

3.3 Data types and data collection

To collect the primary data, the German language teachers, who teach the two groups, were asked to participate in an individual structured interview on the students' performance in the class, where they indicated whether there has been an improvement on the students' learning skills, their understanding of the German language and their motivation towards German learning.

For the students, they will sit for a pre and post proficiency German Language test and their test scores will be compared before and after the application of the cooperative learning method. To achieve this, the researcher is going to use the parametric and non-parametric research design.

For the secondary data, the researcher has asked the administration of the school to provide her with the scores of achievement tests of the previous classes in the German language. Data was acquired through previous studies from the library and scientific references, in addition to local and external university papers. It depended on books, articles, and studies published on specialized scientific websites to develop the study and help the reader to better understand it, and then do a comparison with the data that is going to be collected at the end of this study.

3.4 The study population

A population is an entire group of individuals, events or objects having common physical characteristics that conform to a given requirement (Mugenda & Mugenda, 2003). The population in this study includes 800 students learning German and 10 teachers who teach German as a foreign language at Talitha Kumi School.

3.5 Study sample

Sampling is the process of choosing the required number of the right elements from the population (Groves, 2010). The study sample consisted of two classrooms for the fifth-grade students, both males, and females. The study groups were chosen in a purposive sampling. Both study groups are students in Talitha Kumi School one to form the experimental group and the other to form the control group. The researcher has selected these two classes on purpose (This is called purposive sampling, in which one needs to use her/his judgment to select cases that will best enable her/him to answer the research question(s) and to meet its objectives). Therefore, it is sometimes known as judgmental sampling, that is usually used when working with quite small samples, such as in case study research, or when the researcher wishes to select cases that are particularly informative (Neuman, 2005). The purposive sample was used in this study, because the study population is small, and the fifth graders are the best candidates for such experiment since they are in the preparation phase for their first language Proficiency Test (the A1 exam) and they are in a phase between the elementary and the secondary, which means their age is suitable for this kind of study and the results shall be applied in both phases elementary and secondary.

The sample in this study includes 53 fifth grade pupils and three teachers. Of these students, 26 are from the stream 5C. This group is the experimental group. The pupils in this group were taught using the cooperative learning method. The aim of the research is to determine whether the German language skills of the pupils improved significantly and whether they showed higher motivation to learn German.

The other 27 pupils are from the stream 5B. This is the control group. Pupils in this group were taught using the traditional teaching method only. There was no consistency in the content that they were taught. These two groups of pupils were assumed to have the same learning abilities, i.e., a group with no cases of learning difficulties or disorders.

Both groups received the same hours of being taught, which are six periods of German language per week, each period is 45 minutes long.

Table (3.1): Students' sample

	Total	Male	Female
Students	53	23	30
Cooperative learning group.	26	12	14
Control group.	27	11	16

Of the three teachers in the chosen sample, two are females and one is male. It is worth mentioning that teacher (A) teaches the control group and teacher (B) teaches the experimental group, while teacher (C) teaches both groups in a form of team teaching with teachers (A) and (B), but only in three out of six periods per week teacher (C) is present in each group. These teachers take part in teaching the German language in Talitha Kumi. The study sought to explore

whether these teachers were well-prepared to embrace the cooperative teaching method. The teachers also took part in the study by sitting for a structured interview and answering different questions that evaluate the individual pupils' progress in their skills of the German language and their motivation level.

Table (3.2): Teachers' sample

	Total	Male	Female
Teachers	3	2	1

3.6 Process of the study

In this study, part of the pupils selected were those from stream 5C. These pupils were taught using the cooperative teaching method, whereas the other part of the sample was from stream 5B. These pupils were taught using the traditional teaching methods. These 53 pupils from grade 5 aged between 10-11 years were selected to take part in the study and were assumed to have no learning disorders. These pupils were given the same oral examination to examine their ability to express themselves verbally in German and their ability to form simple sentences about themselves or in describing what they see in a photo. The students also did a listening exam to determine their ability to understand spoken German when they hear it. The pupils were also given the same written examination, which consisted of a writing section as well as a reading section to test their understanding of the German language.

In the written test, they were able to construct grammatically correct sentences. Moreover, spelling and understanding of German were considered. The results of the structured interviews

and written tests were taken and analyzed to determine how effective the cooperative learning method in learning German is, and if it plays a role in motivating the students to learn this language.

The teachers were asked to sit for a structured interview on the progress of the individual pupils, bearing in mind the following questions: Are their skills for the learning of German improving, deteriorating, or are they the same? Are the students showing higher motivation towards German than before? In order to best answer those questions, the teachers were expected to conduct random oral examinations, such as spelling and sentence construction in German, monitor the student behavior and attitude in the German periods as well as their participation and attention level. This evaluation is thought to be effective due to the teachers' presence in classrooms, which enables them to give a report on the progress of their pupils in acquiring skills in German and observing changes in their level of motivation and interest in learning German.

The teachers also submitted reports on the students' level of participation during the German class. In those reports, they focused on the following questions: Were the pupils active or dormant? Did they show any interest in learning a foreign language? Are the students, especially those under the cooperative teaching method motivated to take part in the class activities more than those in the traditional learning stream? If so, how is their progress in the language? These observations were made throughout the study, which was conducted from August until the end of February in the scholastic year 2020-2021, the period in which the new teaching method was applied.

3.7 Data Collection Instruments

Data collection is gathering empirical evidence to gain new insights about a situation and answer questions that prompt the undertaking of the research (Flick, 2009). As the researcher in this study, I have applied two methods of data collection. These methods include:

1. A developed structured interview (descriptive data, such as student participation and interests will be obtained) and

2. Test examinations, pre and post-tests (to obtain parametric data).

The reason two data collection methods were used is because obtaining objective results when researching people is key. Due to biases and different perspectives, it is difficult to rely on a single source of information to provide a comprehensive perspective in a study.

In this case study, a teachers' review of the student's progress and the tests are both important due to these reasons; a student might cheat in the written examination giving the impression of good progress in learning German while that is not the case. On the other hand, we cannot only rely on the teachers' review only because some pupils do not necessarily show their progress in class but do so in a test.

The pre-test results that were used were obtained from the teachers' previous record. These were the test results of an examination that the pupils had previously done right before applying the cooperative teaching method.

3.8 Data Collection Procedures

This project involved the preparation of a project proposal. The project proposal was approved by the school administration, after which the teachers involved in the study sat for structured interviews. During the data collection, the teachers filled in forms about the progress of each

individual pupil as they conducted an oral examination over a period of six months. These oral examinations were conducted along with the pre and post proficiency written test. The results of the final written tests and the oral exam results, as well as the teachers answers the structured interviews were used as primary data of this study.

It is important to remember that there are two groups of students: those who are taught using the cooperative learning method and those who are taught using the traditional teaching method. Similarly, these two groups have the same learning abilities, and the main aim is to determine whether the cooperative learning method will help the pupils to have a better understanding and comprehension of the German language and to develop a higher motivation towards learning it. The expected result is that the pupils who were taught using the cooperative learning method will perform better than those who went through the traditional teaching methods. Therefore, at the end of the study, all the pupils will sit a common written examination to evaluate their learning skills improvement.

3.9 Development and Construction of the Pre-test and Post-tests

The construction of the proficiency test in (A1) level starts with the content, which is determined by the German book (Magnet Neu A1) for the fifth grade and highlights the four language skills: reading, listening, writing, and speaking. The number of estimated teaching periods to complete the required lessons necessary for the level A1 (according to the CEFRL) was 100 periods over the course of six months.

Key Themes:

1) Unit (0.1-.0.4): Greetings and farewells, numbers, objects, colors, the German alphabet, cities and countries.

2) Unit (1): This is me

3) Unit (2): My Hobbies

4) Unit (3): My Family

5) Unit (4): My Friends

- Language Proficiency Test (A1)

- Development of Language Proficiency Test (A1)

Talitha Kumi School is a recognized German School abroad and employs several highly qualified and experienced German teachers, some of which are native German speakers and others are local German teachers. The school was able to develop German Language Proficiency Tests for the levels (A1). These tests were written through team efforts of the German Language teachers including the researcher herself, who teaches this level at the school. The tests have been developed after the school administration responded to the researcher's request and approved to initiate a professional committee to supervise the construction process of the tests, ensuring quality, precision and a professional standard that correspond to test levels offered by accredited language centers around the world.

The team of teachers responsible for designing the tests, were exposed to various German language proficiency sample tests from accredited international language centers as well as participated in two workshops on composing test questions efficiently. Moreover, they used their long experience and education to create reliable tests, which allowed them to give an honest and precise evaluation of the students' language proficiency in each level. Furthermore, the school administration decided to use those tests as a tool to assess the students' level in the German language and to track their performance to make decisions concerning the division of learning groups. Two forms of the test were constructed: One was used as the pre-test, and the second was used as the post-test.

The language proficiency tests aimed to evaluate how well a person can use language to communicate in real life. They also aim to identify the effectiveness of some methods and means in learning the language. When the students reach fifth grade at Talitha Kumi, they will have been learning German for four years, in which they are exposed to various topics that they learn mainly through fun learning activities, games, films, and so on. However, when the pupils reach the fifth grade, they will have already built a strong background in German Language, which they will boost and deepen through an intensive German curriculum learnt in this grade, as they are expected to accomplish the (A1) level which means that they can:

- understand short, simple questions/ messages, messages on the phone and short conversations in everyday situations.

- obtain information from written short messages, public notices, classified ads, and personal descriptions.

- write short personal messages.

- introduce themselves in a conversation and answer simple questions about themselves.

- Ask and answer simple informational questions in conversations on everyday topics.

- Formulate common requests or questions in everyday life and answer or react to them.

Based on the above, these tests aim to:

• measure the level of the students' proficiency in German.

• measure the difference between the students' German proficiency in the experimental group (cooperative learning method), and students' German proficiency in the control group (traditional method).

• identify the effectiveness of the cooperative learning method on the language skills compared to traditional teaching.

3.9.1 Formulation of the test questions:

The written part of the language proficiency tests consists of mainly two question types: multiple-choice questions and true or false questions. As for the writing section, students were asked to write a text-based on the required task.

Regarding the speaking section, it consisted of three phases; in the first phase, each student must introduce himself/herself based on a card they receive with the required information they need to provide. Secondly, the students are divided into groups of four, where they are asked to draw a card out of many, which include different topics that were taught during the six-month learning period. After choosing the topic, the students receive a group of cards related to the topic they draw. Next, they are asked to construct questions and answer them consecutively. This procedure is repeated twice which means that each student must form two questions and give two answers when asked by their group mates.

As for the third phase of the speaking section, the students also have a group of cards from which they draw a card, and they get a word on which they must form a request using the imperative form and the following student must subsequently give a response to the request he/she heard. As in phase two, this also goes for two rounds.

The questions of the tests are:

1. appropriate for the four skills (reading, listening, speaking and writing) as well as for the level A1, which needs to be measured.

2. efficient enough to determine each student's proficiency in A1.

3. clear, well-structured, and unambiguous.

3.9.2 Validity and Reliability of the Pre-test and Post-test

Validity explains the accuracy of the collected data in covering the actual area of investigation. The basic meaning of validity is a measure of what was intended to be measured. On the other hand, reliability is described as the extent to which a research method produces stable and consistent results. In this chapter, we determine the validity and reliability of the pre and post-test.

Both pre and post-test papers were written and formed by a formal committee, which included 6 teachers of which four were native speakers, these teachers are trained to write tests according to international proficiency tests standards, they are all experienced and took part in two workshops specifically designed to enable teachers to form tests that are supposed be valid and should be a reliable tool to measure the students' abilities fairly. It was suitable for the objective of testing the pupils' progress in the German language. While the tests were designed through team efforts of a formal committee and supervised by the school administration and one last step was pilot testing of the tests to make sure that the results are more reliable and also provides an opportunity for test validation. The committee has attempted and did it best to ensure that all the three parameters of test validity were met, i.e., the test content allowed for a proper assessment of the pupils' knowledge of the German language. The grading criteria measured the knowledge of the students and the test predicted their knowledge, especially during the oral examination. The teachers were able to predict whether the pupils would be able to answer the written questions during the oral examination.

The school administration, who authorized a couple of its members to follow up and supervise the tests writing process, has agreed that the test paper was reliable. It was consistent and did not

contain any errors of grammar or spelling. The tenses and other parts of speech were thoroughly covered. Punctuation was also correct.

The test paper was of medium difficulty. The paper was neither too difficult nor too easy. The reason why examiners and teachers should ensure that a test paper is of the right difficulty is to avoid discouraging students, especially when the exam is too difficult.

Furthermore, the paper had discrimination power, which means that the bright students were able to answer the questions in a clear and elaborate way, while the rest could not be precise in their answers and explanations.

3.9.3 Correction and grading of the test questions:

Teachers teaching the two groups have corrected both pre and post-tests based on approved criteria set by the test writing committee mentioned before. Concerning the grading system, it was also approved by the committee as in the following tables:

Table (3.3): Grades Division

Section	Points	Total	Percentage
Listening	Part (1) = 6 Points Part (2) = 6 Points	12*1.5 = 18 Points	30%
Reading	Part (1) = 6 Points Part (2) = 6 Points	12 Points	20%
Writing	6 Points	6*2 =12 Points	20%
Speaking	12 Points	12*1.5 = 18 Points	30%
Total		60 Points	100%

Table (3.4): Grading System

Points	Rating
60 – 50	Sehr gut (very good/excellent)
49 – 40	Gut (good)
39 – 30	Befriedegend (satisfactory)
29 – 0	Nicht bestanden (failed)

3.10 Structured Interview

A structured interview is a type of interview in which the interviewer asks a particular set of predetermined questions. In structured interviews, questions are planned and created in advance. This means that all the candidates are asked the same questions and in the same order.

The researcher chose to use a structured interview because it is effective, fair, consistent, and it also provides legal protection. Since the same questions will be asked about the candidates, who in this case are the fifth graders, the information that is obtained is consistent. Also, the information about the pupils is fair since the same parameters are defined and interpreted in the questionnaires.

The main reason why this structured interview was designed was to ensure that all the people were asked the same question, thus giving more reliable answers. The structured interview also

helps in eliminating any kind of bias as well as shortening the time to conduct interviews and analyze results (Bika 2018).

Procedure of a structured interview

1. Study analysis: This involves analyzing the attributes that are most important in your study. In this case, for example, the performance of the students in the German language is one of the most important attributes that we want to get information about.

2. Define requirements: List all the things that you require for the study and give a full definition of each point. In this case, the teaching methods, grade 5C and 5B students, and the German teachers were specified.

3. Develop the lobe and leading questions: These questions should be developed carefully and preferable with the help of an expert. For example, if the intention is to evaluate six core attributes, a structured interview with a higher number of questions can be conducted, irrespective of the number. For example, the leading questions will be related to student performance in the German language.

4. Set a grading scale: a pre-determined scoring system is important in determining the grades.

5. Conduct the interview: In this study case, the procedure involves distributing the questionnaires to the teachers to fill in the required fields. The fields will be filled in over the study period since some of them require random examination of the pupils to determine their progress before the final test at the end of the study period.

3.10.1 Development of the structured interview

A structured interview was designed to study the effectiveness of the cooperative teaching method on the learning of German language in Talitha Kumi School.

The following steps were used to construct the interview questions:

- Determine the aim of the questions: The main aim of the questions was to identify effectiveness of the cooperative teaching method on the learning of German language in Talitha Kumi School

- The questions of the structured interview were designed based on the following steps:

  - Availability of educational and theoretical studies in this area.

  - Analysis of previous cases related to the main topic of the study, especially regarding the scores of the pupils in German before the introduction of the new teaching method.

  - Surveying opinions and surveys conducted on the scale of trends in general.

  - Ensuring that some paragraphs of the questions are positive and some others are negative.

3.10.2 Validity and reliability of the structured interview

The questions of the structured interview were prepared based on the above-mentioned points. It includes four sections with a variety of questions, some are open and some are closed. However, after drafting, the researcher conducted a pilot testing to make sure that the questions were clear, understandable, and reasonable and to achieve the goal it was constructed for. Therefore, the researcher conducted the interview with five other teachers to make sure the process was correctly done and that its results shall be reliable as well as to explore their views on validity:

- Number of scale items.

- The extent to which the measurement paragraphs are represented for the objectives to be measured.

- The authenticity of the paragraphs of the standard, linguistically and scientifically.

Method of response determination:

- Attitude of the pupils: sikken, negative, neutral, positive

- In terms of efficiency: inefficient, slightly efficient, efficient, very efficient

- Motivation of the pupils: Level 1, Level 2, Level 3, Level 4

- Pupils' performance: improving, deteriorating, no change

- Open questions

The structured interview was formed in five sections:

Section (1) Personal Information

This part is about the teachers and gathers information about their gender, age, the stream they teach, and the method they use while teaching.

Section (2) Pupil Evaluation and section (3) Teacher Recommendation:

This part includes five questions, and adopts the five-point scale of responses and these questions were distributed in two domains:

The first domain was about the pupils' attitude towards the learning of German as a foreign language. The teachers were asked to fill it in about their pupils' motivation, progress in German and range their performance.

The second domain contains three questions. In this domain, the teachers are to range the effectiveness of the cooperative teaching and learning method in the teaching and learning of German in Talitha Kumi School. The teachers are also to give recommendations on how to improve the learning and teaching of German in Talitha Kumi and whether the cooperative method should be adopted or not.

3.11 Description of the Study Operational Variables

Teaching methods- These are the independent variables in this study. Independent variables do not change with a change in the other variables. There are two teaching methods to be used in the case study. These are:

- **Cooperative learning methods**- A group learning activity designed to make learning reliant on the exchange and communication of information between students in a group. Therefore, it can be said that is socially structured. In this learning method, each learner is responsible for his or her own learning and is motivated to assist others in the process of learning.

- **Traditional teaching methods-** Teaching and demonstration methods used to teach that does not assure consistency of content nor accommodate the diverse learning styles of learners to proceed at the same pace regardless of interest, talent, demands on time and prior experience.

The **moderate variable** in this study case is motivation. Both groups of pupils are motivated to learn German as a foreign language even if they are taught using different teaching methods. A constant variable is the variable that has been provided in all the different study groups.

Motivation- As the word implies, it signifies the motives and reasons which stimulate the will and want to do something. While intrinsic motivation derives from personal interest and pleasure, extrinsic motivation is oftentimes controlled by external reinforcement happenings.

The dependent variables are the outcomes of applying both the independent and constant variables. Independent variables show a change in the other variables. For this case study, the independent variables at the end of the study are the language skills and academic achievements of the pupils.

Academic Achievement- It refers to a student's performance in academic areas, such as reading, language arts, math, science and history as measured by achievement tests. Additionally, academic achievement depends on a child's circumstances and situations, the quality of schools and teachers, and many other factors. In this study case, our main area of performance is in language arts since German is a language.

3.12 Data Analysis Technique

Recurrent teacher responses were counted and procured from the teachers, so that descriptive data about the participants can be generated and the overall trend of the results of the examined variables be shown. Percentages and tables were used to provide concise data presentation for the reader (Mugenda and Mugenda, 2003). The data obtained was carefully revised and edited for grammatical correctness, coherence and precision and presented as quotations to limit the

data through the administration of the close-ended instruments, which is qualitative in nature. The responses were organized; coded and analyzed using descriptive statistics (tables, frequencies, percentages).

Similarly, the results of the test examination were tabulated and graphed independently. From the graphs, the distribution of the grades was obtained. To get the correlation that exists between the teaching methods and the academic achievement, the data obtained from the test results was analyzed through the Scientific Program for Social Sciences (SPSS). Other statistical tests that will be conducted on the data include the T-test to determine whether the performance of the pupils is normally distributed.

If the data is not normally distributed, then the researcher will determine to which side the data is skewed and determine the factors that will have contributed to the skewness. These factors are expected to be either eliminated if the graph is skewed to the left or adopted if the graph will be skewed to the right. If the data forms a normal curve, it indicates that all the teaching methods are effective and can continue to be used in the teaching of German Language in Talitha Kumi.

3.13 Validity and Reliability of Study

This study is believed to be reliable since it does not rely on one data collection method. The reason why the parametric study method was incorporated in this case is because a descriptive analysis of the study object would not have provided statistic data. Secondly, the lack of statistics will have certainly affected the impartiality of the results. Finally, descriptive studies describe ongoing situations that can be repeated or replicated since such results are based solely on observation.

The parametric study method will be used to cater for the statistical needs of this case study. Therefore, the recommendations at the end of the study are based on both the descriptive and statistical analyses of the variables.

3.14 Ethical Considerations

During this study, moral standards and integrity were withheld at the highest level. Punctuality was observed and before starting the study, the researcher sought permission from the administration of Talitha Kumi learning center after the proposal was. Also, the questionnaires that were filled by the teachers regarding the students and the test results were kept confidential.

CHAPTER FOUR

4. Results and Interpretation

4.1 Introduction

This chapter reviews the results and analysis of the qualitative data, the compilation of the questionnaire and the results and analysis of the quantitative findings of the study to determine the effects of the different teaching and learning methods for German language in Talitha Kumi learning center. The findings are also discussed in the light of previous research findings and available literature, where applicable, in order to identify similarities and differences between this study and previous studies and literature. A comprehensive description of the research methodology was given in Chapter 2.

4.2 Results and the Analysis of Qualitative Data

4.2.1 Introduction

During the conceptual phase of this study, qualitative data was collected. The first step involved distributing questionnaires to the teachers involved in teaching grade five pupils. In these questionnaires, the teachers were supposed to record the progress of the individual pupils for the period when the study was taking place. The fields that the teachers were required to fill include the pupil's attitude towards the learning of Germany as a foreign language, the performance

before and after the introduction of the cooperative teaching and learning method, and the participation and interest of the pupils towards learning of German language.

In these questionnaires, both descriptive and parametric data was collected. This data will be discussed in this chapter. The parametric data was analyzed through the Statistical Program for Social Sciences (SPSS) to determine the relationship of the various factors in the teaching and learning of German as a foreign language. The results of the analysis are listed and explained in this chapter too.

The mean score for the classes during the pre and posttests was also calculated to determine the overall class performance.

4.2.2 Descriptive Results, Analysis and Findings

Mean- This can be defined as the average score of each class. It is calculated by adding the scores of all the pupils and dividing the sum with the number of pupils.

Mean score for the **experimental** group

Pre-test 904/26 = 34.77

Post-test 1181/26 = 45.42

The mean score for this class increased from 34.77 before the new method was applied to 45.42 when the cooperative teaching and learning method was applied. This is a deviation of 10.65.

In the control class,

Pre-test mean= 932/27 = 34.52

Post-test mean= 1065/27 = 39.44

The average score for this class also rose, but by a smaller margin.

Comparing the pre-test means for both classes, the difference in their means is almost negligible. That is: 34.77-34.52 = 0.25. However, this is not the case when one of the classes was put under

68

the new teaching method. The difference in the classes' post-test mean scores is significant. That is: 45.42-39.44= 5.98. This can be attributed to the fact that the pupils were able to understand the differences between them as well as come up with ways to bridge these differences. That is to mean that the bright pupils were able to interact with the not so bright pupils and help them in their studies thus the big improvement in the mean score.

From the above results, both classes recorded an increase in their mean score. However, the experimental class recorded a greater increase than the control class. This can be attributed to the fact that the new cooperative teaching and learning method is more effective than the traditional method in teaching and learning of German as a foreign language.

4.2.2.1 Findings of the structured interview with teachers

1. Generally, all the pupils had a negative attitude towards the learning of German as a foreign language before the introduction of the cooperative teaching and learning method. However, when the new teaching and learning method was introduced, the attitude of all the pupils in the experimental class changed to positive.

2. Before the introduction of the cooperative teaching and learning method, the pupils learnt German because it was a compulsory school subject. However, with this new method, pupils were motivated to learn German as a foreign language because it now made a difference to them.

3. The test results indicated that the pupils had an improved performance in German after the new teaching and learning method was introduced. This was evident when the test results of the pre introduction and post introduction of the cooperative teaching methods were compared. It was also noted that the

performance of the pupils in the control group did not improve as much as that of the pupils in the experimental class.

The experimental group had 26 pupils named 1-26 as shown in table **(A.3.1)**below. This group was taught using the cooperative teaching and learning method and the results of their test exams before and after the introduction of the new teaching and learning method were recorded as shown in table **(A.3.1)**

The control group had 27 pupils named 27-53 as shown in table **(A.3.2)**below. With this group, the traditional method of teaching and learning of German was used and their results before and after the experiment were recorded.

The above data was run through the statistical package for social sciences to determine the relationship between the teaching method that was applied and the performance of the pupils in their tests. The statistical analyses are as shown in the table **(A.4.1)**, **(A.4.2)** and **(A.4.3)** below.

4.2.3 Discussion and interpretation of the Results and Findings

From the analysis above, the cooperative teaching and learning method is more effective to the learning and teaching of German as a foreign language to the fifth graders of Talitha Kumi than the traditional methods.

Reasons why the cooperative method was more effective than the traditional method:

- The cooperative teaching and learning method has helped in the retention of the subject content by the pupils. Since German is a foreign language, the acquisition of new vocabulary words is the major objective to improve the performance of the pupils in speaking German.

- With the cooperative method, much of the work is done in group discussions. Therefore, the number of teachers required to handle pupils in an institution is smaller. This method, therefore, saves the institution a lot of funds that would have been used to employ more teachers. Also, students who understand the German language can better help others to master the terms and vocabulary words at a closer range than teachers would. This makes the method effective.

- The cooperative method gives the pupils more time to tackle trouble spots. As opposed to traditional methods, the cooperative teaching and learning method ensures that students deal with difficult learning concepts on their own, knowing that teachers may not explain those concepts to them.

- Cooperative learning provides the pupils with the platform to practice the grammar of a foreign language outside the class; hence do not wait for the teacher to dictate.

- The cooperative teaching method helps pupils to boost their confidence during learning processes. They become confident to even present what they know to their peers and can even participate in debates using German.

Academic excellence is not determined by intelligence alone. Pupils have to be motivated in order to perform well, especially in a foreign language. The cooperative teaching method is more interactive and thus gives pupils the motivation that is required to learn German. Pupil motivation, however, is a common concern for many teachers and learner assistants. Unmotivated pupils typically spend little or no effort on completing both their homework and classwork, often do the bare minimum without a desire to get quality grades, and regularly avoid lessons on a particular subject. Without a spark of creativity, pupils are less motivated to perform. In this case study, therefore, when students in both the experimental and control group

71

showed motivation to study German, the improvement in their test results was noticeable. However, the control group did not record much improvement as the experimental group. This could be attributed to the fact that the cooperative teaching and learning method provides the pupils with more motivation to study a foreign language compared to the traditional teaching method.

4.3 Test Analysis

Test analysis determines whether the test that was done by the pupils was fair enough. The researcher cross checked the test that was set for the pupils and found that it was fair for the pupils. The test examination had the following characteristics

The test paper was valid. It was suitable for the objective of testing the pupils' progress in German language. All the three parameters of test validity were met. That is, the content of the test properly assessed the pupils' knowledge in German language. The criterion of the test measured the knowledge of the students and the test also predicted the knowledge of the students especially during the oral examination.

The test paper was reliable. It was consistent and did not have random errors of poor grammar or misspelling of words.

The test paper was of moderate difficulty. The paper was neither too difficult nor too easy. The reason why examiners and teachers should ensure that a test paper is of the right difficult is to avoid discouraging the students especially when the exam is too difficult.

The paper had discrimination power. This is because the bright students were able to answer the questions in clear and elaborate ways while the rest could not be precise in their answers and explanations.

CHAPTER FIVE

5. Summary, Conclusion and Recommendations

This chapter presents a summary of findings, a conclusion and some recommendations. This chapter also outlines the advantages and disadvantages of using the cooperative teaching and learning method.

5.1 Summary and discussion of the study results

The aim of the study is to determine the effectiveness of the cooperative learning and teaching of German language in Talitha Kumi learning center. The study was conducted using a group of fifth grade students. Out of the 53 pupils who were involved in the study, 26 were the experimental group. This group was taught using the new cooperative teaching and learning method. The other group of 27 pupils was the control group and was taught using the traditional teaching method.

The study also determines the motivation and attitude of the pupils towards learning of German as a foreign language. It means to determine whether the introduction of the cooperative teaching and learning method would improve the performance of pupils in German language.

These parameters of study were determined based on the collected data. The data was collected using questionnaires that were filled in by the teachers who were in charge of the fifth-grade students. The pupils also sat a test at the end of the study period. This test determined the effectiveness of the new teaching method. Pre-test results were provided by the teachers who were in charge of the class.

Through the findings of the experiment, it was found that the pupils who were taught using the new method had a remarkable improvement in their use of the German language. These pupils were also found to be more motivated to learn German compared to the pupils who were taught using the traditional teaching method.

The attitude of the pupils towards learning German as a foreign language have also improved from negative to positive. The pupils saw the beauty of learning a foreign language and embraced it.

The results of this study are consistent with the results of the previous and related studies, which means that it could generalized and used by decision makers. It is also worth mentioning that the cooperative learning method could be easily applied, when the teachers are well trained and willing to let go of the traditional methods. The school could start by offering its teachers workshops to educate them on how to use this method successfully, it could also be used in other subjects, but as a start it would be wise to use it in the main subjects, so that the students would learn the importance of the new method and get used to it since it would be applied in more than one subject.

5.2 Conclusion

The study was meant to determine which teaching method is more effective in teaching and learning of German as a foreign language. The methods that were under comparison were traditional teaching method and cooperative teaching and learning method.

From the test results, it was found that the cooperative teaching and learning method was more effective in teaching German as compared to the traditional teaching method. This is because the pupils who were taught using the cooperative teaching and learning method performed better in the test exams that the pupils in the control group.

The experiment results also showed that the attitude of the pupils who were under the cooperative teaching and learning method was much better than that of the pupils in the control group. The teachers also enjoyed the new teaching method better than the traditional teaching method.

5.3 Recommendations

The school should adopt the new teaching and learning method as the students recorded improvement in German language. The students also showed more interest in the foreign language.

The government should also train more teachers to handle pupils using the cooperative teaching and learning method. This will help to ensure that pupils even in schools other than Talitha Kumi perform well in languages both local and foreign languages. This can be achieved by including cooperative teaching as a subject for the student teachers in teachers' training colleges.

Pupils' motivation should be taken into consideration. The teachers should ensure that the pupils are motivated to study German and other languages. This will help the pupils to register and maintain good grades not only in German language but also in other disciplines.

5.4 The Advantages and Disadvantages of Adopting the Cooperative Learning and Teaching Method

5.4.1 Advantages

- Cooperative learning creates higher level thinking skills since it requires a high level of recognition skills and the presence of empathy. Pupils are not able to help each other in their studies if they do not understand one another. Cooperative learning helps the pupils to recognize the gap that exists between them in terms of learning ability and so they can come up with ways to bridge this gap in turn.

- It creates new forms of individual responsibility. Pupils are aware that they are not working hard for their individual grades. They know that they must work hard since the whole group needs to prosper. One student failing will lead to a low score for the group. With this, all the pupils are motivated to participate equally in the group discussions and activities.

- The level of personal participation during lesson time increases. Considering that the class is divided into groups, the answers given in class are based on the idea that every pupil in the group answering a question had a say in it. This way, the pupils can perceive their active participation in class.

- Cooperative learning helps to boost the self-esteem of the pupils at various levels. The students who at times feel left out will get the opportunity to shine with cooperative learning. When each strength and weakness is put into consideration, equality is created in the classroom. This level of equality would not have been felt using the individualized learning method.

The abovementioned reasons demonstrate why this study suggests that the Talitha Kumi administration consider adopting the cooperative teaching and learning method. However, this method also has some limitations. But these limitations should not discourage the institution from adopting this method considering that it has helped students to improve in their performance.

5.4.2 Disadvantages of the Cooperative Teaching and Learning Method

- The grading system created by this method could be considered unfair. Grades are handed to the entire group instead of to the individual pupils that participated. This means that a pupil gets a grade depending on the other pupils. Therefore, an active and bright pupil ends up getting a lower grade because their group mates were not active and did not handle their examination properly.

- The socialization structures created are not always beneficial. With time, pupils will understand who is good in a particular subject and who is not. When this happens, the bright students are likely to choose to be in one group to avoid being given poor grades. This is likely to create a polarization line in the class and some students may even get discouraged from trying to participate.

- The responsibilities of the teachers are placed on the pupils. Since it involves group discussions, the good pupils take up the responsibility of teaching their peers. This is work that should be done by the teachers not the pupils and brings some sort of leniency among teachers and educators.

5.5 Limitations of This Study

The major limitation of this study is that the data collected was based on a group of pupils in the same grade. This could create bias in the data since age is also a factor to consider when it comes

to the learning ability of the pupils. It is possible that this method will not be effective for first or second grade pupils. This is due to their young age and their difficulty to concentrate in studying without the presence of an adult, i.e., teachers.

5.6 Recommendations for Future Studies

While conducting a study on the effectiveness of a particular teaching and learning method, it is important for the researcher to include pupils or students of different ages and grades in their experiments. This will help in ensuring that the method is suitable for every learner irrespective of their age or grade. For example, it is possible that the cooperative method is very effective for grade five pupils going up but not suitable for younger pupils who would only love to play the moment they are together. Or rather, who do not understand the importance of group discussions.

References

- Adalgitse J., Lopez R. J., and Irias U. N. (2019). *The Effects of Cooperative Learning Strategies to Develop Fluency in 9th-grade Students at Guillermo Cano National Institute in the First School Term*.

- Adebayo, D. (2008). *The Impact of Mother Tongue on Students' Achievement in English*

- Alrayah H. (2018). *The Effectiveness of Cooperative Learning Activities in Enhancing EFL Learners' Fluency.* Vol. 11, *English Language Teaching*.

- Chamisah, C. (2013). An analysis of the advantages of cooperative learning approach in teaching writing. *Englisia*, Vol. 1(1) pp.136-154. State Islamic University of Ar-Raniry Banda Aceh.

- Chomsky N. (1995). *The Minimalist Program*. MIT Press, p. 11.

  Cooperative learning and second language teaching: FAQs. Perspectives/TESOL-Italy, 23(2), 55-60.

- German Approach (n.d.).DIA. https://www.germanapproach.org/what-is-the-ia-diploma.html

- Gillies, R. (2015). *Collaborative Learning: Developments in research and practice*. Nova, p. 17-46.

- Groves R. (2004). *Survey Methodology*. SAGE Publications.

- Hengki H. (2017). *The Effectiveness of Cooperative Learning Strategy through English Village for Teaching Speaking Skills.* Vol. 8. Journal of Language Teaching and Research.

- Jacobs, G. M., Gilbert, C. C., Lopriore, L. Goldstein, S., & Thiragarajali, R. (1997). *Cooperative Learning and Second Language Teaching.*

- Johnson, D. W., & Johnson, R. T. (2015). *Theoretical approaches to cooperative learning.*

- Kagan, S. (1994). Cooperative Learning. San Clemente. California: *Kagan Publishing.*

- Koffka, K. (1935). *Principles of Gestalt psychology.* Harcourt, Brace.

- Krammer Mathias, Gebhardt, Gastager Angela and Lisa Paleczek. (2015). *Effects of Cooperative Learning Methods in German Language Arts on Reading Ability and Social Behavior of High School Students.*

- Language in Junior Secondary Certificate Examination in Western Nigeria. Journal of Social Sciences, Vol 17(1) pp.41-49. https://tinyurl.com/s94swyrt

- Lenneberg, E. H. (1967). *Biological Foundations of Language.* John Wiley and Sons, 33.

- Lewin, K. (1935*). A dynamic theory of personality.* McGraw Hill.

- Mannahali Misnah. (2016). *The Effectiveness of the Use of Cooperative Learning Techniques Tpe STAD to Increase the Capability in Translating the German Text into Indonesian.* International Journal of Education and Research. Vol. 4.

- Mugenda, O., & Mugenda, a. (2003). *Research Methods, Quantitative and Qualitative Approaches.* ACT, Nairobi.

- Ritgero M. and Krisjina H. (2014). *Cooperative Learning in Foreign Language Teaching: A Study of the Use of Group Work in Language Studies in Icelandic Secondary Schools*. https://tinyurl.com/7ad3stsx

- Scott, M. L. (2003). *The Effects of Cooperative Learning Versus Traditional Classroom Instruction on Cognitive Achievement, Critical Thinking, and Attitudes toward Learning in Teams in a Physician Assistant Program*. Andrews University.

- Stenlev J. (2003). *Cooperative learning in foreign language teaching*. The Copenhagen Day and Evening College of Teaching Training.

- Stepanoviene, A. (2013). *Cooperative learning in the context of foreign language teaching and Learning*. Public Security and Public Order, 9.

- Talitha Kumi Foundation (n.d.). *History*. http://talithakumi.ps/school-ar/history/

- Vygotsky, L. (1978). *Mind and society*. Harvard University Press.

- Yadav, M. K. (2014). *Role of Mother Tongue in Second Language Learning*. International Journal of Research. Vol. 11, p. 572-582.

- Zentralstelle Für Das Auslandsschulwesen (n.d.).*BLI*.

- https://www.auslandsschulwesen.de/Webs/ZfA/DE/Schulnetz/Qualitaetsmanagement/BLI/bli_node.html

Appendices

Appendix 1: The Structured Interviews

Aim of This Interview

The aim of this interview is to determine the effect of the various teaching and learning methods that are applied in Talitha Kumi School for the teaching and learning of German as a foreign language.

Also, this interview will determine the attitude of both the teachers and pupils of Talitha Kumi School towards the new teaching method applied in the school in teaching and learning of German.

Section 1: Personal Information

1) Name: Nour Nour

2) Gender: Female

3) Age: 29 Years

4) Stream: 5C

5) Learning method used to teach German (Tick where appropriate)

       a) Cooperative learning   b) traditional teaching

Section 2: Pupil Evaluation

6) How was the student's attitude towards learning German before and after the introduction of the new teaching and learning method? (Tick where appropriate)

(After is only appropriate for the pupils who were taught using the new method)

	Sikken	negative	neutral	positive
Before		**		
After				**

Key

Type of attitude	Meaning
Positive attitude	Organizational behavior. Best attitude one can have
Neutral attitude	Do not feel the need to change
Negative attitude	Something that everyone should avoid
Sikken attitude	Worse than a negative attitude. Is a destructive attitude

7) How would you describe the motivation of the pupils towards learning German before and after the application of the cooperative learning method? (Tick only once) i.e what was the level of the pupils' motivation?

	Level 1	Level 2	Level 3	Level 4
Before	**			
After				**

Key

Level of motivation	Meaning
Level 1	"Because you told me to"
Level 2	"Because you want me to"
Level 3	"Because I want to"
Level 4	"Because it makes a difference"

8) After the application of cooperative learning, how would you describe the pupils' performance in German? (Tick where appropriate)

Improving	**
Deteriorating	
No change	

Section 3: Teacher's Recommendation

9) Do you think the cooperative teaching and learning method should be adopted in the whole school?

    A) <u>Yes</u>   B) NO

Give a reason for your choice.

I agree since cooperative learning and teaching methods give students the opportunity to learn from each other, help them improve their social skills, improve their team spirit, in addition to their higher achievement.

10) In terms of efficiency, how would you rate the two teaching and learning methods?

	inefficient	Slightly efficient	efficient	Very efficient
Cooperative learning				**
Traditional teaching		**		

11) What other recommendations would you give that will lead to improved learning of German in Talitha Kumi learning School?

Encourage German language teachers to apply the cooperative learning method. This could be done through more workshops that focus on the benefits of cooperative learning, and class visits to those who use this method.

12) Are you as a teacher prepared for the changes brought about by cooperative learning?

      A) <u>Yes</u>   b) No

Explain your choice

After applying cooperative learning and noticing student's higher motivation during learning and their good results at exams, I felt excited to continue using cooperative learning.

Aim of This Interview

The aim of this interview is to determine the effect of the various teaching and learning methods that are applied in Talitha Kumi School for the teaching and learning of German as a foreign language.

Also, this interview will determine the attitude of both the teachers and pupils of Talitha Kumi School towards the new teaching method applied in the school in teaching and learning of German.

Section 1: Personal Information

1) Name: **S. A**

2) Gender: **Female**

3) Age: **29 Years**

4) Stream: 5C+5B

5) Learning method used to teach German (Tick where appropriate)

a) **Cooperative learning**   **b) traditional teaching**

Section 2: Pupil Evaluation

6) How was the students' attitude towards learning German before and after the introduction of the new teaching and learning method? (Tick where appropriate)

(After is only appropriate for the pupils who were taught using the new method)

	Sikken	negative	neutral	positive
Before		**		
After				**

Key

Type of attitude	Meaning
Positive attitude	Organizational behavior. Best attitude one can have
Neutral attitude	Do not feel the need to change
Negative attitude	Something that everyone should avoid

Sikken attitude	Worse than a negative attitude. It is a destructive attitude

7) How would you describe the motivation of the pupils towards learning German before and after the application of the cooperative learning method? (Tick only once) i.e what was the level of the pupils' motivation?

	Level 1	Level 2	Level 3	Level 4
Before	**			
After				**

Key

Level of motivation	Meaning
Level 1	"Because you told me to"
Level 2	"Because you want me to"
Level 3	"Because I want to"

Level 4	"Because it makes a difference"

8) After the application of cooperative learning, how would you describe the pupils' performance in German? (Tick where appropriate)

improving	**
deteriorating	
No change	

Section 3: Teacher Recommendation

9) Do you think the cooperative teaching and learning method should be adopted in the whole school?

A.   **Yes**   B) NO

Give a reason for your choice

Since I was present in both groups and used the two methods, I would have to say that cooperative learning creates a beautiful learning atmosphere, where pupils are working as a whole instead of individuals. I also found that the students were more interested and enthusiastic towards learning German with the cooperative learning method. Their

higher participation and attention could were clearly observed leading to better achievement.

10) In terms of efficiency, how would you rate the two teaching and learning methods?

	inefficient	Slightly efficient	efficient	Very efficient
Cooperative learning				**
Traditional teaching		**		

11) What other recommendations would you give that will lead to improved learning of German in Talitha Kumi learning School?

- **To follow up with new teaching methods and give them a try.**
- **To regularly give feedback to each other (I mean between the teachers), as well as arranging peer visits**
- **Encourage the students to read more German books.**

12) Are you as a teacher prepared for the changes brought about by cooperative learning?

<u>Yes</u>   b) No

Explain your choice

Of course, since I took part in the workshops offered by the school concerning this method and applying it. I was so happy to see the results.

Aim of This Interview

The aim of this interview is to determine the effect of the various teaching and learning methods that are applied in Talitha Kumi School for the teaching and learning of German as a foreign language.

Also, this interview will determine the attitude of both the teachers and pupils of Talitha Kumi School towards the new teaching method applied in the school in teaching and learning of German.

Section 1: Personal Information

13) Name: **I. K**

14) Gender: **Male**

15) Age: **31**

16) Stream: **5B**

17) Learning method used to teach German (Tick where appropriate)

        a) Cooperative learning   **b) traditional teaching**

Section 2: Pupil Evaluation

18) How was the students' attitude towards learning German before and after the introduction of the new teaching and learning method? (Tick where appropriate)

(After is only appropriate for the pupils who were taught using the new method)

	Sikken	negative	Neutral	Positive
Before		**		

After				

Key

Type of attitude	Meaning
Positive attitude	Organizational behavior. Best attitude one can have
Neutral attitude	Do not feel the need to change
Negative attitude	Something that everyone should avoid
Sikken attitude	Worse than a negative attitude. Is a destructive attitude

19) How would you describe the motivation of the pupils towards learning German before and after the application of the cooperative learning method? (Tick only once) i.e what was the level of the pupils' motivation?

	Level 1	Level 2	Level 3	Level 4
Before	**			
After				

Key

Level of motivation	Meaning
Level 1	"Because you told me to"
Level 2	"Because you want me to"
Level 3	"Because i want to"
Level 4	"Because it makes a difference"

20) After the application of cooperative learning, how would you describe the pupils' performance in German? (Tick where appropriate)

improving	
deteriorating	
No change	

SECTION 3: TEACHER'S RECOMMENDATION

21) Do you think the cooperative teaching and learning method should be adopted in the whole school?

    B. Yes   B) NO

Give a reason for your choice

I can't give a choice to this question, since I taught my group using the traditional teaching method, but I would love to try the cooperative learning method in the near future.

22) In terms of efficiency, how would you rate the two teaching and learning methods?

	inefficient	Slightly efficient	efficient	Very efficient
Cooperative learning				
Traditional teaching		**		

23) What other recommendations would you give that will lead to improved learning of German in Talitha Kumi learning School?

Not to stick to old teaching methods, because at some point students lose their interest and enthusiasm towards learning especially when learning a hard foreign language like German.

94

It would also be a good step involving the students more in the German culture, and this can be done through more exchange opportunities with German schools, as well as creating events, where German culture is exhibited.

A good suggestion is also watching German movies and listening to German songs.

24) Are you as a teacher prepared for the changes brought about by cooperative learning?

A) **<u>Yes</u>**   B) No

Explain your choice.

As I said before I have not tried it yet but I believe that I will be will prepared since I have participated in the workshops given to us by the school about cooperative learning.

Appendix 2: Test Information

section	Questions' number	Educational Objectives (with regard to the content-key themes)	Percentage of the test based on the points for each section
Listening	**Part(1) = 6 Questions** **Part(2) = 6 Questions** **Toltal is 12 questions**	**Listening:** Understand short, simple question/ messages, messages on the phone and short conversations in everyday situations.	**30%**
Reading	**Part(1) = 6 Questions** **Part(2) = 6 Questions** **Toltal is 12 questions**	**Reading:** Obtain information from written short messages, public notices, classified ads and personal descriptions.	**20%**
Writing	**One Constructive question**	**Writing:** Write short personal messages.	**20%**

Speaking	9 questions	Speaking: * **introduce themselves** * Ask and answer simple informational questions * Formulate common requests and react to them	30%
Total			**100%**

Table (A.2.1): Test Information

Appendix 3: Test Results

Table (A.3.1): Test results of the experimental group before and after the introduction of the cooperative teaching method

Section	Cooperative Learning method (Experimental Group)																									
	Pre-test																									
Student Nr.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Listening-18	13	11	8	5	15	12	12	11	11	9	11	12	10	5	13	15	13	14	7	8	7	8	10	12	11	10
Reading - 12	9	8	6	3	8	8	8	7	6	6	7	6	7	3	8	9	8	10	6	5	6	6	5	7	8	7
Writing -12	9	7	5	2	10	9	9	9	8	7	10	8	7	5	9	10	9	10	4	5	7	7	8	8	9	7
Speaking-18	11	9	5	4	13	12	10	9	8	9	12	11	10	3	12	13	15	13	8	9	7	9	10	10	10	9
Total (60)	42	35	24	14	46	41	39	36	33	31	40	41	34	16	42	47	46	47	25	27	27	30	33	37	38	33
	Post-test																									
Student Nr.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Listening-18	12	12	10	7	16	16	13	14	13	13	14	15	12	8	14	18	17	18	10	11	13	12	12	13	13	10
Reading-12	7	9	8	6	10	9	10	8	7	8	9	9	8	6	9	11	10	11	7	7	8	8	7	8	9	8
Writing -12	10	10	7	5	11	11	11	11	9	8	12	10	9	7	11	12	11	11	9	8	9	9	10	10	11	7
Speaking-18	15	14	11	8	18	16	14	16	15	15	16	16	15	10	17	18	17	18	11	14	12	14	15	16	16	11
Total (60)	44	45	36	26	55	52	48	49	44	45	51	50	44	30	51	59	56	58	37	40	41	43	44	48	49	36

Table (A.3.2): Test results of the control group before and after introduction of the cooperative learning and teaching method

Section	Traditional teaching (Control Group)																										
	Pre-test																										
Student Nr.	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53
Listening-18	12	10	5	13	15	13	14	7	8	7	8	12	11	11	10	11	10	11	12	10	11	8	5	15	12	12	8
Reading - 12	6	7	3	8	9	8	10	6	5	6	6	9	8	8	7	6	6	7	6	7	8	6	3	8	8	8	5
Writing -12	8	7	5	9	10	9	11	4	5	7	7	9	7	9	7	8	7	10	8	7	7	5	2	10	9	9	6
Speaking-18	10	10	3	12	13	15	13	7	9	7	9	11	9	10	9	7	9	12	11	10	9	5	3	13	12	10	9
Total (60)	40	34	16	42	47	46	48	24	27	27	30	41	35	38	33	32	32	40	41	33	35	24	13	46	41	39	28
	Post-test																										
Student Nr.	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53
Listening-18	13	12	6	13	16	16	16	7	10	10	11	14	12	12	11	10	12	13	13	9	10	8	5	16	13	13	11
Reading-12	8	8	4	9	10	9	11	6	5	7	8	9	8	10	8	9	8	9	8	9	9	6	3	10	9	8	6
Writing -12	9	9	6	11	11	11	10	6	8	8	8	10	8	10	9	8	8	10	9	8	9	6	3	11	11	10	7
Speaking-18	11	11	6	15	16	16	18	7	10	9	9	13	11	12	9	9	9	10	15	11	10	6	5	14	13	12	9
Total (60)	45	40	22	48	53	52	55	26	33	34	36	46	39	44	37	36	37	46	46	37	38	26	16	51	46	43	33

Appendix 4: Statistical Analysis

Table (A.4.1): Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	LPRE	10.50	26	2.746	.539
	LPOST	12.92	26	2.741	.538
Pair 2	RPRE	6.81	26	1.674	.328
	RPOST	8.35	26	1.355	.266
Pair 3	WPRE	7.62	26	2.041	.400
	WPOST	9.58	26	1.748	.343
Pair 4	SPRE	9.65	26	2.799	.549
	SPOST	14.54	26	2.611	.512
Pair 5	TTPRE	34.77	26	8.851	1.736
	TTPOST	45.42	26	8.095	1.588

Table (A.4.2): Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	LPRE & LPOST	26	.850	.000
Pair 2	RPRE & RPOST	26	.807	.000
Pair 3	WPRE & WPOST	26	.895	.000
Pair 4	SPRE & SPOST	26	.886	.000
Pair 5	TTPRE & TTPOST	26	.951	.000

Table (A.4.3): Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	LPRE - LPOST	-2.423	1.501	.294	-3.029	-1.817	-8.230	25	.000
Pair 2	RPRE - RPOST	-1.538	.989	.194	-1.938	-1.139	-7.931	25	.000
Pair 3	WPRE - WPOST	-1.962	.916	.180	-2.331	-1.592	-10.923	25	.000
Pair 4	SPRE - SPOST	-4.885	1.306	.256	-5.412	-4.357	-19.068	25	.000
Pair 5	TTPRE - TTPOST	-10.654	2.756	.540	-11.767	-9.541	-19.711	25	.000

Appendix 5: Arabic Abstract

اختبار أُسلوب التعلم التعاوني في تحسين عملية تعليم وتعلُّم اللغة الألمانية في مدرسة طاليثا قومي في بيت جالا ، فلسطين

إعداد الطالبة: شرين عتيق

إشراف: الدكتور إبراهيم عوض

ملخص الدراسة

يتم تعليم اللغة الألمانية كلُغة أجنبية في طاليثا قومي منذ سنوات عديدة، ومع ذلك فإن التحدي لإتقان اللغة الألمانية وتكلُّمها بطلاقة لا يزال قائما لدى طلابها. تهدف هذه الدراسة لفحص ما اذا كان الضعف القائم لدى الطلاب في مهاراتهم اللغوية سببه الأسلوب المُستخدم في تعليم اللغة الألمانية في هذه المدرسة. كما تعرض هذه الدراسة أسلوب التعلم التعاوني وتختبر كفاءته في تعليم واكتساب اللغة الالمانية كلُغة أجنبية. بالإضافة لذلك تسعى هذه الدراسة للبحث في كفاءة أسلوب التعلُّم التعاوني مقارنة بأسلوب التعليم التقليدي، حيث ستُجيب هذه الدراسة على هذا السؤال: أي من هذين الأسلوبين له تأثير ايجابي اكبر على أداء الطلاب في اللغة الالمانية؟ وفي نهاية هذه الدراسة سيتم تبني الأسلوب الذي ثبت نجاحه وحقق معدلات أعلى في تعلم اللغة الالمانية في المدرسة وبالطبع اعتماده بشكل رئيسي في تدريس اللغة.

اثبتت الدراسات السابقة كفاءة التعلُم التعاوني في تحسين أداء الطلاب في مختلف المواد الدراسية مقارنة بالاسلوب التقليدي، حيث لوحظ أن هذا الاسلوب ناجح في تعلم المواد العلمية على وجه التحديد ولهذا السبب تهدف هذه الدراسة لتحديد ما اذا كان هذا الاسلوب قادرا على تحقيق نفس النتائج في تعلم اللغات ايضا وعلى وجه الخصوص في اللغة الألمانية.

استخدم الباحث في هذه الدراسة طلاب الصف الخامس كعينه تجريبية وقسمها لمجموعتين: الأولى تم تدريسها باستخدام اسلوب التعلُّم التعاوني بينما تم استخدام الأسلوب التقليدي مع المجموعة الثانية وفي نهاية التجربة تقدمت كلا المجموعتان لإمتحان موحد وحُللت نتائج الاختبار وقورنت بنتائج الإمتحان الموحد السابق الذي خضع له الطلاب قبل البدء بالتجربة.

بناء على ما سبق كانت النتيجة النهائية أن أداء الطلاب اللذين تعلموا اللغة الالمانية باستخدام اسلوب التعلُم التعاوني تحسن بشكل ملحوظ في حين لم يُحرز الطلاب اللذين تعلموا بالأسلوب التقليدي تقدما كبيرا في أداءهم كاللذي شهدناه في أسلوب التعلم التعاوني.