

The Role Of Teamwork Strategies In Enhancing The Conversational Skills Of The English Language Among Second-Grade Intermediate Learners In Islamic High Schools In Anbar Governorate

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Abstract :

The current research aims to identify the value of group strategies in improving the English language skills of second-graders in Islamic schools in Anbar province from the point of view of subject teachers. To achieve this, the descriptive analytical approach was used, and the research tool was a questionnaire consisting of multiple paragraphs that discussed the benefits of group conversations in enhancing language skills. It was employed on a sample of (72) English language teachers during the first semester of the academic year (2023-2024). The results of the study showed that the benefits of the group's strategies in enhancing the English language skills of second-graders in Islamic schools in Anbar province were significant.

It was also found that there were no statistically significant differences in the average grades of a teacher for this position due to two variables: academic preparation and the number of courses in the field of modern strategies. As a result, the researcher suggested that future studies should include the use of these strategies in enhancing conversational abilities in other educational fields. He also suggested that English language teachers participate in training courses on the most important contemporary strategies for this topic.

Keywords: teamwork, conversation, English.

Introduction

In recent years, contemporary educational trends have emerged in all fields influenced by the science and technology revolution, where universities and schools were among the institutions most affected by these changes, which prompted them to reconsider their educational policies, curricula, strategies and teaching methods in line with contemporary educational theories that focus on differentiated education, active education, blended education and other types of education. Teamwork as an educational strategy is one of the most important active learning strategies pursued by leading scientific institutions in the field of creativity and excellence in performance, whether for learners or teachers, as the collective learning strategy is one of the most important modern educational methods in the field of teaching methods. This makes it easier for the student to learn and work at the same time, and his role is positive in the educational process, in addition to the collective experience of students that enables them to collect data and evidence, and they are able to evaluate results and make judgments, and feel important that they are able to educate themselves and help their peers, which leads to better learning outcomes that are reflected in academic achievement and motivation for achievement (Khalaf Allah, 2016: 276).

Teamwork with its various strategies can be used in teaching various courses such as science, languages, and others, as the English language and teaching its skills constitute a wide field for the adoption of teamwork, as a teaching strategy that achieves educational outcomes characterized by excellence and

proficiency in the field of speaking, listening, reading and writing, and this language is considered the most widespread and circulating among the peoples of the world. Since the skill of conversation is one of the most important English language skills that learners should master, so that they can learn about the cultures of others and integrate with them within their communities and gateway to learn about everything new in the world.

Since the skill of conversation is one of the most important English language skills that learners should master, so that they can learn about the cultures of others and integrate with them within their communities and gateway to learn about everything new in the world. Teamwork is one of the strategies through which learners' ability to speak and master its skill in a way that makes them fluent in dialogue and etiquette, so this study was to shed light on the role of teamwork strategies in enhancing the English language conversation skills of second-grade intermediate learners in Islamic high schools in Anbar province.

The study problem:

In the light of contemporary changes in education, schools in the Arab world, including Iraq, have tended to reconsider their educational policies with regard to teachers' skills, develop curricula and strategies, and move towards using the best modern educational means in order to achieve their goals in raising the level of their students and developing their thinking and language skills in the various subjects they study in school, and creating the appropriate environment for the establishment of courses and practical workshops to train

teachers. I succeeded in some courses but not others, as a result of the disparity in the support provided between public, private and Islamic schools. In view of the reality of teaching English in Iraq's Islamic high schools, especially with regard to conversational skills, it is noted that there is a low academic achievement of students in this subject in terms of skills, and this may be due to many reasons related to the curricula, their difficulty or intensity, the performance of teachers who are not good at using modern strategies and means in teaching, or the lack of sufficient means for presentations and explanations. This was reinforced by the researcher's exploratory study as an English language teacher in Islamic high schools in Anbar province on the opinions of (18) of his colleagues on the role of teamwork strategies in developing conversational skills, as the majority of the answers were focused on the great importance of these strategies in developing students' skills in conversation if the necessary requirements, methods, strategies and means are available.

Many studies have confirmed the importance of teamwork strategies in teaching different courses and their role in increasing learners' scientific and linguistic achievement, such as the study (Al-Fangary et al., 2019) and the study of Keramati (Keramati, 2010).

Based on the above, the study problem can be identified by answering the following question:

What is the role of teamwork strategies in enhancing the English conversation skills of second-grade intermediate learners in Islamic high schools in Anbar province?

It includes the following sub-questions:

- 1- What is the degree to which teamwork contributes to enhancing the English language conversation skills of second-grade intermediate learners from the point of view of the subject teachers?
- 2- Are there statistically significant differences between the average scores of the sample members estimating the role of teamwork strategies in enhancing the English language conversation skills of the second intermediate grade learners due to variables: academic qualification, number of courses in the field of modern strategies?

Study hypotheses

- 1- Teamwork plays a positive role in enhancing the English language conversation skills of second-grade intermediate learners in a high degree.
- 2- There are no statistically significant differences between the average scores of the sample members' appreciation of the role of teamwork strategies in enhancing the English language conversation skills of the second intermediate grade learners due to the variables: academic qualification, number of courses in the field of modern strategies?

The importance of the study

The importance of teamwork strategies is determined in the English language as one of the most important active strategies that enhance learners' interactive abilities, enabling them to increase self-confidence and speak fluently and clearly in situations that require it, as well as its role in providing them with dialogue skills and sound discussion. The applied importance stems from the compatibility of the current study with the recommendations of conferences concerned with the use of contemporary teaching strategies in English as the most important language in the world, and the development of methods of presentation and evaluation according to the foundations and principles of collective and active education.

The objectives of the study

Were determined in the following points:

- 1- Identify the role of teamwork strategies in enhancing the conversational skills of the English language among learners of the second intermediate grade in Islamic secondary schools in Anbar province.
- 2- Revealing whether there are differences between the opinions of English language teachers on the role of teamwork strategies in enhancing the conversational skills of second-grade learners due to the variables: academic qualification, number of courses in the field of modern strategies.

The limits of the study

human: a sample of English language teachers for the second intermediate grade.

Location: Islamic High Schools in Anbar Province, Iraq.

Temporality: The study was applied during the academic year 2023-2024.

Study terminology and procedural definitions

1. Teamwork is defined as: assistance in the same group as necessary. The student receives support and help from others, and as a result expects the same behavior from him if he needs it. (Al-Fangary et al., 2019: 145).

The researcher defines it procedurally as: an educational strategy through which students cooperate with each other to accomplish a scientific task or achieve the objectives of the lesson in a field. This is done through the exchange of ideas, opinions and information in order to achieve the objectives of the English language lesson.

Conversational skill is defined as: the ability to express human feelings and social, political, economic and cultural endeavors in a functional or creative way, with proper pronunciation and effective delivery (Madkour, 2007, 143).

The researcher describes it as follows: the ability of students to communicate their ideas and discuss their ideas about the topics of the English language book for the second intermediate grade in an accurate and

effective language, and the choice of vocabulary and writing alike. Appropriate and effective, and the organization of ideas is accurate and appropriate.

Previous studies: After reviewing a number of studies that dealt with the variables of the study, they were presented according to the sequence from the latest to the oldest as follows:

Study (Al-Fangary et al., 2019): It aims to enhance the quality of teamwork among eighth grade students in Kuwait by establishing an educational unit dedicated to the art of education that uses cooperative learning techniques. The research followed the descriptive approach in analyzing the investigations. The research tools aimed to measure the extent to which the components of the planning process for the artistic endeavor in the educational unit are achieved, as well as to observe the collaborative behavior of students. The research sample included (60) students.

The results of the research indicated that there is great potential for creating a teaching unit dedicated to the educational arts that uses cooperative learning to enhance the collective effort of eighth grade students in the State of Kuwait. This beneficial effect was manifested in the skills of interpretation, application and comparison and the magnitude of the impact of the educational unit in education. Collaborative learning techniques are commonly used.

A study (Al-Diwani, 2019): aimed to identify the theoretical foundations of the work team method and its role in supporting the continuity of improvement in accredited schools and to identify the reality of its use as a method in Egyptian schools, the descriptive approach and a questionnaire were used to measure opinions, and the study found the need to adopt the work team methodology to develop the skills and capabilities of members of the school community, and that the work team helps to use the skills of team members in an attempt to gain a competitive advantage and that working within a team helps members develop mutual and effective relationships to achieve The goals of the team, and that teamwork makes members of the school community more able to continuously improve work performance and more motivated to accomplish work.

- Drew Thomson's study (2018): The study aimed to identify the advantages of teamwork, which is widely observed in American elementary schools in California, where a descriptive and analytical approach was adopted. It relied on a survey tool distributed to a sample of elementary school teachers in California as well as an observation of a sample of one hundred and fifteen students studying in the state of California. The study found that there is a high level of satisfaction among teachers about positive work, and the resulting positives reflected on the student's personality of social interaction and active participation in various classroom activities.

Keramati (2010): aimed to determine the value of group teaching methods in the academic field of physics. The experimental method was used. The tool consists of a test that assesses student achievement in a sample of 200 students at a high school in Iran. The results showed that the experimental group that participated in group learning achieved greater success than the group that participated in traditional learning, and the researcher recommended conducting more research in the field of group learning and its impact on academic success.

Tarim & Akdens (2008): aimed to compare the impact of individual and group education on fourth graders and its impact on academic success and attitudes towards mathematics. The empirical and comparative approach was used. The research sample included seven randomly selected chapters, and the cooperative learning method was applied to two of them, and the rest were controls. The results showed that the cooperative education method had a positive impact on students' success and attitudes towards mathematics.

The most important feature of the current study is its treatment of the subject of group education in developing the skill of conversation in the English language in Iraqi schools, a topic that has not been researched to the best of the researcher's knowledge, as most of the previous studies were on the impact of this strategy on mathematics and physics, and this is what distinguishes it and adds scientific value to it.

Theoretical studies

The concept of teamwork and its importance

Teamwork is the fulfillment of the desire of the individual that exists in each member of the cooperative group, which is the desire to communicate with other members, which makes them trust each other, and the desire to learn and understand. Knowledge is not achieved by simply communicating with others, as one may lack something in the communication of the other, and so on (Shakir, 2011: 14). It is defined as: a group of students who cooperate with each other to accomplish a scientific task or achieve the objectives of the lesson in a field. This is done through the exchange of ideas, opinions and information in order to achieve the desired goals (Said, 2014: 382).

Thus, teamwork is a learning strategy that includes organizing learners into small groups of four to six members each, and students of the same group cooperate to achieve a common goal, which makes each student feel responsible for the learning and learning of others.

Steps of the teamwork strategy

Teamwork is carried out through a set of steps: (Ibrahim, 2018: 1160)

Choose the topic of the lesson that is covered in one session and has multiple pages that students can prepare and evaluate by the teacher. Discuss the topic in main paragraphs and then in secondary paragraphs related to the teacher. . Organizing the components of education and arranging them according to

their importance and priorities. Divide the students into collaborating but not all groups with the same degree of success, and send a representative with another representative from each group, who will become part of the expert group. Each group's expert meets and discusses his knowledge and experience, and then shares with his colleagues.

Each group must ensure that each member absorbs the information and acquires the necessary experience. Everyone who participates in the program undergoes a personal examination for which each student is responsible for passing the summarization of the individual achievement ratings of students to arrive at the overall classification of the groups.

The skill of conversation in the English language

Is the translation of the tongue from what he learned by reading, listening and writing, which is one of the hallmarks of the learner and his personality, and the ability to speak grows at an early age of the individual's life as most children begin to form a sentence of two words at the age of two, and until the sixth child learns a lot of words that help them to talk and express their needs, thoughts and feelings (Khoury, 2015: (141). The accomplished speaker searches for the means of this skill he has and develops it, and these means include the following: - Believing in what he says, and to be a good example for the listeners, so that they are not asked to do something that he does not do, but must be the first to apply it.

The learner is aware of the different opinions of people, and this appears in their different moods, shapes and colors, as they differ from one individual to another. - Reduce speech, so that speech is not only for himself, and he must take into account the time during the conversation, and not to prolong, so that the listeners do not get tired of his speech. - Using illustrations. A relevant useful example illustrates the concept to be transferred, convinces others, and remains firmly in the mind. - Trying to find common ground between the speaker and the other party, this facilitates the acceptance of the speaker's words, and makes the other party believe that the idea is his own Education: The speaker must have a thorough understanding of the topic he covers. - Adequate preparation: A speaker who plays an important role in the presentation to a large audience must plan the topic and prepare it in advance for the audience.

Gain a greater understanding of how information is communicated to others. - The speaker's possession of a wide range of vocabulary that helps him and helps him to express the intended meaning. - Set a clear goal of the conversation, such as the delivery of new information, for example, the talk that is devoid of a goal, or that is based on a weak goal, lacks the spirit of influence and persuasion. - Self-confidence: A successful speaker must have confidence in himself, otherwise he will have difficulty reaching the hearts and minds of his listeners, and thus achieving his goals. -Honesty is one of the most important personalities that a speaker must show. - Taking into account the situation of the listener, so as to choose the appropriate topic and

pronunciation for the listener, taking into account the saying: (Address people according to their minds). - Good listening, just as the speaker must master the art of speaking and diction, in order to gain the trust of others, and listen to him during his speech (Sweidan, 2004, 29).

Study Methodology and Procedures: It includes the steps of the study's progress in terms of determining its methodology, the original study population, its sample, and the study tool, all of which aim to ensure its truthfulness and stability, methods of implementation, and its findings. They are presented and discussed.

❖ **First:** Study methodology: The descriptive and analytical approach was used because it is the most appropriate approach for this study.

❖ **Second:** Study population and sample: The study population consisted of English language teachers in Islamic high schools in Anbar Governorate for the academic year 2023-2024, and a random sample of (72) teachers and schools was selected, and the following is a description of the study variables:

1- Academic Qualification Variable

Table (1): Distribution of Sample Members According to Academic Qualification

Qualification	Quantity	Percentage
Bachelor	٣٥	%٤٨,٦١
Master	٢٠	%٢٧,٧٨
PhD	١٧	%٢٣,٦١
Total	٧٢	%١٠٠

It is clear from Table (1) that the largest number of teachers with a bachelor's degree are.

2- Number of training courses

Table No. (2): Distribution of sample members according to training courses

Number of Cycles:	Number	Percentage
Less than 3 courses	١٦	%٢٢,٢٢
from 3_ 6 courses	٣٤	%٤٧,٢٢
From 6 courses and above	٢٢	%٣٠,٥٦
Total	٧٢	%١٠٠

The previous table shows that the majority of schoolers participate in courses lasting 3 to 6 months.

❖ Third: Study tool

After studying the theoretical aspects of research and teaching related to group learning and communication skills, and obtaining the opinions of many experts in the field of English language teaching, the questionnaire was created, and its legitimacy was ascertained, and it was distributed to a group of judges in the field of English language styles, who expressed their opinions on the importance of the sections of the questionnaire. The extent to which these sections of the axis are allocated to them. In view of these data, some paragraphs were deleted and some were modified, which led to a decrease in the number of paragraphs to (12). The validity of the questionnaire was tested using the Cronbach alpha equation, which showed that the overall stability of the questionnaire was (0.82). This indicates that the questionnaire is very reliable. The five-point Likert type was used according to the following table:

Table (3): The test adopted in the study

	Cell Length	Corresponding Relative Weight	Grade Estimation
١	From ٢٠ - 36	1- 1,80	Very Low
٢	From 36-52	1,80- 2,60	Low
٣	From 52-68	2,60- 3,40	Medium
٤	From 68-84	3,40 – 4,20	High
٥	From 84- 100	4,20 _ 5	Very High

Fourth: Presentation and discussion of the results of the study

1- Answering the first question, which states:

What is the degree of contribution of teamwork to enhancing the English language conversation skills of second-grade intermediate learners from the point of view of the subject teachers?

To answer this question, the arithmetic averages and standard deviation of each of its paragraphs were calculated, and the following table illustrates this:

Table (4): Teachers' Answer Averages

	Axis	Mean	Deviation	Degree
١	Group education contributes to enhancing the learner's ability to have good dialogue.	٣,٩٣	٠,٥٥	High
٢	helps in listening to others and accepting their opinions with ease.	٣,٨٩	٠,٦٣	High
٣	contributes to dealing with the opinions of his peers with respect and understanding of their intentions.	٣,٨١	٠,٨٤	High
٤	Contributes to enhancing the ability to properly deliver phrases and texts.	٣,٧٥	٠,٧٦	High

٥	Contributes to the selection of the appropriate style to express ideas well.	٣,٦٩	٠,٩٥	High
٦	Helps clarify and concise the ideas to be communicated to others.	٣,٦١	٠,٦٨	High
٧	Helps convince others and convey the vision in an effective and effective way.	٣,٥٥	٠,٧٣	High
٨	Contributes to putting the learner in real situations in expressing his feelings.	٣,٤٢	٠,٦٦	High
9	Contributes to enhancing loud and silent reading performance when facing others.	٣,٣٧	٠,٧٤	Medium
10	Contributes to enhancing the chances of personal and professional success through effective language interaction with others.	٣,٢٩	٠,٦١	Medium
11	Helps to develop the learner's self-confidence in his relationship with others while confronting them.	٣,٢٢	٠,٧٢	Medium
12	Contributes to improving verbal fluency and flexibility.	٣,١٧	٠,٨٨	Medium
13	Contributes to enhancing the ability to put forward various ideas that enrich the encounter with others.	٠,٧٣	٣,٠٤	Medium
	Grand Total	٠,٧٤	٣,٥٢	High

It is clear from the previous table that the degree of contribution of group education in the development of conversational skills in the English language for the second intermediate grade was high with an arithmetic average of (3.52), and the researcher explains this by the advantages that characterize group education as an effective strategy in teaching the language and its skills as a whole and the skill of conversation in particular, as it enhances the benefit of multiple abilities, experiences and skills among team members in their respective fields of specialization, which facilitates the expansion of

knowledge, experience and skill, which ultimately leads to higher provision Quality levels, service in the most appropriate way, and then achieve the goal efficiently and effectively, teamwork usually leads to the development of team spirit and the strengthening of social relations between team members, As a result, the members themselves benefit from the team's efforts to achieve a common goal, as well as the personal and professional interests of the team, and communication between them to enhance different life skills, which form language skills as the basis on which the rest of the skills are based, as the proper delivery of the individual is enhanced through cooperation with others within a team, and acquires from them the arts of public speaking, dialogue etiquette and appropriate listening and speaking methods.

This result is consistent with what the judge came up with where he believes that the skill of speaking does not develop through individual activities, conversation requires contact and interaction with others face to face, to put yourself in real situations and force your mouth to talk to another person or people, so we also offer you direct conversation classes, whether those that take place collectively with the teacher and some other students, or those that take place individually with the private teacher (Al-Qadi, 2001: (71) From the above, it is clear that the first hypothesis is correct, which states: Teamwork plays a positive role in enhancing the English conversational skills of second-grade intermediate learners in a high degree.

These results are consistent with the Diwani study (2014), whose results showed that teamwork helps members develop mutual and effective relationships to achieve team goals, and that teamwork makes school community members more able to continuously improve work performance and more motivated to accomplish work, and Drew and Thompson's study (2018), whose results showed a high level of satisfaction among teachers about positive work, and the resulting positives that reflect on the learner's

personality of social interaction and active participation in various activities. Classroom.

2- Answering the second question, which states:

Are there statistically significant differences between the average scores of the sample members' appreciation of the role of teamwork strategies in enhancing the conversational skills of the English language among second-grade intermediate learners due to the variables: academic qualification, number of courses in the field of modern strategies?

To answer this question, the results related to the qualification variables and courses were presented:

A- Results related to the academic qualification variable

Table (5): Significance of differences by academic qualification

Source of variance	Sum of squares	Degrees of freedom	Mean of squares	Calculated value (f)	Level of significance
between groups	١٣٧,١١	٢	٣٩,٨٣	٢,١٣	non-function
within groups	١٨٠٧,٤٣	٦٩	٣٠,٥٥		
grand sum	١٩٤٤,٥٤	٧١			

The previous table indicates that there were no statistically significant differences at the level of significance (0.05) between the averages of the responses of the sample members to the academic degree variable. The researcher explains that the academic and scientific background of English language teachers holding all kinds of bachelor's, doctoral or master's degrees is close to their view of the role of group education with its various strategies in developing language skills in general and conversation skills in particular, by virtue of the experience gained for each teacher, regardless of the certificate he holds, which has become available to him on multiple websites to refer to whenever he wants.

B- Results related to the variable of the number of training courses

Table (6): Significance of differences by number of courses

Source of variance	Sum of squares	Degrees of freedom	Mean of squares	Calculated value (f)	Level of significance
Between groups	٣٤,٠٩	٢	١٥,٦٨	٠,٤١	non-function
Within groups	١١٦٤,٣٥	٦٩	١٣,٩٤		
Grand Total	١١٩٨,٤٤	٧١			

It is clear from the previous table that there were no statistically significant differences at the level of significance (0.05) between the average responses of the study members with regard to the number of training courses they performed. The researcher attributes this result to the fact that the training courses and practical workshops held to develop the skills of English language teachers in the use of active and effective strategies, which experiences have proven positive results, as the content of these courses and workshops can be attended by the teacher and obligated electronically through videos, zoom programs, Google Meet and others without attending to them.

From the previous two tables, we can see the validity of the second hypothesis, which states:

There are no statistically significant differences between the average scores of the sample members of the role of teamwork strategies in enhancing the English language conversation skills of the second intermediate grade learners due to the variables: academic qualification, number of courses in the field of modern strategies.

Conclusions

- Group learning as a strategy plays a positive role in enhancing the English conversational skills of second-grade intermediate learners.
- There were no statistically significant differences between the average scores of the sample members' appreciation of the role of teamwork strategies in enhancing the English language conversation skills of second-grade intermediate learners due to variables: academic qualification, number of courses in the field of modern strategies.

Study proposals

In light of the results reached, the following studies were proposed:

- 1- The role of group education in developing reading and writing skills in English for all academic levels.
- 2- The effectiveness of collective teaching methods in enhancing reading comprehension capabilities in English.
- 3- The impact of teamwork on enhancing the effective dialogue capabilities of learners.
- 4- Evaluating the strategies and methods of teaching English in the light of quality standards.
- 5- The role of teamwork in developing time management skills and self-motivation among English language learners in Islamic secondary schools in Iraq.

Study Recommendations

- 1- Directing English language teachers to attend training courses specialized in modern learning strategies and methods.
- 2- Allow English teachers to participate in practical workshops that will enhance their abilities and skills in the teaching profession.
- 3- Announcing the need to take into account the English language curricula in the Ministry of Education to apply contemporary learning theories in teaching content from books.
- 4- The need to intensify efforts between the school administration and teachers to develop teaching strategies used in the English language in line with modern developments.

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