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THE ROLE OF COOPERATIVE LEARNING ON LEARNING ENGLISH AS A FOREIGN LANGUAGE

ÜMMÜ ASLAN BERZENER

ADVISOR
ASSIST. PROF. SELMA DENEME

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Ümmü ASLAN BERZENER

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Prepared by: Ümmü ASLAN BERZENER

ABSTRACT

The purpose of this study is to investigate the effects of cooperative learning environment in English learning classes and determine the students' views about English lessons by using cooperative learning method. This experimental study is based on quantitative approach and is conducted with high school students. The data collected via pretest, posttest, placement test and the surveys were analyzed with SPSS 21.0 statistical analysis.

Based on the paired-samples t-test, there was a significant difference in the scores of pretest and posttest. In other words, it was found there is a progress in students' test results. There was a difference between the pretest and posttest results of the experimental group. There was no significant difference for placement test results between experimental group and control group. The survey results show that the students from experimental group have positive attitudes toward cooperative learning and English. The data obtained from the teacher's observations show that there are several advantages of cooperative learning observed in this study. The researcher suggests that the teacher should promote cooperative learning instead of individualistic learning.

Key Words: Cooperative learning, English learning, high school, language learning

Tezin Adı: İşbirlikli Öğrenmenin Yabancı Dil Olarak İngilizce Öğrenmede Rolü

Hazırlayan: Ümmü ASLAN BERZENER

ÖZET

Bu çalışmanın amacı, işbirlikli öğrenme ortamının İngilizce öğrenme sınıflarındaki etkilerini araştırmak ve işbirlikli öğrenme yöntemini kullanarak öğrencilerin ingilizce dersleri hakkındaki görüşlerini belirlemektir. Çalışma nicel yaklaşıma dayanmaktadır ve lise öğrencileri ile yürütülmüştür. İki sınıftan öğrenciler kontrol grubu, iki sınıftan öğrenciler de deney grubu (işbirlikli öğrenme) olarak belirlenmiştir. Bu çalışmadan toplanan ön test, son test, yerleştirme testi ve anketler SPSS 21 istatistiksel analiz ile analiz edilmiştir.

Eşleştirilmiş numuneler t-testine dayanarak, ön test ve son test puanlarında anlamlı bir fark görülmüştür. Diğer bir deyişle, öğrencilerin test sonuçlarında bir ilerleme olduğu saptanmıştır. Deney grubu için ön test ve son test sonuçları arasında fark görülmüştür. Deney grubu ile kontrol grubu arasında yerleştirme testi sonuçları arasında anlamlı fark bulunamamıştır. Anket sonuçları, deney grubundaki öğrencilerin işbirlikli öğrenme ve İngilizce konusunda olumlu tutumlara sahip olduklarını göstermektedir. Öğretmenin gözlemlerinden elde edilen veriler bu çalışmada işbirlikli öğrenmenin çeşitli avantajları olduğunu göstermektedir. Araştırmacı, öğretmenin bireysel öğrenme yerine işbirlikli öğrenmeyi desteklemesi gerektiğini düşünmektedir.

Anahtar Kelimeler: İşbirlikli öğrenme, İngilizce öğrenme, lise, dil öğrenme

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CHAPTER 1

INTRODUCTION

This chapter includes the introduction, problem, hypothesis, aim, importance, assumption, restrictions, definitions and abbreviations.

1.1 Introduction

Cooperative learning is a trend in the field of education. This learning method is used for instructional use of small groups. Students involved in this method work together to maximize learning for themselves and for each other. The communicative methods, constructivist ideas, and ordinary group work are fundamental to the basis upon which the approaches to cooperative learning are based. However, cooperative learning is more determined than conservative group work. This learning method has a clearer system and it challenges students in various ways (Stenlev, 2003).

Johnson and Johnson mentioned that they started investigating cooperative learning and creating cooperative learning environment since this approach changes the style of classrooms. Old type teaching approaches tend to be very challenging and often in unsuitable ways. Cooperative Learning, on the other hand, is based on the very foundation of human nature; people cannot survive without working with others (Johnson and Johnson 1994). A different explanation was made for his support of cooperative learning (Kagan, 2014). His claim is that without being active, it is not possible to study. Furthermore, cooperative learning encourages students to work more than they do in the old type of classroom (Kagan, 2014). Cooperative learning goes well with constructivist theories regarding education as students are more active in building their own knowledge in a social setting.

Cooperative learning methods are a perfect learning environment when it comes to language learning. All teachers would admit that the most important aspect of language learning is that students need to practice the language.

In addition, cooperative learning not only provides students with chances to use the language but it also lets them discover the language, the vocabulary and the grammar, for themselves. The students learn how to use the language to serve for their needs. While consolidating cooperative learning into the language study it is essential for instructors to set aside some effort to plan themselves and their understudies in light of the fact that all together for cooperative learning to bring about a superior comprehension of the current material. This means that when planning a task, the teacher should make use of the massive amount of structures meant to improve learning and have been produced by experts in order to help teachers make their classrooms a resource of intelligence and competence for students.

1.2 Statement of the Problem

Cooperative learning has been implemented in different fields. Some teachers use this approach in science classrooms whereas some teachers use it in their literature classrooms. However, it is still necessary to investigate the effects of cooperative learning in foreign language classroom. Thus, the problem statement of this study is as follows;

Does the cooperative learning method significantly affect learners' achievement in learning English?

1.3 Purpose of the Study

Language learning is one of the important aspects of education systems worldwide. Every country integrates a foreign language course in to its lesson plans.

Some countries teach English where some countries teach Spanish as a foreign language. In Turkey, English is the dominant language which has been taught over years. However, neither educators, parents nor policy makers are happy with the given education. There have always been expectations from researches to find solutions to teach foreign languages more effectively to the students in Turkey. Thus, it is important to take student opinions about the use of cooperative learning method in foreign language teaching. In this study, it is aimed to determine students' views about English lessons taught by using the cooperative learning method. The effects of cooperative learning environment are also evaluated by comparing the English achievement of students at the groups who are part of cooperative learning class and the students who are in the traditional teacher centered classrooms.

1.4 Importance of the Study

The importance of this research was determined as to determine the effect of the course on the success of the students by using the STAD technique in cooperative learning techniques.

In this study, it is thought that STAD technique which is one of the cooperative learning techniques has a new perspective on foreign language teaching in high schools and it is thought to be important in terms of its contribution to the literature.

1.5 Research Questions and Hypotheses

There is an assumption that cooperative learning affects the students' dominance towards language. It is also assumed that choosing the right methods help students to understand the language easily and quickly.

The hypothesis of this study is as follows:

H_1: Students who are taught by cooperative learning method will be more successful than the students who are taught by traditional teacher centered methods.

1.6 Assumptions

Before conducting this study, the following assumptions are accepted.

1. The criteria discussed in the formation of the experimental and control groups are sufficient in terms of neutrality.

2. Students in the experimental and control groups have the same level of interest in learning.

3. The students in the experimental and control groups answered the questions in the measurement tools provided to them sincerely and impartially.

1.7 Definitions of the Key Terms

Foreign Language

Foreign language is a non-native language taught in schools that has no status as routine medium of communication in that country (Crystal, 1987:368).

English as a Foreign Language(EFL)

EFL is defined as 'the teaching of English to people whose first language is not English' (Cambridge International Dictionary of English, 1995, 444). *Cooperative Learning*

Small groups of students for a common purpose to help each other learn in their work (Açıkgöz, 1992:3).

Student Teams-Achievement Divisions (STAD)

This technique is developed by Robert E. Slavin (Slavin, 1980). In Student Teams-Achievement Divisions (STAD) (Slavin, 1988), students are assigned to four member learning teams that are mixed in performance level, gender, and ethnicity. The instructor introduces an exercise, and afterward understudies work inside their groups to ensure that all colleagues have faced the exercise. At last, all understudies take individual tests on the material, at which time they may not help each other (Açıkgöz, 1992: 25-26).

Traditional Method

The teacher is always active, the student is passive; the vast majority are conducted based on the teacher's verbal expression; hint, feedback, corrections, student attendance, and proficiency variables not used teaching method.

1.8 Abbreviations

EFL: English as a Foreign Language

FL: Foreign Language

CL: Cooperative Learning
STAD: Student Team Achievements Departments

ELLs: English Language Learners

CHAPTER 2

REVIEW OF LITERATURE

2.1 Cooperative Learning

Cooperative learning was comparatively unfamiliar in the 1960s, and teachers mainly overlooked it (Bayat, 2004; Cooper and Mueck, 1990). Competitive and individualistic learning dominated elementary, secondary and university teaching. Cooperative learning at all levels of education is now an accepted and often preferred educational method. Cooperative learning is currently used in colleges and universities across the globe, in all subject areas and with all age students (Johnson and Johnson 1994). Over time, cooperative learning has been defined and studied in several academic papers and reports. In the following pages, a brief summary of the literature related to cooperative learning will be discussed.

2.1.1 Definition of Cooperative Learning

Cooperative learning is an instructional strategy aimed at organizing school operations into experiences of academic and social learning. Cooperative learning is much more important than simply organizing learners into organizations. Cooperation works together to achieve shared objectives. Individuals seek results within cooperative circumstances that are useful to them and benefit all other members of the community (Çelebi, 2006).

One of the ways of cooperative learning is when there are small groups of people and the students feel more comfortable talking in front of just a few people and assertive students get the chance to improve their listening skills. By starting speaking in small groups, it might encourage the students to speak in front of the whole classroom (Çopur, 2011).

As human beings, we are naturally sociable and need the company of other people. Conceivably, this refers to adults more than other age groups. Teenage years can be considerably more complicated and a large number of teenagers at some point feel like nobody understands them, even their own parents.

The situation when students are so occupied with something else or simply talking to others and unconcerned about what is going on in the lesson is also not rare. With cooperative learning, we can turn this situation into something more beneficial by letting students communicate while studying.

According to Savage, Savage and Armstrong (2012), learning is a communal procedure and recommends diverting the classroom into a platform for students to interact and work together for them to have a better interpretation of the lesson.

Kagan (1992) acknowledges this view but also adds considering the fact that people in the family have different roles and that students cannot learn social skills at home, they must be taught at school.

If cooperative learning is managed in proper ways, it will prepare students for more than just socializing. Pupils' interaction with peers "forms the basis for more complex thinking and understanding" (Frey, Fisher and Everlove, 2009).

Slavin states that students working with their peers in small groups which is the same thing as working with someone who is within the same proximal zone of development is the foundation of successful progress of cooperative learning (Slavin 1989). In a 1972 article, Kuhn published her analysis which she claims as 'the optimal mismatch hypotheses'. This hypothesis which is settled upon Vygotsky's theories, suggests that youngsters learn more from people who have the same level of knowledge as they do. The higher is the person's development stage, the less they are

likely to learn from them (Kuhn, 1972). This demands that students communicating with their own peers are more efficient than interacting with a teacher.

This also covers up language learning. Students might not receive efficient results by just interacting with the teacher but when they do while they communicate with peers and learn new words and patterns. Despite the fact that teachers are qualified to satisfy the requirements of students, they cannot think the same way as the pupils because of the difference between their cognitive levels. Hence, students who try to learn a new language may profit notably from communicating with their peers who are at the same intellectual level. Additionally, students might be more enthusiastic to learn from their peers rather than the teacher, because they may use the language for similar reasons (Duman, 2007).

Johnson and Johnson (1994) address how cooperative learning lessons can affect analytical thinking. They mention various researches like Dansereau et al (1984) and Gabbert, Johnson and Johnson (1986) in encouragement of their argument. The outcome of these researches undeniably proves that learning in an aggressive or self-absorbed surrounding is less effective than cooperative learning system. This might not be amazement to teachers. In group works, students need to advance their expressive skills which they are not expected to do such in individual working. These skills are not necessary while working individually, but in group works you need to clarify and defend your opinions and points of view.

Even though it was not a language teaching method in the first place, cooperative learning is very beneficial in this area. As explained previously, the purpose of learning a language is being capable of interacting with the speakers of that language. With cooperative learning, students will have a chance to develop their communicating skills and also take part in assignments which will improve their knowledge of the target language (Ekinci, 2010).

For students who need to attend classes, teachers have a lot of problems to share with students in learning and teaching in the class yet. According to Motley

(1988), 85% of people's biggest fear is speaking in front of the public. He claims that the root of these fears come from the fact that they are anxious about being ridiculed or making errors while speaking (Frierson, 1986).

Looking at this statics, we can anticipate that 21 students out of 25 will be afraid of speaking in front of others. This can be concluded that less anticipating students are at the risk of being left behind because of their lack of confidence, and the teacher's questions will be answered by more forthcoming students. The fact that no one might want to speak up is also a probability. The teachers are also familiar with the situations where they try to get the students to participate in the discussion by asking questions which most of the time the students don't respond, and the teacher has to answer her or his own question. These situations are more recognizable in second language classes because considering the fact that some of the students are afraid of public speaking, they are also nervous about their lack of knowledge in the language or their vocabulary and pronunciation (Hamurlu and Murat, 2007).

Cooperative learning gives students the chance to advance their learning in pragmatic ways in consideration of the teaching material being prepared in the proper way (Brumfit, 1984). Brumfit claims that engaging communication and cooperation in language learning is obligatory because it is necessary for the learners to have the capability to progress in the specific language and also be capable of expressing themselves like they wish to do (1984). He is also insistent about the necessity of using interactive ways considering their profit in communication. Diversely, Allwright (1983) mentions that learners can develop their knowledge of the specific language by communication to others, hence, communication can be used to improve semantic skills and that the purpose is not just "communication" (1983).

This refers to the fact that by collaborating with peers, students will learn about the grammar and structure of the target language as much as they achieve volubility and interaction skills.

2.2 Theoretical Foundation of Cooperative Learning

According to Berk (1997) cooperative learning is a method of training contributed by children who are working for a specific goal. It aims that adolescents conceive each other as a companion while collaborating with each other. The foundation of this type of learning is cooperation. Finding a solution for different kinds of problems, designing original ideas or collecting information and other kinds of activities in which cooperating is required are generally used in academic movements.

Additionally, Kagan (2014) states a different argument and claims that students need to engage in the studies and challenge themselves otherwise the learning process will not be achievable.

Like many people who are interested in increasing their own knowledge based on their experiences, students also tend to create their own ideas. Cooperative learning is useful for increasing people's knowledge because it uses the experiences of different people. Collective and cooperative learning can also be effective while trying to teach languages. It is an excellent way to let students use the language and learn the grammar and terminology of the language. It also helps them to wield the language according to their needs (Liao and Yang, 2012).

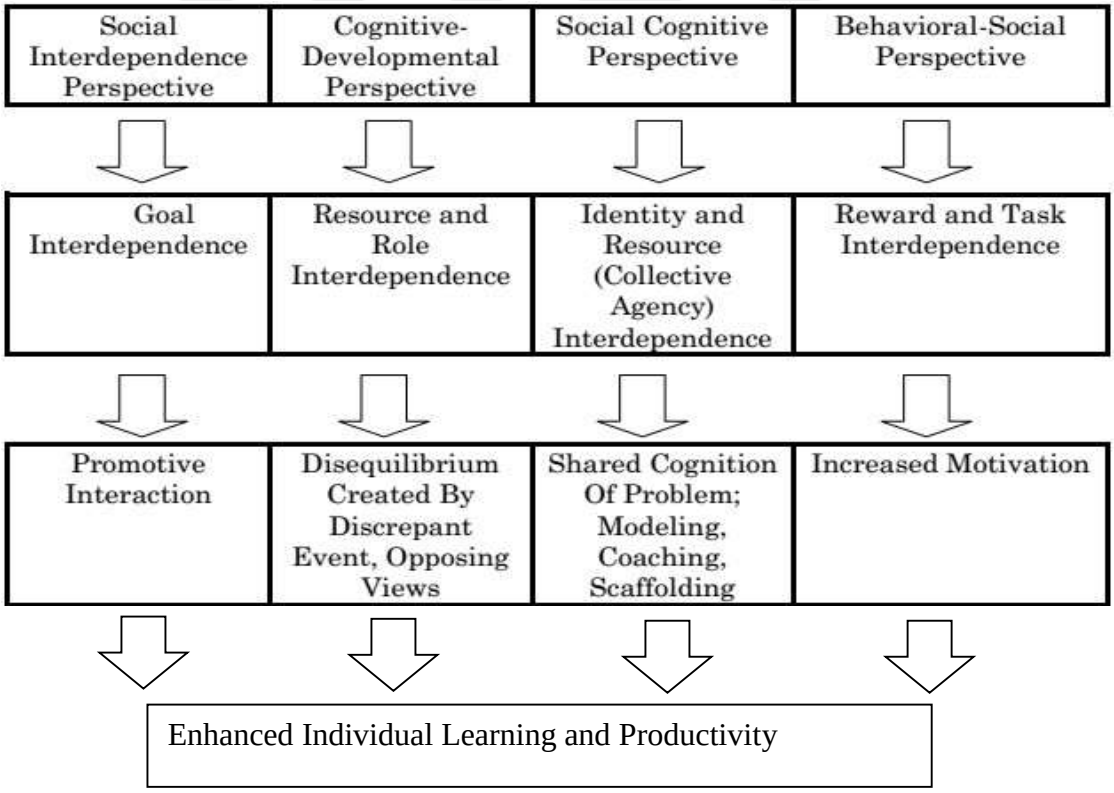
In order to get exceeding results while using the cooperative learning method in language classes, the teachers are supposed to be prepared, have an excellent understanding of the topics and have the equipment needed for the lesson.

Kagan states that the teachers need to adopt a colossal amount of materials which are needed to improve learning, these materials need to be created by skillful and experienced people in order to provide better knowledge for the students (2014).

According to Rikke Stenlev (2003), cooperative learning is based upon many groundwork theories and beliefs. Nonetheless, it also pushes students to communicate and interact with each other both socially and academically.

Johnson and Johnson who are the pioneers in this topic have agreed that the reason they checked thoroughly the cooperative learning system is that it provides a different learning space for pupils. The old school methods of teaching result in students competing and often in improper ways. However, the foundation of cooperative learning is accepting the differences and attempting to develop by collaborating with others (1994).

Johnson and Johnson illustrate the relationship between individual learning and other factors. The contributors to individual learning and productivity are illustrated in detail in the table below.



Source: Johnson, D.W., and Johnson, R. (1989). *Cooperation and competition: Theory and research*. Edina, MN: Interaction Book Company.

Cooperative working between students contributes to be more efficient in projects and activities, provides better progress, and has more positive behaviors rather than disturbing attributes. In addition, it has been proven that cooperative activities have more positive sides than working individually and competitively (Peterson and Coltrane, 2003).

2.2.1 Cooperative Learning Methodology

Nowadays, it is impending that changes and different adjustments be made about the school system and curriculum (Ergun, 1996; Merter, Kartar and Caglar, 2012). It is necessary that educational programs need to be adjusted in ways that will include convertible, cooperation-based and brief plans which students' personal talents, interactive skills, teamwork ability, instinct, interpretation and improvising skills will be taken under consideration to strengthen their learning (Arslan and Eraslan, 2003; Merter et al., 2012).

It is reasonably challenging to embody the given data for students. Based on the studies it was proved that 50% of the topics in the lectures were forgotten by students in a period of a few months. Actually, despite the finest situations, students could remember more than 42% of the discussed topics (Şentürk, 2008).

The fact is that occasions in which people have experienced are not as easily forgotten as the events which are described. Considering this fact, it is more important to qualify students for events which they are likely to experience depending on the topic they're learning. If we want to accomplish this, schools are expected to persuade students to research and to share their accomplishments with companions and teachers, to practice group work and regulate practices and activities. By doing this, pupils will be more engaged in learning progress and begin to like learning. It must not be acceptable for students to be apathetic during teaching and they must engage in the process. Engaging means that the student needs to think improve and practice (Qu, 2010).

One of the best ways to make students active is group work. Group work contributes to the collaboration of students, partnership and providing solutions for the problems. Students' intellectual improvement will be increased by applying these. Group working enhances students' enthusiasm about learning, will boost their confidence and will benefit them in creating new ideas. By this kind of practical group work, students will be qualified with better social skills (Şentürk, 2008).

Cooperative learning is considered as a process in which students are functioning at the bottom of the subject which was set out by the teacher. The standards of cooperative learning to assist group work are: positive relativity, confronting complementary interaction, self-determination, socializing, help in the progress and equal cooperation (Fehling, 2008; Johnson and Johnson, 1989). Students supporting each other in the learning progress have a successful outcome which is the opposite of old school classes with competitor ways (Sachs et al., 2003).

In traditional classes, teacher’s role is commanding the results in one-sided informational progress (Marr, 1997). However, in the cooperative learning method, there are different positions for the teacher and the teacher will not be the only inception in the class. Once in a while, the teacher will be the observer, sometimes the professional and occasionally the person who helps in the progress (Slavin, 1991). Guiding the students, arranging the relationships between the groups, communication, and cooperation within the groups is the position of the teacher to provide (Slavin, 1988).

Sharan and Sharan (1987), suggest that in cooperative learning rather than the teacher giving commands to students, students have very important role to free will to identify what they want to learn so that they become engaged in the learning progress. Using the cooperative learning method, teachers can create a class in which students are a great part of it (Zhang, 2010).

According to the studies, the outcome of cooperative learning is more successful than individual working which results in constructive relationships

between students and their enthusiasm towards learning (Du, Yu, and Olinzock, 2011; Sachs et al., 2003; Slavin, 1988). In most of the studies which were tested in so many ways, also the ones mentioned previously, it has been demonstrated that cooperative learning has positive and beneficial results like good morale, effective relations, student presence, confidence and motivation (Johnson et al., 1991). Thus, it implements a solution to complications of training and teaching in an effective manner that is undervalued in education which is unsolvable using any other method (Slavin, 1991).

Johnson and Johnson (1994), claim that while students are learning individually and liberated from each other, they work by themselves and their accomplishment is dependent on their personal performance and the success or failure of one student does not affect others. As in cooperative learning, students are dependent on each other and they need to work together because they will either rise or fall together.

Likewise, Crandall (1999, cited in Çelik et al., 2013) submits that cooperative learning will decrease the amount of pressure and anxiety on students, improve their positive attitude and develop self-reliance. Ghaith (2003) suggests that collaborating while learning a foreign language contributes to constructive attitudes and sense of fulfillment among students, helps to accomplish goals easier and boosts students' confidence. There are also other purposes for the use of cooperative learning in foreign languages like providing emotional help and social activities between pupils. By providing this kind of an environment, competitiveness between students will not be seen anymore and it will be more effective. As it is seen, a teacher-centered class does not accomplish much and it is believed that communication between group members will enable them to apply their language learning skills in various situations (Wichadee and Orawiwatnakul, 2012).

2.2.2 Types of Cooperative Learning

Cooperative learning can be applied to any learning settings. From schools to community centers and factories, any environment that applies learning or teaching can involve this method. In this section, some types of cooperative learning are discussed.

2.2.2.1 Formal Cooperative Learning

In formal cooperative learning, students work together for one time to several days or weeks in order to accomplish mutual goals and particular tasks (Johnson, Johnson, and Holubec, 2008). The teachers' position in formal cooperative learning groups consists;

1. Making didactic choices. Teachers (I) choose the number of people in the groups, (II) define intellectual and communication skills target, (III) determine the positions of the group members, (IV) select a way to appoint pupils to groups, (V) prepare the working area, (VI) organize the materials needed for the assignment. In these cases, the purpose of communication is for students to learn mutual working skills and techniques. Each student will have a specific role in group work. Organizing the working area will give the teacher a better sight of students' activity, develop students' individuality and they provide the teacher with better progressing information (Johnson and Johnson, 1994).

2. Describing the project and cooperative framework. Teachers (I) describe the specified project to the students, (II) define the principle for better outcome, (III) construct good interconnection, (IV) clarify the attitude expected from students, and (V) give priority to intergroup collaboration (this excludes the probability of students competing with each other and increases the chances of working as a whole). Teachers can provide students with strategies and techniques to prepare the project or assignment. Defining the communication purposes of the lesson is assertive and

teachers can conduct (I) the socializing targets of the project and (II) methods of interaction in which teachers think might be useful.

3. Controlling students' performance and negotiating to provide help in (I)accomplishing the specified project objectives, (II) applying the targeted communication and group skills adequately. During the lesson, teachers keep an eye on each group's performance and provide the necessary help when needed. Monitoring groups' performance can give the students a sense of accountability which will result in productive members. Additionally, teachers gather information on useful communication in order to see the admired communication pattern. The information is used to negotiate with groups and give them instructions (Salazar and Carballo, 2011).

4. Appraising students' understanding of the topic and helping them figure out the process of their group work. Teachers conclude the lesson, estimate the good aspects and the variety of students' accomplishment make sure that students know the importance of their work and have plans for future improvement and finally, students may proclaim the outcome of their hard work.

The conclusion of student accomplishment depends on singular and group work which will demonstrate the good or bad outcome of group work. Proclaiming their hard work would be a kind of reward for students to motivate them for further participation in cooperating activities. The evaluation given by the group members is to develop communication and give each one a sense of responsibility.

2.2.2.2 Informal Cooperative Learning

The group works in which students work together for a short period of time to achieve a specific goal is informal cooperative learning (Johnson, Johnson, and Holubec, 2008). Amid the discourse or lecture, informal cooperative learning can be helpful in many ways like drawing students' attention on a specific topic which must

be learned, provide an environment appropriate for learning, set goals for students so that they know what is expected to be learned and to make sure that they process the information taught to them, recap the topics and come to logical conclusions. The position of teacher in informal cooperative learning is to keep students engaged in the lesson comprehendingly and to diversify topics and discussions between pairs.

There are two essential prospects in cooperative learning in which groups are expected to (I) make sure the assignment or task is accurate and certain and (II)provide a particular product as a result of their work.

1. Preparatory Focused Analysis: Teachers put students in pairs or groups and clarify the assignment for them in order to answer them in a short period of time and for the students to come to a general agreement. The purpose of the analysis is to let students know what will be presented and what they need to expect from the lecture. Everyone is accountable for their own work in small groups and they need to have interaction skills and provide their reasoning in order to come to an agreement in the end.

2. Irregular Focused Analysis: Teachers can separate the lectures into 10 to 15 minute sessions which is the time required for an adult to focus and concentrate on the topic which is presented in the class. Students are required to ask the person next to them a specific question so that they have a better understanding of the topic being presented. The process is as follows:

I. All of the students create their own answer.

II. Students tell the answer to their pair.

III. Each student pays attention to their partner’s answer.

IV. By combining the two answers and listening to each other’s thoughts, students create a new answer which better than the ones they formulated individually.

As for the question students need to:

I. Make a summary of the things that were presented in the lecture.

II. Acknowledge the argument and the presented data.

III. Envision the material that might be presented.

IV. Formulate a solution to the problem.

V. Define the taught material to the past and connect it into a theoretical structure.

VI. Propose a solution for possible disagreement as a result of the presentation.

Teachers need to make sure that students are trying to come to an agreement while searching for the answer and not only sharing their opinions. The teacher can casually choose a few students to present 30-second summaries of the topic discussed and by doing this he gives the students a sense of responsibility which will result in them taking the task seriously. As a result, the teacher needs to create a discussion of whether working together is effective or not (Saluveer, 2004).

3. Conclusion focused analysis: Teachers ask students to create a conclusion-based discussion for four to five minutes. This requires students to sum up the things they have learned in the lecture and combine it with existing theoretical structure. This may also give students a hint of what the homework is about and what they can expect in the next period. This will be a conclusion to the lecture.

Students will have a better understanding of the topic using informal cooperative learning which requires teachers to move around the class and monitor students. Doing this will give the teacher a better insight into how the students are progressing and will push students to be more active in the discussions.

2.2.2.3 Cooperative Base Groups

Continuing and independent with lasting membership is cooperative base groups (Johnson, Johnson, and Holubec, 2008). Members are required to (I) make sure that everyone is progressing well, (II) hold each other responsible for learning, (III) support and help each other in completing tasks. Teachers need to teach students the required social skills and give the groups feedback on how well they are

progressing in order to make sure the base groups work effectively. Generally, this kind of groups is independent in membership, meets frequently, and continues for a large amount of time as a semester or year. The procedure of the base group consists of supporting each other intellectually to ensure that all of the members have completed the assignment in the proper way, supporting each other individually, regular tasks, and estimation and providing assistance in checking each other's progress.

The teachers' position in using this method is to (I) create independent groups of a few people, (II) define a time when they will need to meet frequently, (III) formulate particular agendas with solid tasks that give the teams a typical routine when they meet, (IV) make sure that students are using the basic elements of effective cooperative learning, and (V) regularly make students process how effective they work.

The more amount of time the cooperative groups work together, the stronger will be their relationships, the better they might provide social support for each other, the more they strive for each other's success and accomplishment. Long lasting cooperative base groups provide an environment in which they will give each other social support, increase their accomplishment and qualify a better school life for them (Uysal, 2010).

2.2.2.4 Integrated Use of All Three Types of Cooperative Learning

Formal, informal and cooperative base groups can be integrated and used together (Johnson, Johnson, and Holubec, 2008). A regular class period can start with a bases group meeting, continue with a short lecture and use informal cooperative learning. After the lecture, there can be a formal cooperative learning lesson. Followed by that another short lecture may be presented using informal cooperative learning and by the class, there can be a base group meeting.

2.3 History of Cooperative Learning in Education

Even though nowadays cooperative learning is quite known, this concept was formulated a long time ago. The cooperative learning system is an organized method of learning constructed on social relationships which include learning in an effective manner and discussing with groups.

A number of communal researchers and educators in the United States examined the effects of working and learning considering individual, adversary, an associate in the mid-1900s. In inclusion to other researches, David W. Johnson and Roger T. Johnson of the University of Minnesota set up a research center named as Cooperative Learning Center at the university. The center is committed to the observation of cooperative learning by examining the effects of various social environments on students.

Today, expert teachers and well-formulated classes are using this method. Furthermore, this method is also used in the arrangement of the classroom beside being used in learning and teaching (Baş, 2009; Johnson, Johnson, and Smith, 1998; Millis and Cottell, 1997; Özer, 1999; Sharan and Sharan, 1990).

Even though humans have a long history of cooperation, according to a myth the world is constructed on the rivalry principle of "survival of the fittest". Still, it is controversial that cooperation is related to success and rivalry is destructive in case of success. "The more competitive a person is, the less chance he or she has of being successful" (Kohn, 1996).

The question is why do students tend to compete with each other when competitiveness is harmful to success. In order to find the answer to this question, we will need to study the research which compares the effects of rivalry, self-absorbtion, and collaboration efforts (Johnson, Johnson, and Holubec, 1998).

2.4 Cooperative Learning Strategies

Agreeable learning has been turned out to be viable for a wide range of understudies, including scholastically skilled, standard understudies and English language learners (ELLs) since it advances learning and encourages regard and kinships among differing gatherings of understudies. Truth be told, the greater the assorted variety in a group, the higher the advantages for every understudy. Companions figure out how to rely upon one another decidedly for an assortment of learning undertakings (Arısoy and Tarım, 2013).

Understudies regularly work in groups of four. Along these lines, they can break into sets for certain exercises, and afterward get back together in groups all around rapidly for other people. It is imperative, nonetheless, to set up classroom standards and conventions that manage understudies to:

- Contribute
- Stay on assignment
- Help one another
- Encourage one another
- Share
- Solve issues
- Give and acknowledge input from companions (Yıldız, 1999).

2.5 Effective Cooperative Learning

Successful helpful learning depends on cautious arranging and execution; every part in the gathering realizes that he/she can't achieve without alternate individuals in the gathering and in this manner help different companions to learn. The accomplishment of the gathering is the achievement of the group (Açıkgöz, 1992; Demirel, 1999; Johnson, Johnson, and Stanne, 2000; Zhang, 2010). Help with

this procedure gives understudies new points of view and creates them (Doymuş, Şimşek and Bayrakçeken, 2004).

2.5.1 Elements of Cooperative Learning

A standout amongst the most imperative occupations of an educator is to ensure that students are intrigued and included with what is being instructed (Aydin, 2009). Without intrigue and association, the material being educated basically does not stay with the understudies later on. A compelling method to accomplish this is by including agreeable learning into exercises. Students will in general improve when offering their considerations to other people and hearing different suppositions of a subject. Working in gatherings additionally draws more enthusiasm from understudies since they, for the most part, have a ton of fun while working in gatherings. This exercise will talk about the essential components of agreeable learning, the advantages of utilizing every component of helpful learning in a classroom, and how an instructor can make these components to guarantee effective helpful learning (Arısoy, 2011).

"Helpful learning is the instructional utilization of little gatherings with the goal that students cooperate to expand their own and each other’s learning" (Johnson, Johnson, and Smith, 1991). If we want to get effective results from cooperative learning, an instructor must consolidate its essential components. These components are certain reliance, singular responsibility, and promotive collaboration. Positive reliance is portrayed as the reasoning that one student's work helps the gathering significantly and other group individuals' work likewise helps hugely. To say it just, one gathering part can't succeed alone, every single gathering part is vital to finish assignments. Singular responsibility is each gathering part's moral duty to accomplish a general objective. Promotive association happens when "people energize and encourage each other’s endeavors to achieve the team's objective" (Johnson and Johnson, 2009). In spite of the fact that these three components of helpful learning sound fundamentally the same as they all contribute to various approaches to the understudy's prosperity while working in teams.

2.5.2 Features of Cooperative Learning

1. Before beginning cooperative learning contemplates, the goal is identified considering scholarly and social abilities. Intellectual work is resolved, and related material is read. Defining social abilities; characterizing expertise and needs, placing it in the work progress, empowering students to work, demonstrating effective success conditions, and proceeding to rehearse until they get used to the situation.

2. In cooperative learning, students work in eight phases. Which are: formation of gatherings, investigation of the assignment and choosing the working method, draws a flowchart, participation in the progress, integrating information and examination, usage of arrangement and utilization of changes when necessary.

3. Since the cooperative learning strategy does not require compromise of a self-absorbed procedure, the method to proceed is resolved ahead of time defining the purpose of the course, the dimension of learning of pupils, the capacity and the chances accessible. Although, at what phase of this strategy the course will be held is arranged before.

4. The investigation environment and classroom is sort out so as to influence the enthusiasm and grouping of youngsters empathically. Teams sit in a manner that will provide close interaction between them.

5. Groups are arbitrarily controlled by the teacher until students achieve a specific level of knowledge. Distinctive determinants are used in an irregular request. The place of birth, the works they do, and other specialties. (Solomon, Davidson and Solomon, 1992).

2.5.3 Benefits of Cooperative Learning

At the point when cooperative learning is contrasted with individual investigations, it has been uncovered that it has the following capabilities.

1. More endeavors to achieve this: this consists of the circumstances where all youngsters have predominant accomplishment and profitability, great management of time, and superior state of thinking and analyzing.

2. Increasingly positive connections between kids: trusting and understanding each other, individual and intellectual help is included.

3. Progressively mental help: General mental unwinding improves social interaction, fearlessness, and the capacity to stand up to pressure (Johnson, Johnson and Holubec, 1994).

There are two cases in an agreeable investigation. The first one is that students are compeers for a reason; the other is that it can indicate diverse approaches. Where there are a dozen of approaches to accomplish the objective, youngsters are urged to place their own specific manner first and tail them as far as possible (Tudge and Camso, 1988).

Nowadays, it is difficult to envision a working area where the people do not collaborate with each other in one way or another, which describes the fact that companies generally look for employees who have “the capability to connect with others” or “good collaborating skills”. For someone to be outstanding while searching for jobs, one must have the ability to reach out to people and work with them, and then we must begin qualifying them from a young age. Teachers are obliged to teach the students how to cooperate with others, to advise them to listen to others and make them heard (Kagan, 1992).

2.5.4 Success Factors of a Cooperative Learning Program

Cooperative learning, as the name recommends, depends on the participation which is the utmost rule among students. At the end of the day, this technique endeavors to limit rivalry or individual learning (Johnson and Johnson, 1993). In any case, no matter what we cannot expect full participation during the cooperative learning; for each team to be collaborating in teamwork it relies upon the will and power of students who want both themselves and their group companions to accomplish success (Slavin, 1988). Additionally, this technique is not a thought-based strategy which is commonly used at schools. In this case, as Açıkgöz (1992) has plainly expressed, each gathering work is not cooperative adapting, however for cooperative learning to give successful results, group works should be organized as per a few standards (p. 151). Johnson and Johnson (1994) express that helpful learning is not just a collective work, based on the fact that pupils work in teams. The reason for this is that students just gain proficiency with a lot of mutual issues. The way that a team of students sits at a similar table while working does not imply that the investigation is a cooperative learning group. Since there is no common understanding among the individuals in this kind of gathering, it is not seen that different people in the group learn anything. In this sense, assemble work is decreased to singular measurement.

As Güdül (2007, p.10) claims, the significance of “social collaboration” is accentuated in the learning of the person. Hence, connecting and sharing with other people are as important as processing individually. As such, "positive commitment" of people to the team or group is essential. In this type of learning the people who are part of the team understand that the group is all together and are committed to accomplishing shared goals of the gathering or team. Everyone in the group can learn something from other members which is why they depend on each other and their success or failure depends on the progress of all members. No one has the right to gain credit for the efforts of others and not participating in the progress (Johnson and Johnson, 1994, quoted by Gömleksiz and Onur, 2005).

In this regard, there are three essential components in the accomplishment of any helpful learning program (Slavin, 2003, p.288):

1. Owning team goals

2. Making singular duty important

3. Convincible chance of progress

These three essential components have been illustrated in the Slavin's table below (2003).

Supporting Factors	Inhibiting Factors
Preservice teacher characteristics	**Need for control**
Pre-existing interest or belief in CL	Disruptive student behavior
Self-confidence	Off-task behavior
Perceived advantages of CL	
Personal search for information on CL	**Perceived risks**
	Opposition of cooperating teacher
Encouragement and support from	Lack of support from the cooperating teacher
Cooperating teacher	Time constraints
University supervisor	Failure to cover the curriculum
Peers	Less control of student learning
Understanding of the context	
Knowledge of students	**Problems that arise**
Student reactions	Grouping
Effects on students	Instructions
	Timing
Positive student reactions	Early finishers
	Task management
Successful experiences with CL	Negative student reactions
	Unsuccessful experiences with CL

CL= cooperative learning.

2.6 Techniques in Cooperative Learning

There are some strategies that are used in the cooperative learning system. Senemoğlu (2004) and Demirel (1999) have stated some strategies which are listed below:

1. Student groups and achievement segments

2. Cooperative integrating perusing and essay writing

3. Group upheld individualization

4. Consolidation (Partition)

5. Union II

The primary standards of cooperative learning system are as such (Demirel, 1999):

- Pupil groups comprise of no less than two, most extreme five or six. Learning is completed in these little gatherings.
- Students' connections inside the team present an essential job in learning.
- The challenge between the groups is viewed as more essential than within the group rivalry.
- The good or bad outcome of the group’s progress depends on groups not a single person.
- By applying this strategy, understudies with various capacities and identity attributes will be coordinated in a friendly way in the classroom and inter-student kinship will improve.
- Students' emotional and social viewpoints improve alongside their intellectual perspectives.

2.6.1 Five Basic Elements of Cooperative Learning

Cooperative learning involves five basic components. These five elements, in reality, differentiate cooperative learning from other types of group learning. These components can be considered in a puzzle as parts. The outcome is a cooperative learning community when all these components are present in a learning

scenario. According to Johnson and Johnson, five elements need to be present in order for cooperative learning to be successful: positive interdependence, individual accountability, social skills, face-to-face interaction and group processing (1994). This involves just having understudies sit together and requesting them to take every necessary step together doesn't comprise Cooperative Learning.

Positive interdependence: Positive interdependence was found the most effective factor for Cooperative learning (Johnson and Johnson 1994). This involves that learners understand that they are needy upon one another so as to complete their assignment. This, thus, implies without the gathering's gathered endeavors the individual will fail (Frey, Fisher and Everlove, 2009).

Savage and colleagues (2012) recommend various strategies of gaining positive interdependence. These recommendations are “distribution of the work, division of supplies, delegating different roles to group members and ascertaining objectives that all group members must work together in order to achieve” (p. 250). The only way to achieve this would be to setting rules to make sure everyone use the target language.

There are some ways to ensure positive interdependence.

- Only one pencil, paper, book, or other resource is available to the group.
- The group is writing one document.
- A task is divided into jobs and cannot be completed unless all assistance is provided.
- Pass a paper around the group to write a chapter for each member.
- Each individual learns a subject and then teaches it to the group (Jigsaw method) (Savage et al., 2012).

Individual accountability: This is essential for cooperative learning. Savage and colleagues argue that every member of a group proceeds active part and involves at

all levels of the task at hand (2012). Individual accountability is directly linked with positive interdependence as each student is responsible for a part of a whole that cannot be finalized without their work. This will not only lead to the achievement of the group, it will also confirm that all group members learn (Johnson and Johnson, 1994). Johnson brothers argue that in order for students to be responsible as individuals they must be assessed and graded as such (1994).

Social and small-group skills are necessary for the students in cooperative learning for working with in a group. Instructors must know that social skills need to be taught. This usually is not applied. Researchers suggest that teaching students a few skills that may be beneficial before starting the lesson (Savage et al., 2012). These involve lessons such as how to listen enthusiastically, how to clarify you in a pure and brief manner, how to successfully ask others for explanations and how to decide struggles. Some other researchers set up an excellent table, common interpersonal skills, explaining the skills that students need for working together with others (Frey, Fisher and Everlove, 2009).

There are some ways to ensure accountability for individuals and groups.

- Students do the job before bringing it to the community.
- One student is randomly selected and asked about the material studied by the group.
- Everyone writes a paper; all their documents are certified by the group; the teacher selects only one paper to grade.
- If all do well separately, students earn bonus points (Frey et al., 2009).

Social Skills: Functioning as part of a group requires interpersonal and small group abilities. These are the fundamental abilities of teamwork. Group members need to understand how to–and be inspired to –provide efficient leadership, make choices, create confidence, interact, and handle conflict (Savage et al., 2012).

- Completing tasks

- Communicating
- Decision making
- Managing conflict
- Appreciating group members (Savage et al., 2012).

According to Savage et al,there are some ways to ensure interpersonal and small group skills.

- Listen to others. Don't be so busy rehearsing what you're supposed to say you're missing the points and thoughts of other group members.
- Do not near the path to reciprocal learning by interrupting or using language that can be considered a personal attack.
- Be on time and begin on time for group conferences.

Face-to-face interaction: This implies that by exchanging resources, learners encourage the achievement of each other. They are helping, supporting, encouraging and praising the learning attempts of each other. This shared objective includes both academic and personal assistance (Demirel, 1999).

There are some ways to ensure Face-to-Face Promotive Interaction:

- A student describes orally how to fix an issue.
- One member of the group explores with others a notion.
- A member of a group teaches a subject to colleagues.
- Students assist each other connect with learning from the present and past (Demirel, 1999).

Group processing: Group members need to feel free to interact with each other publicly in order to voice their worries and celebrate achievements. They should discuss how well they achieve their objectives and maintain working relationships that are efficient (Demirel, 1999).

There are some ways to ensure group processing.

- Group members portray the helpful and helpless behaviors and actions of each other.
- As a group, choose which behaviors to carry on and which behaviors to alter (Demirel, 1999).

2.7 The Role of Teacher in Cooperative Learning

With cooperative learning the role of teachers and students have changed in the classrooms. The instructor is no longer in the upfront yet should give up a portion of his control or master over to his study hall and trust that their understudies will take the necessary steps to get familiar with the material. The educator's activity is never again to remain before the class and give a talk. The teacher has a great role in the implementation of this model. In order for cooperative learning activities to be effective and efficient, it is necessary to prepare suitable environments for social interaction between individuals. If a good trust, communication, sharing and cooperation between the group members is not provided, the efficiency of the group work is reduced. For this reason, the teacher is not only responsible for learning the subjects of the course; he should also take the responsibility of providing students with important features such as leadership, sharing with others, empathy for events, reconciliation and effective communication skills.

Furthermore, in cooperative learning, the teacher identifies the group leaders who can keep the group active during the study and organizes the learning activities. In cooperative learning, the teacher should take the role of guiding students and facilitating the work.

2.8 The Role of Students in Cooperative Learning

Johnson and Johnson (1993) state that the use of cooperative learning groups both improves the ability to work both academically and in teams, while cooperative learning groups provide students with some features. Some of these features can be summarized as follows: cooperative learning method:

(1) Students jointly use mental models learned in various ways to solve problems jointly,

(2) They have mutual feedback on how well the transactions are implemented,

(3) Students can be held accountable by their fellow students for continuous practice until the process and skills are thoroughly learned,

(4) learn the behaviors they need to develop the learned processes,

(5) create an identity with the other members of the group,

(6) Provide an environment where they can observe the most successful group members as behavior models to be modeled.

Johnson and Johnson (1993) stated that all these facilities cannot be guaranteed and automatically generated in a cooperative learning group. They argue that there is a very low likelihood of competition in individual cases.

Working with the group is seen as a group, individual form and working life. The most far-reaching characteristic of cooperative learning is the efforts of the students to help each other learn in small groups (teams) in line with a one to one common goal (Açıkgöz, 1992).

2.9 Research Findings on Cooperative Learning in the World

Johnson, et.al (1981) the impact of cooperative learning on overall academic success has been analyzed. In all these analyses, the traditional method was compared with the cooperative learning method. At the end of the study, they found that cooperative learning is more effective in terms of academic achievement.

Treisman (1985) studied the impact of cooperative learning on black race students in Berkeley who entered the university to obtain a math or science certificate. As a result of the research, 44% of the graduates from the mathematics certificate program and 10% of the graduates from the control group were determined.

Frierson (1986), in the state nursing examinations, he investigated whether the nurses who used the black race cooperative learning method were more successful than the nurses who were trained in traditional methods. As a result of research, nurses in the black race who used cooperative learning method were more successful than other nurses who had traditionally trained in public nursing exams.

Cooper and Mueck (1990) (the university students) have had a study on learning needs and cooperative learning. In their research, the California State University conducted collaborative learning on groups of fifteen to twenty to discuss the cooperative learning method to carry out its activities against the current curriculum. Over the past four years, they have discussed publications on cooperative learning and collected data about the impact of collaborative learning in their classrooms. The data collected at the end of the semester were compared with the students in the cooperative learning method and the students in the other classes. As a result of this comparison, a large part of the students in the faculty preferred cooperative learning method, and the students working cooperatively with high level of thinking skills, were interested in the subject area and found morale in the general class.

In another study, Bonaparte (1990) guided a study on 240 students studying in the second year of primary school. The study examined the effectiveness of cooperative learning and competitive learning methods in terms of mathematical achievement and self-esteem. As a result, there were significant differences in mathematical achievement and self-confidence between the classes using the cooperative learning method and the classes in which the cooperative learning method was not used.

Shemshadsara (2012) wrote a theoretical essay on the development of cultural awareness in Foreign Language Teaching. In this paper, the importance of increasing awareness in cooperative learning in modern language education has been emphasized and cultural awareness of cooperative learning has been studied.

In his theoretical research, Qu (2010) focused on understanding cooperative learning in foreign language teaching. Research covers the importance of collaborative teaching methods (definition and explanation of culture, culture transfer using language, dialogues, small dramas, role playing, songs, dances, pictures, movies, advertisement board, and invitation to the target). Students speak to the class and the objectives of cooperative teaching.

2.9.1 Research Findings on Cooperative Learning in Turkey

Although the number of researches conducted on cooperative learning is insufficient, current researches usually compare traditional learning method and cooperative learning method in Turkey. There aren't enough researches about cooperative learning in teaching English (Açıkgöz, 1991, 1994; Gömleksiz and Onur, 2005; Pala, 1995; Aslandağ-Soylu, 2008). Based on researches in Turkey and abroad also in every education level, cooperative learning is found to be more effective than the traditional teaching methods (Gömleksiz and Onur, 2005). In our country, we need this kind of research because we have lack of usage of cooperative learning in the primary schools. We are trying to show people we can make classes

fun for students and make them learn while enjoying the process with cooperative learning. It is also hoped that the research will shed light on the studies in this direction.

Doymus, Bayrakçeken and Simsek (2003), in a study on first-year university students studied the effect of traditional homework and homework in groups. As a result, it was determined that students preparing group homework were more successful than those who prepared regular homework.

In another study by Doymuş, Şimşek and Bayrakçeken (2004), the effect of traditional learning method on academic achievement and attitude in science class has been investigated by using the cooperative learning method. As a result of the research, it was concluded that the students on whom the cooperative learning method was conducted were more successful than the students who were taught by the traditional teacher centered learning methods in both their academic and course behaviors.

Şimşek et al. (2005) examined the effect of group learning on students' democratic attitudes. As a result of the study, the students who were taught by the cooperative group learning method were found to progress more in their democratic attitudes than the students who were taught by the traditional teacher centered methods.

Şimşek, Doymuş and Kızıloğlu (2005), investigated the knowledge and skills acquired by the traditional learning method with group learning to the students studying at high school. It was concluded that the students who applied the group learning method were more successful than the students who applied the traditional method in both knowledge and skills.

Açıkgöz (1992) conducted two studies to determine the effectiveness of cooperative learning method. The effects of cooperative learning method on

academic achievement, memory retention and emotional learning of two groups of university students were compared with traditional teaching.

In another study by Açıkgöz (1992), the effects of collaborative learning, inter-group competition and all class activities on foreign language achievement and memory retention were investigated. At the end of the study, it was concluded that teaching activities involve individual work in the acquisition and maintenance of the ability to apply grammatical rules in foreign language.

In a study conducted by Gömleksiz and Tümkaya (1997), the impact of cooperative learning on academic success, learning and teaching strategies were studied. The results of the study revealed that there was a significant difference between the experimental group and the control group in favor of the experimental group. However, there was no significant difference between the experimental and control groups in terms of other variables.

2.9.2 Implementing STAD Model of Cooperative Learning

There are many methods and techniques such as learning together, jigsaw, student teams success departments, group research, cooperative reading and composition, team play tournament that allow cooperative learning to be carried out in the classroom. These methods and techniques were developed by Slavin, according to Salvin the student teams' success departments (STAD) method, consists of five phases: presentation, teams, exams, individual progression points, and team honors (Açıkgöz, 1992). The studies found that STAD increased the academic success of students, that it gave a positive attitude to the study program and was effective in the teaching process (Ünlü and Aydıntan, 2011). The method of group research, one of the methods of the cooperative learning model, was developed by Sharan and Hertz-Lazarowitz. The group research methodology helps students develop within the group (Aksoy and Gürbüz, 2012, Sancı and Kılıç, 2011) as well as their social skills by enabling the students to work within the group, develop a

positive attitude towards the group and conveys a more effective understanding of the concepts (Turaçoğlu, Alpat and Ellez, 2013).

This cooperative learning is a social learning. In this learning approach students are grouped into groups and they are required to cooperate in solving problems. STAD is used as one of a simple cooperative learning models. STAD is a perfect solution for students or teachers who are new to this approach. In this model, students with different skills and gender are formed in small groups. There are five components: class presentation, team, quizzes, individual progress score and team recognized (Nurhayati and Hartono, 2017).

2.9.3 Cooperative Learning Activities

Teacher can choose from many different cooperative structures. They may choose the model and structure that best suits them and the task at hand. Some models are stricter than others, some of the structures are more suitable for students who are just starting in Cooperative learning while the stricter structures might be more suitable for practiced students. This section will introduce the theological foundation of some of these methods and describe their execution. Kagan's Collaborative Learning model proposes several arguments for its implementation which are listed to below.

The biggest disagreement is that students should be set for a collaborative world when they leave the strict school settings. In addition, by applying Cooperative learning in the classroom, teachers claim that students provide more opportunities to learn and that students will often be busy (Kagan 2014). Kagan's model is a bit different from Slavin's and Johnson and Johnson's models because it emphasizes the social benefits of Cooperative Learning.

Cooperative learning models model does not try to replace teacher training, but aims to change the individual seat change (Slavin, 1995). In addition, his model

often attempts to eliminate unsuitable teaching methods that claim to be unnatural and useless in the classroom (1995, p. 3).

Johnson and Johnson offered another model of Cooperative Learning. Students somehow accept Slavin's model: they want to eliminate inappropriate competition in classes and to exchange students with common methods to communicate and engage with each other (1991, p. X preface). Johnson and Johnson's model is similar to the model in which Kagan maintains the social benefits of Cooperative Learning, but gives more importance to the benefits that collaborative approaches can bring to higher-order thinking skills (1994).

a) Learning Together(Collaborative Learning)
b) Student Teams - Success Departments (STAD)
c) Team-Game-Tournament
d) Team Assisted Individualization
e) Unified Collaborative Reading and Composition
f) Group Research
g) Cooperation-Cooperation(Co-Op Co-Op)
h) Let's Ask Together Let Us Learn Together
i) Jigsaw Techniques

2.9.4 Three-Step Interview Activity

Kagan established a three-step interview for an introduction activity. This interview should first take place during work groups of students. The students interview each other at the first step. Then, all students from the group come together and share their experience. What has to do with the teacher or the students is similar to that of Kagan in that it maintains the social benefits of cooperative learning, but focuses more on the benefits that cooperative learning approaches to have higherlevel thinking skills (1994).

Due to its straightforwardness, this is a superb task for learners in cooperative learning to give them some experience before focusing on more complex tasks. The interview is a perfect assignment for language students who experience cooperative learning for the first time in their language class.

2.10 Foreign Language Learning Using Cooperative Learning Method

Scientists did the most important works in cooperative learning 40 years ago and this work still shows its effect today. People have accepted these theories for the education system and scientists are accelerating their works day by day. The basis of most information for cooperative learning that are used today, are based on the scientific facts found by Slavin, Kagan and Johnson and Johnson. But over the years, many different types of cooperative learning have been discovered. Today cooperative learning has spread all over the world and helps us in every part of our lives, especially in education. Cooperative learning satisfies people's emotional needs, so it will be successful in many students. According to Deci and Ryan, everybody all around the world makes their own decisions and does something special for them. Cooperative learning practices can cover all these requirements: students will feel self-confident by working in harmony with the team, trying to realize a purpose will increase their self-confidence. But it is not appropriate to allow students to work in non-sufficient environment. In language education, the teacher should focus on grammar and vocabulary learning. But linguists began to argue about fluency or accuracy in 1970. Fluency is "Comparatively to speak like a set machine" meaning that the student can express something easily and accurately.

After the popularity of cooperative learning method in education, researchers, educators and teachers started to implement this method into foreign language learning classes. While some researchers focus on students' attitudes and behaviors towards English classes after implementing cooperative learning other researchers focus on learning gaps between students who are part of cooperative

learning and students who are not. This learning method has been implemented worldwide.

In a study conducted in Latin America, Baquero analyzed the influence of cooperative learning in English learning process through talkative method among various participants: children, teenagers and adults (2011). It was found in this study that younger students had competition within their own groups and among the other groups but other students work in collaboration instead of competition (Baquero, 2011).

In another study, Ngubane conducted a study to examine whether the application of cooperative learning enhanced the relationships between the teacher and learners (2013). This study was also conducted with high school English language learners. The data of this study was based on observations and interviews. The results of this study show that learner-learner and teacher-learner interactions improved, positive relationship between the teacher and learners and amongst learners developed and language skills improved when language learners were engaged in cooperative learning activities (Ngubane, 2013).

Researcher applied cooperative learning in Taiwanese college classrooms. The researchers investigate students' attitudes, behaviors and success by implementing questionnaires. The findings of this study show that for students who were part of the cooperative learning classrooms there was a progress in students learning level and positive attitude towards learning English (Chen, 2005).

Cooperative learning was also studied by Kezou to investigate the effects of this learning method on English language learning (2015). This study was conducted with college students and a questionnaire was applied. The findings of this study show that the use of cooperative learning aided significantly to boost language learners' grammar competence even though their tutors neglected this strategy in teaching (Kezou, 2015).

Another study was conducted in Iceland to explore how English instructors apply group participation in their lessons and if they are aware with formal cooperative learning strategies (Árnadóttir, 2014). The findings of this study show that group work is used to some extent and teachers believe that the method it is beneficial. However, it was also found in this study that cooperative learning as a methodology seems to play a minor role in language teaching, as teachers are not familiar with this way of structuring group work (Árnadóttir, 2014).

Tuan conducted a study with 77 first-year EFL students from Vietnam to investigate student diversities in terms of English learning styles and linguistic competence, and the extent to which students change as regards participation, interaction and achievement through cooperative learning activities (2010). The students were divided as experimental group and control group. According to the findings of this study, the participants of the study were open to change and to learn with cooperative learning. The researchers suggest that teachers should promote cooperative learning instead of individualistic learning (Tuan, 2010).

Chen and Goswami questioned teaching English pronunciation with cooperative learning environment and therefore conducted a study to implement these skills into classroom setting (2011). The researchers designed a quasi-experiment to find the answer to their research questions. After applying pretests and posttest, they found that the difference between the improvement of the experimental group and the control group was not significant enough to claim that CL was a major differential factor (Chen and Goswami, 2011).

Ning and Hornby also designed a quantitative study with university student from China to investigate the impact of cooperative learning on the enthusiasm of English learners (2014). The participants of this study were from classes at a university in China. After applying pretest, posttest to experimental group and control group, the researchers found significant differences in favor of cooperative

learning in improving intrinsic motivation, on the other hand no differences were found for other variables (Ning and Hornby, 2014).

Nevertheless, after designing a study to investigate the effects of cooperative learning environment, Jacob insisted that teacher participation in cooperative learning is limited. Teachers are expected to coordinate the class, instead of direct teaching activity (2006).

Although the number of researches conducted with the cooperative learning method in Turkey is not very high, the current researches are also comparing the traditional learning method with the cooperative learning method. The number of studies conducted on cooperative learning in the field of teaching English is quite low (Açıkgöz, 1991, 1994; Gömleksiz and Onur, 2005; Pala, 1995; Aslandağ-Soylu, 2008). The common point of research conducted in different education levels and subject areas at home and abroad is that the cooperative learning method is more successful and effective than the traditional method in terms of attitudes towards school and schoolmates. Since there is not much research with the application of cooperative learning method in the teaching of English in primary school dimension in our country, this kind of research is needed (BaŞ, 2009).

In another study conducted in Turkey, Oksal tried to identify the effects of cooperative learning and technology on students' anxiety and motivation levels. The study was conducted with 41 students in a preparatory school within quantitative perspective. The researchers designed the study as experimental and control group and implemented cooperative learning strategies for five weeks. The data source of this study was based on, the pre and posttests the interviews and questionnaires. The findings of this study show that cooperative learning method had a direct effect on participants' speaking anxiety and motivational level and there is a strong relationship between anxiety and motivation (Oksal, 2014).

Bilen also conducted a study to investigate the effects of cooperative learning strategies on the English vocabulary skills (2015). This study was done with

4th grade students in Turkey and the students were divided as experimental and control groups. The data sources for this study were students' diaries, pre-tets and posttest result teacher's interview. The results of this study show that there was a significant difference between the experimental group and the control group for the posttests. The students in cooperative learning group had a higher score on the posttest than the other group. The students' diaries also showed that the students' positive attitudes towards cooperative learning strategies increased progressively during the study and this finding was supported with the teacher interview (Bilen, 2015).

Karabay (2005) investigated the effects of collaborative learning in elementary and middle school. In her study, she conducted a study in Adana city to check whether or not there is an effect of cooperative learning on students' Turkish language listening and speaking skills. The study was designed for 10 weeks and 133 students attended the study. The study was organized as experimental and control groups. Her study showed that there was a difference between experimental group and control group. However, there was no difference between the control groups. The students' self-reports also show that there is a positive attitude towards cooperative learning (Karabay, 2005).

Kartal (2014) also conducted a research on university students to see the effects of cooperative learning on students' English learning. The study was organized with 50 students from different majors. The researcher divided students as control and experimental group and applied pre and posttest. Based on the findings of this study it was found out that attitudes of the students in the experimental group towards English classes increased positively (Kartal, 2014). It was also found that there was a significant difference between the experimental group and control group for pretest and posttest.

Kartal and Özbek conducted another study on university students to investigate the effects of collaborative learning on English learning. The participants of this study were 25 college students. The study took 8 weeks and an open-ended

questionnaire was applied for data collection. The results of this study show that students had positive attitude towards cooperative learning, English, working in group and academic success (Kartal and Özbek, 2016).

Another study conducted by Kartal and Özbek also investigated the effects of collaborative learning on English learning (2017). In this study, university students were divided as experimental and control groups and pre and post tests were applied. Based on their findings, the students in experimental group had a positive change for attitudes toward English where students in control group did not have. However, this study also shows that there were no significant differences between the groups for the pre and posttests results (Kartal and Özbek, 2017).

Gömleksiz, (2007) examined and compared the effects of jigsaw and traditional teacher-centered methods on developing vocabulary knowledge and active and passive voice in English language. The study was conducted with 66 engineering students divided into 6 small groups. As part of the study, pretest and posttest were applied to the control and experimental groups. The findings of this study showed there was a significant difference between the groups (Gömleksiz, 2007). The study also showed that the cooperative learning experience had a significant positive effect on the participants' attitudes towards learning English and promoted better interactions among students (Gömleksiz, 2007; Gömleksiz and Tümkaya, 1997).

2.10.1 Effect of Interpersonal Interaction on Cooperative Learning

Interpersonal interaction in cooperative learning is considered to be the basis of learning. Not only the cognitive development of the individual but also the social and affective development is given importance. Development occurs as a product of interaction with the environment and with other people in the environment. Collaborative teaching aims to collect data related to the subjects of research or discussions, to contribute to the group production by combining individual studies and to discuss and interpret the results obtained as a product. By

helping students learn about each other in groups around a common goal, their individual success also increases. It is very wise to apply this technique to learn the language as it is necessary to practice the language in daily life in order to master it. In this respect, cooperative learning not only offers the opportunity to use the language, but also teaches it to change the language in line with its own interests. In cooperative learning, students and teachers should be thoroughly prepared and planned efficiently. The teacher should use structures designed by experts to improve learning.

CHAPTER 3

METHODOLOGY

This chapter explains the research method and design used in this study. It also explains the participants, instruments and data collection procedure of the study.

3.1 Research Method

The research methods can be commonly classified into qualitative and quantitative methods. Qualitative methods refer to about how one understands the world and the purpose of the research. However, quantitative methods refer to numeric data. The research method of this study is quantitative. Cohen, Manion and Marrison (2000) define this research method as a strategy of enquiry which moves from the underlying assumptions and flows to research design and data collection. An experimental design was applied to achieve the goals of the study.

Classified as quantitative experimental research study method, the purpose of this study is to explore whether the use of cooperative learning can improve the teaching and learning of English as a foreign language.

A questionnaire developed by Chen (2005) was applied as the data collection instrument in teaching and learning English as a foreign language.

Table 1. The setting of the study

Group A	Control Groups	CS	$O_{1.1}$		$O_{1.2}$	
Group B	Control Groups	CS	$O_{1.1}$		$O_{1.2}$	
Group C	Experimental Groups	CS	$O_{2.1}$	X	$O_{2.2}$	$O_{2.3}$
Group D	Experimental Groups	CS	$O_{2.1}$	X	$O_{2.2}$	$O_{2.3}$

CS: Convenient sampling

$O_{1.1}$: Pretest for Control group

$O_{1.2}$: Posttest for Control group

$O_{2.1}$: Pretest for Experimental group

$O_{2.1}$: Posttest for Experimental group

$O_{2.3}$: A questionnaire to get students' opinions on Cooperative Learning

X: The cooperative learning intervention for the experimental group

3.2 Research Context

The school in which this study was conducted is located in Beylikdüzü, İstanbul. The researcher of this study is an EFL teacher at the school. The traditional teaching method is used in the school. The school as a research environment was convenient for the research in terms of data collection and easy access during school hours. Furthermore, the researcher conducted the research in her classrooms, which afforded her an opportunity to investigate teaching practices and possible solutions to the challenges in the teaching context.

3.3 Research Participants

Convenient sampling strategy was used to select the participants of this study. The participants in this research are high school students in the district of Beylikdüzü in İstanbul province. The participants are restricted to 169 students who are enrolled in the 10^{th} grade in Beşir Balcıoğlu Anatolian High school in Beylikdüzü, İstanbul. The English levels of the students can be assumed as A2.

In the study, the role of cooperative learning on learning English as a foreign language was questioned. The 10-F and 10-G classes of the school were selected as the control group and 10-H and 10-I classes are selected as the experimental group. These groups were assigned based on convenient sampling, and the English levels of the students in both groups are equal.

Among 169 participants, 114 are female and 55 are male students (Table 1).

Table 2. Distribution of participants by gender and groups

Group		Gender	N	%
Control group	Group A 10 F	Female	32	
		Male	11	
	Group B 10 G	Female	22	
		Male	19	
Experimental group	Group A 10 H	Female	28	
		Male	15	
	Group B 10 I	Female	32	
		Male	10	

3.4 Forming Experimental and Control Groups

In control groups classes (10 F and 10 G) classical teaching method was used. The control group students were not informed about the study in advance.

The experimental group classes (10 H and 10 I) are the experimental group. The students of these classes were informed about the research and the cooperative learning in advance. Then, the participation process of the research was explained. The students' questions about the cooperative learning method and the research were responded. A sample lesson was demonstrated in order to have students get familiar with the research method.

This experimental group was divided into six sub groups by the researcher to ensure equality in the groups. After that, the students' desks were rearranged. Thus, the students could have comfortable eye contact with the teachers. They were U- shaped to enable group work and discussion

Each group was then asked to choose a name for their groups. They have chosen their group names from colors. In order to provide a competitive

environment based on the method, the students were asked to select a group leader in a democratic way.

Table 3. Experimental design setting

	Treatment	Grouping	Assessment
Group A and Group B	Traditional learning method	No formal grouping Only grouping for one task	Assessment is limited to school exam
Group C and Group D	cooperative learning 'If you were' activity in group discussion	The students are divided into six groups based on student's prior knowledge	Peer evaluation
	'guess what' activity within group	Random grouping	Group evaluation
	Student teams-achievement divisions (STAD) technique	Heterogeneous groups of four.	Group evaluation and group member evaluation
	JIGSAW and STAD technique	Class is divided into three groups.	Teacher and group mate evaluation

3.5 Course Procedures

This research was built on four lessons. As part of this research, eight lesson plans were designed to teach both control and experimental groups and illustrated in detail (see appendix G). Each of the lessons took 40 minutes. Each lesson plan was designed for two block lessons. In Turkish school system, each school lesson is limited to 40 minutes. The unit to be covered in the first lesson is' Legendary Figures' from10th grade English textbook is titled "Count Me in".

Background of the lessons: Before proceeding to the new topic in the classroom of the 10th grade English textbook "Count Me in", all students were asked to come to class prepared. Students were responsible for reading the text and vocabulary of the new unit. This was ensured by each student in order to be prepared for the lesson. The schedule of the study is illustrated in table 4 below.

Table 4. Schedule of the study

Week and Date	Experimental Group	Control group
Week 1, 16/9/2019	Pretest	Pretest
Week 2, 23/9/2019	Lesson 1 for EG	Lesson 1 for CG
Week 2, 30/9/2019	Lesson 2 for EG	Lesson 2 for CG
Week 3 7/10/2019	Lesson 3 for EG	Lesson 3 for CG
Week 3, 14/10/2019	Lesson 4 for EG	Lesson 4 for CG
Week 4, 21/10/2019	Lesson 5 for EG	Lesson 5 for CG
Week 4, 30/10/2019	Lesson 6 for EG	Lesson 6 for CG
Week 5, 4/11/2019	Lesson 7 for EG	Lesson 7 for CG
Week 5, 11/11/2019	Lesson 8 for EG	Lesson 8 for CG
Week 6	posttest	posttest

3.6 Study Material

This study was conducted in a public school in Turkey. The study was designed as part of the class time. Thus, the study material has to be part of the course textbook provided by the Ministry of National Education of Turkey.

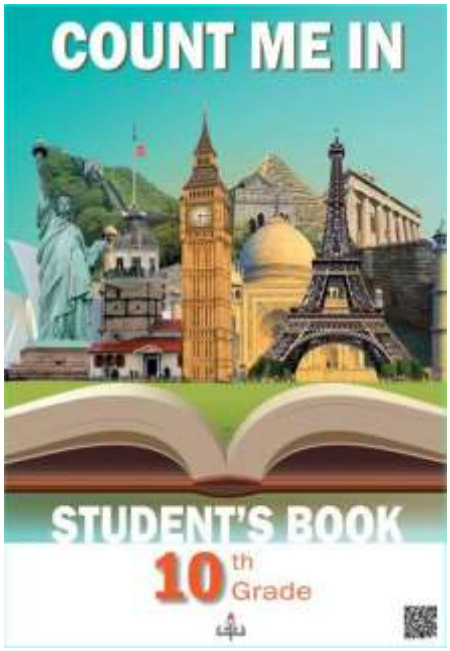


Figure 1. Cover of the textbook used in this study

The textbook has 10 units and each has some subtitles (Çimen at al., 2018). The units of the textbook are as follows; School life, plans, legendary figures, traditions, travel, helpful tips, food and festivals, digital era, modern heroes and heroines and shopping. All of the units are planned to be covered in two semesters which are equal to one school year in Turkey.

The third unit of the textbook, Legendary Figures, was selected as the main content of the study. The main reason of selecting this topic was because of the time period. In other words, schedule of the study was arranged in a way that the experiment had to be implemented in October and the Ministry of Education scheduled this unit to be taught in this month. In addition, this topic gives opportunity to include reading, writing, speaking and listening skills.

There are eight lesson plans for the experimental and control groups. In these lesson plans, a reliable content was used. The lesson plans for the cooperative learning are based on the literature and previous cooperative learning content. The lesson plans for the control groups are based on the "Count Me" course book which has been already taught in the public schools in Turkey.

The lesson plans were applied in the experimental group classes by using some techniques and procedures. The overall course process for the rest of the lesson is explained in the following section.

Firstly, the teacher asks the groups to read the text. After choosing the responsible group, the text is divided into sections and each individual in the group is allowed to read their sections with their group members. The successful students and the other students are encouraged. Errors made during the reading activities are corrected by the teacher. The board is used when necessary for their activities. The implementation of cooperative learning was carried out for four hours in a week. The STAD (Student Team Achievement Division) method was applied in reading and vocabulary lessons basically.

After each cooperative learning task, learners were provided with an opportunity to discuss their experiences in their groups individually and then discuss

it as a class. They also talked about what should be changed or improved for the next lesson.

Different roles were assigned to learners in each cooperative learning group, ensuring that each group had at least two high achievers, two average learners and two slow learners and that all groups were gender balanced as far as possible.

Contrary to the traditional classroom, the role of the teacher in cooperative classes was to facilitate the learning program by assigning the task to the learners, to motivate, encourage, assist them, promote discovery learning, and to award a score to the learning group whenever needed.

After studying the text and its vocabulary, the text-related questions were answered by the students. All activities processed throughout the course are rated based on individual ratings and grades of the students. The total score of the members in the group also created the group's rating.

At the end of the week, the group with the highest score is declared as the winners of that week. A positive competition between students was observed by the researcher. Students are observed to be more involved in the course with this method. In lecturing, students hesitate to ask questions to the teacher. The students can ask questions more comfortably in their group. The students are observed to develop self-esteem and they were eager to help their group mates in cooperative learning classes.

As outlined above, the lessons have been processed for a month. After a month, the students were then tested. A posttest has been implemented to investigate the success of the students. Affective barriers to learn are decreased by using the cooperative learning method.

3.7 Data Collection Instruments

Three types of data sources have been used in this study.

3.7.1.1 Placement Test

The purpose of this placement test is to group students equally. By doing so, the study bias that could occur between the control group and experimental group is reduced (See Appendix F).

3.7.1.2 Ministry of National Education of Turkey Achievement Test (Pretest and posttest)

A test developed by the Ministry of National Education of Turkey (MONE) was implemented. This test was applied as pretest and posttest. These tests were taken by both experimental and control groups. The test already has had high reliability. The test was applied to both the control groups and experimental groups.

There were also the pretest and posttest processes with written sources. Students' input levels were measured with pretest before beginning of the program and their progress were measured with the posttest after the program. The purpose of applying pretest and posttest is to measure the progress after the teaching activities. In this study, posttest was applied to measure the effect of CL on success. Based on the course unit, the context of the pretest and posttest were reading and vocabulary (See Appendix E).

MONE Achievement Test consists of five sections. The test validity and reliability were developed as a total of 40 items. For the scope and appearance validity of the scale, questions were chosen from the Ministry of Education of Turkey (MONE) questionnaire pool which was prepared by experts.

3.7.1.3 Opinion Survey

A questionnaire was conducted to get the students' opinions on CL. This questionnaire was developed by Chen (2005) (See Appendix C).

3.8 Data Analysis

Collected data were recorded in the computer environment and SPSS 21.0 software was used to analyze the data. In order to test the hypothesis and test the

differences in success between the control and experimental groups, independent T-test was used. Pair T-test was used to test the significance of the difference between the pretest and posttest scores. In order to understand the relationship between test results, a correlation analysis was conducted.

CHAPTER 4

FINDINGS

In this part of the study, the findings that were analyzed based on the collected data are presented. The statistical analyses were listed based on the hypothesis determined at the beginning of the research.

4.1 The Differences between Test Results

4.1.1 The Progress of All Students

A paired-samples t-test was conducted to compare students' scores in pretest and posttest. This analysis was conducted for both the experimental and control groups.

Table 5. The differences between pre-test and post-test results for all students

	Mean	N	Std. Dev	Std. Error Mean	t	df	Sig. (2-tailed)
Pretest	76,3225	169	10,55264	,81174	-2,587	168	,011
Posttest	79,1095	169	13,83453	1,06419			

There was a significant difference in the scores of pretest (M=76,3225, SD=10,55264) and posttest (M=79,1095, SD=13,83453) results; t (168) = -2,587, p= 0.011<0,05. These results suggest that there is a progress in students' test results. Specifically, our results suggest that after few class period students' English test mean results increase.

4.1.2 The Progress of Experimental Group Students

A paired-samples t-test was conducted to compare students' scores in pretest and posttest. This analysis was conducted only for experimental group. There was a significant difference in the scores of pretest (M=78,0542, SD=10,43534) and

posttest (M=84,9464, SD=9,35351) results; t (85)= -6,670, p = 0.003<0,05. These results suggest that there is a progress in students' test results.

Specifically, our results suggest that after few class period students English test mean results increase.

Table 6. The progress of experimental group students

		N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Pair 1	pretest	83	78,0542	10,43534	1,14543	-6,670	85	,003
	posttest	84	84,9464	9,35351	1,02055			

The students in the experimental groups show a positive progress at the posttest, this progress was found significant at determined p level (p=0,05). Thus, this analysis shows that (H_2): There is a significant difference between the pretest and posttest achievement scores of the experimental groups is accepted.

4.1.3 The Progress of Control Group Students

A paired-samples t-test was conducted to compare students' scores in pretest and posttest. This analysis was conducted only for the control groups. There was no significant difference in the scores of pretest (M=74,6512, SD=10,45412) and posttest (M=76,5349, SD=15,13737) results; t (82) = -2,309, p = 0.076>0,05. These results suggest that there is a progress in students' test results. Specifically, our results suggest that after few class periods students' English test mean results increase but this progress was not found significant.

Table 7. The progress of control group students

		N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Pair 1	Pretest	86	74,6512	10,45412	1,12730	-2,309	82	,076
	Posttest	86	76,5349	15,13737	1,63230			

The students in the control groups show a positive progress at the posttest, but this progress was not found significant at determined p level (p=0,05). Thus, this analysis shows that (H_3): There is a significant difference between the pretest and posttest achievement scores of the control groups is rejected.

4.1.4 Differences between Experimental and Control Groups

An independent t-test was conducted to compare students' scores in pretest, posttest and placement test. This analysis was conducted for the experimental and control groups. There was no significant difference for placement test results between the experimental groups (M=25,181, SD=6,6957) and the control groups (M=25,398, SD=6,2741) results; t (164) = -0215, p= 0,830>0,05. There was no significant difference for pretest results between experimental group (M=74,6512, SD=10,45412) and control group (M=78,054, SD=10,43) results; t (167) = 2,117, p = 0.076>0,05. There was a significant difference for posttest results between experimental group (M=84,9464, SD=9,35351) and control group (M=76,5349, SD=15,13737) results; t (168) = 5,897, p=0.000<0,05. These results suggest that there is a group difference for posttest but not for placement test or pretest.

Table 8. The Differences between experimental and control groups

	Group	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2tailed)
Placement Test	Control	83	25,398	6,2741	,6887	-,215	164	,830
	Experimental	83	25,181	6,6957	,7350			
Pretest	Control	86	74,6512	10,45412	1,12730	2,117	167	,076
	Experimental	83	78,0542	10,43534	1,14543			
Posttest	Control	86	76,5349	15,13737	1,63230	5,897	168	,000
	Experimental	84	84,9464	9,35351	1,02055			

When the pretest and posttest of the control group and experimental group students compared, it was found that the students of the experimental group increased their mean scores from 78,0542 to 84,9464 by 6,8 where the students of the control group increased their mean scores from 74,6512 to 76,5349. This result

shows that students in the experimental groups had more progress than the students in the control groups.

Thus, the hypothesis set at the beginning of the study; (H_1) Students who are taught by the cooperative learning method will be more successful than the students who are taught by the traditional method is accepted.

Pretest and posttest were the same test. In order to understand students' progress, the pretest scores were subtracted from posttest scores for each student. This progress was analyzed with an independent t test statistical analysis. The findings show that there was a significant difference for the progress between experimental group (M=5,0602, SD=10,69830) and control group (M=9,0349, SD=9,78077) results; t (167) = 1,463, p= 0,212>0,05.

Table 9. The Differences between experimental and control groups for the progress

	Group	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Progress	Control	83	5,0602	10,69830	1,17429	1,463	167	,212
	Experimental	86	9,0349	9,78077	1,05469			

As the consequences of the first hypothesis, the fourth hypothesis; (H_4) there is a significant difference between the average scores of the pretest and posttest point differences obtained from the test of the experimental and control groups is also rejected.

4.2 Differences between Classes

As part of this research, it was investigated whether there was any difference between the classrooms for the pretest, the posttest and the placement test. An ANOVA statistical test was conducted. Based on the results of this statistical test, there was no significant differences between the classrooms for the pretest (F=1,932, p=0,126>0,05). Similarly, there was no significant difference between classrooms for the placement test (F=,046, p=0,830>0,05). However, there was significant

differences found between the classrooms for the posttest results (F=1,932, p=0,00>0,05).

Table 10. The differences between the classrooms

		Sum Squares	of df	Mean Square	F	Sig.
Pretest	Between Groups	634,869	3	211,623	38,80	,126
	Within Groups	18073,306	165	109,535		
	Total	18708,175	168			
Posttest	Between Groups	13302,868	3	4434,289	38,804	,000
	Within Groups	18969,263	166	114,273		
	Total	32272,131	169			
PlacementTest	Between Groups	1,952	1	1,952	,046	,830
	Within Groups	6904,169	164	42,099		
	Total	6906,120	165			

These results show classrooms are divided equally with homogeny distribution.

As it was explained above, the ANOVA test shows that there was difference between the classrooms only for the posttest. However, this statistical table does not show which classrooms cause this difference. Thus, a further statistical analysis was necessary to see the cause of the difference. A Tukey HSD test was conducted for this purpose. Based on this test, it was found that this difference is because of the differences between the class 10F and class 10H (The mean differences is 21,73256), 10I (the mean difference is -19,97901) and class 10G (the mean difference is -18,93023).

Table 11. The differences between the classrooms Tukey test

(I) class	(J) class	Mean Difference (IJ)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
10I	10H	-1,75355	2,33338	,876	-7,8092	4,3021
	10G	1,04878	2,33338	,970	-5,0069	7,1045
	10F	19,97901*	2,33338	,000	13,9233	26,0347
10H	10I	1,75355	2,33338	,876	-4,3021	7,8092
	10G	2,80233	2,30543	,618	-3,1808	8,7855
	10F	21,73256*	2,30543	,000	15,7494	27,7157
10G	10I	-1,04878	2,33338	,970	-7,1045	5,0069
	10H	-2,80233	2,30543	,618	-8,7855	3,1808
	10F	18,93023*	2,30543	,000	12,9471	24,9134
10F	10I	-19,97901*	2,33338	,000	-26,0347	-13,9233
	10H	-21,73256*	2,30543	,000	-27,7157	-15,7494
	10G	-18,93023*	2,30543	,000	-24,9134	-12,9471

*. The mean difference is significant at the 0.05 level.

This result also shows that one of the control group classes causes the differences between the experimental group and control group.

4.3 Correlation between the Tests

In this study, there were three different tests conducted; the placement test, the pretest and the posttest. As it was described before, the pretest and the posttest are the same but implemented at different times. As part of this research, it was tested whether there was any correlation between these applied tests. In order to find out this correlation, Spearman's r correlation was applied. Based on this statistical test, there is a correlation between all three tests. In other words, there was a correlation between placement test and the pretest ($r=0,233$, $p=0,003<0,05$). This correlation is positive which means that both tests increase and decrease at the same

time. However, this correlation is weak. Similar correlation was also found between placement test and the posttest (r=0,304, p=0,000<0,05). This correlation is weak, too. There is also a correlation between the pretest and the posttest ((r=0,557, p=0,000<0,05).

Table 12. The correlation between the tests

			Placement Test	Pretest	Posttest
Spearman's rho	PlacementTest	Correlation Coefficient	1,000	,233**	,304**
		Sig. (2-tailed)	.	,003	,000
		N	164	164	164
	Pretest	Correlation Coefficient	,233**	1,000	,557**
		Sig. (2-tailed)	,003 164	.	,000 164
		N		164	
	Posttest	Correlation Coefficient	,304**	,557**	1,000
		Sig. (2-tailed)	,000 164	,000 164	.
		N			164

**. Correlation is significant at the 0.01 level (2-tailed).

c. Unless otherwise noted, bootstrap results are based on 1000 stratified bootstrap samples

4.4 The Students' Attitudes towards English Lessons and Cooperative Learning

There are two different questionnaires applied in this study. The first questionnaire aimed to measure students' attitudes toward English Lessons. The second questionnaire aimed to measure students' attitudes toward cooperative learning.

4.4.1 Students' Attitudes towards English Lessons

In this study, there was a survey applied to checks students' attitudes toward English lessons. The students were asked to respond this survey. The survey consists of 15 items. The following table shows same statistical value of each test item. The

table has the number of valid and missing values, mean values, standard deviation, minimum and maximum values. According to the analysis, there were only one or two missing values for each survey items. All of the participants filled the survey.

Table 13. Students' attitudes toward English lessons

	N					
	Valid	Missing	mean	Std dv	min	max
1.The textbooks or teaching materials are more practical and useful in this semester.	85	2	3,55	1,452	1	5
2.I feel that English curriculum in this semester is more interesting.	85	2	3,18	1,187	1	5
3.I like small group work in the classroom. It can lower my anxiety and fear about learning English.	84	3	3,48	1,357	1	5
4.I feel small group work in the classroom can increase my motivation, interest and participation in learning English.	86	1	3,53	1,281	1	5
5.I prefer cooperative learning in group work rather than traditional teaching methods.	86	1	3,34	1,164	1	5
6. I feel cooperative learning in group work can increase my basic English speaking proficiency.	86	1	3,77	1,299	1	5
7. I feel cooperative learning in group work can increase my basic English writing proficiency.	85	2	3,48	1,306	1	5
8. I feel cooperative learning in group work can increase my basic English reading proficiency.	86	1	3,67	1,410	1	5
9.I feel cooperative learning in group work_can increase my basic English listening proficiency.	86	1	3,52	1,361	1	5
10.I feel cooperative learning in group work can increase my basic English pronunciation proficiency.	85	2	3,49	1,221	1	5
11.I feel cooperative learning in group work can improve interpersonal relationships among classmates	85	2	3,61	1,283	1	5
12.I like to go to the self-study Language Center where I can choose my own way in learning English.	85	2	3,21	1,264	1	5
13.I feel I can learn more from the self-study Languge Center which is set up according to students' diverse learning styles.	86	1	3,47	1,224	1	5
14.The class activities like storytelling, drama, roleplay, songs learning, group jigsaws, picture creating and so on an motivate my interest in learning English.	85	2	3,66	1,268	1	5
15.I study English because I am interested in it, not for the sake of passing the test for examinations.	86	1	3,57	1,288	1	5
Average			3,502	1,291		

The survey item 'I feel cooperative learning in group work can increase my basic English speaking proficiency.' has the highest mean value (3,77). 'I feel that English curriculum in this semester is more interesting.' survey item has the lowest mean score (3,18). Meantime, 'The textbooks or teaching materials are more

practical and useful in this semester.' survey item has the highest standard deviation value (1,452). This value shows that the responses of this survey item differentiate mostly. Since this survey was developed as Likert scale, all of the responses were between 1 and 5. Thus, the responses for all of the survey items are also between these values. The average mean score for all students is also analyzed. Based on the statistical test, the whole students' mean is found 3,502. This score is more close to 'agree' option. This shows that students are more likely to agree with the statement of the survey.

The survey was Likert scale and the answer choices were strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5). In order to understand the frequency of each choice for each survey item, a frequency analysis was run on SPSS. The first test item 'The textbooks or teaching materials are more practical and useful in this semester' has the highest frequency for 'strongly disagree' choice. For the 'disagree' choice, 'I feel that English curriculum in this semester is more interesting' survey item has the highest frequency. The survey item which has the highest frequency for 'neutral' choice is 'I prefer cooperative learning in group work rather than traditional teaching methods'. The survey item which has the highest frequency for 'agree' choice is 'The class activities like storytelling, drama, role-play, songs learning, group jigsaws, picture creating and so on and motivate my interest in learning English'. For the 'strongly agree' choice, 'I feel cooperative learning in group work can increase my basic English reading proficiency' survey item has the highest frequency.

Table 14. The responses for each item for students' attitudes toward English lessons

		1	2	3	4	5
1.The textbooks or teaching materials are more practical and useful in this semester.	f	10	14	14	13	34
	%	11,5	16,1	16,1	14,9	39,1
2.I feel that English curriculum in this semester is more interesting.	f	4	22	33	7	19
	%	4,6	25,3	37,9	8	21,8
3.I like small group work in the classroom. It can lower my anxiety and fear about learning English.	f	7	15	23	9	30
	%	8	17,2	26,4	10,3	34,5
4.I feel small group work in the classroom can increase my motivation, interest and participation in learning English.	f	5	16	21	16	28
	%	5,7	18,4	24,1	18,4	32,2
5.I prefer cooperative learning in group work rather than traditional teaching methods.	f	4	15	36	10	21
	%	4,6	17,2	41,4	11,5	24,1
6.I feel cooperative learning in group work can increase my basic English speaking proficiency.	f	4	12	24	6	40
	%	4,6	13,8	27,6	6,9	46
7.I feel cooperative learning in group work can increase my basic English writing proficiency.	f	4	18	27	5	31
	%	4,6	20,7	31	5,7	35,6
8.I feel cooperative learning in group work can increase my basic English reading proficiency.	f	8	12	19	8	39
	%	9,2	13,8	21,8	9,2	44,8
9.I feel cooperative learning in group work can increase my basic English listening proficiency.	f	6	16	25	5	34
	%	6,9	18,4	28,7	5,7	39,1
10.I feel cooperative learning in group work can increase my basic English pronunciation proficiency.	f	4	14	29	12	26
	%	4,6	16,1	33,3	13,8	29,9
11.I feel cooperative learning in group work can improve interpersonal relationships among classmates	f	4	16	20	14	31
	%	4,6	18,4	23	16,1	35,6
12.I like to go to the self-study Language Center where I can choose my own way in learning English.	f	7	18	31	8	21
	%	8	20,7	35,6	9,2	24,1
13.I feel I can learn more from the self-study Languge Center which is set up according to students' diverse learning styles.	f	4	15	30	11	26
	%	4,6	17,2	34,5	12,6	29,9
14.The class activities like storytelling, drama, roleplay, songs learning, group jigsaws, picture creating and so on an motivate my interest in learning English.	f	6	11	18	21	29
	%	6,9	12,6	20,7	24,1	33,3
15.I study English because I am interested in it, not for the sake of passing the test for examinations.	86	1	3,57	1,288	1	5
Average			3,502	1,291		

4.4.2 The Students' Attitudes towards Cooperative Learning

As part of this research, a survey was applied to understand students' views about cooperative learning. This cooperative learning survey consists of 20 Likert type items.

Table 15. Students' attitudes toward cooperative learning

	N		Mean	Std. Dev	Min	Max
Survey Items	Valid	Missing				
1. An important role of education is to learn to get along with others.	113	0	3,95	,875	1	5
2. The competition is the best way to teach students at school.	113	0	2,90	1,077	1	5
6. It is satisfactory for me to take part in joint projects.	113	0	3,49	,974	1	5
8. Teamwork is always the best way to get good results.	113	0	3,09	1,048	1	5
10. Using active listening skills improves the quality of communication.	113	0	4,42	,664	2	5
13. Collaboration with group members is the key to success	113	0	3,68	,919	1	5
15. Joining the group helps to share experiences.	113	0	4,06	,782	1	5
16. I prefer to work with the group even if it is not necessary.	113	0	2,47	,955	1	5
17. Working in a group helps develop friendship with other students.	112	1	4,11	,689	2	5
18. Joining a group increases work motivation.	113	0	3,76	,869	1	5
19. I learn more in collaborative work than in individual work.	113	0	3,16	1,014	1	5
3. I will never share my ideas and course materials with other students.	113	0	4,25	,808	1	5
4. I do not like to cooperate with other students to study.	113	0	3,73	1,027	1	5
5. I often find it difficult to work with other students.	113	0	3,52	,974	1	5
7. Usually individual work is more efficient.	113	0	2,38	1,029	1	5
9. It is difficult to reach the same decision in Group	113	0	2,82	,984	1	5
11. Acting as a member of a group does not contribute to my future work.	113	0	3,96	,860	1	5
12. Individual decisions are better than group decisions.	113	0	3,04	1,047	1	5
14. Individual studies are of a higher quality than teamwork	113	0	2,78	,980	1	5
20. I make group work dependent on other students.	113	0	2,88	1,178	1	5
Total			3,42	0,94		

For this survey, only ‘Working in a group helps develop friendship with other students’ survey item has one missing value. The other items were answered by all of the participants. The survey item ‘Using active listening skills improves the quality of communication’ has the highest mean value among the other survey items.

The survey item ‘Usually individual work is more efficient’ has the lowest mean value. The survey item ‘Group work makes me dependent on other students’ has the highest standard deviation value which means that the responses to this item differentiate mostly. On the other hand, the survey item ‘Using active listening skills improves the quality of communication’ has the lowest standard deviation value which shows that the responses to this item are close to each other. When mean of the whole survey is analyzed, Total mean score is found as 3,42. This shows the students’ responses to the cooperative learning survey are close to ‘agree’ option.

The cooperative learning survey was also Likert scale and the answer choices were strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5).

A frequency analysis was run on SPSS. The survey item ‘Joining the group helps to share experiences’ has the highest frequency for ‘strongly disagree’ choice. For the ‘disagree’ choice, ‘Teamwork is always the best way to get good results’ survey item has the highest frequency. The survey item which has the highest frequency for „neutral’ choice is ‘It is difficult to reach the same decision in group’. The survey item which has the highest frequency for ‘agree’ choice is ‘Usually individual work is more efficient’. For the ‘strongly agree’ choice, ‘It is difficult to reach the same decision in group’ survey item has the highest frequency.

Table 16. The responses for each item for students' attitudes toward cooperative learning

		1	2	3	4	5
1. An important role of education is to learn to get along with others.	F	3	4	16	63	27
	%	2,7	3,5	14,2	55,8	23,9
2. The competition is the best way to teach students at school.	F	8	38	33	25	9
	%	7,1	33,6	29,2	22,1	8
3. I will never share my ideas and course materials with other students.	F	5	8	43	41	16
	%	4,4	7,1	38,1	36,3	14,2
4. I do not like to cooperate with other students to study.	F	10	18	46	30	9
	%	8,8	15,9	40,7	26,5	8
5. I often find it difficult to work with other students.	F	1	8	47	57	0
	%	0,9	7,1	41,6	50,4	0
6. It is satisfactory for me to take part in joint projects.	F	3	8	29	55	18
	%	2,7	7,1	25,7	48,7	15,9
7. Usually individual work is more efficient.	F	1	4	13	64	31
	%	0,9	3,5	11,5	56,6	27,4
8. Teamwork is always the best way to get good results.	F	17	44	36	14	2
	%	15	38,9	31,9	12,4	1,8
9. It is difficult to reach the same decision in Group	F	4	9	70	29	112
	%	3,5	8	61,9	25,7	99,1
10. Using active listening skills improves the quality of communication.	F	2	5	32	53	21
	%	1,8	4,4	28,3	46,9	18,6
11. Acting as a member of a group does not contribute to my future work.	F	6	23	40	35	9
	%	5,3	20,4	35,4	31	8
12. Individual decisions are better than group decisions.	F	2	2	8	55	46
	%	1,8	1,8	7,1	48,7	40,7
13. Collaboration with group members is the key to success	f	1	16	24	43	29
	%	0,9	14,2	21,2	38,1	25,7
14. Individual studies are of a higher quality than teamwork	f	2	19	24	54	14
	%	1,8	16,8	21,2	47,8	12,4
15. Joining the group helps to share experiences.	f	26	36	35	14	2
	%	23	31,9	31	12,4	1,8
16. I prefer to work with the group even if it is not necessary.	f	8	38	37	26	4
	%	7,1	33,6	32,7	23	3,5
17. Working in a group helps develop friendship with other students.	f	2	5	17	61	28
	%	1,8	4,4	15	54	24,8
18. Joining a group increases work motivation.	f	13	14	47	33	6
	%	11,5	12,4	41,6	29,2	5,3
19. I learn more in collaborative work than in individual work.	f	15	21	54	20	3
	%	13,3	18,6	47,8	17,7	2,7
20. Group work makes me dependent on other students.	f	14	33	28	28	10
	%	12,4	29,2	24,8	24,8	8,8

4.5 Classroom Observations

In this part of the thesis, differences, advantages, and disadvantages of individual learning and cooperative learning in foreign language education is explained. This section is based on the researcher's observation.

Why Did I Choose the Cooperative Learning as a research topic?

First, I want to say why I shouldn't choose. As someone who once supported individual learning, I say that cooperative learning has added a lot to students both in educational and social terms. They used to be shy, quiet and unable to seek their own rights, but cooperative learning really helped them to socialize and I would like to give a few examples to prove this:

As the debate club of our school, we participated in the debate contest at Vefa high school. Our students were really excited to have their first debate contest, they met dozens of new contestants and teachers, and it was a very useful study in English education, especially speaking. One of the most difficult things in foreign language learning in Turkey is speaking, people often hear the phrase "I can write but I can't speak." so if you have such a problem, the debate is a very good program for you. In addition, I would like to mention another event that my students have attended, which is quite famous, MUN. In this event, which stands for Model United Nations, you are given a country, a committee, and a problem. They ask you and other countries to best solve this problem and write a resolution paper. The person who gives the most logical ideas and speaks the best gets the 'best speaker' award. I think this award is very important, especially for students who care about college life.

Spelling bee, a competition in which contestants are asked to spell a broad selection of words, usually with a varying degree of difficulty was held this year at Beşir Balcıoğlu Anatolian high school. We decided to organize our first ever spelling

bee competition amongst students from all grades in order to provide opportunities for our students who are interested in broadening their horizons in English.

To compete, contestants had to memorize the spellings of words as written in dictionaries and recite them accordingly. Contestants are given 3 rounds before reaching the final. Elimination is done by juries until the first twenty people arrive in each round. Then the remaining twenty people begin the competition by participating with the audience in the final competition held on the school stage. In the final competition, the first three people receive degrees, the first is awarded a gift and certificate, and the second and third are awarded only certificates. The competition not only tests the student's English language efficiency but also their public speaking and time management skills which are highly important for every student. The competition was solely organized by the students, as the teacher's role involved giving information and facilitating the organizers' needs. The Judges and the organizers were positively interdependent to accomplish their common tasks and arrive to conclusions; Being individually accountable for their work, asking one another for information, evaluating one another's ideas, monitoring one another's work - led to a seamless preparation.

"Most great learning happens in groups. Cooperative is the stuff of growth." (Sir Ken Robinson Ph.D.,20 January,2012).

The theory of cooperative learning can be put into motion in many fields of learning. But is a foreign language one of them? The answer is undoubtedly "yes". Teamwork is absolutely of paramount importance when a group of people engage in such a difficult activity.

To begin with, one of the strongest factors that push an individual to study any subject with more passion is being exposed to competition. Along with the obligation of group work, in order to complete a task, the members are in an inevitable rush to surpass their partners. Rivalry is an emotion that resides in every human brain, so why not use it in a healthy and productive manner?

Secondly, criticism plays a major role in the realization of the mistakes every team member makes. Besides eliminating unnecessary ego, a critic might also trigger a person to try to correct their way of pronouncing or using certain words or phrases. However, not every student receives that piece of criticism in the way it's meant to be received.

Finally, with the drastic decrease of socialization that members of the society, especially teenagers, are exposed to, cooperative learning can help reverse this issue. With the heavy load of academic studies, every person is getting far away from reality as the time goes by. Hence this method can actually prepare them for what they might face outside of their comfort zone. Language deficiency is currently one of the most serious issues and students need to face that reality so they will know what to expect and be as fully prepared as possible for potential challenges.

In conclusion, cooperative learning provides a diverse environment for everyone and provides them with competition, criticism, and realistic socialization, which are the ultimate tools to multiply the tendency to learn a new international language.

4.6 Discussion of the Findings

Based on the statistical tests, the results of this study are discussed above. In this section of the study, the findings are compared with the previous studies.

4.6.1 Students' Progress

Students' progress is analyzed based on the tests which have been taken. Paired t-test was applied for progress analysis. According to the paired-samples t-test, there was a significant difference in the scores of pretest and posttest. In other words, it was found there is a progress in students' test results. Specifically, our results suggest that after few class period students' English test mean results increase. A similar finding was also found in China where there was a progress in students learning level (Chen, 2005).

In addition, students in the experimental groups which were part of cooperative learning class had a progress in their English. There was a difference between the pretest and posttest results. The difference was found significant. This shows that students in cooperative learning environment improved their English skills. Thus, the hypothesis; (H_2) "There is a significant difference between the pretest and posttest achievement scores of the experimental group" was accepted at p level (p=0,05). This finding is parallel to the findings of other studies (Gömleksiz, 2007; Pesen and Bakır, 2016) that showed significant differences improving vocabulary knowledge and learning active–passive voice in English. In another study, Özkılıç (1996) investigated the effects of cooperative learning on students' progress and retention for English. The study found similar results that university students in cooperative learning group had more progress than the students in control group (Özkılıç, 1996).

In addition to that, in their study on language teaching, Gümüş and Buluç (2007) found that students enjoy lessons with a collaborative learning method and understand the lesson better, become more active in the lesson, increase their self-esteem and learn more easily.

The study by Gömleksiz (2007) was conducted with university students but this study was conducted with high school students. Thus, this study filled the gap of this research area. However, in another study, the cooperative learning was found to have a minor role in language teaching, as teachers are not familiar with this way of structuring group work (Árnadóttir, 2014).

Similarly, a paired-samples t-test for the students in for control group shows that there was no significant difference in the scores of pretest and posttest. These results suggest that there is a progress in control group students' test results but not at a significant level. Thus, it was concluded that the hypothesis; (H_2) 'There is a significant difference between the pretest and posttest achievement scores of the control group', is rejected at the p level (p=0,05).

4.6.2 The Effects of Cooperative Learning

Analyzing the differences between the cooperative learning classes and traditional learning classes was the aim of this study. Thus, an independent t-test was conducted to compare students' scores in pretest, posttest and placement test for these both class types. Based on the statistical tests, there was no significant difference for placement test results between experimental group and control group. In addition, there was no significant difference for pretest results between experimental group and control group. However, there was a significant difference between the experimental group and control group for their progress. These results suggest that there is a group difference for posttest but not for placement test or pretest. These results, therefore, prove that the hypothesis (H_1) 'Students who are taught by the cooperative learning method will be more successful than the students who are taught by traditional method' is accepted. This study is parallel to the study by Bilen (2015) and Karabay (2005) who found that there was a significant difference between the experimental group and the control group for the posttests (Bilen, 2015). Bilen's study was conducted with elementary school students and the current study was conducted with high school students. A further study may investigate whether there is a different effect of cooperative learning for different grade levels.

The effect of cooperative learning method on English learning was studied in another study shows similar results. Yaşar (1993) conducted a research on students who took text reading and analysis lessons in the Department of Foreign Languages Education in order to test the effect of teaching method with small groups in comparison to traditional teaching method in developing foreign language reading skills. In the research, the effectiveness of teaching with small groups and traditional teaching method on student achievement has been tested in terms of developing reading skills in foreign language and developing the comprehension power of reading in foreign language. As a result of the data collected, it was concluded that teaching method with small groups based on collaboration was effective in developing listening and speaking skills in a foreign language (Yaşar, 1993).

Consequently, the fourth hypothesis “there is a significant difference between the average scores of the pretest and posttest point differences obtained from the test of the experimental and control groups” is also accepted. The study that examines the effects of cooperative learning on students’ language grammar had different results (Kezou, 2015). Chen and Goswami who questioned teaching English pronunciation with cooperative learning environment found that the difference between the improvement of the experimental group and the control group was not significant enough to claim that cooperative learning was a major differential factor (Chen and Goswami, 2011). Varank and Kuzucuoğlu did not find significant differences for cooperative learning mathematics class (2007). However, another study conducted in Turkey and used JIGSAW found significant differences between control group and experimental group (Bölükbaş, 2014).

Another similar study conducted by Baş (2009) had the similar results. In his study, Baş investigated the effects of cooperative learning on English learning. Thus, he designed a study with 40 middle school students in Konya, Turkey. Based on the analysis, the researcher found that collaborative learning method (Unification-II) activities had more positive effects on learners' access levels at the end of “The Present Simple Tense” compared to traditional learning-teaching methods activities.

Pesen and Bakır, (2016) conducted a study to investigate the effect of collaborative learning approach on the success of sixth grade students in mathematics in Siirt, Turkey. During four-week study period, the lessons were taught via the cooperative learning approach in the experimental group and the traditional learning approach in the control groups. Based on their research findings, there was a significant difference in favor of the experimental group between the posttest success scores of the experimental group students who took courses with the collaborative learning approach and the control group students who took courses according to the traditional approach. Thus, this study also supports the findings of the current study even though the subject was different.

In another study conducted on the fifth grade students of primary education, it was concluded that cooperative learning activities were more effective than group study on students' attitudes towards social studies lesson (Oral, 2000).

In the research conducted by Açıkgöz (1992), the effects of collaborative learning techniques and the effects of traditional education on the academic success, retention levels and affective characteristics of university students were examined. The research was carried out on 48 students attending psychology l class under experimental conditions. As a result of the findings obtained from the research, it was revealed that the cooperative learning method was more effective than the traditional teaching method on the affective characteristics of the students (1992).

Even though the current study was applied for a short period of time, there was a significant progress for students in the cooperative learning. This result supports the statement that cooperative learning method increases the speed of the student in the learning process, motivates her for learning, and keeps her active in the process by improving her knowledge and skills (Liang, 2002).

Arslan also conducted a study with 55 middle school students in Ağrı, Turkey. Nevertheless, the researcher did not find any significant differences between the group who used JIGSAW and who did not use it (Arslan, 2012). According to the study, even if the success of both groups in which the Jigsaw technique was applied and the group in which the traditional teacher-centered approach was applied increased significantly, considering the data between the groups, there was no difference between the posttest success scores of the students in the experimental and control groups. It was determined that the successes of the group, in which both Jigsaw technique and traditional teacher-centered teaching were applied, were similar. As a result, the application of Jigsaw technique did not make a significant difference in teaching word types (Arslan, 2012).

4.6.3 The Differences between Classrooms

An ANOVA statistical test was conducted to understand if there is any difference between the English levels of the classes which were part of the experimental group and control group. The findings show that there is no significant difference between the classrooms for the pretest and the placement test results. However, there is a significant difference between the groups for posttest. This result show that the posttest has different average for each classroom. The students had similar English levels at the beginning of the research and after the cooperative learning lessons some classes improved their English more.

After applying Tukey HSD as a further statistical analysis to see the cause of the difference, it is found that this difference is because of the differences between class 10F and class 10H, class 10İ and class 10G.

4.6.4 The Students' Attitudes towards English

The survey consisting of 15 items was applied to understand students' attitudes towards English lessons. This survey was applied to the students in experimental group. The survey was Likert type with 5 choices. The survey results show that the averages for all of the survey items were between 3 and 4. The overall average of this survey was found as 3,502. This shows that students who were part of cooperative learning, in general, have positive attitudes towards English lessons. Tuan (2010) also found that the participants were open to change and cooperative learning. The researchers suggest that teacher should promote cooperative learning instead of individualistic learning (Tuan, 2010). Another similar study conducted by Baş (2009) had similar results. It was also determined that cooperative learning method activities have more positive effects on the attitudes of learners at the end of the teaching process compared to traditional learning-teaching methods.

A research conducted on 112 university students in a science class also has similar results even though it was applied in different subject area. In their research,

Nakiboğlu and Benlikaya (2001) observed that with the use of the cooperative learning method based on full learning, students were happy to participate in the lesson effectively, work with the group, get feedback and correction and better understand the lesson.

On the other hand, a study conducted by Toros, investigated a research with high school students to measure their attitudes towards computer education lesson taught by the cooperative learning method. The results showed that there were no significant results between the control group and experimental group about their attitudes towards computer education lessons (Toros, 2001).

In another study, Genç and Şahin examined the effect of cooperative learning method on the metacognitive skills of the eighth grade students and they found that there was no significant difference between the control group which was taught with traditional methods and experimental group which was taught with cooperative learning methods (2012). These results and similar studies listed above, parallel to the current study also show that cooperative learning methods can be an effective method for teaching English but not in all subject areas.

4.6.5 The Students' Attitudes towards Cooperative Learning

As part of this research, a survey was applied to understand students' attitudes towards cooperative learning. Similar to the survey about the attitudes towards English lesson, this survey items also have average responses between 3 and 4. The overall average of this survey was found as 3,42. These results show that students have positive attitudes towards cooperative learning. This finding supports the results of the study (Gömleksiz, 2007; Gömleksiz, and Elaldı, 2011) that cooperative learning experience had a significant positive effect on the participants' attitudes towards learning English and promoted better interactions among students. A similar finding was also found in China where researchers found that students in cooperative learning classrooms had positive attitudes towards learning English (Chen, 2005).

Arslan and Şahin (2004) examined how using cooperative learning based on constructivist approach in social studies lesson can affect students' affective learning. The research was carried out on fifth grade students of primary education. During the research, qualitative and quantitative data were used together. Qualitative data were obtained from observation, open-ended interview questions and study files, and quantitative data were obtained from attitude scale. In this study, group research and cooperative learning techniques, which are collaborative learning techniques, were used. As a result, it was observed that there was an increase in the attitudes of the experimental group students after the experimental procedure. At the end of the experimental process, it was revealed that the experimental group students developed a higher attitude towards social studies lesson than the control group students. It was observed that the students' interest in the course increased during the experimental process.

Similarly, a research conducted on 155 students studying in the first grade of the middle school tried to test whether there were any significant differences between the groups by comparing music learning strategies and block flute playing skills. The research data were obtained by collecting block chain playing skills with the observation form and the music learning strategies scale (Kocabaş, 1998).
Kocabaş's study showed that cooperative learning techniques have been found to be significantly more effective than the traditional method on students' attitudes towards music, musical field knowledge, learning strategies of music, and block-playing skills (1998).

The experimental group students' positive attitudes towards English learning and cooperative learning method may also prompt some other attitudes that are effective for learning and teaching environments. Supporting the finding of this study, Gömleksiz and Özyürek (1994) tested whether there were any significant differences between the groups in which the cooperative learning method, which they called Cuban learning, was applied, and the groups, where the traditional method was applied in terms of their democratic attitudes and self-esteem. As a result of the study, significant differences emerged in favor of experimental groups

in terms of democratic attitudes and self-esteem. Thus, cooperative learning as a whole could be an effective educational method in more different ways.

Besides that, there is a de facto situation in Turkey that there is growing immigrant population in schools. The school where the research was conducted has also some students from different countries. Notwithstanding, the cooperative learning method which requires group interaction and communication has been seen more effective to teach English. These results prove the previous statement by Parrenas and Parrenas (1993) that collaborative learning increases success more than competitive and individual learning techniques, helps to develop healthy ethnic relations and reduces racial conflicts, contributes to the socialization and democratic participation of the student and supports the development of the rapidly changing economy.

Indeed, Uğurlu (2010) states that students gain self-confidence by verbal communication with their peers or teachers, especially in group interaction, and that they perform individual learning more actively with the collaborative learning method.

4.6.6 Teacher's Observations

The classroom observation noted by the researcher, the English teacher, shows that cooperative learning provides a diverse environment for everyone and provides them with competition, criticism, and realistic socialization, which are the ultimate tools to multiply the tendency to learn a new international language.

Parveen et al. (2011) found a similar result in their research and found that cooperative learning both improves students cognitively and contributes to their maturation as they actively participate in activities.

In a study, Seng (2006) stated that in an environment where cooperative learning method is applied, students receive help from their peers as well as teachers in the learning process, their learning is permanent in terms of cognitive

development and they reach a higher level cognitively. This statement was also observed during the current research.

Sciliano (2011) states that one of the aims of the cooperative learning method is to focus on the task given by the group members in each study and to support the motivation of the students by influencing each other. The classroom observation of this study also supports this claim.

The teacher observation results of this study that proposes the necessity of cooperative learning was also suggested by another study. A research to determine the opinions of teachers about the importance of cooperative learning in foreign language teaching was conducted with 77 English teachers working in primary and secondary schools in the city center of Van. The teacher observations of this study showed that cooperative learning leads students to interaction and communication and contributes to the social development of students and provides important advantages in terms of students' learning (Memduhoğlu, Çiftçi and Özok, 2014).

This discussion section shows that the current research has some similar and different results comparing the previous results. Overall, the research findings of this study show that cooperative learning can be an effective learning approach when it is applied within purposed cooperative learning settings. Based on the findings of the study, necessary suggestions will be made in the following chapter.

CHAPTER 5

CONCLUSION AND SUGGESTIONS

The results of the analyses and the findings of the study were explained in the previous chapter in detail. In this chapter, the suggestions based on this discussion are made and a remarkable conclusion is provided.

5.1 Summary

The study aimed to investigate the effects of cooperative learning in English learning classes and determine students' views about English lessons taught by using cooperative learning method. In order to achieve this goal, this quantitative study was conducted with high school students. The pretest, posttest, placement test and the surveys were analyzed with pair t-test, ANOVA test and independent t-test statistical analysis by using SPSS 21.

In this study, it was questioned whether or not there is a relation between the three different tests; the placement test, the pretest and the posttest. Based on the Spearman's rho statistical test, there is a correlation between all three tests. In other words, there was a correlation between placement test and the pretest, between placement test and the posttest and between the pretest and the posttest. All these correlation was found positive but weak. This result shows that students, in general, did better in any test had similar results in other two tests or vice versa.

In addition to the quantitative data collection, a qualitative data, the teacher's observation, was also added to the findings. The teacher's observation shows that there are several advantages of cooperative learning observed in this study. The teacher believes that cooperative learning helped the students to raise the achievement, build positive relationships among students and provide experiences that develop both good learning skills and social skills. In addition to this observation, researchers also suggest in their study that the students had competition

inside their own groups and among the other groups but other students work with collaboration instead of competition (Baquero, 2011). Study conducted by Ngubane (2013) with high school students also supports the teacher's observation. Árnadóttir also agree that teachers believe the method is beneficial (2014). Ning and Hornby found that significant differences in favor of cooperative learning in improving intrinsic motivation, but no differences were found on other aspects of motivation (2014).

Oksal found that cooperative learning method had a direct effect on participants' speaking anxiety and motivational level and there is a strong relationship between anxiety and motivation (Oksal, 2014). This study was conducted with university students. Thus, a further study is necessary to be conducted with high school students.

As it was highlighted by Jacob (2006), teacher participation in cooperative learning is limited. Teachers are expected to coordinate the class, instead of direct teaching activity. Thus, the cooperative learning class of this study was designed based on this research perspective. In the cooperative learning environment teachers have more chances to make observations and rearrange the classroom or context settings. The teacher who is also the primary researcher of the study had chance to observe her cooperative learning classrooms (experimental groups) to make some judgments about the advantages and disadvantages of applying this learning method.

In conclusion, the results of this study show that there is a progress for students both in control group and experimental group. This progress was found significantly different for posttest not for pretest. This result means that cooperative learning is an effective learning method. In addition, the survey results show that there is a positive attitude towards English and cooperative learning.

5.2 Limitations of the study

Limitations are the conditions that researchers cannot get rid of when conducting a research in a social setting. This research tried to control all the

disturbing situations to keep the research in the planned directions. However, there are some cases that can be impossible to control. The research was conducted in a public school setting. This setting itself limits the research to school rules and regulations. Unexpected school calendar such as extra holiday time forced the researcher to change the research calendar. The public school requires its teachers to cover only certain topics at certain times. Thus, this study had only chance to cover a certain topic. Another topic could show better differences between the cooperative learning strategies and traditional learning strategies. This study was conducted in İstanbul where the researcher teaches. If the study had been conducted another time, in another city or place, or in different contexts of education, the results might have been different.

5.3 Suggestions

Based on the findings and the limitations of this study, there are some suggestions to be considered when implementing cooperative learning strategies in English lessons. The findings of the study expose that cooperative learning is more effective for English learning than traditional teaching methods. Even though the traditional teacher centered methods which are applied in most of the schools also help the students improve their English but not as much as the cooperative learning method. The results of this study will be useful for teachers while they implement cooperative learning strategies in their EFL classrooms.

Cooperative learning requires interaction of EFL students. However, current education setting is not set to provide interaction. The desks are arranged the way that students only see the front of the classroom and each other's necks. Thus, administrators or policy makers should make proper changes for cooperative learning.

The teachers are trained in the traditional methods. It is hard to expect from them to apply a new teaching and learning method that they are not trained for.

Starting from university classrooms, cooperative learning should be taught and applied into the school system to benefit from this method.

The positive attitudes of the students towards cooperative learning and English are important factors to improve language learning in Turkey. The more motivated the students are, the more they will be engaged during the language lessons. This can help the nation to overcome language learning problems that most of the students dealing with for years.

There are obstacles for education system regardless of teaching method, all the assessments are designed based on classical teachings. In other words, the assessment systems or exam contents are usually designed based on classical teaching methods studies conducted in ordinary classrooms are expected to apply these exams for their lessons. Thus, the lessons teachers teach and the exam they apply can be different. Thus, it is always possible to understand exactly the positive effects of cooperative learning in such educational systems.

The literature states that cooperative learning promotes social skills. This study also shows that cooperative learning promotes language skills as well. The students improve their social skills and learn about important concepts such as teamwork, sharing ideas, listen to others, doing group work and take responsibilities.

This study was carried out with 10^{th} grade students to investigate the effects of cooperative learning strategies. A further study carried with different grades may show the effects of cooperative learning strategies for different age groups. In addition, a similar setting can be applied to other course contents such as mathematics, art or science to measure the effects of cooperative learning strategies.

In conclusion, the importance of English has been emphasized worldwide. Thus, teaching in an effective way is crucial. As this study also proved, new learning and teaching methods such as cooperative learning is more effective than traditional teaching methods for teaching English. Thus, the learning environments should be

organized in a way that cooperative learning can be applied. Researchers working on similar topics may conduct in-depth researches to find any better ways of implementing cooperative learning strategies into current educational systems.

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APPENDICIES

Appendix A: Letter to Parents

Sayın Veli,

Çocuğunuzun katılacağı etkinlik “İŞbirlikli öğrenmenin yabancı dil olarak İngilizce öğretimindeki rolü” adıyla 01/09/2019 -30/12/2019 tarihleri arasında gerçekleştirilecek olan bir akademik çalıŞmadır.

Bu araştırmanın amacı: Yabancı dil öğretmek için Türkiye'deki öğrencilere çözüm bulmak için araştırmalardan her zaman beklentiler olmuştur. Bu nedenle, yabancı dil öğretiminde işbirlikli öğrenme yönteminin kullanımı hakkında öğrencinin fikirlerini almak önemlidir. Bu çalışmada, İşbirlikli Öğrenme yöntemi kullanılarak İngilizce dersleri hakkında öğrencilerin görüşlerinin belirlenmesi amaçlanmıştır.

Araştırma Uygulaması: Araştırma okulda yapılan sınavlar gibi birkaç İngilizce sınav ve anketten oluşacaktır. Öğrenciler ayrıca sınıf içerisinde İngilizce ile ilgili etkinlikler yapacaktır.

Bu araştırma Milli Eğitim Bakanlığı’nın izni ile gerçekleştirilmektedir. Bu araştırma gönüllülük esasına dayanılarak gerçekleştirilmektedir. Çocuğunuz istediği an çalışmaya katılmaktan vazgeçebilir. Araştırma sonunda yazılacak olan tez çalışmasında hiçbir şekilde çocuğunuzun adını veya nu tanıtacak bilgileri bulunmayacaktır. Bu araştırmadan elde edilecek olan bulguların çoğunuz ve yaşıtlarının daha iyi İngilizce eğitim almasına yardımcı olunmuş olacaktır. Çalışma ile ilgili her türlü sorularınızı biz araştırma ekibine sorabilirsiniz.

Appendix B: Student Consent Form

Title of project:

Names of supervisors:

Name of researcher:

I .... (the participant aged under 18 years) understand what this research project is designed to explore. What I will be asked to do has been explained to me. I agree to take part in the project, realising that I can withdraw at any time without having to give a reason for my decision. Besides, I agree that I will be videotaped during class observation and audio taped during the interview process.

NAME OF PARTICIPANT AGED UNDER 18:

SIGNATURE…….

DATE …..

SIGNATURE of SUPERVISOR……

DATE. ……

SIGNATURE OF STUDENT RESEARCHER DATE

Appendix C: EFL Questionnaire for the Experimantal Group

Please respond to the following statements about learning English according to the scale on the right. You may also write comments. You don't have to write your name one this questionnaire.

1. The textbooks or teaching materials are more practical and useful in this semester.

Strongly Disagree _Disagree _Undecided _Agree _Strongly Agree

2. I feel that English curriculum in this semester is more interesting.

_Strongly Disagree _Disagree _Undecided _Agree _Strongly Agree

3. I like small group work in the classroom. It can lower my anxiety and fear about learning English.

_Strongly Disagree _Disagree _Undecided _Agree _Strongly Agree

4. I feel small group work in the classroom can increase my motivation, interest and participation in learning English.

_Strongly Disagree _Disagree _Undecided _Agree _Strongly Agree

5. I prefer cooperative learning in group work rather than traditional teaching methods.

_Strongly Disagree _Disagree _Undecided _Agree _Strongly Agree

6. I feel cooperative learning in group work can increase my basic English speaking proficiency.

_Strongly Disagree _Disagree _Undecided _Agree _Strongly Agree

7. I feel cooperative learning in group work can increase my basic English writing proficiency.

_Strongly Disagree _Disagree _Undecided _Agree _Strongly Agree

8. I feel cooperative learning in group work can increase my basic English reading proficiency.

_Strongly Disagree _Disagree _Undecided _Agree _Strongly Agree

9. I feel cooperative learning in group work can increase my basic English listening proficiency.

_Strongly Disagree _Disagree _Undecided _Agree _Strongly Agree

10. I feel cooperative learning in group work can increase my basic English pronunciation proficiency.

_Strongly Disagree _Disagree _Undecided _Agree _Strongly Agree

11. I feel cooperative learning in group work can improve interpersonal relationships among classmates.

_Strongly Disagree _Disagree _Undecided _Agree _Strongly Agree

12. I like to go to the self-study Language Center where I can choose my own way in learning English.

_Strongly Disagree _Disagree _Undecided _Agree _Strongly Agree

13. I feel I can learn more from the self-study Language Center which is set up according to students' diverse learning styles.

_Strongly Disagree _Disagree _Undecided _Agree _Strongly Agree

14. The class activities like storytelling, drama, role-play, songs learning, group jigsaws, picture creating and so on can motivate my interest in learning English.

_Strongly Disagree _Disagree _Undecided _Agree _Strongly Agree

15. I study English because 1 am interested in it, not for the sake of passing the test or examinations.

_Strongly Disagree _Disagree _Undecided _Agree _Strongly Agree

EFL Questionnaire for the Control Group

Please respond to the following statements about learning English according to the scale on the right. You may also write comments. You don't have to write your name one this questionnaire.

1. The textbooks or teaching materials are more practical and useful in this semester.

_Strongly Disagree _Disagree _Undecided _Agree _Strongly Agree

2. I feel that English curriculum in this semester is more interesting.

_Strongly Disagree _Disagree _Undecided _Agree _Strongly Agree

13. I like to go to the self-study language center where I can choose my own way of learning English.

_Strongly Disagree _Disagree _Undecided _Agree _Strongly Agree

14. I feel 1 can learn more from the self-study Language (Inter which is set up according to students' diverse learning styles.

_Strongly Disagree _Disagree _Undecided _Agree _Strongly Agree

The class activities like story-telling, drama, role play, songs learning, group jigsaws, picture creating and so on can motivate my interest in learning English.

_Strongly _Strongly Disagree _Disagree _Undecided _Agree
_Strongly Agree

20. I study English because 1 am interested in it, not for the sake of passing the test or examinations.

_Strongly Disagree _Disagree _Undecided _Agree _Strongly Agree

Appendix D: Parent or Guardian Consent Form

Title of project:

Names of supervisors:

Name of researcher:

I ..... *(the parent/guardian)* have read (or, where appropriate, have had read to me) and understood the information provided in the Letter to the Participants. Any questions I have asked have been answered to my satisfaction. I agree that my child, nominated below, may participate in this activity, realising that I can withdraw my consent at any time. I agree that research data collected for the study may be published or may be provided to other researchers in a form that does not identify my child in any way. Besides. I agree that my child will be videotaped during class observation and audio taped during the interview process.

NAME OF Parent or Guardian: .....

SIGNATURE ..... DATE

Name of Child

SIGNATURE of SUPERVISOR.

Appendix E: Pretest and Posttest

1. **Carlin** : - - - -?

Sally : Ruth. We have lots of similar interests.

A) Who solves this problem

B) What is your favorite interest

C) What do you have for breakfast

D) Who is your closest friend and why

E) What time do you meet with your friend

2. **Gary** : Thanks for meeting with me during your lunch time.

Susan : - - - -! I'm really glad to help you.

A) Well done

B) Take it easy

C) How horrible

D) What a coincidence

E) You are welcome

3. **Mateo** : - - - -

Nicolas : Because I strongly believe that studying abroad is a great chance for me.

A) Who are you going to go there with

B) How long are you going stay there

C) When are you going to go there

D) Why are you going to go there

E) Where are you going to stay

4. **I feel tired. I think I - - - -.**

A) will fall asleep soon

B) will have some guests

C) am going to sell it

D) am going to find another one

E) will check it when possible

5. **Taylor** : I'm afraid I broke your cup accidentally. **Nick** : - - - - ! It was too old and I was going to

throw it away.

A) Forget it

B) Absolutely

C) Let's repair it

D) Here you are

E) You are crazy

6. **Charles** : - - - -?

Anthony : Delicious, especially the fish.

A) What was the menu

B) What would you like to have

C) Why don't we go fishing

D) How was the food

E) What was the weather like

7. **Steven - - - - very hard last night. He has an important exam today.**

A) is going to study

B) will study

C) is studying

D) study

E) studied

8. **Nancy** : - - - -?

Karen : Actually, the exact date is not known.

A) Where did he spend his childhood

B) Why did he leave school

C) How much did he eat

D) When was he born

E) What did he want to tell

9. **Isabel** : - - - -?

Jackie : The traffic. Sometimes I have to spend hours in traffic.

A) Which city is safer

B) Where do you want to live

C) What do you think about new law

D) What is the biggest problem here

E) How do you travel to school

10. **Until near past, people used to put the photos in albums, but today they - - - - them on digital storage.**

A) clean

B) take

C) clean

D) listen

E) save

11. **Nurses - - - - after patients and doctors - - - - them.**

A) examine / look

B) glance / see

C) look / examine

D) take / see

E) search / get

12. **My father - - - - sports regularly in the past but now he is too lazy.**

A) didn't use to do

B) didn't use to be

C) used to give

D) used to do

E) used to wear

13. Washington is - - - - capital of - - - - USA.

A) a / an

B) an / a

C) ---- / an

D) the / the

E) the / a

14. Your shoes are - - - - to mine

A) both

B) similar

C) as

D) too E) like

15. Jenny used to - - - - long hair but she cut it last week.

A) has

B) have

C) be

D) does

E) is

16. Grandson:

What did you do when you were seven years old?

Grandfather:

Well, I used to - - - -.

A) play computer games

B) drive a car

C) play hide and seek

D) have a long beard

E) have a mobile phone

17. **Customer**:

− I'd like to book a table.

Receptionist:

− For when, sir?

Customer:

− For next weekend.

Receptionist:

− Alright, sir. - - - -?

Customer:

− Three adults and two kids.

A) What will you do there

B) For how many people

C) How long will you be staying

D) What kind of holiday do you like

E) Will you pay with credit card or in cash

18. **There are - - - - ways of getting to the station.**

A) improves

B) accidents

C) prepares

D) various

E) celebrities

19. **Sebastian - - - - from the bicycle because he - - - - one for ages.**

A) fallen / didn't ride

B) fell / hasn't ridden

C) felt / has ride

D) falls / ridden

E) feel / rode

20. **Charlotte - - - - her homework before 10 o'clock but Camilla - - - - a word until now.**

A) does / has written

B) is doing / wrote

C) doesn't / writes

D) did / hasn't written

E) didn't / writes

21. During my - - - - I haven't gone abroad.

A) since

B) so far

C) lately

D) already

E) lifetime

22.. Everything is OK, - - - -?

A) is it

B) isn't it

C) won't it

D) are they

E) aren't they

23. Adam : I want to earn my pocket money. What do you suggest?

David : In my opinion, you - - - -.

A) must go to different countries

B) shouldn't eat spicy food

C) should go to bed early

D) don't have to study

E) can work part time

24. If you recycle paper, - - - -.

A) you will save trees

B) they will use a powerful car

C) your parents will punish you

D) the forest in the area will die out

E) all the animals will disappear

25. You should see a dentist if you - - - -.

A) are in trouble with your school subjects

B) feel you are going to fall down

C) have a terrible toothache

D) break your leg

E) are stressed

26. Emma : It's too hot here.

Ray : You should - - - -.

A) put on your raincoat

B) take off your jacket

C) close the window

D) turn on the heater

E) wear thick clothes

27. I got up late yesterday morning, so I - - - -.

A) agreed to his offer to make a deal

B) took a taxi to arrive at work in time

C) decided not to change my office

D) called the police to catch the thieve

E) started to read a new book before going work

28. If people want to be healthy, they - - - -.

A) should smoke everyday

B) should eat more fibrous food

C) shouldn't do regular exercise

D) should drink fizzy drinks a lot

E) shouldn't eat vegetable and fruit

29. When you are in the library, you - - - -.

A) can't find your way home

B) should wear sun-glasses

C) must eat ice-cream

D) can play loud music

E) mustn't make noise

30. The dietician advised her to lose weight, so she - - - -.

A) gave up eating fast food

B) learned how to make cookies

C) ate chips and drank cook a lot

D) fried potatoes and eat them all

E) asked her friend to bring a hamburger

31. Mehmet : I want to learn English. What do you suggest?

Jeremy : - - - -.

A) I think you can go to a gym

B) You shouldn't get on the subway

C) You can attend a language school

D) I shouldn't be late for the first shift

E) They can't play the violin very well

32.. This author's stories - - - - by lots of people.

A) writes

B) are read

C) will read

D) are listening

E) didn't understand

33. **Mark :** What do you know about children's festival on the 23rd of April?

Clare : - - - -.

A) People go out and taste the local food at weekends

B) It is first day of year and generally cold and snowy

C) My father told me but I don't remember when it is

D) It is celebrated all around Turkey by children

E) You can buy what you want on a bazaar

34. **Terry :** Why do you prefer wearing casual clothes?

Susan : Because I - - - -.

A) can't afford buying informal dresses

B) will attend an important meeting

C) have never tried new sneakers

D) feel more comfortable in them

E) am fond of black suits and tie

35. **Turkey is home to the world's - - - - culture and art festivals**

A) most important

B) more important

C) the more

D) many

E) much

36. **Tourist** : Where are the national festivals celebrated in your country?

Guide : - - - -.

A) The Commemoration of Atatürk, Youth and Sports

Day is celebrated on 19th May.

B) National and religious festivals are very important here.

C) You must come early and take a sit to see the festival.

D) Usually stadiums are used as the ceremony areas.

E) There are a lot of events to celebrate in Turkey.

37. - - - - the famous festivals in the big cities across Turkey.

A) Although it was cold and rainy

B) To have a great time don't miss out

C) It is first day of year and generally cold

D) Because the prices are much expensive

E) You can attend and celebrate his birthday

38. 55th Antalya International Film Festival - - - - between 29th September and 05th October last year.

A) hold

B) holds

C) are hold

D) was held

E) being held

39. Turkey's culture and art activities - - - - rich and varied.

A) didn't

B) being

C) can

D) will

E) are

40. - - - -, you can attend these festivals and add a different sort of entertainment to your holiday experience.

A) Depending on your holiday choice

B) Because of the heavy circumstances

C) As long as you promise to give it back

D) Unless you don’t save so much money

E) Although your homework isn’t good enough

1D	11C	21E	31C
2E	12D	22B	32B
3D	13D	23E	33D
4A	14B	24A	34D
5A	15B	25C	35A
6D	16C	26B	36D
7E	17B	27B	37B
8D	18D	28B	38D
9D	19B	29E	39E
10E	20D	30A	40A

Appendix F: Placement Test

Part 1

Questions 1 – 5

- Look at the picture and choose the correct answer, A, B or C.

1



A This notice is for receptionists.

B This notice is for mechanics.

C This notice is for hotel guests.

2



A This notice is for people using a camera.

B This notice is for people using a pen.

C This notice is for people using a telephone.

3



A This notice is for waiters.

B This notice is for customers.

C This notice is for passengers.

4

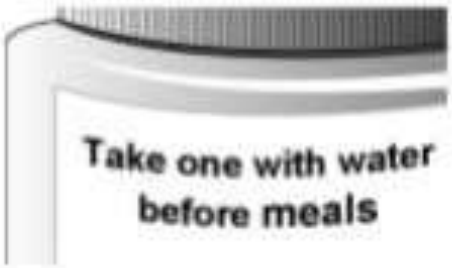


A This notice is for car drivers.

B This notice is for tourists.

C This notice is for pilots.

5



A This notice is for people taking medicine.

B This notice is for people feeling thirsty.

C This notice is for people buying food.

Part 2

Questions 6 – 11

- Read the text below about surfing and answer questions 6 – 11.
- For questions 6 – 11, answer A, B or C.
- Choose only one answer for each question.

Surfing

Surfing is often connected with places like Hawaii, Australia and California because of its history, but there are good surfing beaches all over the world, including here in the UK. I went to Cradle Beach in the South West to learn to surf.

The first thing I had to learn about was the board. Surfboards can be pretty expensive, so I decided to hire one while I found out whether I liked the sport or not. The first surfboards were made from wood but they're usually made from a lighter modern material called fibreglass now. As a beginner, my surf school hired me a board made of foam. This material is soft and light, so it's perfect for your first board.

I also had to get myself a wetsuit. If you are surfing in the UK, you should not try the sport without one. It keeps you nice and warm, even when the water's at its coldest. You can also get gloves and socks to wear in the water if you suffer from cold hands and feet. I did!
I also had a 'leash'. This is a cord that is fixed to your board at one end and you wrap the other end around your ankle so that the board is always attached to you in the water. This means that when you fall off your board, you'll always be able to get back on it easily. Being hit by a surfboard in the waves can be painful, so you should always watch where your board is very carefully, especially if there are other surfers near you in the water.

When you watch other people surfing, it looks easy – it is not! I found it very hard at the beginning of my week of lessons but great fun. I have already booked another week's surfing here for next summer.

5

6 What does the writer say about surfing beaches?

A The best ones are in Hawaii, Australia and California.
B Lots of countries have them.
C There are only a few good ones in the UK.

7 The writer used a surfboard made of

A wood.
B fibreglass.
C foam.

8 The writer says that in the UK you should wear a wetsuit

A every time you surf.
B just when the water is coldest.
C if you get cold easily.

9 In the third paragraph the writer says you should be careful

A not to fall off your board.
B not to take someone else's board.
C not to let your board hit someone.

10 What does the writer say in the final paragraph?

A She plans to surf in another place.
B She enjoyed surfing.
C She found surfing too difficult.

11 What is the best title for this text?

A Starting to Surf
B The History of Surfing
C How Surf Boards are Made

Part 3

Questions 12 – 16

- Look at the picture and choose the best answer.
- For questions **12 – 16**, answer **A**, **B** or **C**.
- Choose only one answer for each question.

12



A Do not bring your pets onto the beach.

B Do not leave any litter on the beach.

C Do not disturb animals that live on the beach.

13



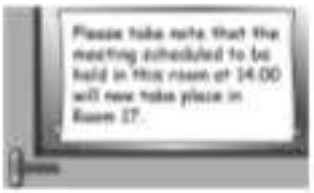
What time is the train going to depart?

A 9.15

B 9.50

C 9.55

14



The meeting

A has been postponed.

B has been moved.

C has been cancelled.

15

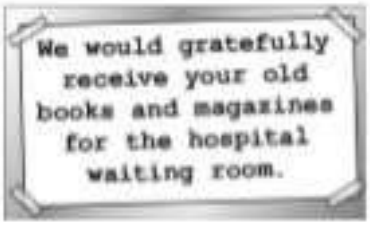


A The book is not expensive.

B The recipes are quick to prepare.

C The book has simple instructions.

16



A Please help yourself to a book or magazine while you wait.

B This reading material is for use in the waiting-room only.

C We would like your old reading material for our patients.

Part 4

Questions 17 – 21

- Read the text below and answer questions 17 – 21.
- Choose the correct word for each space.
- For questions 17 – 21, answer A, B, C or D.
- Choose only one answer for each question.

The Importance Of Trees

Trees are wonderful to look at and their changing colours (17) ..... the seasons. Tall and timeless, they have for millions of years been memorable features of the Earth's scenery. On a worldwide scale, forests help to reduce global warming by taking in carbon dioxide but, at the local level, trees also bring great environmental benefits. In hot weather, they (18) ..... shade and shelter while, when it rains, they (19) .....the water and help to prevent the soil being (20) .....away. Above all, however, it is the 'permanence' of the trees that is one of their most attractive characteristics; nothing on Earth lives longer than a tree - many big trees on our streets are (21) .....a century old.

17	A	repeat	B	copy	C	reflect	D	bear
18	A	deliver	B	provide	C	promote	D	carry
19	A	swallow	B	consume	C	soak	D	absorb
20	A	carried	B	sent	C	driven	D	put
21	A	wholly	B	at least	C	considerably	D	ahead of

Part 5

Questions 22 – 27

- Read the text below about a young racing driver and answer questions 22 – 27.
- For questions 22 – 27, answer A, B or C.
- Choose only one answer for each question.

Racing Driver

Carrie Wilson became a racing driver when she was six years old. She was given a radio-controlled car for her birthday. She entered competitions with it and finished second in a national championship the following year. She was proud that she was winning races against adults. She loved the excitement of travelling to events, and her father thought that she had a natural talent for motor sport.

The next thing Carrie tried was racing go-karts – miniature cars with engines. She was given a go-kart for her eighth birthday and she won races in different countries. On her tenth birthday, she was given a picture of the famous Brazilian 1970s Formula One champion Emerson Fittipaldi and told her parents, 'One day I want to drive as fast as him.'

Carrie's parents said they would support her racing career as long as she worked hard at school. She was good at most sports, and represented her school as a basketball player. Her teachers said she was a born champion. She spent every spare minute at competitions or sports training, so it wasn't easy for her to do her homework, but she managed to make some progress in most subjects.

When she was seventeen Carrie moved on to full-size racing cars. Although it was clear that she was going to have a great future in the sport as a professional driver, she would need to have some help with money if she wanted to continue in the long term. When she left school, her father gave up his job so that he could train her. Before long, Carrie started winning championships and one team called her with an offer, but she decided she wasn't ready.

Carrie is only 23, but is becoming well known. The cars she drives are getting faster, and she's competing against people who have been driving much longer than her. She makes money from her successes, and her father is now her full-time manager. She needs him to look after her in a tough profession.

In spite of her success, Carrie admits she still has a lot to do. 'I watch the great drivers, and read about them,' she says. 'Some people blame the car if they lose a race, but I know for me it's usually because I do something wrong. When I make mistakes, I think about them and discuss them with my trainer. That's the only way forward.'

22 When Carrie Wilson took part in competitions for radio-controlled cars,

A she found it difficult to compete against adults.
B she realised she had a natural ability for motor racing.
C she found the journeys to the events enjoyable.

23 According to the second paragraph, Carrie hoped

A to be a go-kart champion.
B to win a race in Brazil.
C to match Fittipaldi's speed.

24 What does the third paragraph say about Carrie's time at school?

A Her parents wanted her to spend more time at school.
B She had difficulty in doing all her homework.
C Her teachers gave her time off school to go to sports events.

25 What happened as soon as Carrie left school?

A A team offered her a job.
B She became a professional racing driver.
C Her father became her trainer.

26 What does the fifth paragraph say about Carrie's situation now?

A She is very inexperienced compared with some other drivers.
B She is nervous about driving faster than now.
C She is looking for a manager who knows the racing profession.

27 In the final paragraph, what does Carrie say about her progress?

A She wishes she could learn about motor racing more quickly.
B She believes she learns from the mistakes she makes.
C She thinks she will do well when she drives better cars.

Questions 28 – 40

- Choose the correct word for each space.
- For questions 28 – 40, answer A, B, C or D.
- Choose only one answer for each question.

---

28 Dina ..... have gone to the concert if she had not felt so tired.

A will
B had
C would
D did

29 Sam ..... to play for the local football team next year.

A thinks
B dreams
C hopes
D imagines

30 Helena ..... that we went out for a meal.

A suggested
B introduced
C offered
D invited

31 She kindly offered to ..... me the way to the station.

A explain
B direct
C describe
D show

32 It was ..... an exciting football match that the fans ran on to the pitch.

A so
B rather
C such
D quite

33 The special deal is only valid until the end of the week, so ..... advantage of it while you can.

A have
B get
C take
D bring

34 My family ..... of six people.

A forms
B consists
C includes
D contains

35 Advertisements are required not to give a misleading ..... .

A awareness
B effect
C impression
D interpretation

36 I applied for a very interesting job but was turned ..... .

A up
B down
C in
D out

37 I'm afraid we'll have to walk up the stairs, as the elevator is out of ..... .

A function
B order
C work
D operation

38 All the children enjoyed going to school ..... from Harry.

A except
B apart
C but
D save

39 Although she was ..... disappointed to lose the game, she didn't show it.

A gravely
B severely
C soundly
D bitterly

40 The only way we managed to open the coffee jar was with ..... force.

A animal
B brute
C creature
D beast

Appendix G: Lesson Plans Lesson Plan for Lesson 1 (Experimental Group)

The objectives:

- Talking about legendary figures such as Ataturk and Fatih Sultan Mehmet
- Describing characters and settings in an event in the past

Resources and Materials

1. Paper and pencil
2. Board marker

Class period: 40+40minutes (two class periods)

Language Skill: Reading Comprehension

Activities and procedures

1. Warm-up: the students will be asked to close their eyes for one minute and think about the legendary figure mentioned in the text
2. Group selection: The students are divided into six groups based on students' prior knowledge
3. After determining the group responsible from reading the text, the text is divided into sections and each individual in the group is assigned to read a section from the text. The students who are successful at reading are given scores and the other students are encouraged.
4. The teacher asks the students to read the whole text. The board is used when necessary for their activities.
5. Teacher participation: Errors occur during the reading activity are corrected by the teacher.
6. „If you were' activity: After reading the assigned text, the students will be asked what they would do if they were the legendary figure mentioned in the text.
7. The group members will discuss their ideas. They will be able to use the board allocated for them.

Evaluation: The best group who brings the best solution will be elected by the rest of the class. The voting will be done filling in anonymous survey.

Lesson Plan for Lesson 2 (Experimental Group)

The objectives:

- Describing past activities and events
- Talking about sequential actions

Resources and Materials

1. Paper and pencil
2. Board marker
3. Flash cards designed by each group

Class period: 40+40minutes (two class periods)

Language Skill: Vocabulary and Grammar

Activities and procedures

1. Warm-up: the students will be asked to close their eyes for one minute, just to think about what they did yesterday.
2. Group selection: The students will get together with their group organized in the previous lesson.
3. The students will be asked to write what they did yesterday.
4. The group will choose the most interesting story among its members.
5. Each student will add a sentence to this story.
6. Based on the requirements of the unit, the students will be asked to write their sentences with past tense.
7. The teacher asks the groups to draw a picture on the board and this picture would illustrate their stories.
8. The other groups will be asked to guess what the story would be by looking at the picture. The other groups are able to ask questions to guess the illustration. The questions also have to be in the past tense.
9. Teacher participation: Errors made during the question and answer session and illustration session will be corrected by the teacher.

Evaluation: The group members will evaluate each group member by their participation to the story. Other groups will grade group illustration and the story. Students' peer grading and group grading will be their lesson scores.

Lesson 3 (Experimental Group)

Learn basic vocabulary about legendary figures

 Able to use the vocabulary

Resources and Materials

1. Paper and pencil
2. Board marker, whiteboard

Class period: 40+40minutes (two class periods)

Language Skill: Vocabulary and Grammar

Activities and procedures

1. This lesson was designed using the Student teams-achievement divisions (STAD) technique
2. Group selection: The teacher instructs and presents the topic to the students who are arranged in heterogeneous groups of four.
3. Warm-up: the students are asked to choose a group representative. Then, the group representative stays in the middle of the group and the other group members hold his hands to make a diagram shape.
4. Students are asked to study the subject in their groups and make sure that each group member learns the material and is ready for a quiz.
5. Then, students take the quiz individually.
6. The teacher scores the quizzes.
7. The students are asked to read legendary figure text from unit 3.
8. After the quiz, the students get together with their group members to study the words together.
9. The teacher explains word web activity
10. The teacher shows some examples of word webs
11. The students are asked to put a most used word in the text at the middle of a blank paper

Lesson Plan for

The objectives:

-
12. Each group member are asked to choose a new word from the text to add to the word list
13. Each group makes their own word web
14. The teacher reminds the students to connect each word based on the relation of the connected words.
15. The students are asked to draw their word web on the board.
16. The class discusses the differences between each word webs.
17. Teacher participation: Vocabulary errors are corrected by the teacher.

Evaluation: Each student's score was compared to his or her past averages and points were added to the group according to the level of improvement each student showed. Thus, students compete with their own previous average instead of competing with their peers. This provides each student with an equal opportunity to contribute to the team score.

Lesson 4 (Experimental Group)

Able to make sentences about legendary figures

 Able to use the proper vocabulary

Resources and Materials

1. Paper and pencil
2. Board marker, whiteboard

Class period: 40-40 minutes (two class periods)

Language Skill: Writing, Vocabulary and Grammar

Activities and procedures

1. This lesson was designed using the Student teams-achievement divisions (STAD) technique
2. Group selection: The teacher instructs and presents the topic to the students who are arranged in heterogeneous groups of four.
3. Warm-up: the students are asked to open their notebooks and write the name of a legendary figure they like the most.
4. The students are asked to make a group of four.
5. The students are asked to choose a legendary figure as a group.
6. Each member of the group is asked to write characteristics of the legendary figure.
7. The group members are asked to combine the sentences and read to each other.
8. By doing this, the group members complete the writings like completing a puzzle
9. The each group combines the members' sentences and makes a whole description of the legendary figure.
10. Then, each group presents their written texts to rest of the class.
11. After the evaluation, each group complete their description based on other groups comments and feedbacks.

Lesson Plan for

The objectives:

-

Evaluation: Other groups make comments about presentation of each group. If a group doesn’t mention an important character of the selected legendary figure, the other group will give feedback to change it.

Lesson 5 (Experimental Group)

Able to rehearse vocabulary about legendary figures Able to pronounce the learned words from the unit.

Resources and Materials

3. Paper and pencil
4. Board marker, whiteboard

Class period: 40+40minutes (two class periods)

Language Skill: Speaking and Vocabulary

Activities and procedures

1. This lesson was designed using the Student teams-achievement divisions (STAD) technique
2. Group selection: The class is divided into three groups.
3. Warm-up: The students are asked to repeat some main words which are learned as a part of this unit. The teacher will pronounce word first and the students will repeat.
4. Each group is asked to fit in a circle.
5. A student from each group is asked to say a word which was learned as part of the unit.
6. The next student from each group is asked to tell another word which was covered as part of the unit
7. The next students will go on as it is described.
8. However, students will be warned that they cannot say a word that was said before.
9. The group which says the most words is chosen as the winner of the game.
10. The same activity is repeated by the whole class.
11. All students sit in a circle
12. Then, the same game rules are applied.

Lesson Plan for

The objectives:

-

Evaluation: As part of the activity, the group mates correct each other when the students mispronounced a word. The teacher also corrects the students. Students learn new words from each other.

Lesson 6 (Experimental Group)

Able to distinguish vocabulary about legendary figures

Resources and Materials

1. Paper and pencil
2. Board marker, whiteboard

Class period: 40+40minutes (two class periods)

Language Skill: Listening and Vocabulary

Activities and procedures

1. This lesson was designed using the Student teams-achievement divisions (STAD) technique
2. Group selection: The class is divided into four groups.
3. Warm-up: The students review the legendary figures as groups.
4. Each group is asked to make a circle.
5. The teacher read sentences about a legendary figure.
6. The students in each group listen to each word.
7. The students try to understand which legendary figure is mentioned.
8. After the teacher lists all the related words, the students are given time to discuss the legendary figure with their group mates.
9. Each group tries to find out the legendary figure that the teacher mentioned.

Evaluation: The students discuss each sentence which is told by the teacher. The students correct each other in the group. After the completion of the activity, each group will correct the other groups' mistakes.

Lesson Plan for Lesson 7 (Experimental Group)

The objectives:

- Able to read a text
- Able to present a topic

Lesson Plan for

The objectives:

Resources and Materials

1. Paper and pencil
2. Board marker, whiteboard

Class period: 40+40 minutes (two class periods)

Language Skill: Reading, Listening and Vocabulary

Activities and procedures

1. This lesson was designed using the Student teams-achievement divisions (STAD) technique
2. The teacher predetermines groups before a lesson.
3. Group selection: The class is divided into four groups.
4. Warm-up: The students review the legendary figures as groups.
5. Each student in a team is assigned one fourth of a page to read from the text
6. Each student completes his or her assignment
7. Then, the student teaches the others or helps them to put together a team product by contributing a piece of the puzzle.
8. Then, as the lesson progresses, the teacher stops and gives groups three minutes to review what was taught
9. The students ask each other any questions they may have.

Evaluation: The students' peer assessments for the presentation are used for the grading. Discussions are evaluated in group and intergroup by the teacher.

Lesson 8 (Experimental Group)

Able to understand a text

 Able to present a topic

Resources and Materials

3. Paper and pencil
4. Board marker, whiteboard

Class period: 40+40minutes (two class periods)

Language Skill: Vocabulary and Reading

Activities and procedures

1. This lesson was designed using the Student teams-achievement divisions (STAD) technique
2. The teacher predetermines groups before a lesson.
3. Group selection: The class is divided into four groups.
4. Warm-up: The students review the legendary figures as groups.
5. This strategy requires students to think about a topic and write down as many ideas as possible using different-colored pens.
6. Each group is given a large piece of paper and a variety of colorful pens.
7. Teacher writes down a broad topic on the front board,
8. With the teacher's "start" command, students are told to write down as many ideas as they can that correlate with the topic teacher wrote on the board.
9. Once the time is up (about 15 minutes),
10. Then, students try and organize their colorful ideas into categories.
11. Other group members visit these drawings and make comments.

Evaluation: The students' visit and their comments for each group are used for the grading. After this activity, teacher asks questions such as: "What did you learn from this activity?", "How did you feel working with your teammates?" and "If we do this

Lesson Plan for

The objectives:

-

again, how you will improve working together?” **Lesson Plans for Control Group (Control Group)** **Lesson Plan for Lesson 1 (Control Group)**

The objectives:

- Talking about legendary figures such as Ataturk and Fatih Sultan Mehmet
- Describing characters and settings in an event in the past

Resources and Materials

1. Paper and pencil
2. Textbook

Class period: 40+40minutes (two class periods)

Language Skill: Reading Comprehension

Activities and procedures

1. The students work individually. The students are asked to match the words on the left column with definition on the right column
2. The students are asked to read „The Conquest of Constantinople’ topic from the textbook.
3. Students respond the reading questions about the topic listed in textbook.
4. The students read rest of the text
5. The students fill in the blanks
6. There is no group work
7. Teacher participation: Errors made during the reading activity are corrected by the teacher.

Evaluation: The students do not get any grades for their classroom activities. They are assessed via their class exams.

Lesson Plan for
Lesson 2 (Control Group)

The objectives:

- Listening about legendary figures

Resources and Materials

1. Paper and pencil
2. Textbook

Class period: 40+40minutes (two class periods)

Language Skill: Listening

Activities and procedures

These lesson plans based on the activities are listed in the textbook

1. The students work individually.
2. Students look at the pictures
3. The students are asked if they know anything about the legendary figures in the pictures
4. Students are encouraged to share any related information with the class.
5. Students are asked to read the options of the listening from their textbooks
6. Students listen the text
7. Students are given time to choose the correct answers.
8. Teacher checks their answers.
9. Teacher participation: Errors made during the listening activity are corrected by the teacher.

Evaluation: The students do not get any grades for their classroom activities. They are assessed via their class exams.

Lesson Plan for

Lesson 3 (Control Group)

The objectives:

- Listening about legendary figures

Resources and Materials

3. Paper and pencil
4. Textbook

Class period: 40+40 minutes (two class periods)

Language Skill: Listening

Activities and procedures

These lesson plans based on the activities are listed in the textbook

10. The students work individually.
11. Students look at the pictures
12. For another listening activity, the students are asked to read the options
13. They listen to the audio again and respond to the listening questions.
14. In another listening activity, the students are asked to look at the options in the textbook.
15. The students listen to the audio and they are asked to put the events in the correct order.
16. Teacher participation: Errors made during the listening activity are corrected by the teacher.

Evaluation: The students do not get any grades for their classroom activities. They are assessed via their class exams.

Lesson Plan for
Lesson 4 (Control Group)

The objectives:

- Able to speak about legendary figures
- Able to translate
- Able to distinguish some words

Resources and Materials

1. Paper and pencil
2. Textbook

Class period: 40+40minutes (two class periods)

Language Skill: Listening and reading

Activities and procedures

These lesson plans based on the activities are listed in the textbook

1. The students work individually.
2. Students are asked to read the exract. They are asked to guess the meaning of each idiom from the context.
3. The students are asked to translate the given idioms from English to Turkish
4. The teacher check the answers
5. The students listen some verbs that end with –ed
6. The students are asked to put each verb in to right column (/t/ /d/ /ɪd/)
7. The teacher read the text again and the students check their answers
8. Students work in pairs and each group tell the reading story to each other.
9. The teacher chooses few students to read the story from the book.
10. Teacher participation: Errors made during the reading activity are corrected by the teacher.

Evaluation: The students do not get any grades for their classroom activities. They are assessed via their class exams.

Lesson Plan for Lesson 5 (Control Group)

The objectives:

 Able to distinguish some words

Resources and Materials

1. Paper and pencil
2. Textbook

Class period: 40+40minutes (two class periods)

Language Skill: Listening and reading

Activities and procedures

These lesson plans based on the activities are listed in the textbook

1. The students work individually.
2. The students work in pairs and each group tell the reading story to each other.
3. The teacher chooses few students to read the story from the book.
4. Teacher participation: Errors made during the reading activity are corrected by the teacher.
5. The students choose a character from Nasreddin Hodja story and read the text about him.
6. The students act like the character they choose.

Evaluation: The students do not get any grades for their classroom activities. They are assessed via their class exams.

Lesson Plan for Lesson 6 (Control Group)

The objectives:

 Able to write some words

Resources and Materials

1. Paper and pencil
2. Textbook

Class period: 40+40 minutes (two class periods)

Language Skill: Writing and Reading

Activities and procedures

1. The students work individually.
2. Students are asked to prepare a video blog entry.
3. Students are asked to read the instructions carefully.
4. Students are reminded to upload their videos by the end of the next weekend.
5. Students are required to share their entries with other over the internet.
6. The teacher chooses the best performance and shares them with the class.
7. Students read the paragraph and answer the questions.
8. The teacher checks their answers.

Evaluation: The students do not get any grades for their classroom activities. They are assessed via their class exams.

Lesson Plan for Lesson 7 (Control Group)

The objectives:

 Able to write title of the topic

Resources and Materials

1. Paper and pencil
2. Textbook

Class period: 40+40minutes (two class periods)

Language Skill: Reading and writing

Activities and procedures

1. The students work individually.
2. The students are told to underline some important words.
3. The students are told to scan the text.
4. The students are asked to read the story from their textbook.
5. The students are asked to fill the blank about the title of the topic.
6. They are asked to answer the questions.
7. The students are asked to find some verbs from the text and look their meanings.
8. The students read the text and try to find who it is about.
9. The teacher checks the answers

Evaluation: The students do not get any grades for their classroom activities. They are assessed via their class exams.

Lesson Plan for Lesson 8 (Control Group)

The objectives:

 Able to list some important word and sentences about the topic

Resources and Materials

1. Paper and pencil
2. Textbook

Class period: 40+40minutes (two class periods)

Language Skill: Writing, Reading and Speaking

Activities and procedures

1. The students work in groups.
2. Students are asked to make a list of the historical legendary figures in the Turkish history.
3. After that, the students are asked to share their list with the rest of the class.

4. Each student chooses a legendary figure from the list
5. Each student makes research on this figure and take some notes
6. The student uses these notes and talk in the classroom
7. The students read the text and circle the idioms.
8. The students find the meanings of the idioms.
9. The students find the alternative answer to the idioms with the given choices.
10. The students read an unfinished story.
11. Students look for the meanings of the unknown words.
12. Each student writes a best ending for the story.
13. Teacher checks grammar and spelling.

Evaluation: The students do not get any grades for their classroom activities. They are assessed via their class exams.