University of Baghdad

The Influence of Using a Team Work Technique in Teaching ESP for College of Physical Education For Women

A Thesis Submitted to the Council of the College of Education, Ibn-Rushd, University of Baghdad, In a Partial Fulfillment of The Requirements for the Degree of Master of Arts in Methods of Teaching English as a Foreign Language

By

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19 /10 /2004 A.D.   **1425 A.H.**

بسم الله الرحمن الرحيم

نرفع درجت من نشاء
وفوق كل ذي علم عليم.

(يوسف - آية ٧٦)

صدق الله العظيم

To…
My Mother For Her
Encouragement

&

My Husband For His
Love, Care
And
Support

I certify that this thesis entitled " The Influence of Using Team Work Technique in Teaching ESP for Physical Education College for Women " by Ban Jaffar Sadqi has been prepared under my supervision at the College of Education , Ibn-Rushd , University of Baghdad , as partial requirement for the degree of Master of Arts in Methods of Teaching English as a Foreign Language.

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Date: /   /2004

بســم الله الرحمن الرحيــم

أقرار الخبير العلمي

اشهد باني قرأت هذه الرسالة الموسومة **(تأثير استعمال أسلوب التعليم ألفرقي في تدريس اللغة الإنكليزية لأغراض خاصة في تحصيل طالبات كلية التربية الرياضية للبنات)**

(The Influence of Using Team a Work Technique in Teaching
ESP for College of Physical Education for Women)

التي قدمتها الطالبة **(بان جعفر صادق)** إلى كلية التربية / ابن رشد ـ جامعة بغداد ، وهي جزء من متطلبات نيل درجة ماجستير في طرائق تدريس اللغة الإنكليزية وقد وجدتها صالحة من الناحية العلمية.

أ.م د. مؤيد محمد سعيد

بســم الله الرحمن الرحيــم

أقرار الخبير اللغوي

اشهد باني قرأت هذه الأطروحة الموسومة **(تأثير استعمال أسلوب التعليم ألفرقي في تدريس اللغة الإنكليزية لأغراض خاصة في تحصيل طالبات كلية التربية الرياضية للبنات)**

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أ.م د. عمران موسى ماهود

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Abstract

The study is an attempt to investigate experimentally the influence of using a team work technique in teaching English for Specific Purposes to Colleges of Physical Education. Students' language in the College of Physical Education is very poor and hesitate when using the spoken language. Most of them who have taught formal English for many years, frequently remain deficient in the ability to actually use the English language, and to understand its use in normal communication. So the team work technique is intended to improve students' learning through providing them with opportunities to communicate with each other and express their own opinions freely.

The sample of the present study is the female students of the first year at the Physical Education College, University of Baghdad of the academic year 2003-2004.

It is hypothesized that there are no significant differences between the experimental group taught ESP by the team work technique and the control group taught ESP without the proposed technique.

To fulfil the aim of this study an experiment has been designed with two groups of (46) students chosen randomly from the First Year students. One of those two groups represents the control group, and the other is the experimental one. Both groups were matched in terms of age; parents' level of education and career, the level of subjects' achievement in English for the previous academic year(2002-2003), and the academic type of study in the secondary school.

The researcher herself taught both groups to control the teacher's variable. The experimental group was taught according to the team work technique, while the control group was taught according to the traditional technique i.e., the grammar translation method. The experiment lasted nine weeks. In the last week, the researcher constructed oral and written post-tests for both groups. The two tests were exposed to jury members for the purpose of ascertaining their validity. An item analysis was carried out to determine the item difficulty and discrimination power. Reliability of the written test was estimated by using the test-retest method. The scorers' reliability was used with the oral test.

After analyzing the results statistically, it has been found that there are significant differences between the two groups in the written and oral tests as well as the totality of both tests. This indicates that using the team work technique in teaching is more effective than using the traditional method. Accordingly, the null-hypothesis has been rejected.

Finally, College of Physical Education are recommended to use a team work technique instead of other methods adopted, and to design textbook suitable to their learners' need. Also there are numbers of recommendations and suggestions based on the findings of the study are presented.

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List of Abbreviations

CA	Communicative Approach
CL	Cooperative Learning
CLS	Cooperative Learning Strategy
CV	Calculated Value
EFL	English as a Foreign Language
ELT	Foreign Language Teaching
ESP	English for Specific Purposes
FL	Foreign Language
FLT	Foreign Language Teaching
GTM	Grammar Translation Method
LLS	Language Learning Strategies
RC	Reading Comprehension
SD	Standard Deviation
TD	' T ' Distribution
T T	Team Work Technique
X	Mean Scores

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Chapter One
INTRODUCTION

1.1 A Preliminary Remark

The study is an attempt to investigate whether or not the teaching of English through the team work technique is appropriate for developing students' achievemeant. A student will not learn much English by only listening and reading, or by occasionally saying a word or a sentence in class. The learner must be given the chance to use the language and to practice it as much as possible. By using cooperative teams, opportunities have been given to students to use English in real situations by expressing themselves giving their own opinions, discussing various matters and designing their materials.

1.2 The Problem of the Study

Since language is a means of communication, the aim of language teaching is to train students for developing communication efficiently. Whereas the grammatical pattern plays a crucial role in communication, the primary need of most students is the ability to understand and to be understood in a language (Canal & Swain, 1980: 2). But what happens in many classes is that students do not have enough opportunity to speak English. Therefore , most of students who have received several years of formal English teaching, frequently remain deficient in the ability to actually use the foreign language, and to understand its use in normal communication i.e., students language at college stage is very poor and they hesitate when using the spoken language (Widdowson, 1972: 15-17).

The problem lies in the method followed in teaching ESP at colleges, which does not offer the due opportunity for interaction in English. Thus, this study is an attempt to find out and suggest another suitable device for teaching ESP i.e. the team work technique.

There is a growing feeling that the system of traditional method of teaching especially ESP is inadequate for these reasons:-

1-Teachers ignore the aspect of college teaching. Teaching is considered a routine function that anyone can do. Anyone who has content expertise can teach. Teacher's job is to transmit information and the student's job is to memorize and then recall it (Lie:2002:1). This is the problem in almost all our colleges that deal with ESP.
2-Many teachers, educators, and test-writers ignore the fact that our students actively construct their own language. Students do not passively accept knowledge from the

instructor or curriculum (Piaget, 1960:80-90).They still adopt John Luck's assumption that the student is as a blank sheet of paper waiting for the instructor to write on (Johson & Smith, 1991:20-23).

3-Much training time is devoted to helping teachers arrange appropriate interactions between students and materials (i.e. textbooks, curriculum, and programs) and sometime is spent on how teacher should interact with students, but how students should interact with each others is relatively ignored. Student-student interaction patterns have a lot to say about how well students learn, how they feel about an English subject (Thousand et al, 1994 cited by Jacobs, 1996:1).

4-Students have completed their full-time education, without acquiring any effective knowledge of the language (Trim1973 cited by Brumfit & Johnson, 1980:101). Harmer (1983:33) asserts that in order to enable students to acquire the communicative efficiency, they must be helped to learn items of the language that they study side by side with a great deal of language use in communicative situations.

5-Memorizing the words and forms in a foreign language is not the right method to teach ESP students. The right method is to give them the opportunities to speak, it is the most important thing. Many students who were well trained in using language structure have found themselves completely at a loss in conducting a spoken language (Rivers & Temperly, 1978: 34).

6-English teaching at specialization areas of higher education has brought into prominence a serious neglect of the needs of learners. Most of the improvements in language teaching methodology and researches have concentrated on the other stages rather than ESP syllabus (Allen&Widdowson,cited by Brumfit&Johnson, 1980: 123).

7-English is important; it is the language of modern life developments. Therefore it is useful to acquire this language if we want to move with this fast life. Unfortunately Physical Education Colleges teach the English language to first year students only. This leads the students of these colleges to ignore this subject, although they attended the class; they did not be attention to the material and the teacher. So they need a method that develops their attention and responsibility for the material.

1.3 Aim of the Study

The present study aims at investigating the influence of using "Team work Technique" in teaching ESP for Physical Education College for Women on their achievement in English.

1.4 Scope of the Study

   The following are the major limits of the present study:

1-The sample of the students are limited to College of Physical Education for Women, University of Baghdad during the academic year (2003-2004).
2-The first year students will be the concern of this study.
3-Team work technique in teaching English as ESP will be the concern of this study.

1.5 The Hypothesis

   The following null hypothesis will be tested :
      There are no statistically significant differences in the college students' achievement between the experimental group testees who are taught ESP by using T.T, and the control group ones who are taught ESP without the proposed technique.

1.6 Value of the Study

   The value of the study is summed up in the following points :

1-The importance of this study lies in the fact that using the modern language teaching method, i.e., T T in teaching ESP, could assist in enhancing students' ability to communicate, ideas, opinions, and attain some mastery of spoken English language.

2-It offers a modern technique used nowadays in other countries in teaching ESP. And provide teachers as well as researchers with new development in teaching EFL.

3-The results of this study will be useful to guide teachers of EFL as well as train teachers and students' teachers in using a better method in teaching.

4-This study can be helpful for educationists and curriculum designers in English language teaching in Iraq to improve their textbooks.

5-It is hoped that this technique will raise the students' motivation and achievement in the English language.

6-It is hoped to be valuable for the College of Physical Education and other colleges and departments to improve their teaching in ESP in order to increase their students' communication abilities.

7-In brief, it is hoped that this study will make some contribution towards improving the teaching of ESP in Iraqi colleges.

1.7 The Procedures of the Study

The following procedures will be undertaken in order to achieve the purpose of this study :

1-A review of literature of previous studies conducted on teaching English as a foreign language, with particular emphasis on GTM and T T which are adopted in this study.

2- A discussion of ESP and its development in recent years, within the explanation of R.C as a textbook suggested in teaching Colleges of Physical Education.

3-To achieve the purpose of the study, two groups will be selected randomly. One will be set as an experimental group taught according to T T, and the other as a control one taught according the traditional method, GTM .

4-Equalization will be achieved between the two groups in certain variables.

5-The experiment will last nine weeks, eight weeks for teaching and the last week for the tests.

6-At the end of the experiment oral and written post tests are applied to both groups, to find out whether there are any statistically significant differences among the achievement of the students of both groups by using suitable statistical means.

1.8 Definition of Basic Terms

The following terms that occur in the title of the thesis only will be defined :

1.8.1 Team work technique

A team work technique is defined as work in which the class is divided into small teams of three to eight students each; they work simultaneously on the same task, they are given a variety of tasks (Finocchiaro&Brumift,1983:219).

The operational definition of the team work technique is the technique used in the classroom to provide students with opportunities to participate in language activities. The teacher divides the class into (5-6) teams of (5-6) students each.

The team work technique is mainly "a strategy of teaching, based on cooperative learning. It is one of the categories of interactive student centered learning approach in teaching" (Panitz, 1999:2).

Panitz (1998:1) defines it as a motivational strategy which includes all learning situations where students work in teams to accomplish particular learning objectives and are interdependent for successful completion of the objective.

Gerard (1970) defines the team work technique as" a system of grouping in which students of varying abilities are placed in teams with a leader and co-leader who act as assistant teachers and coordinators" (Gerard1970 cited by McClosky, 1971: 135).

1.8.2 ESP

ESP, "is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning".(Hutchison & Waters, 1987:19)

Wilkins (1976 :73) holds that learners' needs in special purpose language courses are met with a restricted kind of language in which the vocabulary has a rather specialized character and the grammar is either limited in its range or has unusual distribution.

1.8.3 College of Physical Education

There are two Colleges of Physical Education, at the University of Baghdad, one for women and the other for both sexes. These colleges are interested in sports. The students in these colleges learn the basic principles of sports with training on physical activities that lead them to be players, trainers, teachers in a specific game.

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CHAPTER TWO
Theoretical Background
And
Related Studies

2.1. Introduction

The teaching of the foreign language is characterized by a number of "methods" and "approaches", every method or approach has its strengths and weaknesses . In recent years, a new approach to language teaching has emerged and is called "progressive". Other approaches to language teaching have failed and been called "traditional" . So, what is progressive today will be traditional tomorrow.

In the long search for the best way of teaching a foreign language, hundred of different methods have been devised. Each method is based on a particular view of language learning, and it usually recommends the use of specific set of techniques and materials (Crystal, 1997: 378).

The purpose of this chapter is to shed light on the various methods of ELT compared with the new orientations, the team work technique. This will contribute to the improvement of teaching skills of specialists in the FL such as teachers, educators, curricular since they will be with the up to date developments that have taken place in the field of foreign language teaching.

In this chapter, these terms: approach, method and technique are defined to show the main differences among them . Then , a brief explanation on the traditional method (Grammar Translation Method) according to its theoretical background, goals, and techniques are tackled. Also then, the new approach (Communicative Approach) from the theoretical background, goals, and techniques is clarified, a comparison between the two methods in teaching the English language has been drawn. After that, the team work technique with cooperative learning and language learning strategies will be explained and discussed. In addition, this chapter deals with the ESP, reading comprehension and related studies.

2.2 Language Teaching Methodology

Methodology in language teaching has been characterized in a variety of ways. A more or less classical formulation suggests that methodology is that which links theory and practice. Theory statements would include theories of what language is and how language is learned or, more specifically, theories of second language acquisition. Such theories are linked to various design features of language instruction. These design features might include stated objectives, syllabus specifications, types of activities, roles of teachers, learners, materials, and so forth. Design features in turn are linked to actual teaching and learning practices as observed in the environments where language teaching and learning take place (Rodgers,2001:1)

Theories of Language and Learning	Instructional Design Features	Observed Teaching Practices
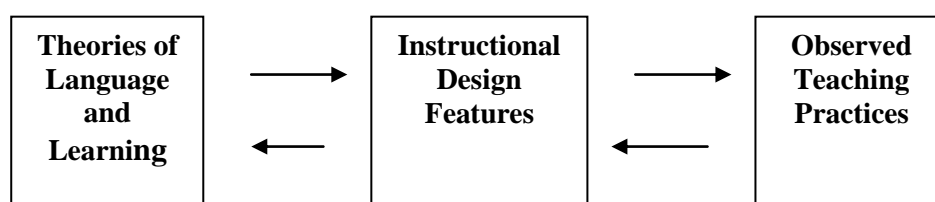
Figure (1)
Language Teaching Methodology

Rodgers (2001: 2) suggests this table when he makes such a distinction between a method and an approach . Methods are held to be fixed teaching systems with prescribed techniques and practices, whereas approaches represent language teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom.

2.3 The Grammar-Translation Method

The GTM is the oldest and most primitive of the methods of teaching the foreign language (Al-Hamash & Younis, 1985:63) .

Also it was called " Classical Method " since" it was first used in the teaching of the classical languages, Latin and Greek"(Freeman, 1986:4).

The GTM dominated both European and foreign language teaching from the 1840s to the 1940s (Richard & Rodgers, 1986:4) .

Some foreign language classrooms are still using the method which was originally used to teach Latin and gradually generalized to teach living or modern languages such as English, French, etc. (Al-Mutawa & Kailani, 1989: 14).

2.3.1 Aims of the GTM

1-This method aims at helping students read the foreign language literature, and enabling learners to explore the depth and breadth of the language literature (Mohamed et al, 1988:18).

2- Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening (Richards & Rodgers, 1986: 3).

3- Also this method aims at the mastery of the general rules governing the written language and translation from and into the foreign language(Al-Mutawa & Kailani, 1989:14).

2.3.2 Techniques Used by the GTM

There are some techniques used by the GTM , such as :

1-*Deductive application of rules*: To learn a language, students ought to memorize lists of words with rules of grammar(Al-Hamash&Younis,1985:64). This memorization" provides good mental exercises" (Freeman,1986:10).

2- *Reading Comprehension*: Students should study the foreign language through reading literature since the fundamental purpose of learning a foreign language is to be able to read its literature (Ibid:9).

3- *Memorization:* Grammar is taught deductively by long explanations. Much time is spent talking about the language being studied with lists of rules to be memorized (Mohamed et al, 1988:19).

4- *Translation:* The technique used in this method is translation. Materials are extracted from foreign books and translated into the first language of the students (Tarish, 1984:29).

5- In all these techniques, the student's native language is the medium of instruction. It is used to explain new items and to enable student to make comparisons between the foreign language and the student's native language (Richard & Rodgers,1986:4).

Crystal (1997:378) stipulates that " GTM is based on the meticulous analysis of the written language in which translation exercises, reading comprehension, and written imitation of texts play a primary role. Learning mainly involves the mastery of grammatical rules and memorization of long lists of literary vocabulary, related to texts which are chosen more for their prestigious content than for their interest or level of linguistic difficulty".

2.3.3 Weaknesses of GTM

The GTM failed in teaching the foreign language for these reasons :

1-The ability to talk about the grammar of a language to recite its rules, is very different from the ability to speak and understand a language or to read and write it" (Lado,1964:4). This implies that those who know the rules may be unable to use them, and those who can use a language may be unable to know its rules.

2-The emphasis is on the native language. This reduces the time available for practicing the target language. Moreover, this technique made the process of teaching boring and of little benefit to students (Al-Mutwa & Kailani, 1989:15).

3-The description of the grammar of a language has its value to the linguist and to the student, but not as a substitute for language use (Lado,1964:4).

4-The belief that all languages describe the same objects and concepts, but in different words ignores the fact that every item in a language is part of a unique and complicated system (Al-Hamash & Younis, 1985:64). That

means a word in one language hardly ever means the same as its equivalent in another.

5-"Translation is a valuable skill in itself but not as a substitute for practising the language "(Lado,1964:4).

6-It is based on very much outdated views on language and language learning (Al-Hamash & Younis,1985:64). Because this method was originally used to teach Latin, however this method was generalized to teach living or modern language such as English, French etc.(Al-Mutawa & Kailani:1989:14).

7- Students who devoted years to the study of a foreign language were in most cases unable to use it. They developed a distaste for the language and an inferiority complex about language learning in general (Lado,1964:4).

8-GTM is not based on a theory in language teaching or learning. " There is no literature that offers a rationale or justification for it or that attempts to relate it to issues in linguistics, Psychology, or educational theory." (Richards & Rodgers, 1986:5).

9-This method does little to meet the spoken language needs and interests of today's language students.(Crystal, 1997 :378)

2.4 Communicative Approach

2.4.1 Introduction

The communicative approach took its name from communication. Crystal (1985:57) He states that this approach is trans of message or information between a source and receive by using a signaling system.

So, the recognition of the importance of human communication is not new. It was acknowledged thousands of years ago (Willbrand&Rieke,1983:2). Boyer and Levine say that language gives individuals their identities, makes transactions among people possible, and provides the connecting tissue that binds society together. "Language is, and always has been, the glue of our social existence, holding us together, housing us in meaning"(Boyer &Levine, 1981:36).

Some educators and researchers use the term interaction to refer to the act of communication between or among people. i.e. (in a classroom, when the teacher starts a lesson by asking a question, one of the students

may answers it). Then, we say that an interaction has occurred between the teacher and the student (Homans, 1950: 36). Interaction is an essential part of a communicative approach to language learning. In order to develop communicative competence in a language, classroom learners need opportunities to interact in ways that parallel as closely as possible the kinds of international experiences found in real-life setting (Rivers, 1987 cited by Watts, 1989: 45).

The recent shift in the views of language teaching/ learning from the teaching of forms to teaching the use of language has paved the way for communicative approach to emerge. This approach is based on cognitive psychology and the mentalist view of language learning (Mohammad et al., 1988:21).

In 1971 a group of experts began to investigate the possibility of developing language courses on unity – credit system, a system in which learning tasks are broken down into "portions" or "units", each of which corresponds to a component of a learner's needs and is systematically related to all the other portions (VanEk & Alexander, 1980:6).

The origins of communicative language teaching are to be found in the changes in the British language teaching tradition dating from the late 1960s. The British observed that the need focuses in language teaching on communicative proficiency rather than on mere mastery of students (Littlewood,1981:85).

Wilkin's contribution was an analysis of the communicative meanings that a language learner needs to understand and express, rather than to describe the core of language through traditional concepts of grammar and vocabulary; Wilkins attempted to demonstrate the systems of meaning that a language has behind its communicative uses (Wilkins, 1972:11).

2.4.2 The Goals of Communicative Approach

The main goal of communicative approach is to enable the students to communicate in the foreign language. Also the central idea in communicative approach is the distinction between linguistic competence and communicative competence or competence and performance. The first is associated with usage and has been limited by linguists to the study of sentence components. The second is associated with the use of discourse (Chomsky, 1965:3), (Littlewood, 1981:85-87), (Johnson, 1982: 22), and (Howatt, 1984:279).

2.4.3 Theory of Language

The communicative approach in language teaching starts from a theory of language as communication. Chomsky holds that linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interest, and errors in applying his knowledge of the language to actual performance. While Hymes (1972) referred to "communicative competence" in order to contract a communicative view of language with Chomsky's theory of competence. (Chomsky, 1965:3).

Since the Communicative Approach is concern with the language use in the classroom, not language knowledge, we learn language most effectively by using it in realistic situations (Finocchiaro & Brumfit,1983:90).

Then , the Communicative Approach is rich in the techniques used in classroom. At this level the communicative approach turned to eclectic theory which is base theoretically on communicative approach. By "eclectic" we mean "selecting, or employing individual elements from a variety of sources, systems, or theoretically, styles and made up of or combing elements from a variety of sources" (American Heritage Dictionary cited by McKee Terry,2000:1).

2.4.4 Theory of Learning

The communicative approach focuses on "Speech-Act Theory". It is an approach to the study of language that deals with what people do with language in linguistic exchanges. The focus here is on the social and pragmatic sides of language use, not on formal models of a rule-system that can generate grammatically correct sentences. Speech-act theorists or pragmalinguists, as they are called, are interested in what language does for and to people, that is how they " act on " each other when using language. These ideas connect the Speech-Act Theory with cognitive psychology (Halliday,1970:145).

Supporters of the communicative approach argue that language learning must involve not only mastery of the linguistic code but also knowledge of how to use that code appropriately in social contexts. Language was conceived as social action, and the criterion of success was no longer to be only the production and comprehension of grammatically correct sentences, but of the contextually meaningful language (Grundkurs, 2000:3).

The researchers focused on Bruner's theory in cognitive learning which is our concern in this study. Bruner's theory of learning defined as an interactional theory of cognitive development. The fact that Bruner's theory incorporates a socio-cultural dimension clearly justifies its classification as interactional. It emphasizes on what has been called discovery learning. " It suggests how students can learn in a way that promotes cognitive development". This implies that students learn most about a particular subject when they learn how to obtain knowledge by their own mind (Bruner, 1961:22).

According to Bruner learning would be meaningful, useful and memorable for students who focus on understanding of the structure of the subject they study. In order to grasp the structure of information, Bruner believes that students must be active i.e. they must identify key principles for themselves rather than simply accepting the teacher's explanations. This process is called discovery learning (Bruner,1973:72).

This leads to another dimension of the communicative approach which is learner-centered and experience-based use as daily communicative processes become as important as linguistic product, and instruction becomes more learner-centered and less structurally driven (Jones,2000:2).

2.4.5 Techniques of the Communicative Approach

Communicative language teaching can be considered a teaching technique and attention to strategies for presenting the structures and functions of language (Savignon,1987:20). Therefore the lessons probably contain activities where learners communicate and tasks are completed by means of interaction with other learners. Thus, there will probably be a considerable use of pairs, groups, teams, peers and mingling activities, with the emphasis on completing the tasks successfully through communication with others rather than on the accurate use of form (The One Step Magazine,2002:1).

Littlewood (1981:85-87) summaries distinctions of these activities by using the figure below :

Pre-communicative activities

Structural activities

Quasi-communicative activities

Communicative activities

Functional communicative activities

Social interaction activities
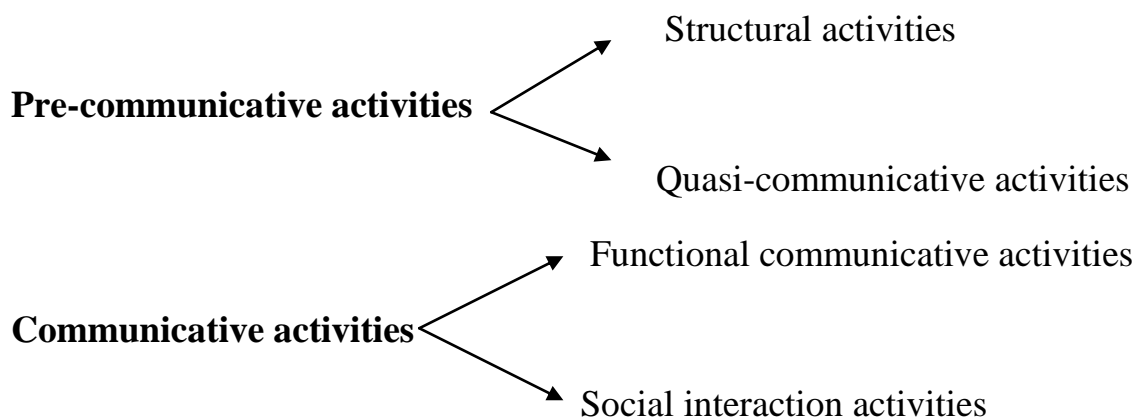
Figure (2) Activities Used in Communicative Approach

1-Pre-communicative activities: Through these activities the teacher isolates specific elements of knowledge or skill which compose communicative ability, and provides the students with opportunities to practice them separately. The students are thus being trained in the part-skill of communication rather than practicing the total skill to be acquired. The majority of these activities are found in textbooks and methodological handbooks, such as different types of drill or question-and-answer practice, which aim to provide students with affluent command of the linguistic system. The students' main purpose is to produce language which is acceptable rather than to communicate meaning effectively. But, in a 'quasi-communicative situation', the students take account of the communicative as well as structural facts about language, in contrast with the purely structural activities such as performing mechanical drills or learning verb paradigms.

2-Communicative activities: the student in communicative activities has to activate and integrate his pre-communicative knowledge and skill, in order to use them for communications. Here Littlewood distinguishes between the importance attack the social as well as functional meaning. In 'functional communicative activities', students are placed in a situation where they must perform a task by communicating as well as they can, with whatever resources available. In 'social interaction activities', the students are also encouraged to take account of the social context in which communication takes place. This may also involve producing speech which is socially appropriate to specific situations and relationships.

2.4.6 Weaknesses of the Communicative Approach

Despite the merits of the communicative approach, it has some weaknesses :

1-The communicative approach puts an excessive emphasis on the single concept "communicative" in order to account for all varieties and aspects of language teaching. We either stretch the concept of communication in such a way that it loses some distinctive meaning, or we accept its limitations and then find ourselves in the predicament of the "method solution" (Stren,1992:14).

2-Richard and Rodgers criticize the communicative approach that learners bring preconception of what teaching and learning should be like, which, when unrealized can lead to learners' confusion and resentment (Richards & Rodgers 2001:160). This implies that every teacher should modify the syllabus so that it can correspond with the needs of his students.

3-The communicative approach gives priority to meaning and rules of use rather than to grammar and rules of structure. This leads the teacher not to be able to isolate the practice of difficult forms of grammar before students can utilize them in speech acts. Swan (1985:50) remarks that "It is no use making meaning tidy if grammar becomes so untidy that it can not be learnt properly". But, in the present study, the researcher chooses the first year level, to ensure that the students have taken all the rules and forms of English language in the intermediate and secondary schools.

4-Another weakness of the communicative approach is that it is a collection of principles that are loosely bundled together, offering the learner little or no direction (Van Lier, 1988: 72). Some teachers give a class syllabus on the first day that seldom gets use. Students can benefit more if they know specifically on each lesson what language they are trying to practice and in what context. This means that, it is useful to set small achievable goals on a daily basis and make learners aware of how they are to accomplish these goals (Ryan, 2001:2).

5-Communicative methodology requires our students to produce language albeit in a somewhat loose fashion. But, it also creates a division in the teaching style." If we do not become more aware of our teaching style and inconsistencies, we will have difficulty in continuing to grow professionally"(Ibid:3).

2.5 The Team work Technique in Teaching EFL

2.5.1 Introduction

The root of the T T view came from a famous psychologist John Dewey, who was interested in children's education. His idea lies behind many of the 'activity methods' used in modern schools nowadays. He emphasized the thinking as problem-solving, searching for a solution and testing it. Therefore, activity in thinking is important. Also, he made a clear distinction between learning as 'memorization' and learning which involves 'active analytic things'. So, students should be encouraged to follow through, in full, the implications of their ideas and to apply their conclusions to the mastery of new situations rather than to accept knowledge without question, and to remember facts and principles enunciated by accepted authorities(Entwistle , 1981: 39-45).

Later, Bruner (1960) stressed Dewey's idea that activity stimulates 'intuitive thinking' which had been long ignored(Bruner,1960:13-14). In 1970, a group of researchers refresh the idea of Dewey (1916). They are concerned with process of learning rather than the content. They provided the basis for emphasis on the activities making more than teaching subject matter (Cortis, 1977:1).

Team work technique is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it (David &Johnson, 2001:1).

The team-process method of teaching is aimed at developing the inter-actions among members of the class , on processes that help them pursue common goals , and on the give and take of information related to those goals . The teacher plays a facilitative role within the teams, subtly guiding, reflecting, and helping clarify, but not taking dominant directive stance (Charles, 1983:128).

The team work technique did not begin as a method but it is merely as a movement or strategy of learning and teaching(Compton & Galaway, 1979: 350); therefore the researcher will explain language learning strategies in brief.

2.5.2 Why 'Team' Not 'Group' ?

The view of dividing the class into groups is not new in education. Many schools in Europe adopt this view. Teachers or departments are dividing the class into small groups according to students' abilities or social-class. But in early 1940s Thmas Hokins (1941) Baxter and Cassidy (1943), emphasize the "Democratic way in the groups" and focused directly upon the class group and its interaction in class (Bany &Johson, 1964: 3-4). The earliest approach called 'homogeneous grouping' in schools introduced into Detroit system in 1919 by Dr. Charles Perry. During the 1920s and early 1930s, programs of homogenous grouping were very common, at least in the larger cities (Hudgins,1971:217). The researcher's studies tend to give some evidence that, at least in the traditional subject matter, students make more developments under a system of ability grouping than under other systems (Coxe,1936:309). In the 1950s and 1960s, the opinions shifted from homogeneous to heterogeneous in grouping, when the first view of grouping showed many difficulties. Many researchers like Borg(1965) had evaluated the comparative merits of homogeneous and heterogeneous grouping. They concluded that ability grouping or 'homogeneous' was less desirable than 'heterogeneous' grouping (Hudgins,1971:217-219).

Placing students in groups and telling them to work together does not mean that they work cooperatively. Sitting in groups can result in competition at close quarters or individualistic with taking (Jones, 2000:2).

Teachers could teach groups according to traditional methods of teaching such as Audio-lingual Approach , and the Direct Method. But both methods fail to consider the behavioral elements of learning or, learners as humans. While cooperative groups depend on cognitive methods, consideration of learner's feeling and it emphasizes the learner's psychological needs and learning style. This consideration of groups would be more effective for learners (Lee, 1989: 3-4).

Briefly , there are five developments in using groups in teaching . The first one is "grouping by ability". This means that the teacher prepares four or five lessons, according to the abilities of each group (slower learners, intelligent learners, etc.). Since the difficulties faced preparing groups based on ability, so the second development puts extra factors such as social and personal characteristics enter into the teacher's judgment in grouping the class. Since the difficulties faced preparing groups based on ability. The third development is grouping the class according to friendship

patterns, i.e. allowing students to group themselves. "Grouping by interest" is the fourth development in grouping the class. The last development puts "social education" as an important criterion in grouping. This indicates that the teacher should understand the importance of social learning (Kelly,1977:45-50).

While the team takes the same idea of dividing the class into groups but by their choice and they are responsible for their materials and contents. In the present study the word " team " is preferred to " group " in order to differentiate between the old meaning of group and the new one. So , this study adopts the cooperative teams concerning social learning instead of dividing the class into groups according to their ability only.

In the traditional group activities, students are assumed to be interested in participating and contributing to the group's performance. This assumption may prove wrong and lead to unequal participation within the group. While in teams depending on cooperative learning, teachers structure the task by dividing labor, limiting resources, or explaining a rule that a team can not proceed to the a new learning task until all the members have completed their tasks. This task structure can create positive interdependence among team members. Students will feel their contribution significant to the team's performance also they can rely on their teammates' contribution (Lie,1995:2).

2.5.3 Principles of the Team work Technique

There are many principles the teachers can follow in teaching cooperative teams. These principles suggested by (Jonson et al, 1991: 1-10):

1-Students perceive that they need each other in order to complete the team's task. Teachers may structure positive interdependence by mutual goals, joint rewards, shard resources and assigned roles.

2-Students promote each other's learning by helping, sharing and encouraging efforts to learn. Students explain, discuss, and teach what they know to class-mates. As for Charles (1983:128), the establishment of social systems within the class based on democratic procedures is the best way when forming teams.

3-Each student's performance is frequently assessed and the results are given to the team and the individual. Teachers may structure individual accountability by giving an individual test to each student or randomly selecting one group member who will give the answer." The composition of the team itself depends upon the nature of the assignment" (Chilver & Gould, 1982:47).

4-Teams need specific time to discuss the learning materials and achieve the required goals.

2.5.4 Activities of the Team Work Technique

There are many activities used in the teaching of the team work technique, as suggested by (Chilver & Gould,1982:2-3) , (Charles,1983:135) ,(Ping,1997: 4), (Kagan,2001:3-4), (Helens, 2002:2)and(King,2002:1). These activities are :

1-A team of four or five is established. Each member is given numbers of 1, 2,3,4,5. Questions are given to the team. The teams work together to answer the questions so that all can verbally answer them. The teacher calls out, for example, number 2 and each 2 is asked to give the answer.

2-Students face problems first as a team, then with a partner, and finally on their own. The team technique is designed to motivate students to tackle problems and succeed in finding solution to them.

3-The class is divided into teams of four partners. Half of each team is given an assignment to master and be able to teach the other half.

4-The teacher polls the class to see which students have a special knowledge to share. Those students stand and spread out in the room. The teacher then has the rest of the classmates to surround those students. Those students explain what they know when the classmates listen, ask questions and take notes. Then, all students return to their teams.

5-Teachers stop some time during the lecture or discussion and give teams three minutes to review what has been said. The teachers ask the students to ask, clarifying and answering questions.

6-The class is divided into small teams (4 to 6) of which one is appointed as the recorder. A question is posed with many answers and students are given time to think of the answers. After the "think time", members of the

team share responses with each other. The recorder writes down the answer of the team members.

7-The teacher may give the students a certain topic based on the content of a text. He teacher puts forwards questions, the answers to which may be controversial. Students give their opinions. This kind of discussion is exciting and interesting and considered a good training in speaking.

8-The "information gap" is one of the most important activities with teams (with one another in the same team with the whole member of the team or with two different teams in the class). The task requires the students to ask for and give information. The task should provide a context in which it is logical for teammates to be sharing information (Kathleen&Kitao, 1996:2).

9-A problem is posed, students think alone about the question for a specified amount of time, and then form teams to discuss the question with. During the share time, the students are called upon to share the answer with the class as a whole (Lie, 2002:6).

10-The attention to the learners' needs include all the activities for expressing one's feelings, sharing one's values and viewpoints with others, and developing better understanding of their feelings and needs as well as one's own (Rivers, 1983: 22).

2.5.5 Advantages of the Team Work Technique

Many teachers are encouraged to use this technique in teaching when they know the following advantages :

1-It enhances students' self esteem which, in turn, motivates students to participate in the learning process (Lie,2002:3).

2-Students help each other and, in doing so, build a supportive community which raises the performance level of each member (Panitz,1998:1).

3-It is especially helpful for the individual who has a history of failure when individuals are encouraged to work together toward a common goal (Turnure & Zigler, 1958:379-380).

4-The high level of interaction among team members leads to "deep" rather than "surface" learning (Entwistle and Tait,1994:2-5).

5-Students can become involved in developing curriculum and class procedures (Panitz, 1998:6).

6-The teams stimulate thought, and lead the students to make better decisions (Alexandrovna, 2003:4).

7-It allows a break from the regular routine of the lectures (Al-Ubeidy, 2003:24).

8-For all the reasons mentioned above, cooperative team activities enable students to enhance learning(Lie,2002:3).

9-The students participate in teams, learn from friendships contribute content knowledge and communication skill vital to the task of solving the problems. Any ESP student can learn to interact effectively in a small setting (Alexandrova, 2003:5).

10- A classroom with T T proved 'space' for students to interact, confer, and collaborate with each other. This negotiating prepares them for real-life communication (Watts, 1989:45).

2.5.6 Disadvantages of the Team Work Technique

In spite of all the above advantages of using the team work technique in teaching, some teachers and educators have some problems with this technique. These problems are :

1-Some ESP teachers feel that they can cover more material with a lecture by a "chalk and talk" method than teams or any learner-centered approaches. They see that using team work is losing the time (Jacobs,1994:5).

Researchers study this problem (Tinzmann et al 1990:3-10) and conclude that the teacher can begin slowly making changes in the classroom activities. Then, the teacher adds other activities until the students can further develop their self-regulating abilities when each team shares its ideas with other teams and get feedback from them. The result is that the achievement is higher than the "chalk and talk" lecture and the students understand and remember the material better because they reach the high level of thinking and evaluating the materials.

2-Some teachers feel that they lose their power in such a class. Tjosvold and Tjosvold (1991:82) point out that empowering students does not mean depowering teachers. They are sharing, not abdicating, power. When teachers give up power and students gain it, teachers can also gain it. Power is seen as expandable; both sides can become more powerful through working together. Shared power becomes more effective by being shared.

But Panitz (1998 : 2) gives another view about this disadvantage that the teachers will be more powerful because they learn about students' behaviors when students have many opportunities to explain their actions and thoughts to the teachers. These opportunities provide the teachers with extra guidance and counseling for the students and lead the teachers to create more activities that suit their students.

3-Some educators have argued on the use of cooperative teams in classrooms with the students who are identified as 'gifted', claiming that gifted students become permanent tutors and are resentful of having to work with students of differing abilities(Mattews,1992:48-50). While other educators argue that the teachers want all students to be comfortable with and accepting of individual differences, we want all students to have sophisticated social skills that enable them to work with people they perceive as 'different' in their real life (Sapon-Shevin et al, 2000:2).

4-Teachers have a high regard for silence. Talking is a form of noise, especially in teams, and it generates a great deal of noise. As teachers, we should encourage students to talk as quietly as possible; and we should not forget that the noise is a part of the basic structure of discussion (Chilver& Gould, 1982:   48).

2.5.7 Division of the Class into Teams

Teachers should follow some steps in setting up the teams:

1-The best teams are self-chosen; the temptation is for the teacher to decide who works with whom, and to spend a lot of time on allocating everyone to his proper place. This is generally a mistake. But the teams should choose themselves (Chilver&Gould, 1982:47), (King, 2002:3). The benefit occurs in heterogeneous teams i.e. (females/males, students of low-to-high ability and productivity (Helens:2002:1).

2-The size of the teams should work out in relation to the total number of students in the class. The distribution is (5-8) students in each team and not

more than (5-6) teams in the class, on the basis of mixed ability (Byrne, 1986: 64). However, Chales (1983:134) and King (2002:3) state that teams should not be large if they are to work together with maximal effectiveness. Four to five members comprise the most work-efficient teams.

3-Providing the leadership. Before establishing the teams, the teacher should discuss with the class the requirements and functions of both leadership and followership (Ibid). The function of leader is not to dominate the team but to coordinate their activities and serve as a link between the team and the teacher (Byrne, 1980:64).

4-The teams have to be arranged either in appropriate teams, or in a semicircle. Every pupil in class should be able to see everyone else. Empty seats should be kept at the back so that students can be grouped as near the front as possible (Al-Mutwa&Kailani,1989:146).
5-There are some roles that succeed the teams. They are: Gatekeeper/ monitor- Cheerleader / Encourager- Taskmaster / Supervisor- Secretary / Recorder- Checker / Explainer-Quiet Captain/ Team Control(College Level One,2000:3).

6-Effective management of cooperative teams involves the will and skill to cooperate. An effort should be made to create and maintain the will and skill within and beyond the team. Teambuilding and classbuilding can be an important investment in creating the atmosphere necessary for teams to maximize their potentials through the ways of fostering the development of social skills (Lie, 2002: 3).

Alexandrovna (2003:2) suggests this figure for setting the team.
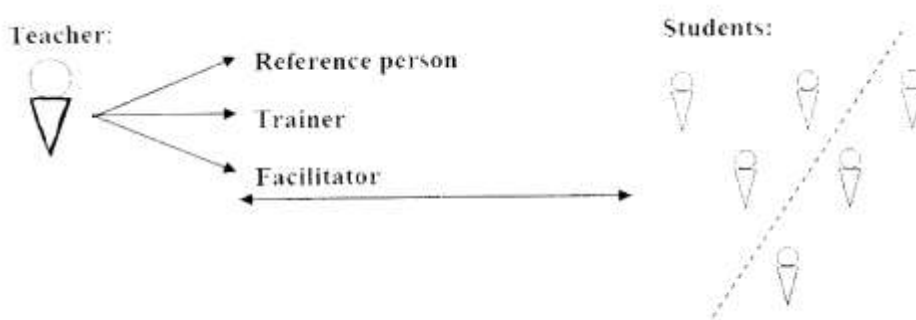
Figure (3)
Students in the Teams

The researcher suggests this figure in setting the team since the number of the students in each team was five students.
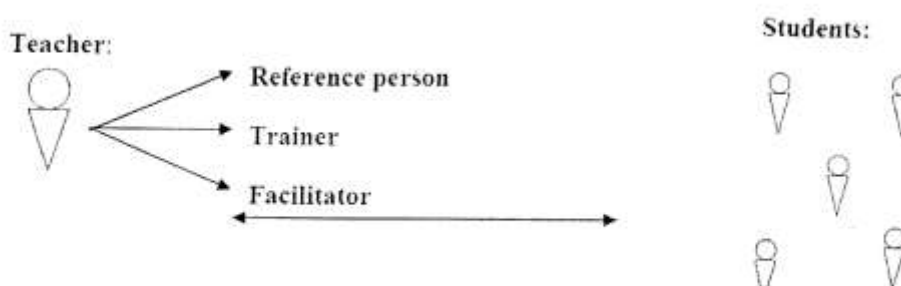
Figure (4)

Setting the students individually

2.6 GTM versus T T

The following table draws clear distinctions between the GTM and T T

Table (1)
The differences between GTM and T T

GTM	T T
There were no clear theory about language learning and language teaching.	It is based on the communicative approach in teaching language, humanistic theory of learning.
It aims at enabling learners to read and translate foreign literature.	It aims at enabling learners to communicate and express their ideas and opinions freely.
The teacher is largely responsible for setting goals, designing learning tasks, and assessing what is learned.(Tinzman et al, 1990: 2)	The teacher is like "coach". He/ She provides the right amount of help, and options for activities and then encourages students to use their own knowledge (Tinzman et al, 1990 :5)
The emphasis is on a lecturing method with the whole class discussion. The teacher can not always stop the class to help the slower learner.	Students receive individual assistance from the teacher and from the members of the team; They no longer depend on teacher.

The teacher speaks about 80% of the time. Students speak less than 30 seconds each one-hour class (Long&Poster,1985:210).	Teams make students receive much more chance to speak. There is an increase in the percentage of time when students are talking.
In this class, only teachers provide encouragement to students. As a matter of fact, students often wish others' failure because this increases their own chance of success (Lie,2002:3)	In cooperative teams, students can encourage and help one another. The cooperative atmosphere of working may help develop 'affective bonds' among students and greatly motivate them to work together (Lie, 2002:3).
The most important thing in the traditional class is the subject matter; it neglects the atmosphere of learning (Wellington & Wellington, 1960:80-82).	Cooperation in the teams entails insistence by the teacher upon learning the subject matter. At the same time recognition of students' needs for which this subject matter offers help, and constant aiding of students in the process of problem solving and judgment are considered.
Memorization of structure forms and meaning are based on reading passages (Finocchiaro&Brumfit, 1983: 10-12).	Situations are used in such a way that students can practice their language. The reading activity is used but it is not the center of the activities.
Translation is used as an important activity. Also it developed the brain.	Developing the critical mind of the students comes from discussions and giving opinions by the team members.
Errors must be prevented (Finocchiaro &Brumift, 1983: 11)	Language is created by the individual often through trial and error.
Reading and writing imply that the language is known and that we are learning a graphic representation of it.	Learning to speak and understand means learning the language (Lado, 1964:131).
There is little opportunity for skills in negotiation and communication to develop (Long and Porter, 1985 cited by Watts, 1985:45).	There is more likelihood of negotiation occurring when learners are working on tasks in small teams. In such activities the patterns of interaction are closer to those found in real life.

2.7 Cooperative Learning

2.7.1 What is Cooperative learning?

Cooperative learning is an instructional strategy that employs a variety of motivational techniques that make instruction more relevant and students more responsible (Panitz, 1998:1).

Cooperative learning, also called "collaborative" learning, occurs whenever students interact in pairs, groups or teams to share knowledge and experiences. All activities in which students work together towards a common goal from interacting are cooperative learning activities (Howard, 2001:1).

However, cooperation simply means working together to accomplish shared goals. The idea of cooperative learning is very simple; the class members are divided into small teams and after receiving instruction from the teacher, they work together until all of them successfully understand and complete the activity or the material.

2.7.2 Principles of Cooperative Learning

Learning and understanding are not merely individual processes supported by the social context; rather they are the result of a continuous and dynamic negotiation between the individual and the social setting in which the individ-ual's activity takes place. Both the individual and the social context are active and constructive in producing learning and understanding (Nelson-LeGall, 1992:52).

The challenge is choosing the most appropriate interactive designs for the target lesson. In choosing such design the final focus should be on the learner, not on the lecturer (Fogarty&Bellanca, 1992:84).

2.7.3 Benefits of Cooperative Learning

There are many benefits of using the cooperative learning:-

1-CL develops higher level of thinking skill. Students working together are engaged in the learning process instead of passively listening to the teacher's present information. When students work in pairs, groups and teams, they can develop valuable problem solving skills by formulating their ideas, discussing them, receiving immediate feedback and responding

to questions and comments of their partners (Johnson,1971:275-280). When this lecture is compared with traditional lecture in which the students are listening to the teacher, initial benefits have been founded that accrued from a brief cooperative training experience persisted over relatively long intervals and that students trained in cooperative approach successfully transferred their skills to individually performed tasks (McDonald et.al. 1985:78),(Cooper et al, 1984: 15) and (O'Donnell et al, 1988:57)

2-CL stimulates critical thinking and helps students clarify ideas through discussion and debate "An awareness of conflicting view points appears to be necessary in cooperative teams to engender the type of peer transaction e.g. arguments, justifications, explanations, counter argument that foster cognitive growth" (Brown & Palinscar,1989:55).

3-Cooperative learning develops oral communication skills. When students are working in pairs, groups or teams, one partner verbalizes the answer and others listen, ask questions or comment upon what student has heard. Clarification and explanation of one's answer is a very important part of the cooperative process and represents a higher order thinking skill with higher oral communication skills (Johnson et al,1985:303-305),(Duman,2003:3). 4-Cooperative learning fosters metacognition in students. Metacognition involves student recognition and analysis of how they learn. Metacognition activities enable students to monitor their performance in a course and their comprehension of the content material. This includes detecting errors and learning how to make corrections while monitoring one's performance. CLS which are independent of content are transferable to different content areas (O'Donnell, 1985:307-315).

5-Cooperative learning promotes innovation in teaching classroom techniques. This process includes class warm-up activities, name recognition games and team building activities, group processing. The class atmosphere becomes interesting and enjoyable because of the variety of activities available for use by the teacher (Panitz,1997:5).

6-Students have more chance to appreciate differences. In a pluralistic society, people should work harder to overcome their prejudices against others from different backgrounds. Cooperative learning provides students with opportune-ities that enhance inter-ethnic relation and make them appreciate differences (Lie, 2002:2).

7-Students' learning goals may be structured to promote cooperative, competitive, or individualistic efforts. In contrast to cooperative situations, competitive ones let students work against each other to achieve attainable

goal. Cooperative students work together to accomplish goals (Deutsch,1962 cited by Jones,2000:2).

So, students taught according to cooperative learning can get the following benefits:
* higher retention and achievement.
* development of an interpersonal skill and responsibility.
* enhance self-esteem and creativity (College level one, 2000:2).

Cooperative learning affords students enormous advantages not available with more traditional instruction and can accomplish meaningful learning as well as problem solving better than the individual by himself. Through dialogue and examining different perspectives students become knowledgeable, self-determined, and empathetic. Moreover, involving prior knowledge requires effective communication and cooperation among teachers, students and others. Through these activities curriculum objectives become alive (Tinzmann et al, 1990:1).

Figure (5)
Outcomes of Cooperation

As Johnson& Johnson (1989) show in this figure (5), there are bidirectional relationships, and psychological health. Each influences the others. Caring and committed friendships come from a sense of mutual accomplishment, mutual pride in joint work, and the bonding that results from joint efforts (Johnson & Johnson, 1989 cited by Roger& Johson, 2000: 10). Individuals seek opportuni-ties to work with those they care about. This leads to the joint success experien-ced in working together to get the job done enhances social competencies, self-esteem, and general psychological health. The more psychologically healthy individuals are, the better able they are to work with others to achieve mutual goals. Finally, the more positive interpersonal relationships are, the greater the psychological health of the individuals is involved. Through the internalization of positive relationships, direct social support, shared intimacy, and expressions of caring, psychological health and the ability to cope with stress are built. Destructive relationships and the absence of caring and committed relationships tend to increase psychological pathology, Moreover, depression, anxiety, guilt, shame, and anger decrease an individual ability to build and maintain caring and committed relationships. The more psychologically healthy individuals are, the more they can build and maintain meaningful and caring relationships. (Roger & Johson, 2000:10-11).

2.7.4 Basic Element of Cooperative Learning

Johnson et al (1991:1-2), Felder&Brent (1994:3) and Lie (2002:5-8) suggest five elements for a successful cooperative learning. These are :

1-Positive Interdependence

Students perceive that they need each other in order to complete the team's task ("sink or swim together"). The teacher may structure positive interdependence by establishing mutual goals(learn and make sure all other team members learn), join rewards(if all team members achieve above the criteria, each will receive bonus points), share resources(one paper for each team or each member receives part of the required information), and assigned roles(summarizer, encourager of participation, elaborator).

2-Face-toFace Promotive Interaction

Students promote each other's learning by helping, sharing, and encouraging efforts to learn. Students explain, discuss, and teach what they know to classmates.

3-Individual Accountability

Teachers may structure individual accountability by giving an individual test to each student or randomly select one team member to give the answer.

4-Interpersonal and Small Team Skills

Teams can not function effectively if students do not have and use the needed social skill. Teachers teach these skills as purposefully and precisely as academic skills. Cooperative skills include leadership, decision-making, trust-building, communication, and conflict-management skills.

5-Team Processing

Teams need specific time to discuss how well they are achieving their goals and maintaining effective working relationships among members.

2.7.5 Cooperative Learning Activities

The lesson of cooperative learning can include some of the following activities suggest by Roger&Johnson (2000:1-6), and Felder&Brent (1994:3-10) :
1-*Peer tutoring*: Students quickly learn and teach each other simple concepts.

2-*Think-pair-share*: The teacher poses a question. Students take time to think of a response. Students respond with a peer. Students share responses with the whole group.

3-*Jigsaw*: Separate teams of students learn various concepts, and then teams are reassembled so that each one of the member can be an 'expert' at a different concept.

4-*Information-gap activities*: One student has information the other does not but needs(they swap what they know).

5-*Problem solving*: Team members share knowledge to solve a problem.

6-*Storytelling*: Students retell a familiar story or create a new one.

7-*Cooperative projects*: Students are free to decide and design a team project .It is an excellent opportunity to attain creativity.

8-*Movement activities*: Students mingle with each other to obtain information.

9-*Paired interviews*: Students interview each other and share with the class.

10-*Conversation cards*: Students interact according to the cues on their cards.

11- *Role-play*: Students act out situations (spontaneously or pre-planned).

12-*Open-ended free conversations*: Students discuss topics of interest.

13-*Sharing opinions, debating, narrating, describing, and explaining*: As students become more comfortable with cooperative activities and grow in their ability to use the target language, they will gradually transfer into a good atmosphere where everyday conversations in the target language are common.

2.8 Language Learning Strategies

2.8.1 Introduction

There has been a prominent shift within the field of language learning and teaching over the last twenty years with greater emphasis being put on learners and learning rather than on teachers and teaching. In parallel to this new shift of interest, how learners process new information and what kinds of strategies they employ to understand, learn or remember the information has been the primary concern of the researchers dealing with the area of foreign language learning.

2.8.2 Background of Language Learning Strategies

Researcher into language learning strategies began in the 1960s. Particularly, developments in cognitive psychology influenced much of the research done on these strategies (Williams &Burden1997:149) In most of the research on, the primary concern has been on "identifying what good

language learners' report they do to learn a second or foreign language, or, in some cases, are observed doing while learning a second or foreign language" (Rubin & Wenden1987:19). In 1966, Aaron Carton published his study entitled "The Method of Inference in Foreign Language Study", which was the first attempt on learner strategies. After Carton, in 1971, Rubin started doing research focusing on the strategies of successful learners and stated that, onece identified, such strategies could be made available to less successful learners. Rubin (1975) classified strategies in terms of processes contributing directly to language learning. Wong-Fillmore(1976), Tarone(1977), Naiman et al.(1978),Bialystok(1979), Cohen &Aphek(1981), Chamot and O'Malley(1987), Politzer &McGroarty(1985), Conti & Kolsody (1997), and many others studied strategies used by language learners during the process of foreign language learning (Hismanoglu,2000:2).

2.8.3 Definition of a Language Learning Strategy

The term language learning strategy has been defined by many researchers. Richards and Platt (1992:209) state that learning strategies are "information behavior and thought used by learners during learning so as to better help them understand, learn, or remember new information". Claus and Kasper (1983:67) and Tarone (1983:67) stress that a learning strategy is "an attempt to develop linguistic and sociolinguistic competence in the target language". According to Stern (1992: 261),"the concept of learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques". O'Malley and Chamot (1990:1) defined learning strategies as" the special thought or behaviors that individuals use to help them comprehend, learn, or retain new information". All language learners use language learning strategies either consciously or unconsciously when processing new information and performing tasks in the language classroom. Since a language classroom is like a problem-solving environment in which language learners are likely to face new input and difficult tasks given by their instructors, learners' attempts to find the quickest or easiest way to do what is required, that is, using language learning strategies is inescapable (Hismanoglu, 2000:2).

2.8.4 Importance of Language Learning Strategies in Language Learning

Within 'communicative' approaches to language teaching the key goal of the learner is to develop communicative competence in the target language, and language learning strategies can help students in doing so (Lessard-Clouston, 1997:2). After Canale and Swain's (1980) influential article recognized the importance of communication strategies as a key aspect of strategic compe-tence, a number of works appeared about communication strategies in foreign language teaching (Canale & Swain,1980:10).

An important distinction exists, however, between communication and language learning strategies. Communication strategies are used by speakers intentionally and consciously in order to cope with difficulties in communic-ating in the foreign language (Bialystok,1990:3). For all foreign language teachers who aim to help, develop their students' communicative competence and language learning, then, an understanding of language learning strategy is crucial. As Oxford (1990a:1) puts it, "Such strategies are especially important for language learning because they are tools for active, self-directed ,involve-ment, which is essential for developing communicative competence". According to Fedderholdt (1997:1), the language learner who is capable of using a wide variety of language learning strategies appropriately can improve his language skills in a better way.

Metacognitive strategies improve organization of learning time, self-monitoring, and self-evaluation. Cognitive strategies include using previous knowledge to help solve new problems. Socioaffective strategies include asking native speakers to correct their pronunciation, or asking a classmate to work together on particular language problem. Developing skills in three areas, such as metacognitive, cognitive, and socioaffective can help the language learner build up learner independence and autonomy whereby he can take control of his own learning (Ibid:2).

Lessard-Clouston(1997:3) states that language learning strategies contribute to the development of the communicative competence of the students. Being a broad concept, language learning strategies are used to refer to all strategies foreign language learners use in learning the target language and communica-tion strategies are one type of language learning strategies. It follows from this that language teachers aiming at developing the communicative competence of the students and language learning should be familiar with language learning strategies.

2.8.5 Types of Language Learning Strategies

There are literally hundreds of different, yet often interrelated, language learning strategies. As Oxford has developed a fairly detailed list of LLS in this taxonomy, it is useful to summarize it briefly because it is not our concern in this study. First, Oxford (1990b:71) distinguishes between direct LLS," which directly involve the subject matter", i.e. the foreign language, and indirect LLS, which "do not directly involve the subject matter itself, but are essential to language learning nonetheless." Second, each of these broad kinds of LLS is further divided into LLS groups. Oxford outlines three main types of direct LLS, for example. Memory strategies "aid in inserting into long-term memory and retrieving it when needed for communication".

Cognitive LLS" are used for forming and revising internal mental models and receiving and producing messages in the target language". Compensation strategies "are needed to overcome any gaps in knowledge of the language"(Ibid). Oxford (1990a,1990b) also describes three types of indirect LLS. Metacognitive strategies "help learners exercise 'executive control' through planning, arranging, focusing, and evaluating their own learning". Affective LLS "enable learners to control feelings, motivations, and attitudes related to language learning". Finally, social strategies "facilitate interaction with others, often in a discourse situation". (Oxford, 1990b: 71). However, O'Malley et al (1985:582-584) divide language learning strategies into three main subcategories:
* Metacognitive Strategies.
*Cognitive Strategies.
* Socioaffective Strategies.

Metacgnitive Strategies

It can be stated that this strategy is a term to express executive functions, strategies which require learning and thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. Among the main metacognitive strategies, it is possible to include advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production and self-evaluation.

Cognitive Strategies

Cognitive strategies are more limited to specific learning tasks. They involve more direct manipulation of the learning material itself. Repetition, resourcing, translation, grouping, not talking, deduction, recombination, imagery, auditory representation, key word, context-ualization, elaboration, transfer, inferencing are among the most important cognitive strategies.

Socioaffective Strategies

These strategies are related to social-mediating activity and transacting with others. Cooperation and question for clarification are the main socioaffective strategies (Brown:1987:93-94).

2.8.6 Language Learning in the Classroom

An overview of how LLS may be used in the classroom will be drawn, and three steps towards implementing LLS in the foreign language classroom will briefly be described.

LLS may be integrated into a variety of classes for foreign language students. One type of course that appears to be becoming more popular, especially in intensive English programmers, is one focusing on the language learning process itself. Whatever type of class you may be focusing on; there are three steps to implementing LLS in the class.

Step1: Study Your Teaching Context

At first, it is crucial for teachers to study their teaching context, paying special attention to their students, their materials, and their own teaching. If you are going to train your students in using LLS, it is crucial to know something about these individuals, their interests, motivations, learning styles, etc.(Sharkey, 1995:19).

Step2: Focus on LLS

After you have studied your teaching context, begin to focus on specific LLS in your regular teaching that are relevant to your learners, your materials, and your own teaching style (Lessard-Clouston: 1997:6). As Graham (1997:169) declares, LLS training "need to be integrated into students' regular classes if they are going to appreciate their relevance for language learning tasks; students need to constantly monitor and evaluate the strategies they develop and use; and they need to be aware of the nature, function and importance of such strategies".

Step3: Reflect and Encourage Learner Reflection

This step requires teachers' reflection, echoing a current trend in pedagogy and literature in the foreign language. On a basic level, it is useful for teachers to reflect on their own positive and negative experiences in the foreign language learning (Lessard-Clouston, 1997:6). As Graham(1997:170) suggests, " those teachers who have thought carefully about how they learned a language, about which strategies are most appropriate for which tasks, are more likely to be successful in developing 'strategic competence' in their students".

In addition to the teacher's own reflections, it is essential to encourage learner's reflection, both during and after the LLS training in the class or course. In an interesting action researcher study involving "guided reflection" Nunan (1996:36) did this by asking his students to complete simple self-evaluation forms at various points during their course.

2.9 ESP

2.9.1 What is ESP?

In our rapidly changing society the teaching English for Specific Purposes has grown to become one of the most prominent areas of teaching English as Foreign Language EFL. Accordingly, it is useful to define ESP, and have a clear idea about what it deals with.

A lot of scholars like Tom Dudley, Ann M. Johns, James R. Davis and others have been studying and researching the area of ESP. They have come to the conclusion that ESP is defined to meet specific needs of learners. It makes use of methodology and activities of the discipline it serves. Also, it is centered on the language appropriate to these activities (Yeserskaya, 2003:2).

The broader definition of ESP "is an approach to language teaching in which the decision as to content and method is based on the learner's reason for learning " (Hutchison & Waters, 1987:19) .

Richards (1985:94) define it as the role of English in a language course or programmed of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners, e.g. English for Academic Purposes, English for Science and Technology, etc.

Wilkins (1976:73) holds that the learners' needs in special purpose language courses are met with a restricted kind of language in which the vocabulary has a rather specialized character and the grammar is either limited in its range or has unusual distribution.

Mackay and Mountford (1978:4) state that "The only practical way in which we can understand the notion of special language is as a restricted repertoire of words and expressions selected from the whole language because that restricted repertoire covers every requirement within a well-defined context, task or vocation".

As a result, all these definitions, ESP emphasizes the learners and what they need to learn.

2.9.2 General Versus Specific English

ESP stands in contrast to "general English". General English is oriented toward the common variety of learners of English, while ESP is oriented towards the needs of a specific group of people specialized in a certain field of knowledge. " it is distinguished from other approaches to the teaching of English in the choice of vocabulary, grammar, rhetoric, situations and types of activities" (Al-Hamash, 1977:2). So, a decision to teach general English is made, in part, when we do not know how, why, or when the students will need the language with the broadest range of use; while students of English for Specific Purposes may have a closely identified goal for learning (Harmer, 1983:9-10).

The teaching of ESP has grown for these reasons:-

1. The expansion of a demand for English to suit particular needs.

2. Development in the field of linguistic and educational psychology, and

3. Certain social and political changes affecting world economy and technology (Hutchinson & Waters1987:6).

Therefore there is no limit to the number of special purposes to which language can be put. As society develops new facets, so language is devised to express them. In recent times, new areas of expression have emerged and many special styles have developed (Crystal, 1997: 382). Though many types of ESP have appeared lately, it is not our concern to tackle them in this study.

2.9.3 Characteristics of ESP

When Steven (1988:1-13), Dudley et al. (2000:4) define ESP by identifying its absolute and variable characteristics. This definition makes a distinction between four absolute and two variable characteristics:

ESP consists of English language teaching which is:

 * Designed to meet specified need of the learner.
 * Related in content i.e.(in its themes and topics) to particular disciplines, occupations and activities.
  * Centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc. and
 * Analysis of this discourse in contrast with general English.

Variable Characteristics
ESP may be, but is not necessarily, restricted as to the language skills to be learned (e.g. reading only) and not taught according to any pre-ordained methodology.

2.9.4 Designing ESP Courses

Recent years have been a turning away from the influence of linguistics in language teaching, and a reassertion of the relevance of psychological, pedagogic and social factors. A progressivism process-oriented and learner-centered approach has led to knowledge (Grundkurs, 2000:4). This movement influence ESP also from the first focus of lexis and grammatical structures to more effective progress in ESP by preparing students, in the most efficient way, for the content and task to which they will be exposed effected by a students-centered approach in teaching ESP (Alexandrovna, 2003:1).

So, in designing ESP course, there are two major factors involved:-

1-Socioliguistic Factors

These include the social characteristics of the learners such as sex, age, previous, experience and the requirements for learning the language as well as the linguistic content which depends mainly on adequate and appropriate description of the communicative feature of the language use.(Mackay & Mounstford, 1978:10)

2-Psycholinguistic Factors

These factors mean the theory of learning which enables the learner to develop his communicative competence as well as his linguistic competence (AL-Hamash, 1980:87).

Actually these factors will help the learner to communicate actively in the field of his specialization.

The major purpose of as ESP course is to enable learner to function adequately in a target situation, that is, a real-life situation in which the learners will use the language for learning. The ESP course designer should carry out a process of need analysis in which he identifies the target situation and its linguistic features. The identified features will form the syllabus of the ESP course. The most through exemplification of the target situation analysis is Munby (1978) model in which he produces a detailed profile of the learners' needs in terms of communication purposes.

Gatehouse (2001:1) identifies five key roles for the ESP designers for building a course, they are **:-**
1-Teacher.
2-Course designer and materials provider.
3-Collaborator.
4-Researcher, and
5-Evaluator.

Al-Hamash (1977:123-125) suggests the following features of the ESP program **:-**

1-The ESP program is mainly concerned with the specific needs of particular learners who are specialized in a certain specific field of knowledge.

2-The program should have clearly stated objectives which should be pointed out in behavioral and content terms.

3-The material should enable the learner to communicate actively in the areas of their occupational or educational specialization.

4-The material should be introduced on the basis of a communicative level, not on a structural one.

The characteristics of ESP courses identified by Carter (1983) are discussed. They involve three features common to ESP courses:- a)

authentic material, b) purpose-related orientation, and c) self-direction (Carter,1983 cited by Gatehouse, 2001:4).

As we see, the learners' needs are very important in designing the ESP courses. However, Roe (2000:3-6) explains the ESP courses in the following with this figure :
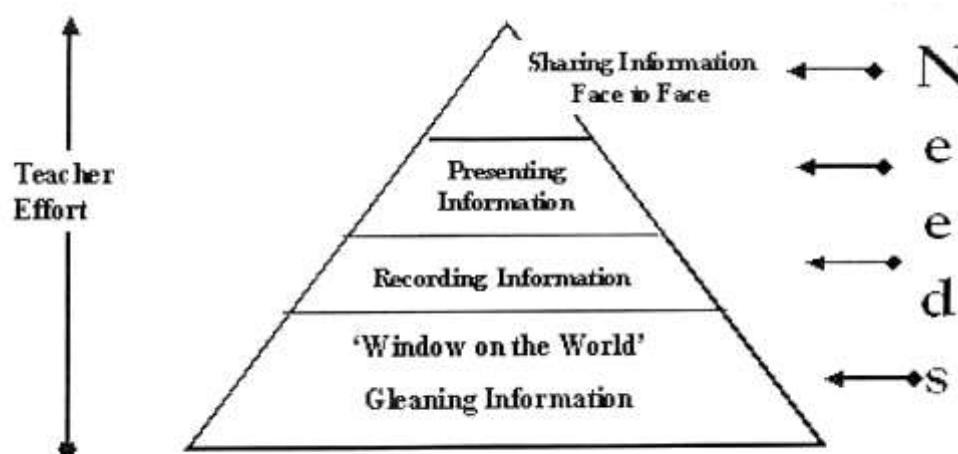
The Objectives Triangle of ESP

The first phase is marked "sharing information face-to face". It is different from other stages that the learners' training comes from the teacher inputs and methodology. Also this stage is based on oral presentation skills. The second level of the triangle is labeled "presenting information ", based on oral presenta-tion that leads to another stage. The third stage is labeled "recording informa-tion"; in this stage the learners enter into written skills that corresponded with discussion teams in their chosen fields. The learners can accomplish this stage rapidly, by following a different methodology.

By these three stages, the learners' language opens to the world and the information is staled in their mind.

The role of the teacher is fundamentally different. Teacher presence is crucial only at the top phase, and can be dispensed with altogether; at the lowest, with progressively more at higher levels. The teacher depends on Project-Based Learning, Learner-centred education and seeing the learner as a researcher and the teacher as facilitator. Roe (2000) states that our task should enable the learners to feel comfortable with the language of familiar field they wish to access. By taking the learners' meaning as our starting point, we make their task vastly easier. This is ESP or which known as 'language for specific contexts' (Roe, 2000:3-6).

From all these above criteria, we come to the conclusion that in ESP, "a balance between the educational theory and practical considerations is consider-ed. It increases students' skills and confidence in using English" (Yeserskaya, 2002:2).

2.9.5 Development of ESP

ESP is one of the apparel developments in the methodology of English teaching in the 1960s. It represents an increased concern with the problems of learners in further and higher education; those learners are in need of the language, the language to pursue their specialist studies especially in the fields of science and technology (Widdowson, 1979: 37).

Since language is devised to express different aspects of society, the number of special purposes to which language can be put is bound by the number of the facts that the society develops (Crystal,1997:382).

But it is important not to regard ESP as an area of development separated from English language teaching. It is part of the recent and more communicative basis for teaching and learning (Kennedy et al, 1984:7).

As for Hutchinson and Waters (1987:10-14) and Dudley and St John (1998:21-26), there are many phases in the development of ESP. These phases are :

1-The first phase took place mainly in the 1960s and early 1970s within the work of Peter Strevens and Jack Ewer. The basic principle was to produce a syllabus which gave high priority to language forms (grammatical and lexical features) students would meet in their science studies.

2-The second phase shifted the attention to the level above the sentence (how sentences are combined). ESP became involved with the emerging of discourse or rhetorical analysis.

3-This phase emphasized the explanation of the "Target Situation Analysis of Munby (1978) which gave a detailed profile of the learners' needs in terms of communication purposes.

4-There has been a shift of emphasis in the thinking processes that underlie language use. In this perspective, and in line with the cognitive learning theories, the language learners are treated as thinking beings who are asked to observe and verbalize the interpretive processes they employ in language use.

5-It is held, in this phase, that the main concern in ESP is not language use, i.e. what people do with the language, but learning the language. A valid approach to ESP must be based on an understanding of the processes of language learning strategy.

Therefore, ESP teachers and designers needs to be more sensitive to the modern movement in the development of ESP, as well as approaches in English language teaching. They should try what is new and good for their field to encourage the students to learn successfully.

2.10 Physical Education

Physical education has a special case in teaching as well as in building any program or curriculum. In building any program we should take these objects in our mind, such as :

1-Development of motor skills: general body management and specific athletic and expressional skill.

2-Organic fitness: the development of optimal physiological functioning.

3-Cognitive development: the acquisition of knowledge and the development of concepts concerning the special contribution to learning.

4-Social competence: the development of desirable social attitudes such as co-operation responsibility and fitness consciousness.

5-Emotional development: through opportunities to develop, self-control, self-realization and self-projection, and,

6- Aesthetic appreciation (Ross et al., 1975:20).

Physical education, using movement as its medium of learning and expression, is an integral part of the education process. Therefore teachers should constantly be on the lookout for opportunities for students to use movement in its many different subjects (Department of Education and Science, 1972:8).

Also any program or curriculum should give the students plenty of oppor-tunities for exploration and findings, which help them to acquire knowledge. Also, it can help them to live full and enjoyable life (Mcintosh, 1971:34).

The teachers of physical education should distinguish, for example, between "must" and "could". From Ross's point of view, it is important to consider "must" wrong because there are differences among students. Therefore, "could" is better than "must". It reflects students' needs and differences. (Ross et al, 1975:209)

Unfortunately, in Physical Education Colleges, Baghdad University, the curriculum was not scientifically built regarding these points mentioned above.

2.11 Reading

It is necessary to know the nature of the reading process, its importance and its techniques when we want to teach this skill to our students. Since, the textbook of Physical Education Colleges deals with reading skill.

2.11.1 What is Reading?

Reading is defined as the act of creating meaning out of written symbols. It is a set of mental processes, relied on past experience, such as thinking, problem-solving, or reasoning, which involves analyzing, discriminating, judging, evaluating and synthesizing. In this context, reading materials must be scrutinized in the light of the reader's own experiences (Jenkinson, 1973:45) and (Strevens, 1977:109).

Therefore, reading is a complex skill that requires eye-movement, recognition of graphic forms associating them with their identified sounds

and then the interpretation of what has been read (Darwesh & Al-Jarah, 1988:47).

Widdowson (1979:64) on the other hand, considers reading comprehension as "the ability to recognize sentences manifested through the visual medium and to associate them with their correct signification".

In fact according to Beek (1981:781) reading comprehension is dependent on linguistic, conceptual, cognitive and general knowledge abilities plus decoding skills, i.e., the ability to make use of the above factors in giving meaning to what is read.

Reading, according to Goodman(1967:113), is similar to listening; the only difference is that the listener trying to decipher the spoken symbols to comprehend speech.

Graphic code ⟶ **Decoding** ⟶ **meaning**

Reading involves a whole series of subsidiary skills which involve:-
1- Recognition of the alphabetic system.
2- Correlation of the graphic symbols.
3- Formal linguistic elements.
4-Intellectual comprehension and mechanical eye-movement (Al-Mutwa& Kailani, 1989:114). and,
5-Associating letters with meaning, structuring a sequence of words, and then interpreting this sequence (Al-Hamash et al., 1982:65).

Each of these elements may present a problem to foreign language learners. For these reasons the teachers should follow good techniques to overcome any reading problem.

2.11.2 Importance of Reading

Getting students to read in English is vitally important for a number of reasons:

1-Reading is a necessary skill for many foreign language learners. Many students are able to read effectively, when dealing with tourist brochures, instruction manuals, or even fiction.

2-Reading in the foreign language is important because it shows the written form in action.

3-Frequent reading exposes students to the language in a way that helps them to acquire the language itself, either consciously or subconsciously (Shephered, 1973: 80).

2.11.3 Reading Comprehension Techniques

To Tarish(1984:46), a reading lesson is organized as follows:-

1-The teacher provides the students with comprehension questions to think about the passage before introducing it.

2-The vocabulary items are explained on the board by giving their definitions, and usage in a particular context.

3-The grammatical items should be extracted from the passage and explained thoroughly.

4-The teacher can read the passage once or twice, and then asks one or more students to read it aloud. Later, he asks the whole class to read it silently. This will make them able to answer the comprehension questions.

As we are concerning with intensive reading Al-Mutwa and Kailani (1989: 124), suggest the following techniques for planning a reading lesson:-

1-The teacher motivates the class by reviewing the material of the previous lesson regarding content, vocabulary, patterns, spelling and other language components.

2-The teacher presents some of the new words and structures that will appear in the passage.

3-The teacher tries to arouse students' interest in the reading by giving them brief explanation or, if possible, showing them pictures.

4-The students are ready to read the passage silently.

5-The teacher asks a few comprehension questions on the passage content to evaluate their ability to comprehend what they have read.

6-The teacher can read the passage aloud while students are listening or repeating to give them an example they should imitate. The teacher may use tape material recorded by native speakers of English.

7-Students may read the passage aloud and individually. The main benefit from this is to master practice pronunciation problems.

8-The class may, then, do some of the exercises in the form of words or patterns usually included in the reading textbook, and finally,

9-The lesson ends with the teacher assigning new homework on material done orally in class.

   Also, Ping (1997:2-3) suggests some techniques for teaching reading comprehension. They are :
1-***Re-reading of the text***: The students read quickly in order to obtain some rough information about the text. The teacher may ask students to retell the text to help students gradually deepen their comprehension.
2-***Guessing while reading***: Students are encouraged to guess the meaning of some words from context in order to develop their conjectural ability. This is a good way of helping students to speed up their reading.

    The teacher considers using any medium that stimulates students' interest and involvement in language. Holloway (1999:81) gives general techniques for teaching reading because there are many types of reading. Any how, The researcher did not mention these types since they are not our main concern in this study.

   All researchers agree that "asking questions" is a proper technique for reading comprehension. In this regard, Carver (1978:293) suggests the following types of questions the teacher can make use of:-

1- ***Factual questions*** which are concerned with what is said in the passage.

2- ***Interpretation questions*** which deal with what is not clearly said, but which is meant to be understood.

3-***Textual questions*** which involve concerned with finding the part of the text and the actual expressions in which the author says.

4- ***Logical questions*** which devote seeing the connection between sentences in different parts of the passage.

5- ***Inference questions*** which refer to what is not mentioned in the passage which is similar or in contrast with the situations from the students' own experience or knowledge.

6-***Judgment questions*** which deal with the students' own opinion of what they have read and discussed.

But, in any question activity to be successful students need to acknowledge that there is a real reason for asking a question or giving a piece of information (Cabrera & Bazo, 2002: 3).

The kind of questions to be asked must help the students think about the ideas presented in the passage and make the necessary connections in order to gain full understanding. It is not necessary to complicate the text with grammatical questions that block the understanding of the passage (Jenkison,1973:49).

The teacher may need to select for teaching purposes those questions which give practice in a certain skill. The result will be much better if emphasis is put each time on one certain skill only . This is also it is important and useful for class discussion of the questions in the teaching of reading comprehension (Fry, 1972: 185).

Beside these techniques we could add other activities that relate to communicative reading. Nunan (1993:59) defines it as "piece of classroom work which involves learners in comprehending, manipulating, producing, or interesting in the target language while their attention is focused on meaning rather than form". For example, a classroom reading task might involve students drawing a picture based on a written text, reconstructing a text that has been cut up into paragraphs, or, in pairs, reading slightly different versions of the same story and discovering differences through speech alone (Knutson:1998: 3).

Many teachers believe implicitly in one particular method in spite of substantial evidences derived from researches and observations that no one method of teaching the early reading skills is superior .Therefore, teachers tend to employ a "mixed method" using elements drown from more than one approach, whatever the material is for the basis of their reading program.

(See Appendix -C-) that shows the plan of teaching the control group reading comprehension. This reflects a very narrow view in teaching, which neglects an important technique mentioned above by many writers and researchers.

2.12 Related Studies

Reviewing previous studies is considerable importance in deciding the dimensions of this study and getting acquainted with the procedures followed in selecting the sample and determining the suitable statistical tools. Unfortunately, the researcher did not find any research that studied English for Physical Education whether in teaching, evaluating students, teachers, their textbook, etc.

In presenting these studies, the emphasis has mainly been on the following aspects :
1- The problem.
2- The aim.
3- The procedures followed, and
4- The results and conclusions.

2.12.1 Avakian, (1969)

This study aims to investigate group work and its effect on the students' behavior as well as on creativity of their writing

The sample:
The sample of the study tried in a class was composed of (20) students, (15) boys and (5) girls from track 1 English class under college preparation.

The problem:
The students showed deficiencies in the writing skills and failed to turn in writing assignments.

The procedures:
The class was divided into groups, each of five students, working on a different project for a week at a time. Students chose the project they wished to work on and could stay with the same group the following week. Every Monday, the group was given a test, made up by the teacher covering the skills they had studied that week. These skills were chosen by the students themselves. The teacher was given the students an assignment involving reading and writing of short stories, dependind on the students' creativity.

The conclusion:
The researcher has concluded that group work is a useful technique in teaching and teachers can try it in any subject field, on any level either on short time or for the whole year. The students developed in creative writing as well as reading, that clearly shown from their changeable marks of the first and last assignments.

2.12.2 Norvell, (1970)

This study investigates using the team work technique on students' behaviours. The researcher wanted to prove that using this technique develops students' trust with each other, , makes them help each other and taking the full responsibility for success or failure off the individual's shoulders.

The sample:
The sample used in this study was (30) students from a preparatory class, (14) boys and (16) girls.

The procedures:
The researcher randomly placed students in teams. Also, he discussed the role of team to his students.

The researcher used information cards to each student in order to understand the development of his students' behavior. He used certain criteria for these cards like (personal ability, rating scale, academic, social, and creative), scored from 1- 6.

The conclusion: Team learning can be used for any kind of class (math, foreign language, science, etc.). Students have confidence. They can gain information from their teams. They became more responsible for their learning.

2.12.3 Prapphal, 1989

The aims:-
1-Encourage students to work cooperatively to learn, problem-solving, and to be knower, evaluators and assessors.
2-Illustrate how cooperative learning fosters commitment to tasks.

The hypothesis:
It is hypothesized that cooperative learning is an effective way to involve EFL students in using English and to make learning more enjoyable

The sample:
The sample of the study was a class of (27) students form Chulalongkorn University Language Institute.

The procedures:
The class was divided into four teams. These teams were given a list of 10 Thai proverbs, telling them stories which correspond with the proverbs then asking them to guess the right proverbs and translate it into Thai. The first team which answers correctly will be given a reward and will get one point. At the end of the   lecture, the students discussed their projects and evaluated them.

The conclusion:

An informal evaluation of the study indicates that cooperative learning is a promising humanistic approach, which increases students' participation in class. Also, it appears to facilitate the learning process both cognitively and effectively.

2.12.4 Jong-Shing, (1995)

The aim:

This study aims to examine the process by which a Chinese teacher uses the group work technique as a major EFL teaching device.

The sample:

The sample of the study was a classroom at a University in Taiwan. The study lasts for one school year.

The procedures:

This study adopted observation, formal and informal interviews and the student's journals of .The researcher adopted these steps :

1-Allotting class times for group work.

2- Limiting group size.

3- Allowing students to form their own group.

4- Designating activities specifically for a small-group.

5- Planning a whole-class warm-up section for each small group activity, and

6- Maintaining a flexible attitude towards students' first language use.

The researcher has used four small groups' discussions in the first semester and listening activities in the second semester. He has then written useful implications and recommendations.

The conclusion:

By collecting the data and analyzing it, the researcher concluded that the students in the class demonstrated willingness in using English more in the groups than in the normal class setting.

2.12.5 Snell, (1999)

The problem:

This research investigates a common problem for EFL teachers when they are dealing with passive students. This action research project attempted to explore this problem and sought to create a more interactive teacher-class interchange.

The sample:

The sample consists of one class of Japanese adult English learners, of (23) students in Japanese at Tokyo women's college.

The aim:

The aim of this research is to teach the students basic English in conversation, reading, listening and writing skills.

The procedure:

The procedure of the research includes two observations, with a plan for developing the teacher acts. The students are well observed before the effective plan and after the plan in the classroom.

The conclusion:

The students did interact with the teacher. But, in some areas, the results of this action research were not as successful as hoped. The students needed to be prompted with eye-contact and a repeated question from the teacher to answer a question. When they did not understand something, they still did not interrupt the teacher with a question.

2.12.6 Ali, (2000)

The aim:

The aim of the study is to determine which approach, is more effective in teaching English.

The sample:

Two groups were chosen from Medicine student University, the first groups from Al-Mustansirya University, which has adopted a "traditional approach" in teaching English during their academic study, while the second group is from Tikrit University, which has adopted "Task-based Approach" in teaching English.

The conclusion:

The results show that there is a significant difference between the achievements of the two groups of Medicine students. The experimental group is better than the control group. This shows that the new approach in teaching English to ESP students of Medicine is better than the traditional approach in teaching the foreign language.

2.12.7 Al-Ubediy, (2003)

The aims:
   The researcher aims at investigating the effect of using group work techniques in teaching English as a foreign language especially on the achievement of reparatory school students.
The sample:
  Two classes from female students of the fifth preparatory stage in Diala have been chosen.
The hypothesis:
  It is hypothesized that there is no significant difference between the mean scores of the students taught by using the group work technique and those taught according to Audio-Ligual Method in oral, written tests, and the total achievement of the two tests.
The procedures:
   The researcher has used the experimental study to fulfill her aims. Two sections of (30) students have been chosen randomly; one of them has been selected to be the experimental group taught the oral practice through the group work technique, the other has been the control group taught without the technique proposed. The study lasted (10) weeks.
The conclusion:
  The study has concluded that the group work technique allows for physical activity to break up the routine of sitting in the same place throughout the whole class period. Also, the students can learn from each other and get more practice with the foreign language through out working in a small group.

   From the researcher's point of view, this study is using the group work technique from the traditional view of grouping the class by small groups. Al-Ubediy(2003) did not use any cooperative activities. The control group with the experimental group had the same steps in explaining the grammatical roles except that she has given the opportunities to talk about similar situations.

2.12.8 Summary of Related Studies

a. The aims:-

   Most of the previous studies aim at investigating empirically the effect of using the cooperative learning whether with groups or teams in teaching English on students' development or achievement such as Avakian (1969), Norvell (1970), Parpphal (1989), Snell (1999), Al-Ubediy(2003), and Jong-Shing(1995).

Ali(2000) aims at finding the effect of using the Task-Based Approach on the achievement of Medicine Students.

The present study aims at finding out the influence of using T.T on the achievement of students of Physical Education College. Thus, it is in agreement with all of the previous related studied and with Ali(2000) concerning using ESP.

b. The sample:-

1-The Levels:

The sample used in Prapphal (1989), jong-Shing (1995), Snell(1999), and Ali (2000) are university students, while the sample used in Avakian (1969), Norvell (1970) , and Al-Ubediy(2003) are preparatory students.

2- The Sexes

The sample used in Snell(1999) and Al-Ubediy(2003) are female students, while the sample used in Avakian (1969) ,Norvell (1970), Prapphal (1989), Jong-Shing (1995) and Ali (2000) are students of both sexes.

The sample of the present study is in agreement with Prapphal (1989), Jong-Shing (1995), Snell (1999), and Ali (2000) since it is concerned with university students. Also, this study is in agreement with Snell (1999) and Al-Ubediy(2003) since it is concerned with female college students.

C. The procedures

The present study is in agreement with Al-Ubediy (2003), since it uses the experimental-control design to determine the effectiveness of using the new technique in teaching. Ali (2000) used an experimental study but with two experi-mental groups.

Almost all of the related studies such as Avakian (1969), Norvell (1970) Jong-Shing (1995), Snell(1999), used similar as procedures observation technique for collecting the data.

Prapphal's study used a questionnaire as an informal evaluation.

d. The conclusions:-

It will be discussed in chapter four under the title the analysis of results'.

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CHAPTER THREE

THE PROCEDURES

3.1 Introduction

Any new method in teaching can not be taken seriously unless its efficiency is tested. Therefore to achieve the aim of the study , the researcher adopted an experimental design to answer the question whether this technique is effective in teaching or not. As Christensen (1980) refers that the term "design is a plan or strategy conceived in an attempt to obtain an answer to a researcher question" (Christensen,1980:158).

3.2 The Experimental Design

The post test only with two group design has been used in this study as shown in a table (2) below:

Table (2)

Experimental Design

Experimental group	Independent variable Team work Technique	Post test
Control group	------------------------	Post test

(Comphell and Sandy, 1963:25)

This design has been used in this study for these reasons:

1-With randomness and replication of the relevant aspects of situation, this design is relatively adequate; it controls even though it does not measure, history, maturation, etc. It avoids the (biasing) effects which the other design can not do so (Mouly, 1978: 178).

2-This technique is new in teaching the English language. Therefore, the researcher can not test the students unless the study ended " in the case of informal learning classroom, pre-testing is seldom practical".(Harris,1969:104)

The design of the experiment includes the selection of two groups randomly, by putting slips of papers representing all the sections and then drowning one of them as a control group, and the other as experimental group (VanDalen,1962:236).

3.3 Sample Selection

The sample of this study which consists of two sections out of five selected randomly from first year students, College of Physical Education for Women (from the researcher's point of view, the choice of female students may be justified by the fact that the male/female distinction is not an important variable for the present study).

Therefore, for ensuring that the sample is representative, an element of randomness must be incorporated into the sample design procedure (McGrew& Monroe: 1993:95). Tashman and Lamborn (1979:217) define random sampling as   "a procedure for selecting members from a population that each drawing given every available member an equal chance of selection".

Simply, random sample is the sample which is taken from a population, each member of the population should have an equally chance to be selected (Runyon&Haber,1967:135).

Section (A) will be the experimental group and section (D) is the control group. Also the researcher has selected (40) students from sections (C) and (E) for constructing the pilot study. However, the whole population of the study is (86) students from four sections.

The experimental group is taught through the team work technique, while the control group is taught through the direction of Dr. Wadad Al-Mufti. Which depended on Grammar- translation method in teaching English also it is recommended by the book itself (A Course in English for Students in the College of Physical Education, Abdul-Razzak and Al-Mufti,1987).

The number of students in section (A) is (26), and in section (D) is (27). After excluding the repeaters from both groups, the total number of the sample subjects will be (46) as shown in (Table 3).

There were 5 teams in the experimental group. Each team with 5 students. The students were choose their own members, the captain of the team, name of the team and their materials.

Table (3)
Number of Subject before and after

Excluding the Repeaters

Group	Section	No. of Subject Before Excluding	No. of Subject After Excluding
Experimental	A	26	25
Control	D	27	21
Total		53	46

3.4 Equivalence of the Sample

The researcher equalizes the two groups by matching them in the following Variables :

1. Age of the subjects,

2- Subjects' level of achievement in English language for previous year (2003),

3- Level of parents' education,

4- Level of parents' career, and

5- Type of academic study.

3.4.1 Age of the Subjects

The age of the control group is compared with that of the experimental group. The ' T ' formula is used for the two independent samples. The average of both groups is between (19-23). The mean(x) value of the experimental group is (20.36) and that of the control group is (20.190). The't' value is (0.425), which indicates no significant difference, between the age of the two groups, at the level of significance (0.05). See Table(4) and (Appendix A).

Table (4)
The Mean, Standard Deviation and 'T' Value of the Subjects' Age

Variables / Group	No. of Subjects	"X" Mean	"S.D" standard Deviation	" t" value	
				Calculat-ed value	Distrub-tion
Experiment (A)	25	20.36	1.410		
Control (D)	21	20.19	1.364	0.425	7.644

3.4.2 Subjects' Level of Achievement in English in the Previous Year

The mean value of the subjects' level of achievement in the previous year 2002 is found to be (65.56) for the experimental group, and (65.38)for the control group. The "t" value is found to be (0.523), at (0.05) level of significance, which indicates no significant difference between the two groups. See table (5) and Appendix (B) .

Table (5)
The Mean, Standard Deviation and 'T' Value of the Subjects' Level of Achievement in the Previous Year (2003)

Group	No. of Subjects	"X" mean	'S.D' Standard Deviation	"T" value	
				Calculated value	T-distribu-tion
Experimental	25	65.56	10.412		
Control	21	65.38	9.312	0.523	1.644

3.4.3 Level of Parents' Education

3.4.3.1 Fathers' Level of Education

The Chi-square value is used for the two independent samples to determine whether there are any significant differences between them in the level of fathers' education. See table (6)

Table (6)
Frequency and Chi-square Value for the Level of Fathers' Education
of the Subjects of Both Groups

Stages of Education	Group		Total	Chi-square Value	
	E	C		Calculate Value	Chi-square Distribution
Illiterate	3	3	6	6.145	12.592
Primary	3	2	5		
Intermediate	3	3	6		
Secondary	6	5	11		
Institutes	4	4	8		
University	5	4	9		
Higher	1	0	1		
Total	25	21	46		

3.4.3.2 Mothers' Level of Education

As for the mothers' level of education, it is treated in the same way as with the level of fathers' education. The Chi-square is found to be (2.244) at level of significance of (0.05), which means that there is no significant difference between the two groups in this variable. See table (7).

Table (7)
Frequency and Chi-Square Value of the Mothers' Level of Education
of the Subjects of Both Groups

Stages of Education	Group		Total	Chi-square Value	
	E	C		Calculated Value	Chi-square Distribution
Illiterate	3	2	5		
Primary	6	7	13		
Intermediate	1	0	1		
Secondary	7	7	14	2.244	12.592
Institutes	3	2	5		
University	4	3	7		
Higher Studies	1	0	1		
Total	25	21	46		

3.4.4 The level of Parents' Career

3.4.4.1 The Level of Fathers' Career

The Chi-square formula is used, also, for the two groups to determine whether there is any significant difference between the two groups in this variable.

The Chi-square value is found to be (0.476) at level of significance of (0.05), which indicates that there is no significant difference between the two samples. See table (8).

Table (8)
Frequency and Chi-Square Value of the Fathers' Career of the Subjects
of both Groups

Type of Career	Group			Chi-square Value	
	E	C	Total	Calculated Value	Chi-square Distribution
Employer	7	8	15		
Officer	8	7	15		
Self-employed	5	5	11	0.476	5.991
Total	20	20	40*		

* There are 6 died persons.

3.4.4.2 The Level of Mothers' Career

As for mothers' career, it is treated in the same way as for fathers' career. The chi-square value is found to be (4.215) at level of significance of (0.05), which indicates that there is no significant difference between the two groups in this variable. (See table 9).

Table (9)
Frequency and Chi-Square Value of the Mothers' Career of the
Subjects of Both Groups

Type of Career	Group		Total	Chi-square Value	
	E	C		Calculated Value	Chi-square Distribution
Government Employer	10	8	18	4.215	5.991
Housewife	14	13	27		
Total	24	21	45*		

*There is one mother died

3.4.5 Type of Academic Study

The Chi-square value is used for the two independent samples to determine whether there are any significant differences between the two groups in the level of academic study. See table (10).

Table (10)
Frequency and Chi-Square Value of Type of Academic
Study of the Subjects of Both Groups

Type of Study	E	C	Total	Calculated Value	Chi-square Distribution
Literary	9	9	18	5.389	70815
Scientific	5	3	8		
Commercial	4	4	8		
Industrial	6	5	11		
Total	24	21	45*		

* There is one student from health career.

3.5 Instructional Material

The instructional material selected for this study is from (A Course in English for Students in the College of Physical Education). The passages adopted are under the topics (Gymnastics, Swimming, Basketball, and Volleyball) which have not been studied yet. As shown in table (11).

Table (11)
The Time Plan of Subjects during the Experimental Study

Date	Period	Passage
Sat. 29th.Sep.2003	2 hours	Gymnastic
Sat. 6th Oct.	2 hours	Gymnastic
Sat. 13th.Oct.	2 hours	Swimming
Sat. 20th. Oct.	2 hours	Swimming
Sat. 27th. Oct.	2 hours	Basketball
Sat. 3rd. Jan. 2004	2 hours	Basketball
Sat. 10th Jan.	2 hours	Volleyball
Sat. 17th. Jan.	2 hours	Volleyball

The teaching of both groups has started on 29th of September 2003 and lasted nine weeks, for about 16 class periods with the rate of one passage for two lectures. The experiment ended on the 23rd of January 2004.

The researcher has taught the control group (section D) according to the instructions of the textbook and the teacher of the subject (Dr. Wadad Al-Mufti). Accordingly the researcher has adopted the same steps (See Appendix C) to control any change in teaching variable did not occur, although the researcher does not agree with the steps that followed in teaching reading comprehension according to the explanations mentioned in Chapter Two.

As the experimental group (section A) the researcher taught the same pass-ages according to team work technique with many modifications because this technique emphasises on oral production of English language. The researcher could not teach the experimental group according to the textbook only. See Appendix (D).

3.6 Construction and Administration of the Test

The researcher has constructed the oral and written tests, which measure the achievement of students in English. These tests are constructed and applied to the sample of this study.

3.6.1 The Written Test

To measure the students' abilities in understanding the reading passage, the researcher constructs an objective test. (Davies etal, 1999:133)"A test in which all the items are objectively scored". In an objective test, correct responses are clearly specified and scorers are not required to make judgments. Thus the issue of inter- and intra-rater reliability does not arise (Miller, 1961:70).

This test consists of a passage taken from "Physical Education Activities Handbook For Men and Women" (Stanley etal,1975:80).The general technique to test reading comprehension involves exposing the students to a passage and testing their comprehension of this passage (Lado,1961:232) , (Al-Hamash et al. ,1982:65). This passage consists of 16 items, of which the testers choose ten suitable choices .The researcher chooses the multiple-choice item because it is a good technique to complete sentences based a reading passage when a choice is given (Finocchiaro and Brufit,1983:198).

3.6.1.1 Validity

The most important quality to consider when making an evaluation instrument is validity.

Validity has to do with how well a test actually measures what it is intended to measure (Harris,1969:60), (Isaac&Michanel,1977:82). (Oller, 1979:70), and (Madeson,1983:178).

Simply validity means "the truth of the test in relation to what it is supposed to evaluate"(Bynom,2001:3).

The purpose of validation in language testing is to ensure the defensibility and fairness of interpretations based on test performance (McNamar,2000:48).

The term validity implies:-

1-Content validity: "It is concerned with relationship between test or examination content and detailed curriculum aim" (Pilliner,1968:32),(Davies, 1969:32).

In the construction of the written test, the passage is within the level of the first year students of the College of Physical Education and the content of their textbook.

2-Face validity:-"the degree to which a test appears to measure the knowledge or abilities it claims to measure. It is based on the subjective judgment of an observer"(Richards, 1985:102) i.e., how the test items look to the examiners, test administrators and educators.

In order to ensure content and face validity of the written test, the researcher has exposed the test to the jury members. Recommendations and modifications of the jury members are considered in the refined version of the written test. (See Appendix M).

The jury members are alphabetically arranged according to their scientific degree:-
1-Prof.. *Abdulla H. Al-Musawi,* Ph.D.,College of Education-University of Baghdad.
2-Prof. *Muna Bahri,*Ph.D., College of Education-University of Baghdad.
3-Prof. *Sabah Al-Rawi,*Ph.D.,College of Languages-University of Baghdad.
4-Asst. Prof. *Abdul-Latif Al-Jumli,*College ofArts-University of Baghdad.
5-Asst. Prof. Firas Awad, M.A., College of Education-University of Baghdad.
6-Asst. Prof *Nahida Taha Al-Nassiri,*Ph.D., College of Teachers-University of Baghdad.
7-Asst. Prof. *Shatha Al-Saadi,* College of Education for Women-University of Baghdad.

8- Instructor *Abdual Karim Al-Jumeily*,Ph.D.,College of Education-University of Baghdad .
9-Instructor. *Fatin Al-Rifai*,Ph.D., College of Education-University of Baghdad.
10-Instructor. *Intisar Ibrahim Al-Samarrai*,Ph.D., College of Arts-University of Baghdad.
11-Instructor *Muayyad Mohamed Sa'id*,Ph.D., College of Education-University of Baghdad.
12-Instructor *Rathia Al-Khafaji*,Ph.D., College of Education for Women-University of Baghdad.

3.7 The Pilot Administration of the Test

A test can not take its final form before it is tried out (Abbot&Wingard, 1981:138). The aims of conducting the pilot study are:-
1-To find whether the items are suitable
2-To analyze the test items, the difficult level and the discrimination level of the items.
3- To check the test instructions, and
4-To know the time required for the examinees to answer the test.
(Harris, 1969:103-4)

To achieve these aims, the test has been given to (46) students similar to the subjects of this study selected randomly from (First Year Students, College of Physical Education for Women). The researcher has selected (section A) as an experimental group, (section D) as control group, (sections C and E) for the pilot study.

Section (C) includes (27) students, section (E) has (26) students. After excluding the repeaters, the total number became (40).

The whole population of the sample is (86), (40) for the pilot study and (46) as experimental and control groups.

It has been found that all students are able to answer the test without difficulty, and the instructions are clearly given. The timing of the test ranges between 45-60 minutes.

3.7.1 Item Analysis

Traditionally there are two measures for item analysis' these are :-

3.7.1.1 Item Difficulty

Item difficulty or Facility Value (F.V.)"measures the level of difficulty of an item. The satisfactory method is simply to ascertain the percent of the sample who answered each item correctly".

$$I.D = \frac{Number\ of\ correct\ answer}{Number\ of\ testers}$$

(Madson, 1983:181) and (Darwesh,1988:110)

It has been found that the difficulty level ranges between (30-89), as shown in table (11). Bloom et al (1981:95) state that "A good spread of results can be obtained if the average difficulty of the item is around 50-60 percent and items vary in difficulty from 20-80 percent. But Harris, in this regard (1969: 165) states that ease denotes that multiple choice items are correctly answered by 92 percent of examiners, while the difficult items are correctly answered by less than 30 percent of the sample group.

3.7.1.2 Item Discrimination

This is also called discrimination index (D.I) as Alderson (1995: 80) defined "measure the extent to which the results of an individual item correlate with the results of the whole test".

After scoring the papers, the researcher has arranged them in order from the highest to the lowest. She separated the two subgroups of the test papers; an upper group and a lower group, each consisting of 27 percent of the total group (Guilford, 1954:463), (Harries, 1969:105), and (Ebel, 1972:409).

It is found that the discrimination level ranges between(O.33) and (0.75) and the mean scores is (0.47). Ebel (1972:399) states that "a good classroom test items have indicated discrimination of 0.30 or more". But when the item has a negative discrimination or less than 0.30, this indicates that there is something wrong with such an item and it should be discarded (Guilford,1954:460-464), and (Alderson, 1995:82).

$$D = \frac{\text{Correct U} - \text{Correct L}}{N}$$

(Heaten, 1975:174)

D…Discrimination Index
N…Number of candidates in one group
U…Upper half group
L….Lower half group

Table (12)
Item Difficulty and Item Discrimination Level of The
Written Test

Question	Item	Item difficulty	Item Discrimination
Question Number 1	1	0.73	0.58
	2	0.89	0.50
	3	0.30	0.33
	4	0.65	0.58
	5	0.50	0.75
	6	0.47	0.66
	7	0.76	0.50
	8	0.30	0.41
	9	0.30	0.33
	10	0.34	0.58
	11	0.30	0.41
	12	0,41	0.33
	13	0.50	0.58
	14	0.30	0.33
	15	0.34	0.50
	16	0.41	0.41

3.8 Reliability

The second important characteristic for the evaluation of language tests, next to validity, is reliability which can be defined as the degree of consistency between two measures of the same test (Mehrens and Lehmann, 1973:242),(Bynom,2001:3) "If the same test were given twice to the same group of students, the performance of each student would show little variation" (Valette, 1977:44).

There are several ways of measuring the reliability of tests. The method used for estimating the reliability of the test for the present study is the " test-retest method" which refers to the stability of the subjects' scores when the same test is administered to testees with a specified time interval between the two administrations (Fox,1969:353-354).

The test has been administered to (27) students of section (C) at the first stage, the same College. The test is then repeated to the same students after ten days (Adams, 1980:63-69). Pearson formula has been used to find out the correlation coefficient; the

results show that the correlation coefficient of reliability is (+ .928); and this is considered a high stable correlation (Valette, 1967:34).

3.9 Final Administration

The researcher has applied the written test on the 22th.of January, 2004. i.e. at the end of the teaching period. The students of the control and experimental groups have been post-tested.

The time required for answering the question is one hour. The researcher herself has conducted both the pilot and the post-tests, in addition to correcting the papers of both groups (Appendix G), shows the students' scores in the written test.

3.10 Scoring Scheme

The test consists of one passage with (16) multiple-choice items. The students should answer (10) of them.

The item marked correct is given two and a half marks, while the item marked incorrect is given zero. The items of the test are scored out of (25).

The researcher adds half mark when the total score of the students had a half to make the statistical more easily.

3.11 Oral Test

The spoken language production is often considered one of the most important skills. But the assessment of the speaking ability is difficult, because of its difficult construction. Therefore, teachers as well as researchers avoid examinations of oral fluency (Al-Mutuwa & Kailani 1989:163).

"Testing the learners' ability to communicate in the target language is the most important thing in a communicative test" (Al –Jarah, 1991:21).

Communicative language tests "are intended to be a measure of how the testees are able to use language in real life situations"(Kathleen & Kitao, 1996:1).

The major advantage of the oral test is that it permits detailed probing by the examiner and hence may be very useful in diagnostic sense (Mehrens & Lehman, 1973:239).

The researcher used the interview technique in conducting the oral test. The interview will provide data readily and fully in pronunciation, fluency and to

communicate information verbally more than in writing (VanDalin,1962:258). In this regard she uses pictures (Lado, 1961:242-245) of many sports and games like (Gymnastic, Swimming, Basketball, and Volleyball). She has asked the students many questions about the picture.

In order to be sure of the oral test, the test has been exposed to the same jury members. Recommendation of the jury members are considered in the refined version of oral test. See Appendix (N).

3.11.1 Scoring Procedure

The students' responses are evaluated in terms of (grammar, vocabulary, fluency, comprehension and pronunciation) by using the scale suggested by Harris(1969:84) each element scores from 5 to 1 marks (See Table 13). The interviewers used schedule to record the scores "a system that enabled the interviewers to record notes quickly and accurately"(VanDalin,1962:262). See Appendix (E).

The student's score depends on her whole responses not on each question asked by the researcher.

The oral test is scored out of twenty-five; the highest mark is twenty-five while the lowest mark is five.

Table (13)
Scoring Scheme-Criteria of Evaluation
1-Grammar

	5	She realizes and makes few noticeable errors of grammar.
	4	She occasionally makes grammatical errors.
Grammar	3	She frequently makes errors of grammar.
	2	She hardly produces grammatical constructions.
	1	She neither realizes nor uses grammatical constructions.

2-Vocabulary

	5	She uses vocabulary items in a suitable way.
	4	She frequently uses vocabulary items appropriately.
Vocabulary	3	She occasionally uses vocabulary items.
	2	She rarely uses vocabulary items.
	1	She can not use the right vocabulary items.

3-Comperhension

Comprehen-sion	5	She understands the meaning of words without difficulty.
	4	She frequently understands the meaning of words and utterances of what is said.
	3	She occasionally understands the meaning of the words an what is said.
	2	She hardly understands the meaning of words.
	1	She is frequently asked to repeat.

4-Pronunciation

Pronunciation	5	Her pronunciation is satisfactory.
	4	She occasionally uses the correct pronunciation.
	3	She frequently uses the correct pronunciation.
	2	She hardly pronounces words and utterances .
	1	She is frequently asked to repeat.

5-Fluency

Fluency	5	Her speech is fluent and effortless.
	4	Her speed of speech seems to be affected by some language problems.
	3	Her speed and fluency are rather strongly affected by language problems.
	2	She is usually hesitant forced into silence by language limitations.
	1	Her speech and conversation virtually are impossible.

3.11.2 Validity

In order to a certain face and content validity of the oral test, the test has been exposed to the same jury members mentioned before. Recommendations and modifications of the jury members are considered in the refined version of the test.

3.11.3 Pilot Administration

The aims of administration of the oral test are :-

1- To check the suitability of the items.
2- To discover the weakness of the test. And,
3- To try out the test directions. (Harris,1961: 103-104).

The test is given to a sample of (46) students from sections (C) and (E) selected randomly from the whole population as mentioned before.

It has been found that the items are appropriate to the students, and the directions are clear enough. The oral test period takes between (5-10) minutes for every student.

3.11.4 Final Administration

After the pilot administration, the oral test is finally applied on the 23rd. of January, 2004 with the help of Dr. Wadad Al-Mufti who is a teacher of English in the College of Physical Education for Women.

The students have been evaluated according to the criterion of scoring mentioned before.

Each student is given (5-10) minutes to answer the questions. The responses of each student are recorded in a tape recorder.

The oral test is scored out of (25) marks. Also the written test has been scored. These two scores are divided by two. The result represents the final score of each student. (See Appendix H).

3.11.4.1 Reliability

Since scoring of an oral test is considered highly subjective (Lado, 1961:330), two criteria are used so as to increase the reliability of the oral test :-

1-The researcher with the help of the other teacher made the interview of the oral test. Each one had the test sheet for students' scores. See Appendix (E). Harris (1969: 91) states that at least two scorers should be used if satisfactory score reliability is to be obtained.

Then, the students' final scores come from getting the average of two teachers' scores. (See Appendix I)

2-After fourteen days , the researcher scored the test again . Reliability coefficient is obtained by comparing the score of the first rating (the researcher and the other teacher average) to the score of the second rating (the researcher's score rating when she listened to the tape recorder).

The correlation is found to be (+0.931) and this is considered a high stable coefficient. (See Appendix I), this indicates that the correlation is "high related" when the results are between (+1 - 0.80) (Carroll,1961 cited on Class& Stanley) then the test scores are acceptable and the test as a whole is reliable.

3.12 Statistical Tools

The statistical means used in this study are :-

1-The T-test formula is used to determine the significant difference between the experimental and control group in certain variables.

2-The variance formula is used to estimate the variance in certain variable of the experimental and control group.

3-Item difficulty formula is used to determine the difficulty level of the items of the written test.

4-Item discrimination power is used to estimate the discrimination level of the items of the written test.

5-Person's formula for correlation is used to find the reliability of the written test and reliability of the scorers. in addition to the oral test.

6-Addation is used for both the written and the oral tests, and

7-Division is used for the final score.

CHAPTER FOUR

Analysis of Results

4.1 Introduction

The result of the written and oral tests have been analyzed, in order to determine whether there is any significant difference between the two mean scores of the two groups (the experimental and control) in the total score of the achievement test.

4.2 Comparison of the Experimental and Control Groups in the Written Test

The mean scores of the two groups are compared ; the mean of the experimental group is (20.12), while the mean of the control group is (13.428). Then the T-test formula for the two independent samples is used; the T-test value is (7.366) which is compared with the tabulated value (1.644). This indicates that there is a significant difference at the level (0.05) and the degree of freedom (44) between the experimental group and the control group.

This indicates that the experimental group is better than the control group. Accordingly, the hypothesis, which indicates that there is no significant difference between the experimental and control groups is rejected. (See table 14 and Appendix G).

Table (14)
The Mean, Standard Deviation and 'T' Value of both Groups in the Written Test

Group	No. of Students	'X' Mean	'S.D' Standard Deviation	Degree of Freedom	'T' Value	
					Calculated Value	T-distribution
E	25	20.12	3.96	44	7.36	1.644
C	21	13.428	4.57			

4.3 Comparison of the Experimental and Control Groups in the Oral Test

The mean scores of the two groups have been compared; the mean scores of the experimental group is (17.76), while the mean scores of the control group is (11.571). The T-formula for independent sample is used; the T-value is (4.239) at (0.05) level of significance and the degree of freedom(44); it is compared with the critical value(1.644), which indicates that the experimental group is better than the control group. See table (15) and Appendix (H).

Table (15)
The Mean, Standard Deviation and 'T' Value of both Groups in the Oral Test

Group	No. of Students	'X' Mean	'S.D' Standard Deviation	Degree Of Freedom	'T' Value Calculated Value	'T' Value T-distribuation
E	25	17.76	5.62	44	4.239	1.644
C	21	11.57	4.54			

4.4 Comparison of the Experimental and Control Groups in the Total Achievement of the Two Tests

The mean scores of the two groups have been compared; the mean of the experimental group is (18.72), while the mean of the control group is (13). The T-value is found to be (4.806); it is compared with the T-distribution, which is found to be (1.644) at the level of significance (0.05) and the degree of freedom (44). This indicates that there is a significant difference in the total achievement of the written and oral tests between the experimental and control groups. This stresses that the experimental group is better than control group. See table (16) and Appendix (J,K).

Table (16)
The Mean, Standard Deviation and T-Value of the both Groups in the Total Achievement

Group	No. of Students	'X' Mean	'S.D' Standard Deviation	Degree Of Freedom	'T' Value Calculated Value	'T' Value T-distribution
E	25	18.72	4.373	44	4.806	1.644
C	21	13	4.012			

4.5 Discussion of the Results

The statistical analysis of the results indicates that the achievement of the students in the experimental group is significantly higher in average than that of the students in the control group in the total scores, oral and written tests. This can be interpreted to mean that the team work technique is more favorable to learning English than the traditional method of teaching English.

The results of the present study are in agreement with those of Ali's (2000), which shows that there is significant differences between the achievement of the medical students, who adopt the 'traditional approach' and the achievement of those who adopt the 'task-based approach' in using the English. That means the new approach enables students to use English language better than those who follow the traditional approach.

The results of the present study are in agreement with those of Al-Ubediy (2003), which indicates that there are significant differences between the achievements of the preparatory students in Daila after applying the group work technique. This means that the new technique has been quite successful in teaching and achieving its goals. i.e. developing the students' oral practice.

The results are also compatible with those of Prapphal's (1989), which concludes from informal evaluation that the cooperative learning increases students' participation in class.

The results are also in agreement with those of Norvell's (1970) which conclude that by using team learning students can interact more in the class.

The results are also compatible with those of Avakian's (1969), which prove that there is a significant difference in the achievement of students in writing before and after using the cooperative groups in the class.

Yet, the results of this study are incompatible with those of Snell's (1995), which conclude that some areas of interaction between the teacher and the students did not succeed as it hoped.

From the researchers' point of view, the results of the present study may be due to the following reasons :-

1-In the Team work technique, the activities offer an opportunity for the students to use the English language.

2- The students find the team work technique enjoyable because they choose their own members, activities, and material.

3-The materials taught in this study differ from the textbook. This implies that the adopted textbook printed in 1987 in the Colleges of Physical Education did not suit the learners' needs. Also most of the games' roles are changed by new roles. Therefore, we can not adopt this textbook without being subjected to modifications.

4-The Team work technique score in the written test is higher than the control group, although it is supposed that the control and experimental groups are equal in written test. This devotes that the method adopted in teaching the control group is not effective.

5-Participation in the team work technique encourages the students to use the English language.

6-Students begin to love this subject because the teacher allows them to express their own opinions and ideas freely.

7-This technique makes the students interact effectively. When the students participate in drawing the material this will improve their relationship among each other.

CHAPTER FIVE

Conclusions, Recommendations, and Suggestions

5.1 Conclusions

In the light of the results and findings of the study, the researcher concludes many conclusions. These are:

1- The improvement in the achievement of the experimental group over the control group leads to the conclusion that within the procedures of the study, teaching English for Specific Purpose for College of Physical Education with the team work technique proves to be more useful for the students, than the traditional teaching devices.

2 - Th e use of the team work technique encourages students to use the English language rather than to know the meanings and structures.

3- The team work techniques encourage the critical thinking in the students since they can express their opinions and ideas freely.

4-The use of the "task" which encourages the students to use the foreign language is better than the task used now.

5- Language teaching should not only focus on memorizing words and forms but mainly on using these words and forms in real life situations.

6- The use of a team work technique is useful for improving the social interaction among the learners. The learners share information, participate in the activities, answer the questions freely.

7-The team-work technique is suitable for the Colleges of Physical Education. The learners in these colleges seem more active than other learners; they hate to sit on chairs.

8-The use of this technique encourages the students to like the English language; therefore, they want to improve their language by being able to communicate with each other.

5.2 Recommendations

A team work technique is considered to be an important means of teaching ESP to students so that they may use English language effectively when dealing with real-life situations. Therefore it is recommended that:

1- To promote communication in the classroom, teachers of English should encourage students to use the English language as much as possible.

2-In teaching English for Specific Purposes, teachers advice to focus on the procedures of team work technique rather than using traditional methods.

3-Colleges of Physical Education are recommended to use team work technique instead of other methods.

4-Colleges of Physical Education are recommended to design a new textbook which adopts the communicative approach to ELT.

5-English curriculum designers are advised to employ new methods in teaching English with more attention to learners' needs, rather than random selection of passages from other books.

6-Colleges of Physical Education are recommended to continue teaching English asan independent subject not only in the first year but for also at other levels of study.

7-In service training the use of the a team work technique should be given to the EFL teachers.

8-Educators as well as teachers should focus on using cooperative learning in the classroom for its benefits in learning.

5.3 Suggestions for Further Studies

In the light of the conclusions and findings of the study, the following are suggestions to be investigated :

1-A similar study may be conducted in other Colleges for both sexes(males & females).
2-A similar study may be conducted in the other colleges to know the effect of the team work technique on the learners' achievement in English for Specific Purposes.   (Truisme, Science , Management, etc…)

3-Further investigations are needed in the field of teaching English, using new approaches, methods, and techniques. (Team-teaching , total-physical response, in comparison with the traditional methods of teaching English.

4-Constructing new curriculum for the Physical Education Colleges that suits the students' needs.

****

Appendix (A)
The Subjects' Age in Years

Experimental Group				Control Group			
No.	Years	No.	Years	No.	Years	No.	Years
1	19	14	19	1	19	14	19
2	20	15	23	2	20	15	22
3	22	16	23	3	23	16	20
4	19	17	21	4	23	17	19
5	20	18	19	5	19	18	20
6	22	19	22	6	20	19	20
7	19	20	20	7	21	20	19
8	20	21	19	8	21	21	19
9	20	22	20	9	19		
10	23	23	19	10	21		
11	21	24	19	11	22		
12	21	25	20	12	19		
13	19			13	19		

N=25 N=21

X=20.36 X=20.190

X1=509 X2=424

S.D=1.364 S.D=1.410

S2=1.861 S2=1.99

$$\frac{20.36 - 20.19}{\sqrt{\dfrac{1.99(24) + 1.86(20)}{25 + 21 - 2}}(0.04 + 0.04)}$$

T=0.425

Appendix -B-
The Subjects' Level of Achievement in English in the Previous Year (2002-2003)

Experimental Group E				Control Group C			
No.	Scores	No.	Scores	No.	Scores	No.	Scores
1	81	13	63	1	60	13	57
2	56	14	54	2	59	14	70
3	58	15	73	3	73	15	72
4	53	16	58	4	55	16	93
5	65	17	53	5	78	17	69
6	58	18	85	6	57	18	65
7	60	19	80	7	72	19	56
8	67	20	68	8	70	20	70
9	52	21	72	9	59	21	60
10	75	22	88	10	63		
11	60	23	60	11	60		
12	63	24	63	12	55		
		25	74				

N=25   N=21
X=65.56   X=65.38
X=1639   X=1373
X=110055   X=91531
S.D=10.412   S.D=9.312
S2=108.423   S2=86.719

$$T= \frac{65.56 - 64.09}{\sqrt{108.423(24) + 114.690(20)}}$$

T=0.523
D.F=44

Appendix (C)
A Lesson Plan for Teaching the Control Group

Class: First year students
Material: The topic of reading passage is" gymnastics".
Book: A Course in English for Students in the Colleges of Physical Education.

1-The teacher gives her students the past tense. She writes some sentences on the blackboard and the form of the past tense. She explains the tense, then the students write the sentences and the forms on the blackboard. (for every lecture the teacher explains one form in grammar).

2-The teacher asks the students to give verbs as an example on the past tense. She gives the students some verbs and asks for the meaning of the verbs in Arabic.

3-The teacher begins the reading passage by asking questions related to the passage, and the students answer these questions.

4-Then she asks her students to open the questions part in their copybook to write some questions about gymnastics passage from the blackboard. (The students have copybooks that are dividing into grammar part, vocabulary part, questions part, written homework part).

 -What is Gymnastics?
   Gymnastics is a system of physical exercises designed wholly or chiefly for the purpose of improving health and developing the body.
-Who adopted gymnastics?
   The Greeks adopted gymnastics.
-Did gymnastics become important?
    Yes, it did.
-What are the men gymnastics competing?
   The men gymnastics competing are vaulting horse, pommel horse, horizontal bars, parallel bars and floor exercises.
-What are the women gymnasts competing?
    The women gymnastics competing are vaulting horse, beams, uneven bars and floor exercises.
-Are all the apparatus compulsory?
   No, they aren't. Some of them are compulsory and the others are optional.
-How many types are there in horse vault?
    There are three types.
-What are they?
   They are vaults handstands, horizontal vaults, vaults with turns.
-Are all the women's horse vault performed with head?

No, they aren't. They are all performed with hands.
-What are the movements on the bar?
  The movements on the bar are swinging.
-What is the principle of women's beam exercise?
  The principle of women's beam exercise is the balance on the beam.
-What must women's beam exercises include?
  Women's beam exercise must include balancing element, turns large, small jumps, leap and running steps.
-What does the horse vault of men contain?
  It contains three parts: approach, pre-flight, and second flight.
-How long does it take for the approach?
  It takes 20 seconds for the approach.
-Is floor exercises compulsory?
Yes, it is.
-What are the floor exercises contain?
  The floor exercises are containing: jump turn, handspring to front, headspring, cartwheel, handstand and headstand.

5-The teacher writes on the blackboard some words with their meaning and she asks her students to open their copybooks and write these words.

6-She asks the students to do the written homework for the next lecture.

7-Always the teacher writes the correct answer of written homework on the blackboard and the students write the correct answer on their copybook from the blackboard.

8-Almost the language of the lecture is Arabic and the students are allow to use it in the class.

   The following passage" Gymnastics" is taken from the textbook which adopted in teaching the control group (Abdul-Razzak & Al-Mufti,1987:25-29).

4.   GYMNASTICS

Gymnastics has been defined as a system of physical exercises designed wholly or chiefly for the purpose of improving health and developing the body.

The contest «gymnastics» was adopted by the Greeks and spread all over the wold very quickly to become one of the most important events.

Men gymnasts compete on vaulting horse, pommel horse, horizontal bars, parallel bars and floor. Women gymnasts compete on the vaulting horse, beams, uneven bars, and floor. Competitors perform compulsory and optional movements on each apparatus.
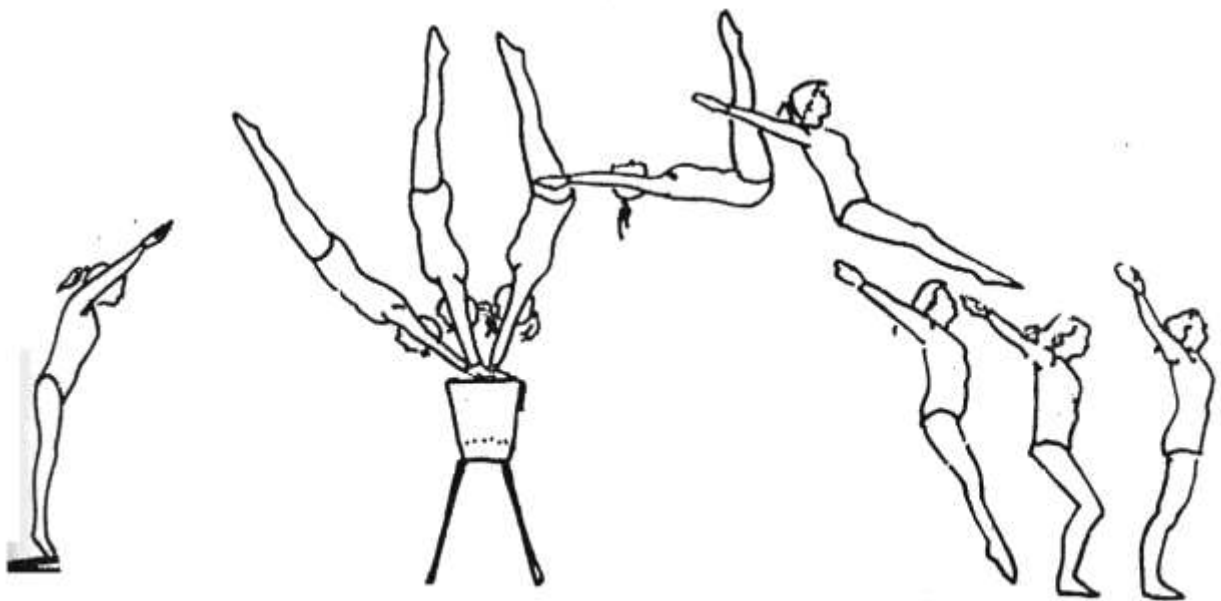
WOMEN 'S MOVEMENTS:

1. Women 's Horse Vault-

All vaults must be performed with the hands placed on the horse. In both compulsory and optional exercises the gymnast may make two vaults, the better one is recorded. Generally there are three types of vaults: handstands. horizontal vaults and vaults with turns.

2. Women 's Floor Exercises-

The gymnasts incorporate their own optional exercise into a series of compulsory exercises. Sequences must suit the level of difficulty of various exercises. They must be varied original.
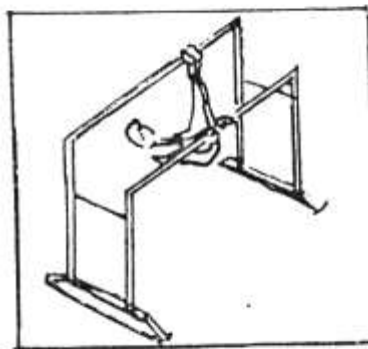
3. Women 's Uneven Bars-

The movements on the bar are : swinging movements. the passage of the hands between the bars. changing hand grasps on each bar, and suspension of difficult elements.
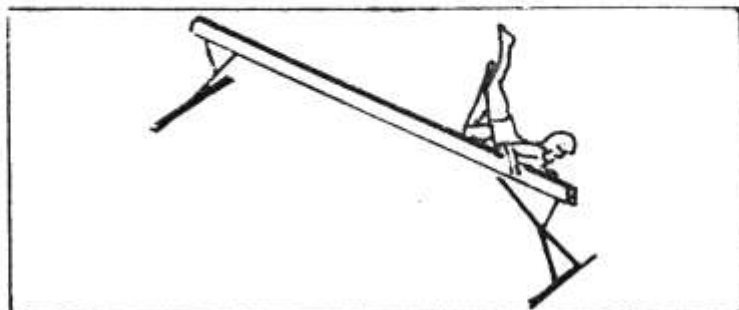
4. Women 's Beam-

This is essentially an exercise of balance and must include: balancing elements. turns large and small jumps and leap, and running steps.

MEN 's Movements:

1. Men 's Horse Vault-

It contains three parts: approach , pre - flight and second flight. The maximum lenght of approch is 20 m. The pre-flight is the time from take-off until the hands leave the horse. The second flight lasts from when the hands leave the horse until landing.

2. Men ' s Floor Exercises-

Compulsory exercises: jump turn, handspring to front somersault. headspring cartwheel, hands tand and head-stand.
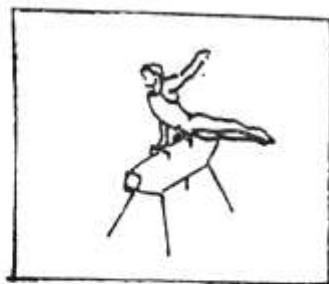
6. Men's Pommel Horse

Optional exercises must be composed of clean wings without stop. including undercut of one leg. circle f one and both legs, forward and reverse scissors.

Adapted from:J. Fogel: Gymnastics Handbook

Englewood Cliffs, New Jersey: Prentice-Hall. 1970.

QUESTIONS

A- Answer the following questions:

1. How is the term "gymnastics" defined?
2. Who first created the term?
3. How does dictionary define the word?
4. What are men's movements in gymnastics?
5. What are women's movements in gymnastics?

B- Derive nouns from the following words:
compete; define; vary; contain; original.

raising legs. and turning forward and backward.

Appendix (D)
A Lesson Plan for Teaching The Experimental Group

Class: First year students.
Material: The topic of discussion is "gymnastics".
Behavioral objectives:
1-To be able to be familiar with gymnastics apparatuses
2-To be able to describe the movements of gymnastics. And,
3-To be able to talk about their opinions and discuss their material which had prepared.

a. Preparation

The teacher prepares in advance the tasks that she is going to use in accordance with the materials to be taught.

b. Presentation

The following procedures are followed in teaching according to T.T the lesson is divided into three stages warm up, discussion, and feedback.

1. **Warm up**

Step 1: The students are prepared to deal with the topic "gymnastics". The teacher tells the students about the aim of each lecture by saying 'today we will get to know the gymnastics game'.
 Step 2: The teacher begins by telling the students brief explanation of the gymnastics game, the historical background, the principles and their apparatus.
The teacher begins to ask the students some simple questions to prepare the students for discussions. i.e.
-Is gymnastics singular or team game? Why?
By asking almost all the students and wait until most of them answer this question.
Step3: The teacher reads the textbook loudly in front of the students.

2.Discussions

Step 1: The teacher asks the leader of each team to come to her. She gives them a picture and asks them to discuss the picture with their teams. The teacher show the students some pictures prepared in advance form books magazines. The teacher writes on the blackboard some questions about the picture and gives 'time to think'. Each team has the same picture the teacher is talking about.
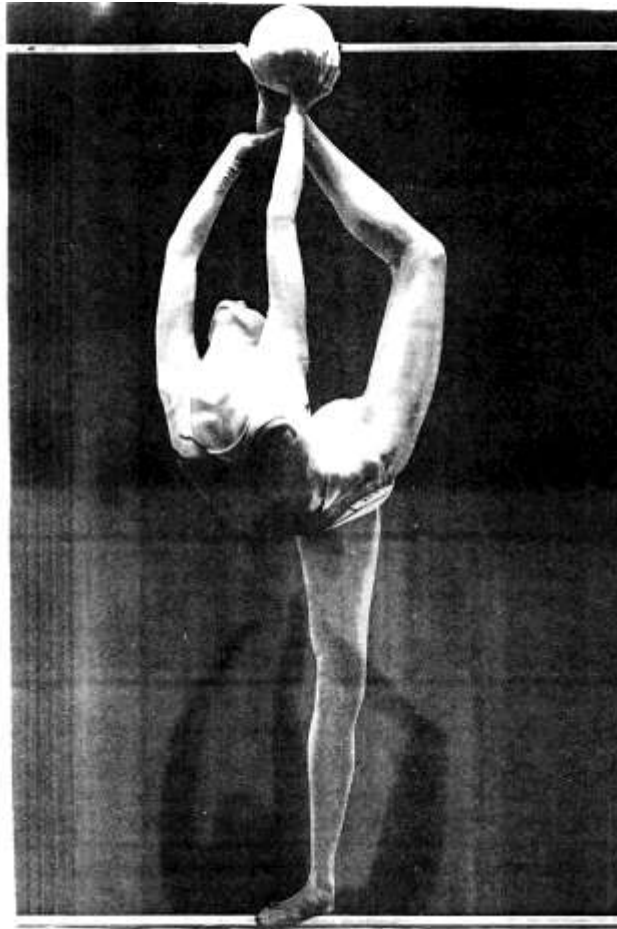
1-Is this girl planning football?
2-What is she holding with her hand?
3-Is she standing on her feet?
4-What is she planning? What type?
5-Explain what do you see in this picture?

When any team raises their hands, the teacher stops the 'time to think' and asks the other teams to listen. Every student in the team should answer one question; also they can correct any mistake of the member. If the team answers all the questions correctly, they get one mark for all members of the team.

Step2: The teacher asks one of teams to discuss their picture to the other teams. (The teacher asks many questions about each picture the members of the team should answer. If the team members answer all the questions correctly, the teacher gives the team one mark).

Step3: If one of team members is answering wrong the teacher write the wrong answer on the blackboard and asks the other teams to correct the sentence or the answer. Giving the opportunities to all the other teams to correct the sentence, the teams which correct the sentence write it on the blackboard. Telling the other teams why the sentence is wrong and the correct one.

Step 4: The teacher giving many options activities to the teams as (write a short story, draw a picture, taking an article from newspaper or books, and doing any movements in gymnastic). The teacher gives freely opportunities to students to do what they want to do next lecture as a feedback.

3.Feedback

Step 1: At the beginning of the new lecture the teacher asks each team's leader to show the material they prepared. Each team discusses what they did as a preparation for the lecture.

Team (1)

One of the student acts floor exercises movements. The other members of the team explain these movements. The teacher gives the other teams to ask them.

Team (2)

This team draw two care cater picture, the member of the team explain the drawing, and the other teams laugh.
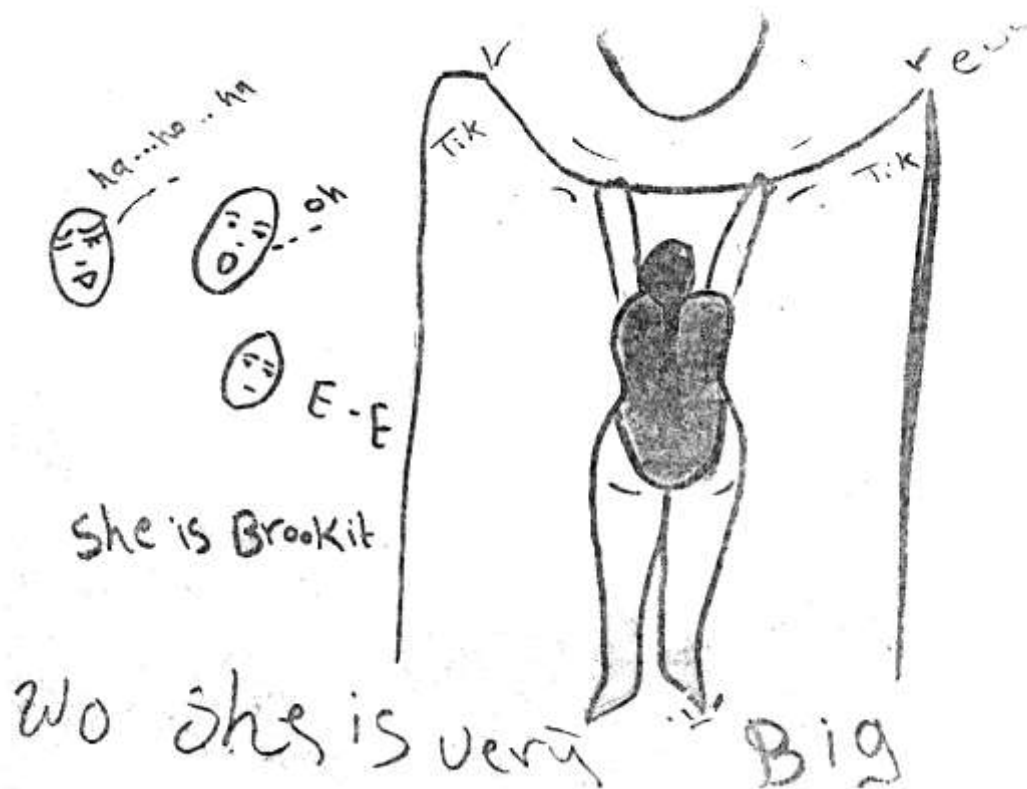
Step (2): Sometimes the students use wrong word or they do not know the right word. They asks the teacher, the teacher asks the other teams to answer but if they don't have the right answer, then the teacher writes the word on the blackboard or asks the students to find this word in the dictionary.

There is something wrong with this picture, what is it? "the teacher asked the other team". The teacher gives 'time to think'. Every team expresses their idea about the picture without knowing the mistake but when the teacher writes the wrong sentences on the blackboard.
 - She is very big?
Quickly one of the teams answers the question and corrects the mistake.
 -She is brook it.
 Can we say brook? Why? What is the correct? "asked the teacher".
The teacher asks the teams to write the correct answer on a piece of paper, the teacher after takes the paper from the leaders of the teams, writes the correct answer on the blackboard.
 The teacher follows the same steps in teaching the other care cater.

Team (3)

All the member of the team expresses the picture they draw with a beautiful explanation about women's horse vault. One of the students from another team asks about the name of the gymnasts' suit and the colure. The member of the team can not answer the question so they loss the one mark. The other teams know the colure of the suit but they do not know the name of the suit, therefore the teacher writes the word (Leotard) on the blackboard.
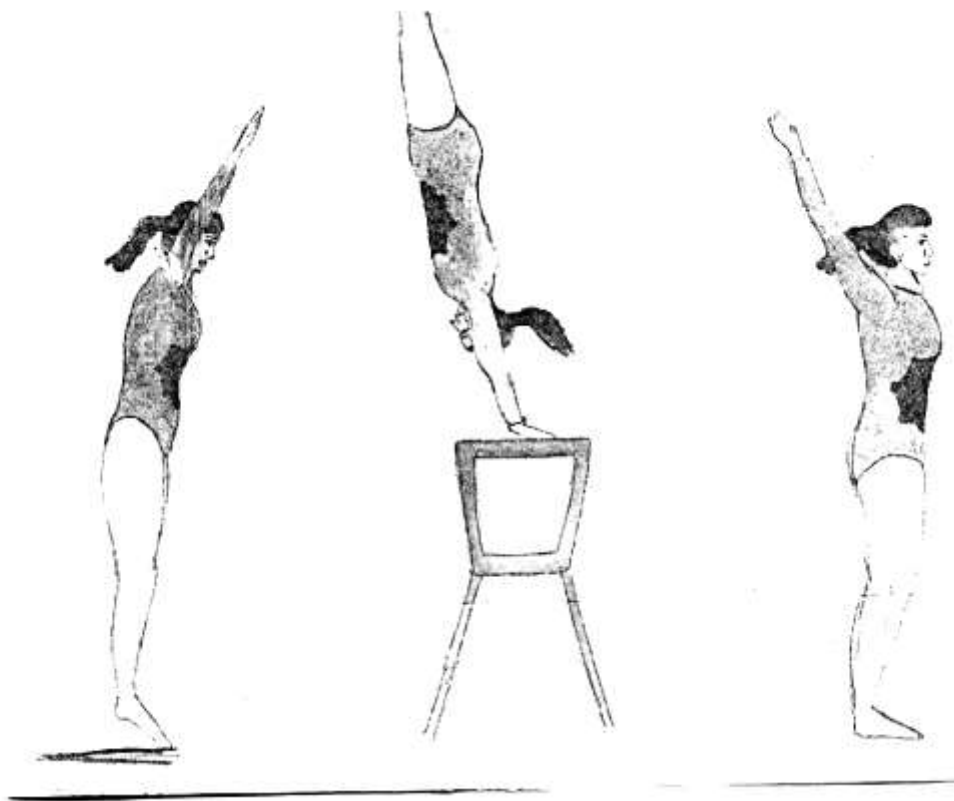
Team (4)

  This team brings a drawing picture also they translate a passage from the newspaper about gymnastics.

   The same steps are followed in teaching the drawing picture. But with the translation passage the teacher finds many mistakes in the grammar not in the vocabulary. Therefore, the other teams are asking for correction

.

Step 3: The teacher ask each team to give their opinions about the other teams' materials. Which is the most beautiful activities that attract their attention and why.
What is the most team's preparation you like? Why?

Step 4: By taking all the opinions of the teams about gymnastics as a game
   At the end of discussion the teacher asks the students in the teams about their opinions in this game.
-Do you like gymnastics? Why?
- All the students express their opinion freely. After listening to all students, the students decided the best team from them. The teacher gives the best team in the lecture one mark for all the member. The teacher encourage the other teams to do their best in the next lecture.

c. **Ending the lecture**

Step 1: The teacher evaluates each team and encourages them to work better next lecture.
Step 2: The teacher asks the students to prepare swimming as a topic for the next lecture.
Step 3: The teacher gives the students some material they need like (dictionary, newspapers, books) and asks them to take what they need from the library also.

Appendix (E)

Rating Sheet for Oral Test

No	Grammar					Vocabulary					Fluency					Pronunciation					Comprehension					
1	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	T
2																										
3																										
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27																										

Appendix (F)
A Letter Submitted to the Jury Member,

University Of Baghdad
College of Education/
Ibn-Rushd
Department of Educational&
Psychological Sciences

Dear Sir/ Madam

The researcher intends to conduct an M.A. research work entitled "The Influence of Using Team Work Technique in Teaching ESP for Physical Education College".

The researcher has chosen the College of Physical Education for Women, first year students' in order to improve their to use English in their field.

The researcher has designed two tests for this purpose oral and written test. All the items are designed to stimulate the language that is needed in real life situations depending on their needs.

You are kindly requested to check the items of the oral and written tests and state whether they are suitable or not for the level of first year college students of Physical Education. Your comments will be highly appreciated.

Thank you in advance for your assistance and cooperation.

The researcher
Ban Jaffar Sadiq

Appendix (G)
The Subjects' Scores in the Written Test (Post-Test)

Experimental Group (E)				Control Group (C)			
No.	Scores	No.	Scores	No.	Scores	No.	Scores
1	20	14	22	1	10	14	25
2	25	15	18	2	10	15	18
3	13	16	18	3	13	16	10
4	18	17	20	4	25	17	18
5	20	18	23	5	13	18	13
6	25	19	25	6	10	19	20
7	20	20	20	7	18	20	10
8	25	21	23	8	15	21	10
9	15	22	18	9	10		
10	13	23	13	10	8		
11	25	24	18	11	8		
12	25	25	23	12	18		
13	18			13	10		

N=25   N=21

X=20.12   X=13.42

X=503   X=282

X=10497   X=4206

S.D=3.961   S.D=4.577

S=15.693   S=20.957

T=7.36
d.f=44

Appendix (H)
The Subjects' Scores in Oral Test (post-test)

Experimental Group(E)				Control Group (C)			
No.	Scores	No.	Scores	No.	Scores	No.	Scores
1	18	14	14	1	5	14	7
2	20	15	10	2	7	15	21
3	23	16	9	3	10	16	15
4	19	17	24	4	23	17	8
5	24	18	24	5	11	18	10
6	22	19	21	6	10	19	15
7	15	20	15	7	10	20	12
8	24	21	23	8	11	21	10
9	15	22	24	9	15		
10	10	23	9	10	7		
11	22	24	9	11	15		
12	20	25	20	12	13		
13	10			13	8		

N=25　　　　　　　　　　　N=21
X=17.76　　　　　　　　　　X=11.57
X=444　　　　　　　　　　　X=243
x=8646　　　　　　　　　　 x=3225
S.D=5.62　　　　　　　　　 S.D=4.54
S2=31.69　　　　　　　　　 S2=20.65

T=4.239
d.f=44

Appendix (I)

The subjects' score in oral test the first rate with the second rate (the researcher with other teacher). The average represents the total of oral test. The third rate represents (the researcher rate after ten days).

No.	1st Rate	2nd Rate	XY	Average	3rd Rate	XY
Experimental Group						
1	16	19	304	18	20	360
2	20	20	400	20	22	440
3	24	22	528	23	21	483
4	17	20	340	19	20	380
5	24	24	576	24	25	600
6	22	22	484	22	23	506
7	14	16	224	15	16	240
8	24	24	576	24	24	576
9	15	15	225	15	17	255
10	10	10	100	10	11	110
11	20	24	480	22	20	440
12	19	20	380	20	18	360
13	8	11	88	10	9	90
14	14	14	196	14	12	168
15	9	10	90	10	9	90
16	8	10	80	9	8	72
17	23	25	575	24	24	576
18	24	24	576	24	25	600
19	20	22	440	21	20	420
20	14	16	224	15	14	210
21	22	23	506	23	21	483
22	24	24	576	24	25	600
23	9	9	81	9	8	72
24	8	10	80	9	10	90
25	20	20	400	20	20	400
Control Group						
1	6	4	24	5	7	35
2	8	6	48	7	9	63
3	10	10	100	10	11	110
4	25	19	475	23	20	460
5	12	10	120	11	13	143
6	10	9	90	10	12	120
7	11	8	88	10	10	100
8	11	11	121	11	12	132
9	16	14	224	15	15	225
10	6	7	42	7	6	42
11	15	15	225	15	17	225
12	13	13	169	13	12	156

13	8	8	64	8	7	56
14	6	7	42	7	9	63
15	20	21	420	21	20	420
16	15	15	225	15	17	225
17	7	8	56	8	8	64
18	9	11	99	10	10	100
19	14	15	210	15	13	195
20	11	13	143	12	13	156
21	9	10	90	10	11	110
n= 46	14.56 670 11412	14.94 688 11958	11604	14.93 687 11871	15.08 694 11986	11851

The first rate with the second rate:

$$R= \frac{46(11604)-(670)(688)}{\sqrt{[44(11412)-(670)][46(11958)-(688)]}}$$

R= + 0.953

The average with the third rate

$$\mathbf{R=} \frac{46(11851)-(687)(694)}{\sqrt{[46(11871)-(687)][46(11986)-(694)]}}$$

R= + 0.951

Appendix (J)
The Subjects' Scores in the
Total Achievement for Experimental Group

(Oral and written tests dividing by two) out of twenty-five marks

Experimental Group			
No.	Written Test	Oral Test	Total
1.	20	18	19
2.	25	20	23
3.	13	23	18
4.	18	19	19
5.	20	24	22
6.	25	22	24
7.	20	15	18
8.	25	24	25
9.	15	15	15
10.	13	10	12
11.	25	22	24
12.	25	20	23
13.	18	10	14
14.	22	14	18
15.	18	10	14
16.	18	9	13
17.	20	24	22
18.	23	24	24
19.	25	21	23
20.	20	15	18
21.	23	23	23
22.	18	24	21
23.	13	9	11
24.	18	9	13
25.	23	20	22

N=25
X=18.72
X=468
X=9220
S.D=4.373
S2=19.126

Appendix (K)
The Subjects' Scores in the Total Achievement for Control Group

(For both oral and written tests dividing by two)

Control Group			
No.	Written Test	Oral Test	Total
1.	10	5	8
2.	10	7	9
3.	13	10	12
4.	25	23	24
5.	13	11	12
6.	10	10	10
7.	18	10	14
8.	15	11	13
9.	10	15	13
10.	8	7	8
11.	8	15	12
12.	18	13	16
13.	10	8	9
14.	25	7	16
15.	18	21	20
16.	10	15	13
17.	18	8	13
18.	13	10	12
19.	20	15	18
20.	10	12	11
21.	10	10	10

N=21
X=13
X=273
X=3871
S.D=4.012
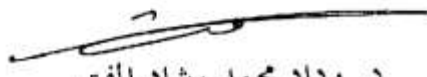S2=16.1

T=

T=4.806
d.f=44

Appendix (L)
The Agreement of the College of Physical Education
For Women for the Application of the Study

العدد: ٥٢٨

التاريخ: ٢١/١٢/ ٢٠٠٢

الى/كلية التربية/ابن رشد

قسم العلوم النفسية والتربوية/الدراسات العليا

نود إعلامكم بان السيدة بان جعفر صادق طالبة الماجستير لديكم ، قد تمت الموافقة
على تطبيق مشروع بحثها للعام الدراسي ٢٠٠٣–٢٠٠٤ في كليتنا في مادة اللغة الإنكليزية.

مع التقدير.

د. وداد محمد رشاد المفتي

العمــــــيده

نسخة منه الى/

–الدراسات العليا/للتفضل بالاطلاع

– الأفراد

– الصادرة

المومرا أليها

Appendix (M)

The Written Test

Read the following passage carefully:-

Man moved on or about the water for hundreds of years before going below the surface to a depth greater than that which can be attained on one breath of air.

Skin diving, the sport of swimming below the surface of the water while holding the breath, has been practiced for centuries by the pearl divers of the South Sea Islands and the sponge fishermen of Greece.

During the first half of the nineteenth century, Augustus Siebe developed the 'close' dress diving suit. This allowed the diver to go below the surface of the water and have compressed air pumped to him through a flexible hose. The basic principle of supplying compressed air to the diver is being used today in scuba diving.

The development of self-contained diving equipment came about just before World War II. During the war it was used effectively by the Navy in its underwater demolition work.

Interest in skin and scuba diving is evidenced by the spectacular growth of underwater clubs and the large-scale production and sales of underwater equipment.

Skin diving and scuba diving are the names given to the sports of swimming below the surface of the water to explore, photograph, hunt, and exercise.

Now, Write the number of the sentence and the letter of the most suitable choice:-

1-Man used to………first before he can go under the surface of water.
[a. go   b. walk   c. dive   d. move on].
2-Skin diving is the………of swimming.
[a. type   b. surface   c. sport   d. sort].
3-Holding the breath is the……….of skin diving.
[a. principle   b. name   c. value   d. water].
4-The skin diving was used first…….. .
[a. at the South   b. the South Sea Islands   c. by the navy   d. during the war].
5-The first men used skin diving were……..
[a. hunters   b. explorers   c. pearl divers   d. photographers].
6-The dress diving suit developed at the……of nineteen century. [a. last   b. end   c. middle   beginning].
7-………..designed the 'close' of the scuba diving.
[a. Siebe   b. Pearl divers   c. Fishermen   d. Explores].
8-The basic principle of scuba diving is……to the diver.
[a. holding the breath   b. pushing the breath
  c. pushing the air   d. holding the air].

9-Scuba diving was known……..skin diving.

[a. before   b. after   c. together   d. with].

10-Iraqi people…….. used skin and scuba diving.

[a. in many occasion   b. many times c. rarely d. often].

11-Skin diving has been used for……..ago.

[a. years   b. months   c. short period   d. long period].

12-The self-contained diving was used by the navy

  at the ……….war.

[a. First   b. Second   c. First World   d. Second World].

13-The title of the passage should be………. .

[a. skin diving   b. scuba diving   c. sport of swimming

d. skin and scuba diving].

14-Interest means…………

[a. enjoy   b. evidence   c. product   d. join].

15-There are special……….for skin and scuba diving.

[a. equipment   b. large scale shops c. underwater clubs

 d. large scale sales].

16-Skin diving and scuba diving are used for………

[a. pearl diver only   b. fishermen only   c. explorers only

    d. all of them].

GOOD LUCK

Appendix (N)
The Oral Test

-What is this man doing?
-What is this apparatus called?
-Is this type of apparatus for men or women?
-What is the movement he is doing?
-Where is he putting his hands?
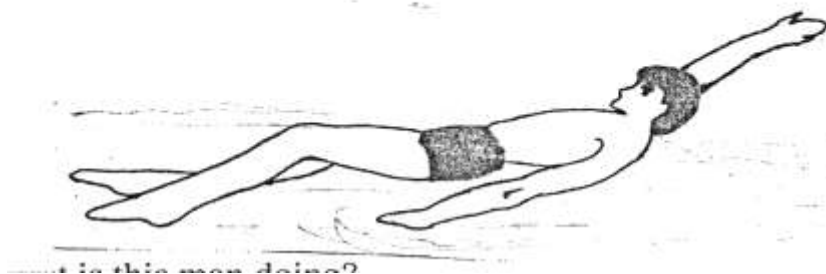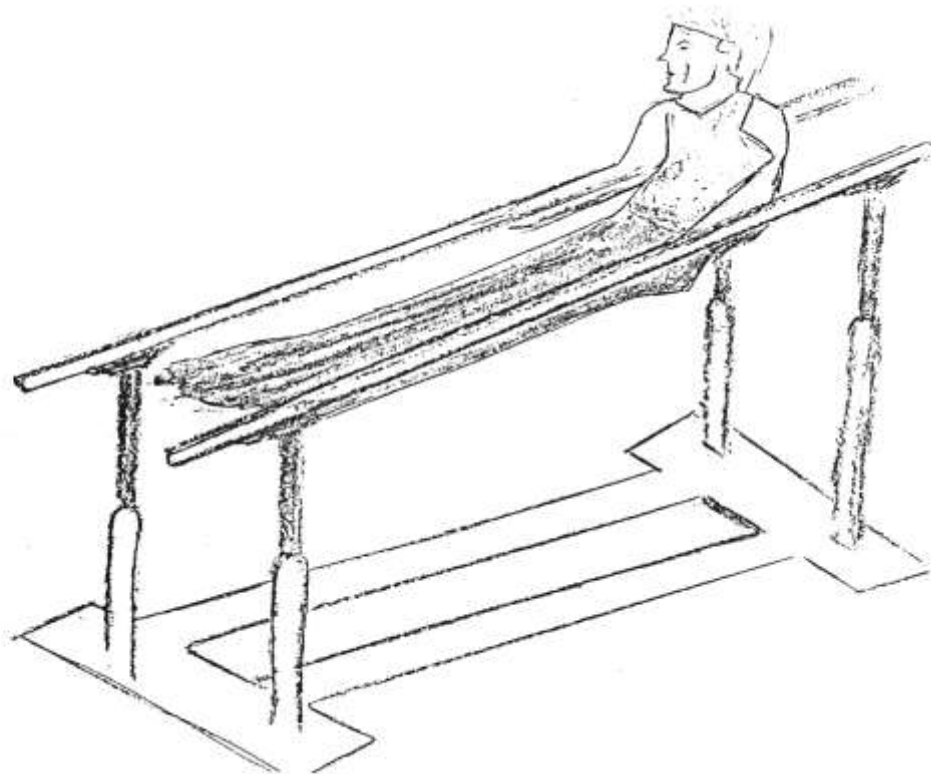
-What is this man doing?
-What is this type of swimming called?
-Is this man in the right position of swimming?
-Why?
-Where are his hands?

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تأثير استعمال أسلوب التعليم الفرقي في تدريس اللغة الإنكليزية لأغراض خاصة في تحصيل طالبات كلية التربية الرياضية للبنات

رسالة مقدمة الى مجلس كلية التربية/ابن رشد –جامعة بغداد

وهي جزء من متطلبات نيل درجة / ماجستير تربية

في

طرائق تدريس اللغة الإنكليزية لغة أجنبية

من

بان جعفر صادق

باشراف

الأستاذة الدكتورة منى يونس بحري

خلاصة الرسالة

تهدف هذه الدراسة الى البحث بطريقة تجريبية في أثر أستخدام اسلوب العمل الفرقي في تدريس اللغة الانكليزية لاغراض خاصة لطالبات كلية التربية الرياضية للبنات، من خلال إعطائهن الفرصة للتواصل فيما بينهن لغرض طرح أرائهن بحرية. فقد لوحظ ضعف قابلية الطالبات في التحدث باللغة الإنكليزية عند الحاجة إليها.

افترض في هذا البحث عدم وجود فرق ذو دلالة احصائية بين تحصيل الطالبات اللاتي يدرسن بموجب عمل الفرقة وتحصيل الطالبات اللاتي يدرسن بموجب الطريقة التقليدية المعدة بموجب المنهاج المقرر.

لغرض تحقيق هدف الدراسة اجريت تجربة باستخدام تصميم تجريبي من نوع (المجموعة الضابطة والمجموعة التجريبية ذات الاختبار البعدي).

أجريت التجربة علىشعبتين من مجموع خمس شعب، ضمت (٤٦) طالبة، وكان الاختيار بطريقة عشوائية من بين طالبات الصف الاول في كلية التربية الرياضية للبنات ـجامعة بغداد. سميت إحدى المجموعتين بالمجموعة الضابطة والأخرى بالتجريبية. وقد أخذ بنظر الاعتبار أن تكون المجموعتين متكافئتين من حيث (العمر، والمستوى الدراسي والمهني للوالدين، وتحصيل المجموعتين في اللغة الانكليزية للسنة الدراسية ٢٠٠٢ـ٢٠٠٣ ، بالاضافة للفرع الدراسي في الدراسة الاعدادية).

قامت الباحثة بتدريس المجموعتين بنفسها بغية تحييد متغير التدريس حيث درست المجموعة التجريبية بوساطة التدريس الذي يستند الى العمل الفرقي، بينما المجموعة الضابطة درست بواسطة الطريقة التقليدية المبنية على الترجمة والقواعد. استغرقت مدة التجربة (٩) اسابيع درست خلالها مواضيع القراءة المعتمدة في المنهاج المخصص لطالبات الصف الأول لكليات التربية الرياضية في العراق.

بعد انتهاء المدة المحددة للتدريس أخضعت الطالبات في المجموعتين الى اختبارين احدهما تحريري والاخر شفهي، بعد التاكد من صدقهما بواسطة مجموعة من المختصين في مجال تدريس اللغة الانكليزية، وتطبيقهما على العينة الاستطلاعية المكونة من شعبتين اختيرت بطريقة عشوائية من مجموع الخمس شعب من طالبات الصف الاول في نفس الكلية. والهدف من التطبيق القبلي للاختبار هو التعرف على معامل الصعوبة وقوة تمييز الفقرات وقد تم التأكد منهما بالاضافة الى اعادة الاختبار التحريري واستعمال طريقة ثبات المصححين في الاختبار الشفهي وإعادة التصحيح.

وبعد نهاية التجربة طبق الاختبارين، حللت النتائج احصائيا، وجد أن هناك فروقا ذات دلالة احصائية بين المجموعتين في الاختبار التحريري والشفهي والكلي للاختبارين. وهذا يدل ان تدريس اللغة الانكليزية بطريقة العمل الفرقي هو أفضل من التدريس بالطريقة التقليدية المتبعة.

وأخيرا تمت مناقشة النتائج وتقديم عدد من التوصيات والمقترحات على ضوء النتائج التي تم التوصل إليها، ومن ضمن هذه التوصيات، على كلية التربية الرياضية استخدام أسلوب العمل الفرقي في تدريس اللغة الإنكليزية بدلا من الأسلوب المتبع حاليا، كذلك أوصت الباحثة بضرورة تغير منهاج اللغة الإنكليزية للمرحلة الأولى في الكلية بحيث يتناسب مع احتياجات الطالبات.