THE EFFECTIVENESS OF USING ‘LEARNING TOGETHER INSTRUCTION’ IN IMPROVING READING COMPREHENSION AMONG EFL UNDERGRADUATES IN THE KINGDOM OF SAUDI ARABIA

Mustafa Mohammed Sadek Elsayed
(Matric No. 4140083)

Thesis submitted in fulfillment for the degree of

DOCTOR OF PHILOSOPHY

IN EDUCATION

Faculty of Major Language Studies
UNIVERSITI SAINS ISLAM MALAYSIA
Nilai

January 2018
AUTHOR DECLARATION

I hereby declare that the work in this thesis is my own except for quotations and summaries which have been duly acknowledged.

Date: 1st January 2018

Name: Mustafa Mohammed Sadek Elsayed

Matric No: 4140083

Address: Anggerik Apartment, Block D,
Level 6, Unit 4, Bandar Baru,
Nilai, Negeri Sembilan, Malaysia

Signature: Mustafa Mohammed Sadek Elsayed
01-01-2018
BIODATA OF AUTHOR

Mustafa Mohammed Sadek Elsayed (Matric No.4140083) is Egyptian and holds passport no. A18569023. He was born on the 23rd January 1974. He is currently residing in Anggerik Apartment Block D, Level 6, Unit 4, Bandar Baru, Nilai, Negeri Sembilan, Malaysia. He previously was a student of Al-Azhar University and obtained Bachelor of Arts and Education in English (with Distinction) from Faculty of Education in Cairo, Egypt. He also was a student of Helwan University in Cairo, Egypt, and obtained both Professional Diploma (with Very Good) and Special Diploma (with Good) in Education (Curricula Specialization) from College of Education. Additionally, he was a student of the University of Birmingham, United Kingdom, and obtained Master of Arts in Education (Teaching English as a Foreign Language (TEFL)) (with Merit) from the School of Education. He has worked for Qassim University in Saudi Arabia for more than ten years. He has worked there as a lecturer in English as a foreign language and English Intensive Course Program coordinator for both Unaizah Community College and Unaizah Science and Arts College. He is at present a PhD student of Universiti Sains Islam Malaysia (USIM) majoring in Education.
DEDICATION

To the souls of my late great grandmother and my late father “May Allah, Glory be to Him, forgive their sins, accept them among His good servants, shower them with His Mercy and make them among the dwellers of the paradise”.

To my beloved kind-hearted mother “May Allah, Glory be to Him, bless her, provide her with good health and happy long life”. My grandmother and my mother together tried their best to bring me up well, did their utmost to show me what is right and what is wrong, helped me, worked hard during the day and stayed up late during the night to take care of me and offer me an easy comfortable life, supported me physically, financially and emotionally, encouraged me, guided me to the right path, urged me to reach my goals and achieve my dreams, and motivated me to take the long way of being personally, academically and professionally successful. Without their great sacrifices and sincere efforts, I could not be the man who I am today. May Allah, Glory be to Him reward them well for all what they have offered, done and made for me.

To my better-half, my life partner, my soul-mate, my darling wife, Mai Raafat Nazmy, for her mutual love, limitless patience, progressive help, sincere support and faithful fruitful encouragement. Without her fruitful assistance I would not have been able to take care and raise our handsome two sons and our beautiful daughter and do the countless hours of work that went into this research study all at the same time. To my dear beloved little kids, Eyad, Haya and Yamen for their heartfelt and sincere love throughout the period of my research study. They prayed for me and excused me from so much so that I could carry out this research.

To the soul of my late father-in-law, Mr Raafat Nazmy Mohamed “May Allah Glory be to Him, shower him with His mercy, forgive his sins and make him among the dwellers of the Heaven”, my mother-in-law and my brothers-in-law, specifically Mr. Mohamed Raafat, Mr Mustafa Raafat and Mr. Amr Raafat who have been always there to take care of my beloved family during my studying abroad, in Malaysia, especially, when my dear wife gave birth to our third child, Yamen.
ACKNOWLEDGEMENTS

Having a PhD degree has been my ultimate goal and the nice dream of my life. It could be only just imagined that this lifelong aim has finally been reached and this wonderful dream has come true! Grateful, thanks and praise be to Allah, Glory be to Him, the Lord of the Worlds for His great guidance and kind assistance to keep me on the right path during this hard long journey of my PhD study. Peace and Blessings of Allah be upon His Prophet and Messenger Muhammed.

I am quite proud to have been a PhD student in the Education Department at Faculty of Major Language Studies, Universiti Sains Islam Malaysia. I would like to thank both of my great supervisors who have provided unique perspectives and learning opportunities as I have been travelling this journey. I am very lucky and honored to have each of them with me on this journey because they saw something in me that I did not see in myself. Thank you both my great supervisors for the encouragement and the belief that I could accomplish what never seemed possible.

In particular, many great thanks, gratitude and appreciations are due to Dr Fariza Puteh Behak, the main supervisor of this research project, for her continued guidance, endless support, limitless patience and encouragement for the duration of the long journey of this research. She demonstrated incredible patience, in-depth knowledge and comprehensive expertise and understanding as she guided me down this path. She helped me in so many ways along the ups and downs of the road of this study, spent much of her precious time reading my thesis, revising it chapter by chapter, and providing her useful indispensable feedback and fruitful suggestions. She is used to supporting me overcome any obstacles, challenges or difficulties in writing up my dissertation and continuously noticed the bright optimistic part of the whole thing. I am deeply grateful for her for writing the Malay version of the abstract of this thesis. Many big thanks must go to Dr. Ramiaida Darmi, the co-supervisor of this research project for her time, support, encouragement, feedback, advice and aid in the course of this research study.

Thanks are also due to the Dean of Unaizah Community College, Dr. Khalid Alshebl and the Dean of Unaizah Science and Arts College, Dr. Soluman Alrehiayani, for their permission and cooperation in carrying out this research project. Great thanks should go to the coordinator of English Department in both two colleges, Dr. Muhammad Salem for his fruitful advice, ongoing help, faithful guidance, sincere support, and continuous encouragement. Special thanks must go to the undergraduate EFL student participants who made this study possible. Without those sincere hardworking students who gave their time, this study would not have been completed. I have also learned a great deal from my students, who have served as inspiration for me to finish this degree.

Finally, thank you to all my family members who are so special to me and I love them all. Thank you to my mother and my late great grandmother for raising me and giving me the best life a person could possibly have. With all of their love, support, and guidance through the years, I have managed to become the person that I am today. My heartfelt gratitude goes to my mother who continued to support me over the years. For her unwavering love, her sincere prayers and kind words which were
fuel to sprint to the finish. Many thanks go to my wonderful children, Eyad, Haya and Yamen. I am grateful for their pride in what I have been doing. Like all fathers, I just want to make them proud of me, who I am and what I have been doing. Special thanks must go to my life partner, my better half, my dear spouse, Mai Rafat Nazmy for all of the time that she kept our family fed, clothed and happy while I was hiding behind my laptop. I will be forever grateful for her endless patience, love and support for this life journey. She permanently has strong confidence and firm belief in my ability to achieve my goals and fulfill my dreams. Thank you, my dear wife, Mai, for motivating me to succeed throughout my entire life and to persevere throughout this everlasting long journey of doctoral research study, for being the world’s greatest and best friend for life, for always making me smile and truly being the lights of my life, for being there for me every step of the way.
ABSTRAK

Sepanjang tiga dekad yang lalu, para peneliti telah merumuskan bahawa strategi pembelajaran kooperatif, khasnya teknik Pembelajaran Bersama (Learning Together) memberi kesan positif terhadap pencapaian pelajar dalam pelbagai bidang akademik di tahap pendidikan yang berbeza. Walau bagaimanapun, kajian mengenai kesan strategi pembelajaran kooperatif terhadap pencapaian pelajar dalam bidang pendidikan tinggi khasnya tahap kefahaman membaca di konteks EFL (Bahasa Inggeris sebagai bahasa asing) di kalangan pelajar Saudi adalah masih terhad. Penggunaan teknik Pembelajaran Bersama jarang digunakan oleh pengajar dalam kelas membaca di konteks EFL di Arab Saudi walaupun hasil kajian peneliti yang lalu telah menyarankan bahawa ia akan meningkatkan perbendaharaan kata pelajar dan meningkatkan pemahaman mereka mengenai teks bacaan tersebut. Kebanyakan pelajar Arab Saudi yang mempunyai tahap pendidikan yang berbeza tidak dapat membaca dengan cekap atau memahami apa yang mereka baca di dalam konteks EFL kerana beberapa faktor, termasuk keberkahanan kefahaman terhadap kaedah tradisional. Melalui aktiviti Pembelajaran Bersama, pelajar ini dapat menggunakan pengetahuan, persepsi dan pengalaman mereka untuk meningkatkan kemahiran pemahaman bacaan mereka di konteks EFL.

Setelah mengkaji kajian literatur yang lalu, tiada kajian khusus yang menumpukan kepada penggunaan Pembelajaran Bersama di dalam kelas membaca konteks EFL di kalangan pelajar Saudi. Oleh itu, kajian ini direka untuk melihat keberkesanan penggunaan Pembelajaran Bersama dalam meningkatkan kefahaman bacaan konteks EFL di kalangan mahasiswa Arab Saudi, dengan membandingkan penggunaan Pembelajaran Bersama dengan kaedah tradisional. Antara objektif lain kajian ini adalah mengkaji persepsi pelajar terhadap kaedah Pembelajaran Bersama. Di samping itu, kajian ini bertujuan untuk mengkaji tingkah laku pelajar sambil di dalam menggunakan kaedah Pembelajaran Bersama.

Kajian ini menggunakan reka bentuk kaedah campuran, khususnya quasi-eksperimen campuran untuk mendapatkan data kuantitatif dan kualitatif dari pelajar Saudi di dalam konteks EFL. Eksperimen ini telah dilaksanakan di dalam kursus Bacaan dan Perbendaharaan kata Bahasa Inggeris di peringkat ketiga yang mempunyai nilai tiga kredit dengan tiga jam pengajaran setiap minggu, sepanjang semester pertama tahun akademik 2016/2017. 80 pelajar kursus mengambil bahagian dalam kajian ini, dengan 40 pelajar sebagai peserta dalam kumpulan eksperimen dan 40 pelajar sebagai peserta didalam kumpulan kawalan. Pembelajaran Bersama digunakan dalam kumpulan eksperimen dan pengajaran kuliah tradisional digunakan dalam kumpulan kawalan untuk mengajar sembilan kemahiran pemahaman bacaan, khususnya, pratonton, mengimbas, membuat kesimpulan, mengenalpasti topik, memahami idea-idea utama, mengenal pasti corak organisasi dan pencegah, meneka perkataan yang tidak diketahui, mencari dan meringkaskan idea dari buku teks universiti yang diberikan selama sembilan minggu.

Data kuantitatif yang diperlukan untuk kajian ini dikumpulkan melalui dua instrumen iaitu soal selidik Pembelajaran Bersama, dan ujian pra dan ujian pos yang mengandungi teks bacaan yang sama. Data kuantitatif dianalisis dengan menggunakan ujian t. Prosedur pengumpulan data kualitatif melibatkan pengumpulan tulisan jurnal

Tema yang diperoleh adalah: (a) Pengajar memberikan sokongan berterusan semasa pembelajaran bersama, (b) pembelajaran kemahiran kefahaman membaca EFL adalah lebih mudah apabila bekerja dalam kumpulan pembelajaran bersama, (c) bekerja dalam kumpulan pembelajaran bersama meningkatkan kemahiran membaca di dalam konteks EFL (d) pembelajaran kefahaman membaca EFL adalah lebih seronok apabila pelajar bekerja dalam kumpulan pembelajaran bersama, (e) pembelajaran bersama adalah strategi yang boleh digunakan dalam mengajar kemahiran EFL yang lain, (f) Strategi mencari bantuan pelajar diperluas (g) mengambil bahagian dalam aktiviti pembelajaran bersama menghasilkan suasana pembelajaran yang selamat dan interaksi pelajar yang positif dan (h) penggunaan strategi pembelajaran bersama di masa depan akan menghasilkan pencapaian murid yang lebih baik.

Penemuan kajian ini menunjukkan bahawa Pembelajaran Bersama mempunyai kesan yang lebih tinggi terhadap pencapaian kefahaman membaca pelajar berbanding dengan kesan pengajaran kuliah tradisional. Berkenaan persepsi pelajar terhadap pembelajaran bersama-sama, purata skor persepsi untuk pelajar dalam kumpulan pembelajaran bersama menunjukkan hubungan yang kuat dengan pendekatan pembelajaran bersama. Akhirnya, terdapat korelasi yang signifikan diantara pencapaian, persepsi dan tindak balas pemahaman pelajar.

Data menunjukkan bahawa Pembelajaran Bersama mempunyai kesan positif ke atas kemahiran pemahaman pelajar secara keseluruhan. Manfaat kajian ini mendedahkan kesan positif Pembelajaran Bersama terhadap kefahaman membaca pelajar EFL dan mencerminkan bahawa peserta melihat strategi ini sebagai strategi yang berguna dalam kelas pemahaman membaca EFL mereka. Sebagai kesimpulan, berkenaan dengan sumbangan kajian ini terhadap ilmu pengetahuan, kajian ini adalah tambahan kepada bidang kajian empirikal pendidikan EFL dalam konteks pendidikan tinggi Saudi. Berkaitan dengan ilmu amalan pula, kajian ini amat mengesyorkan pensyarah EFL untuk menggunakan Pembelajaran Bersama dalam kursus pemahaman membaca EFL. Implikasi lain untuk kajian ini menunjukkan bahawa kajian masa depan perlu mempertimbangkan gaya pembelajaran mahasiswa EFL, gaya hidup dan motivasi dalam reka bentuk kajian mereka.
ABSTRACT

Over the past three decades, researchers have found cooperative learning strategy of learning together to have positive effects on students’ achievement in various academic subject areas and different educational levels. However, there are limited studies on the impact of cooperative learning strategy of learning together on students’ achievement in the area of Saudi higher education EFL reading comprehension. The use of learning together instruction is rarely supported by instructors in EFL reading classrooms in Saudi Arabia even though research studies have suggested that it will increase students’ vocabulary and improve their understanding of the reading comprehension text. Large numbers of Saudi EFL students of different educational levels are unable to read efficiently or comprehend what they read due to some factors, including depending merely on traditional instruction. Through learning together activities, EFL undergraduates can use their knowledge, perceptions and experiences to improve their reading comprehension skills.

Upon review of the related literature, no study was found that focused on the use of learning together instruction in Saudi EFL reading classrooms. As a result, the present study was designed to investigate the effectiveness of using learning together instruction in improving reading comprehension among Saudi EFL undergraduates by comparing the learning together instruction and traditional lecture instruction. Another objective was to figure out the undergraduates’ perceptions after providing learning together intervention. In addition, the study intended to examine students’ learning together behaviors during learning together instructional activities.

The study employed an embedded concurrent mixed methods quasi-experimental design to obtain both quantitative and qualitative data from EFL undergraduates. The experiment was applied in a third-level English Reading and Vocabulary course, a three credit course, with three hours of instruction per week, over the full first semester of the academic year 2016/2017. Eighty EFL third-level students taking English Reading and Vocabulary courses took part in the study, with forty participant students in the experimental group and forty in the control group. The learning together instruction was used in the experimental group and the traditional lecture instruction was used in the control group to teach nine reading comprehension skills, specifically, previewing, scanning, making inferences, identifying the topic, understanding main ideas, identifying patterns of organization and exceptions, guessing unknown words, skimming and summarizing from the assigned university textbook for a period of nine weeks.

The required quantitative data for the study were collected through two instruments, namely, learning together questionnaire, and identical reading comprehension pre- and post-tests. The quantitative data were analyzed using t-test. The qualitative data collection procedures incorporated researcher’s journal entries and field notes, face-to-face interviews with twelve participants and two student focus group interviews with nine participants. The interviews were recorded, and participants’ responses were transcribed from audiotapes of the interviews. During the interviews, the researcher’s observations were written down through the use of field
notes. Data from these sources were arranged into categories, and patterns and themes were identified to derive meaning from the participants’ perceptions and experiences. The qualitative research methodology used in this study comprised the “interpretive–descriptive” method and focused on turning the participants’ words and actions into the development of potential themes and implications. These data were coded and analyzed using open coding and thematic analysis.

Themes found were: (a) EFL reading comprehension instructor provided continuing support during the learning together instruction sessions, (b) learning EFL reading comprehension skills is much easier when working in learning together groups, (c) working in learning together groups improves EFL reading comprehension skills learning, (d) learning EFL reading comprehension is more fun when students work in learning together groups, (e) learning together is a strategy that can be used in teaching other EFL skills, (f) Student help-seeking strategies were widened due to learning together instruction, (g) participating in learning together activities produces secure learning atmosphere and positive student interactions and (h) the future use of learning together strategy would yield better students’ achievement.

The findings of the present study showed that learning together instruction had a higher effect on undergraduates’ reading comprehension achievement when compared with the effects of traditional lecture instruction. The study was further informed by the participants’ perceptions of their own learning together processes. In the case of undergraduates’ perceptions toward learning together instruction, the average mean of perception score for undergraduates in the learning together group showed a strong relationship with the learning together approach. Finally, it was found that the correlation between undergraduates’ reading comprehension achievement, perceptions and reactions was significant.

The data suggested that learning together instruction had a positive impact on students’ reading comprehension skills overall. The benefits of this study reveal the positive impact learning together instruction has on EFL undergraduates’ reading comprehension and reflect that participants perceive this strategy to be useful in their EFL reading comprehension classrooms. In conclusion, the study could be a vital contribution to both knowledge and practice. With regard to knowledge, the study is an addition to the field of empirical literature of EFL education in the Saudi higher education context. Pertaining to practice, the study strongly recommends EFL lecturers to use the learning together instruction in undergraduate EFL reading comprehension courses. Another implication for this research suggests that future studies need to consider EFL undergraduates’ learning styles, self-esteem and motivation in their intervention designs.
TABLE OF CONTENTS

AUTHOR DECLARATION ................................................................. ii
BIODATA OF AUTHOR .................................................................. iii
DEDICATION ................................................................................ iv
ACKNOWLEDGEMENTS ............................................................... v
ABSTRAK ................................................................................... vi
ABSTRACT .................................................................................. ix
TABLE OF CONTENTS .................................................................. xi
LIST OF TABLES ........................................................................... xiv
LIST OF FIGURES .......................................................................... xv

CHAPTER ONE: INTRODUCTION ....................................................... 1
1.1. Context of the Study ................................................................. 5
1.2. Theoretical Framework ........................................................... 20
1.3. Problem Statement ................................................................. 32
1.4. Objectives of the Study ........................................................... 37
1.5. Research Questions ................................................................. 38
1.6. Significance of the Study .......................................................... 39
1.7. The Study Assumptions ............................................................ 41
1.8. Operational Definitions of Terms .............................................. 42
1.9. Scope, Delimitations and Limitations of the Study ....................... 45
1.10. Chapter Summary and Overall Structure of the Remainder of the Study ................................................................................... 49

CHAPTER TWO: REVIEW OF RELATED LITERATURE ......................... 49
2.0. Introduction ............................................................................. 49
2.1. Studies related to cooperative learning ....................................... 50
2.1.1. History of Cooperative Learning ........................................... 51
2.1.2. Cooperative Learning Groups .............................................. 52
2.1.3. Merits and Demerits of Cooperative Learning ....................... 54
2.1.4. Working Together in Small Groups to Improve Learning ........ 61
2.1.5. Definitions of Cooperative Learning ..................................... 62
2.1.6. Historical Foundation and Theories Supporting Cooperative Learning ................................................................................... 63
2.1.8. Mechanism of Students’ Grouping ....................................... 72
2.1.9. Cooperative Learning and Styles of Learners ......................... 78
2.1.10. The Students’ Role in the Cooperative Learning Classroom .... 79
2.1.11. Using Cooperative Learning Strategies with EFL Learners ........ 81
2.1.12. The Effect of Cooperative Learning on Students’ Achievement .. 83
2.1.13. Meta-Analysis of Cooperative Learning Methods .................. 89
2.2. Studies Related to Reading Comprehension ................................ 90
2.2.1. Reading Comprehension Definition ..................................... 90
2.2.2. Reading Comprehension Skills in the Saudi Educational Context ................................................................................... 91
2.3. Studies Related to Cooperative Learning Effect on Reading Comprehension ................................................................................... 93
2.3.1. The effect of Cooperative Learning on Reading Comprehension ................................................................................... 93
2.3.2. The Effect of Cooperative Learning on Undergraduate EFL Students’ Reading Comprehension ................................................................................... 96
2.3.3. The Learning Together Strategy and Reading Comprehension .... 97
2.3.4. Learning Together as an Instructional Strategy ....................... 99
2.3.5. The Effect of Learning Together Strategy on Reading Comprehension ........ 103
2.4. Critical Analysis of Related Literature and Conclusion .......................... 104
2.5. Chapter Summary ............................................................................. 106

CHAPTER THREE: METHODOLOGY AND STUDY DESIGN ................. 108
3.0. Introduction ..................................................................................... 108
3.1. Nature of the Study ........................................................................ 110
3.2. The Study Design .......................................................................... 111
3.2.1. Variables .................................................................................... 119
3.2.2. Qualitative Research ................................................................. 120
3.2.3. Quantitative Research ............................................................... 121
3.2.3.1. Inferential Statistics ............................................................... 123
3.3. Trustworthiness of Qualitative Data Collection Tools and Instruments ..... 123
3.3.1. Triangulation of Data ................................................................. 124
3.4. The Setting of the Study ................................................................ 126
3.5. Sampling Selection Steps ............................................................... 126
3.5.1. The Population of the Study ....................................................... 126
3.5.2. The Sample of the Study .......................................................... 126
3.5.3. The Characteristics of the Sample of the Study ......................... 132
3.5.4. The Size of the Sample of the Study ........................................... 133
3.5.5. Protection of Participants ......................................................... 133
3.6. Research Procedures ................................................................. 134
3.6.1. Treatment ................................................................................. 135
3.6.1.1. Learning Together Instruction .............................................. 144
3.6.1.1.1. Implementation of Learning Together Strategy during the Study Sessions 146
3.6.1.1.2. The Learning Together Instruction Twelve Week Study Plan .......... 147
3.6.1.2. Traditional Lecture Instruction .............................................. 150
3.6.1.3. Instructional Delivery ............................................................. 151
3.7. Instrumentation ............................................................................ 151
3.7.1. Identical Reading Comprehension Pretest and Posttest ................ 153
3.7.1.1. The Validity and Reliability of Reading Comprehension Pretest and Posttest ................................................................. 155
3.7.2 The researcher’s journal entries and field notes ......................... 155
3.7.2.1. Experimental Group Classroom Observations ....................... 156
3.7.3. Learning Together Strategy Questionnaire ................................. 157
3.7.3.1. The Validity and Reliability of the Questionnaire ............... 157
3.7.4. The semi-structured individual interviews .................................. 164
3.7.5. The focus group interviews ...................................................... 166
3.7.5.1. Student Interviews ................................................................. 167
3.7.5.2. The Questions of the Interviews and their Trustworthiness .... 167
3.7.5.3. Credibility of the Interviews .................................................. 169
3.7.5.4. Dependability of the Qualitative Phase of the Study ............ 170
3.8. The Procedures of Data Collection ................................................ 171
3.8.1. The Procedures of Data Collection ......................................... 171
3.8.2. Stages of Data Collection ......................................................... 173
3.8.2.1. The First Stage of Data Collection ...................................... 174
3.8.2.2. The Second Stage of Data Collection ................................... 176
3.8.2.3. The Third Stage of Data Collection ...................................... 177
3.8.2.4. The Fourth Stage of Data Collection ..................................... 178
3.9. The Procedures of Data Analysis .................................................. 180
3.9.1 The First Stage: The Procedures of Quantitative Data Analysis ........................................... 180
3.9.2 The Second Stage: The Procedures of Qualitative Data Analysis ........................................... 182
3.9.2.1 Thematic Analysis .............................................................................................................. 183
3.9.2.2. Stages of Thematic Analysis Procedures ............................................................................. 185
3.10. Ethical Considerations ........................................................................................................... 187
3.11. Transferability of the Findings of the Study ........................................................................... 191
3.12. Chapter Summary .................................................................................................................. 192

CHAPTER FOUR: QUANTITATIVE ANALYSIS ................................................................. 193
4.0. Introduction .............................................................................................................................. 193
4.1. Pre- and Post- Reading Comprehension Tests .......................................................................... 195
4.1.1. Comparison of the Mean Scores of the Pre- and Post- Reading Comprehension Tests ........... 196
4.1.2. The Effectiveness of Learning Together Strategy Instruction for Proficiency Levels ..................... 197
4.2. The Learning Together Strategy Survey ................................................................................. 200
4.2.1. Experimental Group Student Views on Learning Together Strategy Instruction ..................... 200
4.3. Chapter Summary ................................................................................................................... 203

CHAPTER FIVE: QUALITATIVE ANALYSIS ................................................................. 204
5.0. Introduction .............................................................................................................................. 204
5.1. The Researcher ....................................................................................................................... 206
5.2. Research Methodology Applied to the Data Analysis ............................................................... 207
5.3. Experimental Group Student Individual Interviews ................................................................... 208
5.4. Student Focus Group Interviews ............................................................................................ 208
5.5. Presentation of Qualitative Data and Results of the Analysis .................................................... 209
5.6. Observation Findings ............................................................................................................. 248
5.7. Chapter Summary ................................................................................................................... 251

CHAPTER SIX: DISCUSSION, IMPLICATIONS, CONCLUSION, RECOMMENDATION ................................................................. 253
6.0. Introduction .............................................................................................................................. 253
6.1. Summary of the Study ............................................................................................................. 253
6.2. Discussion and Summary of Findings ....................................................................................... 258
6.2.1. Discussion and Summary of Quantitative Findings ............................................................... 258
6.2.2. Discussion and Summary of Qualitative Findings ............................................................... 264
6.3. Recommendations ................................................................................................................... 267
6.3.1. Recommendations for Future Research ............................................................................... 268
6.3.2. Recommendations for Practice ............................................................................................. 271
6.4. Conclusions ............................................................................................................................. 274

BIBLIOGRAPHY ................................................................. 277
APPENDICES ................................................................. 297
LIST OF TABLES

Table 1.1: Methods of Facilitating Positive Social Interdependence in a Learning Together Group ................................................................. 30
Table 3.1: Summary of the Experimental Design of the Research Study ........ 118
Table 3.2: Summary of Qualitative Data .................................................. 120
Table 3.3: Summary of Quantitative Data .................................................. 122
Table 3.4: The Population of the Quantitative Phase ................................. 131
Table 3.5: Summary of the Units and Activities of the Treatment Sessions .... 136
Table 3.6: Instrumentation For the Study .................................................. 152
Table 3.7: Stages of Data Collection ........................................................ 179
Table 4.1: Paired Sample T-Test Comparing the Pre- and Post-Reading Comprehension Test Scores of the Experimental Group ............... 196
Table 4.2: Paired Sample T-Test Comparing the Pre- and Post-Reading Comprehension Test Scores of the Control Group ............................ 197
Table 4.3: ANOVA Results of the Post-Reading Comprehension Test by Proficiency Levels ................................................................. 199
Table 4.4: EFL Undergraduate Experimental Group Students’ Views on Learning Together Strategy Instruction .............................................. 201
Table 5.1: Interview Guide Questions and Emergent Themes Summary ......... 246
Table 6.1: Paired Sample T-Test Comparing the Pre- and Post-Reading Comprehension Test Scores of the Experimental Group .................. 259
Table 6.2: Paired Sample T-Test Comparing the Pre- and Post-Reading Comprehension Test Scores of the Control Group ............................ 260
LIST OF FIGURES

Figure 1.1: The Three Theories that Support the Cooperative Learning Strategy of Learning Together ................................................................. 32

Figure 1.2: A Hypothetical Framework/Flowchart ................................................. 48

Figure 3.1: Mixed-Methods Triangulation Design ................................................. 125