Research paper

The Impact of STAD Strategy on FL Reading Achievement of Low-, Average-, and High-achieving Students in Al balqa Applied University		**Linguistics**
		Keywords: Cooperative learning, Reading comprehension, (STAD), Traditional method, Foreign Language Learning (FLL). Higher education in Jordan**.**

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Abstract

The study investigated the effects of the 'Student Teams-Achievement Divisions' (STAD) on reading achievement of Jordanian University learners of English. It attempted to answer the following main question:
• What is the effect of STAD on reading comprehension achievement of Low-, Average-, and High-achieving students compared with conventional method?
Forty one Language learners of EFL participated in the study at Ajloun College in the academic year 2013. The participants of the study consisted of two assigned sections. The experimental group was taught according to STAD strategy; while the control group was taught according to the conventional way. The results indicated that the cooperative learning model STAD had statistically significant effects on reading comprehension for high- and average-achieving learners but it had not statistically significant on low-achieving students.

1. Introduction

Reading is the ability to get understanding from written text therefore reading comprehension was seen as an active process that engaged the reader. In addition, reading comprehension was seen as the construction of the meaning of a written text through an interaction between the reader and the text. In teaching methodology, reading theories start from the traditional view, which focused on the printed form of a text and move to the cognitive view that enhanced the role of background knowledge and end in the meta-cognitive view. Instructors should be aware of the main approaches to the teaching of reading. It is worth using new techniques and strategies for teaching English reading comprehension because of their role in improving reading skill in particular and enhancing the learning of English in general (Hismanoglu, 2000). To achieve this goal, students need to be equipped with effective strategies to help them improve their reading competency. Moreover, the National Reading Panel (2000) identified six strategies that were more effective in improving the comprehension of readers: comprehension monitoring, cooperative learning, graphic organizer, question-answer, story structure, and summarization.

Cooperative learning strategy is one of the useful strategies that learners can implement to increase the gain of their reading comprehension. Based on the studies of Maddinabeita (2006), ten cooperative learning methods can be summarized as follows:1) TGT: Teams-Games-Tournaments (TGT), 2) Group Investigation, 3) Jigsaw, 4) Team-Assisted individualization, 5) Cooperative Integrated Reading and Composition, 6) Cooperative Learning and Teaching Scripts,

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7) Cooperative Learning Structures, 8) Student Teams-Achievement Divisions, 9) Learning Together, and 10) Complex Instruction. In this study, STAD was used as a cooperative learning strategy.

STAD was developed by researchers at Johns Hopkins University in 1994. STAD (Students team achievement division) according to Rai (2007) is one of the many strategies in cooperative learning, which helps promote collaboration and self-regulating learning skills. The reason for the selection of STAD is to enhance good interaction among students, to improve positive attitude towards subject, to gain a better self-esteem, and finally to increase interpersonal skills. STAD also adds an extra source of learning within the groups because some high achievers act as a role of tutor, and consequently results high achievements. Finally, it provided the students with the requirements of the modern society by teaching them to work with their colleagues competently and successfully (Balfakih, 2003).

Because of the benefits reported by many researchers about using STAD, The researcher decides to examine whether STAD is more effective than the individual method (lecture method) used in Jordan universities. Therefore, the present study attempts to examine the impact of STAD strategy on FL reading achievement of low- achieving students, average- achieving students, and high-achieving students in Al Balqa Applied University.

1.1 Statement of the Problem

Because the students read without any particular strategies for getting the meaning of the context, they are unable to comprehend unfamiliar words or make use of clues in the text. Because they do not comprehend what they read, they have to use reading comprehension strategies which are considered one of the effective elements that affect foreign language acquisition in general and reading comprehension ability in particular. As a result, the researcher conducted this study which aimed at investigating the impact of STAD strategy on FL reading achievement of low-, average-, and high-achieving students in Albalqa Applied University.

1.2 Questions of the Study& Research hypotheses

The study attempted to answer the following questions:
1. Are there any significant differences among the effects of STAD and lecture methods on the reading comprehension of low-achieving EFL learners?
2. Are there any significant differences among the effects of STAD and lecture methods on the reading comprehension of average-achieving EFL learners?
3. Are there any significant differences among the effects of STAD and lecture methods on the reading comprehension of high-achieving EFL learners?

When converted to testable null hypotheses, the above questions are equivalent as follows:

1. There is no statistical significant difference at ($\alpha \leq 0$, 05) in reading comprehension achievement of low students due to the instructional strategies (STAD and conventional).
2. There is no statistical significant difference at ($\alpha \leq 0$, 05) in reading comprehension achievement of regular students due to the instructional strategies (STAD and conventional).
3. There is no statistical significant difference at ($\alpha \leq 0$, 05) in reading comprehension achievement of gifted students due to the instructional strategies (STAD and conventional).

1.3 Significance of the study

The study attracts the attention of university instructors to the procedures of the STAD for developing their skills, methods and techniques in teaching English.

1.4 Limitations of the study

The findings of the study should be limited by the following factors:
1. The subjects of the study are restricted to 1st year students in Ajloun College.
2. The instructional material is confined to limited units prepared by the researcher.
3. The sample of the study is few.

1.5 Operational Definitions

The following terms are defined as follows:

STAD is an instructional technique designed to enhance student's comprehension of a text. It was developed by researchers at Johns Hopkins University and it is a model of cooperative learning developed by David Johnson. In STAD, students were assigned to four-member learning teams. The teacher presented a lesson, and then students worked within their teams to make sure that all team members had mastered the lesson. Finally, students took individual quizzes on the material, at which time they could not help one another. Students' quiz scores were compared to their own past averages, and points based on the degree to which students met or exceeded their own earlier performance were awarded. These points were then summed to form team scores, and teams that met the assigned criteria were rewarded. Then, they sat for weekly quizzes and their quiz performance was added to their final performance.

Reading comprehension achievement: It is the score that students in both the experimental and control group gain in the post test which is immediately administered after the completion of the program.

Low-achieving students: defined as those students with achievement lower than average. (Beneath 2.5)

Average-achieving students: refers to those students with achievement between 2, 2 to 3.5.

High-achieving students: defined as those students who scored higher than median grade with achievement 3.5 to 4.

2. Literature Review

2.1 Theoretical Review

The fundamental elements of cooperative learning:

CL strategies like STAD are supported by a multiplicity of theories from a variety of academic disciplines including psychological theories of motivation, social cohesion, individual, and cognitive development as well as sociocultural theory, cognitive apprenticeship, and situated cognition (Slavin, 1995).

Slavin (1995) enumerated three main concepts of STAD as team rewards, individual accountability, and equal opportunities for success. Team rewards are certificates or other awards which are given if a STAD group achieves higher than a predetermined level. In this way, the spirit of positive competition is reinforced and all or none of the groups would be rewarded based on how they score. In terms of individual accountability, the individual learning of each of the group members determines the success of the teams. Students tutor one another ensuring that all group members are ready for the quizzes that students take individually. As for equal opportunities for success individual improvement of the students specifies their contributions to the group. In this way, it is guaranteed that all group members with different levels are equally motivated to do their best.

The steps of STAD:

Slavin (1994) mentions four steps of STAD for implementation in the classroom:

First step: Teaching in which the teacher introduces new material through a lecture, class discussion, or some form of a teacher presentation.

Second step: Team study in which heterogeneous team members cooperate on worksheets designed to extend and help boost the material taught by the teacher.

Third step: Tests are individual quizzes students take on the assigned materials. Team mates are not allowed to help one another during these quizzes. In this method, students learn new materials in teams but take individual tests weekly to ensure individual accountability. After the teacher teaches a lesson, students work in teams to make sure that everyone has mastered the new material. All students take quizzes, and the scores are compared to their previous test scores.

Fourth step: Team Recognition stage where quiz scores are juxtaposed to past averages; points are given based on improvement from past performance. High-scoring teams are awarded by gifts or putting their names on bulletin board or by granting certificates to them.

2.2 Related studies

Several studies have investigated the effects of cooperative learning on EFL learning but the following studies focus on STAD:

Zarei, (2012) investigated the effects of the 'Student Teams-Achievement Divisions' (STAD) and 'Cooperative Integrated Reading and Composition' (CIRC) cooperative learning models on reading achievement and vocabulary learning of Iranian learners of English. 132 female Language learners of EFL participated in the study at National Iran English Language (NIEL) institute in Takestan. The four experimental groups were taught in cooperative learning for one semester with methods of the 'Student Teams-Achievement Divisions' (STAD) and 'Cooperative Integrated Reading and Composition' (CIRC), the control groups were taught in a non-cooperative method. Data collected through reading comprehension and vocabulary post-tests were analyzed using four one- way ANOVA procedures. The results indicated that the cooperative learning model CIRC had statistically significant effects on reading comprehension and vocabulary learning, particularly for elementary EFL learners.

Alijanian (2012) conducted a study aimed at investigating the effects of STAD on the English achievement of Iranian third grade junior high school students. 60 third grade junior high school students (consisting of 2 classes, experimental and control) were chosen. Before the intervention took place, they had studied 2 lessons (1 & 2) of third grade junior high school book (English III) in one and a half months. For a period of 2 months, in the experimental class the teacher with the help of the researcher implemented STAD technique, and in the control group the teacher used the same traditional method. Two lessons (3 & 4) were taught during these 2 months. The materials of this study consisted of 2 teacher-made English achievement tests, and a questionnaire measuring their learning style preferences. The data was analyzed using paired and independent t tests. The results showed that the difference between the 2 classes was significant, and the experimental group was superior to the control group in terms of English achievement.

Khan and Inamullah (2011) investigated the effect of a form of cooperative learning instruction that is students' team achievement division (STAD) with that of traditional lectures method. The population of the study was all the students studying chemistry at higher secondary level in Khyber Pukhtunkhwa (Pakistan). 30 students of chemistry grade 12 in government higher secondary school Jamrud were selected as a convenient sample of the study. The students were divided into two groups one was called control group and the other was experimental group based on stratified random sampling techniques. The true experimental design of the posttest only control group design was applied in this study. The control group was taught with the traditional lecture method while the experimental group with the cooperative learning instruction STAD.

Students academic achievements were find out by teacher made test composed of multiple choice questions, short questions and long questions. The credit of the test was of 50 marks, the posttest consist of multiple choice questions of 16 marks, short questions of 24 marks and one long question of two subsections having 10 marks. Student t-test of non-dependent sample was used to analyze the data. The result showed that the students' achievements of both the groups were not significant. The implications were discussed.

Cooperative learning is being used through out the world. It is gaining international popularity. Based on theory and practice, we test and use cooperative learning methods in our culture and classroom situation. Therefore, Ahmad, (2010) conducted a study in order to examine the "effect of cooperative learning on students' achievement at elementary level". Students of class 6th equally divided based on teacher made pre-test scores and as a treatment cooperative learning method "Student Teams Achievement Division (STAD)" was provided to experimental group, while control group was taught by using traditional method of teaching and kept under traditional classroom situation for the period of 12 weeks. At the end of the treatment, teacher made post-test was administered to measure the achievement of the students. The comparative effectiveness of cooperative learning on the academic achievement of students and effect of cooperative learning on high and low achievers was measured. Significance of difference between the mean scores of groups was measured at 0.05 Alpha level of significance by applying t-test. Findings of the study revealed that both the groups were equal in the beginning of the experiment. The experimental group showed better results on post-test scores, showing the obvious preeminence of cooperative learning method over traditional methods of teaching. High achievers of experimental group showed better results as compared to control group, and helpful in developing creative thinking. Results of the study indicate that cooperative learning is more effective teaching method as compared to traditional methods of teaching.

Norman, (2005) carried out a study to examine the impact of STAD in a South Korean elementary school. STAD was used with all grade six classes and was compared to grade five classes which worked in groups lacking the key components of STAD. Both groups completed pretest and posttest surveys which measured changes in exposure to English education outside of the classroom, liking of the English class, attitudes toward working in cooperative learning groups, and changes in academic scores. The results of the study suggest that STAD had significantly positive effects on student achievement and students attitudes towards learning English. The effect of STAD was greater for achievement than for attitudes toward learning English.

After reviewing the related studies, findings of the studies indicate that the use of STAD in teaching foreign language skills has proved to be effective in most of the cases. All of the studies which have been conducted on the effect of STAD on FL skills applied on school level. However, to the best of the researcher's knowledge, there are no studies that have been conducted on the

effect of STAD on school students so the researcher believed that it would be worthy to investigate the effect of the STAD on reading comprehension particularly at university level.

3. Methodology

3.1 Study subjects

The sample of the study consists of 41 female students in the department of English in Ajloun College; eight of them were low, nine were gifted, and 16 were regular students. It was assigned into two sections: one section is assigned to the experimental group by using STAD; the second section is assigned to the control group by using individualistic condition. In the cooperative condition, four low students, eight regular students, and four gifted students; in the individualistic condition, four low students, five were gifted, and eight regular students.

Forty one university students from Al-Balqa Applied University participated in the study; (9) of them were low-achieving students, (24) were average-achieving students, and (8) were high-achieving students. Students were assigned randomly and stratified on the bases of ability: in the cooperative condition, (4) low-achieving students, (12) average-achieving students and (4) high-achieving students; in the individualistic condition, (5) low-achieving students, (12) average-achieving students and (4) high-achieving students. They were defined by the researcher based on their academic potential and performance.

Two instructors participated in this study. Each had 20 hours of training in how to reach the conditions. Both instructors had over seven years of teaching experience.

3.2 Instruments

The researcher designed two instruments: the test and the instructional program

3.2.1 The test

For the purpose of the study, reading comprehension test was developed by the researcher. The following is a brief description of the test:

The purpose of this instrument is to compare the achievements of the two groups on the pre and post tests. Passages were selected from Students' Book. Following each passage, there was a number of questions that include main idea questions, information or detail questions, and inference questions. The achievement test included 50 multiple-choice items and consists of a number of texts.

3.2.2 The instructional program

The instructional material was chosen by the researcher from different books. The researcher redesigned the comprehension texts according to the reading comprehension strategy under study. The second section of the study was taught by lecture method.

3.3 Validity and reliability of the instruments

To establish the validity for both instruments, the researcher used the method of content validity. Comments and criticism on the original draft of the test were solicited from a number of experts from Jordanian universities as well as experts from the Ministry of Education, Directorate of Examination, and local supervisors and teachers of English from the Directorate of Education in Jerash.

As for the reliability of the test, the researcher conducted a pilot study by trying out the test on a group of 24 students from the population, who were excluded from the participants of the study. After two weeks, the same test was applied to the same group. The reliability for test re-test was computed using Pearson's correlation formula. The obtained value of reliability on the reading comprehension was (0.80,). The obtained value was accepted for the purpose of the study.

3.4 Study design

The present study consisted of two classes which formed the experimental group and the control group. The experimental group was taught by STAD while the control group was taught by the conventional method. The independent variable is the methods of teaching and the dependent variable is the students' reading comprehension achievement. The study employed pre test–post test control group design.

3.5 Data Analysis

The researcher used T test to test for main effects and interactions among the levels of ability. All hypotheses were tested at the $\alpha=0.05$ level.

3.6 Procedures of the study

The teaching materials that the participants studied were from selected topics from different books, for both groups. The instructional design presented in this section includes the teaching procedures in the control group and those in the experimental group.

- Control group: Teaching procedures and activities in the control group belonged to the traditional methods, which involved mainly the lecture method, Grammar Translation Method (GTM) and Audio-Lingual Method.

- Experimental group: The experimental group consisted of one class of university students (20 students). The class was divided into five heterogeneous groups each group having five participants.

According to the total grades of the students. Each team was assigned a letter from A-E and asked to create a unique team name. Each team had their photos taken, and these photos were later used as team rewards, where they were publicly displayed whenever any teams achieved Super Team status (a team score of 25-30 points). The participants studied English for five 50-minute classes each week, with both the English teacher and the researcher. The participants had completed lessons one and two of the textbooks in one and a half months before intervention took place. In the one and a half -month period of the treatment, they completed the third and fourth lessons. A practice quiz was given in every session to each group containing about 20 questions (from the parts just learned). The participants were regularly reminded of how to work together in their groups and the importance of helping each other.

Whenever possible, they were encouraged to engage in group processing at the end of the class so as to reflect on how well they worked together and how they could improve next time.

While working on the practice quizzes, the participants in the STAD groups were encouraged to work with a partner of a different level to teach and quiz each other. They were also allowed to work together as a whole team if they preferred. The most important thing was for them to ensure that all the participants in the group knew how to answer the questions. At the end of every week, the participants were instructed to turn their desks to sit in rows and were given a quiz. At this stage, the participants were not allowed to help or speak to each other. After completion, the quizzes were graded by the researcher. The teams were given back their quizzes, and improvement and team scores were calculated. The teacher made an attempt to provide extra praise to the participants and the teams that showed improvement (particularly low performing participants and teams) to influence self-esteem and motivation. Immediately following the class, all Super Teams had their team photos displayed on the Super Team bulletin board till the next STAD quiz.

4. Findings of the Study

To test the equivalence between the mean scores of the three the groups on the reading comprehension in the pre-test, the T test statistical procedure was computed as shown in Table 1.

	Level	Group	N	Mean	Std. Deviation	T	df	Sig.(2-ailed)
Pre	Low	Ex.	4	16.00	2.160	.488	6	.643
		Con.	4	17.53	4.646			
	Average	Ex.	12	28.33	4.887	-.376	22	.711
		Con.	12	29.08	4.889			
	High	Ex.	4	46.00	1.826	2.534	7	. 39
		Con.	5	45.8	1.924			

Table (1) Results of T-test for the pre reading test for the groups.

As can be seen from Table 1, the experimental groups mean scores on pre-test was slightly similar to the control group's mean score on the same test as follows: (16.00; 17.53),(28.33; 29.08), (46.00, 45.8) respectively. It indicates that the T values of reading comprehension of the three levels were not statistically significant at ($\alpha \leq 0$, 05). Thus, the three groups are equivalent.

4.1 Results related to the first question of the study

The first question is: Are there any significant differences between the effects of STAD and lecture methods on the reading comprehension of high-achieving EFL learners?

To answer this question, the following null hypothesis was formulated: There is no statistical significant difference at ($\alpha \leq 0$, 05) in reading comprehension achievement of high-achieving students due to the instructional strategies (STAD and conventional).

Table (2) Results of T-test for the post reading test for high-achieving students both groups.

	GROUP	N	Mean	Std. Deviation	T	df	Sig.(2-tailed)
POST	Exp.	4	49.00	.816	5.331	7	.001
	Control	5	43.80	1.789			

As can be seen from Table 2, the experimental group's mean score on post-test was higher than the control group's mean score on the same test (49.00; 43.80). It indicates that the T value of reading comprehension was. 5.331. It is statistically significant at ($\alpha \leq 0$, 05). Thus, the third null hypothesis which stated that there is no statistically significant difference at ($\alpha \leq 0$, 05) in the mean scores of high-achieving students on reading between the two groups was rejected.

4.2 Results related to the second question of the study

The second question is: Are there any significant differences between the effects of STAD and lecture methods on the reading comprehension of average-achieving EFL learners?

To answer this question, the following null hypothesis was formulated: There is no statistical significant difference at ($\alpha \leq 0$, 05) in reading comprehension achievement of average-achieving students due to the instructional strategies (STAD and conventional).

Table (3) Results of T-test for the post reading test for average-achieving students in both groups.

	GROUP	N	Mean	Std. Deviation	t	Df	Sig.(2-tailed)
POST	Exp.	12	34.83	5.670	2.376	22	.027
	Control	12	29.58	5.143			

Table (3) indicates that the t value of the reading was 2.376. It is statistically significant at ($\alpha \leq 0, 05$). Thus, the second null hypothesis which stated that there is no statistically significant difference at ($\alpha \leq 0, 05$) in the mean scores of reading between the two groups was rejected.

4.3 Results related to the third question of the study

The third question is: Are there any significant differences between the effects of STAD and lecture methods on the reading comprehension of low-achieving EFL learners?

To answer this question, the following null hypothesis was formulated: There is no statistical significant difference at ($\alpha \leq 0, 05$) in reading comprehension achievement of low-achieving students due to the instructional strategies (STAD and conventional).

Table (4) Results of T-test for the post reading test for low-achieving students in both groups.

	GROUP	N	Mean	Std. Deviation	T	df	Sig. (2-tailed)
POST	Exp.	4	16.50	2.646	-3.806	6	.009
	Control	4	23.25	2.363			

Table 4 indicates that the T value of reading comprehension of the low level students was -3.806. It is statistically significant at ($\alpha \leq 0, 05$). Thus, the first null hypothesis was rejected. The mean scores of the post-test indicates that the mean scores of the experimental group were lower than the mean scores of the control, where the mean score of the experimental group was 16.50, while the mean scores of the control group was 23.25.

5. Discussion, Conclusion and Recommendations

5.1 Discussion of the results related to the first question of the study

The results related to the first question of the study indicated that there was a statistically significant difference at ($\alpha \leq 0, 05$) between the mean scores of the experimental group and that of the control group on the post-test reading comprehension of high-achieving students. This difference was in favor of the experimental group.

Findings of the study revealed that both the groups were equal in the beginning of the experiment. The experimental group showed better results on post-test scores, showing the obvious preeminence of cooperative learning method over traditional methods of teaching. High achievers of experimental group showed better results as compared to control group. Results of the study indicate that cooperative learning is more effective teaching method as compared to traditional methods of teaching. These conclusions are consistent with similar studies, for example, Ahmad (2010). The findings of his study revealed that high achievers of experimental group showed better results as compared to control group.

The components of STAD seemed to contribute to the participants' academic achievement such as the expansion of engagement of students in the lesson through comprehensible input, interaction, and output, the stimulating patterns of positive reinforcement, and the complementary communicatory learning context. Also, although students working in STAD groups had a significantly higher achievement compared to the students working in traditional methods, it is not implied that participants should do everything in groups; individual work and whole class instruction have their righteous place in education.

5.2 Discussion of the results related to the second question of the study

The results related to the 2nd question of the study indicated that there was a statistically significant difference at ($\alpha \leq 0, 05$) between the mean scores of the experimental group and that of the control group on the post-test reading comprehension of average-achieving students. This difference was in favor of the experimental group. The results of the question were in line with the findings of Norman (2005) and Alijanian, (2012) whose results provided evidence for the positive effectiveness of STAD on reading comprehension and attitudes towards English.

Based on the data analysis, it can be concluded that STAD model has positive effects on the learners' reading comprehension at university levels. The main reason possibly lies in features of this model where all members who work in mixed-ability grouping are cooperative. In addition, due to the socially oriented lessons taught and learned through small group interaction, the participants in the experimental group were able to demonstrate significantly better English achievement than the control group.

5.3 Discussion of the results related to the third question of the study

The results related to the third question of the study indicated that there was a statistically significant difference at ($\alpha \leq 0, 05$) between the mean scores of the experimental group and that of the control group on the post-test reading comprehension of low-achieving students. This difference was in favor of the control group since the mean scores of STAD (16.5) was lower than the mean scores of the control group (23.25).

Although the effect of STAD in this study was positive on high- and average- achieving students, the time for the low-achieving students was not enough. Only fifteen minutes were available for the low-achieving students STAD activities, which is too short for the mastery of the topic. Likewise, the location is not enough. Also, according to the researcher, some of the contextual and cultural factors which may influence the applicability of STAD include the availability of teachers familiar with the basic features of cooperative learning, the number and characteristics of participants in each group (it may be difficult to form a working cooperative team among learners of different age or gender), the time available for each class, and course

requirements (e.g., examination system). Also, the educational culture in Jordan, which is largely individualistic and competitive (Exams often require learners to perform individually on paper and pencil tests). In such a competitive culture, it may be very difficult to convince low-achieving learners to learn in cooperative groups, particularly when they know they will be tested individually. Heterogeneous classes are a major problem of EFL teachers in Jordan. Furthermore, the result of this question was in line with the finding of Khan and Inamullah (2011) which showed that the students' achievements of both the groups were not significant.

5.4 Conclusion

The findings of the current study come in line with the theoretical and practical studies in which most of them provided evidence for the effectiveness of the STAD strategy in developing students' reading comprehension.

5.5 Recommendations

1. This study was conducted for a period of just two months (about eight weeks) in an environment where the participants received English classes for just five 50-minute classes each week. This period may be acceptable for our purpose of research but it is definitely more helpful in case participants be allotted extensive programs using this approach e.g., application of STAD in a full academic year.

2. It is necessary for stake holders to become familiar with the tenets of approaches like STAD before inserting it to the educational arena. During the course of this study the researcher and the teacher had cooperation to ensure its precise implementation. It goes without saying that provision of resources such as materials and complementary networks can facilitate stake holders to make use of this approach in pedagogy. Especially in contexts such as Iran with rather nonflexible conventions there should be a call on the part of curriculum makers to be lenient enough for exerting these innovatory practices without which their programs are doomed to failure.

3. The sample of the present study is geographically limited sample of students, thus the extent to which the generalize ability of the findings of the present study to other students is a question requiring further research both qualitative and quantitative analysis techniques.

4. STAD can be a very useful instructional strategy when used effectively and in conjunction with other teaching methods.

5. Researcher should conduct similar studies on other language skills so that the generalizations could become more valid and widely applicable.

6. It is recommended to provide colleges with enough materials and instruments to facilitate the use of cooperative learning strategies such as decreasing the number of students in each class, decreasing the load of teaching among lecturers.

7. Hold meetings, seminars and workshops through which they train teachers or lecturers on how to implement a successful reading lesson in accordance with jigsaw strategy.
8. The findings of the present study can have implications for syllabus designers to prepare textbooks and to present materials in a way which can facilitate and improve the learners' receptive as well as productive knowledge.

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