An Experimental Study of the Effect of Student Teams Achievement Divisions (STAD) on Vocabulary Learning of EFL Adult Learners

Muhammad Ishtiaq
Department of Humanities and Administrative Sciences,
Unaizah Community College, Qassim University, Saudi Arabia

Zuraina Ali
Centre for modern languages & Human Sciences
Universiti Malaysia Pahang, Pahang, Malaysia

Muhammad Salem
Department of Humanities and Administrative Sciences
Unaizah Community College, Qassim University, Saudi Arabia

Abstract;
Student Teams Achievement Divisions (STAD) has been considered as an important cooperative learning strategy in progressive pedagogy. A number of studies have supported the use of STAD in different subject areas and in different socio-cultural contexts. However, it is still an under-researched area in countries like Saudi Arabia where English is taught as a Foreign Language. This quasi-experimental study was conducted in Unaizah Community College, Saudi Arabia. Both the experimental group and the control group were tested on 2000-word vocabulary test. A vocabulary test was prepared and administered by the researchers at the beginning of the experiment as a pre-test. The experimental group was taught with Student Teams Achievement Divisions (STAD) strategy whereas the control group was taught with traditional whole-class instruction method. The treatment was carried out for two weeks. At the end of the experiment, the same vocabulary test was re-administered as a post-test. Independent samples t-test was used to analyze the data using SPSS 21. Results showed that there was a significant difference between the experimental group and the control group in favor of the experimental group (p= 0.002 < 0.05).

Key Words: Cooperative learning, EFL learners, STAD, vocabulary learning

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