

## Towards teaching writing skills through cooperative learning methods.

Sabah Mohamed Abbas Hamza Faris <sup>1</sup>, and Mahmood Ali Ahmed <sup>2</sup>

1.2 Sudan University of Science and Technology-Faculty of Graduate Studies,

E.mail: [sabooaha1979@hotmail.com](mailto:sabooaha1979@hotmail.com)

### **ABSTRACT:**

Teachers' readiness in cooperative learning could be a vital variable that might affect the outcome of a given study examining the effects of cooperative learning on students' writing skills, as 1 claimed in their studies. For this reason, the researcher attended a 40-hour workshop for 30 English teachers at Al-Khaleej National School before investigating the effects of cooperative learning on EFL learners' language learning. The subjects of the study were 30 teachers responded to a questionnaire to investigate their attitudes towards teaching English Language and specially using cooperative learning methods to develop writing skills. The following article focuses on the teachers' attitudes towards teaching writing skills through cooperative learning in the EFL (English as a Foreign Language) classrooms. Based on the results of the study, the researcher recommends to use the cooperative learning methods in the teaching of the other language skills (listening, speaking, reading).

**Keywords:** Cooperative Learning, group processing, individual accountability, positive reinforcement.

### **المستخلص :**

قد يمثل استعداد المعلمين في عملية التعليم التعاوني متغيرا مهما من شأنه ان يؤثر علي نتائج أي دراسة تهدف الي اختبار التعليم التعاوني واثره علي مهارات الكتابة لدى المتعلمين كما أشار الي ذلك جونسون وجونسون ف عام (1999). ناقش هذا البحث اتجاهات المعلمين نحو تدريس مهارات الكتابة داخل فصول تدريس اللغة الإنجليزية كلغة اجنبية. شاركت 30 معلمة في الإجابة عن الاستبانة المقدمة من الباحثة لمعرفة اتجاهات المعلمين نحو تدريس مهارات الكتابة. لا سيما من خلال استخدام التعليم التعاوني. شاركت الباحثة مع 30 معلمة لغة انجليزية بمدارس الخليج الخاصة بالمملكة العربية السعودية في ورشة عمل حول آثار التعليم التعاوني لدى طلاب اللغة الإنجليزية. وبعد ذلك استخدمت الباحثة والمعلمات التعليم التعاوني مع الطلاب لتدريس مهارات اللغة الأربعة : الاستماع والمحادثة والقراءة والكتابة (علي مدار فصل دراسي كامل). وبناءا علي نتائج الدراسة توصي الباحثة باستخدام التعليم التعاوني داخل فصول تعليم اللغة الإنجليزية وتوصي باستخدامه في تدريس جميع مهارات اللغة المتبقية .

**كلمات مفتاحية:** التعليم التعاوني, تجهيز المجموعة, المحاسبة الفردية, التعزيز الايجابي

### **INTRODUCTION**

At the turn of the century, Saudi Arabia is motivated to promote the competitiveness by reforming education, especially the English education because

the teaching and learning of English in Saudi Arabia has long been a low-rewarding task for both teachers and students. Cooperative learning methods



hold great promise for accelerating students' skill of academic learning, motivation to learn, and the development of the knowledge. However, like other innovations, techniques of cooperative learning need to be tailored to the cultural and linguistic context in which they are used. Designed and implemented by teachers who are loyal to the key elements of cooperative learning and dedicated to regarding variety as a resource, cooperative learning can create supportive environments that will enable students to succeed academically, enhance their oral communicative competence. Cooperative learning can be characterized as a social process in which knowledge is acquired through the successful interaction between the group member 2 , as 3 shows: Cooperative learning refers to a variety of teaching methods in which students work in small groups to help one another learn academic content. In cooperative classrooms, students are expected to help each other, to discuss and argue with each other, to assess each other's current knowledge and fill in gaps in each other's understanding

In addition, the following five elements are important aspects of cooperative learning 4

- Individual Accountability
- Social Skills
- Face-to-Face Interaction
- Positive Interdependence
- Group Processing

Individual Accountability “involves students' understanding that they will be held accountable for their individual contributions to the group, that free-loading will not be tolerated, and that everyone must contribute”4. Social Skills refer to interpersonal and small group

skills such as effective communication which are needed to cooperate successfully. Face-to-Face Interaction involves working in small groups where students can see each other and are engaged in face-to-face interaction 5. Particularly with respect to cooperative EFL teaching and learning, for example in intercultural projects, face-to-face interaction has lately been complemented by online learning: thus, cooperative learning has successfully been implemented into blended learning scenarios 5. Positive Interdependence among students is established when everybody understands that each member's contribution is important in helping the group to achieve its goal 4. Group Processing refers to the assessment of cooperative learning. It can be described as a formative assessment that focuses on students' feedback on the learning process, including the students' reflection on what they still need to do to accomplish their objectives 4 .

As a consequence, children have to learn and act differently and schools need to offer cooperatively rich learning environments.6 demonstrates: Cooperative learning encourages mutual respect and learning among students with varying talents and abilities, languages, racial, and ethnic backgrounds .

7 reports that cooperative learning is effective in reducing prejudice among students and in meeting the academic and social needs of students at risk for educational failure. Moreover, group work is a very good opportunity to manage a heterogeneous group 2. The teacher can integrate high and low achieving students, allowing them to support and help each other collectively



in the group. In contrast to the public atmosphere of lockstep instruction, a small group of peers provides a relatively intimate setting and, usually, a more supportive environment in which to try out embryonic SL [second language] skills. Consequently, the willingness to speak and act in a foreign language increases in small groups and students feel more confident to produce utterances in their L2. Although it was emphasized how cooperative learning can influence social-affective learning, it has also to be pointed out, that many factors are required in order to foster social-affective learning: For example interpersonal and small-group skills such as “active listening to teacher other” and “providing constructive criticism” have to be taught in a class, as 4 makes clear: Placing children in groups and telling them that they are to cooperate does not ensure that they will use the interpersonal and small-group skills needed to work effectively together. These skills must be explicitly taught if children are to benefit from their small-group experiences. Cooperative learning can also be highly motivating for the students since it can strengthen the confidence in their own abilities. If learners realize that their contributions are accepted in a group and even necessary and useful for the aim of the group, their self-esteem might rise. In conclusion, it can be claimed that despite the fact that cooperation is a very relevant issue not many empirical studies have dealt with cooperative learning so far. Consequently, there is not much literature on cooperative learning in the EFL classroom. Therefore, it is of intrinsic importance to focus primarily on the aspect of cooperation in the EFL classroom.

### Materials and Methods

There were 30 English teachers who had attended the 40-hour workshop from Al-Khaleej Intermediate School, 10 of them invited as the raters. They all majored in English in different universities outside Saudi Arabia. Seven of them had taught English in the school for more than five years and three of them more than ten years. To investigate the teachers' attitudes towards teaching English language, a questionnaire was designed and given to the teachers who prepared the two groups before the study. The questionnaire was given to the 30 English teachers at the School. In order to understand the students' motivation toward teaching English after the study, a questionnaire containing 18 items was developed by the researcher, adapted from the Motivational Intensity Questionnaire (MIQ) outlined by 10. There were ten multiple-choice items in the original MIQ. According to the results of previous research, this questionnaire contained moderate reliability value. In order to achieve higher reliability; the researcher expanded the 10 items of the MIQ to 18 statements in the questionnaires used in the present study. The 18 items were developed with five answers to circle in each statement. The version of the questionnaire was presented in (Appendix 6). The five answers were listed according to the order of frequency: (1) always (5 points), (2) often (4 points), (3) sometimes (3 points), (4) seldom (2 points), and (5) never (1 point). Most of the questions were asked from the positive point of view (e.g. I save time when teaching English in Cooperative Learning), and such questions would score 5 points, 4 points,

3 points, 2 points, 1 point corresponding to the answers of always, often, sometimes, seldom, and never. However, there were some questions asked from the negative point of view (e.g. I think teaching English in Cooperative learning method is a waste of time) and questions like these would score 1, 2, 3, 4, 5 equivalent to the answers of always, often, sometimes, seldom, and never. The same questionnaire was given to all the English teachers in the school. After checking the answers that the participants marked on the questions designed for cross-validation, there was no invalid response. Therefore, the total number of valid questionnaires collected and analyzed was the same number 30.

#### Results and Discussion

The main goal of the primary data planning is to determine the study frame contents that manage the objectives of the study by testing the hypothesis throughout the following:

#### Checking the reliability of scale

When you are selecting scales to include in your study, it is important to find scales that are reliable. There are numbers of different aspects to reliability, one of the main issues concerns the scales internal consistency. This refers to the degree to which the items that make up the scale hang together and measure the same original construct. One of the most commonly used indicators of internal consistency is cronbach alpha coefficient. Ideally the cronbach alpha coefficient of scale should be above 0.6. To test to what extent there is consistency among the study, the author calculated the degree of significant (Alpha – cronbach) and the accepted statistical value of the coefficient of Alpha- cronbach is 60%, so the author

performed the procedure of significant test for the answers of all respondents. The results explained as follow:

Table (1) the values of

The term	N. Of items	Cronbach alpha
Questionnaire Form	18	0.86

#### Cronbach alpha

Schedule No. (1) Value Shows in the reliability statistics table is (0.86 suggesting good internal consistency reliability for the scale. Values above 0.6 are considered acceptable however values above 0.8 are preferable.

#### The descriptive statistical methods:

The descriptive statistical methods was used in general to obtain general resolutions about the population sample features and its distribution, so frequent distribution as used for the answers of the structured questionnaire wordings.

Analytical discretion: the mean was used to reflect the averages of the total answers of all study wordings, The five answers were listed according to the order of frequency: (1) always :5 points, (2) often: 4 points, (3) sometimes: 3 points, (4) seldom: 2 points and(5) never:1 point.

#### T.test;

test procedure tabulation variable into categories and computes ach-square statistic. This goodness-of-fit test compares the observed and expected frequencies in each category to test either that all categories contain the same proportion of values or that each category contains a use specified proportion of values. This test was used to test the

statistical significant of the study hypothesis at level of significant 5% this meant that if the value of calculation at level of significant less than 5%, here we reject the null hypothesis (Ho) and we

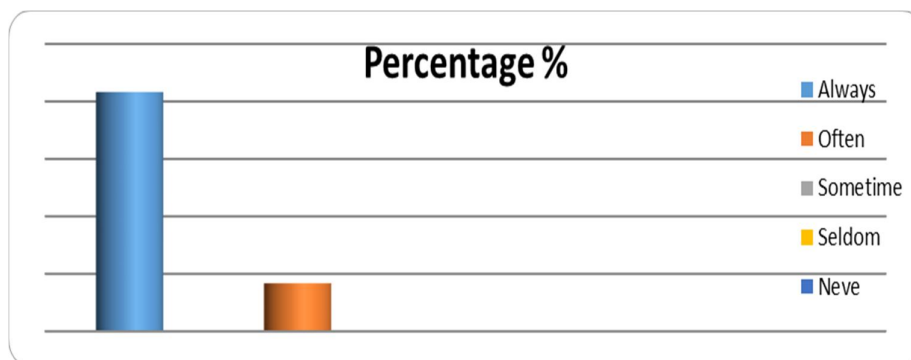
accept the (H1) the substitute hypothesis, and vice versa when calculated value at level of significant more than 5% we accept Null hypothesis (Ho) and we reject (H1) the substitute one.

### 1. Working in groups enhances the students' communication skills

Table No. (2) The Frequency Distribution for the Wording:

The Answer	Number	Percentage %
Always	25	83.3
Often	5	16.7
Sometime	0	0
Seldom	0	0
Never	0	0
Total	30	100

Fig(1)



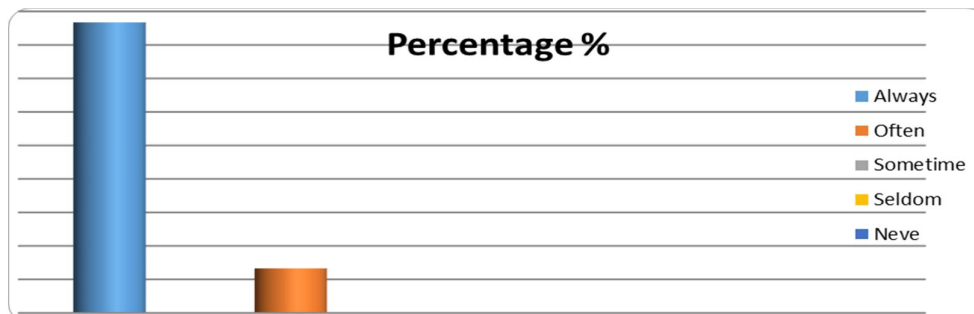
From table (2) and figure (1) it is obvious that the majority of the sample size (83.3%) agree always with the: (Working in groups enhances the students' communication skills) while (16.7%) were often.

### 2. Working in groups stimulates the students' creative thinking skills

Table No. (3) The Frequency Distribution for the Wording:

The Answer	Number	Percentage %
Always	26	86.7
Often	4	13.3
Sometime	0	0
Seldom	0	0
Never	0	0
Total	30	100

Fig (2)



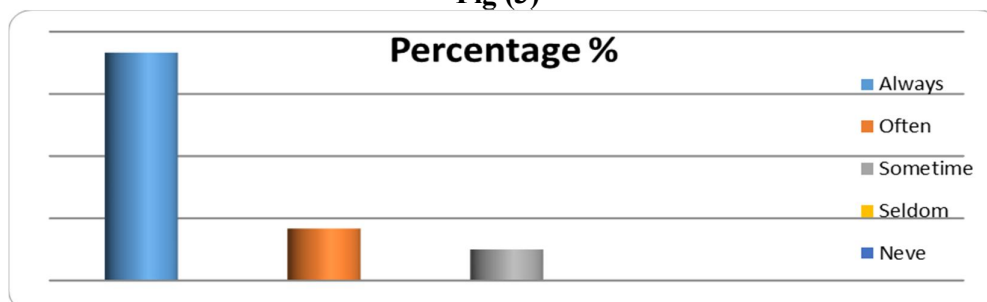
From table (3) and figure (2) it is obvious that the majority of the sample size (86.7%) agree always with: (Working in groups stimulates the students' creative thinking skills )while (13.3%) were often.

### 3. Working in groups enables teachers to use skills which individual assessments do not.

Table No. (4) The Frequency Distribution for the Wording:

The Answer	Number	Percentage %
Always	22	73.3
Often	5	16.7
Sometime	3	10
Seldom	0	0
Never	0	0
Total	30	100

Fig (3)



From the table (4) and figure (3) it is obvious that the majority of the sample size (73.3%) agree always with; (Working in groups enables teachers to use skills which individual assessments do not. )while (16.7%) were often and only (10%) sometime.

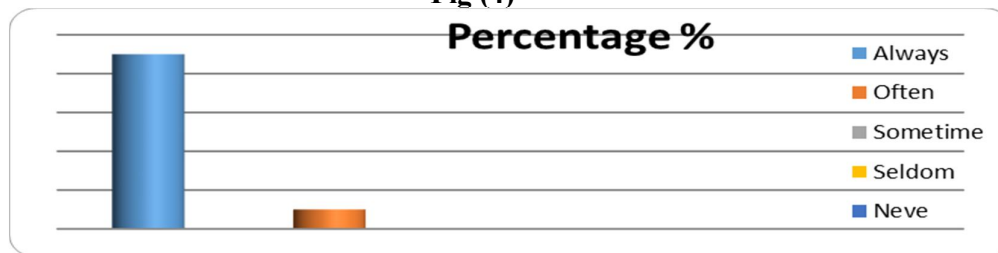
### 4. Working in groups fosters exchange of knowledge, information and experience.

Table (5) Frequency Distribution for the Wording:

The Answer	Number	Percentage %
Always	27	90
Often	3	10
Sometime	0	0

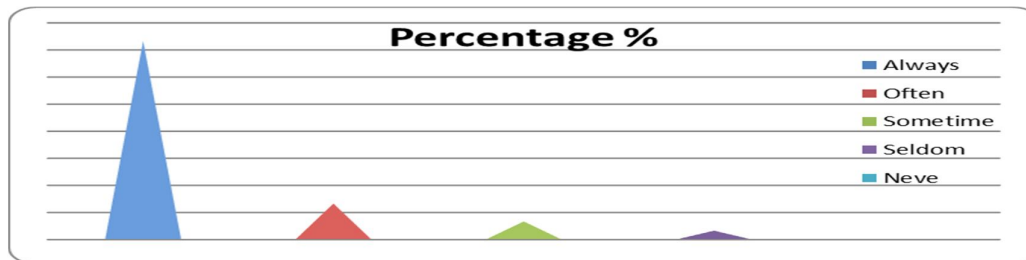
Seldom	0	0
Never	0	0
Total	30	100

Fig (4)



From the table (5) and figure (4) it is obvious that the majority of the sample size (90%) agree always with: (Working in groups fosters exchange of knowledge, information and experience) while (10%) were often.

**5. While working in groups, students spend more time generating and planning**



ideas than when writing alone.

Table No. (6) The Frequency Distribution for the Wording:

The Answer	Number	Percentage %
Always	22	73.3
Often	4	13.3
Sometime	2	6.7
Seldom	1	3.3
Never	0	0
Total	30	100

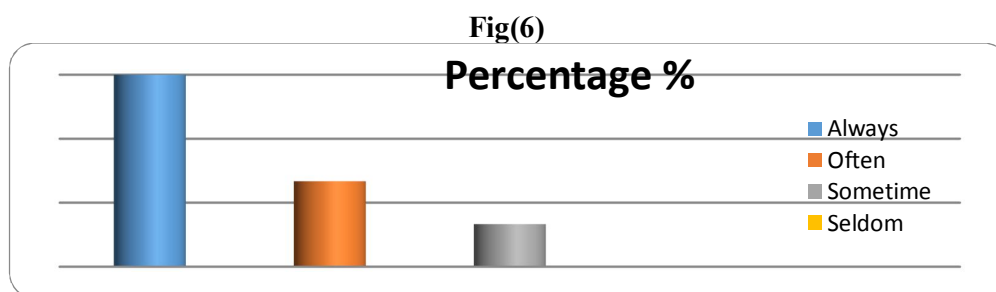
Fig (5)

table (6) and figure (5) it is obvious that the majority of the sample size (73.3%) agree always with; (While working in groups, students spend more time generating and planning ideas than when writing alone) while (13.3%) were often and only (6.7%) sometime.

**7. Students have the chance to express their ideas in the group .**

Table No. (7) The Frequency Distribution for the Wording:

The Answer	Number	Percentage %
Always	18	60
Often	8	26.7
Sometime	4	13.3
Seldom	0	0
Never	0	0
Total	30	100

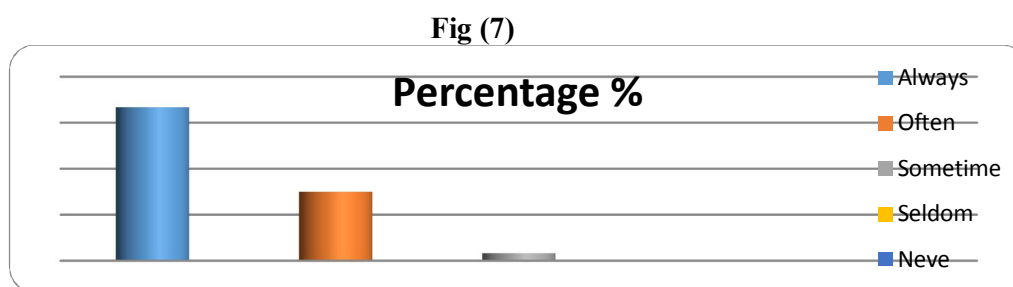


From the table (7) and figure (6) it is obvious that the majority of the sample size (60%) agree always with; (Students have the chance to express their ideas in the 4group while (26.7%) were often and only (13.3%) sometime.

**7. Working in groups helps them to have a greater responsibility for themselves and the group.**

Table No. (8) The Frequency Distribution for the Wording:

The Answer	Number	Percentage %
Always	20	66.7
Often	9	30
Sometime	1	3.3
Seldom	0	0
Never	0	0
Total	30	100





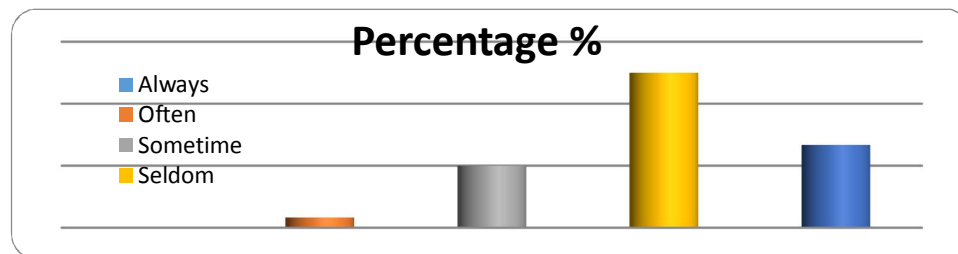
From the table (8) and figure (7) it is obvious that the majority of the sample size (66.7%) agree always with; (Working in groups helps them to have a greater responsibility - for themselves and the group) while (30%) were often and only (3.3%) sometime.

**8. Working in groups is a waste of time as students keep explaining things to others.**

**Table (9) The Frequency Distribution for the Wording:**

The Answer	Number	Percentage %
Always	0	0
Often	1	3.3
Sometime	6	20
Seldom	15	50
Never	8	26.7
Total	30	100

**Fig (8)**



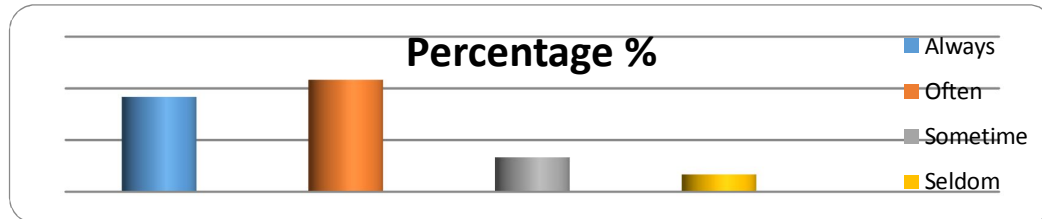
From the table (9) and figure (8) it is obvious that the majority of the sample size (76.7%) (Seldom, never) with; (Working in groups is a waste of time as students keep explaining things to others) while (20%) were sometime and only (3.3%) often.

**9. Working in groups improves students writing performance.**

**Table (10) The Frequency Distribution for the Wording:**

The Answer	Number	Percentage %
Always	11	36.7
Often	13	43.3
Sometime	4	13.3
Seldom	2	6.7
Never	0	0
Total	30	30

**Fig (9)**



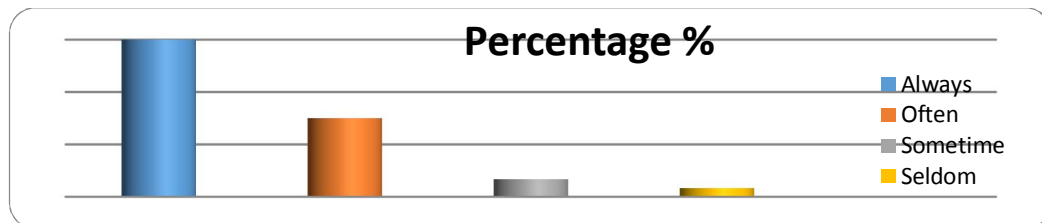
From the table (10) and figure (9) it is obvious that the majority of the sample size (80%) agree always and often with ;( Working in groups improves students writing performance) while (13.3%) were sometime and only (6.7%) Seldom.

**10. Working in groups helps students to work in a more relaxed atmosphere.**

**Table (11) The Frequency Distribution for the Wording:**

The Answer	Number	Percentage %
Always	18	60
Often	9	30
Sometime	2	6.7
Seldom	1	3.3
Never	0	0
Total	30	100

**Fig (10)**



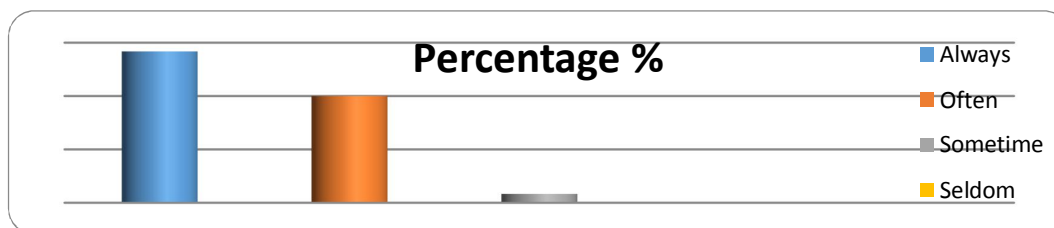
From the table (11) and figure (10) it is obvious that the majority of the sample size (60%) agree always with; (Working in groups helps students to work in a more relaxed atmosphere) while (30%) were often and only (6.7%) sometime.

**11. Having completed group projects, students feel they have more confident working with other students.**

**Table No. (12) The Frequency Distribution for the Wording:**

The Answer	Number	Percentage %
Always	17	56.7
Often	12	40
Sometime	1	3.3
Seldom	0	0
Never	0	0
Total	30	100

**Fig (11)**



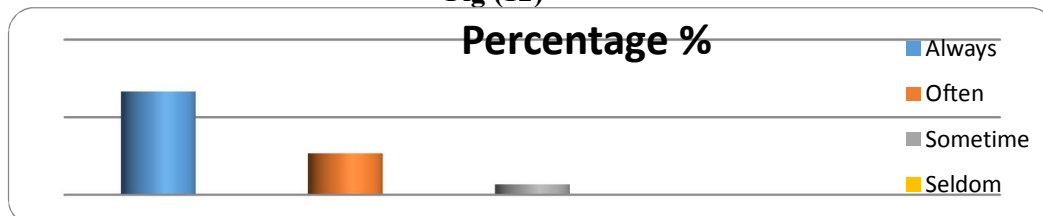
From the table (12) and figure (11) it is obvious that the majority of the sample size (56.7%) agree always with; (Having completed group projects, students feel they have more confident working with other students) while (40%) were soften and only 3.3(%) sometime.

### 12. Working in groups enables students to help weaker partners in the group.

Table (13) The Frequency Distribution for the Wording:

The Answer	Number	Percentage %
Always	20	66.6
Often	8	26.7
Sometime	2	6.7
Seldom	0	0
Never	0	0
Total	30	100

Fig (12)



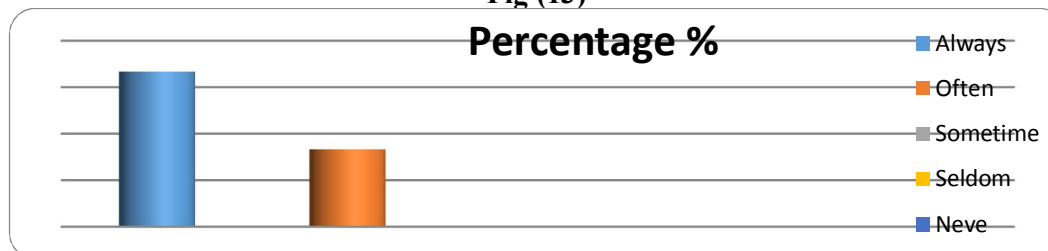
From the table (13) and figure (12) it is obvious that the majority of the sample size (66.6%) agree always with; (Working in groups enables students to help weaker partners in the group) while (26.7%) were often and only (6.7%) sometime.

### 13. Teaching English through Cooperative methods results in positive attitudes towards learning English language.

Table (14) The Frequency Distribution for the Wording:

The Answer	Number	Percentage %
Always	20	66.7
Often	10	33.3
Sometime	0	0
Seldom	0	0
Never	0	0
Total	30	100

Fig (13)



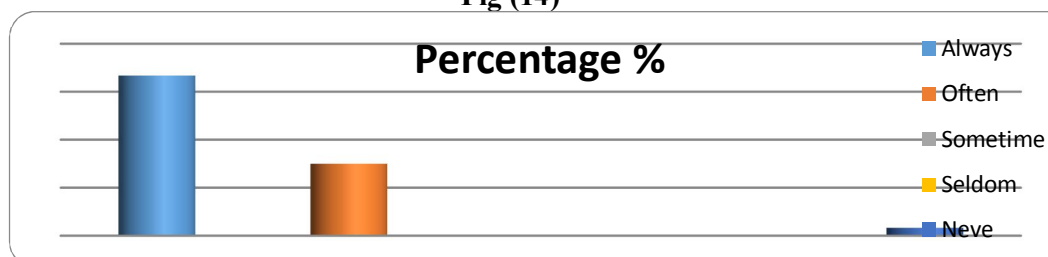
From the table (14) and figure (13) it is obvious that the majority of the sample size (66.7%) agree always with; (Teaching English through Cooperative methods results in positive attitudes towards learning English language) while (33.3%) were often.

**14. Working in groups saves time for the teacher to achieve more goals during the lesson.**

Table (15) The Frequency Distribution for the Wording:

The Answer	Number	Percentage %
Always	20	66.7
Often	9	30
Sometime	0	0
Seldom	0	0
Never	1	3.3
Total	30	100

Fig (14)



From the table (15) and figure (14) it is obvious that the majority of the sample size (66.7%) agree always with ;(Working in groups saves time for the teacher to achieve more goals during the lesson) while (30%) were sometime and only (3.3%) never.

**15. Working in groups makes problem-solving easier.**

Table (16) The Frequency Distribution for the Wording:

The Answer	Number	Percentage %
Always	20	66.7
Often	10	33.3
Sometime	0	0
Seldom	0	0
Never	0	0
Total	30	100

Fig (15)

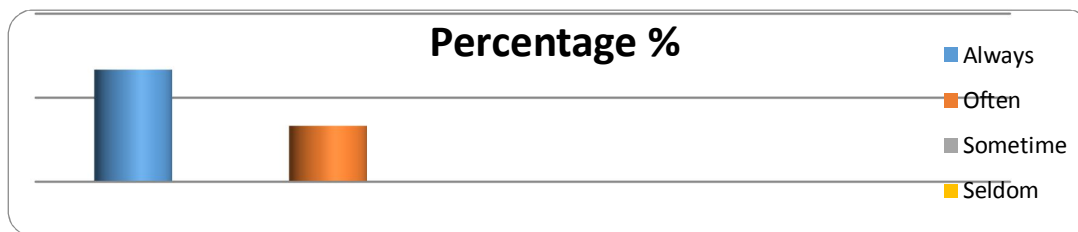
From the table (16) and figure (15) it is obvious that the majority of the sample size (66.7%) agree always with; (Working in groups makes problem-solving easier) while (33.3%) were often.

**16. Working in groups makes the teacher with no role in class**

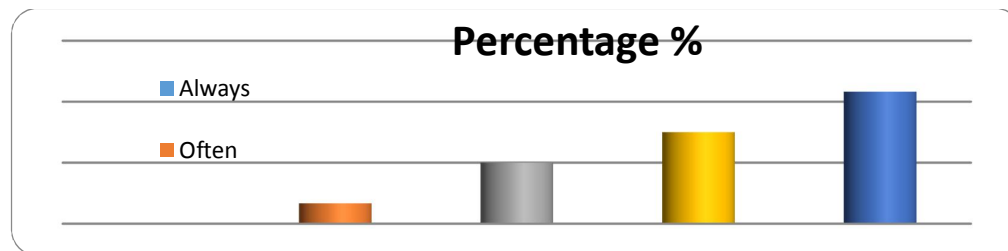
Table No.

**(17) The Frequency Distribution for the Wording:**

The Answer	Number	Percentage %
Always	0	0
Often	2	6.7
Sometime	6	20
Seldom	9	30
Never	13	43.3
Total	30	100



Fig(16)



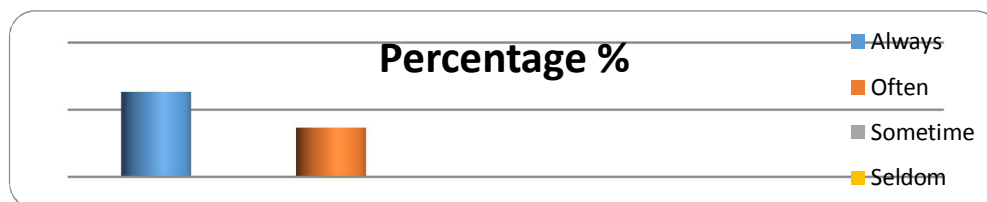
From the table (17) and figure (16) it is obvious that the majority of the sample size (73.3%) seldom and never with; (Working in groups makes the teacher with no role in class )while (20%) were sometime and only (6.7%) often.

**17. Overall, cooperative learning is a worthwhile experience.**

**Table (18) The Frequency Distribution for the Wording:**

The Answer	Number	Percentage %
Always	19	63.3
Often	11	36.7
Sometime	0	0
Seldom	0	0
Never	0	0
Total	30	100

Fig (17)



From the table (18) and figure (17) it is obvious that the majority of the sample size (63.3%) agree always with; (Overall, cooperative learning is a worthwhile experience) while (36.7%) were often.

### 18. Working in groups should be encouraged/continued

Table No. (19) The Frequency Distribution for the Wording:

The Answer	Number	Percentage %
Always	25	83.3
Often	5	16.7
Sometime	0	0
Seldom	0	0
Never	0	0
Total	30	100

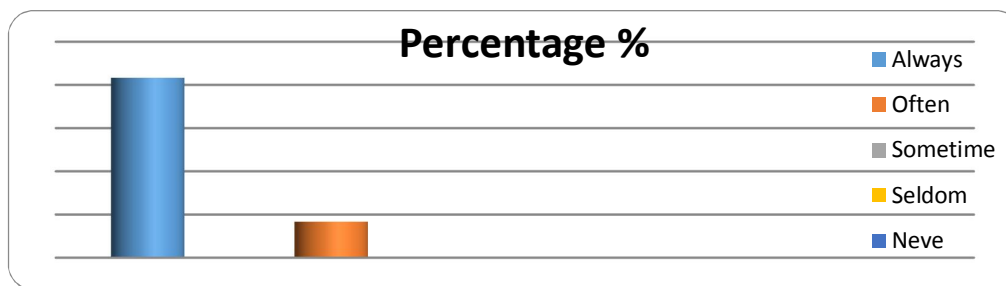
Fig (18)

From the table (19) and figure (18) it is obvious that the majority of the sample size (83.3%) agree always with; (Working in groups should be encouraged/continued )while (16.7%) were often.

**The Teachers' questionnaire: Table (20) The (t) value for the respondents answers to all wordings.**

	Statements	average	Interpretation	t-test	Sig
1	Working in groups enhances the students' communication skills.	4.33	Always	26.40	0.000
2	Working in groups stimulates the students' creative thinking skills	4.87	Always	29.5	0.000
3	Working in groups enables teachers to use skills which individual assessments do not.	4.63	Always	13.37	0.000
4	Working in groups fosters exchange of knowledge, information and experience.	4.90	Always	34.10	0.000
5	While working in groups, students spend more time generating and planning ideas than when writing alone.	4.62	Always	11.25	0.000
6	Students have the chance to express their ideas in the group	4.47	Always	11.0	0.000
7	Working in groups helps them to have a greater responsibility - for themselves and the group	4.63	Always	16.08	0.000

8	Working in groups is a waste of time as students keep explaining things to others.	2.0	Seldom	6.95	0.000
9	Working in groups improves students writing performance.	4.10	Always	6.81	0.000
10	Working in groups helps students to work in a more relaxed atmosphere.	4.47	Always	10.35	0.000
11	Having completed group projects, students feel they have more confident working with other students.	4.53	Always	14.69	0.000
12	Working in groups enables students to help weaker partners in the group.	4.60	Always	14.10	0.000
13	Teaching English through Cooperative methods results in positive attitudes towards learning English language	4.67	Always	19.03	0.000
14	Working in groups saves time for the teacher to achieve more goals during the lesson.	4.60	Always	12.99	0.000
15	Working in groups makes problem-solving easier.	4.52	Always	10.64	0.000
16	Working in groups makes the teacher with no role in class.	1.90	Seldom	6.27	0.000
17	Overall, cooperative learning is a worthwhile experience.	4.63	Always	18.25	0.000
18	Working in groups should be encouraged/continued.	4.83	Always	26.49	0.000



To test the statistical evidence of different between the numbers of those agree, neutral and who don't agree for the above result. The study us the (t) **Source: the author survey – questionnaire results.**

**Table (20), showed the following:**

(1) .t. value have a significant different among the group of the sample study for the wording no (1) reached (0.000), and this value is less than statistical

test of significance differences between the answers for all statements. Table (20) The (t) value for the respondents answers to all wordings.

significant (0.05) this indicate that, there are differences of statistical significant, between the group of the sample size answering favoring those who **Always**

with: **(Working in groups enhances the students' communication skills).**

(2) T. value have a significant different among the group of the sample study for the wording no (2) reached (0.000), and this value is less than statistical significant (0.05) this indicate that, there are differences of statistical significant, between the group of the sample size answering favoring those who **Always** with: **(Working in groups stimulates the students' creative thinking skills).**

(3) T. value have a significant different among the group of the sample study for the wording no (3) reached (0.000), and this value is less than statistical significant (0.05) this indicate that, there are differences of statistical significant, between the group of the sample size answering favoring those who **Always** with: **(Working in groups enables teachers to use skills which individual assessments do not).**

(4) T. value have a significant different among the group of the sample study for the wording no (4) reached (0.000), and this value is less than statistical significant (0.05) this indicate that, there are differences of statistical significant, between the group of the sample size answering favoring those who with: **(Working in groups fosters exchange of knowledge, information and experience).**

5) .t. value have a significant different among the group of the sample study for the wording no (5) reached (0.000), and this value is less than statistical significant (0.05) this indicate that, there are differences of statistical significant, between the group of the sample size answering favoring those who **Always** with: **(While working in groups, students spend more time generating**

**and planning ideas than when writing alone).**

(6) .t. value have a significant different among the group of the sample study for the wording no (6) reached (0.000), and this value is less than statistical significant (0.05) this indicate that, there are differences of statistical significant, between the group of the sample size answering favoring those who **Seldom** with: **(Students have the chance to express their ideas in the group).**

(7) .t. value have a significant different among the group of the sample study for the wording no (7) reached (0.000), and this value is less than statistical significant (0.05) this indicate that, there are differences of statistical significant, between the group of the sample size answering favoring those who with: **(Working in groups helps them to have a greater responsibility - for themselves and the group).**

(8) .t. value have a significant different among the group of the sample study for the wording no (8) reached (0.000), and this value is less than statistical significant (0.05) this indicate that, there are differences of statistical significant, between the group of the sample size answering favoring those who **Always** with: **(Working in groups is a waste of time as students keep explaining things to others).**

(9) .t. value have a significant different among the group of the sample study for the wording no (9) reached (0.000), and this value is less than statistical significant (0.05) this indicate that, there are differences of statistical significant, between the group of the sample size answering favoring those who **Always** with: **(Working in groups improves students writing performance).**



(10) .t. value have a significant different among the group of the sample study for the wording no (10) reached (0.000), and this value is less than statistical significant (0.05) this indicate that, there are differences of statistical significant, between the group of the sample size answering favoring those who **Always** with: **(Working in groups helps students to work in a more relaxed atmosphere).**

(11) .t. value have a significant different among the group of the sample study for the wording no (11) reached (0.000), and this value is less than statistical significant (0.05) this indicate that, there are differences of statistical significant, between the group of the sample size answering favoring those who **Always** with: **(Having completed group projects, students feel they have more confident working with other students).**

(12) .t. value have a significant different among the group of the sample study for the wording no (12) reached (0.000), and this value is less than statistical significant (0.05) this indicate that, there are differences of statistical significant, between the group of the sample size answering favoring those who **Always** with: **(Working in groups enables students to help weaker partners in the group).**

(13) .t. value have a significant different among the group of the sample study for the wording no (13) reached (0.000), and this value is less than statistical significant (0.05) this indicate that, there are differences of statistical significant, between the group of the sample size answering favoring those who **Always** with: **(Teaching English through Cooperative methods results in**

**positive attitudes towards learning English language).**

(14) .t. value have a significant different among the group of the sample study for the wording no (14) reached (0.000), and this value is less than statistical significant (0.05) this indicate that, there are differences of statistical significant, between the group of the sample size answering favoring those who **Always** with: **(Working in groups saves time for the teacher to achieve more goals during the lesson).**

(15) .t. value have a significant different among the group of the sample study for the wording no (15) reached (0.000), and this value is less than statistical significant (0.05) this indicate that, there are differences of statistical significant, between the group of the sample size answering favoring those who with: **(Working in groups makes problem-solving easier).**

(16) .t. value have a significant different among the group of the sample study for the wording no (16) reached (0.000), and this value is less than statistical significant (0.05) this indicate that, there are differences of statistical significant, between the group of the sample size answering favoring those who **Seldom** with: **(Working in groups makes the teacher with no role in class.).**

(17) .t. value have a significant different among the group of the sample study for the wording no (17) reached (0.000), and this value is less than statistical significant (0.05) this indicate that, there are differences of statistical significant, between the group of the sample size answering favoring those who **Always** with: **(Overall, cooperative learning is a worthwhile experience).**

(18) .t. value have a significant different among the group of the sample study for the wording no (18) reached (0.000), and this value is less than statistical significant (0.05) this indicate that, there are differences of statistical significant, between the group of the sample size answering favoring those who **Always** with: **(Working in groups should be encouraged/continued)**.

#### 4. Recommendations:

Based on the findings of this study, the researcher recommends the following: Teachers are recommended to use cooperative learning in their classroom to teach the different language skills and all other language aspects such as grammar.

- Teachers should be trained on the use of this strategy.
- Syllabus designers are also encouraged to take into consideration cooperative learning when designing syllabus.
- Another suggestion for further study is about the teacher development in cooperative learning. Being limited to the range of the research questions, which focused on the effects of cooperative learning in EFL teaching, this study did not investigate the possible factors that might affect the success of teacher development in cooperative learning. What are the possible reasons for some teachers to become successful and frequent users of cooperative learning? Further research is, therefore, suggested to investigate the factors related to the success of teacher development in cooperative learning.

#### REFERENCES:

1. Cohen, E. G. (1994) Designing Groupwork. Strategies for the Heterogeneous Classroom (2<sup>nd</sup> edition) (New York, Teachers College Press).

2. Dörnyei, Z. (1997) Psychological processes in cooperative language learning: Group dynamics and motivation, Modern Language Journal, 81, 482-493.

3. Gardner, R.(1985).Social psychology and second language learning :The roe of attitudes and motivation. London: Edward Arnold.

4. Gillies, R. M. (2007) Cooperative Learning. Integrating Theory and Practice. (Los Angeles, Sage Publications).

5. <http://www.clcrc.com/indec#essays>

6. <https://books.google.com.sa/books?isbn=0549476725>

7. Huber, A. A. (2004) Einführung, in: A. A. Huber (Ed) Kooperatives Lernen – kein Problem. Effektive Methoden der Partner- und Gruppenarbeit. (Stuttgart, Klett), 4-15.

8. Johnson, D. W. & Johnson, R. T. (1994) Leading the cooperative school (2<sup>nd</sup> edition) (Edina, MN, Interaction Book Company).

9. Los Angeles. (ERIC Document Reproduction Service, No. ED 354 233).

10. Sapon-Shevin, M. (2004) Introduction, in: E. G. Cohen, C. M. Brody & M. Sapon-Shevin (Eds) Teaching Cooperative Learning: The Challenge for Teacher Education. (Albany, NY, State University of New York Press), 1-10.

11. Slavin, R. E. (1995) Cooperative learning: Theory, research, and practice (2<sup>nd</sup> edition) (Boston, MA, Allyn & Bacon).

12. Sudzina, M. (1993) Dealing with diversity in the classroom: A case study approach, paper presented at the annual meeting of the Association of Teacher Educators,

13. Wilden, E. (2006) The ABC's



**Sudan University of Science and Technology**  
**Deanship of Scientific Research**  
**Journal of Humanities Sciences**



online: Using voice chats in a transnational foreign language teacher exchange, in: P. R. Schmidt & C. Finkbeiner (Eds) ABC's of Cultural

Understanding and Communication: National and International Adaptations. (Greenwich, CT, Information Age Publishing), 189-211.