**Sudan University of Science & Technology**

**College of Graduate Studies**

# Effect of Cooperative Learning Methods on Enhancing EFL Learners' Writing Skill

## (A Case Study of 2nd Year Secondary School Students )

أثر استخدام طرق التعلم التعاوني في تطوِير مهارة الكتابة للطلاب الدارسين للإنجليزية لغةً أجنبية

دراسة حالة طلاب الصف الثاني في المدارس الثانوية

**A Thesis Submitted in Fulfillment of the Requirement for the Degree of Ph.D. in English language { Applied Linguistics}**

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# *Dedication*

*This work is dedicated to my beloved parents. To my brothers and colleagues. To my family and friends.*

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# *Abstract*

This study aims at developing students' writing skill through cooperative learning methods "CLM". The study focused on the impact of cooperative learning on the students' writing; their attitudes towards the method; teachers' conception of different cooperative learning methods; the effects of cooperative learning methods on motivating and improving EFL learners' writing skill; and the factors that hinder "CLM". The data were gathered through experimental and descriptive approach. A test was conducted to secondary school students, besides questionnaire administrated to them. Then, another questionnaire was also distributed to English language teachers. The study used Statistical Package for the Social Sciences (SPSS) program for data analysis. The results were set in the form of graphs and charts that show different statistics constrains such as frequency and percentage of each item. The results have shown a significant difference between cooperative learning method and traditional method. It was found that when the students were exposed to a cooperative method, their writing skills have remarkably improved. Students had positive attitudes towards cooperative learning methods; hence, their interest; participation; socialization and relationship were promoted. The findings also revealed that teachers have a reasonable perception about "CLM". Moreover, it was found that "CLM" is a motivating style which engages students in writing tasks. It also promotes discussion and critical thinking. Through cooperative learning، students can share learning resources; and help each other by exchanging skills and ideas. However, there are some factors which impede its implementation such as limited teacher' responsibility; crowded classroom; unequal participation due to the students standards. The study concluded with some recommendations, such as teachers training program should be carried out to familiarize teachers with the use of cooperative learning

# مستخلص البحث

تهدف هذه الدراسة إلى تطوير مهارة الكتابة لدى الطلاب من خلال أساليب التعلم التعاوني. وقد ركزت الدراسة على تأثير هذه الطرق التعاونية على كتابة الطلاب، مواقفهم تجاه الطريقة، مفهوم المعلمين تجاه طرق التعلم التعاوني المختلفة وآثار أساليب التعلم التعاوني على تحفيز وتحسين مهارة الكتابة لدى متعلمي اللغة الإنجليزية كلغة أجنبية. والعوامل التي تعيق أساليب التعلم التعاوني. وقد استخدم المنهج التجريبي والوصفي في جمع البيانات من خلال اختبار واستبانة لطلاب المرحلة الثانوية. كما تم توزيع استبانة على معلمي اللغة الإنجليزية. ولقد استخدمت الدراسة برنامج حزمة التحليل الاحصائي للعلوم الاجتماعية (SPSS) لتحليل البيانات. تم تعيين النتائج في شكل رسومات وجداول بيانية توضح إحصائيات مختلفة مثل التردد والنسبة المئوية لكل عنصر. وقد أظهرت النتائج وجود فرق كبير بين طريقة التعلم التعاوني والطريقة التقليدية. وجد أنه عندما تعرض الطلاب لطريقة تعاونية في التدريس لدى المجموعة التجريبية قد تحسنت مهاراتهم في الكتابة بشكل ملحوظ. حيث أبدى الطلاب مواقف إيجابية تجاه طرق التعلم التعاوني. وبالتالي قد عززت اهتماماتهم ومشاركاتهم والتنشئه الاجتماعية وعلاقاتهم مع بعضهم البعض. وقد اثبتت النتائج أيضا أن المعلمين لديهم تصور معقول حول طريقة التعلم التعاوني . ولقد اعتبروا ان التعلم التعاوني هو طريقة تفاعلية تعزز العمل الجماعي؛ المسئولية والاستقلالية. كما تزيد من تباين وتنوع ممارسات اللغة الانجليزية كلغة اجنبية. كما استنتج أن طريقة التعلم التعاوني اسلوب محفز ويمكن أن يربط الطلاب في مهام الكتابة. كما أنه يعزز النقاش والتفكير الابداعي.وقد يشارك الطلاب مصادر التعلم من خلال التعليم التعاوني، ويساعد بعضهم بعضا عن طريق تبادل المهارات والأفكار. وبالرغم من ان هناك بعض العوامل التي تعيق تطبيق هذا المنهج مثل محدودية مسؤولية المعلمين و الفصول المزدحمة، ومشاركة الطلاب غير المتكافئة لاختلاف مستوياتهم. اختتمت الدراسة ببعض التوصيات والمقترحات لمزيد من الدراسات. مثل برنامج تدريب المعلمين يجب القيام به لتعريف المعلمين باستخدام التعلم التعاوني.

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# List of Abbreviations

| No | Abbreviations | Word/s |
|----|---------------|--------|
| 1 | **CLM** | Cooperative Learning Method |
| 2 | **CL** | Cooperative Learning |
| 3 | **ELT** | English Language Teaching |
| 4 | **ESL** | English as a Second Language |
| 5 | **EFL** | English as a Foreign Language |
| 6 | **GI** | Group Investigation |
| 7 | **STAD** | Student Teams Achievement Division |
| 8 | **TAI** | .Team Assisted Instruction |
| 9 | **TL** | Traditional learning |
| 10 | **TGT** | Teams Games Tournaments |

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# Definitions of Terms

| Terms | Definitions |
|---|---|
| *Cooperative learning* | "instructional use of small groups so that students work together to maximize their own and each other's learning |
| *Diffusion of Responsibility* | is a situation in which students who are perceived to be less skillful are ignored by other group members. |
| *Face to Face Promotive Interaction* | is one of the elements of cooperative learning that creates more active rather than passive learning as in the traditional classroom |
| *Individual Accountability* | Means that each member of the group is accountable for completing his or her part of the work. |
| **Jigsaw** | students are assigned to small member teams to work on academic material that has been broken down into sections |
| **Motivational Theory** | a situation in which individual members can achieve their respective goals only if other members also achieve their respective goals . |
| **Social Cohesion Theory** | A theoretical perspective somewhat related to the motivational view point is the social cohesion perspective |
| **Student Team Learning** | are cooperative learning techniques developed and researched at John Hopkins University, USA. |

# Chapter One

## Introduction

# Chapter One

## Introduction

## 1.0 Background

Cooperative learning (CL) is defined as the instructional use of small groups so that students work together to maximize their own and each other's learning (Johnson, Johnson & Holubec 1998, p.1:5). It is often implemented through a set of highly structured, psychologically and sociologically based techniques (Oxford, 1997, p. 444). A key point to accurately understand CL is that not all group work constitutes CL. What makes CL differ from other types of group work largely lies in its two fundamental elements: positive interdependence and individual accountability (Baloche, 1998; Brown & Thomson, 2000;). Integration of positive interdependence into group work is very likely to result in mutual support and good cooperation among team members. Positive interdependence also generates peer norms favoring achievement, increases the quantity and quality of peer interaction, and thus creates a supportive and non-stressful learning environment. When students are clear about their individual accountability and specific roles in group work, they are more likely to engage in active participation and feel motivated to learn.

In the past three decades, modern cooperative learning methods have become a widely used, instructional procedure in preschool through graduate school levels, in all subject areas, in all aspects of instruction and learning, in nontraditional as well as traditional learning situations, and even in after-school and informal educational programs. There is broad spreading of cooperative learning methods through teacher preparation programs, in-service professional development, and practitioner publications.

## 1.1 Statement of the Problem

The problem of this research arises from the lack of cooperative learning methods in Sudanese education system. Although the variety of cooperative learning methods available for teachers' use, ranging from very concrete and prescribed to very conceptual and flexible. Cooperative learning is actually a generic term that refers to numerous methods for organizing and conducting classroom instruction. Almost any teacher can find a way to use cooperative learning that is consistent with his or her philosophies and practices. So, many teachers can use cooperative learning in many different ways. The researcher is, hence, motivated to conduct this study because of the failure to use cooperative learning to teach writing appropriately by EFL teachers, and the absence of any experimental study to test its effects in EFL classrooms in our secondary schools . Even if there are studies conducted on cooperative learning, the results from those previous studies, local as well as international, are inconclusive in their findings. So by training EFL teachers on how to implement cooperative learning in the EFL classroom, the present researcher attempted to examine whether it brings a change on students' achievement in their writing composition ability or not.

## 1.2 Objectives of the Study

1. To determine teachers' perception about the variety of cooperative learning methods.
2. To identify the effects of cooperative learning methods on the improvement of the EFL learners' writing skill.
3. To recognize the effects of cooperative learning methods the EFL learners' motivation towards learning English.
4. To clarify factors that hinder cooperative learning methods.
5. To decide students' attitudes towards cooperative learning methods.
6. To identify teachers use of cooperative learning activities in EFL classes.

## 1.3 The Research Questions

1. What is the teachers' perception about the different cooperative learning methods?
2. What are the effects of cooperative learning methods on the improvement of the EFL learners' writing skill?
3. To what extend do cooperative learning methods affect EFL learners' motivation toward learning English?
4. What are the factors that hinder cooperative learning methods?
5. What are the students' attitudes towards cooperative learning methods?
6. How often do teachers use the Cooperative learning activities in EFL classes?

## 1.4 Hypotheses

1. Teachers' perceive cooperative learning methods in the way that it enhances the process of learning.
2. Cooperative learning methods can improve EFL learners' writing skill.
3. Cooperative learning methods can effect on the EFL learners' motivation towards learning English positively.
4. There are many factors that hinder cooperative learning methods.
5. Students have positive attitudes towards cooperative learning methods.
6. Teachers don't always use Cooperative learning activities in EFL classes.

## 1.5 Significance of the Study

The use of cooperative learning methods pervades education that it is difficult to find textbooks on instructional methods, teachers' journals, or instructional materials that do not mention and utilize it. While a variety of different ways of operationalizing cooperative learning have been implemented in schools and colleges, there has been no comprehensive research evidence validating the cooperative learning methods. The purpose of this research, therefore, is to examine the empirical support validating the effectiveness of the different

methods of cooperative learning based on the six   research questions.This study, which focused on investigating the effects of cooperative learning on students' writing, it could be significant with respect to its implicationin foreign language pedagogy, particularly in the classroom context where learners come from different English language backgrounds. In other words,this study is important because it may offer an alternative teaching methodfor EFL teachers who find that they are not successful in helping students .This research could also broaden the EFL teachers' and learners' understanding and implementation of cooperative language learning. This isone contribution of the study as far as the practice of cooperative learning isconcerned with writing  difficulties in their classes.

## 1.6 Methodology

The researcher has adopted the descriptive and experimental methods in this research. The data of this study have been collected through teachers' and students' questionnaires. In addition to students' test.  Then data have been statistically analyzed and critically discussed.

## 1.7Scope of the Study

This study is limited to investigate views and conceptions of the effect of cooperative learning methods on EFL learners'  writing skill for the teachers of English language, and secondary school students in Khartoum locality  of  the academic year   2018-2019.

# Chapter Two

# Literature Review

# Chapter Two

# Literature Review

## 2.0 Introduction

This chapter begins with a discussion of the relevant concepts of cooperative learning, such as definition of cooperative learning, rationale to use cooperative learning, pitfalls of cooperative learning, elements and methods of cooperative learning. The chapter also discusses the use of cooperative learning in EFL classrooms, the relationship CL has with writing composition in an EFL context, and models of writing. Towards the end of the chapter, the researcher discusses someprevious researches done on cooperative learning.

## 2.1 Definitions of Cooperative Learning

Cooperative learning is defined differently by different individuals, and in this section, the researcher has attempted to discuss the different definitions so as to make the ideas behind cooperative learning clear.

Johnson and Johnson (1990:69) define cooperative learning as the "instructional use of small groups so that student's work together to maximize their own and each other's learning''. Parkay and Stanford (2007:334) also define cooperative learning as an approach to teaching in which students work in small groups, or teams, sharing the work and helping one another complete assignments. Sharan (1990) also defines it as "a group-centred and student-centred approach to classroom teaching and learning,'' while Slavin (1987:8) refers to the term as a set of "instructional methods in which students are encouraged or required to work together on academic tasks in small, mixed ability learning groups''. Christison (1994) also states that cooperative learning can be defined as a strategy for the classroom that is used to increase motivation and preservation to help students

develop a positive image of self and others, to provide a vehicle for critical thinking and problem solving, and to encourage collaborative social skills.

Salend (1994) also states that cooperative learning refers to a method for organizing learning, in which students are working with their peers towards a shared academic goal rather than competing or working separately from their peers. Although different people have attempted to define cooperative learning in different ways, there are some similar concepts in their definitions. What makes the different definitions almost similar is that the idea of working together and helping one another is emphasized.

Therefore, for the purpose of this research, Johnson and Johnson's idea of cooperative learning is used. That means cooperative learning in the context of this study is considered as instructing students to learn and study together as a group, completing assignment sheet per group, all members giving their suggestions and ideas, seeking help and clarification from each other rather than from the teacher.

## 2.2 Rationale for Using Cooperative Learning

Most general secondary school students face some difficulties in acquiring English. They come to school with different levels of academic performance, and language proficiency. Cooperative learning is one strategy that can assist teachers in dealing with the diversity of students' backgrounds.

Cooperative learning has been strongly advocated for the classroom. Researchers have argued about the superiority and effectiveness of cooperative over competitive and individualistic learning on different grounds. Reports on studies comparing the achievement of higher, middle and low achieving students in competitive, individualistic and cooperative learning situations show that cooperative learning experiences tend to produce higher results. This is true for all ages, subject areas, and for tasks involving concept attainment, verbal problem-solving, categorizations, spatial problem-solving, retention and memory, motor performance, guessing, judging and predicting (Johnson, Johnson, &Stanne, 1986).

Slavin (1991) points out that numerous research studies in K-12 classrooms, in very diverse school settings and across a wide range of content areas, have revealed that students completing cooperative learning group tasks tend to have higher academic test scores, higher self- esteem, greater number of social skills, fewer stereotypes of individuals of other races or ethnic groups, and greater comprehension of the content and skills they are studying.

According to Crandall (1999:233), the rationale for using cooperative learning in second and foreign language classrooms is its gaining acceptance in a multitude of language learning classrooms, mainly because of its contribution to improving supportive and expanding opportunities for learners to use the language. Cooperative learning creates a more positive affective climate in the classroom, while it also individualizes instruction and raises student motivation. Furthermore, Antil, Jenkins, Wayne, and Vadasy (1998:420) argue that multiple factors contribute to the popularity of cooperative learning starting with its potential for accommodating individual differences in the classroom. Individual differences are generally viewed as a nuisance to be controlled through individualized instruction or ability grouping, whereas in cooperative learning, individual differences are exploited to promote learning.

Similarly, Goodlad (1984) states that cooperative learning with its dual emphasis on academic and interpersonal skills appeals to teachers because it addresses and integrates seemingly diverse goals within a single approach. Coppola (2007:4) also states that the literature and research about cooperative learning support an argument for adopting it within the classroom. It promotes positive social behaviour which is necessary for all students; it enhances self-determination and self-efficacy which are crucial for student development.

Cooperative learning represents a major change from teacher-fronted instruction and, therefore, raises new issues that educators need to consider (Cohen, 1994). At the same time, it has been claimed that using cooperative learning does not mean

abandoning the teacher-fronted mode; it means combining various modes of learning. In addition, cooperative learning cannot solve all the problems that secondary school students face. It does, however, offer teachers ways to respond to students who represent a wide range of abilities. It gives a structure for providing content support for students from different backgrounds. It also gives students opportunities to learn from one another rather than receiving instruction from the teacher alone. Appropriate cooperative tasks also stimulate students to higher levels of thinking, preparing them for academic learning and testing (Chips, 1993).

Using cooperative learning could also improve secondary schools students' English language development, academic achievement in English, and social skills development. Sharan and Shaulov (1990:174) stated that cooperative learning fosters positive social relations among classmates through peer collaboration and mutual assistance in small groups; it gives expressions to the motivating effects of working together with others toward a common goal largely free from competition, and it cultivates the pupils' sense of acceptance on an equal footing with others in the group.

Sadker and Sadker (2003:106) have also focused on the benefits of cooperative learning. They say research shows that both cognitive and affective growth results from cooperative learning with the following additional benefits: students taught with this structure make higher achievement gains, students who participate in cooperative learning have higher levels of self-esteem and greater motivation to learn, students have a stronger sense that classmates have positive regard for one another, and there is a greater acceptance of students from different racial and ethnic backgrounds when a cooperative learning structure is implemented in the classroom.

This shows that educators are becoming increasingly interested in cooperative learning as a strategy for working successfully with mixed ability groups and diverse classroom population. From the perspective of second language teaching,

McGroarty (1989), as cited in Richards and Rodgers (2001:195) also offers the following six learning advantages for ESL students in CL classrooms:

1. Increased frequency and a variety of second language practices through different types of interaction

2. Possibility for development or use of language in ways that support cognitive development and increased language skills;

3. Opportunities to integrate language with content based instruction;

4. Opportunities to include a greater variety of curricular materials to stimulate language as well as concept learning;

5. Freedom for teachers to master new professional skills, particularly those emphasizing communication, and

6. Opportunities for students to act as resources for each other, thus assuming a more active role in their learning.

Likewise, Arnold (1990:235-240) expressed the view that it is not surprising that cooperative learning which fosters positive affective environments forlanguage learning can also lead to enhanced language learning. While not all attempts incorporating cooperative language learning are effective, there is evidence that when done well, there are a number of important benefits.

Therefore, it is the above reasons among others which are mentioned by different researchers and writers that initiated the present researcher to use cooperative learning in general secondary schools to teach reading comprehension. Despite the rationales for using cooperative learning method in language classrooms are convincing, there are some drawbacks of cooperative learning. Some of these limitations are discussed in the section below.

## 2.3 Difficulties of Cooperative Learning

Cooperative learning has been widely accepted and recommended for language teaching and learning; nevertheless, it is by no means a cure that could solve all the educational problems. There are, like all other teaching methods, limitations to

cooperative learning. Most of the limitations of cooperative learning came from not being able to implement the cooperative structures carefully. If the teachers just put the students into groups to learn and did not structure the positive interdependence and individual accountability, then it would not be unusual to find groups where one person did most (or all) of the work and the others signed off as if they had learned it or had done the work. Or it might be easy to have a " bossy'' student who did not allow the others to take part, or other group dynamic problems that might come from not setting the ground rules for behavior and carefully crafting the group dynamics (Kagan,1995).

It was also considered time-consuming to teach materials in a cooperative way although more students might have learned and retained better of the materials. This might be true, especially, in the beginning when cooperative learning was new to the teacher and to the students.

Regarding this, Palmer et al. (2003:14) mentioned that instructors who are unfamiliar with   cooperative learning may not initially accept this style of learning because they may feel they will lose control of their classroom, or they may be unsure of the techniques used or possibly even think that it is time consuming. Slavin (1995) has also identified the following pitfalls related to cooperative learning:

- **Free Rider:** If not properly constructed, cooperative learning methods can allow for the "free rider'' effect, in which some group members do all or most of the work (and learning) which others go along for the ride. The free-rider effect is most likely to occur when the group has a single task, as when they are asked to hand in a single report, complete a single worksheet, or produce one single project.

- **Diffusion of Responsibility:** Diffusion of responsibility is a situation in which students who are perceived to be less skillful are ignored by other group members. For example, if a group's assignment is to solve a

complex problem, the ideas or contributions of students believed to be poor at English could be ignored or brushed off, and there is little incentive for the more active participants in the problem-solving activity to take time to explain what they are doing to the less active group members.

- **Learning a Part of Task Specialization:** When each group member is made responsible for a unique part of the group's task, as in Jigsaw, Group Investigation, and related methods, there is danger that students may learn a great deal about the portion of the task they worked on themselves but not about the rest of the content.

The discussions on the pitfalls also imply that the instructors should pay attention to the potential barriers to group effectiveness such as lack of group maturity, motivation losses due to perceived inequality, lack of sufficient heterogeneity, uncritically giving one's dominant response and lack of teamwork skills (Johnson & Johnson, 1999).

Therefore, in order to achieve the benefits of cooperative learning, it is necessary to lessen the drawbacks by considering the basic components of cooperative learning while implementing it. In the next section, the essential elements of cooperative learning are discussed in detail after a brief discussion on the difference between traditional learning groups and cooperative group learning.

## 2.4 Elements of Cooperative Learning

Cooperative learning is more than just group work and requires several years of ongoing training and practice since it is complex, procedural learning. The following table summarizes the key differences between cooperative group learning and traditional group work (Putnam, 1997; Johnson& Johnson, & Holubec; Johnson & Johnson, 1999, 2000).

**Table 2.1**

**Differences between traditional group work and cooperative group learning**.

| Traditional Learning Groups | Cooperative Group Learning |
|---|---|
| -Social skills are assumed: social skills are not systematically taught. | -social skills are taught and practiced: teachers teach social skills needed for successful group work. |
| group membership is homogeneous. | -Group membership is heterogeneous. |
| -individuals are accountable for self: some students let others do most or all of the work, then copy (Hitchhiking). | -Individuals are accountable for self and group members: each pupil must master the material. |
| -Positive interdependence is not structured: students work on their own, often or occasionally checking their answers with other students. | -Positive interdependence is structured: students sink or swim together. Face–to face oral interaction is emphasized. |
| -Emphasis is on academic development of learners only. | -social development is as important as academic development. |
| -emphasizes the positive aspects of learning. | -emphasizes the experiential process ofLearning. |
| -focus is on learning a body of knowledge. | -learning to learn is the focus. |
| **-** and organizations knowledge is constructed by authoritativefigures. | -learners construct knowledge through collaboration with peers and the teacher. |
| -the teacher does notmonitor group work Or provide group functioning. No discussion of how well students worked together, other than general comments such as "Nice Job'' or "Next time, try to work more quietly.'' | -the teacher continually monitors group work, and provides feedback on group functioning. Feedback and discussion of students' behaviour is an integral part of ending the activity before moving on to another. |

Johnson& Johnson,1994

Fehling (2008:1), quoting Huber (2004:5) also observes that despite the fact that there seems to be similarities between cooperative learning and group work, these two concepts should be differentiated. Whereas in group work the group product (e.g. filling out a worksheet, working on a text together) is the main emphasis, the focus in cooperative learning is on learning and social process of each individual student during the students' collaboration. In traditional group work, there is consequently the risk that students might not participate in the group work since they more often rely on the strongest group members to accomplish the group task. This is known as 'social idling' or 'social loafing'.

The other important distinction is that in traditional groups, students are asked to work with little attention paid to group functioning or interaction whereas in cooperative learning, group work is carefully prepared, planned and monitored (Jacobs, 1989). Besides, many teachers believe that they are implementing cooperative learning when in fact they are missing its essence. Putting students into groups to learn is not the same thing as structuring cooperation among students. Cooperation is not: having students sit side by side at the same table and talk with each other as they do their individual assignments, having students do a task individually with instructions that ones who finish first are to help the slower students, and assigning a report to a group where one student does all the work and others put their names on it. This shows that cooperation is much more than being physically near other students. Discussing materials with other students, helping other students, or sharing materials with other students, each of these is important in cooperative learning (Johnson & Johnson, 1990a:77).

Furthermore, facilitating small group learning means group members perceive the importance of working together. The following conditions promote cooperation and are seen as critical elements of cooperative learning (Johnson & Johnson, 1990a, 1999; Johnson, Johnson & Holubec, (1994): positive interdependence,

individual accountability, interpersonal and small group skills, face-to-face promotive interaction, and group processing.

The five essential elements are vital for the cooperation to proceed and work well. Although educators and instructors may adopt several different methods of cooperative learning with diverse emphasis, the five basic elements remain as indispensable roles for the success of any cooperative learning methods. Johnson and Johnson (1990a) stress that these five fundamental elements which are involved in cooperative learning are the essential components that distinguish cooperative learning from other forms of group learning. They remind that when all of these elements are present in a learning situation, the result is a cooperative learning group. This study has, therefore, attempted to implement these five basic elements of cooperation through the Learning Together Model of Cooperative Learning. In the following section these elements of CL are discussed in detail.

### 2.4.1 Positive Interdependence

The first and the most essential element is positive interdependence. Johnson and Johnson (1990:77) said, "The perception of positive interdependence is the most important factor governing effective cooperative learning because its presence largely defines the presence of cooperation.'' Positive interdependence creates promotive interaction. It exists when students perceive that they are linked with group members in such a way that they cannot succeed unless their group members do. In other words, students must perceive that they "sink or swim together'' (Johnson & Johnson, 1999; Johnson, Johnson, & Holubec, 1998:4). It results in students realizing that the performance of all group members and their efforts are required for the group to achieve its goal. Positive interdependence involves students being responsible for completing their share of the work, and facilitating the work of other group members towards achieving the group's goal (Johnson & Johnson, 1990). From the points raised, it seems that the absence of interdependence results in individualistic efforts.

Johnson (1993:3) also indicated that when positive interdependence is solidly structured, it highlights that each group member's efforts are required and indispensable for group success, and each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities. Doing so creates a commitment to the success of group members as well as one's own and is the heart of cooperative learning. If there is no positive work of others, and it requires each pupil in the group to develop a sense of personal responsibility to learn and interdependence, there is no cooperation.

## 2.4.2 Individual Accountability

Individual accountability means that each member of the group is accountable for completing his or her part of the work. It is important that no one can 'hitchhike' on the to help the rest of the group to learn so (Jolliffe, 2007). Slavin (1996) also stresses the importance of group goals and individual accountability in cooperative learning. He stated that "to ensure that group members accept the shared responsibility of contributing toward achieving their goal, individual accountability will increase members' awareness of their positive interdependence". Individual accountability exists when the performance of individual students is assessed and the results are given back to the group and the individual in order to ascertain who needs more assistance, support and encouragement (Johnson & Johnson, 1999b). In other words, groups must be accountable for reaching their goals, and each member must be responsible for contributing a fair share of the group work.

Individual accountability ensures that all the group members are reinforced by learning cooperatively. After participating in a cooperative learning task, students should be equipped to complete similar tasks by themselves. To ensure that each group member has individually contributed to the group's goal, teachers need to assess how much effort group members have contributed and provided feedback on their performance. Structuring individual accountability by the teacher raises the students' level of involvement. When students know beforehand that there will be

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individual follow up to the task and processing group skills, students will be more concerned with helping each other and encouraging each other to put in their best effort (Johnson & Johnson, 1999b).

According to Johnson, et al. (1993), one strategy for inducing individual accountability is to have students teach what they have learned to someone else in their group. When done concurrently by all students working in pairs or otherwise, this is called simultaneous explaining. Teachers can also induce individual accountability by conducting random oral examinations. When students understand that they might be selected to represent their team, they are motivated to prepare themselves and their team mates for this possibility. Kohonen (1992), as cited in Nunan (1992:35) also mentioned that by individual accountability every team member feels in charge of their own and their team mates' learning and makes an active contribution to the group.

### 2.4.3 Interpersonal and Small Group Skills

Cooperative learning was designed and implemented to develop social skills and acceptable social attitudes in students and to improve social relations within and between groups (Terwel, 2003). It requires students to utilize appropriate social and communicative skills in order to make groups function effectively. Interpersonal and small group skills are required to function as part of the group. These are basic team work skills. Jolliffe (2007:3) calls the interpersonal and small group skills the "lubricant of cooperative group work". Group members must know how to motivate and be motivated, provide effective leadership, make decisions, build trust, communicate, and manage conflict.

Johnson, Johnson, and Holubec (1993:4) commented that cooperative learning is inherently more complex than competitive or individualistic learning because students have to engage simultaneously in task work (learning academic subject matter) and team work (functioning effectively asa group). They added that social skills for effective cooperative work do not magically appear when cooperative

lessons are employed. Besides, placing socially unskilled individuals in a group and telling them to cooperate does not guarantee that they will be able to do so effectively (Johnson & Johnson,1999). Instead, social skills must be taught to students just as purposefully and precisely as academic skills. Leadership, decision-making, trust building, communication, and conflict management skills empower students to manage both team work and task work successfully.

According to Putnam (1997:16), cooperative skills are learned and developed throughout a life time, and are critical to success in most careers, family life, and community life. An array of interpersonal skills is required to facilitate even the convening of a group. Furthermore, social skills determine the way students interact with each other as team mates, and usually some explicit instruction in social skills is needed to ensure the successful interaction (Richards & Rodgers, 2001:197).

## 2.4.4 Face to Face Promotive Interaction

Face-to-face interaction is one of the elements of cooperative learning that creates more active rather than passive learning as in the traditional classroom. Through interactions, students need to do real work together in which they promote each other's learning by sharing, helping, supporting, encouraging, and praising each other's efforts to learn (Johnson & Johnson,1999b). It is also believed that cognitive activities and interpersonal dynamics occur only when students get involved in promoting each other's learning (Johnson & Johnson, 1999b; Slavin, 1996). This includes orally explaining how to solve problems, teaching one's knowledge to others, checking for understanding, discussing concepts being learned, and connecting present with past learning. Each of these activities can be structured into group task directions and procedures. Doing so helps ensure that cooperative learning groups are both an academic support system (every student has someone who is committed to helping him or her learn) and a personal support system (every student has someone who is committed to him or her as a person). It

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is through promoting each other's learning face to face that members become personally committed to each other as well as to their mutual goals (Johnson, Johnson, &Holubec, 1993:4).

Johnson and Johnson (1994) again emphasized that cooperative learning requires that group members interact with one another. Students discuss ideas, make decisions, and often engage in negotiations. While it seems obvious that students should engage in face to face interactions in cooperative groups, sometimes teachers mistake "individualistic learning with talking'' for cooperative learning. Face to face promotive interaction shows that students promote each other's success by sharing resources. They help, support, encourage, and praise each other's efforts to learn. Both academic and personal supports are part of this mutual goal.

## 2.4.5 Group Processing

Group processing is the fifth element of cooperative learning. It exists when group members are given the time and opportunities to discuss and evaluate how effectively the groups are working to achieve their goals and maintain effective working relationships within the groups (Johnson & Johnson, 1999b). Students, too, must undergo shifts in attitudes if a cooperative learning environment is to succeed. Rather than taking individual ownership of ideas, students need to be taught to share recognition. Moreover, group members need to feel free to communicate openly with each other to express concerns as well as to celebrate accomplishments. They should discuss how well they are achieving their goals and maintaining effective working relationships. This is the important part of any lesson which is not given much attention.

According to Johnson and Johnson (1998, 1999), group processing refers to intra-group reflection to identify supportive and ineffective interaction and to decide which group behaviours should continue or be terminated. This involves discussion of what actions were helpful and unhelpful during group work and what actions

should be continued and what should change. This process is necessary in building the group's social identity. It also enables groups to focus on group maintenance, facilitates the learning of social skills, and ensures that members receive feedback on their participation (Dornyei, 1997).

Similarly, Putnam (1997) mentioned that as students engage in cooperative activities, they are encouraged to reflect on how well they are achieving the group goal. They also consider how well they functioned as a team-focusing on their success as well as area that needs improvements. Putnam stressed that teachers should also provide students with feedback on functioning of the groups. Together, students and their teachers build understanding about why groups function well and why they struggle and sometimes fail.

To sum up, cooperative learning can be successful when these five basic principles are in place and when students are actively encouraged to support each other's learning. When teachers do so, positive outcomes can result. In addition to the five elements discussed above, it is also pertinent to put forward how groups are formed, or the idea of group composition and types of cooperative learning groups. These ideas are discussed below.

## 2.5 Group Composition

It is believed that the social negotiation of knowledge involves cooperation; consequently, how students are grouped can affect participation rates, particularly participation in cognitive activities. Johnson & Johnson (1990b), and Slavin (1993) report that under conditions of careful monitoring and individual accountability, grouping can improve the performance of students.

There are several types of group arrangements including heterogeneous ability groups, homogeneous ability groups, random groups, and interest groups. Many models of cooperative learning advocate the use of heterogeneous groups because of the implied benefits to less able students of receiving instruction from more able students (Cohen, 1994; Borich, 2007). This shows that research supporting the

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advantages of heterogeneity of small group membership is vast (Cohen, 1994; Johnson & Johnson,1990, 1994; Slavin, 1985, 1990). Groups containing three ability levels (high, medium, low) appeared to achieve better condition of a group work setting (Stahl, 1994; Jacob, 1999; Gillies& Ashman, 2003; Webb et al.,1998). Although ability grouping can be used in some cases, a number of critics suggest that heterogeneity grouped instruction is preferable. Kagan (1990) argues that heterogeneous groups are preferred because they provide the opportunity for peer tutoring and support; they integrate the classes and improve classroom management. In the same manner, Johnson, Johnson, &Holubec (1994), and Webb (1985), as cited in Weinstein & Andrew (1997:208) recommend the use of heterogeneous groups. They said, "Heterogeneous groups provide more opportunities for asking questions and receiving explanations." In the following section, the different types of cooperative groups are discussed.

## 2.5.1 Types of Cooperative Learning Groups

Although the literature suggests that cooperative groups can be structured in different ways, the three types of cooperative groups identified by Johnson and Johnson (1990; 1998) seem the most widely used in cooperative learning involving a combination of ad-hoc informal cooperative learning groups, formal cooperative learning groups, and base groups. These three types of cooperative learning groups are presented as follows.

## 2.5.1.1 Formal Cooperative Learning Groups

Formal cooperative learning groups last from one class period to several weeks or to several class sessions to complete a specific task or assignment. Teachers can plan and structure any academic assignment or course requirement for formal cooperative learning. The heart of formal cooperative learning groups is to "ensure that students are actively involved in the intellectual work of organizing materials, explaining it, summarizing it, and integrating it into existing conceptual structures" (Johnson, Johnson, & Holubec, 1998:7).

## 2.5.1.2 Informal Cooperative Learning Groups

Informal cooperative learning groups are temporary, ad hoc groups that last only for one discussion or one class period whose purposes are to focus students' attention on the material to be learned, set a mood to conduct learning (Johnson, Johnson, & Holubec, 1994). They mentioned that teachers can use them during direct teaching (lectures, demonstrations, films, videos) to focus students' attention on the material they are to learn,50 help set expectations as to what class will cover, ensure that students cognitively process the material the teacher is teaching and provide closureto an instructional session.

## 2.5.1.3 Cooperative Base Groups

Cooperative base groups are long-term heterogeneous, cooperative learning groups with a stable membership whose primary responsibility is to provide support, encouragement, and assistance in making educational progress. Base groups provide students with long term, committed relationships (Johnson et al., 1998).

Base groups meet formally to discuss academic progress of each member, and informally, members interact every day within and between classes, discussing assignments, and helping each other with homework (Johnson et al., 1998). When used in combination, these three types of cooperative learning groups provide an overall structure to classroom life. However, creating and maintaining cooperative groups are not easy. Arends (2004:373), for instance, expressed that the process of getting students into learning teams and getting them started on their work is perhaps one of the most difficult steps for the teachers using cooperative learning. There is nothing more frustrating to teachers than transitional situations in which students are moving into small groups, not sure of what they are to do and each demanding the teacher's attention and help. The next section focuses on the different types of cooperative learning methods which can be used in the classrooms.

## 2.6 Cooperative Learning Methods

Although a large number of cooperative learning strategies have appeared in the literature over the past two decades, research into their use in classroom has focused on four major approaches or models. These are: "Students Teams Learning'' approach developed by Robert Slavin and his associates at the John Hopkins University, "Learning Together or Circles of Learning'', developed by David and Rodger Johnson at the University of Minnesota," Jigsaw'', developed by Elliot Aronson and colleagues at the University of California at Santa Cruz, and "Group Investigation'', developed by ShlomoSharan and Yael Sharan at the University of Tel Aviv, Israel (Slavin,1990,1994; Knight & Bohimeyer,1990:1). Every cooperative strategy has a structure which is a procedure that can be described and followed step-by-step. Whilst the learning content may change, structures remain the same. In the following sections, the four common and most extensively evaluated cooperative learning methods are described.

## 2.6.1 Student Team Learning

Student team learning methods are cooperative learning techniques developed and researched at John Hopkins University, USA. More than half of all studies of practical cooperative learning methods involve student team learning methods. Student team learning methods emphasize the use of team goals and team success which can only be achieved if all members of the team learn the objectives being taught. That is, in students' team learning, students' task is not to do something as a team but to learn something as a team (Slavin, 1990). Moreover, Slavin expressed that three concepts are central to all student team learning methods: team rewards, individual accountability, and equal opportunities for success. Team is the operative word in the student team learning approaches. It is used to bring the interdependence and motivation that occur in team sports into the classroom (Putnam, 1997:145).

There are four student team learning methods that have been extensively developed and researched. These are:

## 2.6.1.1 Student Teams Achievement Division (STAD)

This is a cooperative learning method whereby students are assigned to four or five member learning teams that are mixed in performance level, sex and where appropriate, ethnicity. The teacher presents a lesson, and then pupils work within t52 the lesson. Finally, all pupils take individual quizzes on the material, at which they may not help one another (Slavin, 1990, 1994; Borich, 2007). Similarly, Putnam (1997:146) mentioned that STAD is considered the simplest of the Student Team Learning Methods. It involves students in a cycle of: class presentation, team work, individual assessment, and team recognition.

## 2.6.1.2 Teams Games Tournaments (TGT)

It uses the same teacher presentations and team work as in STAD, but replaces the quizzes with weekly tournaments in which pupils compete with members of other teams to contribute points to their team scores (Borich,2007; Slavin, 1980,1990; Putnam,1997).

## 2.6.1.3. Team Assisted Instruction (TAI)

This is one of the newest cooperative learning activities which combine some of the characteristics of individualized and cooperative learning (Borich,2007: 389). It shares with STAD and TGT the use of four or five member mixed ability learning teams and certificate for high-performing teams. But where STAD and TGT use a single pace of instruction for the class, TAI combines cooperative learning with individualized instruction for the class. Also, where STAD and TGT apply to most subjects and age levels, TAI is specifically designed to teach mathematics to pupils in grade 3 to 6 or older pupils not ready for a full algebra course.

## 2.6.1.4 Cooperative Integrated Reading and Composition (CIRC)

The latest of the student team learning methods is a comprehensive programme for teaching reading and writing in the upper elementary grades called Cooperative Integrated Reading and Composition or CIRC. In CIRC, teachers use basal readers and reading groups as to the levels and needs of individual learners. Students work in four-member cooperative learning teams. They engage in a series of activities with one another, including reading to one another, making predictions about how narrative stories will. come out, summarizing stories, and practicing spelling, decoding, and vocabulary (Slavin,1994:286).

Thus, all the above four major student team learning methods involve students in mixed-ability teams that stay together for about six weeks. Each team of four or five students selects a group name and works together tolearn material presented by the teacher. While learning the material, students engage in teaching, explaining, elaborating, arguing, and evaluating one another understands (Putnam, 1997:145).

## 2.6.2 Learning Together

David and Rodger Johnson at the University of Minnesota developed the Learning Together model of cooperative learning (Johnson & Johnson, 1987). The methods they have researched into involve pupils working in four or five member heterogeneous groups on assignment sheets. The groups hand in a single sheet, and receive praise and rewards based on the group product (Slavin, 1990:234). Knight and Bohlmeyer (1990:2) also stated that the typical description was that students worked as a group to complete asingle group product, shared ideas, and helped each other with answer to questions, made sure all members were involved and understood group answers, and asked for help from each other before asking the teacher, and the teacher praised and rewarded the group on the bases of group performance.

## 2.6.3 Jigsaw Method

Jigsaw was originally designed by Elliot Aronson and his colleagues (Aronson et al., 1978). In Aronson's Jigsaw method, students are assigned to six member teams to work on academic material that has been broken down into sections (Slavin, 1990, 1994). Interdependence among students is promoted giving each student in a learning group access to information comprising only one part of a lesson. Students are then accountable to their Jigsaw group for teaching that part of the lesson to the rest of the Jigsaw group members. In addition, the students from the different groups, each having the same material to learn, meet in counterpart groups to discuss and learn their part of the lesson before attempting to teach the material to the students in their Jigsaw groups. In this way, cooperation among students occur (Knight &Bohlmeyer, 1990:3).

## 2.6.4 Group Investigation (GI)

Group Investigation, developed by ShlomoSharan at the University of Tel Aviv, is a general classroom organization plan in which students work in small groups using cooperative inquiry, group discussion, and cooperative planning and projects. In this method, students form their own two-to-six member groups. After choosing sub-topics from a unit that the entire class is studying, the groups break their sub-topics into individual tasks and carry out the activities that are necessary to prepare group reports. Each group then makes a presentation or display to communicate its findings to the entire class (Slavin, 1990, 1994). Furthermore, Putnam (1997:149) stated that investigating actively engages students in the instructional process by requiring that they carry out investigations, integrate their findings, and make presentation to the class. This method encourages students to determine what they will study and how they will conduct their investigation. In general, in spite of the differences among the different cooperative learning approaches, all cooperative learning strategies aim to have students assume a high

degree of responsibility for their own learning rather than perceiving learning as imposed by others.

## 2.7 Cooperative Learning in an EFL Context

Related to the context of English as a foreign language teaching, Zhang (2010) confirms that compared to traditional teaching and learning, cooperative learning tends to increase students' activity and productivity, to give more opportunities and times to use language in practice communication, and to produce higher achievement. Corresponding to the findings, Meng (2010) shows similar results that cooperative learning is more effective than traditional approaches. The findings are quite appropriate with the principles of communicative approach in foreign language teaching, which emphasizes not only knowledge of language, but also how to use language in a suitable context.

In the same vein, Shaaban (2006) proposes that in a second or foreign language teaching, cooperative learning is theoretically relevant and empirically effective. Cheng and Warren (2000) also demonstrate that learning in groups increases communication and social skills such as presentation, leadership, organization and problem solving. This is because cooperative learning gives more opportunities to the students to get involved in a meaningful interaction in an active-learning circumstance, promotes higher achievement for students, enhances motivation, and in general improves social and psychological skills.

There are many positive impacts of cooperative learning when it comes to improve thinking skills, creativity, particularly in generating new ideas, and problem solving skills, compared to competitive or individualistic learning. In this sense, cooperative learning can contribute to promote productivity, higher levels of achievement, and give more opportunities for students to practice language for communication. These contributions are very appropriate, and correspond to the main objective of foreign language teaching, which is focusing on language in use for communication.

Dornyei (1997) has further argued that although classrooms in which the teacher largely controlled the learning may result in short-term learning gains, cooperative classrooms in which positive interdependence was a key factor consistently result in more learner achievement over a longer period of time. In order to encourage intrinsic motivation and learner autonomy, Dornyei states that from a motivational point of view, cooperative learning is undoubtedly one of the most efficient instructional methods.

## 2.8 Cooperative Learning and Social Skills

Cooperative learning strategies can be successful with students of all ages, learning styles, and ethnic backgrounds. However, students who have never been taught the prerequisite social skills cannot be expected to work together effectively. For this reason, it is crucial to link cooperative learning arrangements with social skills instruction to accelerate students' learning and improve their social relationship (Johnson & Johnson, 1990c). Social behaviours are considered important in cooperative learning because they are required in students' interaction with each other to achieve activity or task objectives.

Cowie (2004) discussed that cooperative group learning is one of the most fundamental methods in peer support. For it to succeed, it is important that teachers promote cooperative values in the classroom to encourage pro-social behavior and increase cooperative relationships based on trust; teachers should also know their students as individuals. Cooperative group learning is one method that can promote pro-social values as part of the learning in the form of working individually in a group, working individually on "jigsaw" elements for a joint outcome, or working jointly for a shared outcome. According to this writer, an essential feature of cooperative group learning is the time and space that is given to students for regular debriefing and reflection on the events and interpersonal interactions that take place in the classroom.

Kohn (1991:504) expressed the view that cooperative learning has the potential to help students feel good about themselves, feel good about each other, feel good about what they are learning and learn more effectively. In addition, Johnson and Johnson (1999) expressed the view that when efforts are structured cooperatively, there is considerable evidence that students will exert more effort to achieve, build more positive and supportive relationships, and develop in more healthy ways. This again implies that in this learning arrangement, small groups of students discuss topics and learn to take charge of their own learning. Team spirit, rather than individual competition is stressed as students work together. As positive interdependence is the goal of cooperative learning, the success of the group depends on each member attaining both the group learning goal and his or her individual learning goal (Putnam, 1997).

It has also been stated that an essential component and important prerequisite for academic learning is the teaching of social skills. Social skills encompass communicating, building and maintaining trust, providing leadership, and managing conflicts (Johnson, Johnson, &Holubec, 1993).

As a result, with effective cooperative learning, students acquire a whole range of skills while they cooperatively interact every day with their team mates and classmates to master academic content. Social skills are honed through practice and use by watching team mates, modelling appropriate behaviours, practicing their social skills, and receiving instant feedback from their peers (Kagan&Kagan, 2009).

Hair, Jarger, and Garrett, (2002) also observed that adolescents, who have strong social skills, particularly in the areas of conflict resolution, emotional intimacies, and the use of pro-social behaviours, are more likely to be accepted by peers, developing friendships, maintain stronger relationships with parents and peers, believed as effective problem solvers, cultivate greater interest in school, and perform better academically. Thus, the skills developed within cooperative efforts

in schools are important contributors to personal employability and career success. In addition, social skills are directly related to building and maintaining positive relationships and to keeping psychological health (Johnson & Johnson, 1990). As a result, it is possible to say that adequate social skills need to be acquired while students are still enrolled in school and further supported and refined in post-secondary, community, and work settings.

Regarding the role of social skills at school, Gresham, Sugai, and Horner (2001) also mentioned that when social skills are absent, educators cannot fully engage students in a variety of learning experience, especially those that are cooperative. To participate fully in cooperative learning, students should practice skills, such as giving and receiving feedback, listening, and appropriate self-disclosure (Bremer & Smith, 2004). This shows that classroom teachers can help students practice social skills needed in school settings by teaching those social skills in the context of cooperative or group-based learning settings.

To summarize the discussion on cooperative learning and social skills, it seems worthwhile to see what Johnson and Johnson (1990) recommended. They suggested that if the potential of cooperative learning is to be realized, students must have the prerequisite interpersonal and small group skills and be motivated to use them. These skills should be taught just as systematically as mathematics, social studies, or any subject. Doing so requires that teachers communicate to students the need for social skills, define and model these skills, have students practice them over and over again, process how effectively students perform the skills, and ensure that students persevere until the skills are fully integrated into their behavioural repertoires. If teachers do so, they will not only increase student achievement, they will also increase students' future success, quality of relationships, and psychological health. Therefore, it seems that involving students in cooperative instead of competitive or individualistic learning exercises can

greatly enhance students' social abilities, sense of belongingness and self-esteem not just in the classroom but in life.

## 2.9 Theories of CLS

There are four major theoretical perspectives linked with CLS, including social interdependence theory, motivational theory, social cohesion theory, and cognitive theory of cooperative learning. These four theoretical perspectives which were used as the bases for this research are discussed below focuses on social interdependence theory. Theorizing on social interdependence.

## 2.9.1 Social Interdependence Theory

Cooperative learning began in the 1930s when researchers proposed that groups behaved as dynamic wholes in which interdependence among members can vary. According to Johnson and Johnson (1974), in the late1940s, Deutsch's theory of cooperation and competition which evolved from Lewin's field theory has served as a major conceptual structure for the emergence of social interdependence theory. Deutsch conceptualized two types of social interdependence: cooperative and competitive. His theory of cooperation and competition identified three goal structures, including cooperative, competitive, and individualistic. Under purely cooperative conditions, an individual can obtain his goal if, and only if, the other person with whom he is linked can obtain his goal; under purely competitive conditions, an individual can obtain his goal if, and only if, the others with whom he is linked cannot obtain their goals; and in an individualistic situation, the goals of individuals are independent of each other, and whether or not an individual accomplishes his/her goal has no bearing upon whether other individuals achieve their goals. The basic assumption of the social interdependence theory is that the type of interdependence structured in a situation determines how individuals interact with each other which, in turn, determine outcomes. According to Johnson and Johnson (1999), social interdependence structure determines the way for persons to interact with each other. Moreover, outcomes are the consequence of

persons' interaction. Therefore, one of the cooperative elements that have to be structured in the classroom is positive interdependence or cooperation. When this is done, cooperation results in promotive interaction as group members encourage and ease each other's efforts to learn.

## 2.9.2 Motivational Theory

According to cooperative learning researchers working from motivational perspectives (Johnson, Johnson, &Holubec, 1992; Slavin, 1980), cooperative goal structure creates a situation in which individual members can achieve their respective goals only if other members also achieve their respective goals. The motivational perspective primarily focuses on the reward or goal structures under which students operate. Cooperative incentives structures create a situation in which the only way group members can achieve their own goal is if the group is successful. Therefore, to meet their own goals, group members must both help and encourage their team members to succeed (Johnson & Johnson, 1989; Slavin, 1980, Slavin, Hurley, & Chamberlin, 2004)). Due to cooperative goal structures, cooperative learning encourages students to make their classmates succeed in contrast to competitive goal structures in competitive learning where individuals compete for grades, or individualistic goal structures in individualistic learning where individuals have no concern with the attainment of others.

Slavin et al., (2004) state that the motivational critique of traditional classroom organization holds that competitive grading and informal reward systems of the classroom create peer norms that oppose academic efforts. Because one student's success decreases the chances that others will succeed, students are likely to express norms that high achievement is for "nerds" or "teachers' pets." However, when students work together toward a common goal, they may be motivated to express norms favouring academic achievement, to reinforce one another for academic efforts.

Moreover, motivational theorists incorporate group rewards into their cooperative learning methods (Slavin et al., 2004). They discussed that, for instance, in methods developed by Slavin (1995) and his colleagues, students can earn certificate or other recognitions if their average team scores on quizzes or other individual assignments exceed a pre-established criterion. Methods developed by Johnson and Johnson (1999) and their colleagues offer students grades based on group performance, which is defined in several different ways. The theoretical rationale for these group rewards is that if students value the success of the group, they will encourage and help one another to achieve much in contrast to the situation in the traditional, competitive classroom (Slavin, 1996; Slavin et al., 2004).

### 2.9.3 Social Cohesion Theory

Social Cohesion Theory a theoretical perspective somewhat related to the motivational view point is the social cohesion perspective. This perspective holds that the effects of cooperative learning on achievement are mediated by the cohesiveness of the group (Slavin et al., 2004). These researchers mentioned that the quality of the group's interaction is thought to be largely determined by group cohesion. In essence, students will engage in the task and help one another learn because they identify with the group and want one another to succeed. Students will help one another learn because they care about one another and want one another to succeed (Cohen, 1986, 1994).

This perspective is similar to the motivational perspective in that it emphasizes primarily motivational rather than cognitive explanations for the instructional effectiveness of cooperative learning. However, motivational theorists hold that students help their group mates learn primarily because it is in their own interests to do so. Social cohesion theorists, in contrast, emphasize the idea that students help their group mates learn because they care about the group. A hallmark of the social cohesion perspective is an emphasis on team-building activities in

preparation for cooperative learning, and processing or group self-evaluation during and after group activities (Slavin et al., 2004). It is also stated that the social cohesion theorists reject the influence of group incentives and individual accountability; instead they emphasize that the effects of cooperative learning on students and on student achievement depend substantially on the quality of the group's interaction. Regarding this, for instance, Cohen (1986:69-70) stated that "if the task is challenging and interesting, and if students are sufficiently prepared for skills in group processing, they will experience the process of group work as highly rewarding".

## 2.9.4 Cognitive Theory

The major alternative to the motivational and social cohesiveness perspectives on cooperative learning, both of which focus primarily on group norms and interpersonal influence, is the cognitive perspective. The cognitive perspective holds that interactions among students will in themselves increase student achievement for reasons that have to do with mental processing of information rather than with motivations (Slavin et al., 2004). Cooperative methods developed by cognitive theorists involve neither the group goals that are the corner stone of the motivationalist methods nor the emphasis on group cohesiveness, the characteristics of social cohesion methods. However, there are several quite different cognitive perspectives, as well as some that are similar in theoretical perspective but have developed on largely parallel tracks. The two most notable cognitive perspectives are described in the following sections.

## 2.9.4.1 Developmental Perspective

One widely researched set of cognitive theories is the developmental perspective. The fundamental assumption of the developmental perspective on cooperative learning is that interaction among children around appropriate tasks increases their mastery of critical concepts (Slavin, 1995;Slavin et al., 2004). Vygotysky (1978:86), quoted by Slavin et al. (2004) defined the zone of proximal

development as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers." In his view, collaborative activity among children promotes growth because children of similar ages are likely to be operating within one another's proximal zones of development, modelling in the collaborative group behaviours that are more advanced than those that they could perform as individuals.

Slavin et al. (2004), quoting Piaget (1926) also mentioned that social arbitrary knowledge-language, values, rules, morality, and symbol systems can be learned only in interactions with others. Based on this, Damon (1984) stated that cooperative learning may improve students' achievement. Group discussion that occurs during cooperative learning provides an opportunity to the students to express inadequate or inappropriate reasoning, which results in disequilibrium that can lead to better understanding. Group discussion motivates individuals to abandon misconceptions and provide a forum that encourages a critical thinking, which inevitably improves their performance.

Therefore, from the developmental perspective, the effects of cooperative learning on student achievement would be largely or entirely due to the use of cooperative tasks. Damon (1984) also explicitly rejected the use of extrinsic incentives as part of the group learning situation arguing that there is no compelling reason to believe that such inducements are important ingredients in peer learning. In this view, opportunities for students to discuss, to argue, and to present and hear one another's viewpoints are the critical element of cooperative learning with respect to student achievement.

## 2.9.4.2 Cognitive Elaboration Perspective

A cognitive perspective on cooperative learning quite different from the developmental viewpoint is one that might be called the cognitive elaboration

perspective. The cognitive elaboration perspective holds that learners must engage in some sort of cognitive restructuring or elaboration of material if information is to be retained in memory and related to information already in memory. With respect to cooperative learning, this perspective takes the view that one of the most effective means of elaboration is explaining the material to someone else (Slavin, 1990; Slavin et al., 2004). Slavin et al. (2004), citing Devin-Sheehan, Feldman, & Allen (1976) stated that research on peer tutoring has long found achievement benefits for the tutor as well as the tutee. In this method, students take the roles of re-caller and listener. They read a section of text, and then the recaller summarizes the information while the listener corrects any errors, fills in any omitted material, and helps think of ways that both students can remember the main ideas. The students switch roles on the next section  Similarly, Webb (1989) said that students who gained the most from cooperative activities were those who provided elaborated explanations to other students. The students who received elaborated explanations learned more than those who worked alone did. Wadsworth (1984) has also called for an increased use of cooperative activities in schools. He argues that interaction among students on learning tasks will lead in itself to improved student achievement. Students will learn from one another because in their discussion of the context, cognitive conflicts will arise, inadequate reasoning will be exposed, and higher quality understanding will emerge. Stevens, Slavin, and Farnish (1991), on their part, observed that during cooperative practice, students evaluated, explained, and elaborated the strategies to one another, and thus they successfully internalized and mastered the complex cognitive process.  In general, all perspectives view that students gain in some way from working in cooperation with others. In addition, all theories predict that cooperative learning will promote higher achievement than competitive or individualistic learning. The researchers have also established the theoretical relevance of cooperative learning method in second or foreign language instruction based on the premise that cooperative

learning method provides maximum opportunities for meaningful input and output in highly interactive and supportive environment. All the perspectives of cooperative learning have also a sound rationale and empirical support for their probity, and they can be combined to create a more holistic theory of cooperative learning. Based on this, the theoretical framework of this study is grounded on social interdependence theory, motivational learning theory, social cohesion theory, and cognitive theory.

## 2.10 Teacher's Roles in Cooperative Learning

Teachers play a very different role in the CL classroom in contrast to the traditional classroom where they are considered the transmitter of knowledge or a sage on the stage. The fundamental change CL teachers should make in their role lies in their transfer to a facilitator of learning or a guide on the side‖ (Johnson et al., 1998, p. 2:2). Playing a facilitative role involves delegating authority to students and empowering learning so that students are able to make decisions and be responsible for their own learning. Baloche (1998, p. iii) defines empowered learners as learners who are capable of and committed to high levels of meaningful cooperative inquiry, high levels of independent thought, and active and productive participation in a diverse, democratic society‖. However, on the other hand, delegating authority does not mean that teachers are to be less active but actually to play a even more active and demanding role in the CL classroom (Cohen et al., 1994; Jacobs, 2006; Jacobs &Goh, 2007).    As a facilitator, teachers play an essential role in helping groups function well (Jacobs, 2006, p. 38) through a series of procedures of a cooperative lesson. These procedures encompass making pre-instructional decisions (e.g. setting learning objectives, arranging learning materials, grouping students and assigning them individual roles), explaining team tasks and cooperative methods or structures to be used, monitoring and making necessary intervention while students are working in groups, evaluating and processing the quality and quantity of group work together with students, and

reflecting on how they have been doing as a facilitator (Brown & Thomson, 2000; Johnson et al., 1998). In addition, more often than not, teachers also need to design cooperative tasks and select or modify CL methods or techniques according to their specific teaching situations before   getting to the stage of explaining team tasks and cooperative methods. This is particularly important when a CL curriculum is not available or the existing CL curriculum is not adequate. Obviously, facilitating students' learning in the CL classroom means the teacher must be competent in playing multiple roles, which are substantially more challenging than simply passing on information or knowledge to students. Synthesizing CL teachers' roles posited by CL leading researchers (e.g. Baloche, 1998; Gillies, 2007; Holt, 1993; Jacobs & Goh, 2007; Johnson et al., 1998; Kagan, 1994; Sharan, 1994; Slavin, 1995), suggests some basic roles that teachers, as facilitators, should play in the routine process of CL lessons, although not necessarily involving all the roles in a particular lesson.  First, they are controller and instructors. Delegating authority does not mean that teachers are asked to give up control of the class but to exercise control so that cooperative student groups can function well (Cohen et al., 1994; Jacobs, 2006), and teachers are still active in the usual ways, some of the time standing in front of the class to explain and demonstrate (Jacobs &Goh, 2007, p. 30). Actually, there is a consensus that giving instructions on learning content and teaching necessary social skills are important parts of cooperative lessons (Brown & Thomson, 2000; Dishon& O'Leary, 1994; Gillies, 2007; Jacobs & Goh, 2007; Slavin, 1994, 1995). Second, they are technique selectors, method modifiers and task designers. As mentioned in the section on selecting CL methods and techniques, teachers need to select suitable techniques or modify the existing methods so that the employed techniques or methods fit best in to their particular teaching settings. Along with technique or method selection and modification, another demanding job for the teacher is to design the CL task which  must be set in a way that it engages the entire group

(Brown & Thomson, 2000) and suit students' current academic level and personal interest (Jacobs & Goh, 2007). Third, they are organizers, guides and encouragers. They plan and organize cooperative lessons by explaining learning objectives, team tasks, individual accountability, and criteria for group success and so on. They guide group work on the side as participants, advisors and encouragers. When students are working on group tasks or projects, one primary function the teacher bears is to encourage and stimulate supportive peer interaction because numerous studies indicate that the more students interact on their tasks the better they learn (Cohen et al., 1994; Gillies, 2007, Kagan, 1994, Jacobs &Goh, 2007). Fourth, they are observers, monitors, and interveners. Observing and monitoring student groups serves as a means of knowing what students are doing about their work and how well groups are functioning. This is also an opportunity for teachers to intervene and give extra help when needed to improve task work and teamwork. However, many researchers suggest that giving students space to solve their own problems is also very important for learner autonomy and life-long learning, and teachers should resist the temptation to help students the moment they have difficulty, because by intervening, we deprive students of opportunities to learn from each other and to learn from their own failures (Jacobs & Goh, 2007, p. 32). Last, they are assessor and reflectors. As mentioned above in the section on assessing CL group work, teachers work with students to assess and evaluate student performance and achievement by giving constructive suggestions and feedback on how to improve their future team tasks and team cooperation. In the same vein as students processing their group work, teachers should also reflect on their work and performance in facilitating students' learning (Dishon & O'Leary, 1994; Johnson et al., 1998; Kagan, 1994). Through self-reflection, which is also a very important procedure of teacher action research, teachers have a clear picture of what should be used more often, avoided or improved; accordingly, they set new personal goals and implement action plans.

## 2.10.1 Links between Cooperative Learning and Large-Class Teaching

In Western cultures, a class of over 35 students is considered large and difficult to teach (Bennett, 1996). Sharan (2003) believes that a precise definition of a large class should take into consideration not only the number of students but also the number of teachers engaged in teaching the class, the instructional methods, subject matter and the age of students. Chinese College English classes, with over 50 students on average and only one teacher available per class, are definitely categorized as large.

It is often taken for granted that large-class teaching can only take the form of teacher-fronted lecturing. However, lecturing might be as effective as other methods in providing and transmitting information, but definitely has drawbacks in teaching language skills, which must involve active participation and interaction with each other (Brown & Atkins, 1991; Cannon & Newble, 2000; Gibbs & Habeshaw, 1989). A considerable amount of research indicates that there are some problems related to teacher-centred large-class lecturing, and it is recommended that CL serve as an avenue for coping with them (Brown & Atkins, 1991; Cannon & Newble, 2000; Gibbs & Habeshaw, 1989; High, 1993; Kagan, 1994; Kagan & Kagan, 1994; Sharan, 1994, 2003; Slavin, 1995).

Firstly, students' short attention spans and frequent disruptive behaviours are common complaints from teachers and lecturers who instruct large classes. 15 minutes into a lecture learners will be performing much less well than at the start‖ (Gibbs &Habeshaw, 1989, p. 30). This problem primarily lies in the fact that very few teachers have the capacity to present long lectures in a strikingly dramatic and attractive way and students tend to lose attention quickly during a passive and boring learning task. However, this decline in attention can be remedied if we bring in some cooperative small group activities for a change. CL, which involves more active participation, peer interaction and personal relevance, contributes a lot to refreshing learners from passive learning, restoring their learning performance,

attracting their attention and extending their on-task time (Brown & Atkins, 1991; Cannon & Newble, 2000; Sharan, 2003).

Secondly, teacher-fronted large-class lecturing does not encourage mutual interaction and communication. For one thing, there are a large number of students, few of whom can be called upon to speak because of the sequential structure where only one student is allowed to speak each time. For another, even if occasionally students get the chance, they mostly feel reluctant to put themselves in the spotlight by asking or answering a question, or engaging in any kind of interaction, which is especially typical in Eastern cultures (Cannon &Newble, 2000). The simultaneous structure and supportive learning context incorporated in CL are an excellent means of sorting out these problems (High, 1993; Kagan, 1994; Kagan&Kagan, 1994, 2009; McCafferty et al., 2006; Stone, 1994).

Thirdly, large classes probably involve wide differences in a variety of dimensions such as academic levels, interpersonal skills, personal interests and personalities. This intensifies the difficulty of teaching the students, and makes it impossible to adjust the learning materials and instructional methods to everyone's level and taste. As a result, most teachers and lecturers simply try to meet the demands of those assumed to be average, ignoring those at both ends who are high and low achievers. It is widely believed that CL works well not only in homogeneous groups but also in heterogeneous groups where students are motivated to facilitate each other's learning and, thus diversity within the group is converted into a rich resource rather than a problem (Brown & Thomson, 2000; Johnson et al., 1998; Kagan, 1994; Slavin, 1995).

As for how to achieve successful large-class teaching, Harmer (2007) proposes a number of key elements that teachers should bear in mind. These elements include that: teachers should be more organized with pre-set tasks to conduct lessons; teaching procedures and class management routines should be established with students at the start of a course; strategies such as pair work, group work and peer

tutoring should be used with personal responsibility well assigned; and worksheets should be designed for group activities. It is apparent that all these elements are well linked with the principles of CL.

## 2.10.2 Selecting Cooperative Learning Methods and Techniques

As elaborated in the section on types of CL methods, the six major CL methods include numerous techniques and structures. Selecting the appropriate methods and techniques or structures for a particular teaching context is always a critical issue for effective use of CL. Synthesizing the points of view on this issue from a variety of CL literature generates four general criteria the teacher should follow when making selections.

First of all, different methods and techniques may have different anticipated outcomes and expected educational objectives, so the teacher primarily makes selections according to their specific teaching value and aim (Dishon& O'Leary; Jacobs &Goh, 2007; Kagan, 1994; Sharan, 2002). Some CL methods or techniques are oriented towards mastery of basic skills or memorization of basic facts, while others are targeted at completion of complex team projects or higher order thinking skills. The Structural Approach provides about 100 structures of diverse functions and teaching objectives, for instance, from learning vocabulary, sharing information, and developing social skills to promote high-level thinking (Kagan, 1994).

Second, the selection is based on the length of time allocated to CL activities. Different methods and techniques may involve particular procedures of different lengths of time. For instance, the Structural Approach involves some structures (e.g. Think-Pair-Share, Flashcard Game) which require a few minutes to complete a particular activity while some methods and structures (e.g. GI and Co-op Co-op) usually need much longer—several sessions or even some weeks—to carry out a team task. In addition, some others (e.g. Jigsaw and NHT) are quite flexible and may fit in varying lengths of time.

Third, the selection should be made according to students' age and social skills. Different methods and techniques may make different demands on the students' social skills. Students who are very young or weak in social skills should be exposed to highly-structured techniques or methods (e.g. Student Team Learning, and many structures in the Structural Approach), which specialize in organizing team tasks involving well-designed learning materials with clearly-defined procedures as well as the integration of extrinsic rewards (Brown & Brown, 2000; Jolliffe, 2007; Kagan, 1994; Sharan, 2002; Slavin, 1995). On the other hand, the teacher can select methods and structures involving complex project designs (e.g. GI and Co-op and Co-op) for students who have better social skills and function well in group work.

Fourth, teachers' familiarity with CL methods and techniques and their expertise in using them should also be taken into consideration when making selections. Kagan (1994) suggests that teachers should start from some simple structures included in the Structural Approach, like Think-Pair-Share and Roundtable, which involve relatively rigid ways of structuring the classroom and can fit into any stage of a lesson design. It is recommended that teachers new to CL make detailed lesson plans and use short activities based on simple structures (Jolliffe, 2007; Joritz-Nakagawa, 2006). Repeated practice of the same structure will ―smooth out the rough edges both on the part of teachers and students (Jacobs &Goh, 2007, p. 31). As teachers become comfortable with simple structures and feel competent in the art of managing a classroom of teams, they move on to complex techniques and methods involving more procedures and a longer process. There is always some trial-and-error experimentation with CL before teachers gain adequate expertise in selecting appropriate CL models that best fits their own style.

Fifth, the selection also depends on the existing curricular and subject areas. A number of CL methods are particularly designed for certain curriculum content or subject areas, so these methods can only be used in a limited way when certain

requirements are met. For instance, Team Accelerated Instruction requires a curriculum which allows for individualized instruction for students of different academic levels within a class, and also this method is specially intended for maths teaching at the elementary level (Slavin, 1995). Jigsaw is particularly suitable for learning which is based on the text-based materials (Aronson &Patnoe, 1997). The use of Complex Instruction works with team tasks which are open-ended involving multiple abilities, and particularly suits dual-language settings (Cohen et al., 1994). It is also very important to note that a CL lesson is often a combination of different CL methods which serves for varying teaching objectives (Holt, 1993; Kagan, 1994; Sharan, 2002). More often than not, a ready-to-use CL method or structure is not available for a particular learning setting, so teachers should know how to make adaptations and modifications on the existing CL methods or structures to fit in a specific teaching context. ―Cooperative methods grow out of the modifications and adaptations made by professional educators in response to the unique demands of their teaching (Holt, 1993, p. 3).

## 2.10.3Assessing Cooperative Learning Group Work

Assessing group work is an integral part of the CL process because students reflecting on their performance in teamwork is universally considered to be one of essential elements of CL. Johnson et al. (1998, p. 8:6) state that in CL groups, students learn almost as much from assessing the quality of their own and their classmates' work as they do from participating in the instructional activities. Generally speaking, assessment in education can be divided into two types: summative and formative (Boud et al., 2001; Harmer, 2007; Johnson et al., 1998), or sometimes alternatively termed static and dynamic (Falsgraf, 2009). Static summative assessment is rooted in the positivist assumption that a relatively stable knowledge state exists and can be measured through testing techniques which elicit and analyze evidence of that knowledge. It often takes the form of one-off measurements, ranging from a large-scale public standardized examination to a

term quiz (Harmer, 2007). A common feature shared by all forms of summative assessment is that they solely focus on assessing learning outcomes and providing specific grades or scores as an indication of learners' current levels of achievement or proficiency. On the other hand, dynamic formative assessment derives from the interpretivist assumption that learning is complex and individualized and cannot be judged by a one-off measure. So formative assessment focuses on assessing learning process, providing interpretation, feedback and comments from both teachers and peers as a course is progressing, aimed at helping learners know their present state of learning and how to improve their learning performance (Falsgraf, 2009). Falsgraf has further advocated that each type of assessment has its own limitations and thus achieving a balance between them can not only improve power and accuracy in measuring students' learning outcomes but also enhance their learning sense and learning performance.

Assessment strategies used with cooperative groups are mostly a combination of formative assessment and summative assessment, with the former as the foundation of the latter (Abram et al., 2002; Gillies, 2007; Jacobs, 2007; Johnson et al., 1998; Kagan, 1994; McCafferty et al., 2006). In other words, the final products of group work are often graded or scored based on the relevant feedback and comments from teachers and peers. Assessment procedures in CL often involve the following general steps: students are assigned in groups, working out a group product (e.g. presentation or composition on a topic), or preparing for a test together; and then students' performances are assessed either as a group or individually, which involves not only giving specific grades or scores but also integrating immediate clarification of weaknesses and further providing immediate suggestions for remediation (Jacobs &Goh, 2007; Johnson et al., 1998; Jolliffe, 2007; Kagan, 1994; Slavin, 1995 ).

There are two main ways of grading: norm-referenced and criterion-referenced. By norm-referenced grading, the score of one student may affect the grades of others

(Boud et al., 200; Jacobs &Goh, 2007). For instance, if one student receives a score of 75 and the average score is 85, this student's grade could go down to a C. With norm-referenced grading, students are measured against each other and half of them are destined for grades below average in theory (Bracey, 2006). Thus this grading system may foster competition among learners, because if students help others learn more and score higher, these helpful students could be lowering their own grades (Jacobs & Goh, 2007, p. 36). In contrast, criterion-referenced grading means that one student's score has no impact on the grades of others, because this grading system would measure people along a continuum of achievement against specific criteria (Bracey, 2006, p. 128). In other words, students are graded entirely according to their own performances against a list of criteria and they compete with themselves rather than others. In this way, students do not feel apprehensive about helping others, and this greatly facilitates cooperation and promotive interaction in group work. Therefore, there is a universal agreement that criterion-referenced grading system is employed when assessing groups' performances and achievements in CL (Boud et al., 2001; Holt, 1993; ). Moreover, empirical studies have shown evidence that the presence of clear and accessible grading criteria improves the quality of group products (Joritz-Nakagawa, 2006), and also enables CL groups to spend significantly more time on-task, discussing learning content and evaluating group products; in consequence, this substantially improves the academic nature of group discussion, the quality of feedback from teachers as well as group and individual learning outcomes (Abram et al., 2002).

Although most educationists in the field of CL support the use of group grades, there still exist some concerns that group grades may not provide a reliable and fair measure of students' work (Jacobs &Goh, 2007; Johnson et al., 1998; Slavin, 1995). For instance, if two students of equal proficiency are assigned to groups of different levels, one having more capable group mates than the other, it is very likely that the student in the more capable group receives a higher grade.

Researchers and experts have proposed several solutions to this problem. First, CL groups should be formed on the basis of not only within-group heterogeneity but also a maximum of between-group homogeneity, which means that groups should be of a similar academic level at the starting point (Dishon & O'Leary, 1998; Holt, 1993; Jacobs & Goh, 2007; Johnson et al., 1998; Jollife, 2007; Kagan, 1994; McCafferty et al., 2006; Slavin, 1995). Second, researchers suggest using non-grade rewards such as certificates or other types of recognition for excellent group work (Jacobs & Goh, 2007). It is assumed that group grades or rewards can be dropped when student find involvement in CL to be intrinsically satisfying and they work together well without group grades or rewards as external motivators (Boud et al., 2001; Wee & Jacobs, 2006). Third, Slavin (1995) proposed that group grades be calculated by averaging improvement points gained by individual group members.

Improvement points refer to the sum of scores by which a student improves over his/her initial base scores indicating the starting-point academic level. The purpose of improvement points is to make it possible for all students to bring maximum points to their teams, whatever their level of past performance (Slavin, 1995, p. 80). The use of improvement points creates a fair assessment setting that emphasizes the improvements and efforts and indeed provides every student and group with equal opportunities for success. However, this relies on every student being individually tested and scored each time after group work, which is only feasible for small classes with adequate teaching time.

It worth nothing that a very important element of CL group assessment which contributes to more effective learning is the integration of peer and self-assessment. Traditionally, Assessment is the principal mechanism whereby staff exercise power and control over students (Boud et al., 2001, p. 70) whereas students are solely passive recipients of assessment. Modern educationists have been widely aware that when students realize they are not only learners, but also

controllers and assessors of their own learning, their sense of ownership of learning is substantially strengthened and moreover their intrinsic learning motivation is greatly improved (Boud et al., 2001; Jacobs &Goh, 2007; Johnson et al., 1998; Slavin, 1995; Wilhelm, 2006). In addition, the use of peer assessment considerably increases the quantity and quality of overall assessment. Through peer assessment, a good variety of different perspectives are likely to be generated, compared with the situation where the teacher is the only assessor of learning.

Some studies have found that peers tend to provide each other with more immediate detailed feedback and assessing comments, which are reciprocal for both parties either giving and receiving assessment since these feedback and comments are conducive to critical self-reflection on the part of student assessors and corresponding remediation on the part of student assesses (Boud et al., 2001; Jacobs &Goh, 2007; Johnson et al., 1998; Wee & Jacobs, 2006). Some researchers (e.g. Holt, 1993; Johnson et al., 1998; Kagan, 1994; McCafferty et al., 2006; Reid, 1993) believe that students can learn as much, if not more, from their peers as they do from teachers. Therefore, it is essential that results of peer and self   assessment should be valued and included as an integral part into the formal assessment of the course. This can contribute to a more accurate measure for learning outcomes, stimulate students to take peer assessing procedures seriously, enhance learners' intrinsic motivation, and facilitate a more active and productive learning environment.

## 2.11 Writing approaches

According to Raimes (1993), there are three principal writing approaches: the product approach that is concerned with form, the process approach that concentrates on the writer, and the genre approach that pays attention to the reader. All these approaches are described below. Since the aim of this research was to study the influence of collaborative learning in improving ESL writers, the main focus in this chapter is on the process approach to writing, which consists of the

pre-writing, drafting, revising and editing stages and the activities associated with these stages. The product and genre approaches are therefore discussed only briefly here.

## 2.11.1 The product approach

Before the development of the process approach to writing, researchers saw writing as a product, and thought that the most important component of good writing was linguistic knowledge rather than linguistic skill. Young (1978) defined the product or traditional approach to writing as 'the emphasis on the composed product rather than the composing process; the analysis of discourse into words, sentences, and paragraphs; the strong concern with usage (syntax, spelling, punctuation) and with style (economy, clarity, emphasis); and so on' (cited in Matsuda, 2003, p.70). It is called the 'product' approach because its aim was to produce correct texts (Richards, 1990). According to Pincas (1982), it concentrates on the appropriate use of vocabulary, syntax and cohesive devices. Other researchers believe that the product approach to writing concentrates mainly on helping students to learn grammatical rules and how to avoid errors and mistakes. Badger and White (2000, p.154) mention that 'product-based approaches see writing as mainly concerned with knowledge about the structure of language'.

According to Pincas (1982) and Hyland (2003), four stages characterize the product approach: familiarized writing, controlled writing, guided writing and free writing. Familiarization means 'preparing students for actual writing by demonstrating one or other of the skills that are to be practised' (Pincas, 1982, p.78). One example of an effective familiarization technique is the provision of contrasting examples and having students write about the differences between them: for example, hearing a spoken invitation and then reading a written invitation. Another method of familiarization is to give students confusing instructions and ask them to put them into the correct order and carry them out (Pincas, 1982). According to Hyland (2003), familiarization can be accomplished

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by teaching students specific grammar and vocabulary through the use of a specific context. While exercises at the familiarization stage are concerned with showing students the type of writing they will produce, at the controlled writing stage students are given permission to practise the exercises. The exercises in the controlled writing stage are divided into two types: combining exercises, such as joining words by matching or by re-ordering; and substituting exercises, which involve both imitating items produced by the teacher and following the teacher's guidance. For example, teachers may present a few paragraphs and then provide certain words or sentences that can be substituted for existing words (Pincas, 1982). ESL classes in this stage, according to Reid (1993), consist of structuring grammatical sentences and receiving instructions about or making discrete changes in a piece of discourse. Raimes (1983) thinks that controlled composition is a useful technique that provides students with both content and form.

The guided writing stage is considered as a bridge between controlled and free writing. The exercises in this stage are divided into several types: a) completion exercises such as filling in the blanks or matching words with their pictures; b) reproduction exercises such as re-writing something from memory; c) comprehension exercises such as note-taking, and d) paraphrasing exercises concerned with changing a statement from the active voice (e.g., 'I accept your advice') into the passive (e.g., 'your advice was accepted') (Pincas, 1982). Guided writing gives the writer some freedom in writing, but this freedom is still limited to structuring sentences and exercises that focus on comprehending questions and building vocabulary (Reid, 1993). Free writing is the last stage in the product approach in which students are given the opportunity to write freely without stopping (Elbow, 1973). This is sometimes called express writing (Elbow, 1973; Reid, 1993; Rohman, 1965) and depends on spontaneity and sincerity, when students discover themselves through language. Instead of focusing on the final product and correcting their mistakes, the students are concerned with self-

discovery and pay no attention to grammatical, structural or critical comments. However, this stage does have some negative aspects: a) various errors are made in grammar, spelling and vocabulary; b) teachers are left with no opportunity to guide or give feedback to their students (Elbow, 1973; Pincas, 1982).

According to Elbow (1973), free writing encourages students to keep writing and not make any stops to check for errors so that they do not forget or miss important ideas or thoughts. On the other hand, Silver and Leki (2004) claim that the product approach to writing does not pay attention to the reader or the purpose of writing. The reader in this approach is the teacher and the context is the classroom. According to Zamel (1983), the product approach helps students in the beginning stages to develop and improve their grammatical accuracy. However, it neglects writing processes such as planning and outlining a text, collecting ideas etc (Badger & White, 2000).

## 2.11.2 The genre approach

According to Swales (1990), the genre approach consists of 'a class of communicative events, the members of which share some communicative purposes' (p. 58). In addition, this approach is defined as a 'goal-oriented, staged social process' (Martin, 1992). People using this approach interact to achieve social processes and they have goals of achieving particular things (Hyland, 2003). Badger and White (2000) mention that the genre approach is considered a new comer to English language teaching; however, there are some similarities between this and the product approach. Although it is concerned with linguistic knowledge, the main focus in the genre approach is on writing about various social contexts. They add that there are three stages to teaching the genre approach: 1) introducing the text by the teacher; 2) constructing the text by the student with some help from the teacher; 3) producing the complete text by the student. According to Tribble (1996), Badger and White (2000) and Hyland (2003), this approach could be used in any social context (for example, medicine, economics or politics), to use writing

in various situations: for instance, writing articles, receipts and reports. Hyland (2003) states that the central emphasis in this approach is not merely on writing but on writing something to achieve a specific purpose, as in telling a story or describing a technical process. According to Silva and Colleen (2004), the genre approach examines various contexts and moves from writing general essays to more particular essays and from school-sponsored writing to the real world context. While the general essays involve writing in the classroom, in testing situations or in laboratories, the particular essays can include many genres: for instance, nursing notes, care plans, personal or business letters, research proposals, doctoral narratives, research article publications, textbooks and summaries. Regarding the teacher's role in this approach, he or she needs to discuss the genre with the students at the beginning of the class, then the students can carry on and complete their work by themselves. According to Brindly (1994), the teacher should produce and supply information and input for the students at the beginning of the class. The most useful feature of the genre approach to writing is that a great deal of emphasis is placed on the audience and the readers of the written texts (Kay & Dudley-Evans, 1998). According to Hyland (2003), teachers using the genre approach look beyond composing processes, subject content or the forms of texts to see writing as a bridge of communication with readers. The writer employing this approach is thus able to build a good relationship with his or her readers by conveying specific information. In addition, it assimilates context with discourse, something which is usually neglected in both the product and process approaches to writing (Hyland, 2003). However, some researchers have expressed a negative view of the genre approach. For example, Kay and Dudley-Evans (1998) mention that 'the genre-based approach is restrictive, especially in the hands of unimaginative teachers, and this is likely to lead to lack of creativity and de-motivation in the learners and it could become boring and stereotyped if overdone or done incorrectly' (p. 311).

## 2.11.3 The process approach to writing

Recent approaches to writing have focused on the process rather than the end product of writing (Kelly & Graham, 1998; Nunan, 1989; Leki, 1991). The process approach was introduced in the mid-1960s. According to Rohman, in this approach the writing is classified into three stages: 1) the pre-writing stage, that includes tasks that take place before writing; 2) the drafting and writing stage; 3) the re-writing stage, in which attention is paid to any grammatical, punctuation or spelling mistakes (Rohman, 1965). However, Rohman did not describe the process approach to writing in sufficient detail (Williams, 1998). More light was shed on the process approach to writing in research conducted at the beginning of the 1970s. Thus, although Emig (1971) is rightly credited with originating process pedagogy in composition, it is important to recognize that the late 1960s witnessed an intellectual shift in many fields toward process' (Williams, 2003, p. 100). It has been found that writing is not linear but a recursive process that necessitates the activities of pre-writing, writing and post-writing (Emig, 1971; Raimes, 1985; Zamel, 1983; ). With regard to the use of the term 'recursive', during the process of composition writers can move forwards or backwards to any activities whenever they find that useful (Perl, 1978, 1980; Raimes, 1985). This means that even if a writer has almost finished a composition, he or she may find that it is necessary to collect additional data from the library. As a result, they may have to revise their essay in order to cope with any new information (Tribble, 2003; Hyland, 2003).

The process approach to writing also places more emphasis on writing skills (planning, revising and drafting) than on linguistic knowledge (spelling, grammar, punctuation and vocabulary) (Badger & White, 2000). Students therefore have to be taught writing through its process and stages such as planning, drafting, revising, editing and publishing in order to write freely and arrive at a product of good quality (Belinda, 2006). Moreover, one of the beneficial aspects of the process approach to writing in the ESL setting is that teachers consider a writer to

be an 'independent producer of text' (Hyland, 2003, p. 10). However, while the process approach to writing has positive advantages for the writer, it does not pay much attention to the reader, which is not particularly helpful for those readers who expect to acquire some knowledge from a text (Tribble, 2003).

## 2.11.3.1 Stages and activities of the process approach to writing

According to Kroll (2003), some stages and activities of the process approach to writing that take place in L2 classes (for instance, pre-writing, drafting and revisions that could be made through feedback from the teacher or from peers) are important. These activities take place when writing in both L1 and L2 classes (New, 1999). Williams (2003) also mentions that all students involved in writing need to engage in the activities contained in the various stages of the process approach: namely, pre-writing stage activities such as brainstorming, collecting ideas, discussing; the drafting stage, and the revising and editing stages. In addition, these activities can be used as many times as the writer needs (Tribble, 1996, 2003).

## Stages of the process approach to writing

**A.** Pre-writing:(Specifying the task/planning and outlining/collecting data/making notes)

**B.** Composing/Revising: (recognizing/shifting emphasis/focusing on information and styles for your readership)

**C.** Editing: (checking grammar/lexis/surface features: for example, punctuation, spelling, layout, quotation conventions, references)

## • Pre-writing

A significant feature of the process approach to writing is that students collect and produce ideas before finishing the actual writing (Zamel, 1982). According to Hewings and Curry (2003), brainstorming and student discussions are helpful strategies that may be used to collect and gather ideas effectively. During the pre-writing stage students can use various methods, such as brainstorming, word

clustering and free writing, as a way of discovering themselves and their ideas (Elbow, 1973). Brainstorming means thinking quickly in order to produce and collect ideas for a specific topic or problem; it should therefore be done freely without any structure or judgment, and collaborative learning is the best way of ensuring that it is carried out effectively (White & Arndt, 1991). Planning a topic is another important strategy of the pre-writing stage that helps learners to organize and write successfully (Peacock, 1986). According to Flower and Hayes (1981), planning is a mental strategy, so students may return to it at any time during the writing process. Another technique of the pre-writing stage is writing and making notes in order to collect, generate and organize ideas. Ideas are generated in a free and unstructured way and without being organized. Organizing ideas is a structuring strategy that could be carried out through selecting appropriate names as headings and categories (White & Arndt, 1991). Making an outline during the pre-writing stage is another useful strategy. According to Williams (2003), writers may find it necessary and useful to write down their important ideas in outline form, starting with small ideas and moving to more general ones.

- **Composing / Drafting**

Getting started in writing an essay is one of the difficult stages in the process approach to writing, because it requires a great deal of attention, application and focus (Harris, 1993; Hedge, 2000). The drafting stage comes after the completion of pre-writing activities such as specifying the writing topic, collecting data and making an outline (Williams, 2003; King & Chapman, 2003; Tribble, 1996, 2003). During drafting students should keep writing their essay from beginning to end without stopping (Gebhard, 2000). According to King and Chapman (2003), during this stage writers should focus on the actual writing and leave checking both grammatical and spelling mistakes to the final stages.

- **Revising**

Hedge (1988) mentions that 'good writers tend to concentrate on getting the content right first and leave details like correcting spelling, punctuation and grammar until later' (p. 23). The main concern of the revising stage is to complete the content correctly, whereas correcting grammatical and spelling mistakes can be done during the editing stage (Tribble, 2003). Focusing on reorganizing sentences and adding more appropriate vocabulary are essential aspects of the process approach to writing (Williams, 2003). In the revising stage writers should carry out activities such as deleting unnecessary sentences and moving certain words or paragraphs forward or backward (Zamel, 1981; Williams, 2003; Hedge, 2000).

- **Editing**

The last stage of the process approach to writing is editing. This stage concentrates on linguistic accuracy: grammar, spelling and punctuation Harris, 1993). Hewings and Curry (2003) state that the editing stage involves checking references and formatting the students' writing. In this stage students may employ various strategies to correct their mistakes, such as working in pairs or in groups, and use any available resourses such as textbooks, dictionaries and computers (King & Chapman, 2003; Hewings& Curry, 2003).

## 2.11.3.2 Studies related to the process approach to writing

Various studies and researchers have examined the process approach to writing in different situations in order to show the advantages and benefits of this approach. Using the process approach to writing plays a role in changing the attitudes and opinions of students. Belinda (2006) implemented six writing programmes on process writing in six primary classrooms in Hong Kong, three in the upper primary levels and three in the lower levels. She investigated the effectiveness of these processes on changing students' writing and attitudes by comparing all six classrooms with each other and the upper and lower levels in general. These

comparisons were between pre- and post-tests of questionnaires, interviews and observations. The study purpose was to improve students' writing strategies in all stages of the process approach, including pre-writing, drafting and revising. Because children at primary levels are interested in reading, they were taught how to write a story through processes and stages. This type of writing was used for both pre- and post-tests. The researcher noticed that the process approach to writing had been found to be a useful and helpful strategy; however, it could be more effective for students fluent in English in strengthening their writing skills. Belinda's study was concerned with primary school children, whereas the current research involved adult ESL learners. It is thus important to understand the background of teaching English and specifically writing skills in Saudi Arabia in order to evaluate how closely Belinda's study fits with this research. The system of education in some Middle Eastern countries, including Saudi Arabia, is divided into the following stages: primary schooling for six years, intermediate for three years, secondary for three years, and post-secondary for four to five years.

The teaching of English language starts in the final year of primary schooling and is confined to teaching the letters of the English alphabet. At intermediate and secondary levels, the dominant pedagogical approach is still the grammar-translation approach (El-daly, 1991; Aljamhoor, 1996; Alnofal, 2003; Alhaysony, 2008). ESL students at Saudi schools start to learn writing skills at both secondary and post-secondary levels. However, according to Alnofal (2003), the teaching of writing skills has not been paid much attention compared to the teaching of the skills of reading, listening and speaking. In order to assess the relevance of Belinda's study to this research, it is also important to know that ESL students in Hong Kong start to practise writing skills at primary level. Belinda mentions that the product-oriented approach is used in teaching writing (p. 2). She adds, however, that over the last few years the process approach to writing has been recognized as being more effective than the traditional methods of teaching

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writing. Thus, despite the differences in age between Belinda's sample of primary school children and the sample of adult Saudi students used in this study, the similarities in the classroom teaching of English in both cases means that the results of Belinda's research are useful for the current study.

A few researchers have compared the effectiveness of self-assessment in students' process-based writing in L1 or L2 with that used in product-based writing. El-Koumy (2004) compared ESL students adopting the process approach to writing with other students using a product approach. The sample was 80 male Arab students divided into two classes. The students were studying at a general secondary school in Menoufya in Egypt. The students in both process and product groups were given a pre-test and a post-test to enable the researchers to assess the difference between the two groups in terms of self-assessment. In the pre-test the students were asked about the role of TV in our lives, whereas the post-test was about the impact of computers on our lives. The results showed that the process group produced a greater quantity of writing than the product group, whereas the product group was better than the process group in terms of the quality of writing. El-Koumy found that self-assessment of the process of writing encouraged students to develop their thinking skills and writing strategies, so they became able to discover and elaborate their ideas effectively. Regarding using the process approach to writing in the field of technology, Parks, Huot, Hamers and Lemonnier (2005) investigated whether process-based writing would be appropriate in the context of ESL language arts courses over a four-year period. Francophone high school students in Quebec studying on an information and communication technologies (ICTs) programme took part in the research. The researchers used some qualitative methods to obtain their data, namely, the analysis of documents, observation, videotaping and interviews. At the end of the study, the researchers noticed that the students had become able to describe the writing process (meta-linguistic knowledge). Before the Grade 7 students had been involved in the study,

they had no knowledge of the process approach to writing. The results obtained from some of the excerpts from the interviews showed that the students were able to describe the processes and stages of the writing approach and that they had become able to use certain labels to identify some of these processes.

## 2.12 Previous Studies

This section deals with previous studies related to the area of cooperative learning, it shows the differences and similaritiesrelated to my study.

The first study entitled 'An Investigation of the Use of Cooperative Learning in Teaching English as a Foreign Language with Tertiary Education Learners in China', A thesis submitted in partial fulfilment of the requirements for the degree of Doctor of Philosophy in Education in the University of Canterbury, By Huiping Ning, November 2010.

This thesis adapts cooperative learning methods for the College English teaching context in China. Its focus is on investigating the effects of cooperative learning on students' English language proficiency, learning motivation and social skills, in comparison with traditional whole-class instruction, by employing a pre-test-post-test control group quasi-experimental design.

Statistical analyses indicate that there were a number of areas on which the intervention group, taught with the cooperative learning (CL) approach, substantially outperformed the comparison group instructed by traditional methods. These areas include listening, speaking and reading, as well as their overall English proficiency. With regard to motivation, the CL approach had greater impact than traditional instruction on intrinsic motivation. Regarding social skills, substantial between-group differences were found in the area of equal participation and accountability, as well as in overall social skills, in favour of the intervention group. In addition, the intervention group was found to have made substantially more improvements than the comparison group in specific social skills directly related to the learning of English language. This chapter includes a discussion

about findings of the current study in relation to the findings of previous research. It goes on to discuss implications for the practice of EFL teaching, with a focus on the challenges of using CL in Chinese tertiary institutions. At the end of this chapter, the major contributions and limitations of the study are:

One of the major findings of this research is that the intervention group, taught using the CL approach, made substantially greater gains than the comparison group in their overall English proficiency. As for the five specific areas relating to English proficiency, CL was found to be

The major finding on the Language Learning Orientations Scale (LLOS) is that the intervention group, which was taught using a CL approach, improved intrinsic motivation substantially more than the comparison group instructed by traditional methods, although the difference was only statistically significant at a marginal level. However, there were no statistically significant differences between the two groups in the other five aspects of motivation, as well as in overall motivation towards English language learning.

One major finding on the Social Skills Scale for Chinese College English Learners (SSS-CCEL) is that the CL approach was more effective than traditional instruction in improving students' overall social skills. As for the eight subscales of social skills, the findings can be categorized into three types. First, in the area of equal participation and individual accountability, CL was found to be substantially greater than traditional teaching in improving students' relevant skills. Second, in the three areas of self-confidence, sense of cohesion and checking for understanding, there was a clear trend of greater gains in favour of the CL approach due to the fact that the intervention group improved more than the comparison group according to T-test results and effect sizes.

The second study entitled 'Improving Writing Ability Through Cooperative Learning Strategy, by Sabarun Stian Palang knraya , Novemer,2011.

The objective of the study was to improve the students' writing ability in writing English class using Cooperative Integrated Reading and Composition (CIRC) model of Cooperative learning strategy. The study employed Classroom Action Research (CAR) design. The subjects of the study were the fifth semester students of the English Department of Malang Muhammadiyah University. The numbers of the subjects were 5 students. The study was conducted in two cycles with 4 steps of classroom action research procedure: planning, implementing, observing and reflection. Each cycle had two meetings. The result of the study showed that Cooperative learning strategy with Cooperative Integrated reading and Composition (CIRC) model was effective to improve the students' writing ability that could be seen from the improvement of the students' writing achievement. The implementation of CIRC model of cooperative Learning strategy in teaching essay writing; was divided into three stages: prewriting whilst writing, and post writing. In the prewriting activities, the teacher assigned students to list the interesting topics. In this sense they were assigned to share ideas with their group members. In whilst writing stage, the teacher assigned student s to write the first draft and revise their compositions in close collaboration with group members. In the post writing strategy, the teacher assigned   the student to edit his or her members' writing The teacher has assigned students to write the final draft based on member's comments, suggestions and revision.

Findings of Cycle 1, it was found that the result of the five subjects' improvement the teaching and learning process and in  learning results in Cycle 1 gained  little improvement .in the targeted criteria of success the students were considered to be successful if they were able to achieve the minimum score of 4.00.Second, the increasing number of the average score was also a slight increase .In the pre-test, the mean of the students' score was 4.15

Findings of Cycle 2, referring to the findings of Cycle 2, the implementation of Cooperative Learningstrategies, had achieved the criteria of success. There were

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some facts showing that the criteria of success ad achieved. First, in the teaching and learning process, all subjects were able to (1) select he topic and order ideas; (2) introduce the topic of the essay and give background information on the topic (3) state the thesis statement, list subdivisions and indicate methods of organization.

In Cooperative Learning strategy, the students as team developed social interaction among the group members .they learnt listen other students , appreciate other opinions, communicate intensively, and work together to achieve the goal .

The third study is about 'Improving Students' Summary Writing Ability Through Collaboration: A Comparison Between Online Wiki Group And Conventional Face-To-Face Group' by Saovapa Wichadee Language Institute, Bangkok University, Thailand.

The current study examined and compared summary writingabilities between students learning by wiki-based collaboration and students learning by traditional face-to-facecollaboration. The experimental research was conducted with students enrolled in EN 111 course in the firstsemester of academic year 2011. The instruments employed in the study were summary writing tests, aquestionnaire, and products of summary writing. Data were analyzed by using means, standard deviations, percentages, and T-tests. The results indicate that the post-test scores of both groups were significantly higherthan the pre-test scores. (p< .05). However, no significant difference was found between the two groups' writing mean scores and satisfaction with the learning methods. In addition, the writing products which students in both groups submitted were not different in quality. Although there were minor drawbacks, a lot of advantages were identified, showing students' positive attitudes towards learning through wiki.

The fourth study is about' The Effects of Cooperative Learning Activities On Student Attitudes Towards English Reading Courses And Cooperative Learning',

A Master's Thesis,  By Ozlem Bayat,  Presented to The Department Of Teaching English As A Foreign Language Bilkent University Ankara, July 2004.

The purpose of this study was to investigate the effects of cooperative learning activities on student attitudes towards English reading courses and cooperative learning. Possible differences in attitudes in terms of gender and achievement level of students were also investigated. The study was conducted with one control and one experimental group. In total, 40 students participated in the study. Following a work shop on the implementation of cooperative learning activities, the teacher taught the experimental group using cooperative learning activities. The control group was taught using traditional whole class methods. Questionnaires were given to both groups before and after the four-week treatment. Interviews were also conducted with the teacher and randomly selected students. Questionnaire data were analyzed by t-tests and ANOVA tests. According to the results of these tests, no significant differences after the treatment were found between the control group and the experimental group responses related to their attitudes towards English reading courses and cooperative learning. In within-group comparison, however, the experimental group's attitudes towards the English reading course was significantly more negative, whereas no change was found in the control group. Gender and achievement level were found to have no significant influence onstudents' attitudes towards English reading courses and cooperative learning. Datacollected in teacher and student interviews, however, suggested that cooperativelearning had positive effects on attitudes towards English reading courses. Inaddition, both the teacher and the students reported positive attitude towardscooperative learning.

This study may be considered as an initial step to encourage learners to haveactive roles in their learning process by examining their attitudes towards cooperative learning. The study also aimed to identify effects of cooperative learning on learners. The findings at least partially confirmed previous studies on the same

field that found positive effects on students. Language teachers seeking to implement innovations in their teaching instruction may also look to the findings of the research to encourage them in their efforts.

The fifth study is anM.A degree about'Motivating Students to Learn Grammar through the Cooperative Learning Technique submitted by: Athmani Assma, Academic Year: 2009-2010, presented to University of Constantine Faculty of Letters.

The present study aims at investigating the motivational effect of using well-structured cooperative group work in teaching grammar to second year students of English as a Foreign Language at the department of English, University of Constantine. In order to check this correlation, the researcher hypothesized that well-structured cooperative learning would result in motivating students and that if it were used in teaching grammar, it would help students to learn grammar. To verify the validity of these hypotheses, we have conducted a pilot study, through which we have tested the students' understanding of the questions and the relevance of their answers to our study. After, researcher have carried out the main investigation that is, in turn, divided into two kinds of questionnaire; the students' questionnaire and the teachers' questionnaire. The first one is composed of nineteen questions and administered to one hundred-sixteen 2nd year English students at the department of English, University of Constantine. The second questionnaire consists of twenty-two questions given to seven 2nd year grammar teachers out of among the eight teaching at the same department during the academic year 2009-2010. The discussion of the results has shown that using cooperative learning motivates second year English students and when used in grammar, well-structured cooperative group/pair work helps second year English students to learn it

# Chapter Three

# Research Methodology

# Chapter Three
## Methodology

## 3.0 Introduction

The aim of this chapter is to discuss in detail the methodology used in the study. In the first section, the research methods used are described. The second section contains a presentation of the research design, including both the strategy and the methods employed in the study. In the third section, the sample used for the purposes of this study is also described, including descriptions of both the subjects of the research and the general student population from which the sample was taken. The various procedures were used in conducting the study are also highlighted in this section. In the final section, several other methodological concerns are discussed, such as reliability, validity and replication of the study's methods and instruments, methods of data analysis, and the originality and limitations of the methodology

## 3.1 Population and sampling

This study is investigating views and conception of the effect of cooperative learning methods on EFL writing skill for the teachers of English language, and secondary school students in Khartoum locality academic year 2018-2019.There are two groups as a subject of this study. The first group includes (60) grade (2) secondary school students, all of them are boys. Their ages are between 16-18 years . They have been studying English as foreign language for 7 years.All of them speak Arabic and other Sudanese colloquial languages as their mother tongue language.The second group includes(120) English language teachers. The teachers have different qualifications, gender and years of experiences as shown in table below. They teach English as foreign language in schools and tertiary level. Gender:

**Table (3.1) Distribution of gender**

| Value | Frequencies | Percent |
|-------|-------------|---------|
| Male | 80 | 66.7% |
| Female | 40 | 33.3% |
| Total | 120 | 100.0% |
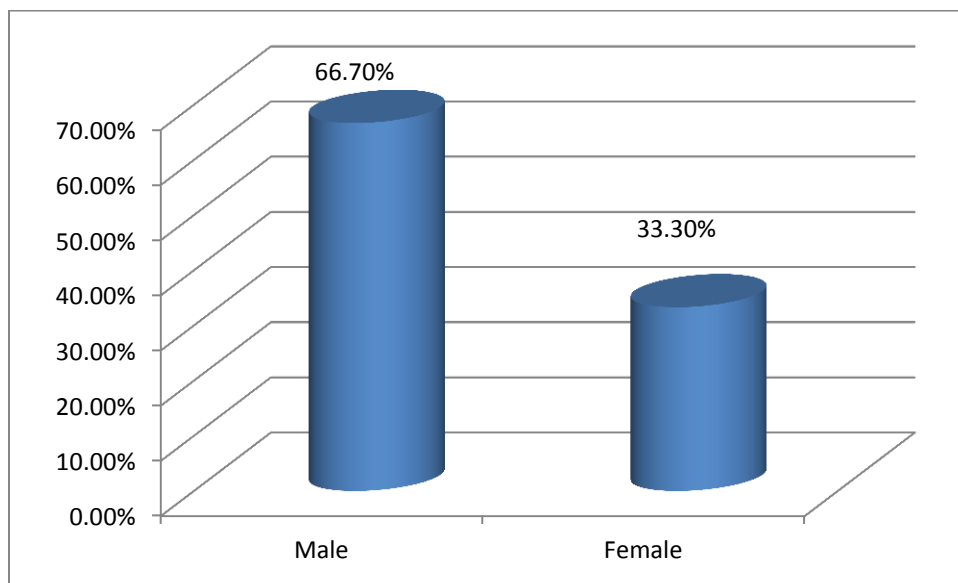


Figure (3.1) Distribution of gender

From the table above it isclear that the distribution of the sample is as follows :male (66.7%) and female (33.3%)

Table (3.2)Distribution of teachers' Qualification

| Value | Frequencies | Percent |
|-------|-------------|---------|
| Bsc | 36 | 30.0% |
| MSc | 64 | 53.3% |
| PhD | 20 | 16.7% |
| Total | 120 | 100.0% |
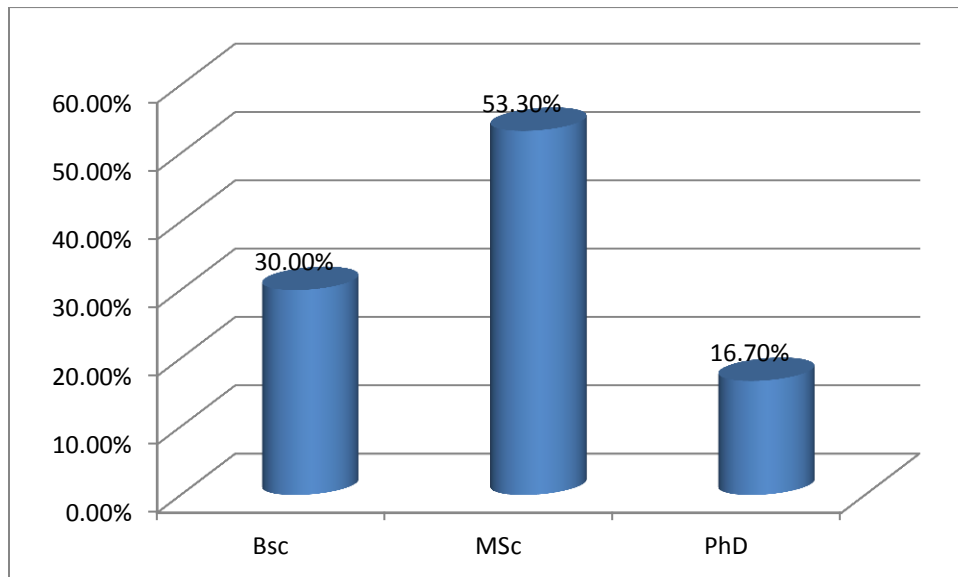


Figure (3.2) Distribution of teachers' Qualification

From the table above that the distribution of the sample is as follows Bsc(30.0%) and Msc (53.3%) and PhD by (16.7%).

## 3.2 Methods of Data Collection

The researcher adopted the descriptive and experimental methods. The data of this study were collected through teachers' and students' questionnaire, in addition to students'test, then the data were statistically analyzed and critically discussed.

## 3.2.1 Instrument

The researcher used three instruments in this study for data collection:

## 1. Teacher's Questionnaire

This questionnaire has six sections six–point Likert Scale is used to rate the respondents degree of agreement with its items.The respondents were asked to check one of five options :Strongly Agree, Agree ,Neutral ,Disagree or Strongly Disagree. The questionnaire contains sixsections. Section one focuses on the Teacher's perception about cooperative learning methods.It will have six items. Section two focuseson the effect of cooperative learning on EFL learners. Section threefocuses on the role of Cooperative learning on students' writing. Section four focuses on the factors that hinder cooperative learning methods. Section five focuses on the effects of cooperative learning methods on the EFL learners' motivation towards learning English, and section six focuses on how often do teachers of English use cooperative learning methods.

## 2. Students'Questionnaire

The researcher also attempted to design a questionnaire for the experimental group after having a test. This questionnairecontains one section of twelve items to show the students attitudes towards cooperative learning methods.The reliability of the questionnaire will be calculated by SPSS. (The Cronbach`s alpha method).

## 3. Students' Tests

After obtaining permission from Elmm`mali Secondary School for Boys the study was carried out among grade (2) EFL students. The researcher adopted a quantitative approach to collect data for this research, which was supplemented by

a small amount of qualitative data. Since the main purpose of the research was to study the effectiveness of cooperative learning as a method of improving EFL students' writing skill, it was deemed appropriate to use an experimental approach. The current study includedtwo groups. The experimental group, who were taught through CL and the control group, who were  taught through traditional learning method. The researcher taught both groups for eight teaching weeks, the course was spine book five materials were selected from different chapters in composition writing.

A test was designed to examine areas of problems in the students` performanceand to find if there is significant difference between the experimental and the control group. The test wentthrough the same procedures as the questionnaire to ensure its validity and reliability.

## 3.3 Validity and Reliability

The researcher designed theteachers and studentsquestionnaires, these tools were passed to some colleagues and experts in the field of ELT to check their validity and to know if the questionnaires items can measure the research questions and its hypotheses.Then the instrument were sent to my supervisor for approval. again, they were referred to three experts for final  judgment. after checking that the tools were valid,finally they were distributed among respected number of teachers for their response.

After compiling the data, the reliability of the questionnaireswere calculated by SPSS.The result showed that the data collection tools  were reliable. Reliability was calculated using Cranach's alpha equation shown below:

$$\text{Reliability coefficient} = \frac{n}{N-1} * \frac{1 - \text{Total variations questions}}{\text{variation college grades}}$$

$$\text{Validity} = \sqrt{\frac{n}{N-1} * \frac{1 - \text{Total variations questions}}{\text{variation college grades}}}$$

For students questionnaires,Cranach alpha coefficient = (0.80), a reliability coefficient is high and it indicates the stability of the scale and the validity of the study. The validity coefficient is the square of the islands so reliability coefficient is (0.89), and this shows that there is a high sincerity of the scale and that the benefit of the study.

Regarding teachers questionnaire, Cranach alpha coefficient = (0.88) a reliability coefficient is high and it indicates the stability of the scale and the validity of the study. The validity coefficient is the square of the islands so reliability coefficient is (0.94), and this shows that there is a high sincerity of the scale and that the benefit of the study.

Cranach's alpha method used to check the test reliability and validity as shown in the below equation.

$$\text{Reliability coefficient} = \frac{n}{N-1} * \frac{1 - \text{Total variations questions}}{\text{variation college grades}}$$

$$\text{Validity} = \sqrt{\frac{n}{N-1} * \frac{1 - \text{Total variations questions}}{\text{variation college grades}}}$$

Cranach alpha coefficient = (0.84) a reliability coefficient is high and it indicates the stability of the scale and the validity of the study.

Validity coefficient is the square of the islands so reliability coefficient is (0.92), and this shows that there is a high sincerity of the scale and that the benefit of the study.

**Cranach's alpha method:**

**Table (3.3) Experiment**

| Value | Reliability | Validity |
|---|---|---|
| Control group | 0.69 | 0.83 |
| Experimental group | 0.81 | 0.90 |
| **Total** | 0.84 | 0.92 |

## 3.4 Procedures

The data collected  through the questionnaire were tabulated and statistically treated by SPSS programme. The results in percentile form was used to answer the relevant study questions. Also the data  collected through the test were statistically analyzed and critically discussed so as to compare results between the two groups.The following chapter shows the result of the analyzed data in form of graphs with a full description.

# Chapter Four

# Data analysis, Results and Discussions

# Chapter Four

## Data Analysis

## 4.0 Introduction

This chapter deals with description of the analyzed data. It shows the frequencies and percentages of the variables with detailed descriptions for each item. The chapter contains analysis of students test, students' questionnaire and teachers' questionnaire. In addition to that testing of the research hypothesis have been included.

## 4.1 Analysis of Students Tests

Table (4.1) illustrates the frequency and percentage for Question one

| Valid | Control group | | Experimental group | |
|---|---|---|---|---|
| | **Frequency** | **Percent** | **Frequency** | **Percent** |
| Success | 26 | 87.0% | 30 | 100.0% |
| Fracture | 6 | 13.0% | 0 | 0.0% |
| Total | 30 | 100.0% | 30 | 100.0% |
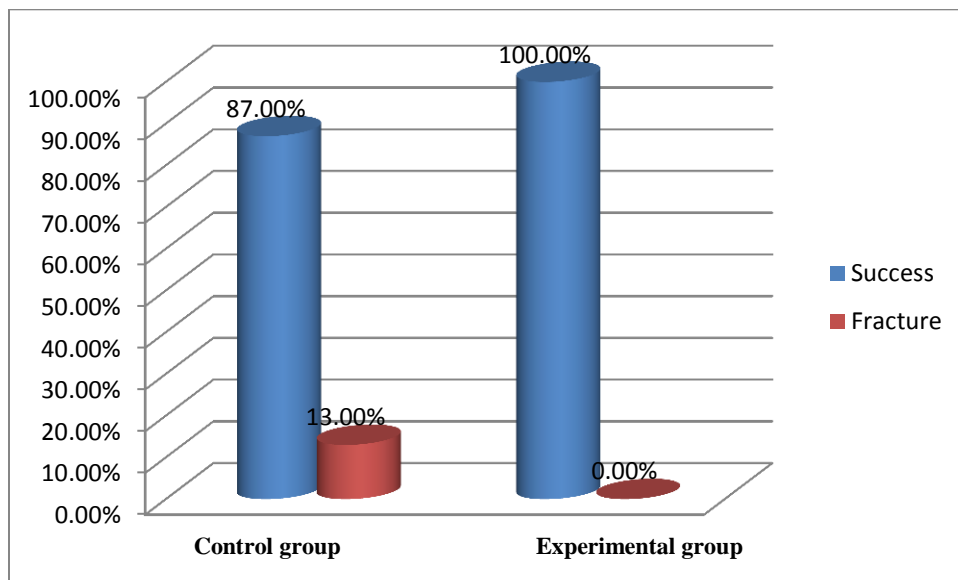


Figure (4.1) illustrates the frequency and percentage for question one

Table (4.1) illustrates the views of the distribution of the q1 sample control group by Success by (%87.0) and Fracture by (%13.0) and experimental group by Success by (%100.0) and Fracture by (%0.0).

**Table (4.2) Results of the Test Analysis**

| Value | Mean | Std. Deviation | T test | Df. | Sig. | Scale |
|-------|------|----------------|--------|-----|------|-------|
| Control | 12.53 | 4.321 | -5.854 | 2 | 0.00 | Significant |
| Experimental | 17.13 | 0.937 | | | | |

Table (4.2) illustrates the views of the value of t-test (-5.854) significantly value (0.000) which is less than the probability value (0.05) this means that there is the statistical significant difference between control test and experimental group for the experimental group.

## 4.2 Analysis of Students Questionnaire

Table (4.3): Students participated well in cooperative learning activities

| Valid | Frequencies | Percentage % |
|---|---|---|
| Strongly agree | 17 | 56.7% |
| Agree | 12 | 40.0% |
| Not sure | 1 | 3.3% |
| Disagree | 0 | 0.0% |
| Strongly disagree | 0 | 0.0% |
| **Total** | 30 | 100.0% |
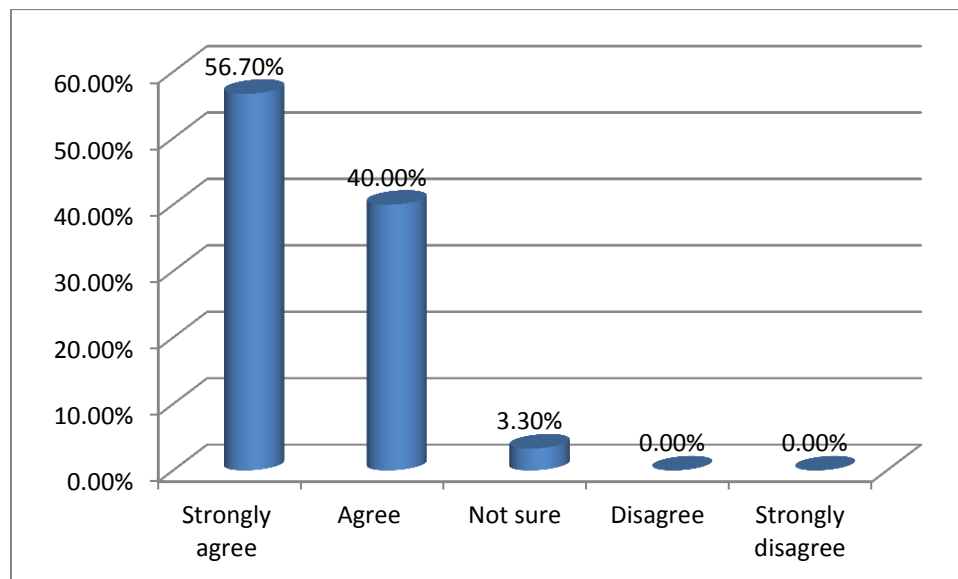


Figure (4.2) illustrates the frequency and percentage for the Question one

Table (3.2) illustrates the views of the distribution of the sample by the strongly agree (%56.7) and agree by (%40.0) and not sure by (%3.3) and disagree by (%0.0) and strongly disagree by (%0.0).

**Table (4.4): working together achieve more than  alone**

| Valid | Frequencies | Percentage % |
|---|---|---|
| Strongly agree | 16 | 53.3% |
| Agree | 8 | 26.7% |
| Not sure | 4 | 13.3% |
| Disagree | 0 | 0.0% |
| Strongly disagree | 2 | 6.7% |
| Total | 30 | 100.0% |
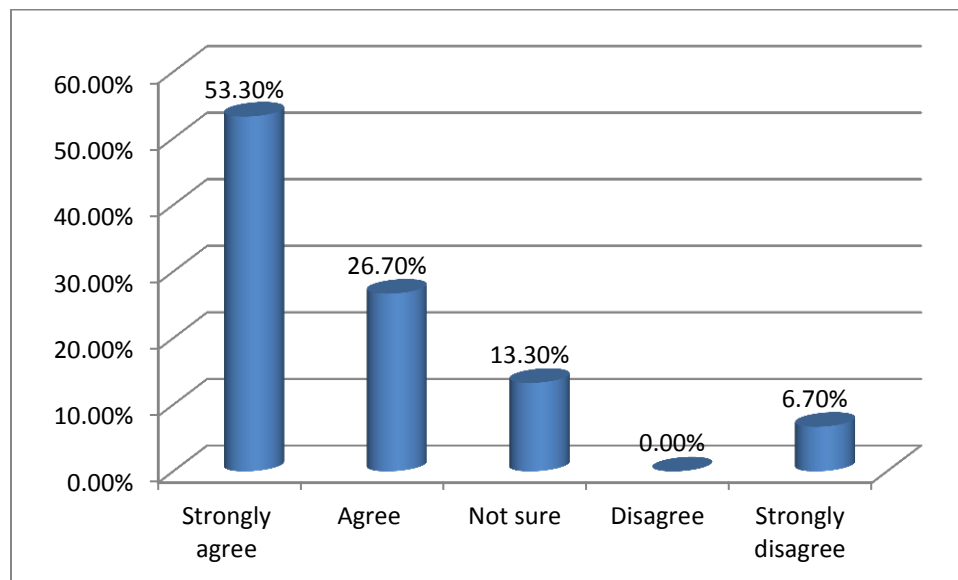


Fig.(4.4) working together achieve more than  alone

Table (4.4) illustrates the views of the distribution of the sample by the strongly agree (%53.3) and agree by (%26.7) and not sure by (%13.3) and disagree by (%0.0) and strongly disagree by (%6.7).

**Table (4.5): CL can improve students' attitude towards work**

| Valid | Frequencies | Percentage % |
|---|---|---|
| Strongly agree | 13 | 43.3% |
| Agree | 12 | 40.0% |
| Not sure | 3 | 10.0% |
| Disagree | 0 | 0.0% |
| Strongly disagree | 2 | 6.7% |
| **Total** | 30 | 100.0% |
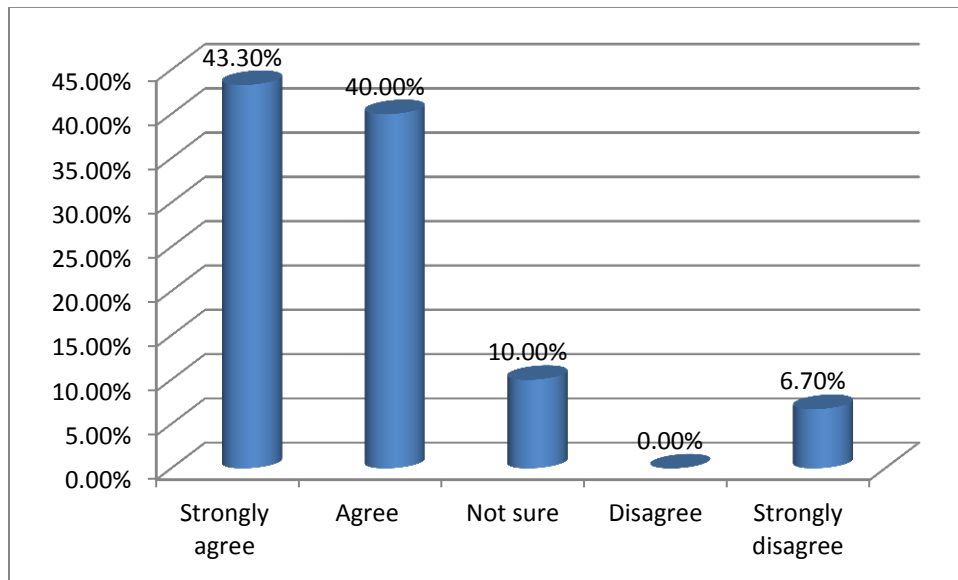


Fig.(4.5): CL can improve students' attitude towards work

Table (4.5) illustrates the views of the distribution of the sample by the strongly agree (%43.3) and agree by (%40.0) and not sure by (%10.0) and disagree by (%0.0) and strongly disagree by (%6.7).

**Table (4.6): Cooperative learning helps me to socialize more**

| Valid | Frequencies | Percentage % |
|---|---|---|
| Strongly agree | 18 | 60.0% |
| Agree | 5 | 16.7% |
| Not sure | 6 | 20.0% |
| Disagree | 0 | 0.0% |
| Strongly disagree | 1 | 3.3% |
| Total | 30 | 100.0% |
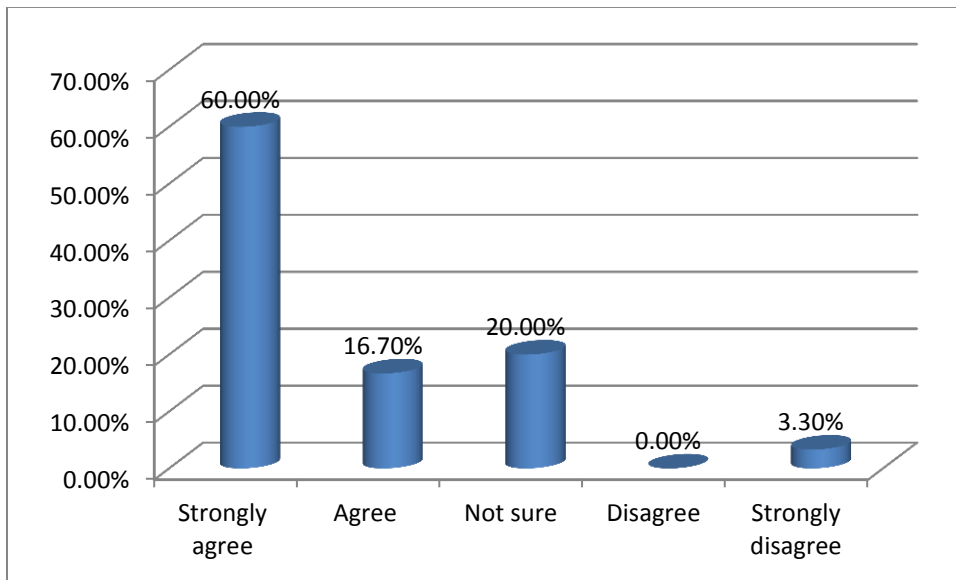


Fig. (4.6):  Cooperative learning helps me to socialize more

Table (4.6) illustrates the views of the distribution of the sample by the strongly agree (%60.0) and agree by (%16.7) and not sure by (%20.0) and disagree by (%0.0) and strongly disagree by (%3.3).

**Table (4.7): CL enhances good working relationships among students**

| Valid | Frequencies | Percentage % |
|---|---|---|
| Strongly agree | 16 | 53.3% |
| Agree | 11 | 36.7% |
| Not sure | 3 | 10.0% |
| Disagree | 0 | 0.0% |
| Strongly disagree | 0 | 0.0% |
| Total | 30 | 100.0% |
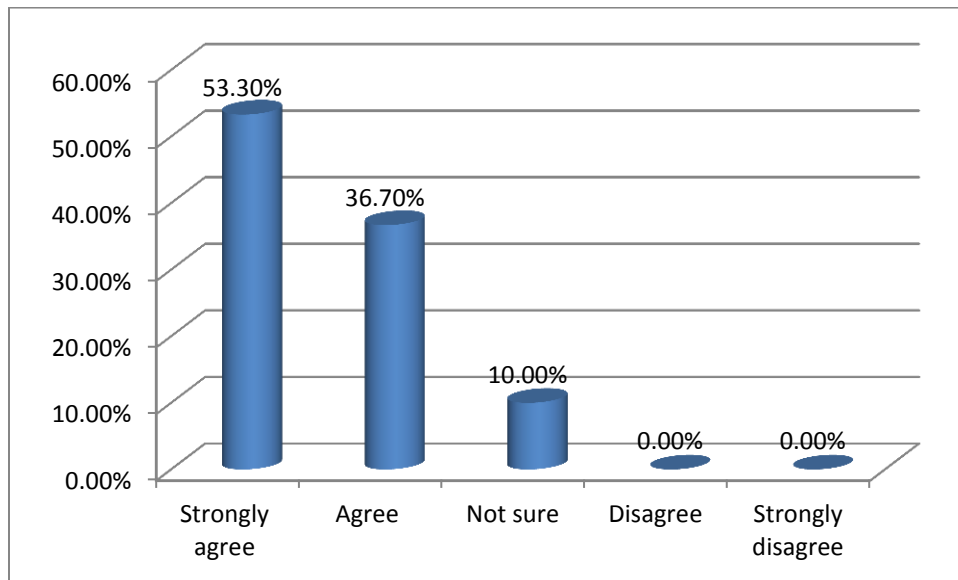


Fig.(4.7): CL enhances good working relationships among students

Table (4.7) illustrates the views of the distribution of the sample by the strongly agree (%53.3) and agree by (%36.7) and not sure by (%10.0) and disagree by (%0.0) and strongly disagree by (%0.0).

**Table (4.8): Cooperative learning enhances class participation**

| Valid | Frequencies | Percentage % |
|---|---|---|
| Strongly agree | 16 | 53.3% |
| Agree | 9 | 30.0% |
| Not sure | 2 | 6.7% |
| Disagree | 0 | 0.0% |
| Strongly disagree | 3 | 10.0% |
| Total | 30 | 100.0% |
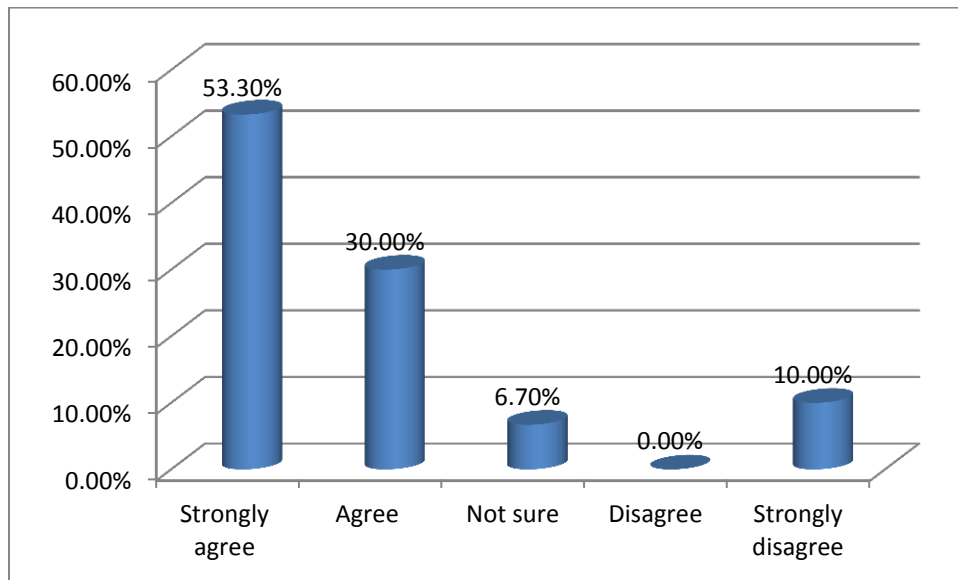


Fig. (4.8):  Cooperative learning enhances class participation

Table (4.8) illustrates the views of the distribution of the sample by the strongly agree (%53.3) and agree by (%30.0) and not sure by (%6.7) and disagree by (%0.0) and strongly disagree by (%10.0).

**Table (4.9): The Creativity is facilitated in the group setting**

| Valid | Frequencies | Percentage % |
|---|---|---|
| Strongly agree | 2 | 6.7% |
| Agree | 10 | 33.3% |
| Not sure | 7 | 23.3% |
| Disagree | 6 | 20.0% |
| Strongly disagree | 5 | 16.7% |
| Total | 30 | 100.0% |
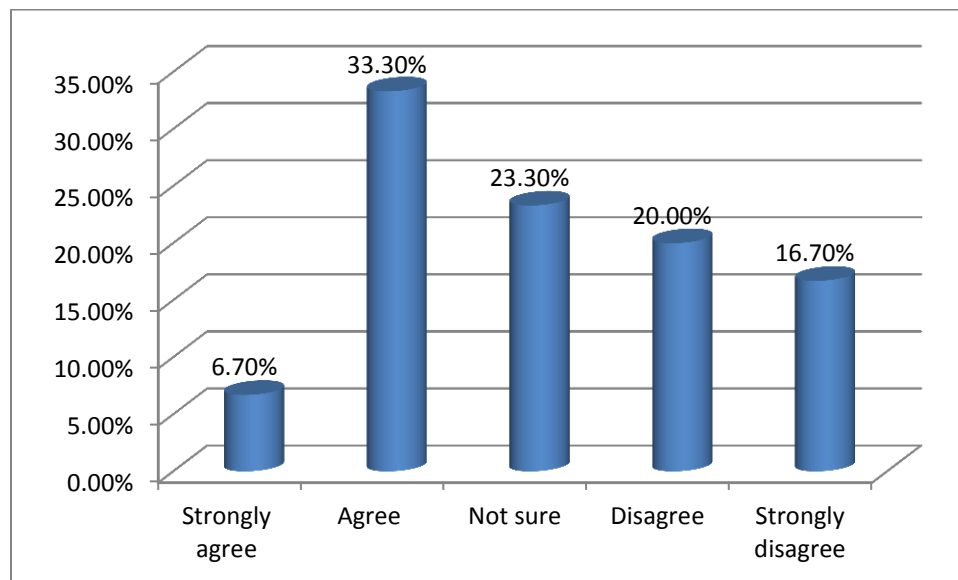


Fig. (4.9): The Creativity is facilitated in the group setting

Table (3.9) illustrates the views of the distribution of the sample by the strongly agree (%6.7) and agree by (%33.3) and not sure by (%23.3) and disagree by (%20.0) and strongly disagree by (%16.7).

**Table (4.10): Group activities make the learning experience easier**

| Valid | Frequencies | Percentage % |
|---|---|---|
| Strongly agree | 11 | 36.7% |
| Agree | 10 | 33.3% |
| Not sure | 5 | 16.7% |
| Disagree | 1 | 3.3% |
| Strongly disagree | 3 | 10.0% |
| Total | 30 | 100.0% |
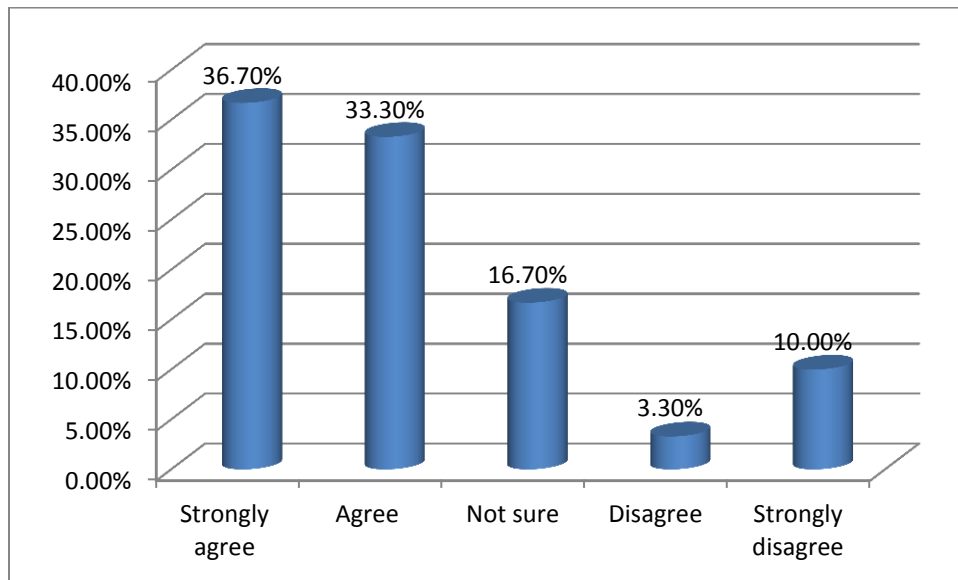


Fig. (4.10): Group activities make the learning experience easier

Table (3.10) illustrates the views of the distribution of the sample by the strongly agree (%36.7) and agree by (%33.3) and not sure by (%16.7) and disagree by (%3.3) and strongly disagree by (%10.0).

**Table (4.11): I learn to work with different students**

| Valid | Frequencies | Percentage % |
|---|---|---|
| Strongly agree | 9 | 30.0% |
| Agree | 10 | 33.3% |
| Not sure | 7 | 23.3% |
| Disagree | 1 | 3.3% |
| Strongly disagree | 3 | 10.0% |
| Total | 30 | 100.0% |
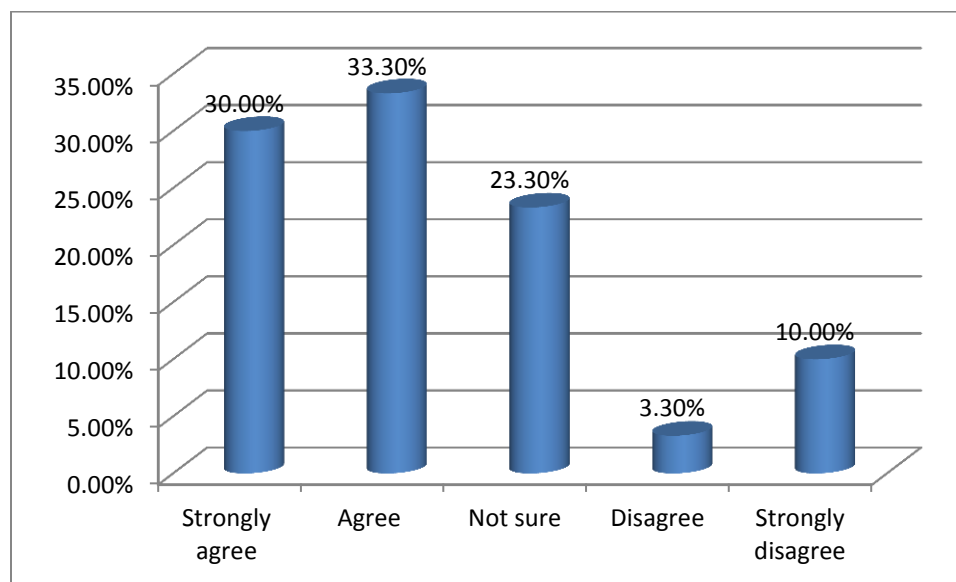


Fig. (4.11):  I learn to work with different students

Table (3.11) illustrates the views of the distribution of the sample by the strongly agree (%30.0) and agree by (%33.3) and not sure by (%23.3) and disagree by (%3.3) and strongly disagree by (%10.0).

**Table (4.12): Material is enjoyable when we work together**

| Valid | Frequencies | Percentage % |
|---|---|---|
| Strongly agree | 11 | 36.7% |
| Agree | 11 | 36.7% |
| Not sure | 6 | 20.0% |
| Disagree | 1 | 3.3% |
| Strongly disagree | 1 | 3.3% |
| Total | 30 | 100.0% |
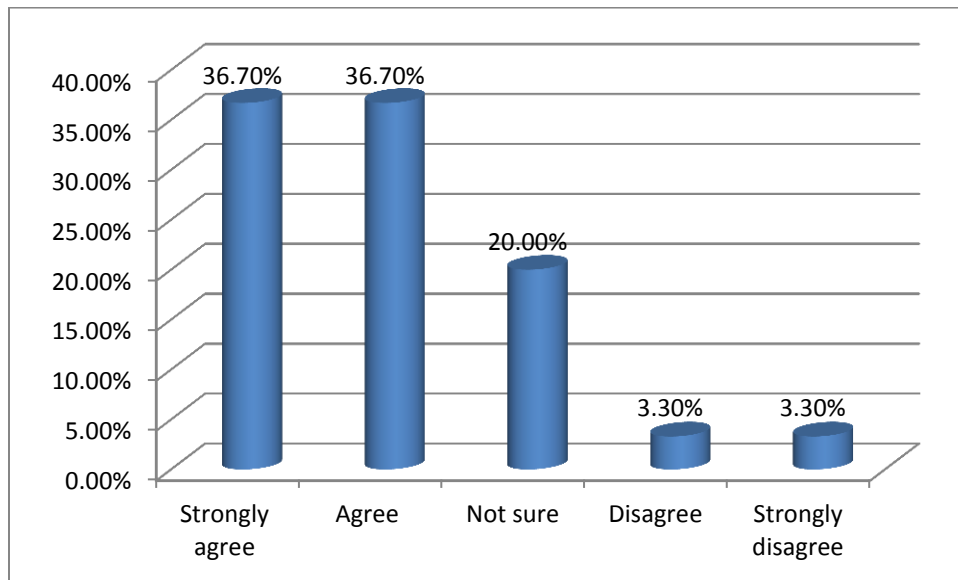


Fig. (4.12):  Material is enjoyable when we work together

Table (4.12) illustrates the views of the distribution of the sample by the strongly agree (%36.7) and agree by (%36.7) and not sure by (%20.0) and disagree by (%3.3) and strongly disagree by (%3.3).

**Table (4.13): My work is better organized when I am in a group**

| Valid | Frequencies | Percentage % |
|---|---|---|
| Strongly agree | 1 | 3.3% |
| Agree | 4 | 13.3% |
| Not sure | 7 | 23.3% |
| Disagree | 8 | 26.7% |
| Strongly disagree | 10 | 33.3% |
| Total | 30 | 100.0% |
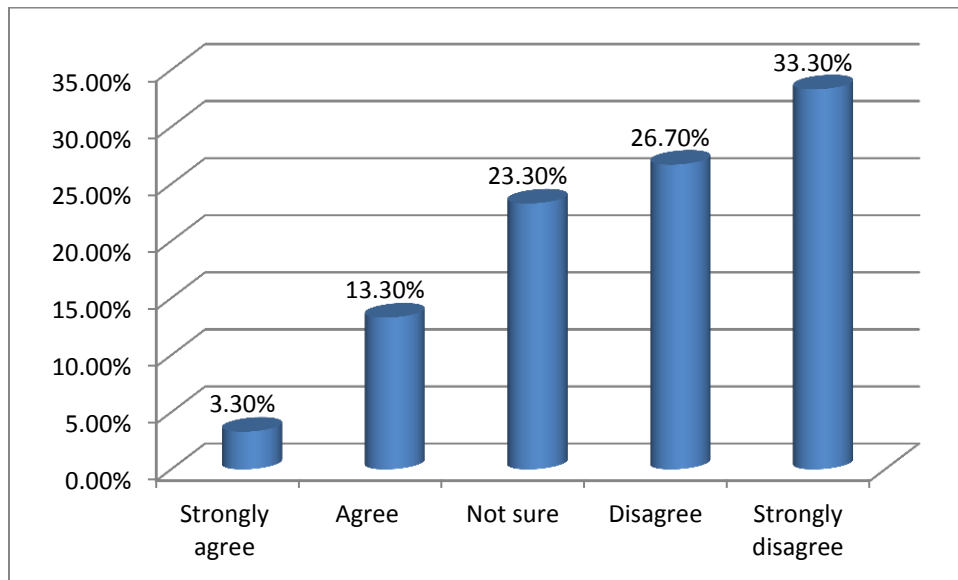


Figure 4.13My work is better organized when I am in a group

Table (13) illustrates the views of the distribution of the sample by the strongly agree (%3.3) and agree by (%13.3) and not sure by (%23.3) and disagree by (%26.7) and strongly disagree by (%33.3).

**Table (14): I prefer more group activities / assignments**

| Valid | Frequencies | Percentage % |
|---|---|---|
| Strongly agree | 10 | 33.3% |
| Agree | 8 | 26.7% |
| Not sure | 5 | 16.7% |
| Disagree | 5 | 16.7% |
| Strongly disagree | 2 | 6.7% |
| Total | 30 | 100.0% |
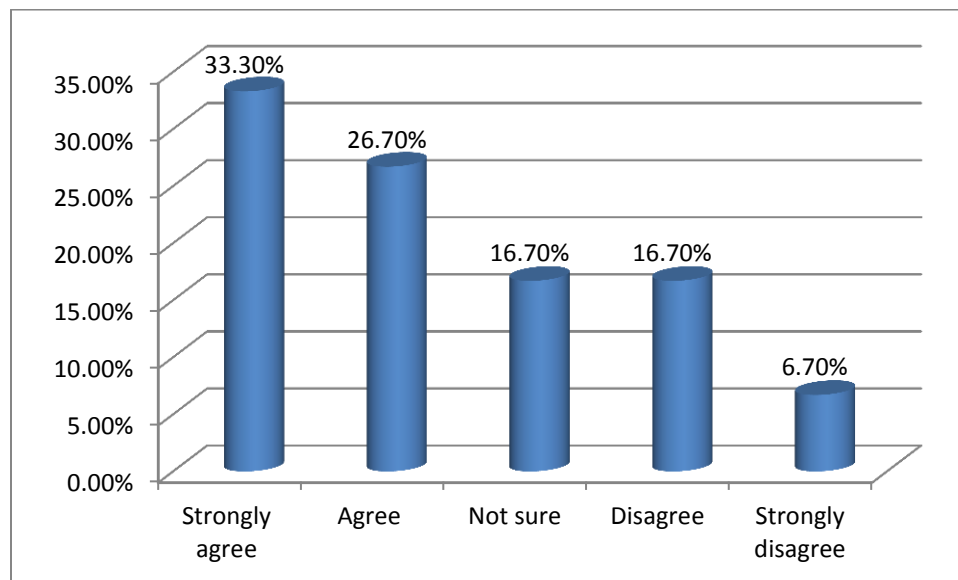


Table (14): I prefer more group activities / assignments

Table (14) illustrates the views of the distribution of the sample by the strongly agree (%33.3) and agree by (%26.7) and not sure by (%16.7) and disagree by (%16.7) and strongly disagree by (%6.7).

## Table (4.15) illustrates chi-square results for respondent's answers

| No | Phrases | Chi-square value | df | Sig. | Median | Interpretation |
|----|---------|------------------|----|------|--------|----------------|
| 1 | I willingly participate in cooperative learning activities. | 13.400 | 2 | 0.000 | 5.00 | strongly agree |
| 2 | When I work with other students I achieve more than when I work alone. | 15.333 | 3 | 0.000 | 5.00 | strongly agree |
| 3 | Cooperative learning can improve my attitude towards work. | 13.467 | 3 | 0.000 | 4.00 | agree |
| 4 | Cooperative learning helps me to socialize more. | 21.467 | 3 | 0.000 | 5.00 | strongly agree |
| 5 | Cooperative learning enhances good working relationships among students. | 18.600 | 2 | 0.000 | 5.00 | strongly agree |
| 6 | Cooperative learning enhances class participation. | 16.667 | 3 | 0.000 | 5.00 | strongly agree |
| 7 | Creativity is facilitated in the group setting. | 15.667 | 4 | 0.000 | 3.00 | not sure |
| 8 | Group activities make the learning experience easier. | 12.667 | 4 | 0.000 | 4.00 | agree |
| 9 | I learn to work with students who are different from me. | 10.000 | 4 | 0.000 | 4.00 | agree |
| 10 | I enjoy the material more when I work with other students. | 16.667 | 4 | 0.000 | 4.00 | agree |
| 11 | My work is better organized when I am in a group. | 18.333 | 4 | 0.000 | 2.00 | disagree |
| 12 | I prefer that my teachers use more group activities / assignments. | 16.333 | 4 | 0.000 | 4.00 | Agree |

**The results of table (4.15) Interpreted as follows:**

Significant difference between cooperative learning method and the traditional method .It was found that when the students are exposed to cooperative method of teaching in the experiment group the their writing skill has been remarkably improved. They scored higher marks than students who were in the control group.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement I willingly participate in cooperative learning activities was (13.400) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement when I work with other students I achieve more than when I work alone. Was (15.333) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Cooperative learning can improve my attitude towards work was (13.467) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Cooperative learning helps me to socialize more was (21.467) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Cooperative learning enhances good working relationships among students. Was (18.600) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Cooperative learning enhances class participation was (16.667) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Creativity is facilitated in the group setting was (15.667) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Group activities make the learning experience easier was (12.667) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement I learn to work with students who are different from me was (10.000) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement I enjoy the material more when I work with other students was (16.667) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement My work is better organized when I am in a group was (18.333) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement I prefer that my teachers use more group activities / assignments was (16.333) with P-value (0.000) which is lower

than the level of significant value (5%) These refer to the existence of differences statistically.

**Table (4.16) CL methods can improve EFL learners' language standard**

| N. | Chi-square | Df | Sig. | Median | Interpretation |
|---|---|---|---|---|---|
| 30 | 22.533 | 3 | 0.00 | 4.0 | Significant |

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the above statement was (22.533) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically of the a gree.

**Table (4.17) Cooperative learning methods can effects on the EFL learners 'motivation toward learning English positively**

| N. | Chi-square | Df | Sig. | Median | Interpretation |
|---|---|---|---|---|---|
| 30 | 7.200 | 2 | 0.027 | 4.0 | Significant |

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the above statement was (7.200) with P-value (0.027) which is lower than the level of significant value (5%) These refer to the existence of differences statistically of the agree.

## 4.3 Analysis of Teachers` Questionnaire

**Table(4.18 )Teacher's perception about cooperative learning methods**

| No. | Value | Strongly Agree | Agree | Neutral | Disagree | Strongly disagree |
|-----|-------|----------------|-------|---------|----------|-------------------|
| 1 | Cooperative learning requires students to learn to work together, which is an important skill for their futures. | 94 | 19 | 6 | 1 | 0 |
| | | 78.3 | 15.8 | 5.0 | 0.8 | 0.0 |
| 2 | Cooperative learning is an interactive method. | 57 | 56 | 5 | 2 | 0 |
| | | 47.5 | 46.7 | 4.2 | 1.7 | 0.0 |
| 3 | Students work together in small groups. | 51 | 41 | 26 | 2 | 0 |
| | | 42.5 | 34.2 | 21.7 | 1.7 | 0.0 |
| 4 | Students are positively interdependent. | 39 | 57 | 19 | 5 | 0 |
| | | 32.5 | 47.5 | 15.8 | 4.2 | 0.0 |
| 5 | Students are individually responsible for their work. | 40 | 59 | 16 | 5 | 0 |
| | | 33.3 | 49.2 | 13.3 | 4.2 | 0.0 |
| 6 | Cooperative learning increases frequency and a variety of second language practices. | 64 | 39 | 15 | 2 | 0 |
| | | 53.3 | 32.5 | 12.5 | 1.7 | 0.0 |

Table (4.18) above shows the result of the chi square test for the value.

The result depicts some significant finding related to teacher's perception about CLM. It is found that cooperative learning is an interactive method which requires students to learn to work together in small groups. Besides, students are positively interdependent and they are individually responsible for their work. Moreover, cooperative learning increases frequency and a variety of second language practices.

Cooperative learning requires students to learn to work together, which is an important skill for their futures .It turns out that (94) individual by (%78.3) they answered strongly agree and (19) individuals by (%15.8) they answered agree and (6) individuals by (%5.0) they answered neutral and (1) individuals by (%0.8) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

Cooperative learning is an interactive method. It turns out that (57) individual by (%47.5) they answered strongly agree and (56) individuals by (%46.7) they answered agree and (5) individuals by (%4.2) they answered neutral and (2) individuals by (%1.7) they answered disagree and (0) individuals by (0.0%) they answered strongly disagree

Students work together in small groups It turns out that (51) individual by (%42.5) they answered strongly agree and (41) individuals by (%34.2) they answered agree and (26) individuals by (%21.7) they answered neutral and (2) individuals by (%1.7) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

Students are positively interdependent It turns out that (39) individual by (%32.5) they answered strongly agree and (57) individuals by (%47.5) they answered agree and (19) individuals by (%15.8) they answered neutral and (5) individuals by (%4.2) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

Students are individually responsible for their work. It turns out that (40) individual by (%33.3) they answered strongly agree and (59) individuals by (%49.2) they answered agree and (16) individuals by (%13.3) they answered neutral and (5) individuals by (%4.2) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

Cooperative learning increases frequency and a variety of second language practice It turns out that (64) individual by (%53.3) they answered strongly agree and (39) individuals by (%32.5) they answered agree and (15) individuals by (%12.5) they

answered neutral and (2) individuals by (%1.7) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

**The table (4.19) shows the statistical test for the hypotheses Teacher's perception about cooperative learning methods**

| No. | Value | Chi-Square | Df | Sig | Median | Scale |
|-----|-------|-----------|-----|------|--------|-------|
| 1 | Cooperative learning requires students to learn to work together, which is an important skill for their futures | 187.800 | 3 | 0.000 | 5.00 | strongly agree |
| 2 | Cooperative learning is an interactive method | 93.800 | 3 | 0.000 | 4.00 | agree |
| 3 | Students work together in small groups | 45.400 | 3 | 0.000 | 4.00 | agree |
| 4 | Students are positively interdependent | 51.867 | 3 | 0.000 | 4.00 | agree |
| 5 | Students are individually responsible for their work | 58.733 | 3 | 0.000 | 4.00 | agree |
| 6 | Cooperative learning increases frequency and a variety of second language practice | 74.867 | 3 | 0.000 | 5.00 | strongly agree |

**The results of table (4.19) Interpreted as follows:**

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Cooperative learning requires students to learn to work together, which is an important skill for their futures was (187.800) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

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The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Cooperative learning is an interactive method was (93.800) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Students work together in small groups was (45.400) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Students are positively interdependent was (51.867) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Students are individually responsible for their work was (58.733) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Cooperative learning increases frequency and a variety of second language practice was (74.867) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

**Table (4.20) the effect of cooperative learning on EFL learners**

| No. | Value | Strongly Agree | Agree | Neutral | Disagree | Strongly disagree |
|-----|-------|----------------|-------|---------|----------|-------------------|
| 1 | Cooperative learning supports students to develop language skills. | 89 | 19 | 10 | 2 | 0 |
| | | 74.2 | 15.8 | 8.3 | 1.7 | 0.0 |
| 2 | Cooperative learning allows discussion and critical thinking. | 41 | 72 | 5 | 2 | 0 |
| | | 34.2 | 60.0 | 4.2 | 1.7 | 0.0 |
| 3 | Students promote each other's success by sharing resources. | 49 | 45 | 22 | 4 | 0 |
| | | 40.8 | 37.5 | 18.3 | 3.3 | 0.0 |
| 4 | Students willingly help each other by exchanging skills and idea. | 51 | 43 | 22 | 4 | 0 |
| | | 42.5 | 35.8 | 18.3 | 3.3 | 0.0 |
| 5 | Cooperative learning engages in the subject specific discussions with peers. | 45 | 57 | 15 | 3 | 0 |
| | | 37.5 | 47.5 | 12.5 | 2.5 | 0.0 |
| 6 | Cooperative learning develops effective teamwork and communication. | 57 | 45 | 16 | 2 | 0 |
| | | 47.5 | 37.5 | 13.3 | 1.7 | 0.0 |
| 7 | Cooperative learning assimilates multiple views to deepen knowledge. | 53 | 50 | 17 | 0 | 0 |
| | | 44.2 | 41.7 | 14.2 | 0.0 | 0.0 |
| 8 | Cooperative learning fosters individual accountability to the team. | 38 | 61 | 13 | 8 | 0 |
| | | 31.7 | 50.8 | 10.8 | 6.7 | 0.0 |
| 9 | Cooperative learning develops | 45 | 54 | 18 | 3 | 0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | independent learning strategies. | 37.5 | 45.0 | 15.0 | 2.5 | 0.0 |
| 10 | Cooperative learning mitigates learner's isolation. | 39 | 56 | 21 | 4 | 0 |
| | | 32.5 | 46.7 | 17.5 | 3.3 | 0.0 |
| 11 | Cooperative learning structures out-of class learning environment. | 39 | 56 | 19 | 6 | 0 |
| | | 32.5 | 46.7 | 15.8 | 5.0 | 0.0 |

**Table (4.20) above shows the result of the chi square test for the value:**

For the effect of CLM on EFL learners, the result show that cooperative learning supports students to develop language skills i.e. the students will promote their discussion and critical thinking and also they promote each other's success by sharing resources; they willingly help each other by exchanging skills and idea. Another paramount effect is that cooperative learning develops effective teamwork and communication; hence they engage in the subject specific discussions with peers and develop effective teamwork and communication. Subsequently, students assimilate multiple views to deepen their knowledge; CLM mitigates learner's isolation.

Cooperative learning supports students to develop language skills It turns out that (89) individual by (%74.2) they answered strongly agree and (19) individuals by (%15.8) they answered agree and (10) individuals by (%8.3) they answered neutral and (2) individuals by (%1.7) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

Cooperative learning allows discussion and critical thinking It turns out that (41) individual by (%34.2) they answered strongly agree and (72) individuals by (%60.0) they answered agree and (5) individuals by (%4.2) they answered neutral and (2) individuals by (%1.7) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

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Students promote each other's success by sharing resources It turns out that (49) individual by (%40.8) they answered strongly agree and (45) individuals by (%37.5) they answered agree and (22) individuals by (%18.3) they answered neutral and (4) individuals by (%3.3) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

Students willingly help each other by exchanging skills and idea It turns out that (51) individual by (%42.5) they answered strongly agree and (43) individuals by (%35.8) they answered agree and (22) individuals by (%18.3) they answered neutral and (4) individuals by (%3.3) they answered disagree and (0) individuals by (0.0%) they answered strongly disagree

Cooperative learning engages in the subject specific discussions with peers It turns out that (45) individual by (%37.5) they answered strongly agree and (57) individuals by (%47.5) they answered agree and (15) individuals by (%12.5) they answered neutral and (3) individuals by (%2.5) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

Cooperative learning develops effective teamwork and communication It turns out that (57) individual by (%47.5) they answered strongly agree and (45) individuals by (%37.5) they answered agree and (16) individuals by (%13.3) they answered neutral and (2) individuals by (%1.7) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

Cooperative learning assimilates multiple views to deepen knowledge It turns out that (53) individual by (%44.2) they answered strongly agree and (50) individuals by (%41.7) they answered agree and (17) individuals by (%14.2) they answered neutral and (0) individuals by (%0.0) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

Cooperative learning fosters individual accountability to the team It turns out that (38) individual by (%31.7) they answered strongly agree and (61) individuals by (%50.8) they answered agree and (13) individuals by (%10.8) they answered

neutral and (8) individuals by (%6.7) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

Cooperative learning develops independent learning strategies It turns out that (45) individual by (%37.5) they answered strongly agree and (54) individuals by (%45.0) they answered agree and (18) individuals by (%15.0) they answered neutral and (3) individuals by (%2.5) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

Cooperative learning is expected to mitigates learner's isolation It turns out that (39) individual by (%32.5) they answered strongly agree and (56) individuals by (%46.7) they answered agree and (21) individuals by (%17.5) they answered neutral and (4) individuals by (%3.3) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

Cooperative learning structures out-of class learning environment It turns out that (39) individual by (%32.5) they answered strongly agree and (56) individuals by (46.7%) they answered agree and (19) individuals by (%15.8) they answered neutral and (6) individuals by (%5.0) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

**The table (4.21) shows the statistical test for the hypotheses the effect of cooperative learning on EFL learners**

| No. | Value | Chi-Square | df | Sig | Median | Scale |
|-----|-------|------------|----|----|--------|-------|
| 1 | Cooperative learning supports students to develop language skills. | 159.533 | 3 | 0.000 | 5.00 | strongly agree |
| 2 | Cooperative learning allows discussion and critical thinking. | 109.800 | 3 | 0.000 | 4.00 | agree |
| 3 | Students promote each other's success by sharing resources. | 44.200 | 3 | 0.000 | 4.00 | agree |
| 4 | Students willingly help each other by exchanging skills and idea. | 45.000 | 3 | 0.000 | 4.00 | agree |
| 5 | Cooperative learning engages in the subject specific discussions with peers. | 63.600 | 3 | 0.000 | 4.00 | agree |
| 6 | Cooperative learning develops effective teamwork and communication. | 64.467 | 3 | 0.000 | 4.00 | agree |
| 7 | Cooperative learning assimilates multiple views to deepen knowledge. | 19.950 | 2 | 0.000 | 4.00 | agree |
| 8 | Cooperative learning fosters individual accountability to the team. | 59.933 | 3 | 0.000 | 4.00 | agree |
| 9 | Cooperative learning develops independent learning strategies. | 55.800 | 3 | 0.000 | 4.00 | agree |
| 10 | Cooperative learning mitigates learner's isolation | 50.467 | 3 | 0.000 | 4.00 | agree |
|  | Cooperative learning structures out-of class learning environment | 48.467 | 3 | 0.000 | 4.00 | agree |

**The results of table (4.21) Interpreted as follows:**

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Cooperative learning supports students to develop language skills was (159.533) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Cooperative learning allows discussion and critical thinking was (109.800) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Students promote each other's success by sharing resources was (44.200) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Students willingly help each other by exchanging skills and idea was (45.000) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Cooperative learning engages in the subject specific discussions with peers was (63.600) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Cooperative learning develops

effective teamwork and communication was (64.467) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Cooperative learning assimilates multiple views to deepen knowledge was (19.950) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Cooperative learning fosters individual accountability to the team was (59.933) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Cooperative learning develops independent learning strategies was (55.800) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Cooperative learning is expected to mitigates learner's isolation was (50.467) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Cooperative learning structures out-of class learning environment was (48.467) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically

**Table (4.22) the role of Cooperative learning on students' writing skill**

| No. | Value | Strongly Agree | Agree | Neutral | Disagree | Strongly disagree |
|-----|-------|----------------|-------|---------|----------|-------------------|
| 12 | Cooperative learning is an effective educational approach to improve the students achievement in writing. | 60 | 37 | 23 | 0 | 0 |
| | | 50.0 | 30.8 | 19.2 | 0.0 | 0.0 |
| 2 | Each person's efforts benefit not only that individual, but everyone else in the group as well . | 37 | 67 | 12 | 4 | 0 |
| | | 30.8 | 55.8 | 10.0 | 3.3 | 0.0 |
| 3 | Group members discuss how well they are achieving their goals and maintaining effective working relationships. | 50 | 39 | 28 | 3 | 0 |
| | | 41.7 | 32.5 | 23.3 | 2.5 | 0.0 |
| 4 | Students should be responsible in their writing and given the opportunity to share their work with others. | 53 | 46 | 18 | 3 | 0 |
| | | 44.2 | 38.3 | 15.0 | 2.5 | 0.0 |
| 5 | Peer interaction plays great role in writing skill. | 48 | 50 | 16 | 6 | 0 |
| | | 40.0 | 41.7 | 13.3 | 5.0 | 0.0 |
| 6 | Writing in small groups is an efficient way to promote writing abilities. | 46 | 32 | 35 | 7 | 0 |
| | | 38.3 | 26.7 | 29.2 | 5.8 | 0.0 |

**Table (4.22) above shows the result of the chi square test for the value:**

Regarding the roles of CLM on developing learners writing, the results show that It is an effective educational approach to improve the students achievement in writing because group members discuss how well they are achieving their goals and maintaining effective working relationships, therefore, each person's efforts benefit not only that individual, but everyone else in the group as well. It important to mention that writing in small groups is an efficient way to promote writing abilities due to the fact that students interact with one another.

Cooperative learning is an effective educational approach to improve the students achievement in writing It turns out that (60) individual by (%50.0) they answered strongly agree and (37) individuals by (%30.8) they answered agree and (23) individuals by (%19.2) they answered neutral and (0) individuals by (%0.0) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

Each person's efforts benefit not only that individual, but everyone else in the group as well It turns out that (37) individual by (%30.8) they answered strongly agree and (67) individuals by (%55.8) they answered agree and (12) individuals by (%10.0) they answered neutral and (4) individuals by (%3.3) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

Group members discuss how well they are achieving their goals and maintaining effective working relationships It turns out that (50) individual by (%41.7) they answered strongly agree and (39) individuals by (%32.5) they answered agree and (28) individuals by (%23.3) they answered neutral and (3) individuals by (%2.5) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

Students should be responsible in their writing and given the opportunity to share their work with others It turns out that (53) individual by (%44.2) they answered strongly agree and (46) individuals by (%38.3) they answered agree and (18)

individuals by (%15.0) they answered neutral and (3) individuals by (%2.5) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

Peer interaction plays great role in writing skill It turns out that (48) individual by (%40.0) they answered strongly agree and (50) individuals by (%41.7) they answered agree and (16) individuals by (%13.3) they answered neutral and (6) individuals by (%5.0) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

The table (4.23) show the statistical test for the hypotheses the role of Cooperative learning on students' writing skill

| No. | Value | Chi-Square | df | Sig | Median | Scale |
|-----|-------|-----------|----|----|--------|-------|
| 1 | Cooperative learning is an effective educational approach to improve the students achievement in writing | 17.450 | 2 | 0.000 | 4.50 | strongly agree |
| 2 | Each person's efforts benefit not only that individual, but everyone else in the group as well | 80.600 | 3 | 0.000 | 4.00 | agree |
| 3 | Group members discuss how well they are achieving their goals and maintaining effective working relationships | 40.467 | 3 | 0.000 | 4.00 | agree |
| 4 | Students should be responsible in their writing and given the opportunity to share their work with others | 55.267 | 3 | 0.000 | 4.00 | agree |
| 5 | Peer interaction plays great role in writing skill | 49.867 | 3 | 0.000 | 4.00 | agree |
| 6 | Writing in small groups is an efficient way to promote writing abilities | 27.133 | 3 | 0.000 | 4.00 | agree |

**The results of table (4.23) Interpreted as follows:**

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Cooperative learning is an effective educational approach to improve the students achievement in writing was (17.450) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Each person's efforts benefit not only that individual, but everyone else in the group as well was (80.600) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Group members discuss how well they are achieving their goals and maintaining effective working relationships was (40.467) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Students should be responsible in their writing and given the opportunity to share their work with others was (55.267) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Peer interaction plays great role in writing skill was (49.867) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Writing in small groups is an efficient way to promote writing abilities was (27.133) with P-value (0.000) which is lower

than the level of significant value (5%) These refer to the existence of differences statistically.

**Table (4.24) Factors that hinder cooperative learning methods**

| No. | Value | Strongly Agree | Agree | Neutral | Disagree | Strongly disagree |
|-----|-------|----------------|-------|---------|----------|-------------------|
| 1 | Cooperative learning creates a grading system which could be considered unfair. | 24 | 67 | 19 | 10 | 0 |
| | | 20.0 | 55.8 | 15.8 | 8.3 | 0.0 |
| 2 | Cooperative learning creates new systems of socialization structure that are not always beneficial. | 33 | 51 | 24 | 12 | 0 |
| | | 27.5 | 42.5 | 20.0 | 10.0 | 0.0 |
| 3 | Cooperative learning places a teacher's responsibility onto their students. | 42 | 43 | 27 | 8 | 0 |
| | | 35.0 | 35.8 | 22.5 | 6.7 | 0.0 |
| 4 | Cooperative learning creates a system of dependency. | 41 | 44 | 30 | 5 | 0 |
| | | 34.2 | 36.7 | 25.0 | 4.2 | 0.0 |
| 5 | Cooperative learning should includes a " bossy'' student who doesn't allow the others to take part. | 40 | 37 | 32 | 11 | 0 |
| | | 33.3 | 30.8 | 26.7 | 9.2 | 0.0 |
| 6 | Teaching materials in a cooperative way is considered time consuming. | 36 | 50 | 23 | 11 | 0 |
| | | 30.0 | 41.7 | 19.2 | 9.2 | 0.0 |
| 7 | Cooperative learning limitations mostly come from being unable to implement the | 32 | 59 | 16 | 13 | 0 |
| | | 26.7 | 49.2 | 13.3 | 10.8 | 0.0 |

| | | | | | |
|---|---|---|---|---|---|
| | cooperative structures carefully. | | | | |
| 8 | Students who are perceived to be less skillful are ignored by other group members. | 29 | 57 | 27 | 7 | 0 |
| | | 24.2 | 47.5 | 22.5 | 5.8 | 0.0 |
| 9 | When each student is responsible for a  task, as in Jigsaw, there is danger that students may learn more  about the task they worked on , but not about of the content. | 32 | 56 | 22 | 10 | 0 |
| | | 26.7 | 46.7 | 18.3 | 8.3 | 0.0 |
| 10 | High stakes create increased chances for conflict and therefore need for conflict resolution skills. | 31 | 57 | 19 | 13 | 0 |
| | | 25.8 | 47.5 | 15.8 | 10.8 | 0.0 |
| 11 | Teachers who manage a classroom of 20 to 30 students face a problem that some students speak  louder, which can become a distraction from the learning process. | 33 | 51 | 28 | 8 | 0 |
| | | 27.5 | 42.5 | 23.3 | 6.7 | 0.0 |
| 12 | Cooperative learning  is also impossible for one teacher to constantly monitor each group, which can result in off-topic chatter. | 54 | 3 | 18 | 45 | 0 |
| | | 45.0 | 2.5 | 15.0 | 37.5 | 0.0 |

**Table (24) above shows the result of the chi square test for the value:**

Cooperative learning creates a grading system which could be considered unfair It turns out that (24) individual by (%20.0) they answered strongly agree and (67) individuals by (%55.8) they answered agree and (19) individuals by (%15.8) they answered neutral and (10) individuals by (%8.3) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

Cooperative learning creates new systems of socialization structure that are not always beneficial It turns out that (33) individual by (%27.5) they answered strongly agree and (51) individuals by (%42.5) they answered agree and (24) individuals by (%20.0) they answered neutral and (12) individuals by (%10.0) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

Cooperative learning places a teacher's responsibility onto their students It turns out that (42) individual by (%35.0) they answered strongly agree and (43) individuals by (%35.8) they answered agree and (27) individuals by (%22.5) they answered neutral and (8) individuals by (%6.7) they answered disagree and (0) individuals by (0.0%) they answered strongly disagree

Cooperative learning creates a system of dependency It turns out that (41) individual by (%34.2) they answered strongly agree and (44) individuals by (%36.7) they answered agree and (30) individuals by (%25.0) they answered neutral and (5) individuals by (%4.2) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

Cooperative learning should includesa" bossy'' student who doesn't allow the others to take part It turns out that (40) individual by (%33.3) they answered strongly agree and (37) individuals by (30.8%) they answered agree and (32) individuals by (%26.7) they answered neutral and (11) individuals by (%9.2) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

Teaching materials in a cooperative way is considered time consuming It turns out that (36) individual by (%30.0) they answered strongly agree and (50) individuals

by (%41.7) they answered agree and (23) individuals by (%19.2) they answered neutral and (11) individuals by (%9.2) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

Cooperative learning limitations mostly come from being unable to implement the cooperative structures carefully It turns out that (32) individual by (%26.7) they answered strongly agree and (59) individuals by (%49.2) they answered agree and (16) individuals by (%13.3) they answered neutral and (13) individuals by (%10.8) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

Students who are perceived to be less skillful are ignored by other group members It turns out that (29) individual by (%24.2) they answered strongly agree and (57) individuals by (%47.5) they answered agree and (27) individuals by (%22.5) they answered neutral and (7) individuals by (%5.8) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

When each student is responsible for a task, as in Jigsaw, there is danger that students may learn more  about the task they worked on , but not about of the content It turns out that (32) individual by (%26.7) they answered strongly agree and (56) individuals by (%46.7) they answered agree and (22) individuals by (%18.3) they answered neutral and (10) individuals by (%8.3) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

High stakes create increased chances for conflict and therefore need for conflict resolution skills It turns out that (31) individual by (%25.8) they answered strongly agree and (57) individuals by (%47.5) they answered agree and (19) individuals by (%15.8) they answered neutral and (13) individuals by (10.8%) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

Teachers who managed a classroom of 20 to 30 students face a problem that some students speak louder, which can become a distraction from the learning process It turns out that (33) individual by (%27.5) they answered strongly agree and (51)

individuals by (%42.5) they answered agree and (28) individuals by (%23.3) they answered neutral and (8) individuals by (%6.7) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

Cooperative learning is also impossible for one teacher to constantly monitor each group, which can result in off-topic chatter It turns out that (54) individual by (%45.0) they answered strongly agree and (3) individuals by (%2.5) they answered agree and (18) individuals by (%15.0) they answered neutral and (45) individuals by (%15.0) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

**The table (4.25) show the statistical test for the hypotheses factors that hinder cooperative learning methods**

| No. | Value | Chi-Square | df | Sig | Median | Scale |
|-----|-------|-----------|----|----|--------|-------|
| 1 | Cooperative learning creates a grading system which could be considered unfair. | 64.200 | 3 | 0.000 | 4.00 | agree |
| 2 | Cooperative learning creates new systems of socialization structure that are not always beneficial. | 27.000 | 3 | 0.000 | 4.00 | agree |
| 3 | Cooperative learning places a teacher's responsibility onto their students. | 26.867 | 3 | 0.000 | 4.00 | agree |
| 4 | Cooperative learning creates a system of dependency. | 31.400 | 3 | 0.000 | 4.00 | agree |
| 5 | Cooperative learning should includes a " bossy'' student who doesn't allow the others to take part. | 17.133 | 3 | 0.000 | 4.00 | agree |
| 6 | Teaching materials in a cooperative way | 28.200 | 3 | 0.000 | 4.00 | agree |

| | | | | | | |
|---|---|---|---|---|---|---|
| | is considered time consuming. | | | | | |
| 7 | Cooperative learning limitations mostly come from being unable to implement the cooperative structures carefully | 44.333 | 3 | 0.000 | 4.00 | agree |
| 8 | Students who are perceived to be less skillful are ignored by other group members. | 42.267 | 3 | 0.000 | 4.00 | agree |
| 9 | When each student is responsible for a task, as in Jigsaw, there is danger that students may learn more about the task they worked on , but not about of the content. | 38.133 | 3 | 0.000 | 4.00 | agree |
| 10 | High stakes create increased chances for conflict and therefore need for conflict resolution skills. | 38.000 | 3 | 0.000 | 4.00 | agree |
| 11 | Teachers who manage a classroom of 20 to 30 students face a problem that some students speak louder, which can become a distraction from the learning process. | 31.267 | 3 | 0.000 | 4.00 | agree |
| 12 | Cooperative learning is also impossible for one teacher to constantly monitor each group, which can result in off-topic chatter. | 55.800 | 3 | 0.000 | 3.00 | neutral |

**The results of table (4.25) Interpreted as follows:**

For the factors the hinder the implementation of CLM, the result reveals that it creates a grading system which could be considered unfair; teaching materials in a cooperative way is considered time consuming. Another embeddable factor is that

the limitations which mostly come from being unable to implement the cooperative structures carefully because a " bossy'' student who doesn't allow the others to take part; students who are perceived to be less skillful are ignored by other group members; and teacher's responsibility is placed onto their students. Add to that, high stakes create increased chances for conflict and therefore need for conflict resolution skills and students speak louder, which can become a distraction from the learning process, specially for large groups.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Cooperative learning creates a grading system which could be considered unfair was (64.200) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Cooperative learning creates new systems of socialization structure that are not always beneficial was (27.000) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Cooperative learning places a teacher's responsibility onto their students was (26.867) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Cooperative learning creates a system of dependency was (31.400) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Cooperative learning should includes

a " bossy'' student who doesn't allow the others to take part was (17.133) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Teaching materials in a cooperative way is considered time consuming was (28.200) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Cooperative learning limitations mostly come from being unable to implement the cooperative structures carefully was (44.333) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Students who are perceived to be less skillful are ignored by other group members was (42.267) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement When each student is responsible for a task, as in Jigsaw, there is danger that students may learn more about the task they worked on , but not about of the content was (38.133) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement High stakes create increased chances for conflict and therefore need for conflict resolution skills was (38.000) with P-

value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Teachers who managed a classroom of 20 to 30 students face a problem that some students speak louder, which can become a distraction from the learning process was (31.267) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Cooperative learning is also impossible for one teacher to constantly monitor each group, which can result in off-topic chatter was (55.800) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically

**Table (4.26) The effects of cooperative learning methods on the EFL learners' motivation towards learning English**

| No. | Value | Strongly Agree | Agree | Neutral | Disagree | Strongly disagree |
|-----|-------|----------------|-------|---------|----------|-------------------|
| 1 | Cooperative work between learners is encouraged to increase motivation and develops positive attitudes towards the writing activities. | 45 | 5 | 16 | 54 | 0 |
| | | 37.5 | 4.2 | 13.3 | 45.0 | 0.0 |
| 2 | Cooperative learning motivates students to learn more and remember what they've learned for a longer period of time. | 55 | 2 | 21 | 42 | 0 |
| | | 45.8 | 1.7 | 17.5 | 35.0 | 0.0 |

| 3 | Students encourage, and praise each other's efforts to learn. | 48 | 6 | 15 | 51 | 0 |
| | | 40.0 | 5.0 | 12.5 | 42.5 | 0.0 |
| 4 | Students work together on activities that are best handled through group work. | 56 | 5 | 13 | 46 | 0 |
| | | 46.7 | 4.2 | 10.8 | 38.3 | 0.0 |
| 5 | Cooperative learning is fun, so students enjoy it and are more motivated. | 46 | 8 | 21 | 45 | 0 |
| | | 38.3 | 6.7 | 17.5 | 37.5 | 0.0 |
| 6 | Cooperative learning has possibility for development of language in ways that support cognitive development. | 55 | 4 | 15 | 46 | 0 |
| | | 45.8 | 3.3 | 12.5 | 38.3 | 0.0 |
| 7 | Cooperative learning motivates students improve interpersonal and cross cultural awareness skills. | 42 | 3 | 18 | 57 | 0 |
| | | 35.0 | 2.5 | 15.0 | 47.5 | 0.0 |
| 8 | Cooperative learning inspires students generates ideas and constructed sentences together. | 47 | 45 | 9 | 19 | 0 |
| | | 39.2 | 37.5 | 7.5 | 15.8 | 0.0 |

**Table (26) above shows the result of the chi square test for the value:**

Concerning cooperative learning method motivation factors, the results portray that factors such as students  encouraging, and praising each other's efforts to learn; working together on activities that are best handled through group work; generating ideas and constructed sentences together; improving  interpersonal and cross cultural awareness skills; having the spirit of fun are among the significant factors that increase motivation and  develops positive attitudes towards the writing

activities. Therefore, it is found that cooperative learning motivates students to learn more and remember what they've learned for a longer period of time.

Cooperative work between learners is encouraged to increase motivation and develops positive attitudes towards the writing activities It turns out that (45) individual by (%37.5) they answered strongly agree and (5) individuals by (%4.2) they answered agree and (16) individuals by (%13.3) they answered neutral and (54) individuals by (%45.0) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

Cooperative learning motivates students to learn more and remember what they've learned for a longer period of time It turns out that (55) individual by (%45.8) they answered strongly agree and (2) individuals by (%1.7) they answered agree and (21) individuals by (%17.5) they answered neutral and (42) individuals by (%45.0) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

Students encourage, and praise each other's efforts to learn It turns out that (48) individual by (%40.0) they answered strongly agree and (6) individuals by (%5.0) they answered agree and (15) individuals by (%12.5) they answered neutral and (51) individuals by (%42.5) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

Students work together on activities that are best handled through group work It turns out that (56) individual by (%46.7) they answered strongly agree and (5) individuals by (%4.2) they answered agree and (13) individuals by (%10.8) they answered neutral and (46) individuals by (%38.3) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

Cooperative learning is fun, so students enjoy it and are more motivated It turns out that (46) individual by (%38.3) they answered strongly agree and (8) individuals by (6.7%) they answered agree and (21) individuals by (17.5%) they

answered neutral and (45) individuals by (%37.5) they answered disagree and (0) individuals by (0.0%) they answered strongly disagree

Cooperative learning  has possibility for development of language in ways that support cognitive development It turns out that (55) individual by (%45.8) they answered strongly agree and (4) individuals by (%3.3) they answered agree and (15) individuals by (%12.5) they answered neutral and (46) individuals by (%38.3) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

Cooperative learning motivates students improve interpersonal and cross cultural awareness skills It turns out that (42) individual by (%35.0) they answered strongly agree and (3) individuals by (%2.5) they answered agree and (18) individuals by (%15.0) they answered neutral and (57) individuals by (%47.5) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

Cooperative learning inspires students generates ideas and constructed sentences together It turns out that (47) individual by (%39.2) they answered strongly agree and (45) individuals by (%37.5) they answered agree and (9) individuals by (%7.5) they answered neutral and (19) individuals by (%15.8) they answered disagree and (0) individuals by (%0.0) they answered strongly disagree

**The table (4.27) show the statistical test for the hypotheses the effects of cooperative learning methods on the EFL learners' motivation towards learning English**

| No. | Value | Chi-Square | df | Sig | Median | Scale |
|-----|-------|-----------|----|----|--------|-------|
| 1 | Cooperative  work between learners is encouraged to increase motivation and develops positive attitudes towards the writing activities. | 54.067 | 3 | 0.000 | 3.00 | neutral |
| 2 |  Cooperative learning motivates  students | 93.583 | 4 | 0.000 | 3.00 | neutral |

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| | | | | | |
|---|---|---|---|---|---|
| | to learn more and remember what they've learned for a longer period of time. | | | | | |
| 3 | Students encourage, and praise each other's efforts to learn. | 52.200 | 3 | 0.000 | 3.00 | neutral |
| 4 | Students work together on activities that are best handled through group work. | 61.533 | 3 | 0.000 | 4.00 | agree |
| 5 | Cooperative learning is fun, so students enjoy it and are more motivated. | 34.867 | 3 | 0.000 | 3.00 | neutral |
| 6 | Cooperative learning has possibility for development of language in ways that support cognitive development. | 59.400 | 3 | 0.000 | 3.00 | neutral |
| 7 | Cooperative learning motivates students improve interpersonal and cross cultural awareness skills. | 58.200 | 3 | 0.000 | 3.00 | neutral |
| 8 | Cooperative learning inspires students generates ideas and constructed sentences together. | 35.867 | 3 | 0.000 | 3.00 | neutral |

## The results of table (4.27) Interpreted as follows:

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Cooperative work between learners is encouraged to increase motivation and develops positive attitudes towards the writing activities was (54.067) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Cooperative learning motivates students to learn more and remember what they've learned for a longer period of time was (93.583) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Students  encourage, and praise each other's efforts to learn was (52.200) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Students work together on activities that are best handled through group work was (61.533) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Cooperative learning is fun, so students enjoy it and are more motivated was (34.867) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Cooperative learning   has possibility for development of language in ways that support cognitive development was (59.400) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Cooperative learning motivates students improve  interpersonal and cross cultural awareness skills was (58.200) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Cooperative learning inspires students generates ideas and constructed sentences together was (35.867) with P-value

(0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

**Table (4.28) how often do you use the following Cooperative learning activities?**

| No. | Value | Always | Sometimes | Seldom | Never |
|---|---|---|---|---|---|
| 1 | Pair dictation | 18 | 72 | 22 | 8 |
|   |   | 15.0 | 60.0 | 18.3 | 6.7 |
| 2 | Pair-note taking | 25 | 45 | 34 | 16 |
|   |   | 20.8 | 37.5 | 28.3 | 13.3 |
| 3 | Student created 'mad libs' | 27 | 48 | 31 | 14 |
|   |   | 22.5 | 40.0 | 25.8 | 11.7 |
| 4 | Sentence writing roundtables | 34 | 48 | 27 | 11 |
|   |   | 28.3 | 40.0 | 22.5 | 9.2 |
| 5 | Brainstorm extension tasks | 24 | 58 | 29 | 9 |
|   |   | 20.0 | 48.3 | 24.2 | 7.5 |
| 6 | Cooperative Graffiti | 26 | 47 | 32 | 15 |
|   |   | 21.7 | 39.2 | 26.7 | 12.5 |
| 7 | One-Minute Papers | 31 | 47 | 30 | 12 |
|   |   | 25.8 | 39.2 | 25.0 | 10.0 |
| 8 | Focused Listing | 32 | 48 | 27 | 13 |
|   |   | 26.7 | 40.0 | 22.5 | 10.8 |
| 9 | The interview activity | 26 | 45 | 35 | 14 |
|   |   | 21.7 | 37.5 | 29.2 | 11.7 |
| 10 | Inside-outside circle | 28 | 48 | 34 | 10 |
|   |   | 23.3 | 40.0 | 28.3 | 8.3 |
| 11 | Think-pair-share | 28 | 48 | 34 | 10 |

**Table (4.27) above shows the result of the chi square test for the value:**

The finding also shows some significant cooperative learning activities frequently used in promoting students writing skills. Activities such as pair dictation; pair-note taking; student created 'mad libs'sentence writing roundtables; One-Minute Papers are among the popular CLM used in their writing classes. Another activities i.e. Inside-outside circle; Think-pair-share; Cooperative Graffiti are also used in writing classes.

Pair dictation: It turns out that (18) individual by (%15.0) they answered Always and (72) individuals by (%60.0) they answered Sometimes and (22) individuals by (%18.3) they answered Seldom and (8) individuals by (%6.7) they answered.

Pair-note taking: It turns out that (25) individual by (%20.8) they answered Always and (45) individuals by (%37.5) they answered Sometimes and (34) individuals by (%28.3) they answered Seldom and (16) individuals by (%13.3) they answered.

Student created 'mad labs': It turns out that (27) individual by (%22.5) they answered Always and (48) individuals by (%40.0) they answered Sometimes and (31) individuals by (%25.8) they answered Seldom and (14) individuals by (%11.7) they answered.

Sentence writing roundtables: It turns out that (34) individual by (%28.3) they answered Always and (48) individuals by (%40.8) they answered Sometimes and (27) individuals by (%22.5) they answered Seldom and (11) individuals by (%9.2) they answered.

Brainstorm extension tasks: It turns out that (24) individual by (%20.0) they answered Always and (58) individuals by (%48.3) they answered Sometimes and (29) individuals by (%24.2) they answered Seldom and (9) individuals by (%7.5) they answered.

Cooperative Graffiti: It turns out that (26) individual by (%21.7) they answered Always and (47) individuals by (%39.2) they answered Sometimes and (32)

individuals by (%26.7) they answered Seldom and (15) individuals by (%12.7) they answered.

One-Minute Papers: It turns out that (31) individual by (%25.8) they answered Always and (47) individuals by (%39.2) they answered Sometimes and (30) individuals by (%25.0) they answered Seldom and (10) individuals by (%10.0) they answered.

Focused Listing: It turns out that (32) individual by (%26.7) they answered Always and (48) individuals by (%40.0) they answered Sometimes and (27) individuals by (%22.5) they answered Seldom and (13) individuals by (%10.8) they answered.

The interview activity: It turns out that (26) individual by (%21.7) they answered Always and (45) individuals by (%37.5) they answered Sometimes and (35) individuals by (%29.2) they answered Seldom and (14) individuals by (%11.7) they answered.

Inside-outside circle: It turns out that (28) individual by (%23.3) they answered Always and (48) individuals by (%40.0) they answered Sometimes and (34) individuals by (%28.3) they answered Seldom and (10) individuals by (%8.3) they answered.

Think-pair-share: It turns out that (28) individual by (%23.3) they answered Always and (48) individuals by (%40.0) they answered Sometimes and (34) individuals by (%28.3) they answered Seldom and (10) individuals by (%8.3) they answered.

**The table (4.29) show the statistical test for the hypotheses How often do you use the following Cooperative learning activities ?**

| No. | Value | Chi-Square | df | Sig | Median | Scale |
|---|---|---|---|---|---|---|
| 1 | Pair dictation | 81.867 | 3 | 0.000 | 3.00 | Sometimes |
| 2 | Pair-note taking | 15.400 | 3 | 0.000 | 3.00 | Sometimes |
| 3 | Student created 'mad libs' | 19.667 | 3 | 0.000 | 3.00 | Sometimes |
| 4 | Sentence writing roundtables | 23.667 | 3 | 0.000 | 3.00 | Sometimes |
| 5 | Brainstorm extension tasks | 42.067 | 3 | 0.000 | 3.00 | Sometimes |
| 6 | Cooperative Graffiti | 17.800 | 3 | 0.000 | 3.00 | Sometimes |
| 7 | One-Minute Papers | 20.467 | 3 | 0.000 | 3.00 | Sometimes |
| 8 | Focused Listing | 52.167 | 4 | 0.000 | 3.00 | Sometimes |
| 9 | The interview activity | 48.083 | 4 | 0.000 | 3.00 | Sometimes |
| 10 | Inside-outside circle | 24.800 | 3 | 0.000 | 3.00 | Sometimes |
| 11 | Think-pair-share | 24.800 | 3 | 0.000 | 3.00 | Sometimes |

**The results of table (29) Interpreted as follows:**

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Pair dictation was (81.867) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Pair-note taking was (15.400) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Student created 'mad libs' was

(19.667) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Sentence writing roundtables was (23.667) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Brainstorm extension tasks  was (42.067) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Cooperative Graffiti was (17.800) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement One-Minute Papers was (20.467) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Focused Listing    was (52.167) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement The interview activity    was (48.083) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Inside-outside circle was (24.800) with

P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Think-pair-share was (24.800) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically

# Chapter Five

## Conclusions, Recommendations and Suggestions for Futther Studies

# Chapter Five

## Conclusions, recommendations and suggestions for further studies

### 5.1    Summary

The study investigated the impact of cooperative learning methods on students' writing skills. Two groups experimental method was adopted, group (A) is the experimental group which was treated through the new suggested method (CLM) and group (B) is control group which was treated through traditional method. Then a post questionnaire was distributed to examine students' attitudes towards using cooperative learning methods in writing skills. Another questionnaire was given to English language teachers to examine their perception about the different cooperative learning methods; the effects of cooperative learning methods on motivating and improvement of the EFL learners' writing skill; and to clarify the factors that hinder cooperative learning methods. After compiling the primary data which was subjected to analysis using SPSS program some significant findings were emerged as in 5.2.

### 5.2 Findings

1. The findings reveals a significant difference between cooperative learning method and the traditional method, It was found that when the students are exposed to a cooperative method of teaching in the experiment group the writing skill has been remarkably improved. They scored higher marks than students who were in the control group.

2. The finding shows students strong positive attitudes towards cooperative learning methods. They believe that cooperative learning activities promotes their interest in learning writing skills because working together achieve more than alone. In addition to that, they think that cooperative learning helps them to socialize more and it can enhance good working relationships among students. Furthermore, cooperative learning enhances their active participation in writing classes.

3. The result depicts some significant finding related to teachers' perception about CLM. It is found that cooperative learning is an   interactive method which requires students to learn to work together in small groups. Besides, students are positively interdependent and they are individually responsible for their work. Moreover, cooperative learning increases frequency and a variety of second language practices.

4. For the effect of CLM on EFL learners, the findings shows that cooperative learning supports students to develop language skills i.e. the students will promote their discussion and critical thinking and also they promote each other's success by sharing resources; they willingly help each other by exchanging skills and idea. Another paramount effect is that cooperative learning develops effective teamwork and communication, hence they engage  in the  subject specific discussions with peers and develop effective teamwork and communication. Subsequently, students assimilate multiple views to deepen their knowledge; CLM mitigates learner's isolation.

5. Regarding the roles of CLM on developing learners writing, the findings shows that It is an effective educational approach to improve the students achievement in writing because group members discuss how well they are achieving their goals and maintaining effective working relationships, therefore, each person's efforts benefit not only that individual, but everyone else in the group as well. It important to mention that writing in small groups is an efficient way to promote writing abilities due to the fact that students interact with one another.

6. For the factors the hinder the implementation of CLM, the result reveals that it creates a grading system which could be considered unfair; teaching materials in a cooperative way is considered time consuming. Another embeddable factor is that the limitations which mostly come  from being unable to implement the cooperative structures carefully because " bossy''

student who doesn't allow the others to take part; students who are perceived to be less skillful are ignored by other group members; and teacher's responsibility is placed onto their students. Add to that, high stakes create increased chances for conflict and therefore need for conflict resolution skills and students speak louder, which can become a distraction from the learning process, especially for large groups.

7. Concerning cooperative learning method motivation factors, the findings portrays that factors such as students encouraging, and praising each other's efforts to learn; working together on activities that are best handled through group work; generating ideas and constructed sentences together; improving interpersonal and cross cultural awareness skills; having the spirit of fun are among the significant factors that increase motivation and develops positive attitudes towards the writing activities. Therefore, it is found that cooperative learning motivates students to learn more and remember what they've learned for a longer period of time.

8. The finding also shows some significant cooperative learning activities frequently used in promoting students writing skills. Activities such as pair dictation; pair-note taking; student created 'mad lips' sentence writing roundtables; One-Minute Papers are among the popular CLM used in their writing classes. Another activities i.e. Inside-outside circle; Think-pair-share; Cooperative Graffiti are also used in writing classes.

## 5.3 Recommendations

Some recommendations are suggested based on the findings of this study. The purpose of this study was to investigate the effects of cooperatively earning methods on students' writing and their attitudes towards cooperative learning method. The high-achievement of the experimental group is manifestation of incorporating CLM in EFL class rooms. And low-achievement students were also sought:

1. The findings about students' attitudes towards CLM may be used to redesign the writing courses at the School to involve the students in the process of teaching and learning writing skills.

2. The findings of the teachers' questionnaire may be used to suggest teachers us cooperative learning activities in their writing courses since participants' attitudes were positive towards participating in cooperative learning activities.

3. The teacher's opinion about the further use of the activities and their willingness to implement them in spite of the factors which impede the use of CLM. All these findings may encourage teachers to use cooperative learning activities in their teaching.

## 5.3 Suggestions for Further studies

Several suggestions for further studies emerge from the findings of this study.

- First of all, teachers training program should be carried out to familiarize the teachers with the use of CLM.

- Another suggestion is related to the language other language skills. Having more experimental studies in which teachers can implement CLM in reading, listening and speaking skills.

- Future study to be carried out on relatively larger scales as to include a number of schools in order to come out with novel insights in the area in question.

- Much needed research on teacher/students and students/students interaction which can be advantageous to such kind of studies when incorporated.

- The present study can be further extended by means of a quasi-research to have better and different results.

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## Appendix (A)

## The Tools Referees

| No. | Name | Designation | Qualification | Place of work |
|---|---|---|---|---|
| 1 | Sulyman Matar Dalbun | Associate professor | P.hd | Kurdufan University |
| 2 | Abass Eltahir Alrai | Assistant professor | P.hd | Red Sea University |
| 3 | Jamal sulyman | Assistant professor | P.hd | Jazan University |
| 4 | Mustafa Alturify | Assistant professor | P.hd | Jazan University |

<center>**Appendix (B)**</center>

**Elma`ali   Secondary School for Boys, Grade 2**

<center>**Composition test -Time (30 minutes) Mark:**</center>

| 20 |
|----|
|    |

Name:_____Class:_____ **No**:

Write  a composition of about(120---180)Words describing life in the city .You can use the following ideas:

Note: Marks  will be given to for correct grammar, spelling ,punctuation and neat presentation.

-Advantages  of living in the city: good education _heath care centers _good water supply-electricity  is  available –job  opportunities_  modern  means  of  transport_ places of interest .

-Disadvantages of  living in the city: Over crowded –traffic congestion-streets are full pollution.

-Solutions: build factories outside the city – rubbish buried away – building  more roads – a lot of services ,etc…

_____

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<center>137</center>

**Sudan University of Science and Technology**

**College of Graduate Studies**

**Student Survey on Cooperative Learning to Enhance  Writing Skill**

**Elma`ali  Secondary School  for Boys,  Grade 2**

Dear respondent,

This questionnaire is designed to investigate students' attitudes toward Cooperative Learning. The researcher really appreciates your cooperation and participation.

INSTRUCTION: To respond to this questionnaire, please put a check mark (√) in the appropriate box to indicate your level of agreement or disagreement with the statements:

1. (strongly agree) 2.(agree)  3. (neutral)   4. (strongly disagree) 5. (disagree)

| No | Statement | SA | A | N | SD | D |
|---|---|---|---|---|---|---|
| 1 | I willingly participate in cooperative learning activities. | | | | | |
| 2 | When I work with other students I achieve more than when I work alone. | | | | | |
| 3 | Cooperative learning can improve my attitude towards work. | | | | | |
| 4 | Cooperative learning helps me to socialize more. | | | | | |
| 5 | Cooperative learning enhances good working relationships among students. | | | | | |
| 6 | Cooperative learning enhances class participation | | | | | |
| 7 | Creativity is facilitated in the group setting. | | | | | |

| 8 | Group activities make the learning experience easier. | | | | | |
|---|---|---|---|---|---|---|
| 9 | I learn to work with students who are different from me. | | | | | |
| 10 | I enjoy the material more when I work with other students | | | | | |
| 11 | My work is better organized when I am in a group. | | | | | |
| 12 | I prefer that my teachers use more group activities / assignments. | | | | | |

# Appendix (D)

## Teachers' Questionnaire

| No | Statement | Responses | | | | |
|---|---|---|---|---|---|---|
| Teacher's perception about cooperative learning methods | | SA | A | N | D | SD |
| 1 | Cooperative learning requires students to learn to work together, which is an important skill for their futures. | | | | | |
| 2 | Cooperative learning is an interactive method. | | | | | |
| 3 | Students work together in small groups . | | | | | |
| 4 | Students are positively interdependent. | | | | | |
| 5 | Students are individually responsible for their work. | | | | | |
| 6 | Cooperative learning increases frequency and a variety of second language practices . | | | | | |
| The effect of cooperative learning on EFL learners | | | | | | |
| 7 | Cooperative learning supports students to develop language skills. | | | | | |
| 8 | Cooperative learning allows discussion and critical thinking. | | | | | |
| 9 | Students promote each other's success by sharing resources. | | | | | |
| 10 | Students willingly help each other by exchanging skills and ideas. | | | | | |
| 11 | Cooperative learning engages in the subject specific discussions with peers. | | | | | |

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| 12 | Cooperative learning develops effective teamwork and communication. | | | | | |
| 13 | Cooperative learning assimilates multiple views to deepen knowledge . | | | | | |
| 14 | Cooperative learning fosters individual accountability to the team. | | | | | |
| 15 | Cooperative learning develops independent learning strategies. | | | | | |
| 16 | Cooperative learning is expected to mitigates learner's isolation. | | | | | |
| 17 | Cooperative learning structures out-of class learning environment . | | | | | |
| The role of Cooperative learning on students' writing skill | | | | | | |
| 18 | Cooperative learning is an effective educational approach to improve the students achievement in writing. | | | | | |
| 19 | Each person's efforts benefit not only that individual, but everyone else in the group as well. | | | | | |
| 20 | Group members discuss how well they are achieving their goals and maintaining effective working relationships. | | | | | |
| 21 | Students should be responsible in their writing and given the opportunity to share their work with others. | | | | | |
| 22 | Peer interaction plays great role in writing skill  . . | | | | | |
| 23 | Writing in small groups is an efficient way to | | | | | |

| | promote writing abilities . | | | | | |
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| | Factors that hinder cooperative learning methods | | | | | |
| 24 | Cooperative learning creates a grading system which could be considered unfair. | | | | | |
| 25 | Cooperative learning creates new systems of socialization structure that are not always beneficial. | | | | | |
| 26 | Cooperative learning places a teacher's responsibility onto their students. | | | | | |
| 27 | Cooperative learning creates a system of dependency. | | | | | |
| 28 | Cooperative learning should includes a " bossy'' student who doesn't allow the others to take part. | | | | | |
| 29 | Teaching materials in a cooperative way is considered time consuming. | | | | | |
| 30 | Cooperative learning limitations mostly come from being unable to implement the cooperative structures carefully. | | | | | |

| 31 | Students who are perceived to be less skillful are ignored by other group members. | | | | | |
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| 32 | When each student is responsible for a task, as in Jigsaw, there is danger that students may learn more about the task they worked on , but not about of the content. | | | | | |
| 33 | High stakes create increased chances for conflict and therefore need for conflict resolution skills. | | | | | |

| 34 | Teachers who managed a classroom of 20 to 30 students face a problem that some students speak louder, which can become a distraction from the learning process. | | | | | |
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| 35 | Cooperative learning is also impossible for one teacher to constantly monitor each group, which can result in off-topic chatter. | | | | | |
| The effects of cooperative learning methods on the EFL learners' motivation towards learning English. | | | | | | |
| 36 | Cooperative work between learners is encouraged to increase motivation and develops positive attitudes towards the writing activities. | | | | | |
| 37 | Cooperative learning motivates students to learn more and remember what they've learned for a longer period of time. | | | | | |
| 38 | Students encourage, and praise each other's efforts to learn. | | | | | |
| 39 | Students work together on activities that are best handled through group work. | | | | | |
| 40 | Cooperative learning is fun, so students enjoy it and are more motivated. | | | | | |
| 41 | Cooperative learning has possibility for development of language in ways that support cognitive development. | | | | | |
| 42 | Cooperative learning motivates students improve interpersonal and cross cultural awareness skills. | | | | | |

| 43 | Cooperative learning inspires students generates ideas and constructed sentences together. | | | | | |
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| How often do you use the following Cooperative learning activities? | | | | | | |
| 44 | Pair dictation | | | | |
| 45 | Pair-note taking | | | | |
| 46 | Student created 'mad libs' | | | | |
| 47 | Sentence writing roundtables | | | | |
| 48 | Brainstorm extension tasks | | | | |
| 49 | Cooperative Graffiti | | | | |
| 50 | One-Minute Papers | | | | |
| 51 | Focused Listing | | | | |
| 52 | The interview activity | | | | |
| 53 | Inside-outside circle | | | | |
| 54 | Think-pair-share | | | | |