



Sudan University of Science & Technology
College of Graduate Studies
Faculty of Education



The effect of Collaborative learning on developing the skill of Reading English Language of University students in Khartoum State.

(A Case study of Sudan University of Science and Technology Students)

تأثير التعلم التعاوني في تطوير مهارة القراءة لدى طلاب

الجامعات في ولاية الخرطوم

(دراسة حالة طلاب جامعة السودان للعلوم والتكنولوجيا)

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إستهلال

: قال تعالى

يُؤْتِي الْحِكْمَةَ مَنْ يَشَاءُ وَمَنْ يُؤْتَ الْحِكْمَةَ فَقَدْ أُوتِيَ خَيْرًا كَثِيرًا))
((وَمَا يَذَّكَّرُ إِلَّا أُولُو الْأَلْبَابِ

البقرة الآية (269)

Dedication

I dedicate this work to

My mother

My Late father

*My wife , my sons , and daughters , and all of
my family .*

Acknowledgement

First and foremost, praise be to (Alla) who granted me the strength and ability to complete this study. Lam very grateful to supervisor Pro. Ali Khalid Mudei for his invaluable supervisory sessions, guidance and support, lam also grateful to Dr. Wigdan yagoup for her help, patience, continuous guidance and encouragement. My thanks due to Sudan University of Science and Technology staff members who were very cooperative and supportive me in different ways . I am indebted to Dr. Hillari Melano for his continuous support . Thanks also are extended to Dr. Araffee Mohamed for his real help.

My thankfulness is due to teacher's staff who advice my humble work and judged my questionnaire .

Eventually, I am also thankful to the libraries staff in Sudan University of Science and Technology.

Abstract

The aim of this study is to investigate the effect of using collaborative learning strategies on developing the reading comprehension skills of Sudan University of Science and Technology students can understand a piece of reading by using Collaborative learning .

The researcher used the descriptive analytical approach .The data were collected through the use of the following instruments : a questionnaire for English Language Teachers' staff at university level , a pre- test and post- test for the students from Sudan University of Science and Technology English Department , an interview with some experienced teachers of English language , from Ministry of Education , Khartoum State .

The main findings of the study were : Collaborative learning and variation of techniques in reading comprehension are helpful in enhancing reading skills . Collaborative learning has an effective role in developing reading skills .

Collaborative learning is efficient in developing reading comprehension skills of learners . It was also, found that students are not efficient in reading comprehension . Moreover, teachers are aware of the advantages of using collaborative learning strategies inside the classroom .

In the light of the results mentioned above the researcher recommends the following :

Teachers should be trained to qualified themselves to practice collaborative learning and . Teachers should adopt the collaborative learning in teaching reading comprehension . Teachers should select appropriate topics that suit students' interest to improve reading skills .

المستخلص

تهدف هذه الدراسة إلى معرفة اثر استخدام التعليم التعاوني في تطوير مهارة قراءة النص باللغة الانجليزية . إتبعنا الدراسة المنهج الوصفي (التحليلي) واستخدم الباحث ثلاث أدوات لجمع المعلومات وهي إستبانة لأساتذة الجامعات السودانية, إختبار (قبلي وبعدي) لطلاب جامعة السودان للعلوم والتكنولوجيا قسم اللغة الانجليزية ومقابلة شخصية للمعلمين ذوي الخبرة في تدريس اللغة الإنجليزية بوزارة التربية والتعليم بولاية الخرطوم وتمت معالجة العينة بواسطة التحليل الإحصائي.

خلصت الدراسة إلى عدد من النتائج أهمها :

استخدام إستراتيجيات التعليم التعاوني والتقنيات المختلفة تساعد علي تنمية مهارة القراءة, التعليم التعاوني فعال في تطوير مهارة القراءة للدارسين , المعلمون دائما علي معرفة بإستخدام إستراتيجيات التعليم التعاوني داخل الفصول الدراسية .

علي ضوء هذه النتائج يوصي الباحث بما يلي :

تأهيل الأساتذة في طرق التعليم التعاوني , وان علي أساتذة اللغة الانجليزية تبني إستراتيجيات التعليم التعاوني في تدريس مهارات القراءة والفهم للغة , كما ينبغي علي الأساتذة إختيار المواضيع المناسبة التي تناسب وتشوق الطلاب لتطوير مهارات القراءة .

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Chapter One

General Framework of the Study

1.0 Introduction

Collaborative Learning is very useful in language learning .The students feel free when they are working together in small groups. They discuss, share ideas, solve problems and get good outcomes without the teacher's control and rigid directions. So every member in the groups must have contributed to the fulfillment of the task that was provided by their teacher .Moreover, when the students succeed in their task, they feel encouraged, get motivated and develop a big desire to learn the language topics provided by their teachers. The researcher assumes that Sudanese Secondary Schools need the approach of collaborative learning for developing the student's reading skills. Through reading, the students learn more about their abilities and increase their knowledge of the world. If the students learn how to express their thoughts, ideas and feelings, they will be able to respond to the communications of others. They will have interest in learning the language and will be able to participate in it successfully. As Sudanese University students develop their reading skills of the language through the use of collaborative learning, they will be able to use the processes of exploring thinking critically and processing information. So reading is a very important link in the process of students' learning and thinking development. It provides a foundation for the development of other language skills.

1.3 Statement of the Problem

The skill of reading English language is difficult for foreign learners. Sudanese University Students are not an exception. Effective reading requires the ability to use the language appropriately in social contexts. Collaborative learning develops reading. It does not only promote verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Many of linguistic elements like gestures, body language and facial expressions may accompany the speech to convey a message. Due to little exposure to the target language and lack of contact with native sources, students in Sudanese Universities are relatively poor in the skill of reading English language, especially regarding fluency, control of idiomatic expressions and understanding of English culture. Few can achieve native-like proficiency in reading skills. The problem of lack contact with language sources to facilitate free expression of concepts has resulted in pauses and hesitation. Pronunciation is generally incorrect. There is much use of the mother tongue which indicates a limited knowledge of English language to investigate the influence of collaborative learning on developing the students' skill .The writer shall try answering the following questions.

1.4 Research questions:

This study is principally intended to investigate the following questions:

- 1.To what extent does the knowledge of collaborative learning help to develop students' reading skill?
2. What is the concept related to the purpose of using collaborative learning?
3. How can the students be motivated through using collaborative learning to develop their language learning skills?

4. How do English language instructors motivate university English language students to reinforce their reading problems?

The study sets out to test the following hypotheses:

a) Hypothesis One:

The knowledge of using collaborative learning helps in developing the students' reading skills.

b) Hypothesis Two:

The knowledge of the extent which collaborative learning keeps the students reading skills .

c) Hypothesis Three:

The knowledge of collaborative learning can motivate the students toward language learning.

d) Hypothesis Four:

The knowledge of collaborative learning can enrich the students vocabulary skills.

1.3 Significance of the Study

The significance of this research comes from the fact that the standard of Sudanese English language learners has declined, and the only way to improve the learners' language is to focus on collaborative learning and neglect the traditional methods such as lecture or individual seatwork.

So learning language should be done through collaborative learning in which students work with other students to solve problems or practice skills without being directly supervised by the teacher.

1.4 Method of research

The researcher uses in this research the descriptive method of research.

1.5 Limits of the Study

This research will concentrate on investigating the effect of using collaborative learning strategies on developing students' reading skills by which the researcher focuses on the reading skills of English Language. The researcher will try to examine some important aspects of collaborative learning and discuss their effect on developing the students reading skill of University students in Khartoum State . The research will be conducted in the academic year 2015- 2018.

1.6 Scope of the Study:

Chapter One : The general framework of the research

Chapter Two : The Theoretical Framework of the Study

Chapter Three : Methodology

Chapter Four : Data Analysis , Results and Discussion

Chapter Five : Summary of Findings , Recommendations and Suggestions for Further Studies .

Chapter Two

The Theoretical Framework of the Study and Previous Studies

2.0 Introduction:

This chapter is divided in two sections:

- Review of Literature
- Survey of Previous Studies

2.1 Review of literature

This section is composed of reading comprehension, vocabulary knowledge, word recognition, fluency and listening comprehension. Next the researcher discusses various aspect of collaborative learning, including, collaborative learning and academic achievement, and the teacher's role. After that, the researcher discusses the influence of using collaborative learning in reading in class including vocabulary, fluency, comprehension and other related items.

2.1.1 Reading comprehension and Reading Skills

The size and depth of readers' vocabulary knowledge , their ability to decode words rapidly , and integrate text information with prior knowledge , are some of the main requirements of effective reading comprehension .Comprehending verbal behavior contributes positively to reading comprehension , because most of the activities of reading in class are based on verbal interaction . Thus researchers believe that vocabulary knowledge , fluency , word recognition , and listening comprehension are necessary skills for reading comprehension (Aamoutse , Van den Bos& Brand- Gruwel , 1998, Jenkins etal , 2003) .

These abilities are important when we view them in the context of an interactive model of reading comprehension. This is so, because students depend on both decoding text information and preexisting information, to make use of the author's organizational structure of the text. They rely on size and depth of their vocabulary knowledge and the ability to decode the letters, words, phrases, and clauses accurately and rapidly in order to connect ideas together to follow the author's organization of the text.

To integrate text with prior knowledge, students use their prior knowledge to elaborate and organize text information. Students need to make connections between information in the text and prior information in working memory to generate meaning from what they read. If readers deal with a familiar topic, it is easy to comprehend. In two studies conducted by Hansen (1981) on fourth grade good and poor readers, researchers used stories that were similar to students' experience. The findings of these studies showed that students' experience led to improve comprehension for both good and poor readers. Thus, a reader's knowledge and experience of specific topics and themes of a given passage may influence his or her comprehension of the passage (Pearson & Fielding, 1991).

2.1.2 The concepts of the Interactive Model

Kintsch (1993) suggested that to acquire information from print, readers must use both text-driven and knowledge-driven processes to maintain relationship among words and text segment. He assumed that readers divided what they read into concepts then these concepts represent some form of associative network composed of individual nodes, in their network, by integrating them with prior knowledge. When readers fail to make connection, readers attempt to establish new structures by making inferences, so that

information can fit within the established representation or by reading, reinterpreting, and reorganizing previously represented information. Goldman and Rakestraw (2000) referred to text-driven comprehension as “the use of the content and organization of the text as a basis for the construction of mental representation “(p.312). Content , to Goldman and Rakestraw , refer to particular words or text segments and the meaning and the relationships among them .They also refer to organization of text as” the ordering of words in sentences in the text ,as well as rhetorical and graphic devices that mark the functions of specific sentences and the organization of text as a whole “ (p.313).

Signaling devices are considered a type of structural cue in a text that can be used to identify and use an author’s organizational structure of text. Lorch (1989) believes that a text contains different types of signals to provide different information to readers. Lorch also cited a list of signaling devices used in expository texts such as a summary, enumeration and title .Meyer (1981) proposed five functions of using signals, and these were collections or lists, description, causal comparative, and problem/ solution Researchers do not agree about whether both good readers and poor readers rely on signaling devices or whether only poor readers depend on signaling devices to comprehend a text. Lorch (1989) concluded her review of studies of signal devices by suggesting that signal devices can help readers to organize a text and to recall it. Meyer (1981) argued that signaling devices such as contrast, first, second, etc, help poor readers to process a text. Meyer also conducted a study to test immediate and delayed free recall. She found that good readers organized their recall with the same structure as that used in the passage they had read. Also, their recall contains more information than readers who did not adopt this strategy. In orders for students to adopt the strategy of identifying and using the author’s organization of

text structure, teachers must make a model this strategy and allow students to practice it on their own. Readers rely on text –driven processing when they have little knowledge of the content knowledge of the text. However, Goldman and Rakestraw (2000) argued that readers cannot use text –driven processing without having prior knowledge of the structure of the text. Knowledge –driven processing refers to the importance of prior knowledge to making new information meaningful in order to construct mental representations. Most readers use a text structure to identify the main idea and other important ideas because they assume that the main idea appears at the beginning of a paragraph. They assume that early sentences contain more information than other sentences, and that first sentences are cues for later sentences. However, these assumptions are not true all the time. Therefore, when the surface structure cues and conceptual structures of the information do not match, a poor reader may face difficulty in acquiring meaning from what they read. Readers in this case must rely on content to understand the text. These readers also use their prior knowledge about the topic to facilitate learning. In contrast, Voss Silifies (1996), as cited in Goldman and Rakestraw (2000) suggested that when the surface structure is explicit it can be used to compensate for lack of content knowledge.

Researchers such as Stevens and Pipich (2002) indicate that effective reading requires two basic cognitive tasks (a) decoding words effectively, and (b) integrating words together in working memory to generate meaning of the words. Therefore, the background of a student’s vocabulary knowledge is necessary to decode words. Moreover, student should put words together accurately and rapidly in order to connect ideas together. Thus, vocabulary knowledge, word recognition, and fluency are essential components for effective reading.

In addition, the intensive use of listening comprehension may improve the ability of reading comprehension because most activities in reading class depend heavily on verbal explanation.

For example, during reading in class a teacher may read a passage aloud, so students must follow their teacher's methods. Also, the teacher should provide suitable texts and activities to his /her students so as to improve their skills and comprehend the passages easily. TS Roberts (2004).

2.1.3 Procedure of Teaching Reading Comprehension

It is observed that procedures of teaching reading comprehension in schools might go like this:

The teacher presents new vocabulary. The structure and language functions are presented through a variety of techniques. They are usually drilled extensively before the student encounters them in the reading passage or text. The teacher reads the passage aloud while the students listen. A tape recorder may sometimes be used if the teacher is not able to read aloud well. The teacher then re-reads the text aloud while the students follow in their books. Sometimes in lower levels of the Basic Education stage , the whole class or individual groups read out after him .The students might read the text silently for a few minutes, and try to remember as much as they can so as to answer the teacher's questions that may be asked afterwards . If there is time left in the teaching period, the teacher sometimes asks individual student to read aloud two or three lines of reading text. It is observed that reading activity is dominated by a small minority of the best students in the class.

2.1.4 The procedure of teaching reading material might go like this

The instructor usually introduces the main ideas of the reading comprehension passage .He may write these ideas on a white board and may speak for three to four or five minutes about the passage telling the students about the background of the passage with some examples . The instructor may read the reading passage aloud, paragraph by paragraph with some explanation or paraphrasing the difficult concepts and terminology .Then he may explain certain grammatical rules while reading. At the end of the lecture, the teacher may ask few questions in order to check whether the students understand the passage .

2.1.5 Teacher's Role

In teaching reading comprehension ,teachers are assumed to adopt strategies to enable them to offer the students the necessary help to read independently, appropriately and adequately.

According to Nuttal (1988) in order to achieve reading in class, teachers should use strategies that help students to carry out certain tasks. In this way, strategic teachers who use strategies are always decision makers and thinkers. They think about their planning and process of teaching and constantly make decision about it. They seek to specify the learning objective for their students, select appropriate strategies for achieving those objectives and set their own criteria to check, examine and evaluate these objectives. Carrel (1998) in Winogrod and Hare (1988) proposed the following elements as constituting teacher's full time explanation.

Teachers should describe critical known features of the strategy or provide a definition / description of the strategy. They should tell students why they are learning about the strategy. Thus they explain the purpose of the lesson and its potential benefits. This seems to be necessary step for moving from teacher

control to student self-control of learning. Here, teachers break down the strategy, or re-enact a task analysis for students, explaining each component of the strategy as clearly and as articulately as possible and should show the logical relationships between the various components. Where implicit processes are not known or are hard to explicate, or where explanatory supplements are desired, any faults such as advance organizers, think aloud, analogies, and other attention clues valuable and recommended.

Teachers should delineate circumstances under which the strategy may be employed,(e.g. whether the strategy applies in a story or information reading). Teachers may also describe in appropriate instances for the use of a strategy. In addition teachers should not be too prescriptive here, but merely lay out possibilities for the learner, and then let the learner experiment for him or herself to see where the strategy works for them.

Teachers should show students how to evaluate their successful/unsuccessful use of the strategy, including suggestion of fix-up strategies to resolve remaining problems(Winogrod and Hare 1988, pp 123 –24).

Kailani and Lewis (1995, p: 63) mentioned that FL teachers should be ones who have a practical command of English Language skills – speaking, understanding, reading and writing. Moreover, they should have a sound knowledge of the English sound system, grammar and Lexis. Also they should have communicative techniques, function notions, motivators, and evaluators. They should have knowledge of applied linguistics and should be trained in psycholinguistics as well as sociolinguistics and they should have a good knowledge of English culture or literature. In addition, they should be interested in the job and should be professionally well informed. Finally, they should have personal charm, patience, a

sense of humor and talent for discipline. They should have a friendly attitude towards the language, the students and colleagues.

2.1.6 Vocabulary knowledge and Reading comprehension

The relationship between vocabulary knowledge and reading comprehension is strong and direct. Stahl (1991) investigating readability, test construction, and reading comprehension found that students with more vocabulary knowledge comprehend text better than students with less vocabulary knowledge.

The connection between vocabulary knowledge and reading comprehension is viewed through three hypotheses. The first hypothesis is an instructional hypothesis. It states that the knowledge of the words can improve comprehension of a text regardless of any other factors (Stahl, 1991). This means that, knowledge of words causes readers to comprehend text better.

The second hypothesis is acknowledge hypothesis. It states that knowing vocabulary word meanings is not enough to comprehend a text. Vocabulary knowledge is related to topic knowledge, and topic knowledge is related to comprehension. This means that, vocabulary knowledge influences reading comprehension indirectly through topic knowledge. However, research shows that readers with high domain knowledge but low vocabulary knowledge cannot use their domain knowledge to compensate for lack of vocabulary knowledge (Stahl, 1991). Therefore, domain knowledge and vocabulary knowledge are independent and have separate effects on comprehension. The last hypothesis is the general ability hypothesis. It postulates that vocabulary knowledge is related to general ability and general ability is related to reading comprehension. Thus a person who possess a higher ability of words has a high general ability to be able to

comprehend a text. All of these hypotheses are true if based on evidence . So vocabulary knowledge is essential and important because of its contribution to reading comprehension and topic knowledge (Stahl, 1991).

The difference between poor readers and good readers in terms of vocabulary is related to the amount of their reading. Good readers read more text and they become familiar with more vocabulary words, whereas poor readers read fewer texts. Sanvoich (2000) suggested that differences between young students in their word knowledge is due to the different amounts of text they are exposed to .Therefore , the number of words young students know can be in- creased through increasing the amount of texts to which they are exposed.

Memorization is not an effective way to gain new vocabulary .It is not possible to understand the text by simply linking the meaning of individual words. Students should learn vocabulary meanings from the text with the help of teacher.

Nagy and Scott (2000) proposed five aspects of complexity of word knowledge:

- 1.Incrementally: students gain words gradually, it is matter of degree of understanding word meaning.
2. Polysemy: a word may have more than one meaning and these meanings maybe unrelated.
3. Interrelatedness: a word is not isolated; it is related to other words. Therefore, knowledge of one word may facilitate knowledge of another word .For example, knowing the meaning of cold, cool, and hot may facilitate understanding of the meaning of warm.

4. Multidimensionality: a word may have more than one type of knowledge. For example, "knowledge of the words spoken form, written form and grammatical form".

5. Heterogeneity: functions of words differ from each other. Therefore, knowing a word depends on understanding its function.

Nagy and Scott (2000:p.273) emphasized that word knowledge is not simply related to knowing that (declarative knowledge), but to knowing how (procedure knowledge). Nagy and Scott explain that "knowing a word is more like knowing how to use a tool than it is like being able to state fact" (p.273). According to these researchers, syntactic awareness contributes to reading ability because the reader cannot depend on phonological recording to develop one's reading vocabulary. Readers should use context to improve pronunciation of a word to determine possible sounds a letter may represent.

Fluency, Word Recognition and Reading Comprehension:

Arabic is a language written in alphabetic system of 28 letters, all consonants except six which are the vowels. In addition, in Arabic language there are diacritical marks, which appear as a single stroke or dot above or below a word, that contribute phonology to the Arabic alphabet. Reading Arabic script without diacritical marks can be a difficult task for poor and/or beginning readers due to word similarities in their orthography (AbuRabia, 2001).

To be fluent students must recognize words accurately and rapidly. Kuhn and Stahl (1995) stated that the primary components of fluency are " (a) accuracy in decoding , (b) automaticity in word recognition (c) appropriate use of prosodic features , such as stress pitch , and appropriate text phrasing " (p.416) . Gough

(1984) believed that “word recognition is the foundation of reading process “(p.225). La Berge and Samuels (1974) defined fluency as “the ability to recognize words rapidly and accurately “(p.295). Therefore, the lack of skill to recognize words may be responsible for poor reading comprehension ability. There has been major research done to examine how word recognition occurs, such as in reading system models. To understand the reading process, researchers develop comprehensive models to combine findings from many studies into single coherent system (Adams, 1990). In their models, a reading system has four processors: orthographic processor, phonological processor, meaning processor, and context processor. These processors are simultaneously active and interactive together based on readers’ own prior knowledge and experience. Learning occurs based upon the relationship among patterns or events shaped by background knowledge and experience of the reader.

This system is concerned with how readers recognize a word through their processors, and how these processors activate each other to recognize the word . So knowledge within each processor is linked to another through experience. Therefore, a word is processed by the phonological processor, its pronunciation by orthographical processors; its visual image by meaning processors and context processors .When skillful readers read a printed page, the orthographic processor receives information directly, processing every letter of every word they read. The letters are read and assigned meaning when they are recognized by the meaning processor and these letters should interconnect within the reader’s orthographic memory. Then the reader translates print to speech. Simultaneously , the phonological processor translates each letter into sound and these letters are interconnected with each other to become meaningful word by the meaning processor , and the word interconnect with the reader’s phonological memory in

their working memory by the context processor (Adams , 1990a) . In sum , Adams (1990 a) stated that “ with recognition initiated by the print on the page and hastened by the connectivity within and between the processors , skillful readers access the spelling , sound , meaning , and contextual role of a familiar word almost automatically and simultaneously “ (p.844) .

Research has shown how skillful readers recognize words in their reading. Adams (1990 a), notes that skillful readers are relatively unconcerned about the shapes of the words as wholes.

A fluent reader comprehends a text more easily than a non – fluent reader. Automaticity theory (Stanvoich, 2000) introduces theoretical frameworks to explain how fluency influences reading comprehension. Specifically: to comprehend a passage, readers coordinate many component processes (e.g., letters connected to become meaningful word, so readers are decoding while simultaneously constructing meaning) within a very short period of time. Unfortunately, their attentions have a very short duration time, so if each component’s process requests attentions, it will be impossible to comprehend complex passages unless some of these components can be processed automatically.

Consequently, the load on attention will be within tolerable limits and then the passage can be understood (La Berge and Samuels,1974). According to automaticity theory, readers may become fluent when they recognize a word rapidly and understand a word fast, they will devote more of their cognitive resources toward comprehension of the text. In other words, when readers develop automaticity in word recognition and comprehension they can read faster,

and they gain more meaning from the text .Students need to read without pauses decode unfamiliar words to make connections among ideas phrases.

2.2 Linguistic Knowledge and Reading Comprehension

Everyday teachers make on – the – spot decisions about reading materials, whether for group reading instruction, or for students who need independent reading materials. These decisions are made while looking only at one factor, such as length of book; type of words included, or interest connection for the students. In the contrary, issues such as linguistic complexity and overall coherence are not taken into account. Linguistic knowledge occupies an important role in the comprehension process.

Mecartty(1994) claims that: A reader linguistic knowledge factors such as Lexis, syntax and grammar are central to the overall language.

Any general theory of second or foreign language acquisition must encompass all aspects of language acquisition including morphology, grammar, lexis and pragmatic knowledge (to Ellis, 1986). According to Rogers, the promotion of multilingualism through a cognate language learning approach must take in to account many types of learners' knowledge, including not only linguistic knowledge but also Meta linguistic knowledge.

It could be speculated that learner's knowledge of linguistic factors contribute to the comprehension process in three fundamental ways, one knowledge of linguistic factor is merely a relational one with regard to comprehension.

Two knowledge of linguistic factors can predict comprehension and three, knowledge of linguistic factors causes comprehension (Mecartty,1994.p.5).

In summary, in order to increase our students reading comprehension, it is necessary for teachers, at all grades levels, to include multiple teaching and learning strategies in their instruction, in order to meet the diverse needs of a stragglng reading population. The linguistic deficit should be addressed in the classroom.

2.2.1 Morphology and Reading Comprehension:

Understanding morphemes and developing morphological skills are important for students. Also morphological skills help the students to understand the relationship between words, connect concepts, and ultimately comprehend long passages. In addition, the ability to separate words in root words and prefixes and suffixes helps the reader to understand the meaning of the words and thus increases reading efficiency. Many researchers show that students' vocabulary growth in the 3rd grade and beyond is in large part dependent on morphological additions to the root words students already know. Moreover, morphological affixes also give the reader information about the words place in the syntax of the sentence.

Krashen (1983) claims that redundancy of information between syntax and morphology makes the sentences easier to understand and this is more efficient to process, because the reader is processing the syntax and meaning more efficiently. The reader's eye movement also becomes more efficient and consequently the reading speed increases.

Morphological awareness becomes more important to the good reader's overall reading ability. Also derivational morphemes are the key to students' and future vocabulary ease of reading.

Some studies showed that when a word is long, especially a multi syllabic word like incomparable, readers' need to break the word into its affixes and its root (in compare able). The students' ability to recognize the relationship between root words demands more from the students automatic word recognition and has little to do with the frequency of that word, but everything to do with that students' understanding of morphemes.

Faraj(1998) claims:"Good readers should know something of the relationship between the letters that they read and the speed sounds that they represent ". Moreover, He claims that "knowledge of certain common roots will also contribute to understanding many words ". (P: 53).

In summary, morphological awareness becomes more important to the good readers overall ability.

2.2.2 Listening Comprehension and Reading Comprehension

The relationship between reading comprehension and listening comprehension is strong as indicated in finding of studies by Aaronoutse and Brand- Bruwel (1997), Aaronoutse et al , (1998),Hagtvvet (2003).According to Sticht (1979): " Listening and reading use the same Language system for representing the same thought , that is ,they share the same meaning system " (p.209).The sensory register receives auditory stimulus and holds information briefly in the same form in which it was received , in auditory form. The sensory register transfers information into the working memory in order to decode or match phonemes to lexical and grammatical structure. The information is stored in long term .Thus , speech is remembered through sound based representations in memory .If a student is unable to remember words long enough to form meaning for auditory information , a student may fail to comprehend a text . Therefore, vocabulary knowledge is

necessary to decode auditory information. Furthermore, students should be able to recognize words accurately and rapidly in order to connect ideas together to generate a meaning for auditory information. Schunk (2004), Crain – Thoreson (1992) and Bostrom (1990) have all suggested that the ability to form and hold sound based representations in working memory affects students' ability in reading comprehension because most activities in reading class are based on verbal behavior. For example, a teacher uses verbal behavior to explain the meaning of new words. Also, the teacher usually reads a passage aloud as a model, while the students follow what the teacher is reading. Chomsky (1978) found that remedial third graders improved their reading rate by repeatedly listening to a text read aloud while they tracked it in their own books. When we examine the Sudanese reading class, we do not find instruction that supports students' ability to comprehend a passage effectively, understand the meaning of new words efficiently, and to read with fluency. Because instruction in Sudanese classes depends on lecturing and individual work, students may not receive immediate feedback when they need it. They receive the word meaning from their teacher without eliciting their minds to build the meaning, and they are not able to read aloud more than one time. Finally, they do text book exercises individually.

Collaborative Learning Enhances Critical Thinking (Anuradha A. Gokhale). The concept of collaborative learning, the grouping and pairing of students for the purpose of achieving an academic goal has been widely researched and advocated throughout professional literature. The term "collaborative learning " refers to an instruction method , in which students at various performance levels work together in small groups toward a common goal . The students are responsible for one another's learning as well as their own. Thus, the success of one student helps other students to be successful. Proponents of collaborative learning claim that

the active exchange of ideas with small groups not only increases interest among the participants but also promotes critical thinking. According to Johnson and Johnson (1986), there is persuasive evidence that cooperative teams achieve higher levels of thought and retain information longer than students who work quietly as individuals. The shared learning gives students an opportunity to engage in discussion, take responsibility for their own learning, and thus become critical thinkers (Totten, Sills, Digby & Russ, (1991). In spite of advantages, most of research studies on collaborative learning have been done at the primary and secondary levels. However, there is little empirical evidence on its effectiveness at the college level. Also, the need for noncompetitive, collaborative group work is emphasized in much of higher education literature. Much research has been done in collaborative learning in nontechnical disciplines.

The advances in technology and changes in the organizational infrastructure put an increased emphasis on team work within the workforce. Workers need to be able to think creatively, solve problems, and make decisions as a team. Therefore, the development and enhancement of critical thinking skills through collaborative learning is one of the primary goals of technology education. The present research was designed to study the effectiveness of collaborative learning as it relates to learning outcomes at the college level, for students in technology.

2.2.3 Background of English language in Sudan

Language:

The history of English Language in Sudan , especially in Primary and Secondary Schools Levels , can be divided into three major phases :

a. Pre- independence

b. Post- independence

c. Arabicization

Pre- independence : Independence : In 1889 the Britain occupied the Sudan . Then English Language was introduced in Sudan by the British colonists as a main medium of instruction . In November 1900 James Currie was appointed the director of education and principal of Gordon College was built in 1902 . In 1890 Sir James Currie was the first person in the history of Education in Sudan to layout the foundation of a national educational policy . In 1902 a college was established and named Gordon Memorial College . Sir James Currie designed an educational system which was intended to achieve the following objectives (ELHuri, 1982 Book: 11)

1. The creation of native artisan class .
2. The diffusion among the masses of the people of an amount of education sufficient to enable them to understand the basic elements of the machinery of the government .
3. The creation of a small native administrative class which ultimately fill many minor government posts. (El.Huri , 1982 Book P: 11) . James C gradually began to build the new educational system . Many primary schools were established by, the Condominium regime. English Language was imposed as a medium of instruction in the third fourth stage educational ladder (Secondary level and higher education .

The teacher training college was opened in 1900 in Omdurman . Then it was transferred to Gordon Memorial College in 1903 in Khartoum . This college was

established as the first country centre for advanced training and the main supplier of administrative technical and teaching personnel required by the government .

In 1934 the teachers training college was transferred to Bakt – Ruda . It was the first step for training teachers in Sudan to carry out their educational tasks in different parts of Sudan .

In 1937 the government invited Delaware Commission to enquire into and report on curriculum . Delaware recommended the establishment of post-Secondary Institution on the site of Gordon Memorial College comprising various schools .

Post- independence : After independence in 1956 there were out- standing changing which took place in Sudan . Specially in education policy . In 1956 a new syllabus was introduced in Sudan . The approach of independence had inspired great deal of reassessment of educational requirements of Sudan by the Sudanese themselves and by an international commission on secondary school education in Sudan . New concepts of education were called by ZeidaArbab , Minister of Education from (1956-1964) who reported that “ Education should aim at producing and training citizen in the true sense of the world not proud of being Sudanese but also aware of their responsibilities as a citizen of the world “ (El. Huri, 1982 P: 28).

In 1928 a committee of eleven Sudanese educationalists was appointed under the chairmanship of Matta Al Krawi UNESCO experts .

MattaALKrawi committee recommended the following points:

1. English Language continued as a medium of instruction in secondary school level except for Arabic Language and Islamic Studies .
2. The same examination was adopted in Sudan and Cambridge school certificate examination
3. In 1938 Cambridge school certificate for over- seas was introduced in order to measure the standard of Sudanese secondary education .
4. Students were taught by qualified British teachers .

In 1955 the international commission on secondary education pointed out the importance of qualifying secondary teachers in order to improve the standard of secondary school education and expand it . The commission recommended the establishment of a faculty of education in university of Khartoum to achieve these goals . The principle of establishing an institute of education was approved, of council but the project was rejected then the department of education was created in faculty arts in 1959 . Secondary school teachers' training was established in 1963 which was conceived as a part of comprehensive education plan formulated by the ministry of education on the basis of reports submitted by two UNESCO experts Dr. Matta Al- AlKrawi in 1958 and Dr. Abdel Halim Khaldium in 1960 .

Arabicization Period : With the advent of 1964 a remarkable phase of English language history in Sudan has started the national and political movements of Arabicization necessitated some drastic changes in educational instruction and academic policies . Those changes were Sudanese Curriculum (El-Huri, 1982:Book,p: 30)

1. English Language was no more the medium of instruction .
2. All subjects in secondary schools were translated into Arabic Language . In 1965 an immense impact was made on the policy of education by the change in the medium of instruction from English language to Arabic Language at secondary school level .

These changes had negative impact upon the status and future of English Language in Sudan . The outcome was deterioration in the standard of English Language at secondary school level .

In October 1969 an educational conference was held. The educational conference recommended a new ladder (6: 3: 3:) the new ladder was divided into three stages primary , 6 years ,intermediate three years then higher secondary school three years instead of the previous (4, 4,4 ladder) .

An educational conference was held in 1990 , was recommended a new ladder (8 : 3) Eight years for basic level , and three years for secondary level . This was followed by changes in syllabus specifically in English Language .

English Language periods at secondary school level were reduced from six periods per week to only four periods in first and second year while in third year were reduced to five periods . Besides the literature and simplified reading sets were completely dropped in spite of significance of literature in enabling the learners to overcome the linguistic obstacles that might encounter them .

2.2.4The benefits of collaborative Learning

According to proponents of collaborative learning, the fact that students are actively exchanging, debating and negotiating ideas within their groups increases

students' interest in learning. By engaging in discussion and taking responsibility for their learning, students are encouraged to become critical thinkers (Totten,etal, 1989) . Many researchers have reported that students working in small groups tend to learn more of what is being taught. Moreover, they retain the information longer and also appear more satisfied with their classes (Beckman, 1990, Chickering&Gamson ,1991 , Goodsell, etal.,1992). For collaborative learning to be effective, there should be both "group goals "and "individual accountability "(Salvin , 1989) . This means that the collaborative learning task must ensure that every group member has learnt something. Ideally, a collaborative learning task would allow for each member to be responsible for some concept necessary to complete the task. This implies that every group member will learn his assigned concept and will be responsible for explaining /teaching this to other members of the group. As most teachers have discovered, we usually learn more by teaching than we ever learnt as "Learners"! Indeed this sentiment is backed up by research. It has been consistently found that students who learn most are those who give and receive elaborated explanations about what they are learning and how they are learning it (Webb, 1985).

2.2.5 Collaborative Learning Method

When implementing collaborative learning, the first step is to clearly specify the academic task. Next, the collaborative learning structure is explained to the students. An instruction sheet that points out the key elements of the collaborative process is distributed. As part of the instructions, students are encouraged to discuss "why" they think as they do regarding solutions, to the problems. They are also instructed to listen carefully to comments of each member of the group and be willing to reconsider his judgments and opinions. As

experience reveals, group decision-making can easily be dominated by the loudest voice or by the student who talks the longest. Hence, it should be stressed every group member must be given an opportunity to contribute his or her ideas. After that the group will arrive at a solution.

2.2.6 Collaborative Versus Cooperative Learning

A comparison of the two concepts will help us to understand the underlying nature of interactive learning (Panitz, Theodore, 1996). In a published paper the differences between collaborative cooperative learning are clarified by presenting the author's definitions of the two concepts. He reviewed the definition of other authors who have helped clarify his thinking and presenting and analyzing the educational benefits of collaborative / cooperative learning techniques. In the paper he states that collaborative learning (CL) is a personal philosophy, not just a classroom technique. The underlying premise of collaborative learning is based upon consensus building through cooperation by group members, in contrast to competition in which individuals excel other group members. Cooperative learning is defined by a set of processes which help students interact and get in order to accomplish a specific goal or develop an end product that is usually content specific. It is more directive than a collaborative system of governance and closely controlled by the teacher. While there are many mechanisms for group analysis and introspection, the fundamental approach is teacher centered, whereas collaborative learning is more student centered. The paper presents questions teachers ask from cooperative and collaborative learning perspectives. It then discusses options in cooperative learning by presenting a table that displays a number of issues in education : "students- centered / teacher- centered , intrinsic / extrinsic motivation , / knowledge construction / knowledge transmission loose ,

“trusting students- to-do “/ “ structure – it – right :Social engineering . The paper concludes with a discussion of the implications of these issues .It contains 12 references (RS).

2.2.7Constructing Knowledge Together

M. Dooly (ed,)(2008)Bern: Peter Language.

What is collaborative learning and why is important?

In this chapter, the researchers briefly explain what they propose as a working definition of cooperative and collaborative learning and why it is important. This paper gives an overview of how the premise of constructivism provides an important axis for collaborative and cooperative work. The researchers also examine how this type of approach easily fits with on line language learning projects. Basic points for setting up on line collaborative projects are given; however, these examples are quite general in this chapter. Specific examples of how collaborative and / or cooperative learning can be explored with network – based learning are provided in chapter 3 and 4, which describe some ICT tools in more details.

2.2.8Collaborative or cooperative learning

Collaborative learning requires working together toward a common goal. This type of learning has been known as: Cooperative learning, collaborative learning, collective learning, learning communities, peer teaching, peer learning, or team learning. What they have in common is that they all incorporate group work. However, collaboration is more common than cooperation. Collaboration entails the whole process of learning. This may include students teaching one another,

students teaching the teacher, and of course the teacher teaching the students, too. More importantly, it means that students are responsible for one another's learning as well as their own and that reaching the goal implies that students have helped each other to understand and learn.

On the other hand, cooperative learning is a process meant to facilitate the accomplishment of a specific end product or goal through people working together in groups. Inevitably, cooperation and collaboration seem to overlap, but in the cooperative model of learning, the teacher still controls most of what is going on in the class, even if the students are working in groups. Collaborative learning, on the other hand, is aimed at getting the students to take almost full responsibility for working together, building knowledge together, changing and evolving together and of course, improving together. The basis of both collaborative and cooperative learning is constructivism: knowledge is constructed, and transformed by students. The learning process must be understood as something a learner does by activating already existing cognitive structures or by constructing new cognitive structures that accommodate new input. Learners do not passively (JMMcInnerney & Pantie, 2004) receive knowledge from the teacher; teaching becomes a transaction between all the stakeholders in the learning process. The researchers are not proposing that one approach is better than the other. They do state, however, that they should be understood as two different approaches. What must be recognized is that the approach must fit the learning context it is being applied to. Inevitably, what will determine the best approach will depend upon the level of preparation and skills of the students and teachers involved . It is their understanding that teachers interested in setting up collaborative projects are interested in working towards student autonomy and self- directed learning. Teachers / or students may not be prepared or have the

ideal conditions to set a collaborative learning project right away , but it can be seen as a good end to strive for . To simplify things, we could take Brufee's(1995) distinction between foundational and non-foundational knowledge with collaborative learning approach. Collaborative learning shifts the responsibility for learning to the student, in the role of “researcher “and self- directed learner. In order to work towards a collaborative learning approach, the teacher must fully understand their students' preferred learning styles and their own conceptions of learning. This can help the teacher decide where and how to start an on line cooperative / collaborative project.

Motivation:

Researchers in general agree that motivation is the most important factor affecting success in language learning . What is motivation? Harmer, (1991:p89) claims that: "Motivation is some kind of internal drive that encourages somebody to pursue a course of action. If we perceive a goal and if that goal is sufficient and attractive, we will be strongly motivated to whatever is necessary to reach that goal". This means that if students are highly motivated, they will succeed regardless of the method used Ur. (1996 p: 47) said that: "Motivation on its own is rather difficult to define. It easier and more useful to think in terms of the motivated learner, one who is willing or even eager to invest efforts in learning activities ".She adds that , there are many ways to motivate learners, but the most important one is to make the tasks and lessons interesting. This requires careful choice and planning of topics and tasks, so the teacher should do his best to motivate the students. According to Stryker, (1997:p17) motivation is one of the essential conditions for effective language learning. He said:" Motivation is the key to success in language learning, success and satisfaction are key factors in supporting motivation. If students get good results, they will be more willing to continue participation in classes, and use the language outside the classroom".

2.2.9The task has to address the Students' needs

The second characteristic of successful task mentioned by the researchers is that task has to address the students' needs. It has to be suitable to achieve the goals. It should also be designed according to the proficiency level of the students, that is not too easy and not too difficult but challenging. According to Selig son , (1997:p23) it should be based on a careful analysis of the real needs of learners.

This view is also supported by Nunan, (1999:p48)when he said:”Rather than filling students to courses, courses should be designed to fit students”.

2.2.10The task has to be meaningful to the students

According to Little wood, (1981:p93, another important characteristic of learning tasks is that they have to be meaningful to the students. This meaningfulness principle is an important element in communicative language learning. Language that is meaningful to the learner supports the learning process. Consequently, learning tasks should be selected according to how well they engage the learner in meaningful language use rather than tasks, which merely promote mechanical practice of language pattern.

2.2.11The task must have a purpose that goes beyond a classroom Exercise:

Ellis, (1985 p: 49) also claims that: “If a task is to promote language use, the students should have a desire to communicate. They should have a purpose for using the language”. This purpose should be the most important part of communication therefore; the students’ attention should be centered on content. Willis,(1996:P39) also supports this idea. He said: “Learners need opportunities to communicate what they want to say and express what they feel and think. Activities that are “not meaning-focused “have been found inadequate to develop communication “. Sudanese students might not have enough chances of exposure to the target language or opportunities to use in real communication inside and outside the classrooms, which is partly because of the traditional way.

2.3 Review of Related Studies

The aim of this part of the chapter is to provide a review of contributions of some previous studies in the field of language teaching in the field of collaborative learning on and strategies of reading comprehension.

Study (1)

By: Ibrahim Mohammed Alsabateen (2008), PhD . Title " The effect of Lexical , grammatical cultural background on reading comprehension". Sudan University of Science and Technology.

The study aims at investigating the effect of Lexical, grammatical and cultural background knowledge on reading comprehension. It also investigates if there are significant differences between subjects performance. In reading and comprehension that can be attributed to sex and to general ability in English. The population of this study consisted of all first year semester of academic year 2006-2007, they were 600. The sample of this study consisted of 120 subjects, males and females divided into four groups, two experimental two controlled. The researcher followed the experimental method. He gave the first experimental group five lectures of lexis and syntax while the first controlled group was not given any lectures. The researcher gave the second experimental group five lectures on American culture while the second controlled group was not given by lecture.

The results are as follow:

a) There are statistically significant differences in performance in reading comprehension between subjects who have lexical and grammatical knowledge and who don't have any knowledge.

b) Students ignored reading speed because teachers neglected it.

c) Fast readers comprehended better than slow ones.

This study and the present are similar in the sense that they both investigate in reading and comprehending English texts . The obvious differences between the two studies used different population, samples and tools . The first researcher using Secondary school students and basic while the latter using University students .

Study (2)

By: Mohammed Altayeb Alkabaashi (2007) Phd. Titled "Evaluation of Sudanese Secondary School pupils standards in Reading and Writing after the Application of Spine Series . Unpublished, Sudan University of Science and Technology.

The objectives of this study are listed as follows:

. To realize and maximize the ultimate goal of studying reading and writing in Secondary schools.

. To investigate some of factors that affect pupil's standards in reading and writing.

. To find out how to enable secondary level pupils develop their reading and writing abilities.

. To help educators, designers and teachers revive textbooks so that secondary school pupils gain self-confidence in reading and writing.

The researcher adopted the descriptive and analytical, tests and questionnaires for gathering data.

Study (3)

By: Bilal Elimam Hammed (2000) titled "The effects of schema theory on understanding reading comprehension texts". It is unpublished PhD thesis, Omdurman Islamic University .

The study aimed at investigating the role of the background knowledge in comprehending English texts, and the effect of age and experience in building up schema.

The population of this study was English mature students at White Nile Ahlia College and students at Faculty of Medicine and Arts specifically English and history sections first level .The sample of this study was (200) subjects .

The study adopted two tests of gathering data.

The main findings showed that Medical students are fast and better in test one than in test two , while the English and history students were fast and better in test two than in test one , however , the Ahlia students' results are positive in both test one and test two because of age and experience .

There is a big difference between this study and the present study is that this study confirmed the importance of the role played by schemata in understanding English texts and effect of age and experience in building up schemata while the

present study focuses on the role of reading strategies in comprehending English texts.

This difference between the two studies is important because; it helps the researcher to find further ideas and suggesting solutions to help the learners in understanding English reading texts.

Study (4)

By: Abbas Abdel Rahman Babiker Al Ansari (2005) titled “The impact of strategies on reading comprehension”. It is unpublished PhD, Omdurman Islamic University .

The study intended to investigate the impact of reading comprehension strategies on Sudanese University students, silent reading comprehension performance.

It also aimed at investigating the relationship between these strategies and efficient silent reading comprehension strategies used at the first international college of science and technology.

The population of the study were (275) the first year entrants at different faculties of university.

It consisted also (150) teachers from basic and secondary levels, the sample of the study was chosen from larger population of the study.

The data of the study were gathered by two instruments:

a) Test designed for two hundred seventy five (275) the first year university entrants at different faculties.

b) Questionnaire given to one hundred and fifty (150) teachers from basic and secondary levels.

The results have revealed that teachers at both levels of education (basic and secondary) are unaware of the significant impact of reading strategies.

This study is very important since attempts to analyze the impact of strategies on reading comprehension. The similarity between this study and the present study is that they both deal with role of reading strategies in comprehending English written text but they differ in areas such as population, sampling, etc.

Study (5)

By: Al-Fadil (2010) PhD thesis titled" Strategies for Developing English Oral communication in Sudanese Secondary School, Sudan University of Science and Technology, Faculty of Education.

This study mainly aims at finding out teaching strategies that can be adopted to develop English language oral communication skills for Sudanese Secondary school students. The aims of this study as follows:

1. English language classes are lack of using proper strategies for teaching English speaking skills is obviously reflected in the students' disability to say even a single correct English sentence.
2. Teachers do not use an effective listening strategies because they do not teach listening lessons.
3. Disuse of proper strategies in teaching and learning English language represents the factor that justifies the deterioration of oral communication

Study (6)

By: Title " The Bureau of Audio- Visual Instruction , board at Education of the City New York (1969), reported on two related studies which are to date the most careful and extensive studies on the effectiveness of Language Laboratory , in high school. " The first proposed to test measurable improvement in competence in speaking French and in comprehension and of spoken French without significant loss in reading comprehension and in written aspects of Language study ". Significant gains were made by the laboratory groups in speech and listening skills without loss in traditional skills as measured by a standardized French.

Study (7)

By: Badraddin Alawad Babiker Ballal , August (2008). Sudan University of Science and Technology, PhD.

Titled "The Impact of Using Cooperative Learning on EFL Learners' Performance".

Aims: The main aim was to examine the effect of CL on EFL learners' performance in English language. To achieve his aim he selected (52) secondary school students randomly from two secondary year classes in rural area in Saudi Arabia, he used them as an experimental and a control group. He taught the experimental class through cooperative learning with the methods of student's teams. Achievement Division (STAD), while the control group was taught with the traditional method of teaching, for one school term. He collected the required data through observation and pre-reading and post reading tests.

Findings: The researcher found that the students who were taught through cooperative learning achieved better academic performance inside the classroom and in the final year exam.

Study(8) By: Moises Almela (Spain)(2007)PhD.

Title: "Lexical Units" in Learning/Teaching Vocabulary.

Aims: The researcher's aim was to bring EFL research in line with current issues in lexical semantics.

He wanted to discuss some of the implications which collocation research had for the understanding of vocabulary learning processes and the designer of teaching methods.

He argued that learners would need to carry many processes when encountered with actual communicative situations so as to decide which combination of words senses is the most coherent one. Therefore, the researcher suggested that "This operational complexity can be drastically minimized if the more stable and cohesive word co-occurrences have been learned as wholes". He believed that learning collocations instead of words in isolation is that the retrieval/recognition of the former makes processing considerably simpler and faster.

He concluded that idiomatic patterning constitutes the most efficient language level for promoting fluency and facilitating communicative success in the foreign/second language learning.

Study (9)

By : Early Wahuni , (2006) PhD Indonesia " The Relation between Cooperative

Learning and English Language Acquisition in Literature Class in Secondary Schools” ,

Aims :He aims to discover the relationship between the use of cooperative learning and English Language acquisition in Literature class in secondary schools .

Methods :The total respondents were 59 students from four classes divided into experimental and control groups . The experimental group received teaching method using cooperative Learning strategies , while the control group received Lecture method . Four types of instruments were used for data collection ; pre-reading test and post reading test , questionnaires , classroom observations and interviews . The data was then analyzed by using SPSS version 9.0 program .

Findings :It was found that all the participants showed a low and moderate performance before the treatment . However after the treatment , participants from the experimental group showed a significant improvement . Thus , the use of cooperative Learning played an important role in acquiring English Language in a literature class.

Study (10)

By: Majdi Attala Abed Hamyel , (2008), PhD in “ Investigating Strategies for Improving University Students’ Reading Efficiency in English “

Aims :The study aims at investigating the strategies that can be used to improve university students’ reading efficiency in English .

Methods :The subjects were third and 4th year students majoring in English and the English Language teachers at Al- Quds University , Palestine . For data

collection , the researcher used two questionnaires . One for the students and the other for the teachers . The data was then analyzed by using SPSS program .

Findings :The findings showed that the textbooks of reading comprehension courses used at the English Department at the university contain the appropriate reading comprehension strategies for improving reading comprehension efficiency . It also indicated that English Language teachers employ reading strategies in their teaching .

Study (11)

By: Wubbles, Creton and Hooymayers ,PhP. (1992) have constructed a model of teacher communication styles based on Leary's (1957) interpersonal behavior model , in which teacher behavior is “ mapped with help of proximity dimensions cooperation opposition”.

Study (12)

By: Pollard , (1982) has applied the concept of “ Coping and Strategy” to analyze the interaction between teachers and students .Pollard , (1984) specifies the source initiation of the interaction in the classroom: student or teacher . Using a model based on speech acts .

Study (13)

By: Chet Meyers , (1995) suggests that the interactive classroom . Whether by small groups or whole- class discussion, teacher can do much to create an interactive classroom . He states some basic rules for consistently encouraging student interaction : Begin each class with a controversy or problem instead of “

We're going to cover this ..." begin with " Here is the question we want to answer".

Study (14)

By: Shamai, Ilatov and Ben , Mayer, (1995) state that the model facilitates classroom observation and description , recording both quantitative subtle qualitative characteristics of teacher- student interaction , on the teacher has the following roles: instructional , motivational , evaluative , managerial, and social . All classroom speech acts can be categorized according to these functions .Traditionally , the teacher controls learning and behavior in classroom with kinds of acts .

Study (15)

By: Harmer (2006) , States that the available research on second language

Acquisition reveals to develop and learn a language , learners must interact in the language . increasing the frequency and variety of the verbal interaction in which learners participate in an important goal of any instruction based on the principles of second language acquisition . The teacher fronted approach often ends up preventing students from having genuine interactions with the teacher and fellow students because the teachers initiates and controls the interaction . Collaborative learning encourages mutual interaction and by increasing the number of opportunities available for verbal expression, provides opportunities for a wide range of communicative functions than those found in teacher fronted classrooms.

Study (16)

By: Slavin (1995:67) examined several ninety-nine studies that lasted four or more weeks used a variety of cooperatives learning methods. Sixty- three (63%) of the ninety- nine experimental – control comparison favored cooperative learning . Only five percent students significantly favored the control group .Overall , students deviation higher on achievement test than students who were taught conventionally

Study (17)

By: Stahr (2008) investigated the relationship between vocabulary to reading skill , in addition to writing and listening with 88 Danish learners of English from lower secondary education whose language skills were assessed as part of the national school leaving examination . The paper and pencil tests measuring their reading and listening comprehension in English and wrote a 450- word composition as a measure of their writing . In addition to these three tests included in the school leaving exam , the learners completed a vocabulary –size test which was administered to them about 2 weeks before the examination . Vocabulary size displayed a high correlation with reading comprehension , thus including the reading skills to be the most dependent on vocabulary size in that study . The researcher further found that the participants , knowing the most frequent 2,000 word families , obtained a score above average on reading and the other two skills , namely listening and writing while for those not mastering the most frequent 2,000 word families , “ the picture was less clear “(Stahr , 2008:149).

Study (18)

By: Metsala Stanovich at York (1998).Title : Regularity Effects Phonological Deficit Model of Reading Disabilities . It was a PhD thesis. The study investigated how

children with dyslexia develop their reading skills . It was also concerned with evidence in support of the phonological deficit hypothesis of dyslexia . The researcher has done two experimental studies .The result in that the phonological deficits of dyslexic children and adults cannot be explained in terms of impairments in low- level language weaknesses.

The findings suggest that the variation seen in reading processes can be accounted for by differences in severity of individual children's phonological deficits , modified by compensatory factors including visual memory, perceptual speed and print exposure . They also show that children at genetic risk who go on to be dyslexic come to the task of reading with poorly specified phonological representations in the context of a more general delay in oral language development

Study (19)

By: Jakob Asberg at the University of Gothenburg (2009) Title: Literacy and Comprehension in School-aged Children . It was a PhD thesis. The study consisted of five sections and addressed literacy comprehension skills in children with autism spectrum disorders (ASD) and attention disorders (AD). The findings indicated that children with (AD) such difficulties often co-occurred with word decoding and spelling difficulties , whereas , word decoding skills also initial indication that the discourse comprehension skills in (ASD) enabled positive change through educational intervention in collaboration with school staff. The researcher in this study concentrated on children with autism spectrum disorders (ASD) and attention disorders (AD) , whereas , the researcher in the present study concentrates on all children concentrated by problems in early reading particularly in the first circle .

Study (20)

By: Huiling Diona Zheng at the University of London (2004) . Title: Evidence-based practices Reading Comprehension Instruction and Teacher Self- efficacy . It was a DEdpsy(Doctorate in Professional Education Child and Adolescent Psychology) . The aims of this study were three-fold . Firstly, to explore the extent that U.K. teachers used evidence based practices when teaching reading comprehension (RC). Secondly, to investigate teacher confidence levels in using them . Lastly, to examine the relationship between teacher self- efficacy and the extent they used evidence-based RC in industrial practices.

The results indicated that some evidence-based practices were incorporated in RC instruction and teachers generally felt confident about their implementation .However, the range of evidence-based practices used , but it was limited and not always practices with the strongest evidence-based . A positive relationship between teacher-efficacy and the extent that teachers incorporated evidence-based RC instructional practices was observed , although this relationship appeared complex.

Study (21)

By: Sanaa Izzaldin Hassan ,at Sudan University of Science and Technology “SUST”(2012) . Title: Pronunciation Problems of Sudanese Learners of English. The aims: Identify the errors pronunciation among the English learners at “SUST”, their major reasons and find suitable solution . Find an experimental pronunciation problems by Sudanese learners of English.

The most important findings were:. The results of the questionnaire showed that Sudanese learners of English Language have problems in pronouncing /p/, /b/, /tf/

,and /f/. Many of Sudanese learners of English mispronounce vowel letters, because each vowel letter has more than one way of pronunciation. Many of Sudanese learners of English confuse the different pronunciations of each of the vowels.

The participants were 75 undergraduate students of English Department of Faculty of Education, randomly assigned . They were divided into three groups, two experimental and one control group. The experimental groups were taught by means of workshops one with cooperative method and the other with individual method in reading comprehension . The control group

was taught by individual reading method without workshops . Pre -reading tests and post- reading tests were used for data collection .The data was then analyzed statistically.

Findings :The results showed that there was no significant effect in reading comprehension achievements among the groups (experimental or control). However there was significant effect in vocabulary gain that it was significantly affected by the reading activities in cooperative atmosphere .

Chapter Three

Research Methodology

3.0 Introduction.

In this chapter the researcher describes methodology and the population of the study , the sample , its representation of the population , the tools of the study , tests of validity and reliability of the statistical analysis .

3.1 Methodology.

The researcher used the descriptive analytical method , to investigate the effect of using collaborative learning on developing the skills of reading comprehension .

3.2 Population of the Study .

3.2.1 The teachers' Staff .

The population of this study consisted of three categories , the first one was (47) teachers of English Language from Al-Neelain University , Omdurman Islamic University , Al-Ribat National University and Sudan University of Science and Technology University .

The following table summarizes the population of the study (teachers' staff) .

Table (3.1) Frequency Description of teachers' staff and their numbers .

No	University	Teacher number	Percentage
1.	Al- Neelain	10	21.73%
2.	Omdurman Islamic	10	19.56%
3.	Al- Ribat	12	26.08%
4.	Sudan University	15	32.605%
	Total	47	100%

Table (3.1) shows the total number of teachers' staff in four universities were (47) .Teachers who work in El-Neelain university were (10)teachers . They

represented (21.73%)of the whole teachers . Teachers who work in Omdurman Islamic university were (10)teachers ,they represented (21.73%) of the whole teachers. Teachers who work in Al- Ribat National university were (12) teachers , they represented (26.08%) of the whole teachers . Teachers who worked in Sudan University of Science and Technology were (15) , they presented (32.60%).

3.2.2 The students .

The second subjects were university students (males and females) . From Sudan University of Science and Technology . The sample of this category was (60) students who were chosen randomly from the whole population which consisted of (120) students .

3.2.3 Interviewees .

The third category was (20) experienced teachers of English Language from ministry of education Khartoum State .

The following table summarizes the subjects of the study (interviewees).

Place	Number of expert teachers	Percentage
Ministry of Education	20	100%
Total	20	100%

Table (3.3) shows the total number of experienced teachers at Khartoum State .

3.3 Tool of the research .

The researcher used three tools to collect the data relevant to the present study . These tools were a questionnaire , a test and an interview were designed to give an accurate evaluation for the effect of using collaborative learning strategies on developing reading comprehension skills .

3.3.1 Design of the questionnaire .

(47) copies of teachers' of English language questionnaire were distributed to Al-Neelain University , Omdurman Islamic University , Al- Ribat National University and Sudan University of Science and Technology which served to verify the hypotheses and achieve the objectives of the study . The questionnaire was handed out by the researcher to the teachers of English language from the mentioned universities . See appendix (1)

3.3.2 Design of the test .

The test was designed to evaluate students reading comprehension and vocabulary in using appropriate reading strategies such as prediction , extraction of main ideas ,etc; The test was composed of five questions .See appendix (2)

3.3.3 Design the interview .

The interview was the third tool . It was designed to find out the opinions of experienced teachers about their students' reading comprehension and vocabulary abilities . Teachers were given five questions . This interview was given to a number of teachers and experts for judgments and further recommendations see appendix (5)

3.4 Validity and Reliability of the questionnaire .

Validity is essential quality for measuring questionnaire . In testing validity , refers to which it measures , what it claims to be measuring . It estimated by statistical technique .

Reliability of the questionnaire is the consistency with which it measures , whatever , it does measure . In measuring the reliability of the questionnaire , the researcher use Scale (Alpha).

Reliability Coefficients

N of Case = 47.0

N of Items = 29

Alpha = ,7621

3.5 Reliability and Validity of the Test .

This test is said to be valid when it measures what is intended to measure . The primary administration of the test was shown to five judges see appendix No. (5) who improved on it by their suggestions . Reliability is considered as one of the specific qualities that determine the overall usefulness of a test .

3.6 Reliability and Validity of the Interview

The questionnaire ,test and interview were given to a number of specialized teachers to find whether they are reliable and valid . Five PhD holders referees who were specialized in the field of English teaching check the questionnaire , test and interview and then provided their suggestions and recommendations .The researcher also met those teachers individually and discussed with them this issue . See appendix (6)

3.7 Summary .

This chapter was concerned with reporting the methods of the research .It described the materials of data collection , the original instruments used in evaluating the effect of using collaborative learning on developing students reading skills in these universities and the procedures used in electing these data .

The next chapter will be devoted to data presentation in statistical forms , discussion and research findings . The statistical tools will measure the overall the effect of collaborative learning on developing reading skills with regard to the strategies mentioned before .

Chapter Four

Results and Discussion

4.0 Introduction

In this chapter, the researcher will analyze the data and discuss the results . The data to be analyzed and discussed were collected by means of three measuring instruments: (a) university teachers' questionnaire, (b) university students (pre-test & post- test) (c) interviews with experienced English Language teachers. Also this chapter discusses the hypotheses of the study.

4.1 Data Analysis

To analyze the data , the researcher will use the descriptive and analytical method to show the directions of the sample size of the analytical study to investigate the effect of using collaborative learning on developing the skills of reading comprehension skill. Second, factors analysis will be used to discuss the hypotheses of the study.

4.2 Questionnaire Analysis and Discussion

Table (4.1) Teachers' Experiences

Cranach's alpha method:-

Where reliability was calculated using Cranach's alpha equation shown below:

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

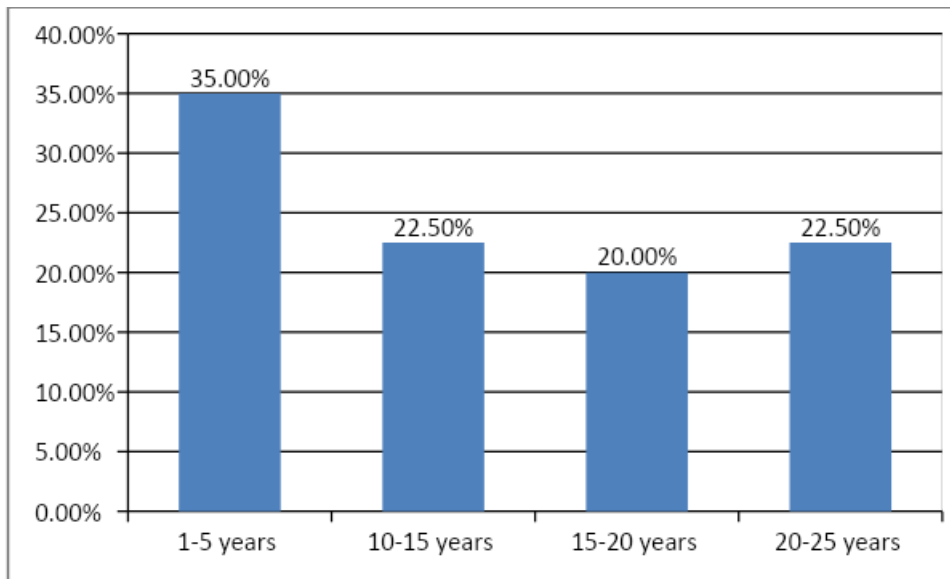
Cranach alpha coefficient = (0.80), a reliability coefficient is high and it indicates the stability of the scale and the validity of the study

Validity coefficient is the square of the islands so reliability coefficient is (0.89), and this shows that there is a high sincerity of the scale and that the benefit of the study

Table (4.1) Experience of teaching

Valid	Frequencies	Percentage %
1-5 years	14	35.0%
10-15 years	9	22.5%
15-20 years	8	20.0%
20-25 years	9	22.5%
Total	40	100.0%

Source: IMB SPSS 24



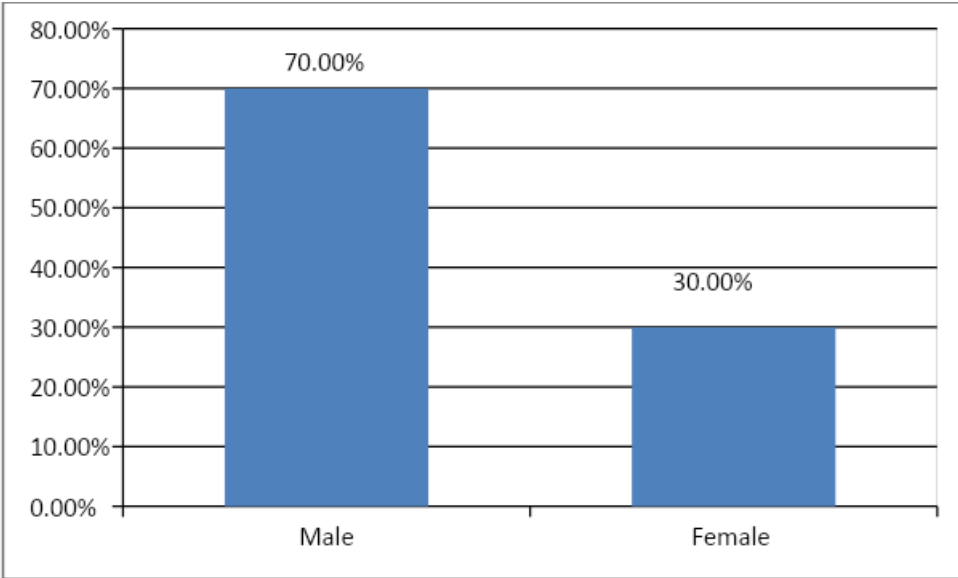
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Figure (4.1) illustrates the views of the distribution of the sample by the 1-5 years (%35) and 10-15 years by (%22.5) and 15-20 years by (%20.0) and 20-25 years by (%22.5).

Table (4.2) Sex

Valid	Frequencies	Percentage %
Male	28	70.0%
Female	12	30.0%
Total	40	100.0%

Source: IMB SPSS 24



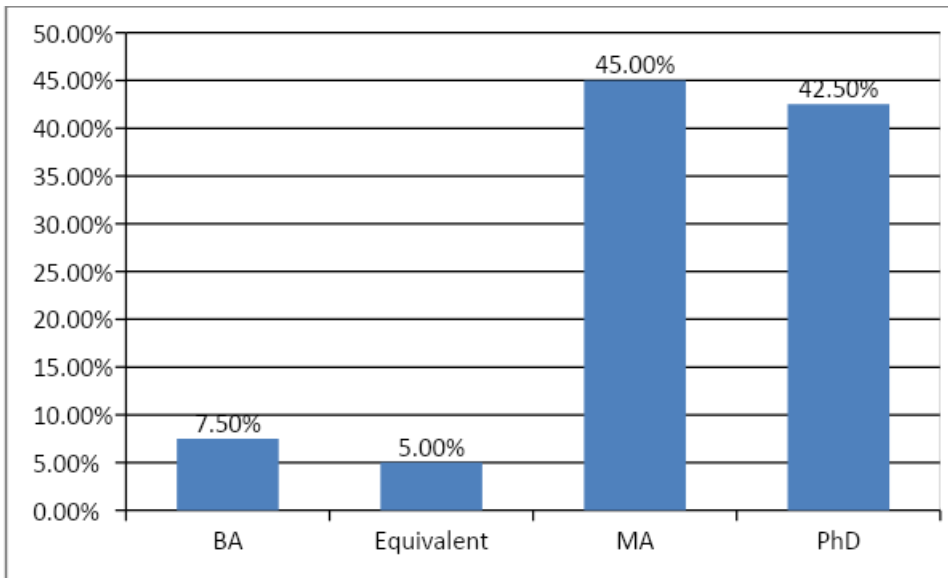
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Figure (4. 2) illustrates the views of the distribution of the sample by the male (%70.0) and female by (%30.0).

Table (4.3) Qualifications

Valid	Frequencies	Percentage %
BA	3	7.5%
Equivalent	2	5.0%
MA	18	45.0%
PhD	17	42.5%
Total	40	100.0%

Source: IMB SPSS 24



Source: Excel 2010

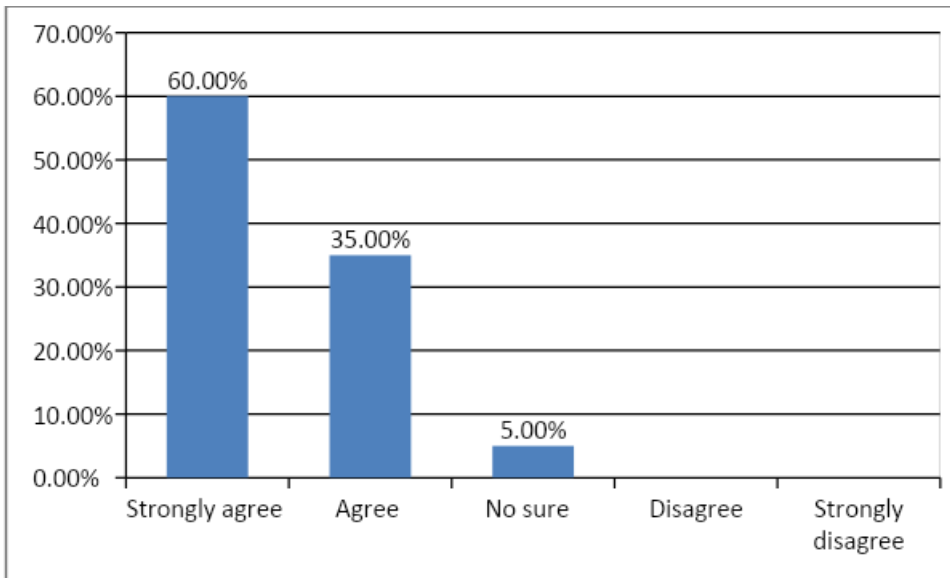
Figure (4.3) illustrates the views of the distribution of the sample by the BA (%7.5) and Equivalent by (%5.0) and MA by (%45.0) and PhD by (%42.5).

Table (4.4) Using collaborative learning strategies in teaching is useful

Valid	Frequencies	Percentage %
Strongly agree	24	60.0%
Agree	14	35.0%
No sure	2	5.0%

Disagree	0	0.0%
Strongly disagree	0	0.0%
Total	40	10.0%

Source: IMB SPSS 24



Source: Excel 2010

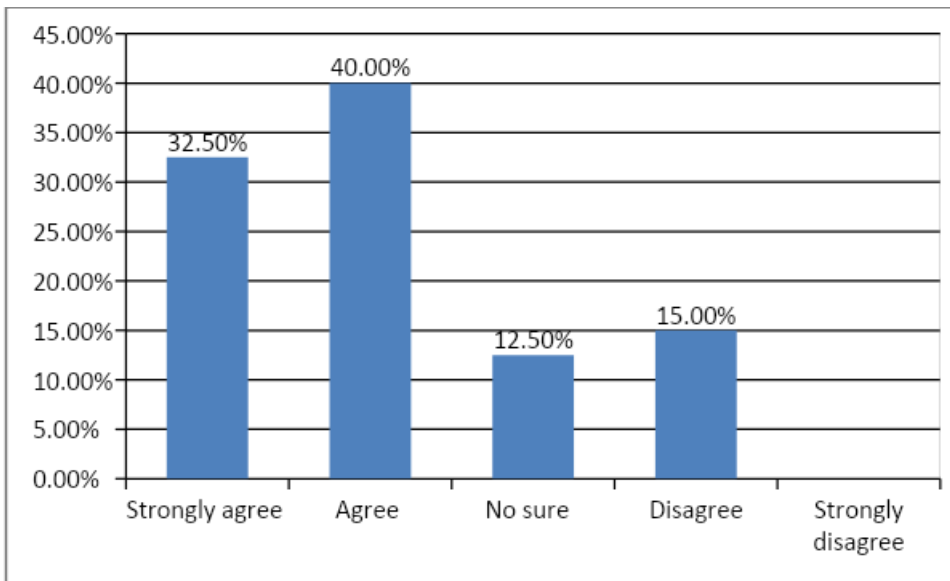
Figure (4.4) illustrates the views of the distribution of the sample by the strongly agree (%60.0) and agree by (%35.0) and no sure by (%5.0) and disagree by (%0.0) and strongly disagree by (%0.0).

Table (4.5) Collaborative learning approach helps learners learn the language better than whole class teaching

Valid	Frequencies	Percentage %
Strongly agree	13	32.5%

Agree	16	40.0%
No sure	5	12.5%
Disagree	6	15.0%
Strongly disagree	0	0.0%
Total	40	10.0%

Source: IMB SPSS 24



Source: Excel 2010

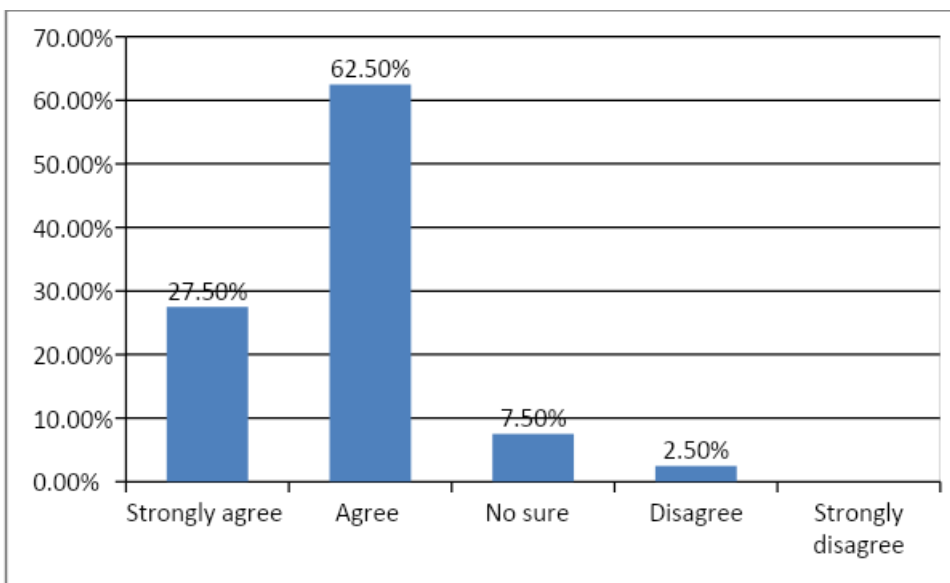
Figure (4.5) illustrates the views of the distribution of the sample by the strongly agree (%32.5) and agree by (%40.0) and no sure by (%12.5) and disagree by (%15.0) and strongly disagree by (%0.0).

Table (4.6) Collaborative learning is efficient in developing reading comprehension skills

Valid	Frequencies	Percentage %
-------	-------------	--------------

Strongly agree	11	27.5%
Agree	25	62.5%
No sure	3	7.5%
Disagree	1	2.5%
Strongly disagree	0	0.0%
Total	40	100.0%

Source: IMB SPSS 24



Source: Excel 2010

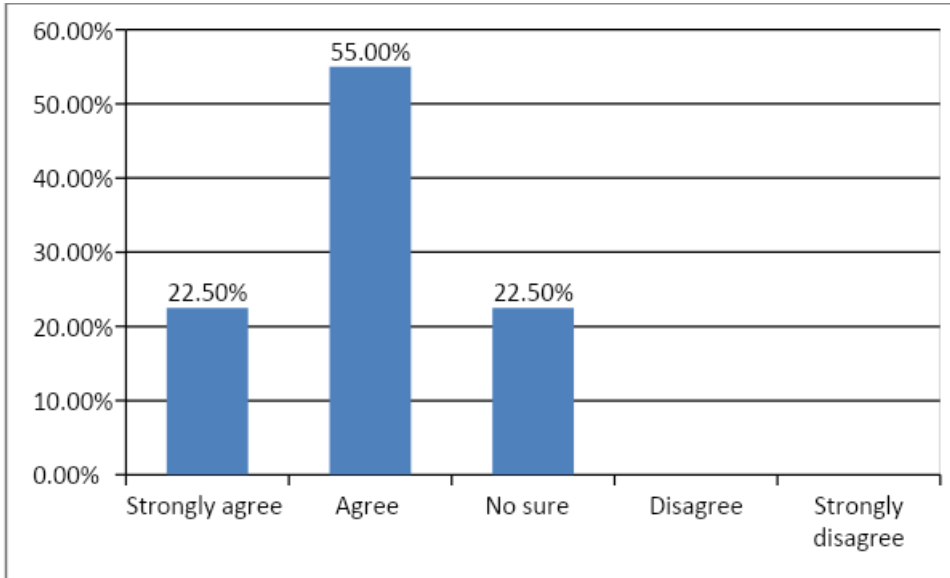
Figure (4.6) illustrates the views of the distribution of the sample by the strongly agree (%27.5) and agree by (%62.5) and no sure by (7.5%) and disagree by (2.5%) and strongly disagree by (%0.0).

Table (5.7) Collaborative learning helps learners obtain deep understanding of teaching materials

Valid	Frequencies	Percentage %
-------	-------------	--------------

Strongly agree	9	22.5%
Agree	22	55.0%
No sure	9	22.5%
Disagree	0	0.0%
Strongly disagree	0	0.0%
Total	40	100.0%

Source: IMB SPSS 24



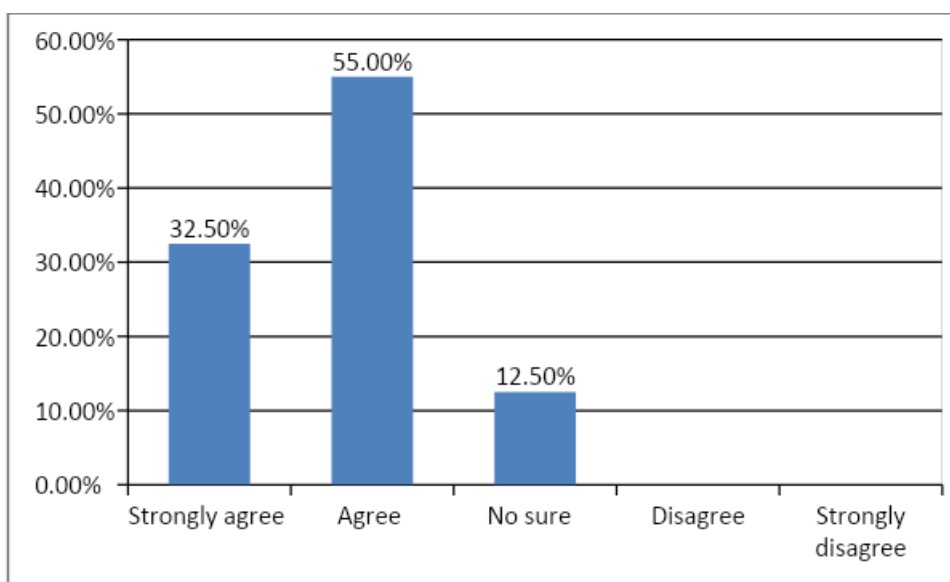
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Figure (4.7) illustrates the views of the distribution of the sample by the strongly agree (%22.5) and agree by (%55.0) and no sure by (%22.5) and disagree by (%0.0) and strongly disagree by (%0.0).

Table(4.8)Learners can develop some reading strategies such as prediction through collaborative learning

Valid	Frequencies	Percentage %
Strongly agree	13	32.5%
Agree	22	55.0%
No sure	5	12.5%
Disagree	0	0.0%
Strongly disagree	0	0.0%
Total	40	100.0%

Source: IMB SPSS 24



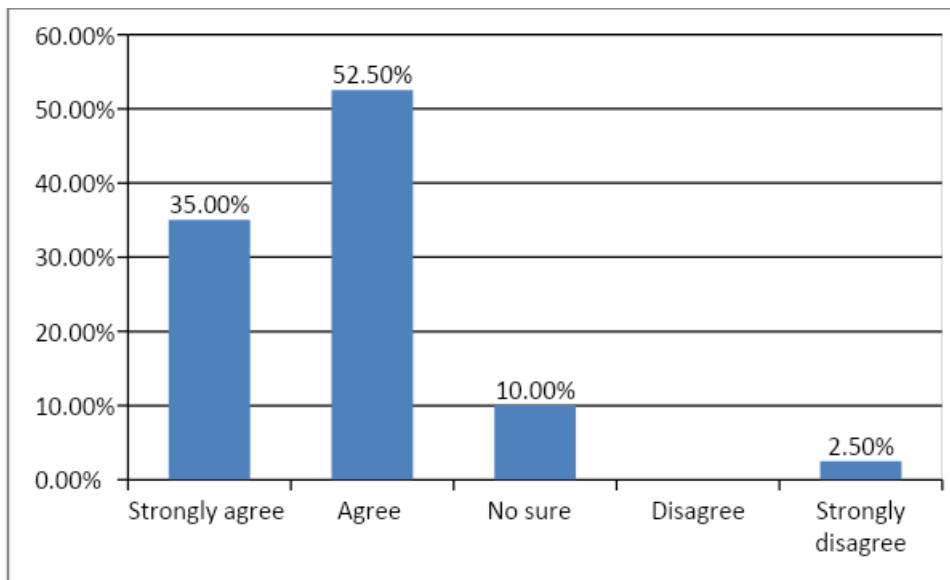
Source: Excel 2010

Figure (4.8) illustrates the views of the distribution of the sample by the strongly agree (%32.5) and agree by (%55.0) and no sure by (%12.5) and disagree by (%0.0) and strongly disagree by (%0.0).

Table (4.9) Collaborative Learning helps the learners enrich their vocabulary

Valid	Frequencies	Percentage %
Strongly agree	14	35.0%
Agree	21	52.5%
No sure	4	10.0%
Disagree	0	0.0%
Strongly disagree	1	2.5%
Total	40	100.0%

Source: IMB SPSS 24



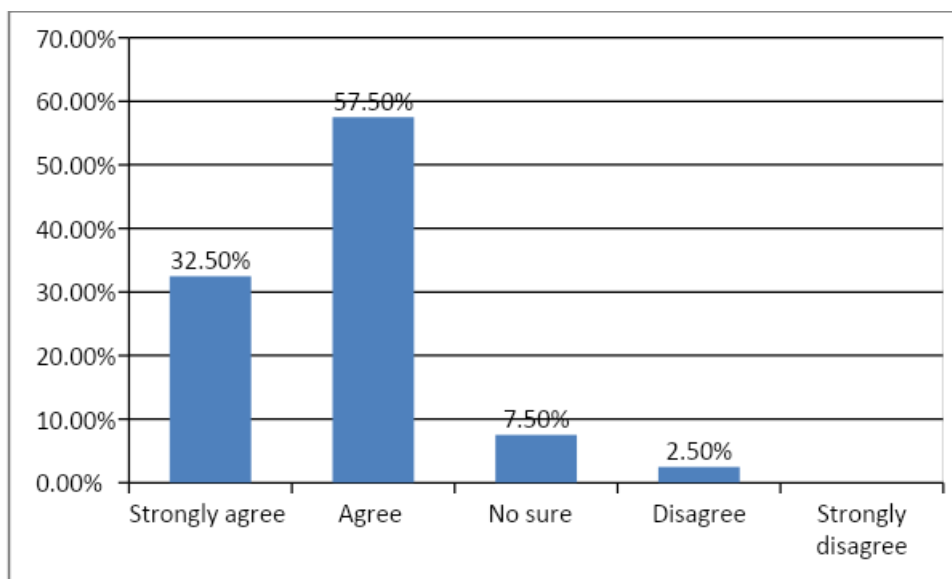
Source: Excel 2010

Figure (4.9) illustrates the views of the distribution of the sample by the strongly agree (%35.0) and agree by (%52.5) and no sure by (%10.0) and disagree by (%0.0) and strongly disagree by (%2.5).

Table(4.10) Collaborative learning also helps learners to complete different reading tasks

Valid	Frequencies	Percentage %
Strongly agree	13	32.5%
Agree	23	57.5%
No sure	3	7.5%
Disagree	1	2.5%
Strongly disagree	0	0.0%
Total	40	10.0%

Source: IMB SPSS 24



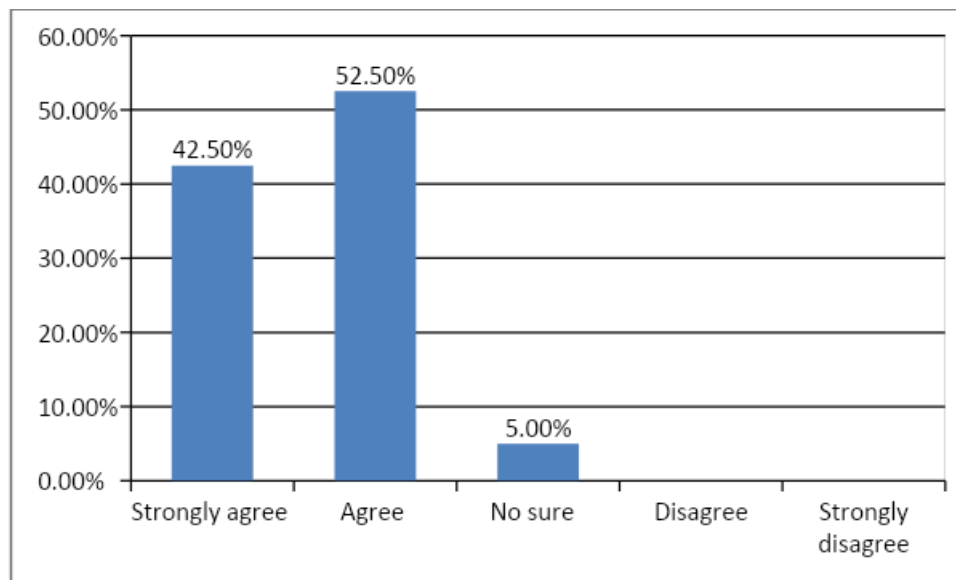
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Figure (4.10) illustrates the views of the distribution of the sample by the strongly agree (%32.5) and agree by (%57.5) and no sure by (%7.5) and disagree by (%2.5) and strongly disagree by (%0.0).

Table(4.11) Collaborative learning helps the teachers as well as the learners to achieve the reading goals

Valid	Frequencies	Percentage %
Strongly agree	17	42.5%
Agree	21	52.5%
No sure	2	5.0%
Disagree	0	0.0%
Strongly disagree	0	0.0%
Total	40	100.0%

Source: IMB SPSS 24



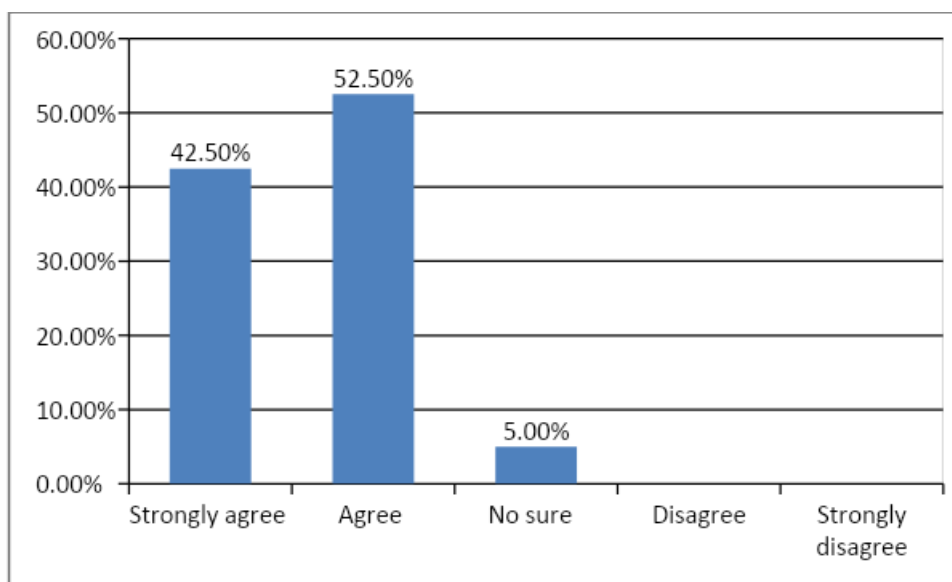
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Figure (4.11) illustrates the views of the distribution of the sample by the strongly agree (%42.5) and agree by (%52.5) and no sure by (%5.0) and disagree by (%0.0) and strongly disagree by (%0.0).

Table(4.12)Collaborative learning encourages the learners work together actively

Valid	Frequencies	Percentage %
Strongly agree	17	42.5%
Agree	21	52.5%
No sure	2	5.0%
Disagree	0	0.0%
Strongly disagree	0	0.0%
Total	40	100.0%

Source: IMB SPSS 24



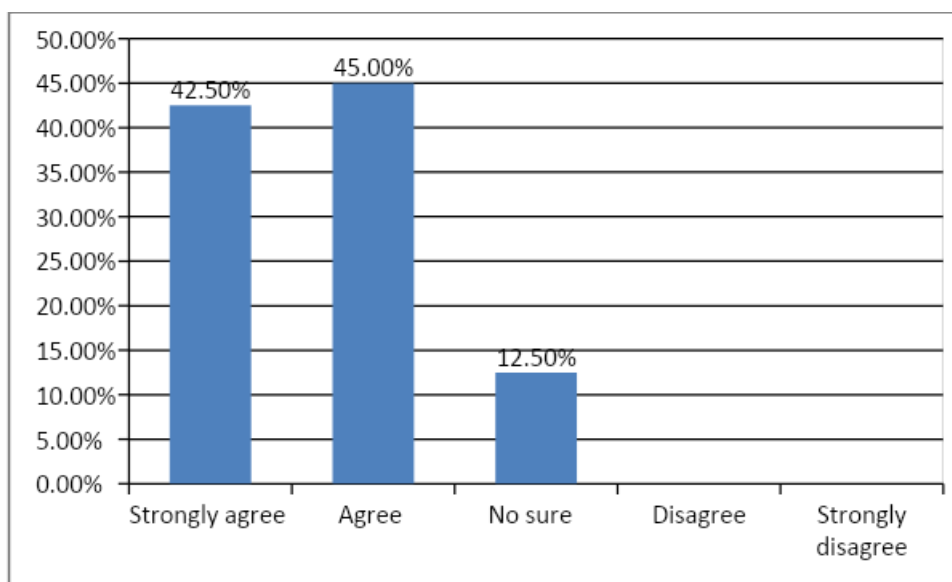
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Figure (4.12) illustrates the views of the distribution of the sample by the strongly agree (%42.5) and agree by (%52.5) and no sure by (%5.0) and disagree by (%0.0) and strongly disagree by (%0.0).

Table(4.13)Collaborative learning raises learners motivation towards learning

Valid	Frequencies	Percentage %
Strongly agree	17	42.5%
Agree	18	45.0%
No sure	5	12.5%
Disagree	0	0.0%
Strongly disagree	0	0.0%
Total	40	100.0%

Source: IMB SPSS 24



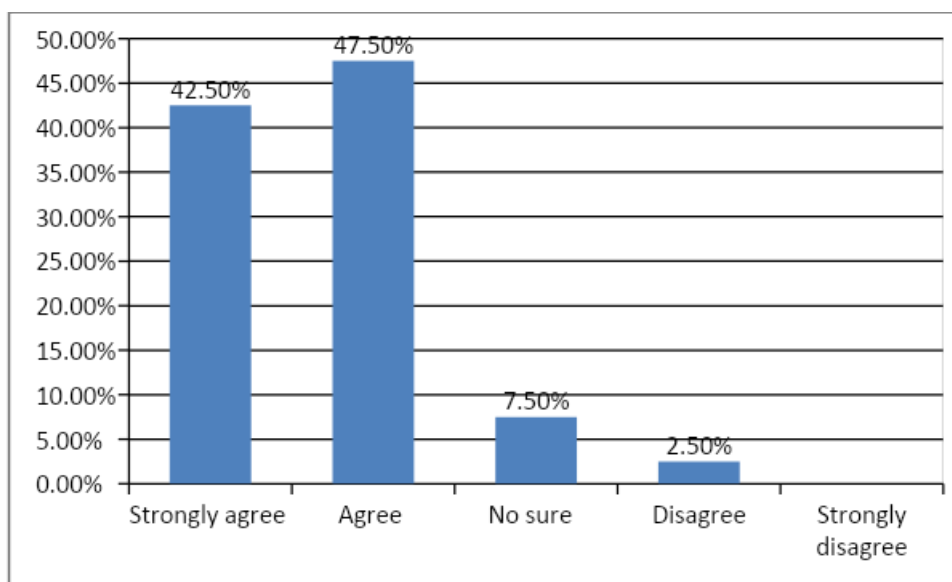
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Figure(4.13) illustrates the views of the distribution of the sample by the strongly agree (%42.5) and agree by (%45.0) and no sure by (%12.5) and disagree by (%0.0) and strongly disagree by (%0.0).

Table(4.14) Collaborative learning facilitates the learning for weaker students

Valid	Frequencies	Percentage %
Strongly agree	17	42.5%
Agree	19	47.5%
No sure	3	7.5%
Disagree	1	2.5%
Strongly disagree	0	0.0%
Total	40	10.0%

Source: IMB SPSS 24



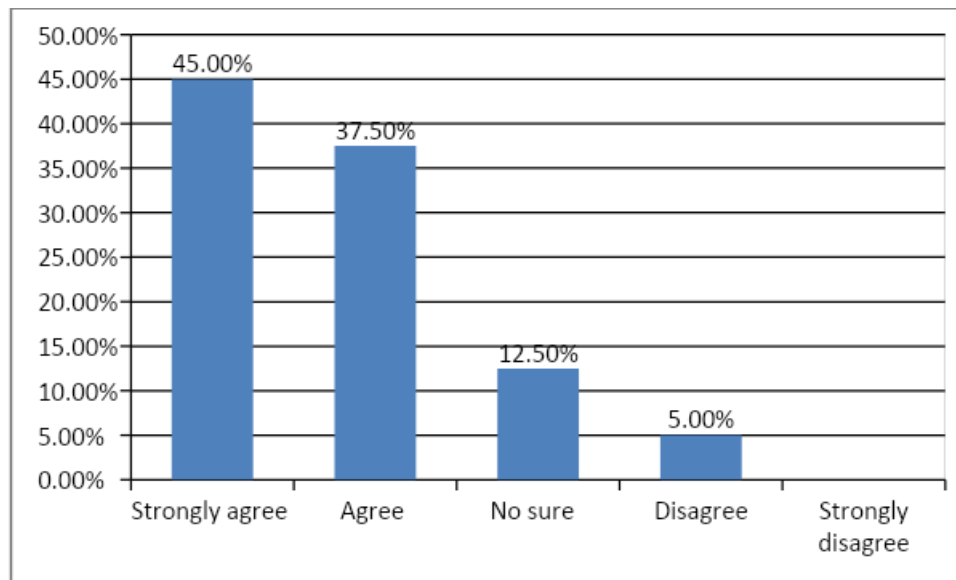
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Figure (4.14) illustrates the views of the distribution of the sample by the strongly agree (%42.5) and agree by (%47.5) and no sure by (%7.5) and disagree by (%2.5) and strongly disagree by (%0.0).

Table (4.15) Collaborative learning encourages shy students to participate

Valid	Frequencies	Percentage %
Strongly agree	18	45.0%
Agree	15	37.5%
No sure	5	12.5%
Disagree	2	5.0%
Strongly disagree	0	0.0%
Total	40	10.0%

Source: IMB SPSS 24



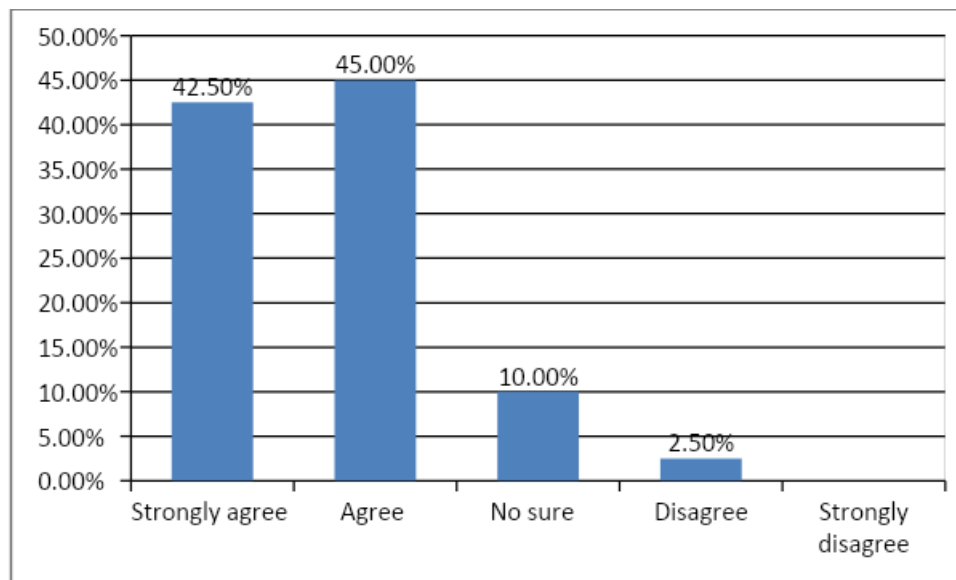
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Figure (4.15) illustrates the views of the distribution of the sample by the strongly agree (%45.0) and agree by (%37.5) and no sure by (%12.5) and disagree by (%5.0) and strongly disagree by (%0.0).

Table(4.16) Collaborative learning breaks the routine of traditional teaching methods

Valid	Frequencies	Percentage %
Strongly agree	17	42.5%
Agree	18	45.0%
No sure	4	10.0%
Disagree	1	2.5%
Strongly disagree	0	0.0%
Total	40	100.0%

Source: IMB SPSS 24



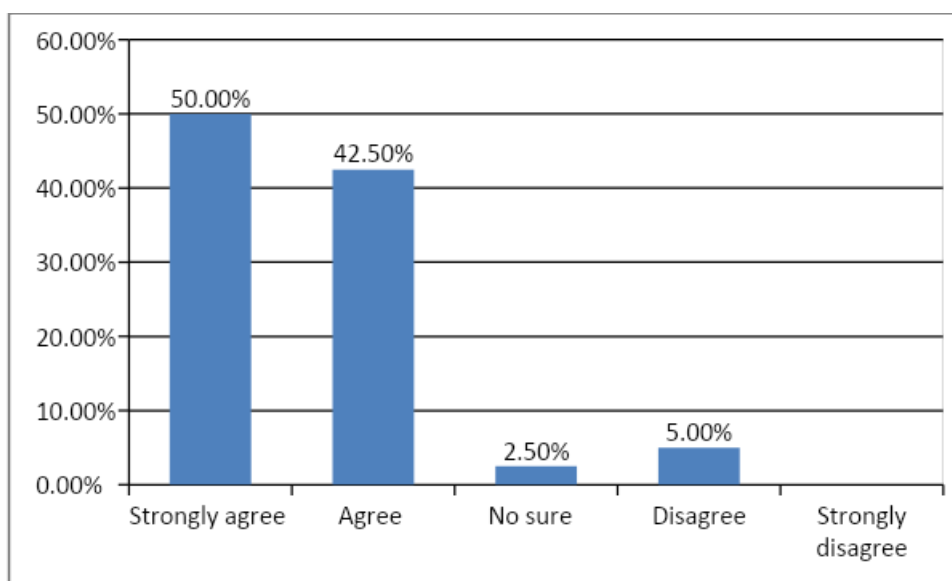
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Figure (4.16) illustrates the views of the distribution of the sample by the strongly agree (%42.5) and agree by (%45.0) and no sure by (%10.0) and disagree by (%2.5) and strongly disagree by (%0.0).

Table(4.16)Collaborative learning enables the learners to participate in sharing information

Valid	Frequencies	Percentage %
Strongly agree	20	50.0%
Agree	17	42.5%
No sure	1	2.5%
Disagree	2	5.0%
Strongly disagree	0	0.0%
Total	40	10.0%

Source: IMB SPSS 24



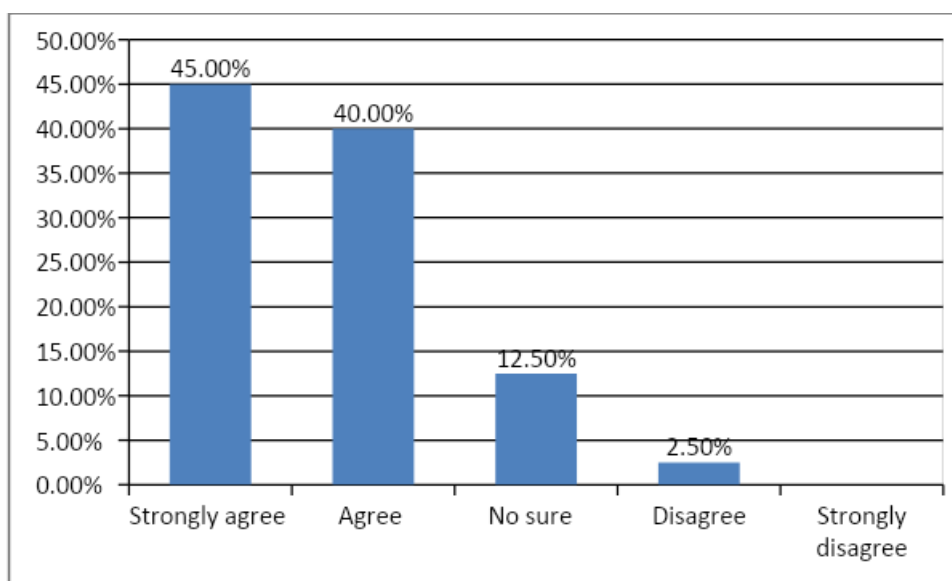
Source: Excel 2010

Figure (4.16) illustrates the views of the distribution of the sample by the strongly agree (%50.0) and agree by (%42.5) and no sure by (%2.5) and disagree by (%5.0) and strongly disagree by (%0.0).

Table(4.17)Collaborative learning can also create a good relation between the learners

Valid	Frequencies	Percentage %
Strongly agree	18	45.0%
Agree	16	40.0%
No sure	5	12.5%
Disagree	1	2.5%
Strongly disagree	0	0.0%
Total	40	100.0%

Source: IMB SPSS 24



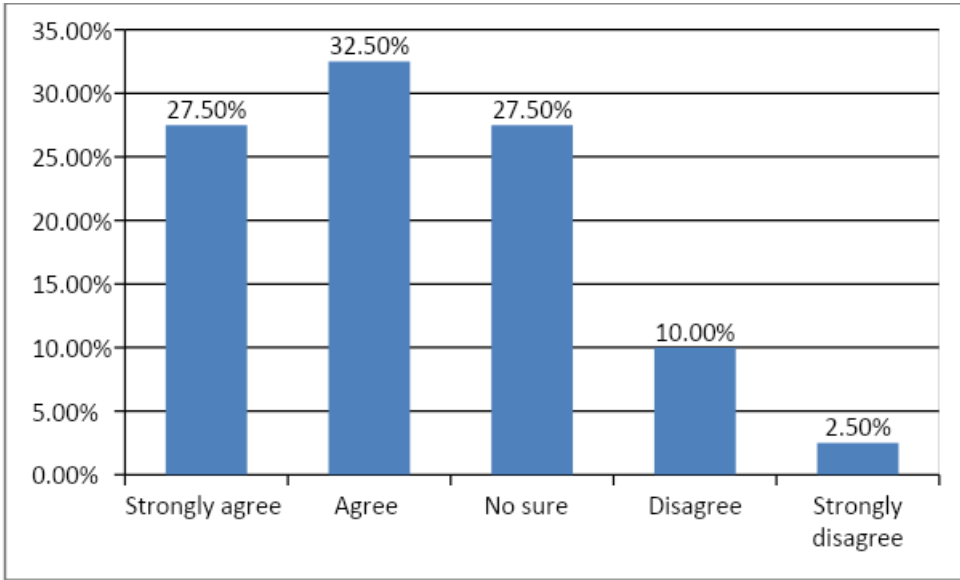
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Figure (4.17) illustrates the views of the distribution of the sample by the strongly agree (%45.0) and agree by (%40.0) and no sure by (%12.5) and disagree by (%2.5) and strongly disagree by (%0.0).

Table(4.18)It is not difficult to use collaborative learning in large classes

Valid	Frequencies	Percentage %
Strongly agree	11	27.5%
Agree	13	32.5%
No sure	11	27.5%
Disagree	4	10.0%
Strongly disagree	1	2.5%
Total	40	100.0%

Source: IMB SPSS 24



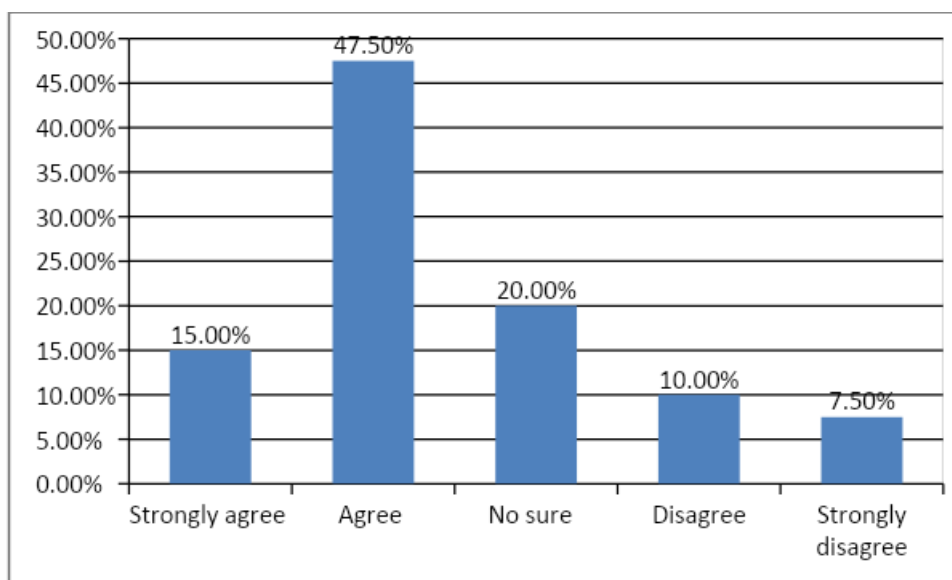
Source: Excel 2010

Figure (4.18) illustrates the views of the distribution of the sample by the strongly agree (%27.5) and agree by (%32.5) and no sure by (%27.5) and disagree by (%10.0) and strongly disagree by (%2.5).

Table(4.19)Some teachers think that collaborative learning is used rarely

Valid	Frequencies	Percentage %
Strongly agree	6	15.0%
Agree	19	47.5%
No sure	8	20.0%
Disagree	4	10.0%
Strongly disagree	3	7.5%
Total	40	100.0%

Source: IMB SPSS 24



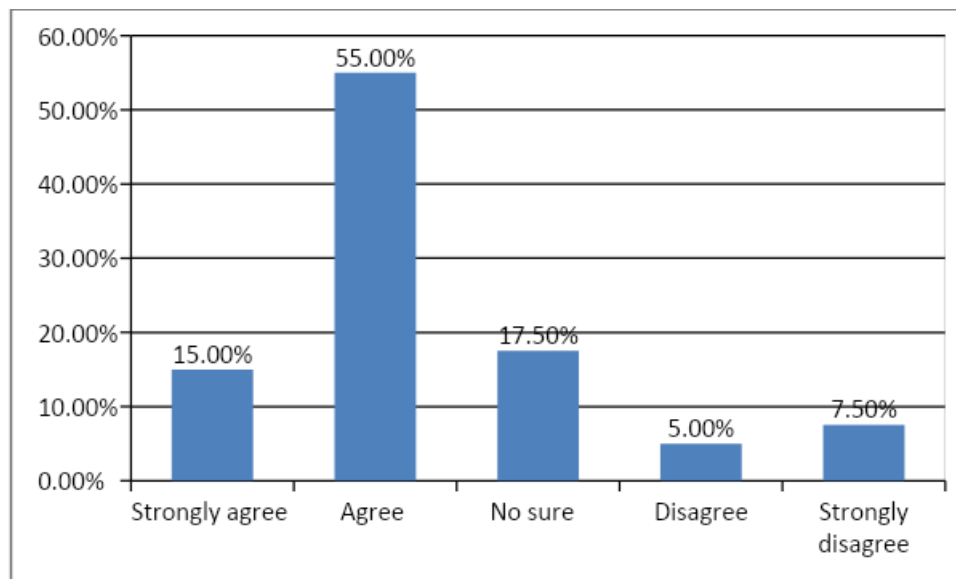
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Figure (4.19) illustrates the views of the distribution of the sample by the strongly agree (%15.0) and agree by (%47.5) and no sure by (%20.0) and disagree by (%10.0) and strongly disagree by (%7.5).

Table(4.20)Collaborative learning is time consuming

Valid	Frequencies	Percentage %
Strongly agree	6	15.0%
Agree	22	55.0%
No sure	7	17.5%
Disagree	2	5.0%
Strongly disagree	3	7.5%
Total	40	100.0

Source: IMB SPSS 24



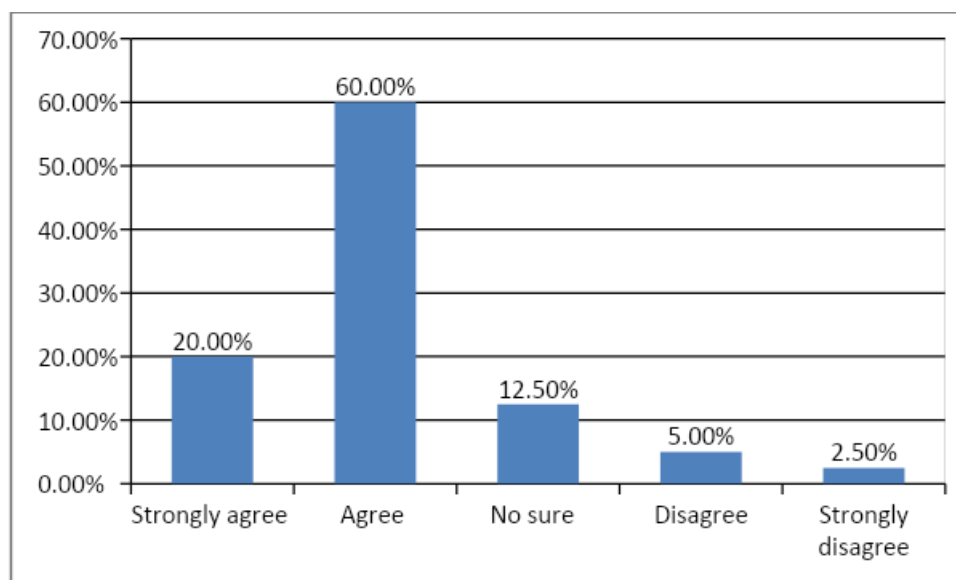
Source: Excel 2010

Figure (4.20) illustrates the views of the distribution of the sample by the strongly agree (%15.0) and agree by (%55.0) and no sure by (%17.5) and disagree by (%5.0) and strongly disagree by (%7.5).

Table(4.21)Some students dominate while working in groups

Valid	Frequencies	Percentage %
Strongly agree	8	20.0%
Agree	24	60.0%
No sure	5	12.5%
Disagree	2	5.0%
Strongly disagree	1	2.5%
Total	40	100.0%

Source: IMB SPSS 24



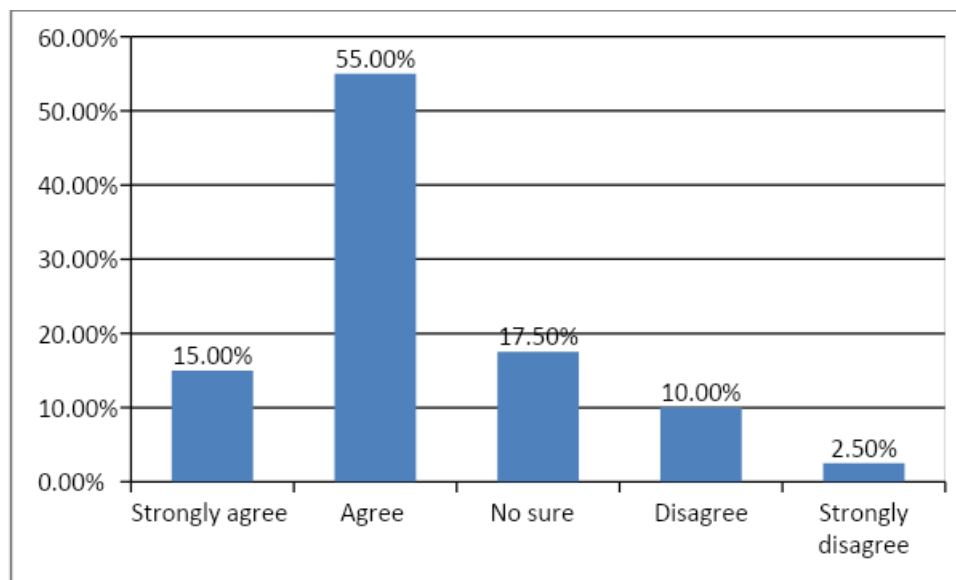
Source: Excel 2010

Figure (4.21) illustrates the views of the distribution of the sample by the strongly agree (%20.0) and agree by (%60.0) and no sure by (%12.5) and disagree by (%5.0) and strongly disagree by (%2.5).

Table(4.22)Collaborative learning makes some students dependant on others

Valid	Frequencies	Percentage %
Strongly agree	6	15.0%
Agree	22	55.0%
No sure	7	17.5%
Disagree	4	10.0%
Strongly disagree	1	2.5%
Total	40	100.0%

Source: IMB SPSS 24



Source: Excel 2010

Figure (4.22) illustrates the views of the distribution of the sample by the strongly agree (%15.0) and agree by (%55.0) and no sure by (%17.5) and disagree by (%10.0) and strongly disagree by (%2.5).

Table (4.23) illustrates chi-square test results for respondents answer about the **Using of Collaborative learning enhances reading comprehension skills**

N o	Phrases	Chi-squa re value	Df	Sig	Media n	Interpret ation
1	Using collaborative learning strategies in teaching is useful	18.200	2	0.000	5.00	strongly agree
2	Collaborative learning approach helps learners learn the language better than whole class teaching	8.600	3	0.000	4.00	Agree
3	Collaborative learning is efficient in developing reading comprehension skills	35.600	3	0.000	4.00	Agree
4	Collaborative learning helps learners obtain deep understanding of teaching materials	8.450	2	0.000	4.00	Agree
5	Learners can develop some reading strategies such as prediction through collaborative learning	10.850	2	0.000	4.00	Agree
6	Collaborative Learning helps the learners enrich their vocabulary	25.400	3	0.000	4.00	Agree
7	Collaborative learning also helps learners to complete different reading tasks	30.800	3	0.000	4.00	Agree

8	Collaborative learning helps the teachers as well as the learners to achieve the reading goals	15.050	2	0.000	4.00	Agree
9	Collaborative learning encourages the learners work together actively	15.050	2	0.000	4.00	Agree
10	Collaborative learning raises learners motivation towards learning	7.850	2	0.000	4.00	Agree
11	Collaborative learning facilitates the learning for weaker students	23.895	3	0.000	4.00	Agree
12	Collaborative learning encourages shy students to participate	17.800	3	0.000	4.00	agree
13	Collaborative learning breaks the routine of traditional teaching methods	23.000	3	0.000	4.00	Agree
14	Collaborative learning enables the learners to participate in sharing information	29.400	3	0.000	4.50	Agree
15	Collaborative learning can also create a good relation between the learners	20.600	3	0.000	4.00	Agree
16	It is not difficult to use collaborative learning in large classes	13.500	4	0.000	4.00	Agree
17	Some teachers think that collaborative learning is used rarely	20.750	4	0.000	4.00	Agree
18	Collaborative learning is time consuming	32.750	4	0.000	4.00	Agree
19	Some students dominate while working in groups	43.750	4	0.000	4.00	Agree
20	Collaborative learning makes some students dependant on others	33.250	4	0.000	4.00	Agree

The results of table (4.23) Interpreted as follows:

1. The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Using collaborative learning strategies in teaching is useful was (18.200) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically
2. The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Collaborative learning approach helps learners learn the language better than whole class teaching was (8.600) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
3. The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Collaborative learning is efficient in developing reading comprehension skills was (35.600) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
4. The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Collaborative learning helps learners obtain deep understanding of teaching materials was (8.450) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
5. The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Learners can develop some reading strategies such as prediction through collaborative learning was (10.850) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

6. The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Collaborative Learning helps the learners enrich their vocabulary was (25.400) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
7. The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Collaborative learning also helps learners to complete different reading tasks was (30.800) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
8. The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Collaborative learning helps the teachers as well as the learners to achieve the reading goals was (15.050) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
9. The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Collaborative learning encourages the learners work together actively was (15.050) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
10. The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Collaborative learning raises learners motivation towards learning was (7.850) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

11. The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Collaborative learning facilitates the learning for weaker students was (23.895) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
12. The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Collaborative learning encourages shy students to participate 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.
13. The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Collaborative learning breaks the routine of traditional teaching methods was (23.000) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
14. The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Collaborative learning enables the learners to participate in sharing information was (29.400) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
15. The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Collaborative learning can also create a good relation between the learners was (20.600) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

16. The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement It is not difficult to use collaborative learning in large classes was (13.500) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
17. The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Some teachers think that collaborative learning is used rarely was (20.750) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
18. The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Collaborative learning is time consuming was (32.750) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
19. The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Some students dominate while working in groups was (43.750) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
20. The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Collaborative learning makes some students dependant on others was (33.250) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

a) Hypothesis One:

The knowledge of using collaborative learning helps in developing the students' reading skill

N	Median	Chi-Square	df	Asymp. Sig.	Interpretations
40	4.0	16.350	8	0.006	Significant

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement The knowledge of using collaborative learning helps in developing the students' reading skills was (16,350) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically

b) Hypothesis Two:

Collaborative learning has some benefits which improve the students' language learning.

N	Median	Chi-Square	df	Asymp. Sig.	Interpretations
40	4.0	18.400	7	29,0.	Significant

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Collaborative learning has some benefits which improve the students' language learning was (18,400) with P-value (0.029) which is lower than the level of significant value (5%) These refer to the existence of differences statistically

c) Hypothesis Three:

Collaborative learning can motivate the students toward language learning

N	Median	Chi-Square	df	Asymp. Sig.	Interpretations
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40	4.0	18,200	11	0,007	Significant
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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 Collaborative learning can motivate the students toward language learning was (18,200) with P-value (0,007) which is lower than the level of significant value (5%) These refer to the existence of differences statistically

d) Hypothesis Four:

Collaborative learning helps enriching the students’ vocabulary skills.

N	Median	Chi-Square	df	Asymp. Sig.	Interpretations
40	4,0	15,650	10	0,044	Significant

The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement Collaborative learning helps enriching the students’ vocabulary skills was (15,650) with P-value (0,044) which is lower than the level of significant value (5%) These refer to the existence of differences statistically

Students Test

Degree

Valid	Mean	Std. Deviation	t	Df	Sig. (2-tailed)	Scale
Pre	16.93	3.443	-14.20	29	0.00	significant
Post	21.53	3.989	8			

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for the Degree was (-14.208) with P-value (0.000) which is more than the level of significant value (5%) These refer to the significant differences statistically.

Question One

Valid	Mean	Std. Deviation	t	Df	Sig. (2-tailed)	Scale
Pre	5.20	2.203	-7.88	29	0.00	Significant
Post	8.20	2.124	3			

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for the Degree was (-7.883) with P-value (0.000) which is more than the level of significant value (5%) These refer to the significant differences statistically.

Question Two

Valid	Mean	Std. Deviation	t	Df	Sig. (2-tailed)	Scale
Pre	3.83	1.147	-1.682	29	0.10	Insignificant
Post	4.23	0.858				

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for **Question Three** was (-1.682) with P-value (0.10) which is more than the level of significant value (5%) These refer to the insignificant differences statistically.

Question Three

Valid	Mean	Std. Deviation	t	Df	Sig. (2-tailed)	Scale
Pre	4.70	1.179	-0.64	29	0.52	Insignifican t
Post	4.87	1.137	5			

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for **Question Three** was (-0.645) with P-value (0.52) which is more than the level of significant value (5%) These refer to the insignificant differences statistically.

Question Four

Valid	Mean	Std. Deviation	t	Df	Sig. (2-tailed)	Scale
Pre	0.43	0.568	-3.39	29	0.00	Significant
Post	1.03	0.809	3			

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for the Degree was (-3.393) with P-value (0.000) which is more than the level of significant value (5%) These refer to the significant differences statistically.

Question Five

Valid	Mean	Std. Deviation	t	Df	Sig. (2-tailed)	Scale
Pre	17.43	3.09	39.05	29	0.00	Significant
Post	15.30	2.44				

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for **Question_Five** was (-1.733) with P-value (0.09) which is more than the level of significant value (5%) These refer to the significant differences statistically.

Chapter Five

Summary of Findings, Recommendations & Suggestions For Further Studies.

5.0 Introduction

The previous chapter included the analysis of data collection, and led to results. This chapter will summarize these results and propose some recommendations. Also, it will suggest some further research areas.

5.1 Results

The study is proposed to investigate the effect of using collaborative learning on developing reading comprehension .An empirical study has been carried out and results obtained were analyzed and discussed in relation to the hypotheses of the study. On the bases of the data analyses, the following results are revealed:

1. Using collaborative learning and variation of techniques in reading comprehension are helpful and enhance reading skill. The collaborative learning has its own effective role in developing reading skill.
2. With references to the analysis on table (4.24), it is revealed that collaborative learning is efficient in developing reading comprehension skills.
3. The responses on table (4.24) show that using of collaborative learning in teaching is useful.
4. Students were unable to score excellent degrees in reading comprehension.

5. Some students dominates others while working in groups.
6. The post test showed that students reading comprehension was good after the use of collaborative learning strategies.

5.2 Recommendations

In the light of the results mentioned above , the researcher recommends the following :

- (1).Teachers should adopt collaborative learning in teaching reading comprehension.
2. English language teachers should be trained on different methods, such as collaborative learning in order to encourage their students to improve their reading skills.
3. Teaching by collaborative learning strategies is effective.
- 4.Teachers should use collaborative learning strategies and select appropriate reading materials in term of difficulty, cultural background and interest.
- 5.The researcher accepts that using collaborative learning which includes group work, games of fun and amusing in classroom motivate the students to read and understand the texts.
6. Sudanese university teachers should be aware of the importance of using collaborative learning strategies.
- 7.Syllabus materials should be modified to include sufficient reading exercises that enhance the development of texts.
8. The teachers should select topics that suit students' interest to improve reading skills.

5.3 Suggestions For Further Studies

The researcher advises other researchers who are concerned with the field of the study to investigate the following areas:

- 1.The relation between collaborative learning and cooperative learning in second / foreign language.
- 2.The effect of collaborative learning in native language on reading in second / foreign language .
- 3.Students attitudes towards group work / pair work in second / foreign language .
- 4.Language teachers' awareness towards using collaborative learning . To encourage the students to develop their reading .
- 5.The factors that affect vocabulary and fluency .
6. How to interpret and evaluate what students read .
- 7.A variety study on the adequacy of English language courses at secondary and university levels in developing language skills .

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Appendix (I)

Sudan University of Science and Technology

Graduate College

College of Education

Questionnaire for teachers of English in El-Neelain University,
Omdurman Islamic University and Al-Rebbat National University.

Dear. Colleagues:

I should be grateful to receive your responses to the following
questionnaire which is a part of study for PhD under the title:

**Investigating the Effect of Collaborative Learning on Developing
Reading Skills of University Students' in Khartoum State.**

Thank you

Name (Optional) :

Experience of teaching :

1-5 6-10 10-15 15-20 20-25

Sex : Male Female

Qualifications:

BA Equivalent MA PhD

1.Using Collaborative learning enhances reading comprehension skills:

Statements	Strongly agree	Agree	No Sure	Disagree	Strongly Disagree
------------	----------------	-------	---------	----------	-------------------

1. Using collaborative learning strategies in teaching is useful.					
2. Collaborative learning approach helps learners learn the language better than whole class teaching.					
3. Collaborative learning is efficient in developing reading comprehension skills.					
4. Collaborative learning helps learners obtain deep understanding of teaching materials.					
5. Learners can develop some teaching strategies such as prediction through collaborative learning.					
6. Collaborative learning helps the learner enrich their vocabulary.					
7. Collaborative learning also helps learners to complete different reading tasks.					
8. Collaborative learning helps the teachers as well as the learners to achieve the reading goals.					
9. Collaborative learning encourages the learners work together actively .					
10. Collaborative learning raises learner's motivation towards learning .					
11. Collaborative learning facilitates the learning for weaker students.					
12. Collaborative learning encourages shy students to participate.					
13. Collaborative learning breaks the routine of traditional teaching methods.					
14. Collaborative learning enables the learners to participate in sharing information.					
15. Collaborative learning can also create a good mood between the learners.					
16. It is not difficult to use collaborative learning in large classes.					
17. Some teachers think that collaborative learning is used rarely.					
18. Collaborative learning is time consuming.					
19. Some students dominate while working in groups.					
20. Collaborative learning makes some students dependent on others.					

Appendix (II)

The students' questionnaire:

Statements	Always	Often	Sometimes	Rarely	Never
1. I like to learn through collaborative learning.					
2. In group work, I enjoy reading activities.					
3. I also like to answer questions with groups.					
4. I prefer to complete reading tasks through collaborative learning.					
5. In group, I like to discuss and negotiate meaning.					
6. I can develop reading skill such as prediction through collaborative learning.					
7. In group work, I develop good relations with the group members.					
8. Through collaborative learning I can enrich my vocabulary.					
9. Collaborative learning is a great fun.					
10. Lessons are understood better in group work.					
11. Learners develop reading comprehension through collaborative learning.					
12. Collaborative learning builds learner's confidence .					
13. Through collaborative learning learners can use their previous knowledge to guess the meaning.					
14. Some learners do not like to work with other.					
15. Some learners talk instead of doing their work.					
16. Some students are dominant when working in groups.					
17. Noise in group work can affect the learning tasks.					
18. Some students depend on others when working in group.					
19. Learners use their mother tongue in their discussions - during collaborative learning.					

Appendix (III)

The pre-test for reading comprehension (for students) university:

Name (Optional) :

Time allowed: 1 Hour

Answer all questions.

Question one:

Read the passage and answer the following questions.

On 24 August in the year AD 79 the people of Pompeii were going about their business in usual way. Suddenly it grew dark, and they looked up towards the top of the mount Vesuvius . A great cloud was leaving the top of the mountain, Vesuvius was erupting. The people of Pompeii started to run out of the town, but more than 2,000 of them did not get far. Stones and cinder began to fall on the town, and then an immense quantity of ash. The town completely buried.

You can visit Pompeii today. The Italian government has very carefully cleared away the volcanic matter to uncover public buildings and private houses, theatres, shops, market-places. You can see where people lived and how they lived. The mixture of ash and cinders made, with the rain of centuries, a kind of plaster which has kept things unchanged - rooms, pictures, cups, plates, a doctor's instruments, public notices. It even kept the shape of the people who died, and of the clothes that they were wearing. Most of them were trying to escape. The figure of one Roman soldier who died standing at his post has excited writers and artists in our time.

To reach the remains of Pompeii it was first necessary to move Italian farmers, their houses and their trees and plants. Vesuvius is an active volcano. Since AD 79, when it destroyed the cities of Pompeii and Herculaneum and the seaport of Stabiae, it has erupted frequently. Sometimes it does not do much damage. At other times whole villages disappear under the ash or lava. But the people go back.

Every year we read of the eruption of a volcano somewhere, with the loss of people's homes and land - sometimes of their lives. And why, we ask, do they live there? They know the volcano may erupt at anytime .

Part of the answer is that volcanic matter makes wonderful soil. That is certainly true of the slopes of Mount Etna in Sicily. Streams of lava from the 1971 eruption of Etna destroyed a number of villages and farmhouses. The lava streams moved fairly slowly, and no lives were lost. Newspaper reporters and television teams went to the scene. Farmers whose houses were in danger from the red-hot lava were calmly taking the tiles from their roofs and loading them on carts.

1- What did the Italian government do towards the people of Pompeii after the eruption ?

.....

2- When did the Mount Vesuvius was erupting?

.....

3- What happened in 1971 to Mount Etna eruption?

.....

4- Does the eruption of a volcano have the loss of people's homes and lands ?

.....

5- What destroyed the cities of Pompeii, Herculaneum and the sea town in Stabiae?

.....

Question Two:

Mark these statements true (T) or false (F).

1. The eruption in Vesuvius happened in AD 79. ()
2. The town was completely buried by stones, cinders and ash. ()
3. Vesuvius is an active volcano. ()
4. In 1971 eruption of Etna destroyed a number of villages and farmhouses ()
5. There is no damage caused by the eruption. ()

Question Three:

Circle the correct answer for each of the following blanks.

1. More than of people died not far from Pompeii.
a. 2,000 b. 30,000 c. 200 d. 3,000
2. Vesuvius is Volcano.
a. An active b. A dormant c. A wonderful d. A useful
3. Mount Etna was in
- a. China b. Sicily c. Brazil d. Chile
4. The farmers' houses were in danger from lava.
a. Red-hot b. White-cold c. Red-green d. Black-hot
5. The seaport town Stabiae was in
- a. South Atlantic b. South Africa c. South America d. South Asia
6. This passage is about
- a. The athlete's b. The ant's c. The volcanoes d. The vocations

Question Five:

Choose the correct meaning for each of the following words.

- 1- Erupting means to send out
- a. Rocks and ash b. Water and ice c. Heat and light d. Wind and rain
- 2- Plaster means Substance used to make smooth walls and ceilings.
a. Wet b. Dry c. Liquid d. Gas
- 3- Cinder means burnt material in small pieces.
a. Whole b. Have c. Not d. Useful

4- Volcanoes come from

- a. Mountains b. Fountains c. Rivers d. Oceans

best of luck.

The post-test for reading comprehension (for students) university:

Name (Optional) :

Time allowed: 1 Hour

Answer all questions.

Question one:

Read the passage and answer the following questions.

There are more ants than any other kind of land animal in the world. A million ants can live in a few trees, and there may be a quarter of a million in one colony. The total weight of all the ants in the world is far greater than that of all the human beings. (Who works out such facts? How? Why?).

Human beings are extremely interested in the study of ants. The more we study them, the more they seem to be like ourselves. Our dictionary tells us that the ant is a social insect. That means that ants live in societies in them depend on one another. The societies are not all exactly the same, There are differences because there are ants of very many kinds - more than 15,000 kinds, in fact. But in general each kind has ants of three main types: queens, males, workers.

The queen has wings for a time, and one day she flies away with a winged male.

The male dies soon afterwards, but the queen, without her wings, finds a good place for her new nest and begins to lay eggs there. Worker ants will feed her and protect the eggs, and they will build as big and safe a home as they can.

In the ant society each worker has a special job. Some workers take care of the young, some carry out building work, and some soldier ants and do the fighting. Most of the workers spend a part of their time - just as we do - making sure that there is enough food in the house.

Some ants remind us of farmers. Their workers gather seeds and store them underground. If the seed begin to grow, the ants throw them away around the edges of the nest. There the growing seeds become fields of 'ant rice' .

1- Where are millions of ants can live ?

.....

2- What are the main types of ants ?

.....

3- What do the worker ants do?

.....

4- Who gathered and stored the seeds ?

.....

5- What are human beings interested in ?

.....

Question Two:

Mark these statements true (T) or false (F).

- 1. The ants are kind of land animal ()
- 2. Ants live in an isolated life ()
- 3. An ant is not a social insect ()
- 4. Worker ants can do different kind of work ()
- 5. The ant societies are exactly all the same ()

Question Three:

Circle the letter of the correct answer for each of the following blanks.

1- There are more thankinds of ants.

- a. 15,000 b. 150,000 c. 51,000 d. 1,500

2- Who lays the eggs? The

- a. Queen b. Male c. Worker d. Soldier

3- The worker ants store the seeds

- a. Underground b. Under seas c. Under ocean d. Both a & b

Appendix (IV)

Interview for experienced English language.

Subject: Interview for experienced English language teachers.

Dear Colleagues:

I am a PhD candidate carrying out a study under the title of ' Investigating the Effect of Collaborative Learning on Developing English Reading Skills of University Students in Khartoum State" .

I would be grateful if you could complete the conducted interview by giving your opinions frankly. Needless to say that the information provided will be treated confidentially and will be used only for research purpose.

Yours faithfully

I Ismail Eltayeb Abdalla

1. Do you think that collaborative learning has an effect on developing reading skills? And why ?

.....
2. In what way do you think that collaborative learning enhances reading comprehension skills?
.....

3. Do you think that reading comprehension can be improved when the learners use collaborative learning strategies?
.....

4. Do you think that vocabulary knowledge can develop when the learners use collaborative learning strategies ?
.....

5. To what extent do female students use different techniques of collaborative learning from those used by male students?
.....

Appendix (V)

The scores of the students in the pre and post tests

Valid	Mean	Stddevi	T	DF	Sig(2- tailed)	Scale
Pre	16.93	3.443	14.208	29	0.00	Significant
Post	21.53	3.989				

Appendices

1. Questionnaire

2. Pre- Test

3. Post- Test

4. The scores of the students in the pre and the post tests

Valid	Mean	Stddevi	T	DF	Sig(2- tailed)	Scale
Pre	16.93	3.443	14.208	29	0.00	Significant
Post	21.53	3.989				

5. Interview for experienced English Language .

6.The following table shows referees who judged the questionnaire & tests and their jobs .

No.	Name	Job	Title
1.	Dr. Mahmoud Ali Ahmed	Associate Doctor	Prof. Sudan university.
2.	Dr. Hillary Melano	Assistant Doctor	Prof. Sudan university.
3.	Dr. WigdanYaagoub	Assistant Doctor	Prof. Sudan university.
4.	Dr. AymanHamad Al-Nil	Assistant Doctor	Prof. Sudan university.
5.	Dr. Inass Ahmed Abdul Rahman	Assistant Doctor	Prof. Sudan university.