

Dedication

To my soul twin who is behind my success, to you loving husband ;To my real friend and beloved son. To the soul of my dad, my mother, and great family I dedicate this modest work.

Acknowledgements

First, my gratitude is to Allah for the strength He gave me to come out with this study.

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Abstract

This study investigates the effects of cooperative learning in developing writing skills of the learners of the English as a foreign Language (EFL) and their attitudes towards learning English language using cooperative learning.

The subjects of the study were 80 pupils representing the experimental group and another 80 pupils as control group at AL-Khaleej Intermediate national school for girls in Saudi Arabia. Pre and posttests were conducted for both groups. In order to investigate their attitudes towards learning English Language specially when using cooperative learning to develop writing skills. A questionnaire was also conducted to teachers regarding this teaching technique.

The results of the study showed that the pupils in the experimental group outperformed themselves significantly with (P-value 0.000) in the post experimental writing test compared to their performance in the pre-experimental test.

The results of the teachers' questionnaire have also confirmed the positive effect and importance of this technique. Therefore, it could be recommended that cooperative learning in EFL classrooms could be adopted including other language skills as well as grammar. It is also suggested that further studies could be undertaken with larger groups of learners.

Abstract (Arabic Version)

مستخلص البحث:

تبحث هذه الدراسة أثر التعلم التعاوني في تطوير مهارات الكتابة لدارسي اللغة الانجليزية كلغة أجنبية ووجهة نظر المعلمات تجاه تدريس اللغة الانجليزية باستخدام التعلم التعاوني.

شملت الدراسة ثمانين طالبة من طالبات الصف الثالث بالمرحلة المتوسطة في مدارس الخليج الاهلية للطالبات بالمملكة العربية السعودية تمثل المجموعة الاختيارية وثمانين طالبة أخرى تمثل المجموعة الضابطة.

خضعت هذه العينة لاختبارين (قبل وبعد) في مهارات الكتابة. كما قامت المعلمات بملء استبانة (بعد التجربة) لمعرفة وجهة نظرهن عن التعلم التعاوني وأثره على تعلم اللغة الانجليزية، وعن أهمية وأثر التعليم التعاوني في تطوير مهارات الكتابة.

من أهم نتائج هذا البحث، تطور ملحوظ في مستوى مهارة الكتابة باللغة الانجليزية لدى الطالبات اللاتي خضعن لطريقة التعلم التعاوني أثناء دراسة اللغة الانجليزية بينما لم يظهر أي تطور في مستوى الكتابة لدى المجموعة الضابطة. كما أظهرت نتائج الاستبانة تطورا ايجابيا لدى وجهة نظر معلمات المجموعة الاختيارية تجاه تدريس اللغة الانجليزية عن طريق التعلم التعاوني.

بناءً على نتائج الدراسة توصي الباحثة باستخدام التعلم التعاوني في تدريس مهارات اللغة المختلفة والنحو وتقصي أثر التعلم التعاوني في اللغة الأجنبية باختبار مجموعة أكبر من الدارسات اللاتي شملتهم الدراسة.

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