Chapter One

Introduction

1.0 Overview

Almost throughout the world, English has become a necessity and a dominating language worldwide. The ability to communicate in English is the aim of a lot of people nowadays. Saudi Arabia is a developing country and there is a great demand for learning English there. Recently, the Saudi government, as a way of reinforcing English proficiency, has introduced clear changes in the curriculums of all grades. However, its effort did not include the quality of teachers and/or teaching methods. A lot of techniques have been developed to help improve teaching English as a Foreign language (EFL); Therefore, teachers should always prepare themselves for the application and/or integration of innovative and productive teaching techniques into the classroom.   .

One of the teaching techniques that have proven effective is Cooperative Language Learning (CLL), which was derived from the field of developmental psychology. Cooperative learning, collaborative learning, peer learning and group learning are interchangeable terms used to refer to a process by which students work together in small groups to accomplish an educational task (Gupta, 2004). According to Chen (1999:1), **"*Cooperative learning has been used in the classroom as an effective technique for many years"*.**

Cooperative learning is a successful teaching strategy in which small teams each with students of different levels of ability, use a variety of learning activities to improve their understanding of a target subject. Each member of a

team is responsible not only for learning what is taught, but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment. Until all group members successfully understand and complete it. Chomsky (1965 : 28) pointed out that, cooperative Learning is a modern method in teaching which psychologically pushes the weak students and at the end gains self confident ones and excellent target groups.'

According to Johnson and Johnson (1990 : 55)

> *'Teachers usually divide their classes into groups which contain at least from (4-6) students. They distribute the tasks between the members of each group; for example: a leader, a reader, a speaker, a researcher and a writer'.*

The students are now to work in groups and in unified units – this allows all students to compete in self giving way – they also work as hard as they can to help their one unit.

Krashen (1993) has claimed that

> '*Cooperative learning, promotes student learning and increases their retention. It also encourages the levels of the students and focuses on weak ones'. That is because the groups and tasks are changeable. For example the leader this week can be the speaker or the reader the coming week and the like.'*

He also reported that cooperative learning is effective in reducing prejudice among students and in meeting the academic and social needs of students at risk for educational failure. All students need to learn and work in environments where their individual strengths are recognized and individual needs are addressed. Many educators today strive to ensure that multiple

intelligence theory and differentiated instruction are incorporated into their curricula (Gardner, 1985).

Emotional intelligence is also an important face of classroom community (Johnson and Johnson , 1994) that requires teacher attention. All students need to learn within a supportive community in order to feel safe enough to take risks (Bennet, 1999). Cooperative learning arrangements have been found to be useful for increasing achievement, encouraging student involvement, and enhancing motivation for learning, (Campbell 2008).

In the course of this study the researcher, investigates the study problem using teachers' questionnaires, two written tests to collect the data. The results are analyzed and discussed, recommendations are proposed to help EFL learners develop their writing skills.

1.1   Statement of the Problem

Diversified methods and approaches have been adopted and adapted by Saudi English language teachers to teach writing. In order to ensure students' mastery of the writing skills, teachers need to employ methods and approaches which produce positive outcomes in the students' learning.

Rote learning has been a common practice in the Saudi educational scene in language learning (Campbell 2008). Most teachers and educators are in dubiety of the students' ability to acquire knowledge on their own. Most of the time, students are treated like empty vessels which need to be filled with facts in order to trigger their cognitive capability. Thus, the corollary of this perception leads to the rigidity of the teaching approach which is more teacher-centered. It also leads to the constant spoon-feeding on the teachers' part and students' dependency on the teacher in the quest of acquiring

knowledge (Campbell 2008). Vadivelloo and Vijayarajoo (2004) concur that in the Middle east educational practice including in schools, teacher-centered method still remains a widely used instructional strategies to impart knowledge. Teacher lectures, presents information, disciplines the students and gives instructions. This method is a popular method due to its convenience for the teachers since they can impart a large amount of information and knowledge to many students. Scholars believe that Saudi schooling system should move beyond the rote learning method which most considered as methods of the past (Kaur 2001; Wong 2003; Chan 2004; Lee & Tan 2004; Yap 2004;Ismail 2005; Yen, Bakar, Roslan; Luan & Rahman 2005 & Campbell 2006).

One of the approaches, which shows positive result in boosting the students' writing skill, is the incorporation of cooperative learning (Kagan & High 2002). Studies also show that there are 3 major positive impact of cooperative learning which are categorized into greater effort to achieve, more positive relationship among pupils and greater psychological health (Johnson & Johnson 1989). Thus, this research will contribute to the existing body of literature by investigating the effects of using cooperative learning with a group of adolescent learners in a Saudi Intermediate school context. It will focus on the effects of using cooperative learning in developing the students' writing skill.

1.2 Objectives of the Study

The main objective of this study is to investigate the effects of cooperative learning on students' writing performance at AL-Khaleej Intermediate school in Saudi Arabia. This research will focus on the effects of cooperative learning in enhancing students' writing performance in the narrative genre. The

cooperative learning technique will be based on Johnson and Johnson (1994) and Kagan (1994). The cooperative models used are a combination of Learning Together and Structural Approach. The summary writing lessons will incorporate the Coop Jigsaw II. Coop Jigsaw II is a lesson design which falls in the category of project design in Kagan's Structures (Kagan 1994).

1.3 Research Questions

The study will answer research questions based on the objective of the study. The research questions are:

(1) What are the effects of cooperative learning on students' writing performance?

(2) To what extent can cooperative learning improve Saudi EFL learners' writing skills?

(3) What are Saudi EFL learners' attitudes towards writing using cooperative learning?

1.4 Hypotheses of the Study

This study hypothesized on:

(1) Cooperative learning encourages learners' English written skills.

(2) Using cooperative learning improves EFL learners' written skills.

(3) Saudi EFL learners' attitudes towards writing using cooperative learning are expected to be positive.

1.5 Significance of the Study

The research is important because it aims at investigating the effect of using cooperative learning in EFL classrooms to help develop EFL learners' written skills.

English language teachers and learners can use the findings of this study as a guide for their written skills and teaching methods in classrooms. No doubt

that these findings will encourage teachers of the English language to use cooperative learning method in their classrooms.

1.6 Methodology of the Study

Analytical experiment methods has been adopted. Pre and Posttests were administered to both groups (the Experimental group and the Controlled one). Teachers filled in a questionnaire that has the aim to investigate their attitudes towards teaching English Language and particularly when cooperative learning strategy was used.

1.7 Limits of the study

The Participants in the study were two classes of the third year students that the researcher taught at Al-Khaleel Intermediate School in the Kingdom of Saudi Arabia. One class as the experimental group and the other one as the control group. The total number in each class is 80 girls. Their ages ranged from 14 to 15 years. The participants were selected from the school in Riyadh and were randomly assigned to control and experimental groups.

1.8 Summary of the chapter

In this chapter, the researcher states the problem and objectives of the study. The researcher also explains the research questions and hypotheses clearly. She does not ignore the methodology and the participants of the study too.

In the end, related literature about Cooperative Learning methods will be reviewed and discussed in chapter two.

Chapter Two

Literature Review

2.0 Introduction

Throughout history Man has always found an essential relationship between experience and action, between stimuli and response. In the case of language responses man has been always acquiring new languages other than his own mother tongue to communicate, transfer and express his beliefs, attitudes, feelings and needs. Chomsky,(1968:28)has pointed out that

> *"What a person does depends in large measure on what he*
>
> *knows, believes and anticipates."*

This study was designed to evaluate the effectiveness of cooperative learning on the writing skill of the Intermediate stage students in Saudi Arabia. In connection with this study, review of literature includes the following topics:

1.   Nature of cooperative learning

2.   Theoretical roots of cooperative learning method

3.   Elements of cooperative learning method

4.   Student groupings

5.   Types of cooperative learning

6.   Methods of cooperative learning

7.   Pitfalls of cooperative learning

8.   Difference of cooperative and other learning methods

9.   Studies on cooperative learning.

10.   Writing in ESL and EFL context.

11.   Cooperative learning and writing.

2.1   Definitions of Cooperative Learning"

Researchers have defined cooperative learning in different ways: Johnson and Johnson (1998) states that

> *"cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. It may be contrasted with competitive and individualistic learning" (p.5).*

Kagan (1992) described that cooperative learning is group learning activity. It is organized in such a way that learning is based on the socially structured change of information between learners in groups in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others (p. 8). Parker (1994) described the cooperative learning as "classroom environment where students interact with one another in small groups while working together on academic task to attain the common goal" .

According to Johnson, Johnson and Holubec (1998), in cooperative learning,

> *"students work in small groups to accomplish shared learning goals. They learn the assigned material and ensure that all other group members also learn it. Cooperative learning uses a criterion based evaluation system in which student achievement is judged against a fixed set of standards" (p. 5).*

The researcher sees that students take more responsibility for helping each other with assignments and problems in cooperative learning. That alleviates some of the stress on the teacher to maintain order and to keep the students on task.

2.2 Theoretical Roots of Cooperative Learning

Review of related literature provides a sound theoretical framework for cooperative learning method. Johnson and Johnson (1998, p.186) discusses three theoretical perspectives that have stated as under

2.2.1 Social interdependence views

2.2.2 Cognitive views

2.2.3 Motivational views.

2.2.1 Social Interdependence Views

According to Johnson and Johnson (1998:70), social interdependence structure determines the way for persons to interact with each other. Moreover, outcomes are the consequences of persons' interactions. Therefore, one of the cooperative elements that have to be structured in the classroom is positive interdependence or cooperation. When this is done, cooperation results in promoted interaction as group members encourage and ease each other's efforts to learn. According to Salvin (1996a), a positive side of the social unity perspectives is an emphasis on team building activities in preparation for cooperative learning and processing or group self-evaluation during and after group activities. Social cohesion theorists tend to reject the group incentives. According to Cohen (1986), challenging and interesting task and knowledge about group processing skill are highly rewarding for the students .He also reported that small group cooperative practice of modified interaction and social interaction strategies in English class, improved learners' communicative competence. Cohen (1996) conducted a research on third-year Australian University students in the Japanese language class. She found that cooperation among teacher and students increased interaction opportunities among learners and promoted autonomous learning. Cohen

(1996) also attributed the failure of many minority students to develop language necessary for academic success to the teacher -centered, transmission - oriented methodology that prevailed in many classrooms. An interaction model, on the other hand, developed higher level cognitive skills and meaningful, communicative language skills. According to Olsen and Kagan (1992), cooperative learning increased interaction among learners as they restated and elaborated their ideas in order to convey or clarify intended meaning. This interaction contributed to gain in second language (L2) acquisition

2.2.2 Cognitive Views

Cognitive views can be described in the following two parallel tracks.

a)   Cognitive Developmental View

The cognitive development view is based on the theories of Jean Piaget and Lev Semenovich Vygotsky. Vygotsky (1978) proposed his concept of the "Zone of proximal development" in order to make sense of the relationship of society and the individual and social and cognitive development. He defined the Zone, as a distance between what a child can do in isolation-that is, the actual development level-and what the child can do in collaboration with others. This he called "the proximal level" He also reported that greatest growth in language and a child who was in rich and collaborative environment with in an informed teacher made cognitive development. The cooperative classroom was such an environment because it provided the foundation for a communicative classroom and was organized for collaboration. Hartman (1999) reports that

> "*incorporation of new information into an existing schema*
>
> *involves guided exploration with physical objects in which*

students can make prediction and confront misconception by activating prior knowledge. This process leads discovery stage of concrete exploration to an abstract discussion. For these processes, a cooperative learning group setting provides the best opportunity to occur rather than traditional instruction" (p.148).

Bejarano (1984) states that cooperative learning may improve students' achievement. Group discussion that occurs during cooperative learning provides an opportunity to the students to expose inadequate or inappropriate reasoning, which results in disequilibrium that can lead to better understanding. Group discussion motivates individuals to abandon misconceptions and provide a forum that encourages a critical thinking, which inevitably improves their performance. Shran, Kussel, Hertz, Bejarano, and Raviv (1984) observed improvement in students' cognitive awareness in reading comprehension when they taught with cooperative learning methods. Reading performance improved to a greater degree than that of students in traditional reading classes. This success was due to the fact that cooperative learning provided a platform for discussion analysis and synthesis of ideas that was necessary for understanding.

b) Cognitive elaboration views

According to Webb (1989),

> "*the students who gained the most from cooperative activities were those who provided elaborated explanations to other students. The students who received elaborated explanations learned more than those who worked alone did*".

Webb (1989), has also called for an increased use of cooperative activities in schools. He argues that interaction among students on learning tasks will lead

in itself to improved student achievement. Students will learn from one another because in their discussion of the content, cognitive conflicts will arise, in adequate reasoning will be exposed and higher quality understanding will emerge. King (1999:87) observed a correlation between the types of questions asked by students and the nature of answers that they receive. Higher order questions lead to high-level answer. According to Mackeachie, 1999:164), the student interaction associated with a basic element face-to-face promotive interaction drives one or more cognitive processes. Notable among these is elaboration-putting material into one's own wards. Elaboration provided by one student to another is a win situation. Elaboration not only enhances the learning of the student who receives the explanation, but also deepens the understanding of the student providing the explanation. Cuseo (1996:6) stresses the causal link between conversation and thinking with thought being the product of verbal interaction. Conversation characterized by diversity of perspectives results in richer, deeper, more comprehensive and more complex thinking. Dansereau (1988) observes that in cooperative learning, students take role as recaller and listener. They read a section of text and then the recaller summarizes the information while the listener corrects any errors, fills in any omitted material and thinks of ways both students can remember the main ideas. Stevens Slavin, and Farnish (1991:15) observed that during cooperative practice, students evaluated explained, and elaborated the strategies to one another, and thus they successfully internalized and mastered the complex cognitive process.

2.2.3 Motivational Views

Motivational learning perspective focuses on the impact of group

reinforcements and rewards on learning. According to Slavin (1983a), cooperative goal structures create a situation in which the only way group members can attain their own personal goals is if the group is successful. Therefore; to meet their personal goals, group members help their group mates and encourage their group mates to exert maximum effort. In other words, rewarding groups based on group performance creates an interpersonal reward structure in which group members will give or withhold social reinforcers in response to group mates task related efforts. Slavin (1995) cites one intervention that uses cooperative goal structure is the group contingency, in which group rewards are given on the basis of group members' behavior. The theory underlying group contingencies does not require the group members to be able to actually help one another or work together. The fact is that their outcomes are dependent on one another's behavior. It is sufficient to motivate students to engage in behavior, which helps the group to be rewarded, because the group incentive induces students to encourage goal-directed behaviors among their group mates (p. 5). Cohen (1994) stated that

" effects of team reward and individual reward structures on the English achievement and self-esteem of 1,031 students from diverse communities enrolled in four American middle schools".

This researcher reported positive effects in favor of the team reward structure in promoting achievement in four schools and in improving self-esteem in only one of the schools. Szosteck (1994) assessed the effects of cooperative learning method in an honor foreign language classroom and found that cooperative learning method promotes positive attitudes, intrinsic motivation and satisfaction among learners. According to Cohen (1994), cooperative learning method also integrates language and content learning and its varied

applications are in harmony with the pedagogical implications of the input, socialization and interactive theories of second language (L2) acquisition Researches on aforementioned three theories provided a classic triangulation of validation for cooperative learning. Social interdependence theory, motivational learning theory, and cognitive-developmental theory all predict that cooperative learning will promote higher achievement than competitive or individualistic learning. These researchers, among others, have established the theoretical relevance of cooperative learning method in second language instruction based on premise that cooperative learning method provides maximum opportunities for meaningful input and output in highly interactive and supportive environment.

2.3   Elements of Cooperative Learning

Johnson and Johnson (1998, pp. 81-82) described elements of cooperative learning as under:

2.3.1 Positive Interdependence

Positive independence means that a gain for one student is associated with gains for the others; that is, when one student achieves, others benefit, too. Positive interdependence is contrasted with negative interdependence. Students are negatively interdependent in competitive situations; that is the gain of one student is associated with losses for another.

2.3.2 Equal participation

Equal participation refers to the fact that no student should be allowed to dominate a group, either socially or academically. Similarly, no student should be allowed to spare himself. There are two techniques to ensure equal participation. The first is turn allocation, which means that students are expected to take turns while speaking and to contribute to the discussion when

their turn comes. The second is division of labor, which means that each group member is assigned a specified role to play in the group.

2.3.3 Individual Accountability

Cooperative learning includes individual accountability when students in the same group work individually. Group accountability exists when the overall performance of the group is assessed and the results are given back to all group members to compare against a standard of performance.

2.3.4 Simultaneous Interaction

In cooperative group, group members meet face to face to work together to complete assignments and promote each others success. Group members needs to do work together. There are three steps to encourage promote interaction among group members.

The first step is to schedule time for the groups to meet. The second step is positive interdependence that requires members to work together to achieve the goals of the groups. The third step is to monitor groups to encourage promotive interaction among group members.

2.3.5 Interpersonal and Small Group Skills

In Cooperative learning, students engage in task work and teamwork simultaneously. To get the common goals, students trust each other. They communicate accurately and unambiguously. They not only accept and support each other but resolve conflicts constructively.

2.3.6 Group Processing

In-group processing, utility of the actions of group members are considered and decisions are made about what actions to continue or change. Johnson and Johnson suggest five steps in order to improve the quality of group's task. Firstly assess the quality of the interaction among group members as they

work to maximize each other's learning. Secondly examine the process by which the group does its work to give each learning group feedback. Thirdly set goals for improving their effectiveness fourthly conduct whole class processing session. Fifthly conduct small group and whole-class celebrations.

2.4   Student Grouping

There are several settings in grouping classrooms when Cooperative methods are applied as explained below

2.4.1 Lockstep

Lockstep is the class grouping where all the students work with the teacher, where all the students are locked into the same rhythm and pace, the same activity. Lockstep is the traditional teaching situation, in other words, it is a situation, where a teacher controls the session. The accurate reproduction usually takes place in lockstep with all the students working as one group and the teacher acting as a controller and an assessor.

2.4.2 Pair Work

Brumfit (1986:51) says that pair work allows the students to use language in social setting and also encourages student's cooperation, which is itself important for the atmosphere of the class and for motivation. Since the teacher as controller is no longer oppressively present the students can help each other to use and learn language. The teacher will still, of course, be able to act as an assessor, prompter or as a resource person.

2.4.3 Group Work

Brumfit (1984:76) says that group work seems to be an extremely attractive idea for a number of reasons. All the students in a group work together, they communicate with each other and more importantly cooperate with each other. Students will be teaching and learning in the group exhibiting a degree of self

reliance that simply is not possible when the teacher acts as a controller. Brumfit (1984:182) say that in placing students in small groups, each group enables them to maintain their individual psychology and may work within their capacities and level of English language. Small groups provide the chance of intensive involvement. In this way, the quantity and quality of language practice increase. There are opportunities for feedback and monitoring and eventually getting guidance from the teacher.

Activities in Groups

Holubec (1992) claims that in learning a foreign language, children need to be actively engaged in activities which require the production of language and which are meaningful to them. He puts forth another generalization about children's learning by saying that children learn best in-groups where some members of the groups know more than others. John (1991) says that the research for appropriate materials and idea for possible activity in-groups is carried out:

A)   To clean ideas about possible approaches.

B)   To gain further information about the topic of the lesson.

C)   To see how other teachers and textbooks approach the topic.

D)   To help build a mental picture of how the lesson may run.

John (1991) stated the following qualities of group work:

Receptivity: The ability to notice and understand verbal and non verbal cues.

Self-expression: The ability to communicate personal feelings and ideas accurately and effectively.

Objectivity: The ability to understand others by taking their part, acting into it or imagining it.

Validation: The ability to give and receive positive feedback.

Encouragement: The ability to help other people to participate fully and give their best.

Role versatility: The ability to take a variety of roles in a group in such a way as to promote the success of the group.

Confidentially: In group work, all members are equally exposed and equally protected therefore sharing information can be learnt very effectively.

Trust: Misanthropic and suspicious group members can be helped to take a more positive attitude to their peers as they witness the kind of support that is possible in a group (p. 47).

2.5 Types of Cooperative Learning Groups

According to Johnson *et al.* (1998, pp.7-8), there are three types of cooperative learning groups, which are explained in (2.51, 2.5.2.and 2.5.3) comprehensively.

2.5.1 Formal Cooperative Learning Groups

Formal cooperative learning groups last from one class period to several weeks. In Formal cooperative learning groups, students are actively involved in the intellectual work i.e. organizing material, explaining it, summarizing it and integrating it into existing phenomenon.

2.5.2 Informal Cooperative Learning Groups

Informal cooperative learning groups that last from a few minutes to one class period. Informal cooperative learning groups can be used during direct teaching (lectures, demonstration). Informal use of cooperative learning groups may prove helpful to produce conducive environment for learning.

2.5.3 Cooperative Base Groups

Cooperative base groups are long term (lasting for at least a year), heterogeneous groups with stable membership whose primary purpose is for

members to give each other the support, help, encouragement and assistance. Base groups provide students with long-term committed relationships.

2.6 Methods of Cooperative Learning

There are some important cooperative learning methods, which are discussed as under:

- Student Teams Achievement Divisions (STAD).
- Teams Games Tournaments (TGT).
- Jigsaw II .

2.6.1 Student Teams Achievement Divisions (STAD)

Slavin (1995:9) reports

> "*STAD involves competition among groups. Students are grouped heterogeneously by ability, gender, race, and ethnicity. Students learn in team and take quizzes as individuals. Individual scores contribute to a group score. The points contributed to the group are based on a student's improvement over previous quiz performance"* .

2.6.2 Teams Games Tournaments (TGT)

Slavin (1995:11) explains that Team Game Tournament (TGT) is identical to STAD except in its use of academic game instead of quizzes. Its effects are similar to those found for STAD. For the game, students from different teams are placed in groups of three students of comparable ability. Although study teams stay together for six weeks, game table composition changes weekly.

2.6.3 Jigsaw II

In Jigsaw II, competition occurs between each team who competes for specific group rewards, which are based on individual performance. Points are

earned for the team by each student improving his/her performance relative to his/her performance on previous quizzes. Also, all students read a common narrative and then each is assigned a topic upon which to become an expert (Knight and Bohlmeyer, 1990, P.18).

2.6.4 Other Cooperative Learning Methods

2.6.4.1 Circles of learning

Students work in four or five member heterogeneous groups on a group assignment sheet. A single product is turned in and the group receives rewards together. Emphasis is given on team building activities and regular discussions within groups about how well they are working together (Johnson *and Johnson* 1984, P.15).

2.6.4.2 Jigsaw

In team Jigsaw, students form "temporary mastery teams" or "expert groups" with different learning assignments to master. Students then return to their original or "home" teams and share new knowledge with teammates. Grades are based on individual examination performance. There is no specific reward for achievement or for the use of cooperative skills (Knight and Bohlmeyer, 1990, P.16).

2.6.4.3 Jigsaw III

This method may use bilingual learning materials and emphasize social skills activities such as wrap up processing for students to examine whether they allowed others to speak, listened well and treated each other with kindness and respect. (Knight and Bohlmeyer, 1990, P.22).

2.6.4.4 Group Investigation

In this method, students form their own two to six member groups. The groups choose topics from a unit being studied by the entire class. These topics are

broken into individual tasks and each group then presents its findings to the entire class. (Sharan and Sharan, 1992).

2.6.4.5 Complex instruction

Different roles and skills are required in complex instruction. Every student is good at something that helps the group succeed. Complex instruction has particularly been used in bilingual education and in heterogeneous classes containing language minority students, where materials are often available in Spanish as well as English (Slavin, 1995, P.128).

2.6.4.6 Team accelerated instruction (TAI)

Slavin (1995) explains that in team accelerated instruction (TAI), students encourage one another to work hard because they want their teams to succeed. Individual accountability is assured because the only score that counts is the final test score and students take final test without the help of their teammate. equal opportunities for success because all have been placed according to their prior knowledge (p.98).

2.6.4.7 Cooperative integrated reading and composition (CIRC)

According to Madden, Slavin, and Stevens (1986), teachers use novels and basal readers. They may or may not use reading groups, as in traditional reading classes. Students are assigned to teams composed of pairs of students from different reading levels. Students work in pairs in their groups. They help each other to do activities including reading. In the end quiz is given to students to assess their performance. Stevens *et al.* (1987) observed on achievement test reading comprehension, language expression, and language mechanics scale, CIRC students gained significantly more than control students, averaging gains of almost two-thirds of a grade equivalent more than control students.

2.6.4.7 Structured dyadic method

It is highly structured method in which, pairs of students teach each other. Tutoring has peer tutors and it follows a simple study procedure. Tutors present problems to their tutees. If they respond correctly the tutees earn points if they are not able to do so, tutors provide answers and tutee must write the answers three times. Every ten-minute tutors and tutees switch their role (Greenwood, Delquadri, and Hall, 1989)

2.7 Differences Between Cooperative Learning Methods and Other Learning Methods

Some people take for cooperative learning method as group learning. Actually cooperative learning method is not just group learning but it is more than that. Ellis and Whalen (1990, p.15) differentiated the two techniques. In cooperative group, firstly there is positive interdependence; students sink or swim together and there is face-to-face oral interaction. In a small group, there is no interdependence; students work on their own, often or occasionally checking their answers with other students. Secondly, there is individual accountability in cooperative group. Each pupil must master the material. In a small group, some students let others do most or all of the activities and then copy. Thirdly, teachers teach social skills needed for successful group work in cooperative group. In a small group, social skills are not systematically taught. Fourthly, teacher monitors students' behavior in a cooperative group. In a small group, the teacher does not directly observe behavior, often works with a few students or works on other tasks (grade papers, prepares next lesson, etc.). Fifthly, in cooperative group, feedback and discussion of students' behavior is an integral part of ending the activity before moving on. In a small group, there is no discussion of how well students worked together, other than

general comments such as "Nice Job" or "Next time, try to work more quietly".

Johnson and Johnson (1998, pp. 5-6) in cooperative learning method, members are assigned to pairs or small groups. They learn assigned material and ensure all the other members got success. They also ensure that every one in the class has learned assigned material. Students discuss with each other and try to promote each other's success. A criterion-referenced assessment is used to evaluate the success. Contrarily in competitive learning, competition is promoted among the members of a group. Students compete with each other to perform better than others do. They obstruct each other's success. They work individually and refuse to cooperate with each other. They perceive that they can get success if other students fail in the class. A non- referenced evaluation is used to evaluate the performance of the students. In individualistic learning, students do work independently from others. Students do not interact with each other. They do not help each other to get success. A criterion-referenced evaluation is used to determine the performance of the students.

2.8   Pitfalls of Cooperative Learning

As all methods of learning ,Cooperative Learning methods has some pitfalls. Slavin (1995:84) explains

> "*if activities are not properly constructed, cooperative learning methods can allow the "free rider" effect, in which some group members do all or most of the work (and learning) while others go along for the rider. The free-rider effect is most likely to occur when the group has a single task, as when they are asked to hand over a single report, complete a single*

worksheet, or produce one project".

Diffusion of responsibility is another problem. It is a situation in which other group members ignore students, who are perceived to be less skillful. When each group member is made responsible for a unique part of the group's task, as in Jigsaw, group investigation and related methods, there is danger that students may learn a great deal about the portion of the task they worked on themselves but not about the rest of the content.

However, these dangers are automatically controlled in some methods of cooperative learning.

2.9 Studies on Cooperative Learning

Researchers observed differences in traditional learning methods and cooperative learning methods stated as under:

According to Sharan and Sharan (1999), Simultaneous interaction in a group contrasts with teacher-fronted instruction in which one person, often the teacher speaks all the time. When group activities are used, one person per group may be speaking e.g. if 40 students in a class are working in-groups of four, ten persons may be talking simultaneously. Johnson *et al.* (1981:104) reviewed 122 studies conducted between 1924 and 1981 that yielded 286 findings. The three methods of meta-analyses were used which were voting method, effect-size method, and z-score method. The result indicated that cooperative learning experiences tended

> "*to promote higher achievement than did competitive an individualistic learning experiences. The average person working within a cooperative situation achieved at about the 80th percentile of the students working within a competitive or*

individualistic situation".

Slavin (1995:67) examined several ninety-nine studies that lasted four or more weeks that 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 in cooperative learning groups scored about one fourth of a standard deviation higher on achievement test than did students who were taught conventionally.

According to Harmer (2006), the available research on second language acquisition reveals that 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 is 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 teacher 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 wider range of communicative functions than those found in teacher fronted classrooms. Cooperation and interaction among the students are main components of cooperative learning methods. Freeman (1993) demonstrates a way in which second language teachers can use analysis of students' discourse to understand how small group interaction defines students' role relative to each other. He concludes that the interaction between students can either limit or enhance students' opportunities to participate and negotiate meaning and the teacher is in a position to intervene to change the limiting organization of the pair or group (p. 26). He also added

that, group work gave students far more chance to write English. Working in pairs or groups encouraged students to be more involved and to concentrate on the task. They felt less anxiety when they were working in-groups than when they were 'on show' in front of the whole class. Pair work and group work helped shy students who did not say or write anything in a whole class activity. Group work encouraged students to share ideas and knowledge (p. 141).

Similarly Slavin (1987a:7) reported that

> "*in cooperative learning, students took more responsibility for helping each other in assignments and problems. This alleviated some of the stress on the teacher to maintain order and to keep the students on task*".

Yelon and Weinstein (1987:342) observed that cooperation can be achieved by establishing situations. It is not sufficient, however, to simply assign children to groups True cooperation does not take place when one child in a committee does nine tenth of the work. Each child should be responsible for a given segment of the work to make the group effort a success. Teacher should structure assignments so that the group must functions as an interdependent unit .

Clark (1986:172) observes that students can expect to make impressive gains in areas of cognition, self-concept and social emotional development to use the integrated Education strategies. Among the cognitive gains, it will be accelerated learning, higher levels of retention and recall and higher interest in content. They can also improve self-esteem, find pleasure in learning and improve interpersonal relations and teacher student interaction .

Clark (1986) also analyzed the interaction during peer response as it occurred

in an authentic writing class. The researchers identified four categories of reader stances i.e. authoritative, interpretive, probing, and collaborative. They concluded that interactive peer response offered benefits to the students in writing. According to Dornyei (1997), cooperative learning has been found to be a highly effective instructional approach in education in general and this has been confirmed with regard to second language learning. He investigates reasons for the success of cooperative learning from a psychological perspective, focusing on two interrelated processes: the unique group dynamics of cooperative learning classes and the motivational system generated by peer cooperation.

According to Qin, Johnson and Johnson (1995),

> "*Cooperative efforts result in better preference in problem solving than competitive efforts do. This is true at all grade level, for both linguistic and non-linguistic problems, and regardless of whatever a problem has a clearly defined operation and solution or that are less clear or are ill defined*".

Kagan and High (2002) found that cooperative groups spent more time engaged in the task, checked their concept learning more often and scored higher on posttest than students working individually.

They also concluded that peer collaboration encourages maximum student participation, resulting in more flexible thinking, multiple solutions, and a clearer understanding of the steps leading up to those solutions.

2.10 Writing in ESL and EFL Context

Writing is one of the skills that students need to master either at primary, secondary or tertiary level. The skill of expressing oneself in the form of

writing has been the aim of many teachers to cultivate in their students (Krause 1994). However, in the ESL and EFL context, the teachers" effort to produce students who possess the skill of writing seem to be a herculean task. This is because writing skill is considered a complex cognitive skill since it requires the students to apply appropriate cognitive strategies, intellectual skills, verbal information and appropriate motivation (Byrne 1993). The students also need to create a text using certain rules and conventions and put the knowledge that they have gathered on paper (Byrne 1993). Due to the complexity of writing for the students" cognitive capability, various approaches are adopted to make teaching writing an effective pedagogical practice (Harmer 2006). There are two approaches that teachers can adopt in teaching writing. The first approach is the product approach. The product approach focuses on the end result of the act of writing (Siti Khatijah 2004).The focus of the product approach is on the different part of the text, words, sentences, paragraphs but there is not much focus on ideas and meaning (Zamel 1985). The role of the teacher is to examine the finished product focusing more on linguistic accuracy (Harmer 2006). Flower and Hayes cited in White (1988) believe that this approach is insufficient in enhancing the students' writing performance. Another approach to writing is the process approach (Siti Khatijah 2004). The process approach focuses on how writer actually do write. Writers are seen as active thinkers who employ strategies to compose text. The strategies adopted are generating ideas, reviewing, evaluating, focusing, structuring, and drafting (White & Arndt 1991). Writing process is seen as both a cognitive process (Flower & Hayes 1981; Bereiter & Scardamalia 1987) and a socio-cultural activity (Freedman & Headway 1994). The cognitive model of writing is seen as a mental process

involving directed decision making and problem solving (Chandrasegaran 2004). Siti Hamin (2004) state that the skills in writing are not acquired but culturally transmitted. The students writing skills do not come naturally but are cultivated through much practice and conscious effort. Students often find problems in writing due to their lack of skills in writing coherent and cohesive sentences. The paradigm shift from product approach to process approach has redefined and renegotiated the teacher's role (Richards 1990; Taylor 1981). A teacher is no longer the authority figure in a writing class, but she acts as a consultant and an assistant in assisting the students to produce coherent, meaningful and a creative piece of writing. The teacher's role has changed from an evaluator of the written product to a facilitator and co-participant in the process of writing. The teacher also has a significant role to perform by providing assistance to the students during the writing process (White & Arndt 1991). The role of the teacher is to provide a learning environment that will enable the students to learn about writing, engage in writing and feel enthusiastic about writing (Siti Khatijah 2004).

2.11 Cooperative Learning and Writing

Writing is one of skills that students need to master. Students' acquisition of the writing skills are given much emphasis in the educational system. However, Grabe & Kaplan (1996) state that writing process received relatively little attention in research on foreign language teaching. Yet it is a valuable communicative skill to convey a person's thoughts and feelings. It is also a mean of self-discovery and linguistic discipline. The researcher believes that writing in groups is effective in genre-based and process approach for the students found the activity motivating in terms of the writing itself. They also found the activity to be motivating when they embark on the

research, discussed on the topics, had peer evaluation and achieved the group's goal. Writing in small groups is an efficient way to promote writing abilities and it was an excellent interaction activity. Her views were supported by the current study which shows that, students performed better in writing when cooperative learning was incorporated in the classroom.

In a study conducted in Catalina Ventura School in Phoenix where a high percentage of the students were students who learned English as a second language and low income students, the school's eight graders showed tremendous improvement in writing from 49% to 82% in their mastery level of data attained from ten limited English proficient (LEP) community college students who were taught largely using cooperative learning approaches also showed positive outcome (Jones & Carrasquillo 1998). For four months, the students worked together using brainstorming techniques and collaborative reading and writing tasks. Results indicated that the cooperative learning approach improved the students writing skills. Mariam and Napisah (2005) postulated that when peer interaction was incorporated in learning writing, the students generated ideas and constructed sentences together. Thus this will lead to a better understanding of the topic that they are required to write on. The students will also be able to write concrete, accurate and creative piece of writing (Mariam & Napisah 2005) Collaborative work between learners is encouraged to increase motivation and develop positive attitudes towards the writing activities (Nunan 1991; Spencer 1983).

2.12 Summary of the Chapter

In general the students should be responsible in their writing and given the opportunity to share their work with others. The immediate feedback and positive reinforcement will boost their motivation to engage in writing

activities .The studies conducted on the incorporation of cooperative learning in learning writing, showed that cooperative learning is an effective educational approach to improve the students' achievement in writing. This study will contribute to the existing body of literature in investigating the incorporation of cooperative learning in teaching writing to students in the Saudi context.

Finally, chapter three will give comprehensive details about the research methodology.

Chapter Three
Research Methodology

3.0. Introduction

As discussed earlier in the present research, the aim of this study is to address the effect of cooperative learning in EFL teaching at Al-Khaleej school in Saudi Arabia. For such purpose, a quasi-experimental study is designed to answer the research questions.

This chapter describes fully the methodology adopted to collect and analyse data. It includes:

(1) The selection of the participants , (2) the instructional design, (3) the process of data collection, and (4) the data analysis.

3.1 The Subjects of the Study

The selection of the participants included (a) two classes of EFL 3rd year intermediate school for girls in Al-Khaleej National Intermediate School. (b) Al- -Khaleej national school English teachers.

3.1.1 Students

Two classes of the third year students that the researcher teaches at Al-Khaleej Intermediate School are selected to be the participants, one class as the experimental group and the other as the control group. The total number in each group is 80 girls. Their ages ranged from 14 to 15 years. They were selected from a typical private school in the suburbs of Riyadh and were randomly assigned to control and experimental groups.

Al-Khaleej Intermediate School is a mid-sized national school with about 1200 students. There are 6 third year Intermediate classes.

There were forty students in the experimental group and thirty five in the control group that have studied English for four years before entering the Intermediate school. Fifteen students in the experimental group and twenty in the control group have learned English since they were first-graders in elementary school. There are twenty five students in the experimental group and twenty five in the control group that learned the alphabets and some phonic for a year before entering the Intermediate stage.

3.1.2 Teachers

Teachers' readiness in cooperative learning could be a vital variable that might affect the outcome of a given study examining the effects of cooperative learning on students' writing skills, as Johnson and Johnson (1999) claimed in their studies. For this reason, the researcher attended a 40-hour workshop for 30 English teachers at Al-Khaleej National School before investigating the effects of cooperative learning on EFL learners' language learning. After that, the researcher and the teachers used cooperative learning methods in the teaching of the four language skills (listening, speaking, reading, and writing) throughout a semester.

3.2 Instructional Design

The instructional design of cooperative learning in the experimental group was followed within the students' regular English curriculum. The teaching materials that the students studied were mainly from the governmental intermediate school textbook, 'Super Goal 6', for both groups. The instructional design presented in this section includes the teaching procedures in the control group and those in the experimental group. The teaching procedures and activities in the control group belong to the traditional method, which involved mainly the Grammar Translation and

some of the memorized written methods. The mixing of the Grammar Translation and the memorized writing was the most popular teaching methods used in EFL classes all over the Kingdom of Saudi Arabia.

In addition to the use of Grammar Translation with a little written method, the traditional teaching method in this study also included isolated learning context, as opposed to that of the cooperative leaning in the experimental group (Wei, & Chen, 1993). As Tsai (1998) and Yu (1995) assumed that most people were familiar with the features and procedures of the grammar-translation and written methods, the descriptions of the instructional design in the control group were not as detailed and long as those in the experimental group.

3.2.1 Experimental Group

The intervention in the experimental group included two major phases, one before the first monthly examination (Phase One) as warm-up for cooperative learning, and the other after (Phase Two) as shown in (appendix1).

During the first phase, time and effort were spent on getting the students familiarized with the cooperative learning structures through teambuilding activities such as the Ten Commandments, and Ten Commitments, role assignment, the positive reinforcement through Mountain Climbing Chart and the writing of thank-you notes at the end of each class. After the first monthly examination, the students entered the second phase of cooperative learning. At such stage, the students needed to rotate to take charge of the teaching and learning responsibilities. For the purpose of the maximal learning effect, the participants in the experimental group were scheduled to be in charge of certain activities. The role of the teacher during the first

phase of implementing cooperative learning was to turn the traditional classroom into a cooperative learning context. One of the major turning points from traditional classroom to a cooperative learning one was the careful design of the learning climate. A few techniques needed to be applied.

First, the teacher had to set the climate for cooperative learning by dividing the students into four varied groups based on (1) the average English grades of the pre-test (2) different types of learning styles. The teacher varied grouping in this study , to ensure that each group was composed of students with different learning styles, and different academic achievements. The seating arrangement was also changed in the classroom. Instead of sitting in rows facing each other's back, the students sat face-to-face with their group members. However, simply putting the students to sit and work together does not ensure the achievement of cooperative learning. They needed the process of teambuilding to turn a group of students sitting together into a caring and working team as explained below.

3.2.1.1 Teambuilding

Rather than just putting the students in groups, teambuilding is the process of building teams. It means turning a group of students with different backgrounds and experiences into a cooperative and caring team. To begin with, the students got familiar with one another through Interviewing each other (adapted from Kagan, 1992). Then, the students discussed and named their own groups. They could name their groups after their favorite hobbies, animals, or anything they liked. After about ten minutes of discussion, the four groups in the experimental group were named Roses, Rainbow colors,

sweets, and Girls from tomorrow. Each group was referred to by their group identities instead of group numbers from now on.

In order to assist self-control, learner independence, and democracy in the management of groups, there were two kinds of rules that needed to be taken care of:

(1) The Ten Commitments and (2) the Ten Commandments. There were differences between these two sets of laws. The former refers to one's commitment to the whole class while the later refers to one's engagement to her own group. The Ten Commitments prescribed what to do in class while the Ten Commandments advised what not to do. Generally speaking, the Ten Commitments were employed based on the principles of positive reinforcement and were meant for the whole class. The rules were worked out and observed by the whole class. They were spelled out in positive encouragement instead of threatening disciplines. The Ten Commitments that the experimental group worked out for the whole class to follow were illustrated in Appendix 2).

The Ten Commandments were like regulations on self-control for what they should not do in their teams. Each group might have different regulations regarding the Ten Commandments. A typical Ten Commandments made by one of the groups was provided as an example in Appendix 3).

After the students worked out their Ten Commitments as well as the Ten Commandments, the researcher then put all of the group vows on the bulletin board in the classroom. In the beginning of the first few lessons, the researcher would ask students to repeat their rules loudly before they started their English class. The purpose of repeating all the rules and vows was for habit formation of self-control, discipline, and learner independence. When

students got accustomed to this student-centered learning climate, the oral repetition of the rules could be omitted.

3.2.1.2 Role Assignments

After the formation of four heterogeneous groups and the process of teambuilding, each member in the group was given a particular role to play. Role assignment for each group member in cooperative learning context is another major feature distinguishes cooperative learning from regular group learning. The designation and rotation of role assignment for each student can help avoid the occurrence of possible complaint of overloading from some above-achievers. The job description of each role was explained clearly and explicitly to the students. Adapted from Kagan (1989), the responsibility of each role was explained in detail in Appendix 4).

Each student has to rotate the roles every two weeks. The rotation is to ensure that each student has equal chance to experience all the roles and to share different kinds of responsibility. Besides, rotating each of the roles mentioned above, the students were also paired within the group. The pairs are available whenever the teacher needed to use the technique of Talk-Pair. One thing to note about the seat arrangement of the Talk-Pair was that the pair has to sit face-to-face, allowing sufficient eye contact during pair interaction in all skills. Allowing eye contact during face-to-face interaction is important to the acquisition of cooperative skills as well as enhancing the tasks. In each lesson during the experimental period, the researcher gives them enough time for group interactions.

Depending on the nature of the learning task, the group interactions sometimes took the form of written task after one learning activity or the researcher's lesson, with fellow members giving and receiving feedback or

giving explanations to each other. The written work could be done in the group with any appointed member - mostly the recorder - (see appendix 4) to share her class notes. After the group writing task on the notes, the reporter from each group made a collection of their writing notes being read to the whole class. The researcher would check to see if the students had any misunderstanding in the learning process or learning materials presented.

Many of the misconceptions were clarified in time during the group summary time. Sometimes the students practiced the writing task in their textbooks with their pairs until they could memorize the subject matter and role-play without reading their books. More often than not, the students were asked to exchange their workbooks, worksheets, or textbooks with their partners for the purpose of peer editing and peer correction.

3.2.1.3 Positive Reinforcement

During the experimental time period, the students were encouraged through methods of positive reinforcement with (1) the Mountain Climbing Chart during each class and (2) the writing of "thank-you notes" at the end of each class. The Mountain Climbing Chart is put on the upper right hand side of the blackboard each time the researcher walks into the classroom. There are four group names on top of it and four colored magnetic balls at the very bottom. There is also a column of scores starting from 60 to 100, with five points between each interval.

Whenever a desirable behavior occurred in any group, the score of that group will be added. For example, when someone volunteer to write an extra task or to answer a question in class, the researcher will move the ball upward from the group that student belonged to. In addition, sometimes the researcher moves the ball upward when one group is attentive on task to

solve the problems on worksheets. More often than not, the researcher shifts the position of the magnetic ball by moving one step upward when one group is writing English together perfectively.

The teacher's swift movement and the climbing of the balls become a big stimulus to get students' attention to observe closely what their classmates are doing and to reflect upon their own behavior in class. This chart is always there on the upper right hand side of the blackboard during the experimental time period. Later on when students assume more learning responsibility, the group in charge of the presentation is also entitled to award their classmates by moving the magnetic ball upwards. Another method of positive reinforcement is the writing of "thank-you notes" at the end of each class. The participants have to acknowledge one of their group members by writing specific thank-you notes in the last column of the worksheets given to them for each activity. Most students do not know how to appreciate others in the beginning of the study. They can not think of anyone or anything to thank for. Therefore, the researcher has to model how to thank someone specifically. For example, she thanks Fatin for helping her carry the tape recorder to the classroom in the first period. In the second period, Reham is acknowledged for writing an extra English paragraph a bout her friend.

Gradually, the participants started to learn the skills of appreciating others, no matter how minor their contribution or strength might be. The researcher would assign three to five students to read their thank-you-notes in the last ten minutes of the class. The rest of the thank-you-notes would be posted in the bulletin board of the classroom.

3.2.1.4 Learning Together (LT)

The most common form of LT in this class occurred in the form of group summary. Usually right after one activity, the teacher would ask the students to recall what they just learned in their groups. Allowing time for students to work with someone else every twenty minutes or so during class period would help keep students on task. Besides, talking about what they had learned to their group members helped a lot in their comprehension and remembering of the materials learned. Most important, through the retelling, the researcher was able to pinpoint and correct students' misunderstandings and misconceptions that were otherwise difficult to detect in teacher-centered whole class instruction. The LT method was well organized and controlled so that each of the group members had the chance to apply and to explore the cooperative skills. Before they started, the researcher reminded them of the following principles to enforce positive interdependence and individual accountability:

- When disagreeing with someone in the group, react in anon-judgmental and polite way. Use expressions like "In my opinion, I see things differently. You are welcome to correct me if I am wrong" before bringing up disagreement.

- When reacting to someone's disagreement, try to show gratitude by writing "Thank you very much for your precious opinion. I will reconsider mine again carefully."

- When appealing to someone's idea, do not hesitate to show appreciation by writing, "This idea is fantastic! Marvelous! I love it!"

- Try to learn something from others' differences. If not, at least respect their rights to be different.

After explaining these principles, the researcher gave one situation of disagreement and asked the students to practice those expressions with their Talk-Pairs until they got the feelings and were used to saying them without feeling embarrassed. During this exercise, the researcher also reminded them of other non-verbal techniques of communication like smile, eye contact, nodding head to show approval and other body postures to express attentive listening. In almost every LT activity, the leader from each group was authorized to appoint any student from the same group to share her class notes or answers on any given written worksheet. The checker double-checked if the assigned student's understanding was correct. If any disagreement occurred, other members would join the discussion. If the group members could not reach an agreement on their own, the leader would assign a representative to ask for help from other groups. The teacher only intervened when all the students had tried but failed to solve the problems. In the long run, students began to accept their responsibility as active learners as well as problem solvers instead of passive receivers of knowledge.

The LT method sometimes could be an aid to advance active and attentive writing skills when the researcher draws the students' attention to the writing scene in the textbooks. Most of the teachers in traditional classroom would simply ask their students to repeat after their model reading individually while reading the writing scene . However, in a cooperative learning context, even a simple task like drawing the students' attention to the writing scene ,is carefully structured to achieve the maximal learning effect. The

researcher usually started a new lesson of writing by explaining the task first. She would ask the students to close their eyes and their books while imagining the scene. After they draw a writing map of their ideas, they told their Talk-Pair what they had . Interaction with their peers after imagining, helped a lot to increase their comprehension and attention on the pre writing task. If the teacher just asked the students to write without any interaction, sometimes the activity would end up being writing with little comprehension. Before the post writing, each of the students would get a worksheet prepared by the researcher. The worksheets were prepared in two parts, part 1 for a pre writing task and part 2 for the post writing task. This was a good warm up activity because the new information was based on old information. When the students got the worksheets, they tried to write organized ideas and double-checked with their partners. The worksheet was a powerful tool to encourage students to guess and expect what would normally appear in a given context. If they were used to predicting or expecting, their ability in writing and reading would be greatly enhanced.

When all groups were ready, the researcher then gives enough but specific time to the students to do the worksheet. After finishing the pre writing task, the students started to correct their mistakes. Then they had three minutes to discuss their answers and checked the spellings in groups. Confusions and all kinds of different answers would surface. After the group discussion, the researcher would give enough time again for the students, the researcher moves around the groups to offer help when needed and to attract attention. After the post writing task, the researcher asked each group to send a representative to read their model writing in front of the class . The researcher checked if students got all the points in their writing task.

Depending on the nature of a learning task, the LT method sometimes appeared in the form of group challenging.

Through the method of Learning Together, the students in the experimental group got themselves familiarized with the necessary skills that were vital to successful cooperative learning: writing, active participation, attention on task, willingness to share, giving and responding to disagreements politely, and exploring and learning in a non-threatening context of their own groups.

3.2.1.5 Student Teams-Achievement Divisions (STAD)

As a way to develop the interdependence and individual responsibility of all the students, the Student Teams-Achievement Divisions (STAD) was introduced to measure students' academic achievement. The participants were given a weekly quiz by way of STAD, which was a method to account for individual achievement and group emergency at the same time. In order to be able to grade the quiz quickly and recognize the team accomplishments, the weekly quizzes were short and limited to some language writing skills at a time. A typical procedure for STAD was the group preparation for the quiz first and then individual quiz taking. Before taking the quiz individually, the researcher gave all the students some worksheets to work on. They had to teach each other until all the team members knew how to solve the problems and got the correct answers or spelling. Then, the students took the quiz individually. Each student's grade was based on her own score on the quiz.

But, at the same time, they also contributed to their group score by being better than their own previous scores. In other words, each student's contribution to their group's score was based on how well they did on the quiz compared to their own average score on past quizzes. Thus, a relatively

low achiever could contribute as much to their team as a high achiever without doing as well on the quiz. How well one did on the quiz would affect their group score. Therefore, they had to study hard for themselves as well as for their group members. The difference between this individual quiz taking and a traditional individual test lied in the way that one's individual score could contribute to her group scores. Students could earn points for their teams first base scores. The first base score for each of them was derived from their previous semester's final grades. The second base scores were from the first quiz, the third base scores from the second quiz, and so forth. This organized way of quiz taking and personal contribution to team points emphasized individual accountability and respect for individual uniqueness at the same time.

This way, the students were all encouraged to study hard and also see to it that their teammates were progressing as well. The under-achievers were not jealous of their teammates' high scores as they might in a traditional classroom. Instead, they began to hope that all of their group members could get more and more scores. After the participants were familiarized with the structure and organization of the cooperative groups, they began to share more teaching and learning responsibilities in class after the first monthly examination. Since then, the focus of the classroom teaching shifted to be more task-oriented.

When the students were accustomed to helping and getting help from their peers instead of relying totally on their teacher in the learning process, they began to assume more learning responsibilities. A syllabus containing the lessons and job descriptions for each group was given to each of the students in the experimental group. The syllabus informed the participants of what to

prepare and what to expect in the few lessons. The main items in their textbooks included three parts:

(1) idea and vocabulary, (2) spelling, and (3) sentence structure. Each group rotated to take charge of each of the three parts in different lessons. For example, Group Rainbow colors was in charge of the ideas vocabulary in unit three, but their task shifted to the spelling in unit five. In addition, they were responsible for the teaching of the structure (part one) in unit Seven. The other groups also rotated their responsibilities according to the arrangement of the syllabus. How each of the tasks was achieved would be explained shortly in the next few sections.

3.2.1.6 Idea and Vocabulary

Instead of writing passively to the teacher's explanation of the idea and vocabulary as the control group did, the experimental group learned the idea and vocabulary in a student-centered manner, which required plenty of students' active involvement, participation, and responsibility. As a contrast to the teacher-centered method in the control group, the students shared the teaching and learning responsibility in the following methods. During the first four units, the participants familiarized themselves with this student-centered learning climate through the team-building activities. After the first monthly examination, they began to share more and more learning responsibility by group presentations on the introduction of ideas and vocabulary, demonstration of spelling, and explanation of sentence structure. The responsibility of the students was teaching the vocabulary to their classmates through group presentation and the creation of flash cards. In other words, the researcher was no longer the only primary source for students to learn about the topic idea and vocabulary after the second

monthly examination. Instead, the students turned out to be the primary source of learning in this section. They had to teach their classmates the new words in any way they could picture or imagine. Two groups of students shared the responsibility of presenting the ideas and vocabulary in one lesson to their classmates. One group took care of the first half of the vocabulary, and the other group the second half. Before the presentation of the first group, the researcher told them a few basics about how to prepare the flash cards for their presentation. The first instruction was on the size of the card, which should not be smaller than 30 cm x 30 cm. Secondly; they should draw or paste at least one picture for each word. The third instruction was that they should provide definition in the cards they made. Another reminder was that the definition or the Arabic translation should be at the back of the cards. Most important of all, the group needed to design the worksheets for their vocabulary explanation. Two days before group explanation, each group had to turn in their design of the worksheet to the researcher for photocopying. Each of their classmates got one piece of the worksheet during the assigned group's vocabulary explanation in class. The purpose of the worksheets was to help students grasp and follow the main idea of the vocabulary explanation. Worksheets also helped students engage on task while their fellow students were presenting the task in front of the class. A sample worksheet was given to each of them as a model. But they were strongly encouraged to create their own, if they could. The criteria of evaluation included the above-mentioned requirements plus how well they cooperated in their vocabulary explanation.

 After the first exam on, half of the class time was spent on group vocabulary explanation. The group in charge was the expert, teaching other

groups in class. The researcher made it clear that the job had to be shared by all group members. That is to say, the task was divided into smaller units so that each of the group members got at least one word to take care of. After each group presentation, the researcher gave them her feedback immediately. She commented on their strength, weakness and most important of all, their group grade. And their final grades consisted of twenty percent of their group grades.

3.2.1.7 Spelling

As scheduled in the syllabus, the participants in the experimental group were assigned to present the spelling in each unit. For a complete task, they also needed to design a worksheet to accompany their written production. Most of the groups would perform the spelling many times, with different persons filling the missing letters in the words or writing the correct words under each picture. The group performing the spelling gives out the worksheet containing the spelling different questions to the whole class before explaining the task . Each student had to work on the worksheet first individually and then in groups.

 During the second time, the performers would "freeze" on the blanks that they wanted their classmates to fill in for about three seconds. They are then to role-play the work sheets which became very interesting and many students laughed to see their classmates acting like robots freezing on the blanks where they wanted their classmates fill in.

After the second show, the group in charge would go to check on each student's worksheet in each group. They would give each group three minutes to discuss their answers on the worksheet before performing for the third time.   After the discussions on the answers, the group in charge

assigned the recorders from each group to write answers on the blackboard. Then, they corrected the answers on the blackboard for their classmates. After that, the students exchanged their worksheets with their talk-pair partners for further corrections. After the group in charge finished their task and returned to their seats, the researcher would make some comments on their performance or corrections, if necessary. Then, she would ask the class to open their books and practice a spelling task there .

3.2.1.8 Sentence Structure

As indicated in the syllabus that the researcher distributed tasks to each of the students. So, after the first monthly examination, there were also two groups of students in charge of the sentence structure. Some of the groups would write sentences on a poster holding in their hands. In other words, their classmates could visualize the sentence moving instead of static written words printed in the textbooks.

As mentioned before in the descriptions on the teaching of vocabulary and spelling, the groups in charge also needed to prepare worksheets as an aid to their explanation. The worksheets they prepared would be given to their classmates as supplements to their demonstration.

3.3 Data Collection Procedures

The data collected in this study included (1) a questionnaire for the teachers, (2) two written tests, for students.

3.3.1 The teachers' Questionnaire

There were 30 English teachers who had attended the 40-hour workshop from Al-Khaleej Intermediate School ,10 of them were invited as the raters. They all majored in English in different universities outside Saudi Arabia.

seven of them had taught English in the school for more than five years and three of them more than ten years.

To investigate the teachers' attitudes towards teaching English language, a questionnaire was designed and given to the teachers who prepared the two groups before the study. The questionnaire was given to the 30 English teachers at the School.

In order to understand the students' motivation toward teaching English after the study, a questionnaire containing 18 items was developed by the researcher, adapted from the Motivational Intensity Questionnaire (MIQ) outlined by Gardner (1985). There were ten multiple-choice items in the original MIQ (Gardner, 1985). According to the results of previous research, this questionnaire contained moderate reliability value In order to achieve higher reliability; the researcher expanded the 10 items of the MIQ to 18 statements in the questionnaires used in the present study. The 18 items were developed with five answers to circle in each statement. The version of the questionnaire was presented in (Appendix 6). The five answers were listed according to the order of frequency: (1) always (5 points), (2)(often 4 points), (3) (sometimes 3 points), (4) (seldom 2 points), and(5)(never 1 point). Most of the questions were asked from the positive point of view (e.g. I save time when teaching English in Cooperative Learning), and such questions would score 5 points, 4 points, 3 points, 2 points, 1 point corresponding to the answers of always, often, sometimes, seldom, and never. However, there were some questions asked from the negative point of view (e.g. I think teaching English in Cooperative learning method is a waste of time) and questions like these would score 1, 2, 3, 4, 5 equivalent to the answers of always, often, sometimes, seldom, and never.

The same questionnaire was given to all the English teachers in the school. After checking the answers that the participants marked on the questions designed for cross-validation, there was no invalid response. Therefore, the total number of valid questionnaires collected and analyzed was the same number 30.

3.3.2 Written Tests

Two written tests involving paired topics were designed to test the participants' written communicative competence regarding three aspects: (1) the idea, (2) the spelling, and (3) the structure of the sentences. The written tasks designed in this study were interaction-based tests, which usually involved management and turn-takings (Weir, 1995). The reasons for including paired written test as measurement of communicative competence were that, according to Weir (1995):

"we want candidates to perform relevant language tasks and adapt their speech and writings to the circumstances, making decisions under time pressure, implementing them fluently, and making any necessary adjustments as unexpected problems arise."

The first test was administered in the beginning of the semester as the pre-test and the second one toward the end of the semester as the post-test. The first written test was show, write and tell. The students in both groups were paired to read their writing in front of the whole class, showing and writing about photos of their families. The students brought photos of their family members to class and wrote about the persons in the pictures with their partners. The students had one week to prepare before they presented in class. In addition, each pair was given five minutes to read their writing.

The work was checked by 10 of the English teachers at Al-Khaleej Intermediate School invited as the raters.

The second written test that the students performed as the post-test was asking about their " partners' favorite food".

3.4 Data Analysis

The data collected for analysis to examine the effects of cooperative learning in this study included (1) the scores of the two written tests, (2) the results of the teachers' questionnaire.   For the measurement of the linguistic competence, the scores collected from the two written tests were computed using the Statistical Package for Social Sciences (SPSS) for Windows to compare the groups' differences. The comparisons were analyzed by the Independent Samples Test and by the Paired Samples Statistics. The results of the tests were used for the analysis of the linguistic competence. In addition to the analysis of the linguistic competence measured and analyzed by statistical tool, the performance of the written tests was transcribed for further analysis on the discourse, strategic and non-verbal features of communicative competence that were difficult to identify through the scoring title.

Summary of the Chapter

Tests were applied to both groups(Experimental and controlled) to check if there was any significant difference in the scores between the two groups.

As for the analysis of the questionnaires, each teacher's responses to the 18 statements were scored with the help of the computer software of SPSS for Windows. The statistical results of the two tests and the teachers' questionnaire were computed and analyzed in chapter 4.

Chapter Four

Data Analysis Results and Discussion

This chapter analyses, presents and discusses in details the Pre and Post tests and the finding of classroom observations as well as the teachers' responses to the questionnaire.

4.0 Section one :The Students' Pre and Post tests:

4.0.1 The Experimental Group (Pre and Post tests Total marks):

For the measurement of the students' writing competence, two written tests were conducted by the students,(both Control and Experimental groups). To confirm this hypothesis first, the study estimates the mean and standard devotion of the variables in the experimental group total marks. The following table shows the values of the mean and standard devotion;

Table (4.1) the values of the mean and standard deviation in the
(Pre and Post tests of the Experimental group):

Statement	Mean	standard devotion
Pre-test	39.42	7.97
Post-test	43.22	6.33

Second, to test the statistical evidence of the difference between the numbers pre and post (total marks) above result. The study is independent samples t. test of significance differences between the (Pre- test) and(Post-test).

Table (4.2) the values of the independent samples t. test of the (Experimental Pre and Post tests - Total marks)

Statement	t. test value	Sig
Difference between the numbers Pre - test and Post-test (**total**)	**3.33**	**0.001**

Table (4.2), showed the following

1. T. test value (3.33) with sig (0.001), and this value is less than statistical significant (0.05). This indicates that, there are differences of statistical significant, between the experimental group (Pre-test) and (Post-test) .

2. The mean of stats score at((post-test) was (43.22) and the mean score at (Pre -test) was (39.42) therefore we can conclude that there was significant decrease of statistics test from (Post -test) to(Pre-test).

4.0.2 The Experimental group (Pre and Post Tests Structure)

Table (4.3) the values of the mean and standard deviation between the numbers Pre and Post test (Structure)

Statement	Mean	standard devotion
Pre-test	**14.93**	**3.53**
Post-test	**16.62**	**2.73**

Second, to test the statistical evidence of the difference between the numbers pre and post test (**Structure**) above result. The study is an independent samples t. test of significance differences between the Pre and Post tests.

Table (4.4) the values of the T. test (Independent Samples T. test) Structure

Statement	t. test value	Sig
Difference between the numbers pre and post test (**Structure**)	**3.37**	**0.001**

Table (4.4), showed the following

1. T. test value (3.37) with sig (0.001), and this value is less than statistical significant (0.05).This indicates that, there are differences of statistical significant, between the (Pre) and(Post) tests structure .

2. The mean of stats score at ((Post test) was (16.62) and the mean score at(Pre test) was (14.93) therefore we can conclude that there was significant decrease of statistics test from (Post test) to(Pre test).

4.0.3 The Experimental group (Pre and post tests Spelling)

Table (4.5) the values of the mean and standard deviation in spelling differences between Pre and Post tests of the experimental group

Statement	Mean	standard devotion
Pre- test	**11.27l**	**2.94**
Post- test	**12.85**	**2.47**

Second, to test the statistical evidence of the differences between the numbers Pre and Post Test spelling above result. The study is independent samples t. test of significant differences between the pre test and post tests.

Table (4.6) the values of the t. test (independent samples t. test)- Spelling

Statement	t. test value	Sig
Differences between the numbers Pre and Post (**Spelling**)	**3.67**	**0.000**

Table (4.6), showed the following

1. T. test value(3.67) with sig (0.000), and this value is less than statistical significant (0.05). This indicates that, there are   differences of statistical significant, between the (Pre test) and(Post test) spelling .

2. The mean of stats score at((Post test) was (12.85) and the mean score at(Pre test) was (11.27) therefore we can conclude that there was significant decrease of statistics test from (Post test) to(Pre test).

4.0.4   The experimental group (Pre and post tests Idea)

Table (4.7) the values of the mean and standard devotion- in the(Idea) differences between pre and post tests of the experimental group

Statement	Mean	standard devotion
Pre test	**13.06**	**2.16**
Post test	**13.77**	**1.88**

Second, to test the statistical evidence of the different between the numbers pre test and post test (**Idea)** above result. The study was independent samples T. test of significance differences between the (pre test) and(post test).

Table (4.8) the values of the t. test (independent samples t. test)- Idea

Statement	t. test value	Sig
Differences between the numbers Pre and Post (Idea)	**2.06**	**0.041**

Table (4.8), showed the following

1. T. test value(2.06) with sig (0.041), and this value is less than statistical significant (0.05). This indicate that, there are differences of statistical significant, between the (Pre test) and(Post test) (**Idea**)

4.1 The written evaluation between the Experimental group-Controlled group

To affirm this hypothesis first, the study estimates the mean and standard deviation of the variables. The following table shows the values of the mean and standard deviation;

Table (4.9) the values of the mean and standard deviation between the Experimental group-Controlled group

Statement	Mean	standard devotion
Experimental group	**43.22**	**6.33**
Controlled group	**36.10**	**8.56**

Second, to test the statistical evidence of different between the numbers(Experimental group) and (Controlled group) above result. The

study is independent samples T. test of significance differences between the (Experimental group) and(Controlled group).

Table (4.10) the values of the T. test (independent samples t. test) between the numbers (Experimental group) and (Controlled group)

Statement	t. test value	Sig
Differences between the numbers (Experimental group) and (Controlled group)	**6.47**	**0.000**

Table (4.10), showed the following

1. T. test value(6.47) with sig (0.000), and this value is less than statistical significant (0.05). This indicates that, there are differences of statistical significant, between the (Experimental group) and(Controlled group) .

2. The mean of stats score at (Experimental group) was (43.22) and the mean score at(Controlled group) was (36.10) therefore we can conclude that there was significant decrease of statistics test from (post) to(Controlled group).

4.2. The control Group (Pre and Post tests total marks)

To affirm this hypothesis first, the study estimates the mean and standard devotion of the variables. The following table shows the values of the mean and standard deviation.

Table (4.11) the values of the mean and standard deviation- between the Pre and Post tests total marks of the Control group

Statement	Mean	standard devotion
Pre test	36.63	8.50
Post test	36.10	8.56

Second, to test the statistical evidence of different between the numbers pre and post total marks above result. The study is independent samples t. test of significance differences between the (Pre) and(Post) tests.

Table (4.12) the values of the T. test (independent samples t. test)

Statement	t. test value	Sig
Differences between the numbers Pre and Post (total marks)- Controlled group	**0.391**	**0.696**

 Table (4.12), showed the following

T. test value (0.391) with sig (0.696), and this value is greater than statistical significant (0.05). This indicates that, there are no differences of statistical significant, between the (controlled group) (pre) and(post) tests .

4.3   Section two : The Teacher's questionnaire

4.3.1. Data planning

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

4.3.2   Checking the Reliability of Scale

When you are selecting scales to include in your study, it is important to find scales that are reliable. There are numbers of different aspects to reliability, one of the main issues concerns the scales internal consistency. This refers to the degree to which the items that make up the scale hang together and measure the same original construct. One of the most commonly used indicators of internal consistency is Cronbach alpha coefficient. Ideally the Cronbach alpha coefficient of scale should be above 0.6.

To test to what extent there is consistency throughout the study, the author calculated the degree of significant (Alpha – cronbach) and the accepted statistical value of the coefficient of Alpha- cronbach is 60%, so the author performed the procedure of significant test for the answers of all respondents. The results explained as follow:

Table (4.13) the values of Cronbach alpha

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

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

4.3. 3. The descriptive statistical methods:

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

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

4.3.4 T.test;

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

specified proportion of values. This test was used to test the statistical significant of the study hypothesis at level of significant 5% this meant that if the value of calculation at level of significant less than 5%, here we reject the null hypothesis (Ho) and we accept the (H1) the substitute hypothesis, and vice versa when calculated value at level of significant more than 5% we accept Null hypothesis (Ho) and we reject (H1) the substitute one.

4.3.5 The programme that used in analyzing the data of the study:

In analyzing the questionnaire data, the author used the SPSS, and this programmer is the one of the best programmes that are used in the statistical analysis as the terminology meant that the statistical package for social science. This programme was used in analyzing data (descriptive analysis or deduce analysis) and it was known as test of hypothesis.

4.4. Data analysis

The author aims to analyse the primary data that shows to what extent the sample size represent the population one. So from that, the author performed a statistical discretion for the primary random sample. The author made a number of tables that explain the value of every variable that showed the basic features of the sample size and used the frequency distribution to explain the number of respondents to the one value inside the variable in kind of percentages &numbers, here below the frequency distribution for all the answers of all questionnaire pillars.

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

Table No. (4.14) The Frequency Distribution for the wording:

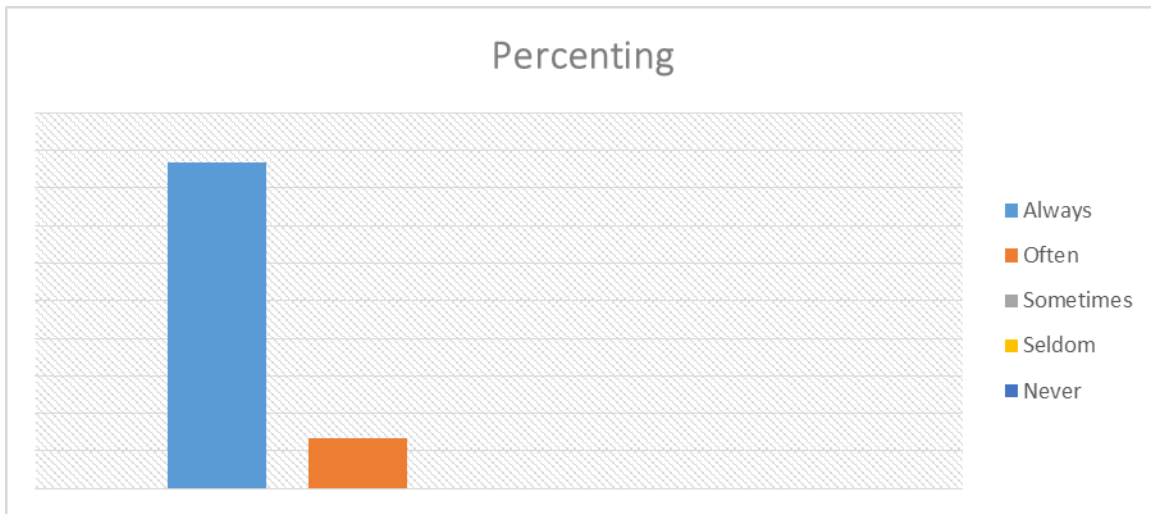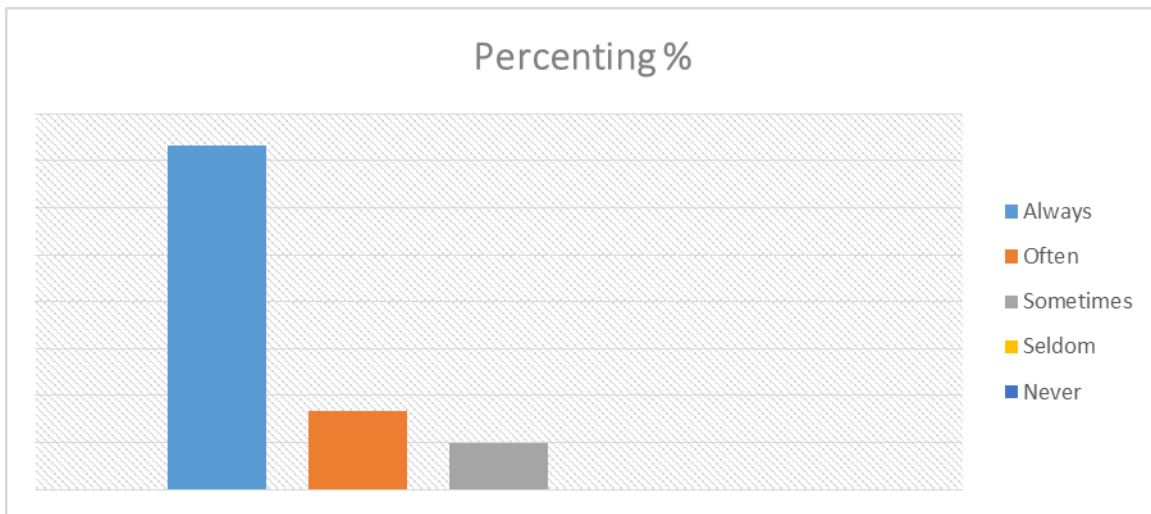| The Answer	Number	Percentage %
Always	25	83.3
Often	5	16.7
Sometimes	0	0
Seldom	0	0
Never	0	0
Total	30	100

Fig (1)
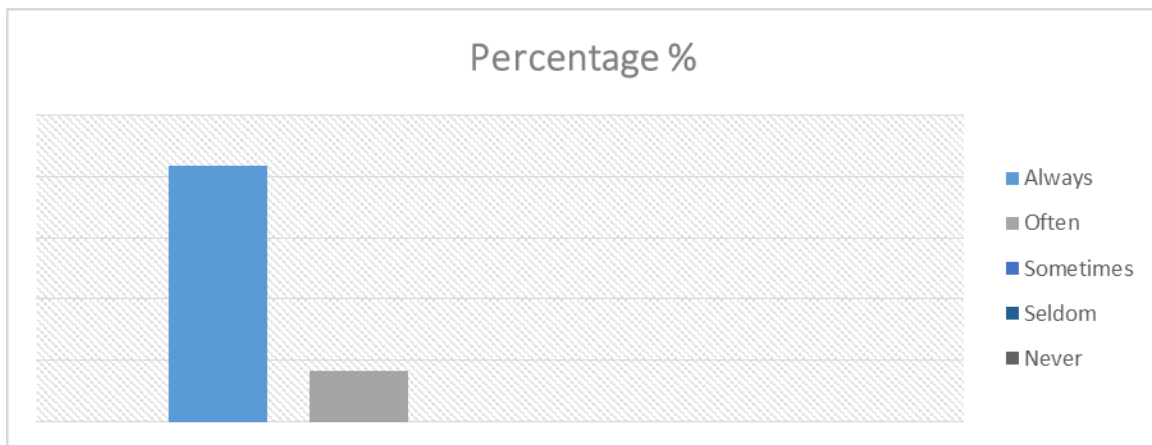
From table (4.14) and figure (1), it is obvious that the majority of the sample size (83.3%) agree always with the: (Working in groups enhances the students' communication skills) while (16.7%) were often.

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

Table No. (4.15) The Frequency Distribution for the wording:

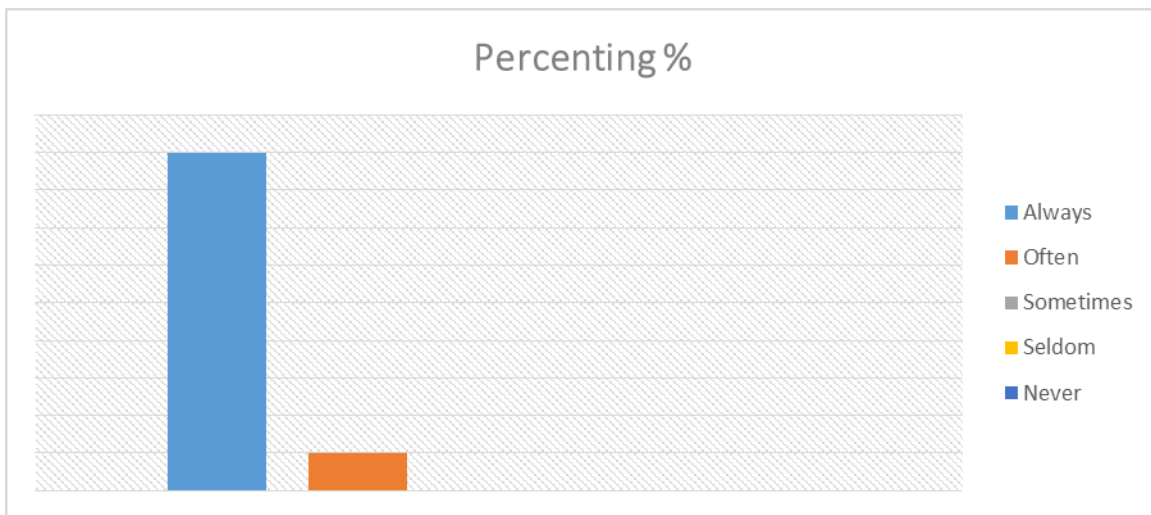| The Answer	Number	Percentage %
Always	26	86.7
Often	4	13.3
Sometimes	0	0
Seldom	0	0
Never	0	0
Total	30	100

Fig (2)

From table (4.15) and figure (2) it is obvious that the majority of the sample size (86.7%) agree always with**:** (Working in groups stimulates the students' creative thinking skills) while (13.3%) were often.

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

Table No. (4.16) The Frequency Distribution for the wording:

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

Fig (3)

From the table (4.16) and figure (3), it is obvious that the majority of the sample size (73.3%) agree always with; (Working in groups enables teachers to use skills which individual assessments do not.)while (16.7%) were often and only (10%) sometimes.

4. Working in groups fosters exchange of knowledge, information and experience. Table (4.17) Frequency Distribution for the wording

The Answer	Number	Percentage %
Always	27	90
Often	3	10
Sometimes	0	0
Seldom	0	0
Never	0	0
Total	30	100

Fig (4)

From the table (4.17) and figure (4) it is obvious that the majority of the sample size (90%) agree always with: (Working in groups fosters
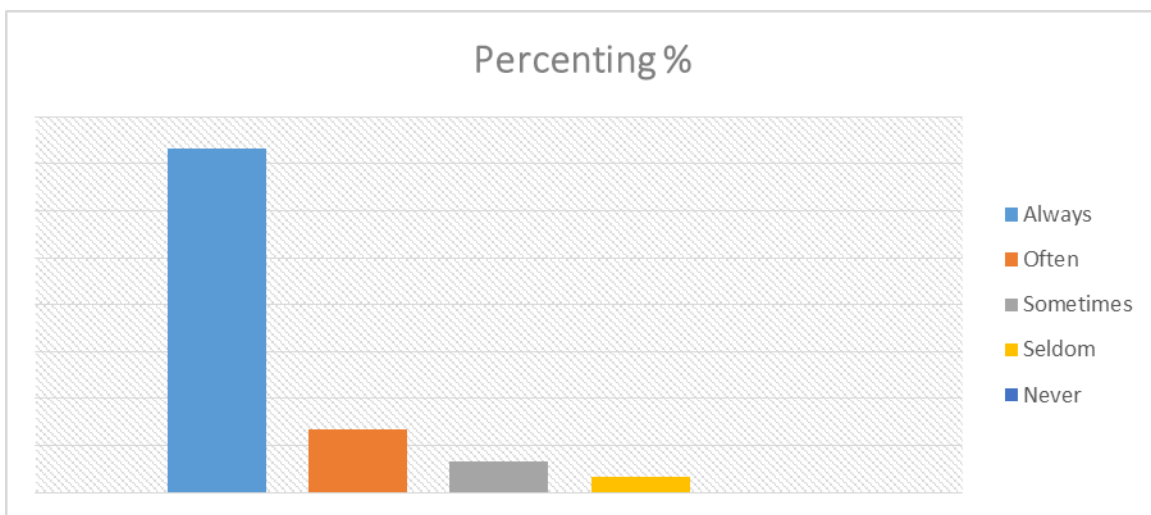
exchange of knowledge, information and experience) while (10%) were often.

5. While working in groups, students spend more time generating and planning ideas than when writing alone.

Table No. (4.18) The Frequency Distribution for the wording:

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

Fig (5)

From the table (4.18) and figure (5) it is obvious that the majority of the sample size (73.3%) agree always with; (While working in groups,
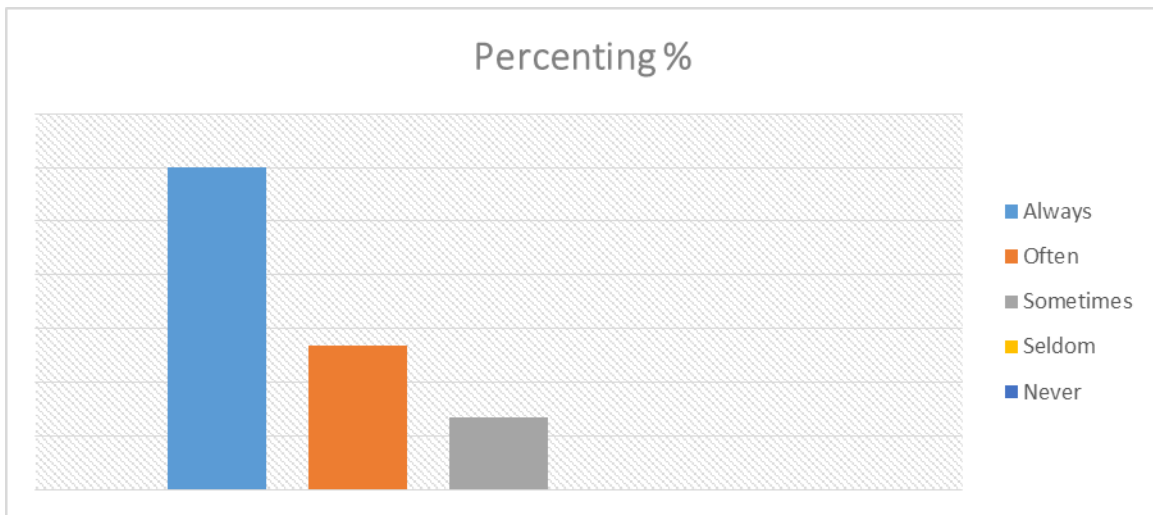
students spend more time generating and planning ideas than when writing alone) while (13.3%) were often and only (6.7%) sometimes.

6. Students have the chance to express their ideas in the group .

Table No. (4.19) The Frequency Distribution for the wording:

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

Fig (6)

From the table (4.19) and figure (6) it is obvious that the majority of the sample size (60%) agree always with; (Students have the chance to express
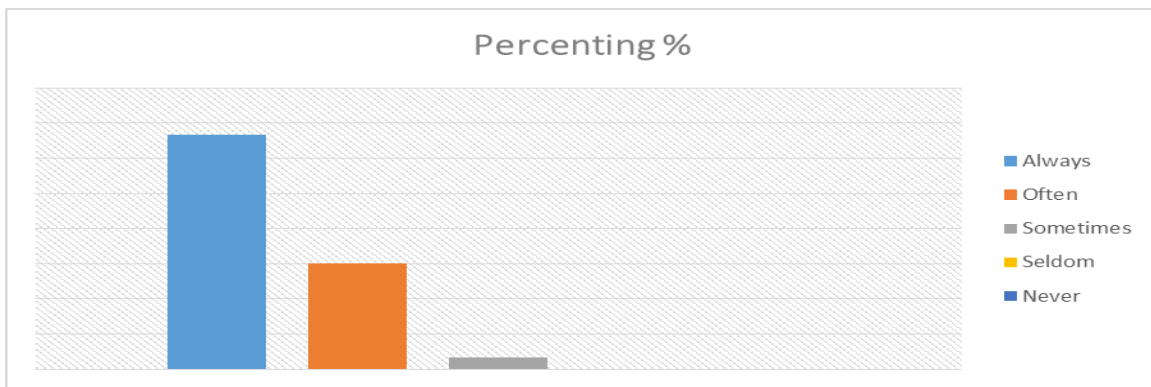
their ideas in the group while (26.7%) were often and only (13.3%) sometimes.

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

Table No. (4.20) The Frequency Distribution for the wording:

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

Fig (7)

From the table (4.20) and figure (7) it is obvious that the majority of the sample size (66.7%) agree always with; (Working in groups helps them to
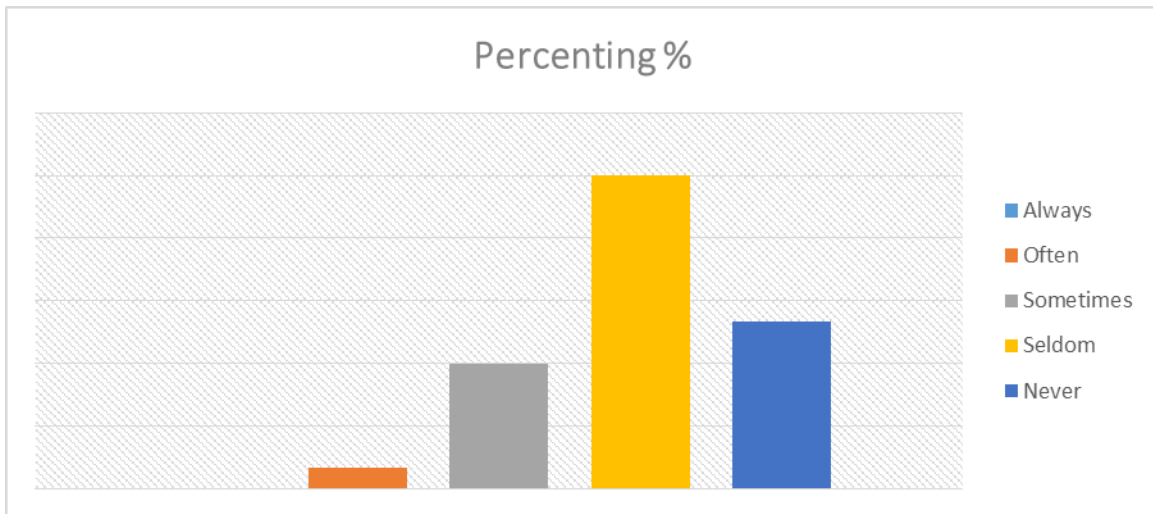
have a greater responsibility - for themselves and the group) while (30%) were often and only (3.3%) sometimes.

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

Table (4.21) The Frequency Distribution for the wording:

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

Fig (8)

From the table (4.21) and figure (8) it is obvious that the majority of the sample size (76.7%) (Seldom, never) with; (Working in groups is a waste of
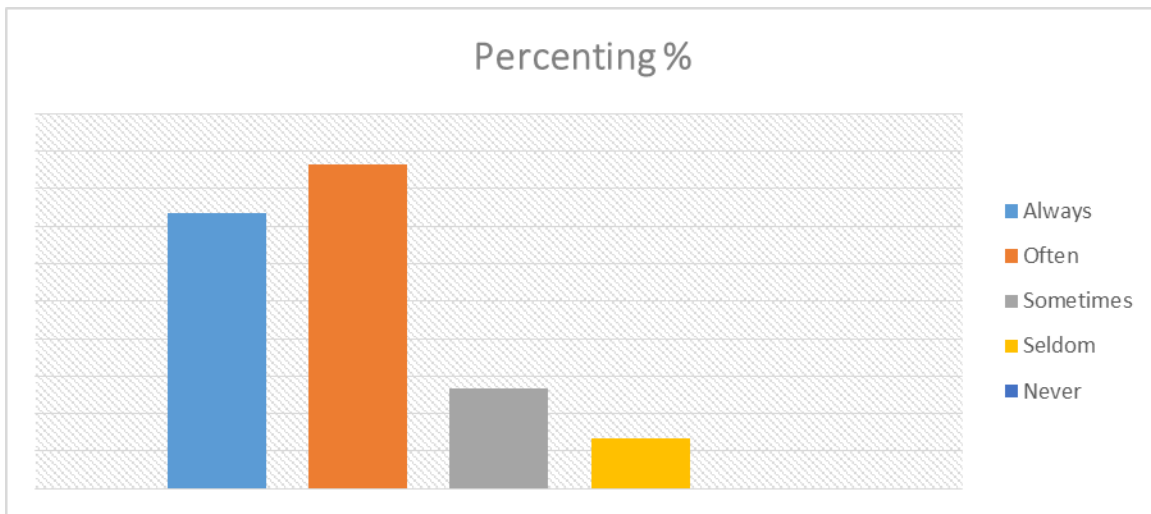
time as students keep explaining things to others) while (20%) were sometimes and only (3.3%) often.

9. Working in groups improves students writing performance.

Table (4.22) The Frequency Distribution for the wording:

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

Fig (9)

From the table (4.22) and figure (9) it is obvious that the majority of the sample size (80%) agree always and often with ;(Working in groups improves students writing performance) while (13.3%) were sometimes and only (6.7%) Seldom.

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

Table (4.23) The Frequency Distribution for the wording:

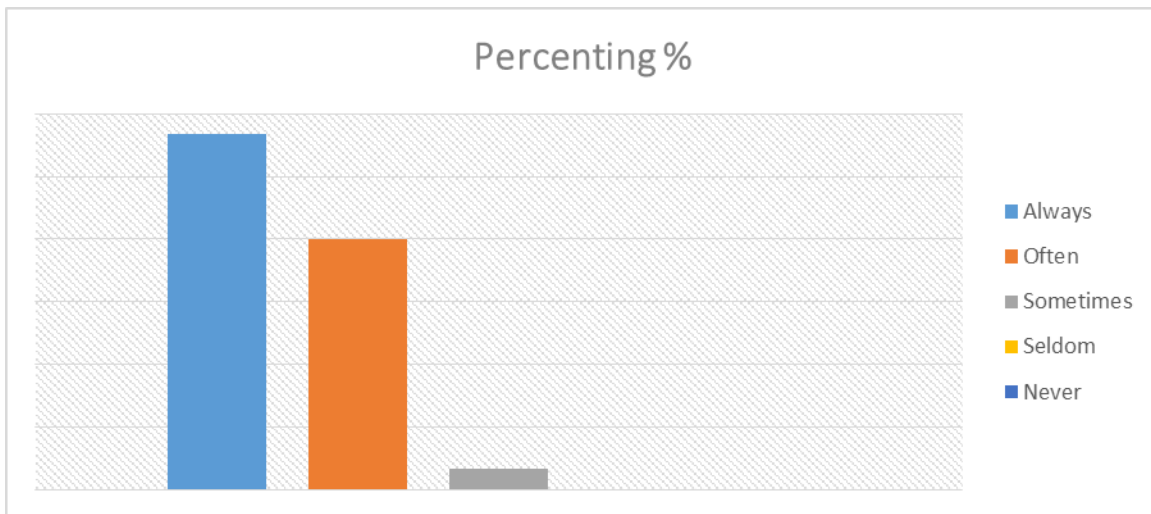| The Answer	Number	Percentage %
Always	18	60
Often	9	30
Sometimes	2	6.7
Seldom	1	3.3
Never	0	0
Total	30	100

Fig (10)
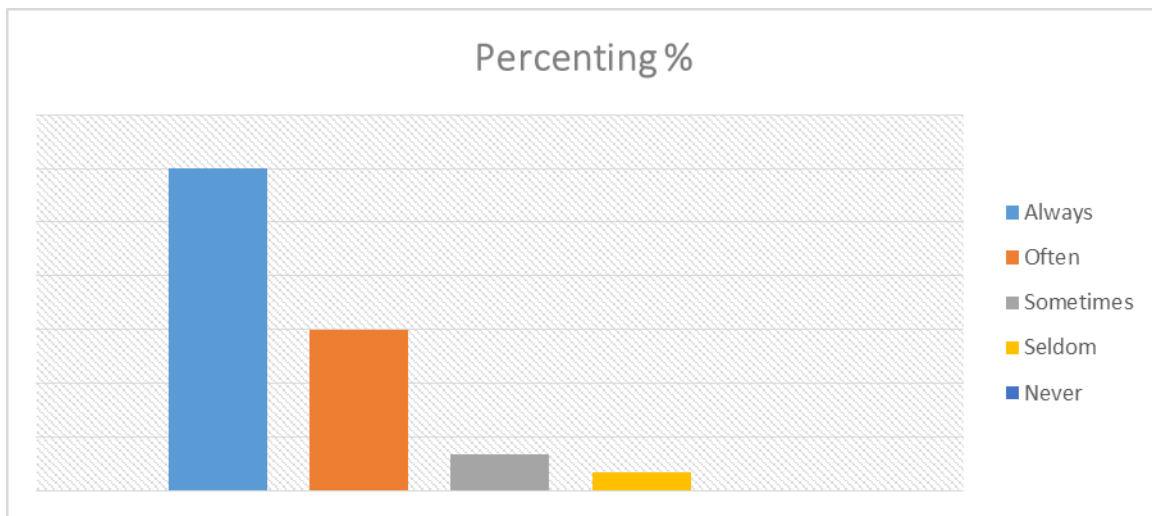
From the table (4.23) and figure (10) it is obvious that the majority of the sample size (60%) agree always with; (Working in groups helps students to work in a more relaxed atmosphere) while (30%) were often and only(6.7%) sometimes.

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

Table No. (4.24) The Frequency Distribution for the wording:

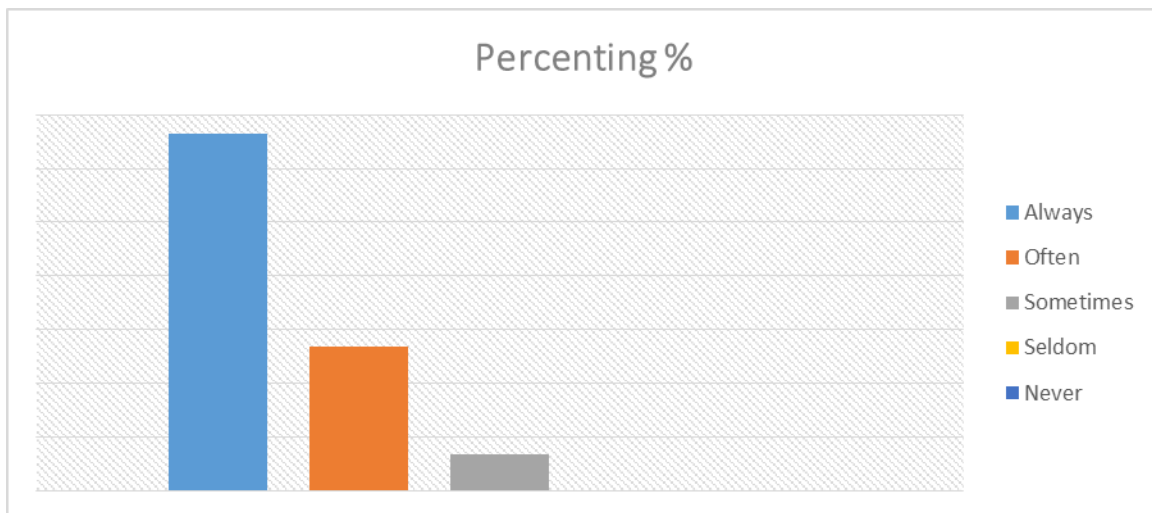| The Answer	Number	Percentage %
Always	17	56.7
Often	12	40
Sometimes	1	3.3
Seldom	0	0
Never	0	0
Total	30	100

Fig (11)

From the table (4.24) and figure (11) it is obvious that the majority of the sample size (56.7%) agree always with; (Having completed group projects, students feel they have more confident working with other students) while (40%) were soften and only 3.3(%) sometimes.

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

Table (4.25) The Frequency Distribution for the wording:

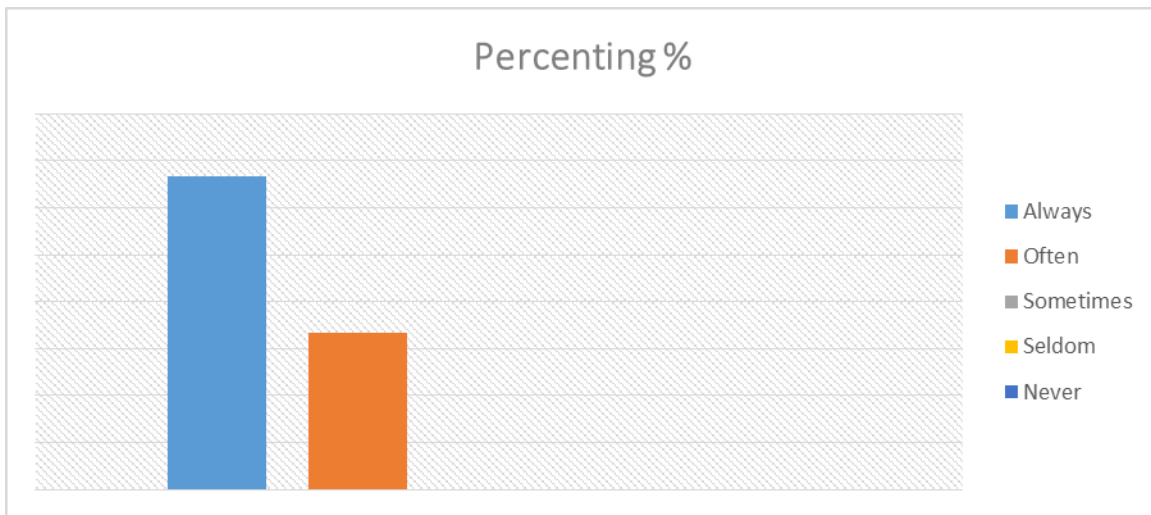| The Answer	Number	Percentage %
Always	20	66.6
Often	8	26.7
Sometimes	2	6.7
Seldom	0	0
Never	0	0
Total	30	100

Fig (12)

From the table (4.25) and figure (12) it is obvious that the majority of the sample size (66.6%) agree always with; (Working in groups enables students to help weaker partners in the group) while (26.7%) were often and only (6.7%) sometimes.

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

Table (4.26) The Frequency Distribution for the wording:

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

Fig (13)

From the table (4.26) and figure (13) it is obvious that the majority of the sample size (66.7%) agree always with; (Teaching English through
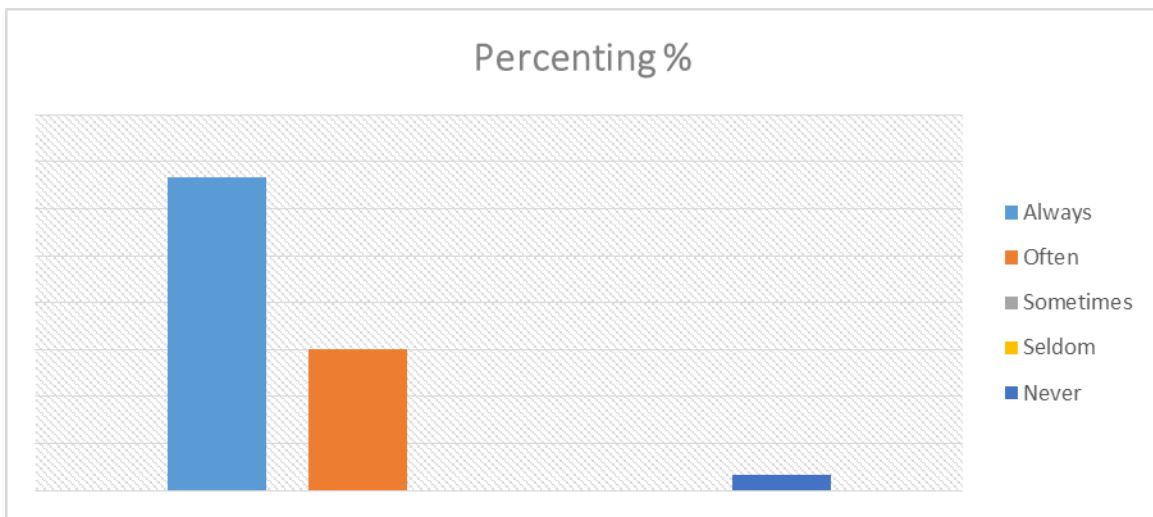
Cooperative methods results in positive attitudes towards learning English language) while (33.3%) were often.

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

Table (4.27) The Frequency Distribution for the wording:

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

Fig (14)

From the table (4.27) and figure (14) it is obvious that the majority of the sample size (66.7%) agree always with ;(Working in groups saves time for
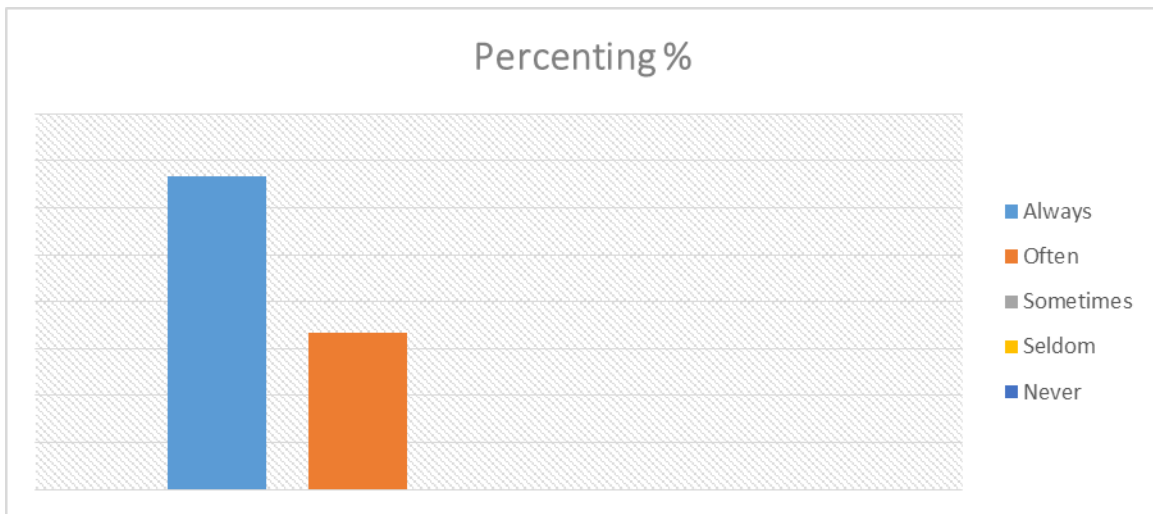
the teacher to achieve more goals during the lesson)   while (30%) were sometimes and only (3.3%) never.

15. Working in groups makes problem-solving easier.

Table (4.28) The Frequency Distribution for the wording:

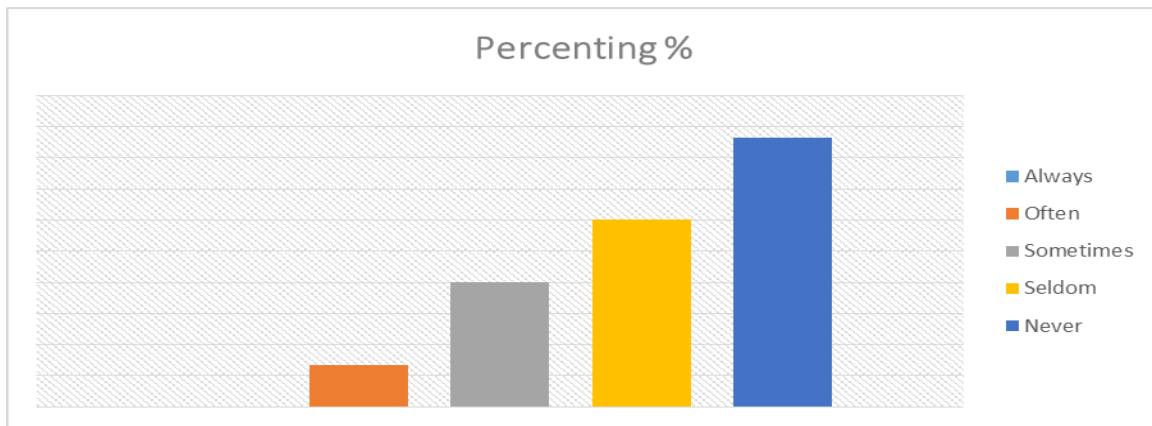| The Answer	Number	Percentage %
Always	20	66.7
Often	10	33.3
Sometimes	0	0
Seldom	0	0
Never	0	0
Total	30	100

Fig (15)

From the table (4.28) and figure (15) it is obvious that the majority of the sample size 66.7%) agree always with; (Working in groups makes problem-solving easier) while (33.3%) were often.

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

Table No. (4.29) The Frequency Distribution for the wording:

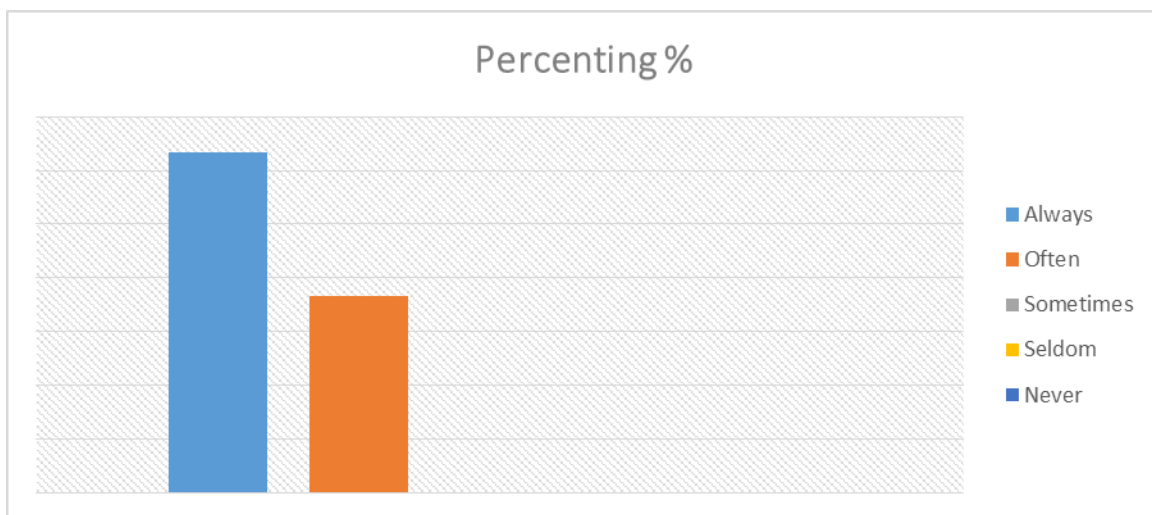| The Answer	Number	Percentage %
Always	0	0
Often	2	6.7
Sometimes	6	20
Seldom	9	30
Never	13	43.3
Total	30	100

Fig(16)

From the table (4.29) and figure (16) it is obvious that the majority of the sample size (73.3%) seldom and never with; (Working in groups makes the teacher with no role in class)while (20%) were sometimes and only (6.7%) often.

17. Overall, cooperative learning is a worthwhile experience.

Table (4.30) The Frequency Distribution for the wording:

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

Fig (17)

From the table (4.30) and figure (17) it is obvious that the majority of the sample size (63.3%) agree always with; (Overall, cooperative learning is a worthwhile experience) while (36.7%) were often.

18. Working in groups should be encouraged/continued

Table No. (4.31) The Frequency Distribution for the wording:

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

Fig (18)
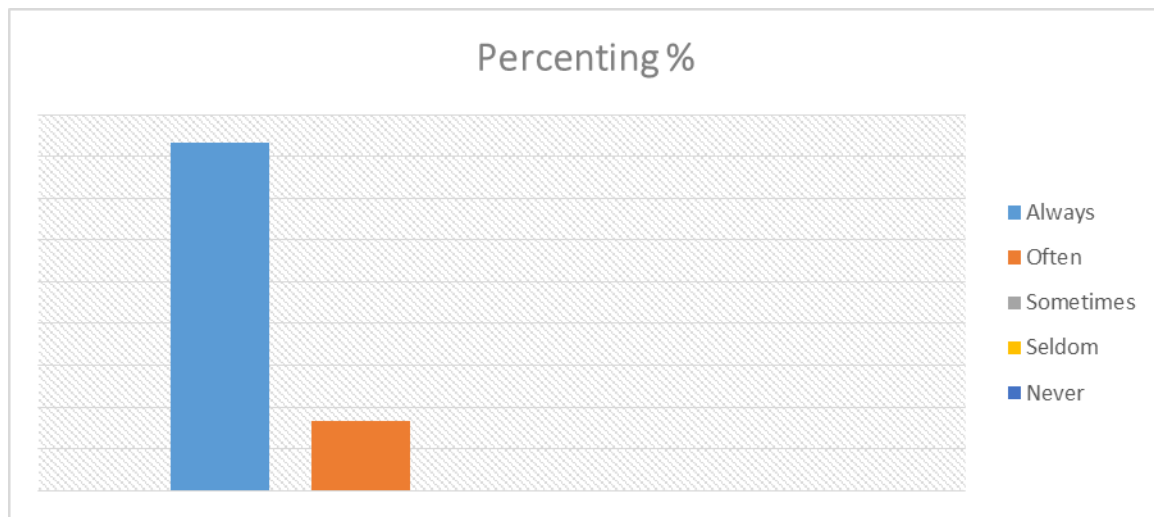
From the table (4.31) and figure (18) it is obvious that the majority of the sample size (83.3%) agree always with**;** (Working in groups should be encouraged/continued) while (16.7%) were often.

The Teachers' questionnaire: Table (4.32) The (t) value for the respondents' answers.

	Statements	average	Interpretation	t-test	Sig
1	Working in groups enhances the students' communication skills.	4.33	Always	26.40	0.000
2	Working in groups stimulates the students' creative thinking skills	4.87	Always	29.5	0.000
3	Working in groups enables teachers to use skills which individual assessments do not.	4.63	Always	13.37	0.000
4	Working in groups fosters exchange of knowledge, information and experience.	4.90	Always	34.10	0.000
5	While working in groups, students spend more time generating and planning ideas than when writing alone.	4.62	Always	11.25	0.000
6	Students have the chance to express their ideas in the group	4.47	Always	11.0	0.000
7	Working in groups helps them to have a greater responsibility - for themselves and the group	4.63	Always	16.08	0.000
8	Working in groups is a waste of time as students keep explaining things to others.	2.0	Seldom	6.95	0.000
9	Working in groups improves students writing performance.	4.10	Always	6.81	0.000
10	Working in groups helps students to work in a more relaxed atmosphere.	4.47	Always	10.35	0.000
11	Having completed group projects, students feel they have more	4.53	Always	14.69	0.000

	confident working with other students.				
12	Working in groups enables students to help weaker partners in the group.	4.60	Always	14.10	0.000
13	Teaching English through Cooperative methods results in positive attitudes towards learning English language	4.67	Always	19.03	0.000
14	Working in groups saves time for the teacher to achieve more goals during the lesson.	4.60	Always	12.99	0.000
15	Working in groups makes problem-solving easier.	4.52	Always	10.64	0.000
16	Working in groups makes the teacher with no role in class.	1.90	Seldom	6.27	0.000
17	Overall, cooperative learning is a worthwhile experience.	4.63	Always	18.25	0.000
18	Working in groups should be encouraged/continued.	4.83	Always	26.49	0.000

To test the statistical evidence of difference between the numbers of those agree, neutral and who don't agree for the above result. The study us the (t) test of significance differences between the answers for all statements. Table (4.32) The (T) value for the respondents answers to all wording

Source: the author survey – questionnaire results.

Table (4.32), showed the following:

(1) T. value has a significant difference among the group of the sample study for the wording no (1) reached (0.000), and this value is less than statistical significant (0.05). This indicates that, there are differences of statistical significant, between the group of the sample size answering favoring those who **Always** with: (**Working in groups enhances the students' communication skills**).

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

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

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

5) T. value has a significant difference among the group of the sample study for the wording no (5) reached (0.000), and this value is less than statistical significant (0.05). This indicates that, there are differences of statistical significant, between the group of the sample size answering favoring those who **Always** with: (**While working in groups, students spend more time generating and planning ideas than when writing alone**).

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

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

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

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

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

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

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

(13) T. value has a significant difference among the group of the sample study for the wording no (13) reached (0.000), and this value is less than

statistical significant (0.05). This indicates that, there are differences of statistical significant, between the group of the sample size answering favoring those who **Always** with: (**Teaching English through Cooperative methods results in positive attitudes towards learning English language)**.

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

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

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

(17) T. value have a significant difference among the group of the sample study for the wording no (17) reached (0.000), and this value is less than statistical significant (0.05) this indicates that, there are differences of

statistical significant, between the group of the sample size answering favoring those who **Always** with: (**Overall, cooperative learning is a worthwhile experience**).

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

4.5 Summary of the Chapter

Pre and Posttests are conducted to both groups. Teachers responded to a questionnaire to investigate their attitudes towards teaching English Language and specially using cooperative learning methods to develop the students' written skills.

The results of the study show that the pupils in the Experimental group outperform themselves in the Post experimental written test compared to their performance in the Pre-experimental test. That is to say, there is a significant difference between their scores in the two tests (the P-value 0.000).

The results of the teachers' questionnaire also reveal that the pupils develop better attitudes towards learning English using cooperative learning strategy, specially, to develop their written skills.

Chapter 5 Conclusions and Recommendations will shed light on the researcher's suggestions and recommendations for further study.

Chapter Five
Conclusions and Recommendations

5.0 Conclusions

At the turn of this century, Saudi Arabia has been motivated to promote the competitiveness by reforming education, especially the English education because the teaching and learning of English in Saudi Arabia has long been a low-rewarding work for both teachers and students.

Cooperative learning methods hold great promise for accelerating students' skill of academic learning, motivation to learn, and the development of the writing skills. However, like other innovations, techniques of cooperative learning need to be tailored to the cultural and linguistic context in which they are used. Designed and implemented by teachers who are loyal to the key elements of cooperative learning and dedicated to regarding variety as a resource, cooperative learning can create supportive environments that will enable students to succeed academically, enhance their written communicative competence. Based upon the results in the study, several conclusions are drawn in response to the research questions of this study.

1.	Cooperative learning is a possible and practical teaching method that puts communicative approach into action. Such a student-centered teaching method helps improve the students' written communicative competence of the target language, because cooperative learning creates a more friendly and supportive learning environment within which students have more opportunities and enjoy more freedom view.

2.	Teamwork encourages students to engage in such high-level thinking skills as analyzing, explaining, synthesizing, and elaborating.

3. The cooperative learning will improve the students' written achievements in the structure-based school examinations, as many teachers are concerned. Many teachers are worried that cooperative learning may hinder their students' progress in structure-based exams. The experiment of cooperative learning in Al-Khaleej National School English course, however, does not show the decrease of students' academic achievements in the school-wide monthly examinations.

4. Cooperative learning is a powerful teaching method that can improve the students' motivation through a supportive climate of caring and sharing in the classroom that makes English learning more enjoyable, lively, and encouraging, which, in turn, enhances the students' motivation toward learning English as a foreign language. In such a cooperative learning context as the experimental class, motivationally appropriate feedback, praise, and rewards are generously granted through the motivation structure of positive reinforcement like the Mountain Climbing Chart and the writing of thank-you-notes.

Overall, cooperative learning is a possible teaching method with characteristics compatible with the current wave of educational reform, especially the aim to promote the basic competencies of our students. Cooperative learning does not only improve the students' communicative competence and improve their motivation toward learning English as a foreign language, it also cultivates the students' overall ability as general human beings with the facility of caring, sharing, respecting, and cooperating with others.

Thus, cooperative learning is strongly recommended for EFL teachers in Saudi Arabia in their English classrooms.

5.1 Summary of the Findings

This study investigates (1) the effects of cooperative learning on the improvement of the EFL learners' language ability in terms of the written communicative competence and (2) the effects of cooperative learning on the achievers' attitudes towards learning English as a foreign language.

The results are summarized as follows:

The subjects of the study are 80 pupils representing the experimental group and another 80 pupils as a control group in Saudi Arabia Intermediate School for girls.

Pre and posttests are conducted to both groups. Teachers responded to a questionnaire to investigate their attitudes towards teaching English Language and specially using cooperative learning methods to develop the students' written skills.

The results of the study show that the pupils in the experimental group outperform themselves in the post experimental written test compared to their performance in the pre-experimental test. That is to say, there is a significant difference between their scores in the two tests (the P-value 0.000).

The above mentioned findings confirmed the first and second hypotheses of this study.(1.Cooperative learning encourages learners' English written skills and 2. Using cooperative learning improves EFL learners' written skills.)

The results of the teachers' questionnaire also reveal that the pupils develop better attitudes towards learning English using cooperative learning strategy, specially, to develop their written skills.

The results of the teachers' questionnaire prove and completely confirm the third hypothesis of this study, (3. Saudi EFL learners' attitudes towards writing using cooperative learning are expected to be positive.)

Such results suggest the use of cooperative learning in EFL classrooms to include other language skills as well as grammar and that further studies could be carried out with larger groups of learners to further test the influence of cooperative learning to enhance the learning of EFL.

Based upon the findings discussed, guidelines of implementing cooperative learning are thus proposed and conclusions are drawn. The educational implications, limitations of the present study, and suggestions for further research are also included in this chapter.

The results presented in Chapter Four suggest that the students studying in the cooperative context outperform the students in the control group who study English in the traditional method. The effects of cooperative learning seem outstanding in enhancing the EFL Al-khaleej National School students' language learning, especially their communicative competence, and motivation toward learning English as a foreign language. The students are able to grow at their own pace, and, at the same time, contribute to their peers' learning. The results of the teachers' questionnaire indicated that teaching English using cooperative methods, helps students to gain significantly in their motivation toward learning English after the study.

5.2 Recommendations:

Based on the findings of this study, the researcher recommends the following:

- English Language teachers are recommended to use cooperative learning in their classroom to teach the different English language skills and all other language aspects such as grammar.

- English Language teachers should be trained on the use of this teaching strategy.

- Syllabus designers are also encouraged to take into consideration cooperative learning when designing language syllabuses.

5.3   Suggestions for Further Studies

Though some positive findings were identified in this study which support the effectiveness of cooperative learning at Al-khaleej National school, some limitations of the present study might be noted before the results could be generalized.

 Firstly, the samples of the participants were restricted to only two classes of the third Intermediate school students. Future studies on more student participants or more teachers implementing cooperative learning in more classes are recommended in order to generate more evidence on the effects of cooperative learning.

 Moreover, the data collected for the analysis of the students' communicative competence was based on the design of two written tests. Though four aspects of written communicative competence were under investigation, the students' language skills in, reading, and listening were not measured in this study.

With time and support permitted, future research might develop reliable and valid measurements to include the other language skills of reading, and listening, to examine the effects of cooperative learning on EFL learners' overall communicative competence.

Another suggestion for further study is about the teacher development in cooperative learning. Being limited to the range of the research questions, which focused on the effects of cooperative learning on EFL teaching, this study did not investigate the possible factors that might affect the success of teacher development in cooperative learning. What are the possible causes for some teachers to become successful and frequent users of cooperative learning? Further research is, therefore, suggested to investigate the factors related to the success of teacher development in cooperative learning.

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Appendices

Appendix 1: Intervention of Experimental Group of C.L.

Phase One: beginning of the semester till the 1st monthly examination

Teambuilding	Heterogeneous grouping
	Three-Step Interview
	Ten Commitments
	Ten Commitments
Role assignments	Leader
	Reporter
	Recorder
	Checker
	Timer
	Quiet Captain
Talk-pair	Teammates facing each other as talk
Positive reinforcements	Mountain Climbing Chart \Thank-you note

Phase Two: after the 1st monthly examination

Vocabulary	Flashcard designed by assigned groups Oral presentation by assigned group Worksheet prepared by assigned groups
Dialogue	Role-play by assigned groups
Talk-pair	Inside-Outside Circle
Sentence structure	Flashcard prepared by assigned groups Oral presentation by assigned groups Worksheet designed by assigned group
Teacher's lesson Presentation	Feedback & comments on group Corrections & modeling Positive reinforcement Rewards & encouragement Coordinating & inspiring

Appendix (2): The Ten Commitments of C.L.

1. I promise to do my share of work with pleasure and delight.

2. I will be brave to express myself in my group. My opinions do count.

3. I will be sensitive to my learning. If I find any problem or difficulty, I will turn to my teammates for help immediately.
   When my classmates are doing their presentation.

4. I will encourage them with my big smile and attentive eyes.

5. I am willing to help my classmates and teammates when they need me.

6. I will write "thank-you" note to one of my classmates and teammates after each class.

7. I will learn how to show my appreciation in words and in deeds to anyone who helps me in or after class.

8. I will learn how to catch my classmates while they are doing something good.

9. I will respect the differences between my classmates and me.

10. I promise to enjoy every minute of our English class by smiling happily all the time.

Appendix (3): The Ten Commandments of C.L.

1. I will not be late to turn in my homework.
2. I will not laugh at my teammates when they make mistakes.
3. I will not sleep in class.
4. I will not chat with teammates during group discussion.
5. I will not shout at my teammates when I am talking to them.
6. I will not take things from other teammates' desk without permission.
7. I will not kick others' feet under the table.
8. I will not eat garlic when we have English class.
9. I will not stay up late the night before English class.
10. I will not swing my chair while seated.

Appendix (4): Role Assignments and Job Description of C.L.

Role Job Description

Leader: The leader is the chairperson who hosts the group   discussion and makes sure that each member is on task by participating in the discussion or any given task.

Recorder: The recorder needs to take notes during the discussion. The written report will be given to the reporter.

Reporter: The reporter is responsible for reporting the summary of her group's discussion to the class on behalf of her team.

Timer: The timer controls the time given to their group and makes sure that the assigned task is completed in time. If time is not enough to complete the task, the timer has to request more time from the teacher.

Checker: The checker makes sure that each one in the group finishes the worksheet or assigned task in class. If someone in the group has problem completing the individual worksheet, the checker reports to the leader who decides what kind of help will be given to that member.

Quiet Captain: The quiet captain sees if the group does or does not do the work in the particular time.

Appendix (5) : **The teachers' Questionnaire**

The five answers were listed according to the order of frequency: (1) always :5 points, (2) often: 4 points, (3) sometimes: 3 points, (4) seldom: 2 points and(5) never:1 point .

Statements	Always 5.points	Often 4.points	Sometime 3.points	Seldom 2.points	Never 1.points
Working in groups enhances the students' communication skills.					
Working in groups stimulates the students' creative thinking skills					
Working in groups enables teachers to use skills which individual assessments do not.					
Working in groups fosters exchange of knowledge, information and experience.					
While working in groups, students spend more time generating and planning ideas than when writing alone.					
Students have the chance to express their ideas in the group					
Working in groups helps them to have a greater responsibility - for themselves and the group					
Working in groups is a waste of time as students keep explaining things to others .					
Working in groups improves students writing performance.					
Working in groups helps students to work in a more relaxed atmosphere.					
Having completed group projects, students feel they have more confident working with other students.					
Working in groups enables students to help weaker partners in the group.					
Teaching English through Cooperative methods results in positive attitudes towards learning English language .					
Working in groups saves time for the teacher to achieve more goals during the lesson.					
Working in groups makes problem-solving easier.					
Working in groups makes the teacher with no role in class.					
Overall, cooperative learning is a worthwhile experience.					
Working in groups should be encouraged/continued.					

Prepared By: Student.Sabah Faris. **April.2015**