

The effect of Cooperative Learning on the Developing of the writing skills in learning English as a foreign Language.

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ABSTRACT :

This study investigates the effects of cooperative learning in developing writing skill of the learners of English as a foreign Language (EFL) and their attitudes towards learning the English language using cooperative learning. The subjects of the study were 80 pupils representing the experimental group and another 80 pupils as a control group in Saudi Arabia intermediate school for girls. Pre and post tests were conducted to both groups. Teachers also responded to questionnaire to investigate their attitudes towards teaching English Language and specially using cooperative learning to develop writing skills. The results of the study showed that the pupils in the experimental group outperformed themselves significantly. 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) with (P-value 0.000) in the post experimental written test compared to their performance in the pre-experimental test. The results of the teachers' questionnaire also revealed that the pupils developed better attitudes towards learning English using cooperative learning strategy, specially, to develop their writing skills. Therefore, it could be recommended to adopt cooperative learning in EFL classrooms to include other language skills as well as grammar. It is also recommended that further studies could be undertaken out with larger groups of learners.

Keywords: Cooperative learning, communicative competence, role assignment, Reinforcement.

المستخلص :

تبحث هذه الدراسة أثر التعليم التعاوني في تطوير مهارة الكتابة لدي دارسي اللغة الانجليزية كلغة أجنبية ووجهة نظر المعلمين تجاه تدريس اللغة الانجليزية باستخدام التعليم التعاوني. شملت الدراسة ثمانين طالبة من طالبات الصف الثالث بالمرحلة المتوسطة في المملكة العربية السعودية تمثل المجموعة الاختبارية وثمانين طالبة أخرى تمثل المجموعة الضابطة. ومن أهم نتائج هذا البحث، تطور ملحوظ في مستوى مهارة الكتابة باللغة الانجليزية لدى الطالبات اللاتي خضعن لطريقة التعليم التعاوني أثناء دراسة اللغة الانجليزية بينما لم يظهر اي تطور في مستوى التحدث لدى المجموعة الضابطة. كما أظهرت نتائج الاستبيان الخاص بالمعلمات تطورا ايجابيا لدى وجهة نظر طالبات المجموعة الاختبارية تجاه تعلم اللغة الانجليزية عن طريق التعليم التعاوني. بناءا على نتائج الدراسة يوصي الباحثان باستخدام التعليم التعاوني في تدريس مهارات اللغة المختلفة والقواعد وتقصي أثر التعليم التعاوني في اللغة الأجنبية باختيار مجموعة أكبر من الدارسات اللاتي شملتهم الدراسة.

كلمات مفتاحية : التعليم التعاوني، الكفاءة التواصلية، الدور التفاعلي، التعزيز

INTRODUCTION :

psychologically push weak students leading to self-confidence ones and excellent performance of the target groups.'(1). It was also reported that, 'Teachers usually divide their classes into groups which contain at least from (4 -6) students. They distribute the jobs between the members of each group; for example: a leader, a reader, a speaker, a researcher and a writer. ' The students are 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 theirpartners.(2) It was claimed that:'Cooperative learning promotes student learning and increases their retention. (3). It also encourages the levels of the students and focuses on weak ones'. That is because the groups and jobs are changeable. The leader this week can be the speaker or the reader the coming week.(4) strategies have been shown to improve academic performance, and cooperative learning leads to greater motivation to learn .(5) It improves self esteem and leads to more positive social behaviors. It was also pointed out that Cooperative Learning promotes language acquisition by providing comprehensible input in developmentally appropriate ways and in a supportive and motivating environment. (6). In the course of this study the researcher investigated the problem using questionnaires and written tests to collect the data. The results were analyzed and discussed and recommendations were proposed to help EFL learners develop their writing skills .

Materials and Methods

Intermediate School in the Kingdom of Saudi Arabia. One class as the experimental group and the other one

Almost throughout the world, English has become a necessity and a dominating language. 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. 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. Many 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 is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety learning activities to improve their understanding of a target subject. Each member of a team is responsible for not only learning what is taught, but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through assignments till all group members successfully understand and complete the task. It was pointed out that' cooperative Learning is a modern method in teaching which

The Participants in the study were two classes of the third year students that the researcher taught at Al-Khaleel

communicative competence (2) the effects of cooperative learning on the EFL learners' writing skills motivation in learning English as a foreign language, and (3) EFL learners' attitudes towards learning writing skills of English language through cooperative learning are presented below.

The students' pre and post tests

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 deviation of the variables in the experimental group total marks. The following table shows the values of the mean and standard deviation;

Table (4.1) the values of the mean and standard deviation in the (pre and post tests of the experimental group).

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

Source; own calculation based on data

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
different between the numbers pre -test and post-test (total)	3.33	0.001

Source; own calculation based on data.

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 (pos -test) to (pre-test).

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 a typical private school in the suburbs of Riyadh and were randomly assigned to control and experimental groups.

Pre and post tests were administered to both groups. The teachers filled in a questionnaire to investigate their attitudes towards teaching English Language and particularly when cooperative learning strategy was used.

Results and Discussion

Both the quantitative and the qualitative findings are presented to respond the research questions on (1) the effects of cooperative learning on the improvement of EFL learners' language ability in terms of the written

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 deviation
Pre-test	14.93	3.53
Post-test	16.62	2.73

Source; own calculation based on data

samples t. test of significance differences between the pre and post tests.

Second, to test the statistical evidence of the difference between the numbers pre and post test (Structure) above result. The study is an independent

Table (4.4) the values of the t. test (independent samples t. test) Structure

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

Source; own calculation based on data

Table (4.4), showed the following

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).

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 .

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 deviation
Pre- test	11.271	2.94
Post- test	12.85	2.47

Source; own calculation based on data

The study is independent samples t. test of significance differences between the pre test and post tests.

Second, to test the statistical evidence of the different between the numbers pre and post test spelling above result.

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

Statement	t. test value	Sig
different between the numbers pre and post (Spelling)	3.67	0.000

Source; own calculation based on data .

Table (4.6), showed the following

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).

1. T. test value(3.67) with sig (0.000), 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) spelling .

4.0.4 The experimental group (Pre and post tests Idea)

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

Statement	Mean	standard deviation
Pre test	13.06	2.16
Post test	13.77	1.88

Source; own calculation based on data

samples T. test of significance differences between the (pre test) and(post test).

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

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

Statement	t. test value	Sig
different between the numbers pre and post (Idea)	2.06	0.041

Source; own calculation based on data

Table (4.8), showed the following

there are differences of statistical significant, between the (pre test) and(post test) (Idea)

1. T. test value(2.06) with sig (0.041), and this value is less than statistical significant (0.05) this indicate that,

4.1 The written evaluation between the experimental group-controlled group

following table shows the values of the mean and standard deviation;

To affirm this hypothesis first, the study estimates the mean and standard deviation of the variables. The

Table (4.9) the values of the mean and standard deviation between the experimental group-controlled group

Statement	Mean	standard deviation
experimental group	43.22	6.33
controlled group	36.10	8.56

Source; own calculation based on data

study is independent samples t. test of significance differences between the (experimental group) and(controlled group).

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

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
different between the numbers (experimental group) and (controlled group)	6.47	0.000

Source; own calculation based on data

Table (4.10), showed the following

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 deviation 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 deviation
Pre test	36.63	8.50
Post test	36.10	8.56

Source; own calculation based on data

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
different between the numbers pre and post (total marks)- controlled group	0.391	0.696

Source; own calculation based on data

Table (4.12), showed the following

Result of questionnaire were discussed here in relation to the study hypotheses Table (4): Frequency distribution table for the teacher' questionnaire

To test the statistical evidence of different between the numbers of those agree, neutral and who don't agree for the above result. The study is the (t)

1. T. test value(6.47) with sig (0.000), and this value is less than statistical significant (0.05) this indicate 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

Second, to test the statistical evidence of different between the numbers pre and post total marks above result. The

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 .

Result of teachers' questionnaire

between the answers for all statements. test of significance differences

Table (4) The (t) value for the respondents answers to all wording

Source: the author survey – questionnaire results.

Statements	average	Interpretation	t-test	Sig
1 Working in groups enhances the students' communication skills.	4.33	Always	26.40	0.000
2 Working in groups stimulates the students' creative thinking skills	4.87	Always	29.5	0.000
3 Working in groups enables teachers to use skills which individual assessments do not.	4.63	Always	13.37	0.000
4 Working in groups fosters exchange of knowledge, information and experience.	4.90	Always	34.10	0.000
5 While working in groups, students spend more time generating and planning ideas than when writing alone.	4.62	Always	11.25	0.000
6 Students have the chance to express their ideas in the group	4.47	Always	11.0	0.000
7 Working in groups helps them to have a greater responsibility - for themselves and the group	4.63	Always	16.08	0.000
8 Working in groups is a waste of time as students keep explaining things to others.	2.0	Seldom	6.95	0.000
9 Working in groups improves students writing performance.	4.10	Always	6.81	0.000
10 Working in groups helps students to work in a more relaxed atmosphere.	4.47	Always	10.35	0.000
11 Having completed group projects, students feel they have more confident working with other students.	4.53	Always	14.69	0.000
12 Working in groups enables students to help weaker partners in the group.	4.60	Always	14.10	0.000
13 Teaching English through Cooperative methods results in positive attitudes towards learning English language	4.67	Always	19.03	0.000
14 Working in groups saves time for the teacher to achieve more goals during the lesson.	4.60	Always	12.99	0.000
15 Working in groups makes problem-solving easier.	4.52	Always	10.64	0.000
16 Working in groups makes the teacher with no role in class.	1.90	Seldom	6.27	0.000
17 Overall, cooperative learning is a worthwhile experience.	4.63	Always	18.25	0.000

1 8	Working in groups should be encouraged/continued.	4.83	Always	26.49	0.000
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Source: the author survey – questionnaire results.

Table (4), showed the following: fosters exchange of knowledge, information and experience).

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

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

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

(8) .t. value have a significant different among the group of the sample study for the wording no (8) reached (0.000), and this value is less than statistical significant (0.05) this indicate that, there are differences of statistical significant, between the group of the

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

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

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

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

confident working with other students).

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

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

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

favoring those who with: **(Working in groups makes problem-solving easier).**

(16) .t. value have a significant different among the group of the sample study for the wording no (16) reached (0.000), and this value is less than statistical significant (0.05) this

sample size answering favoring those who **Always** with: **(Working in groups is a waste of time as students keep explaining things to others).**

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

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

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

(15) .t. value have a significant different among the group of the sample study for the wording no (15) reached (0.000), and this value is less than statistical significant (0.05) this indicate that, there are differences of statistical significant, between the group of the sample size answering

(Working in groups should be encouraged/continued).

4.4 Recommendations

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

- Teachers are recommended to use cooperative learning in their classroom to teach the different language skills and all other language aspects such as grammar.
- Teachers should be trained on the use of this strategy.
- Syllabus designers are also encouraged to take into consideration cooperative learning when designing syllabus.

4.5 Suggestions for further Study

Though some positive findings were identified in this study to claim the effectiveness of cooperative learning on the EFL Al-khaleej National school learners' language learning and motivation toward learning English, some limitations of the present study 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 in EFL teaching, this study did not investigate the possible factors that might affect the success of teacher development in cooperative learning. What are the possible reasons for some teachers to

indicate that, there are differences of statistical significant, between the group of the sample size answering favoring those who **Seldom** with: **(Working in groups makes the teacher with no role in class.)**.

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

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

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

investigate the factors related to the success of teacher development in cooperative learning

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become successful and frequent users of cooperative learning? Further research is, therefore, suggested to

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