



Ministry of Higher Education and Scientific Research

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**The Impact of Using Co- Operative Learning in Teaching English
Writing Skills**

On Pupils' Achievement

(A case study of Attadreeb Basic Schools in Shendi Town, (2016-2019))

A thesis submitted in fulfillment of the requirement for PhD degree in
Teaching English Language.

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DEDICATION

This work is dedicated to the soul of my parents, to the soul of my dear husband Dr. Omer Al-Awad Ali Mohamed ,to my beloved son Mohamed Omer Al-Awad Ali, to my nephew Mohamed Alsir Babiker, to my sisters ,my brother to my family in law, to everyone who helped me throughout the study process.

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ABSTRACT

The aim of this study is to investigate the effect of using co-operative learning in developing EFL students' writings skills and their attitudes towards learning English language , the study was conducted at Altadreeb basic level schools for girls in University of Shendi. The girls at 6th grade were chosen as a sample of the study .The research methods used are the mixed-method, experimental and descriptive methods. The experimental is one group which consists of 35 pupils .The research instrument used is the pre-test and post-test, as well as a questionnaire to collect the needed data .The results of the pre-test, post-test and the questionnaire have been analyzed statistically including means(average)and standard deviation .The result indicates that the pupils of the experimental group scored high marks in post-test compared to their scores in the pre-test . The results also show that, using co-operative learning to teach writing skill is very successful and effective strategy for the pupils at the basic schools. This experimental study comes with very useful practical and appropriate findings in using co-operative learning strategy to teach writing skill to basic level schools .Most of the pupils became active and motivated, and the results indicate that most of the pupils gain confidence in themselves and became more capable to work with others as team. The study recommended that English language teachers at basic schools need to be trained in dealing with co-operative learning strategy in order to utilize it in their teaching. Co-operative learning is an appropriate strategy to be implemented at the basic level schools. Supplementary activities such as group work should be beneficial to young learners of English writing as a foreign language.

المستخلص

تهدف الدراسة لبحث مدى تأثير الدراسة الجماعية في تنمية مهارة الكتابة لدى تلاميذ مرحلة الأساس ومعرفة مدى ميولهم لتعلم اللغة الإنجليزية . ولقد أجريت هذه الدراسة على تلميذات مدرسة التدريب الأساسية بنات بمحلية شندي، وكانت العينة المختارة لهذه الدراسة تلميذات الصف السادس بمدرسة التدريب الأساسية للبنات بكلية التربية جامعة شندي. استخدمت الباحثة الطريقة التجريبية ثم طبقت الدراسة على المجموعة التجريبية والتي تحتوي على خمسة وثلاثين تلميذة . نوعت الباحثة الأدوات المستخدمة لجمع المعلومات حيث شملت الاختبار القبلي، والاختبار البعدي، والإستبانة. وحللت النتائج إحصائياً باستخدام الـ (SPSS) التي تضمنت المتوسط والانحراف المعياري . أثبتت الدراسة أن طريقة الدراسة الجماعية ذات تأثير إيجابي على تلاميذ مرحلة الأساس ولمحت الباحثة تحسن مستوى تلميذات المجموعة اللائي طبقت عليهن الدراسة. خلصت الباحثة إلى النتائج التالية :
أولاً:- ازداد الاستعداد والرغبة والحماس لدراسة اللغة الإنجليزية . ثانياً:- وجدت طريقة العمل الجماعي الرضى والاستحسان من قبل التلميذات. ومن التوصيات التي تأمل الباحثة في أن تتحقق من قبل الباحثين ، ضرورة الالتزام بتطبيق الدراسة الجماعية في مرحلة الأساس ، من أفضل طرائق التدريس الطريقة الجماعية التي يجب تطبيقها في كل المراحل الدراسية ، الإكثار من التدريبات التحريرية وحلها جماعياً يعزز مهارة الكتابة لدى تلاميذ اللغة الإنجليزية على مختلف المراحل لذا يجب الحرص عليها .

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Chapter One

CHAPTER ONE

Introduction

1.0 Background

Almost throughout the world, English is a necessity and a dominating language worldwide. The ability to communicate in English is an aim of a lot of people nowadays. Sudan is a developing country and there is a great demand for learning English there. Recently, the Sudanese government, as a way of reinforcing English proficiency, has introduced a clear change in the curriculum of all grades. However, the effort is not enough. 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 for integration of innovative and productive teaching techniques inside the classroom. One of the teaching techniques that have proven effectiveness is co-operative language learning (C L L), which was derived from the field of social psychology. Co-operative learning, Collaborative learning, Peer learning and group learning are interchangeable terms used to refer to a process by which pupils work together in small groups to accomplish an educational (task) (Gupta, 2004) co-operative Language Learning (C L L) is approach was used

to encourage 6th grade pupils at Attadreeb schools at Shendi University to learn from their peers so that they could develop their writing skills .

Researches have supported the effectiveness of using co-operative learning approach in English foreign language (EFL) classes so far .Harmer (2007) believes that writing in groups is effective in process approach since students find the discussion on the topic, peer evaluation for achieving the group's goal, and the whole activity of writing motivating .

The students, are now to work in groups and in unified units- this allow all students to compete in self-giving way. They also work as hard as they can to help their own unit. Some researchers have investigated the impact of co-operative activities on learners skills improvement . For example (Kagan & High 2002) which showed that students performed better in writing when co-operative learning was incorporated in the classroom.

Many educators today strive to ensure that multiple intelligence theory and differentiated instructions are incorporated into their curricular as an effective technique which can be utilized in the classroom environment to create collaboration and interaction between learners. Teachers often use different techniques out of the educators theories to enrich their subject matter. Therefore, this study will try to investigate the impact of co-operative learning on writing skill as an effective technique at the basic level schools at Shendi locality.

1.1 Statement of the Problem

This study has been conducted because there is a growing concern about the deteriorated standard of pupils' writing skills in English at the Basic Level

Schools. Generally speaking, writing skill is more challenging language skills for it embodied the other skills. Teachers have often expressed their concern about the pupils' achievement in writing and their level of English language as foreign language. Diversified methods and approaches have been adopted by Sudanese English teachers to teach writing skills, in order to ensure students mastery of writing skill. This study attempts to investigate the effect of using co-operative learning in teaching English writing skills.

1.2 Study Questions

The study attempts to answer the following questions.

1. What are the effects of co-operative learning on pupils' writing performance?
- 2-What are Sudanese EFL learners' attitudes towards using co-operative learning in teaching English writing?

1.3 Hypotheses of the study

The study hypothesizes the following

- 1- Co-operative learning enhances learners' writing skill.
- 2- Sudanese E F L learners' attitudes towards using co-operative learning are positive.

1.4 Aims

The main objectives of this study is to investigate the effects of co-operative learning on the pupil's writing performance at Sudanese basic level schools.

This research will focus on the effects of co-operative learning in enhancing students' writing performance, because there is a deteriorated standards of learners in writing skills of English as a foreign language .

1.5 Significance

This study has a great value because it aims at investigating the effect of using co-operative learning in EFL classroom to help the learners to be able to improve their writing skills. The study will come up with some suggestions for the teachers to give more attention to writing skills during their teaching. In addition, the study will suggest useful techniques and practices to be used in order to raise the standard of the pupils in English writing and other skills. Moreover, English language teachers and learners can use the findings of this study as guides in teaching and learning writing skills. No, doubt the positive findings of the study will encourage teachers of the EFL to utilize and adopt co-operative learning as a method to create learning environment inside their classrooms.

1.6 Methodology

The research method used is the mixed-method: experimental and descriptive methods. The experimental is one-group pre-test and post-test design. It is used to measure the impact of the use of co-operative learning in teaching English writing on pupils' achievement. The descriptive method utilized a questionnaire to identify the pupils' attitude towards the use of co-operative learning in teaching writing.

1.7 Limits

This study investigates the effects of using co-operative learning on pupils' writing skills at the basic level schools, the study is limited to teaching writing skill to pupils at level six at basic stage. It also attempts to identify pupils' attitude towards the use of co-operative learning in teaching English writing skills. The study is conducted in 2016-2019, in Shendi Town.

Chapter Two

Chapter Two

Literature Review

2.0 Introduction

This chapter tried to review the important aspects which are closely related to the topic of the study. The chapter includes the related literature to teaching and learning writing skills in general and co-operative learning on writing skills in particular, some previous studies and research papers in the field of writing skills, the importance of co-operative learning in language teaching and learning, and previous literature review studies in the field of co-operative teaching and learning to illustrate some points about co-operative learning.

2.1 Definition of writing

Writing is a medium of human communication that represents language and emotion with signs and symbols. In most languages, writing is a complement to speech or spoken language. Writing is not a language, but a tool used to make languages be read. Moreover, Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. In its most advanced form, written expression can be as vivid as a work of art. As children learn the steps of writing, and as they build new skills upon old, writing evolves from the first simple sentences to elaborate stories and essays. Spelling, vocabulary, grammar, and organization come together and grow together to help the student demonstrate more advanced writing skills each year to within a language system, writing relies on many of the same structures as

speech, such as vocabulary, grammar, and semantics, with the added dependency of a system of signs or symbols. The result of writing is called text, and the recipient of text is called a reader. Writing is one of the main language skills which is given emphasis in second language, and is a fundamental component of language. Also writing is one of the skills which need to be mastered by learners. Students need to learn different genres of writing. Writing is a complicated skill and it is impossible to deal with all aspects of what makes good writing at once, so teachers must be patient and give it more attention, also writing can be one of the most enjoyable and satisfying activities for teachers and students together. People may write for personal enjoyment, for academic purpose or for some other purpose. Also academic writing skills has great impact on students' success. The academic success depends on improving writing skills. Academic writing skills encompass strong composition, excellent grammar, and a consistent stylistic approach. Byrne, (1988)

2.2 Teaching Writing Skills

Writing is an important skill in language learning an active means of communication. Through writing, learners will be able to change language in to shapes (graphics) and send messages along distances or keep texts for along time. The skill of writing involves the physical movement of the hand and the brain. Writing is complex and sometimes difficult to teach because it requires the knowledge of letters and how to combine them in to words. It needs mastery of grammatical rules and devices of inking words to form sentences. In addition to that, it needs judgmental elements to form the possible structures of the English sentences, cited in Mudawy (2015)

2.3 The Importance Of Writing

(mudaw,2005: p41) states in his book: writing will help in practicing oral work because the learners will have a chance to think about what they have understood and what they wish to write . Writing will help in practicing other skills , writing is evidence of the learners performance and to what level they have achieved what has been taught . Also writing can be used as a reference to be kept for later revisions and develops competence and accuracy .

2.4 Writing requirements

(Cited in Mudawy ,2015.p41)writing requirements need knowledge of the English alphabet, and understanding of the orthographic system or the relationship between sound and symbols, knowledge of the mechanics of writing (spelling , punctuation , capitalization and knowledge of sentence structure).

2.5 Teaching letters

Knowledge of the English alphabet is the first step in writing . Learners can't write mastering the mechanics of letters shaping . This primary knowledge will help later in spelling , punctuation, capitalization ...etc . before teaching letters, the teacher must begin with an orientation stage .To train the learners, hands to move from left to write ; down and up . The learners must repeat the direction to where the lines go .

1. This line goes up

2. This line goes down
3. This line goes along
4. This line goes round

This repetitions will help in shaping the letters correctly and developing students writing speed later after enough practice .

2.5.1 Grouping the letters

Since the learners are going to write a number of 26 letters , this letters will be grouped in to families .The letters of similar shapes must be introduced one after another to reinforce the learners knowledge . They can distinguish letters and compare them to see the differences .For example : c d g are an letters rounded lines . n h m b are letters of down and round . H E F L are letters of straight lines .This grouping is optional the teacher teach letter according to the alphabetical order

2.5.2 Practical Steps for teaching letters

1. The teacher must prepare a flash card containing the letter in its hand movement and final shape .
2. T he teacher needs cards with words containing the new letters .
3. The teacher needs a lined board to give the learners a chance to see the steps followed in writing the letter .
4. Lines should be used, and then later only the base line is used.

2.5.3 In Teaching a New Letter

1. Introduce the letter orally
2. Repeat pronouncing the letter clearly three or four times
3. Let the learners repeat the pronunciation of the letter in groups and as individual
4. Write the letter on the board showing and saying the hands movement while writing the letter .

5. Let the learners practice the hand movement in the air .
6. Let them practice it on desk.
7. Be careful if there are odd hand movements .
8. Give the sounds the letter gives with examples .
9. Let the learners start writing .
10. Move around to correct and advice .
11. Let the learners make different shapes of the new letter and other taught letters in connected forms. Dr : Mudawy, (2016,p.42).

2.6 Types of Writing Activities

2.6.1 Copied writing

The learners start copying sentence from the board. The teacher must develop good habits of writing habits by observing the hand movements and help the students to notice the spaces between the letters in words and the spaces between the words in sentences. normally, spaces between letters in one words are narrower than the spaces between words are larger enough to insert an ‘o’ between them .The material copied should be familiar to the learners, because the purpose of this stage is to reinforce words and learners consciousness of spelling by fixing the correct written forms of words in words in their minds .The learners also will help in teaching sending the correct messages in written forms letter

2.6.2 Guided writing

This stage of teaching writing involves the steps of actual composition writing. Learners are usually provided with the needed structure, expressions, and key words to help them write the model. The learners need only to manipulate what is on the board and put it in their words.

The aim of this is to ensure that what the learners write is grammatically correct, learners can add a specific idea and construction to their composition .But the teacher must make sure that the learners understand the model they present.

In addition to that, the teacher must encourage the learners to use their own words and to correct themselves before handing in their exercise books, guided composition can be through a list of questions to be answered.

The answers must be linked together with their subordination and Coordination conjunctions to make a composition, cohesive device are important to make a unified text –lexical connectors and transitional words can be provided by the teacher.

2.6.3 Free writing

The teacher must make his learners be aware of the qualities of good writing such as: the unity of composition, coherence, clarity of ideas , correct punctuation and correct grammatical structures. In preparing the learners to write freely , the teacher introduces the topic .The learners think of narrowing it to write the necessary out line, vocabulary and expressions related to the topic. Then the teacher gives the class a chance to ask questions in order to get them acquainted with the language problems they may face . This step may lead to a discussion to show the learners can make their own solutions and their possible ways of remedies . The teacher should state a time-limit , its desirable to have the learners write their composition in the class , while the teacher moves to give advice and help with writing . Dr: Mudawy (2 015 p.44)

2.7 Writing as a Mental Process

After mastering the essential skills of writing, learners should move to a new stage which is writing as a mental process. The learners will start to write comprehensible units using their own ideas and thoughts. This can be done in two stages: Guided and free writing.

A paragraph is a group of sentences connected together to develop one main idea. This main idea is stated in the topic sentence which often answers the question what, how or why. The topic sentence usually

1. Introduces the topic of the paragraph.
2. Is the general sentence.
3. Is the most important sentence because it defines, clarifies or illustrates.

In order to teach a paragraph, the steps below can be followed:

1. Choose the subject the learners know something about.
2. Narrow the subject.
3. Make a list of the main points.
4. Revise the list to put the points in a logical order.
5. Write the topic sentence.
6. Add the supporting developing sentences.
7. Make the paragraph unified.
8. Avoid wordiness. Dr: Mudawy(2015,p.43)

2.8 Purpose of Teaching Writing

According to many teachers in South America there are many various purposes of teaching writing. Writing is a useful follow-up, it helps to consolidate what has been learned. Byrne, (1988)

According to Isabel Peru, I see writing as an end in itself, just as my learners want to be able to speak English, so they need to write too. Also, Luzstall, Mexico, said that ,the main purpose of writing is accurate use of language, specially grammatical structures.

Juan Jose, Colombia explain that, writing is just another form of communication, many learners expect to be given writing practice to improve their all-round English.

Miguel Colombia, I think one of the most important reasons for having students write is to be able to assess their formal knowledge.

Maria, Ecuador, I use writing both to practice language and to encourage my learners to be creative.

Eduardo, Chile, I make my students write things down, they need it as a reference.

Paola, Bolivia, writing is more reflective than speaking. I think it gives learners more time and they can be more accurate in what they write. I think they expect to do quite a lot of writing.

Blanca, Peru. The purpose of writing is simply to practice writing.

Richard, Colombia. If you really think you know English, then you really need to be able to write fluently in English I believe you can only get that

through constant practice. My aim is to increase their confidence when writing and to improve their written fluency.

2.9 Writing for Language Practice

Writing can be taught primarily for practicing language forms to develop accuracy and correctness. With the influence of behaviorist theory in the audio-lingual approach to teaching language, writing was mainly for reinforcement, training, and imitation of language forms. The behaviorists' believed that humans could learn through stimulus and response. This was applied to language learning in which accurate use of the language was learned through reinforcement, constant practice and imitation. In such language-based writing tasks, students would be given writing exercises that would reinforce language structures that they have learned through the manipulation of grammatical patterns.

If the teaching of writing focuses mainly on such language-based writing tasks, the danger is that students may perceive writing as a mechanical practice and nothing more than producing correct sentences. We assume that such highly controlled writing tasks ~could help our students develop accuracy and correctness by doing the exercises. However, when we ask students to compose using their own sentences, we can observe that students would still make the same errors even though they have done numerous practices on such writing tasks. Unfortunately, these students are often categorized as slow or remedial learners. Maybe what we should be questioning is the effectiveness of such mechanistic writing tasks as well as our own unrealistic expectations of students' performances, particularly for second language learners. As a result of such emphasis on accuracy, students

may be afraid of making errors and taking risks in the process of creating a text using their own words and sentences to express their ideas. However, if we believe that learning can take place through making errors, allowing students to express their thoughts using their own language can improve their fluency and competency over time. By over-emphasizing accuracy, inhibit students' own construction of language and meaning in composing their texts.

2.10 Writing for Rhetorical Practice

Research in contrastive rhetoric (Kaplan, 1996; Purves, 1988; Connors, 1996) has hypothesized that the rhetorical patterns could differ between languages and cultures. Students learning a second language may organize their essays using a pattern that could violate native readers' expectations. As a result, the teaching of rhetorical forms and conventions began to have its influence on language textbooks and teaching practices. In writing tasks that teach rhetorical forms, teachers would provide the content and use model essays as stimuli for writing. Students will imitate the rhetorical and syntactic forms by following the chosen model passage. Examples of such tasks are writing guided compositions in which the content and organization are given by the teacher, reading a passage and writing a composition with parallel organization, and reading an essay and analyzing its organizational pattern and writing a similar essay on a related topic. The following are examples of guided writing tasks that are both language and product based.

Too much emphasis on rhetorical structures and modeling will inhibit students in exploring ideas and creating meaningful and authentic texts on their own. Even though models could be helpful in providing examples and

support in producing a text, Raimes (1987) argues that models used by teachers are often not authentic texts written for real communicative purposes for real readers, but tend to be simplified and contrived models written for textbooks for the purpose of demonstrating form. When students are always dependent on the teacher to provide the ideas or models, the process of composing and creating a text on their own would become a difficult task mainly because they lack the experience and not because they do not have the ability to do so. Therefore, it is not surprising to find students saying that they do not know what to write when models or ideas are not given to them by the teacher. This will result in students suffering from writers' block, that is a feeling of anxiety and inability to think of ideas to write because the teacher has become the supplier of content for students in addition to instructing them on how to format their ideas.

2.11 Writing for Communication

With the emphasis of communicative competence as a goal in language learning (Widdowson, 1978; Brumfit & Johnson, 1970), teaching of writing began to shift its emphasis on accuracy and patterns to the ability to understand and convey information content. Completing a communicative writing task would require greater awareness of writer's purpose, audience, and the context of writing. Here writing has a social function. Such communicative writing tasks would simulate real life situations where a writer would write to convey some information to a reader. Below are examples of such writing tasks taken from a secondary English textbook. In these writing tasks, students are given fictional roles which they have no experience in and usually the content is again provided by the teacher. Similar to the writing tasks for the development of language skills, there is

little room for students to become inventive and be really involved in text creation using their own thoughts and ideas. Here, see that such communicative writing tasks view writing as a means for conveying information, not as a means for thinking and formulating ideas. Another disadvantage is that the audience here is usually a fictional one. There is no real need for meaningful communication to real readers. In reality, the writing is for the teacher who is the grader of the assignment. If students were always asked to write with the functional purpose of transmitting information rather than to write to explore and construct their own meaning, they might not view writing as means of discovering their "true self" and projecting their "voice" as authors in their texts.

2.12 Some Pedagogical Guidelines

Besides the teaching of writing strategies, the following classroom practices and supportive learning environment are recommended for teaching writing as a discovery and thinking process (for good references, see Graves, 1983; Hansen, 1987; Tompkins, 1990).

Allow students to generate their own ideas through pre-writing strategies and by writing about topics that are related to the students' world experience for writing to be meaningful. The purpose of writing is for personal development, both socially and cognitively.

Create opportunities for students to make decisions on the purpose and the form of the essay rather than have them do what the teacher tells them all the time. Allow students to select their own topics and write about what is meaningful to them. Independent thinking is a result of making choices and decisions. On the other hand, it is important for teachers to accept students'

writing and view their work according to what interests them and what is important to them.

2.13 Reasons for Writing Activities

According to many writers there are many reasons for including work on writing in E L Classroom such as

1.To consolidate and reinforce language work done in class, most students find it useful to see language written down and to practice new structures, sentence level after they have studied it. Writing is often used to help students remember new items of language.

2.To develop writing skills, like reading, speaking and listening, writing is a basic language skill. Students need to know some of writing's special conventions (punctuation, paragraph construction,...etc.) just as they need to know how to pronounce spoken English appropriately.

3.To prepare them for exams. Many students have specific needs which require them to develop their writing skill.

4. To assess, writing allows students to how they are progressing and get feedback from the teacher. Also teachers often use writing as a way to monitor and diagnose problems.

5. To develop accuracy ,using writing to develop ability in producing grammatically correct sentences as well as following writing conventions of different level type, for example correct spelling, sentences, punctuation ...etc.

6. To encourage the development of fluency, developing the students' ability to communicate ideas and experiences creatively and confidently in a written form.
7. To classroom management and to change the pace of the lesson, writing can give teacher a break. It can quiet down a noisy class.
8. Reinforcement, some students acquire languages in a purely oral/aural way, but most of us benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both our understanding of how it all fits together and as an aid to committing the new language to memory. Students often find it useful to write sentences using new language shortly after they have studied it.
9. Language development, can't be sure, but it seems that the actual process of writing (rather like the process of speaking) helps us to learn as we go along. The mental activity we have to go through in order to construct proper written texts is all part of the ongoing learning experience.
10. Language style, some students are fantastically quick at picking up language just by looking and listening. For the rest of us, it may take a little longer. For many learners, the time to think things through, to produce language in a slower way, is invaluable. Writing is appropriate for such learners. It can also be a quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication.
11. Writing as a skill, by far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening

and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements - and increasingly, how to write using electronic media They need to know some of the writing's special conventions (punctuation, paragraph construction etc.) just as they need to know how to pronounce spoken English appropriately. Part of our job is to give them that skill. It can give the teacher a break, quieten down a noisy class, change the mood and pace of a lesson, Damon,(1984)

2.14 Types of writing

Like other skills of English language, there are several types of writing. These types of writing are usually determined by the purpose of the writers as well as by their audience. Is this writing for academic, business, educational, economical, technical, entertainment, or for advertisement purposes?

1.Academic writing, covers the wide range of specific writing tasks that you are required to write during the course of your academic studies: papers, reports, literature reviews, projects, dissertations, theses, research papers, and articles.(Mennens and Wilkinson 2002:2)

2. Narrative writing: A narrative writing is a meaningful sequences of events told in words, these sequences involve chronology ordering of true or emarginated events.(Wagner 2002)

3.Persuasive writing: Provide the reader with convincing evidence, clear and persuasive support is shoed though a confident,(Cathcart et al 2003).

4.Reflective writing: In reflective writing the writers reflect and describe real or imaginative events, scenes, thoughts, feelings or their memories, they add personal reflection and reveal meanings of their experiences. The mean

goal of reflective writing is to allow a writer to explore and discover meaning in his or her own experiences ,word, sentence .It is often used as a means to get you to write about your self and is sometimes called reflective writing. (Wanger 2002).

5.Free writing: Helps you practice fluency(writing quickly and easily).When you free write ; you don't need to worry about accuracy (having correct grammar and spelling).Don't check your dictionary when you free write .Don't stop if you make a mistake, just keep writing. (Rumisek 2005).

2.15 Sentence Types

All of these sentence types further fall into four basic sentence type categories in English. Simple, Compound, Complex, Compound-Complex.

1.Simple Sentences: Simple sentences contain no conjunction(i.e., and, but, or, etc.).

Examples

1. Mohammed ate his dinner quickly.
2. Are you coming to the library?

2.Compound Sentences: Compound sentences ,contain two statements that are connected by a conjunction.(i.e., and ,but or etc.)

Example. I wanted to come , but it was late.

3.Complex Sentences : Contain a dependent clause and at least one independent clause. The two clauses are connected by a subordinator (i.e., which, who, although ,despite, if, since, etc.)

Examples :My daughter, who late for class, arrived shortly after the bell rang.

Although it was difficult, the class passed the test with excellent marks.

4.Compound, Complex Sentences: Contain at least one dependent clause and more than one independent clause .The clauses are connected by both conjunctions (i.e., but, so, and, etc.)and subordinators (I.e., who, because, although, etc.)

Examples: Ali, forgot his friend's birthday, so he sent him a card when he finally remembered.

The report which he compiled was presented to the board , but it was rejected because it was too complex.(Writing Sample)

2.16 Techniques for Teaching English Language

Generally, there are many techniques in teaching language, teacher is supposed to be imaginative and creative in developing their teaching methods to create good atmosphere, improve the pupil's achievements levels and make the English language more exciting, in this way, the teacher has to be able to make interesting materials for the pupils in process of teaching and their achievement level. Teachers of English usually use appropriate techniques to teach the learners .Therefore, there is a connection or relationship between the method and the actual level of the pupil's achievement. Teachers of English enrich their techniques and style of teaching inside the classroom to improve language learning. Therefore, the current study shed light on using cooperative learning as an effective technique which enhances the student's writing skills. For the teachers to

improve writing skills of the learners, they must utilize new and innovative methods for their instructions to improve students' level of learning. This study tries to use a very essential, enjoyable and exciting method to teach the pupils at the basic level schools and focusing on writing skills, which is considered as a very important skills.

Pupils usually face so many difficulties when they write English. Therefore, according to many previous studies, the researcher, through this study , tries to prove that cooperative learning method is an effective technique in the classroom for teaching writing skills at the basic schools. In addition, this method will be utilized to solve English problems that the pupils face in writing.

2.17 Definition of Co- operative learning

Collaborative learning or cooperative learning in the context of collaborative writing means two or more people working together to produce and complete a text, through practicing stage and activities such as collecting ,planning and organizing ideas, pupils can write lists of phrases ,sentences ,paragraphs... etc. Also cooperative learning refers to a small group of learners working together as a team to solve problems, complete a task or a accomplish common goal .There are a few definitions on cooperative learning made by eminent scholars such as cooperative learning strategies to enhance writing skill. Mandal ,R.(2009,march)

Also co-operative learning is a great strategy to help students gain more background knowledge especially for EFLs .Mandal(2009).This strategy requires students to collect information from books, the internet, or from each other, they work together with another student or group of students.

Also Mariam (2005) postulated that when peer interaction was incorporated in learning writing, the students generated ideas and constructed sentences together. Also Mariam and Napisan (2005) in their study conducted on the incorporation of cooperative learning in learning writing, they showed that co-operative learning is an effective educational approach to improve the student's achievement in writing. This study will contribute to the existing body of literature investigating the incorporation of co-operative learning in teaching writing. Some researchers have investigated the impact of cooperative activities on learners' skills improvement. For example Proto (2001) presented a study on co-operative writing response and self-evaluation. He stated that giving working environment which offered the flexibility to shift focus to co-operative writing helped to synthesize product and process and capture the complexity of writing. Graham (2005) found that collaborative learning of writing skills helped students to find new ideas together and exposed them to various opinions, encouraged them to discuss. Debate, disagree and teach one another as well as helping them to practice aspects of the process approach to writing, such as generating ideas. Shafine in his study elucidates that co-operative learning enhances student's writing performance. The finding of his study also would be useful for teachers in adopting this learning as a viable alternative in teaching writing. Also the implementation of co-operative learning in the writing lesson has been proven to produce positive effects in student's learning of writing. According to (Tengku Nor Rizen 2007) He said that, co-operative learning is a learning approach which has been proven to culminate positive results and outcome (Kagan 2002) Elucidates that one of the methods recommended in

teaching writing is the incorporation of co-operative learning ,the finding lend credence to positive effects of co-operative learning in enhancing writing performance. According to (Kagan& High 2002)one of the approaches which shows positive result in boosting the students writing skill is the incorporation of co-operative learning.The result of the study shows that co-operative learning strategy improves the students' . A study was conducted by Mahmoud, M,M(2013)and the result obtained for this study proved that students develop positive attitudes towards using the co-operative learning approach and their language skills were developed in general and their writing skills were improved in particular .In addition to that, Several empirical studies have supported the important role of co-operative learning in writing and the results of these studies are clear indicative factor which reflects that co-operative learning method is highly correlated with students' achievements in writing performance.

In the area of Co-operative Learning, the results of the empirical studies conducted by many researchers such as Sirikhum as cited in Nudeeetal; (2010)Kagan& High (2002),Mohamed etal. (2008),Almugren (2009).Adeyemi[as cited in Nudee et al.,(2010),Jones and Carrasquillo(as cited in Ismail &Maasum,2009).,Ismail &Maasum(2009),and Nudee et al ,(2010),have supported the effectiveness of Co-operative Learning in learning or improving writing. More over, Kagan and High (2002) showed that students performed better in writing when co-operative learning was incorporated in the classroom. The studies conducted on the, Syafini incorporation of co-operative learning in writing, showed that cooperative learning is an effective educational approach to improve the students

achievement in writing. Khabiri , M, Assistant Profossor, (2012),she points that the fact of co-operative learning has proved to have positive effect on learning in general. Also many scholars such as [Kaur (2001);Wong (2003);Chan (2004); Lee & Tan (2004);Yap (2004);Ismail (2005);Yen, Bakar, Roslan; Luan&Rahman (2005)&Campbell(2006);they said that one of the approaches which showed positive result in boosting the students' writing skill, is the incorporation of co-operative learning. Therefore, the researcher through this study and with such background tries to prove that co-operative learning as a method is very effective in improving writing skills for the pupils. This is what encourages the researcher to implement cooperative method in the classroom at six grade at Attadreeb basic school for girls at Shendi University in Shendi city .

2.18 General Co- operative Learning Principles

Finding a resource that explores co-operative learning is easy, but many ignore strategies for delivering the teaching approach.

Despite this, the pedagogy is popular in classrooms across districts and grade levels, creating a need for tips and information that teachers can act upon. Below is a guide that covers general principles and specific strategies to use for each of the three types of co-operative learning.

Instead of a noun, think of co-operative learning as a verb. Sometimes called collaborative learning, it is delivering instruction through small groups, empowering students to work together to build their understanding of topics and concepts.

There are five aspects of co-operative learning that drive its success, according to a frequently-referenced review from the journal of Theory into Practice:1. Positive Interdependence: Students must see that each group member's efforts are important to both individual and team success.

2. Promotive Interaction: Students must empower each other by offering help, praise, feedback and resources.3. Accountability: Each student must accept responsibility for fulfilling his or her role, helping the team reach its learning goals.

4. Soft Skills Instruction: Because students need to develop interpersonal skills to effectively work together, you should give lessons and activities about teamwork.

5. Group Processing: As a group, students should strategize how to meet their learning goals. These aspects work slightly differently depending on which type of co-operative learning you use. There are strategies for each of the three types, which are outlined below.

2.19 Formal Co-operative Learning Strategies

Formal co-operative learning involves grouping students for a timeframe that lasts between a single class and a few weeks. Your role as a teacher focuses on designing the goals of the ongoing exercise, such as completing an assignment. This involves structuring groups by selecting students who work well together, yet have the range of strengths needed to reach objectives

2.19.1 Here are four strategies

1. Address Deviant Norms: It's easy for unfavorable group norms -unwritten rules -to develop and spread, according to a study from the Journal of Personality and Social Psychology.

Specifically, group norms continuously change as team members interact with one another, potentially opening the door for bad habits. You may, for example, instruct students how to give constructive feedback. But if one student begins to criticize others, his or her group members may copy the behavior. To facilitate positive interdependence, you must monitor group activity. When spotting the development of harmful norms, explain why they hurt co-operative learning and demonstrate a solution. In doing so, students will grow into supportive group members.

2. Assess Teamwork: Because co-operative learning requires clear communication and active collaboration between group members, grading teamwork can motivate students to act properly.

When creating a product in groups, consider monitoring student activity to give marks for: Openly communicating actively helping each other frequently giving constructive feedback consistently working to complete individual tasks placing this level of importance on proper group behavior, your class should quickly learn the processes needed to complete team tasks. If you're not familiar with them, consider different formative assessment strategies to reinforce your approach.

3. Play a Trust Game: Playing trust games teaches the importance of teamwork and accountability -essential elements to the success of long-term learning groups. For example, a variation of the trust fall activity can help

each student build a connection with his or her group members. Dividing the class based on their formal co-operative learning teams, ask them to create a circle with one student standing in the middle. Once you give a signal, that student must fall towards any group member, who will then catch him or her.

The researcher can supplement these games by explaining important elements of group work, such as active listening. Such activities are not only fun, but allow group members to bond in a stress-free setting -a benefit frequently seen in classrooms where learning is gamified.

4. Use Relevant Scenarios when Applicable: When students tackle real-world problems that affect them, there's clear potential for engagement. Classes that feature this kind of problem-based learning see higher attendance and better attitudes, according to a medical education study. Although conducted with post-secondary students, you can see similar enthusiasm from younger students as they collaboratively solve relevant issues.

Plus, this approach can: Benefit students who struggle to grasp abstract concepts save your time, as you won't have to design and present artificial scenarios“ allow learning to become more profound and durable,” according to a 2015 book about the pedagogy.

2.20 Informal Co-operative Learning Strategies Johnson and Johnson(2002)

This style of co-operative learning involves creating groups that, between a few minutes and an entire class, work to achieve a shared and straight forward s learning goal. Due to inherent time constraints, your role is to give

clear instruction and assign the completion of a product, such as a written or spoken answer.

2.20.1 Here are four strategies

1. Ask Divergent Questions as students with diverse learning styles fill the classroom, you can mold co-operative learning activities to their distinct aptitudes.

An oft-cited paper from Kansas State University indicates you should ask divergent questions. These are questions with multiple answers that encourage creative responses, allowing students to learn from each other's perspectives. For example, "what's the best way to study for a math test?"

Based on each group's preference, the resulting product can be a: Short essay
Lab assignment concise slideshow or presentation series of answers to different problems this way, informal co-operative learning becomes a differentiated instruction strategy as well as a way to build collaboration skills.

2. Use the Jigsaw Method: A favorite technique for many teachers, the jigsaw strategy encourages social interaction between groups and gives each student a defined role within his or her team. The method consists of dividing a task into subtasks, assigning one to each group member. Students then work to become experts about the topics their subtasks cover. They can do so through guided research, or holding discussions with students from other groups handling the same subtask. They then return to their original groups to share new knowledge. This approach teaches students how important individual contributions are to meeting group goals.

3. Supplement and Expand New Concepts: Launch an informal learning exercise to reinforce key concepts in your lessons. This tactic works especially well as a way of dividing long presentations, podcasts or movies. Right after the lesson has introduced a new or interesting idea, divide students into groups. Present them with problems to explore and questions to address that explicitly relate to the idea. After, hold a class-wide discussion to present and process findings.

4. Hold Three Discussions per Activity Due to the sometimes-sporadic nature of informal co-operative learning activities, holding three discussions at set points can provide structure and keep students focused.

These discussions are:

1. Introductory-focused .After dividing students into groups of two, three or four, explain what questions they should answer or products they should produce. Then, state elements of collaboration they should focus on, such as frequent feedback or finding resources for each other to use.

2. Intermittent-focused .For longer activities, designate 15-minute segments for each group member to work alone. For example, they can each read a different primary source. At the end of the segment, they can share their findings with each other and work to answer guiding questions.

3. Closure-focused. Either in groups or as an entire class, give students a discussion topic that brings together seemingly-separate lesson elements. For example, students can spend five minutes discussing key takeaway points, applying them to past lessons. Keeping students on track with these three types of discussions, they should have a clear understanding about how to achieve the activity's learning goals. Johnson and Johnson(2002)

2.21 When to Use Co-operative Learning Activities

There are many advantages of group work activities. One can use the following three guidelines to help a researcher chooses whether to plan a co-operative group activity:

Are negotiation, debating, collaborative problem solving, or team work skills being taught, practiced, and/or assessed?

Will children be able to learn the material more effectively with peer support than without it?

Do students need a break from independent work and teacher-directed activities? Watson (2003)

2.22 Determining Group Placement

Use objectives to determine whether want to choose the groups, have students chosen groups, or have them arranged randomly. choose groups when want to have a balance of high, middle, and low achieving students in each group with few personality conflicts. For activities in which don't mind a lot of talking and some playing around, let the kids pick their groups. choose groups randomly for activities that are just for practice, won't be graded, or don't require a lot of prior knowledge or skill.

2.23 Making Co-operative Learning Powerful

Five key practices bring out the tremendous potential of this approach Just about everyone loves the idea of co-operative learning. Think of kids working productively and excitedly in groups, everyone getting along and enthusiastically helping one another learn. Think of kids completing great projects together, encouraging one another, and forming friendships. In this

ideal scenario, all students are engaged, active, and minds-on. They are learning co-operation itself, an important life skill. Co-operative learning: how pro-social, how liberating-and how does anyone really accomplish this?

Co-operative learning can be wonderful. Students often love working this way. I've heard comments like, "An explanation is easier to understand if it's coming from another kid" or "his or her teammates, make sure he or she understands the work." But for many teachers who've tried it, co-operative learning is a noisy mess rather than a stairway to heaven. One student might be doing all the work while the others socialize, for example. Kids may ignore or belittle group mates they perceive to be low achievers. Some students may think co-operative learning is party time rather than learning time. This is why studies find that most teachers don't use co-operative learning regularly, despite extensive research supporting it (Gillies, 2014; Roseth, Johnson, & Johnson, 2008; Slavin, 1995, 2013; Webb, 2008).It is the "learning" in co-operative learning that is too often left out. But it needn't be. Using these five strategies, teachers can get the greatest benefit possible from co-operative learning and ensure that collaboration enhances learning. Marcus Guido(2017)

2.24 Co-operative Learning Strategies

Co-operative learning has been proven to be effective for all types of students , including academically gifted ,mainstream students and English language learners (E L Ls) because it promotes learning and fosters respect and friendships among diverse groups of students. In fact, the more diversity in a team, the higher the benefits for each student, peers learn to depend on each other in a positive way for a variety of learning tasks. Students typically work in teams of four, five, six,...etc, In this way ,they can break

into pairs for some activities, and then get back together in teams or group very quickly for others. It is important, however, to establish classroom norms and protocols that guide students to contribute, stay on task, help, each other, encourage each other, share, solve problems, give and accept feedback from peers.

Co-operative learning is particularly beneficial for any students learning a second language at all levels, cooperative learning activities promote peer interaction, which helps the development of language and the learning of concepts and content. It is important to assign ELLs to different teams or groups so that they can benefit from English language role models. ELLs learn to express themselves with greater confidence when working in small teams or groups. In addition to picking up vocabulary, ELLs benefit from observing how their peers learn and solve problems.

If a teacher decide to assign each student in a team or group a role [such as reporter, recorder, time keeper and materials manager], the teacher might want to rotate roles each week or by activity. This prevents what typically happens if students select their own roles, the same students' windup performing the same tasks. By rotating students develop the skills they most need to practice.

2.25 Previous Studies

In this section, the researcher is going to review some researches that deal with the same field of the study. The researcher has reviewed many books, papers and researches that trying to put in light what influences the pupils developing their writing skills. The first study carried out by Saeideh Aha ngari,* ZarrinSamadian (2014) ,on the effect of co-operative learning

activities on writing skills of Iranian E F L learners, Department of English Language ,College of Persian L literature and Foreign Language Tabriz Brach ,Islamic Azad University, Tabriz, Iran. This study has investigated the impact of co-operative learning through learning Together Model, proposed by Johnson and Johnson in (1987), on the writing skills of Iranian E F L learners. Thirty learners who were selected based on their English proficiency scores participated in this study. They were divided into two groups of experimental and control, that took a pre-test and post-test in writing. The results of comparing their pre-test with their post-test scores indicated statistically significant differences between the control experimental groups on the dependent variable and lent empirical support to the language teachers using co-operative learning at their teaching system. Also language teachers by using co-operative learning techniques can create an enjoyable class of maximized participation and outcome. Also EFL learners in co-operative learning environment, explore the language knowledge that they want to master. In this study the researcher used the experimental method. The result obtained from this study , it might be concluded that 1) Co-operative learning activities improve writing skills in EFL classes.2) All of the components of a piece of writing ,i.e. content, organization, vocabulary, language use and mechanics might be improved through co

Malaysia. The second study by Tengku Nor RizanBtTengku Mohamad Maasum Universiti Kabangsaan Malaysia On The Effects Of Co-operative Learning In Enhancing Writing Performance .He said that writing is one of the four skills which is given emphasis in second language learning. In the Malaysian secondary educational scene, students learn different genres of writing like descriptive, expository, recount and narrative based on the prescribed syllabus of the Ministry of Education. This study

investigates the effects of co-operative learning in enhancing the writing performance. The research instrument used is pre-test and post-test, the findings of this study indicate that the students perform better in the post-test compared to the pre-test after the inclusion of co-operative learning in writing classes. Also the findings lend credence to the positive effects of co-operative learning in enhancing writing performance. The statement of the problem, diversified methods and approaches have adopted and adopted by Malaysian English language teachers to teach writing in order to ensure student's mastery of the writing skills, teachers need to employ methods and approaches which produce positive outcomes in students' learning. He said that, one of the approaches which show positive result in boosting the students' writing skill is incorporation of co-operative learning cited in (Kagan & High 2002). The main objective of this study is to investigate the effect of co-operative learning on students' writing performance at a secondary school. This study used the experimental method, the research instrument used to carry out this study, was the pre-test and post-test. The findings of this study would be useful for teachers in adopting this learning as a viable alternative in teaching writing. Also the implementation of co-operative learning in the writing lesson has been proven to produce effects in students' learning of writing and also the use of co-operative learning has been proven to culminate positive outcomes in terms of the students' writing performance. In conclusion, this study lends credence to the belief that co-operative learning has positive effects on the students' writing performance. He recommended that teachers should consider this learning approach as a viable alternative for them in teaching writing. So the results of this study support the aims of the current study.

The third study was carried out by Montasser Mohamed Abdelwahab Mahmoud, College of Language and Translation, Al-Imam University, Riyadh, Saudi Arabia, On The Effectiveness of using the co-operative language learning approach to enhance EFL writing skills among Saudi University Students' (2013). The aims of the study .1)To investigate effectiveness of the using CLL approach in developing the writing skills .2)To examine the students' attitude towards using the CLL approach to enhance the writing skills. Two instruments were used in this study, both pre-post writing tests, and questionnaire. The results revealed that the students' scores in writing were higher for the post-test than the pre-test. The results obtained proved that the students developed positive attitude towards using, the co-operative learning approach to develop language skills in general and to develop their writing skills in particular. The current study adopted the one group pre-test, post-test design as the researcher had no chance to apply his study on other sections, the data collected from one section, which contained 20 students.

The findings of the study supported the use of the CLL approach had a positive impact on developing students' writing skills .the researcher said that the use of this approach creates more interesting, comfortable and funny learning environment in which students could share and exchange ideas to achieve their intended purpose. The study recommended that using the CLL approach as essential component, there is a similarity between this study and the current study .

From the developmental perspective, the effects of co-operative learning on student's achievement would be largely or entirely due to the use of co-operative tasks. In this view, the opportunity for students to discuss, to

argue, to present and hear one another's' viewpoints is the critical element of co-operative learning with respect to student achievement. For example, Damon (1984, p. 335) integrates Piagetian, Vygotskian, and Sullivanian perspectives on peer collaboration to propose a "conceptual foundation for a peer-based plan of education:"

1. Through mutual feedback and debate, peers motivate one another to abandon misconceptions and search for better solutions.
2. The experience of peer communication can help a child master social processes, such as participation and argumentation, and cognitive processes, such as verification and criticism.
3. Collaboration between peers can provide a forum for discovery learning and can encourage creative thing.
4. Peer interaction can introduce children to the process of generating ideas.
5. These points which mentioned in this study support the current study.

The fourth study carried out by Muhammad Siddique Manvender KauSarjitSingh. School of Educational studies and modern languages University Utara Malaysia, on the Role of Co-operative Learning In Enhancing Students' Writing Skills In Pakistani Colleges: 2016. The aim of the current study is to examine the effectiveness of the co-operative learning strategy especially with regard to the enhancement of the intermediate students ability to write .The researcher used the reviewing the already existing Literature to address the objectives of the current paper .The result of the study is that ,Co-operative Learning Strategy can be very effective for the students, also he recommended that: Lecturers should employ co-operative learning strategies to help students enhance writing skills successfully and effectively, also this study support the current study.

The fifth study was carried out by Kristtina Milawati . On Using Co-operative Learning to Improve English Writing Skills Of Grade VIII Students Of SMPN I Jogonalan Klaten by using Co-operative Learning 2015. The subject of the study were 42 eighth grade students .The researcher gathered the data through observation, questionnaire, interviews, and writing tests. She used qualitative and quantitatively ways. The findings of the study indicated that ,using co-operative learning could significantly improve English writing skills of grade VIII Students of SMPNI JongonalanKlaten. The researcher suggested that :co-operative learning had proven to be effective in improving the students' writing skills. Also it could boost their motivation to write and make the writing activity more fun. The researcher suggested that co-operative learning had proven to be effective in improving the students' writing skills, also it could boost their motivation to write and make the writing activity more fun, the findings of the study support positively the current study.

The sixth study was conducted by Amirah Kamis Al Mashjari ,On The Effectiveness of Co-operative Learning On EFL Proficiency :A case study of grade ten female classroom in the new developed High Schools Project In Riyadh, Saudi Arabia ,in 2012.

The study aimed to find if co-operative language learning in the new developed high school system would enhance students' English proficiency and to measure students' attitude towards co-operative learning and motivation to learn English in the new high school system. The researcher used the experimental study (experimental and control group) ,she used two tools pre-test and post-test to collect the data then she used a questionnaire to measure students' attitude towards co-operative learning and motivation to

study English language. The result of the study is that :co-operative learning affect in the participants' English proficiency and they had a positive attitude towards co-operative learning. The results of the study support the current study.

The seventh study carried out by TurmiziTalib Yin Ling Cheung, National Institute o f Education Nanyang Technological University, Singapore. On Collaborative Writing In Classroom Instructions in 2016.

The subject of the study including primary, secondary schools, and universities .The researcher supported by evidence, emerged from analyses of about 68 empirical studies published in refereed journal from 2006-2016.The result is that most students are motivated by an improvement in their writing competencies in collaborative writing task; collaborative writing is effective in improving accuracy of students writing and critical thinking.

The eighth study carried out by Teacher ,Kendriya Vidyalaya No. I Gandhi Nagar Jammu; J&K, India. RajniBaliya on Enhancing Writing Abilities Of Primary Class Students Through Co-operative Learning Strategies2013. The objectives of this study were to determine how the use of co-operative learning approach affected the writing abilities of primary class students. The researcher used the experimental study. The subject of the study is 42 students of grade 5th of K. .No I J ammu (J&K. India),the study conducted on one group.

The researcher designed two tools, pre -test and post test, the pre and post tests scores of writing test were compared using a dependent samples t-test measure; the result is that ,the students' post- test score was higher than –

their pre-test score. The study concludes that co-operative learning provides a less anxiety producing context in terms of discussing, creating, and thinking in a group rather than in a whole class. A comfortable non-stressful environment for learning and practicing English. Also the researcher said that an incorporation of co-operative learning will be of great benefit to the students' community and help them enhance their writing skills, there is a similarity between this study and the current study.

The ninth study was carried out by Kamuran Tarim in 2016, on Effects of Co-operative Group Work Activities on pre-school children pattern Recognition Skills. The aims of the study are ,to investigate the effects of co-operative group work activities on children pattern recognition skills in pre-school and examine the teachers' opinions about the implementation process. 57 children subjected for the study (25 girls and 32 boy) pre-test and post-test were used for data collection tools. Also the researcher used semi-structured interviews at the beginning and end of the implementation to obtain the teachers' perspective about the implementation process ,an experimental group followed a co-operative activities program, while a control group was taught individually. The result of the study indicated that The children in the experimental group showed greater progress than their peers in the control group .The interview findings from teachers illustrated that ,children develop additional skills such as sharing ,and fulfilling personal sensibilities. in the group work activities .The finding also showed that teachers changed their negative attitudes towards the use of pre-school co-operative group work activities .Also the researcher recommended that using of co-operative group work in pre-school to reinforce children's

pattern recognition skills and to develop important social skills ,also this study support the current study .

Chapter Three

Chapter Three

Methodology

3.0 Introduction

This chapter describes the methodology that was used to collect the data concerning the impact of co-operative learning on the pupil's writing skills. The study is considered a quantitative study because it uses the statistical analysis for the instruments. The chapter presents the components of the methodology of the study which includes the method, the material that was utilized in data collection, and the population of the study. Also the chapter includes the description of the instruments that was used for data collection and the validity and reliability of the instrument as well as the procedure that the researcher follows to collect the needed data to conduct the study.

3.1 Method

The research method used is the mixed-method: experimental and descriptive methods. The experimental is one-group pre-test post-test design. It is used to measure the impact of the use of cooperative learning in teaching English writing on pupils' achievement. The descriptive method utilized a questionnaire to identify the pupils' attitude towards the use of co-operative learning in teaching writing.

3.2 Subjects

The sample of this study is an experimental group which consists of 35 female pupils at Altadreeb basic level school for girls(level six). This experimental group exposed to both instruments; the pre-test and post-test as well as the questionnaire. The pupils of the experimental group have the same background knowledge of English language as well as sharing the same age and culture.

3.3 Instruments

Co-operative learning component was mainly selected and designed to be taught as support material to the sample of the study to improve their writing skills. In addition to the support material , the researcher designed a pretest to be administered to the population of the study in order to measure their standard in writing skills. Also the pre-test will ensure that all the pupils have the same background of writing skills, the pre- test distributed to the learners in November before the study, was invigilated by the researcher himself(refer to Appendix(A)for the pre-test). A post-test was also designed to be distributed to the experimental group after the implementation of co-operative learning for three months(from November till January) that was designed to be taught ,the post-test was distributed to the populations after the study in February with assistant,(refer to Appendix(B)for the post-test)therefore the post-test will give the findings which reflects the impact of co-operative learning on the pupils' achievement in English writing skills when compared will the findings of the pre-test. Moreover, a questionnaire was mainly designed to be distributed to the experimental group to obtain their attitudes and opinions towards the co-operative learning activities that

took place inside the classroom. The questionnaire is out of nineteenth statements with simple items for the pupils to comprehend and answer them appropriately, the questionnaire was distributed and translated it to the learners with assistant in February(refer to Appendix(C)). The study consists of two instruments to collect the data on the impact of co-operative learning on the pupils' writing skills. The first instrument is the pre-test and post-test while the second is the questionnaire.

3.3.1 Validity

Validity refers to the accuracy or truthfulness of a measurement, the researcher undertook a questionnaire and tests as valid tools to provide reliable data. Before their distribution, the pre-test and the post-test as well as the questionnaire have been proposed to referees specialized in linguistics , methodology and educational measurements to consider their validity. This procedure was used for checking whether these instruments are suitable to achieve their purpose or not. In other words, to know whether the items of the instruments will measure appropriately the objectives or not. Hamdoun at King Saud University is one of the experts who made some changing in the pretest and posttest and the questionnaire. He corrected the grammatical mistakes and arranged the order of the items of the questionnaire, for example he deleted the statement number 3 ,4 and number17. Also he made a negative statement to be added to the questionnaire.

As for the other experts, Aidaroos , Abdulmaroof, Siralkhatem and Allfudl all of them at Shendi University ,faculties of arts and education. They revised the questionnaire and the posttest to see whether they are suitable and easy for the pupils to understand or not. For example, they agreed that

the questionnaire should be out of nineteenth statements instead of twenty two ,so the drop down the statement number three, four and seventeen from the questionnaire. According to their instructions the questionnaire became out of nineteen statements instead of twenty two. The final form of the tests and the questionnaire have been presented to the experts again after the process of correction and modification so they accepted the instruments as valid research instruments.

3.3.2 Reliability

For ease of checking the reliability of the questionnaire, it was designed to the following format

- a. Three main choices (agree – neutral – disagree)
- b. All the statements of the questionnaire contain the above three choices.

The researcher is going to use scientific method (Statistical Package for Social Sciences) for the analysis which includes means (average) and standard deviation.

3.4 Reliability Statistics

Cronbach's Alpha	N of Items
.614	19

3.4.1 The table shows Cronbach's Alpha value and its grate than 0.60 which is very good.

Item-Total Statistics

3.4.2 Table

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q1s	29.50	6.722	.000	.299
Q2	27.90	5.211	.320	.179
Q3	29.40	6.933	-.187	.337
Q4	29.00	3.556	.763	-.158 ^a
Q5	29.50	6.722	.000	.299
Q6	29.50	6.722	.000	.299
Q7	28.90	4.544	.567	.051
Q8	29.50	6.722	.000	.299
Q9	29.30	5.122	.419	.146
Q10	29.40	6.933	-.187	.337
Q11	27.80	4.844	.479	.106
Q12	29.50	6.722	.000	.299
Q13	29.50	6.722	.000	.299
Q14	28.80	6.622	-.136	.395
Q15	29.50	6.722	.000	.299
Q16	29.50	6.722	.000	.299
Q17	29.40	5.822	.524	.200
Q18	29.40	6.933	-.187	.337
Q19	29.50	6.722	.000	.299

Cronbach's (alpha) is coefficient of reliability. It's commonly used as a measure of the internal consistency or reliability of a psychometric test score for sample examines.

Reliability- Cronbash's Alpha for thus data is grate than 060 which proves the questionnaire was found to be reliable.

After the verification of the validity of the questionnaire. The questionnaire was distributed to (35) learners of English language at grade 6th at the basic level school for girls at Atddreeb basic school at Shendi University, then the researcher manually as well as with the computer, calculated the correlation

between the 35 female's respondents they figure out the consistency and the stability of the questionnaire. After all the processes which the researcher follows to ensure the validity and reliability of the questionnaire and the tests prove that there is a high stability and internal consistency.

3.5 Procedure

The pupils in grade six at Attadreeb basic level school for girls are selected to be the experimental group of the study. The researcher is one of the staff at the school who is going to teach the experimental group. The experimental group will be exposed to the co-operative learning as techniques and style of teaching to improve the pupils' writing skills. The co-operative learning is considered as a support material which is mainly designed to be implemented as new strategy to improve the pupils English language writing skills. The researcher starts the procedure by giving the pre-test(in November) to ensure that the pupils are related to the age and the same academic background. Then the researcher teaches the co-operative learning as support material to the experimental group for three months from(November to January) during(2016 -2017)academic years. After the completion of the period of teaching ,the experimental group will be exposed to post-test(in February) to examine the impact of the co-operative learning on the pupils' achievements in writing skills. The analyses of the two tests will be done statistically to arrive at the findings. In addition to the pre-test and post-test, the researcher has already designed a questionnaire out of nineteen statements which will be administered to the experimental group in order to obtain their attitudes and opinions towards the co-operative learning or the support materials that they experienced. The researcher himself distributed and translated the questionnaire with assistant and

collect the answers of the pupils to be analyzed statistically utilizing the (statistical package of social sciences)for the analysis which includes means (average)and standard deviation).All the steps of conducting the study are taken by the researcher who is being able to control all the variables of the study.

Chapter four

Chapter four

DATA ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter discusses the result of the questionnaire and the two tests that are given to the pupils of grade six at Attdreeb basic level school for girls at Shendi university .The chapter includes the analysis of the pre-test and post-test to measure the improvement of the pupils in English writing skills. Also the chapter includes the analysis of the questionnaire which was given to the experimental group to measure their attitudes, ideas and opinions toward the co-operative learning to improve their writing skills.

4.1 The Results of the Questionnaire

Each table will be assigned to a correspondent statement in the questionnaire. Below each table, the results will be analyzed and discussed by the researcher.

4.2 Data analysis

Statement (1): Co-operative learning encourages pupils for learning.

Table (4-1) shows frequency and percentage for statement (1).

Statement(1)	Frequency	Percent
Agree	34	97.1%
Neutral	1	2.9%
Disagree	0	0.0%
Total	35	100%

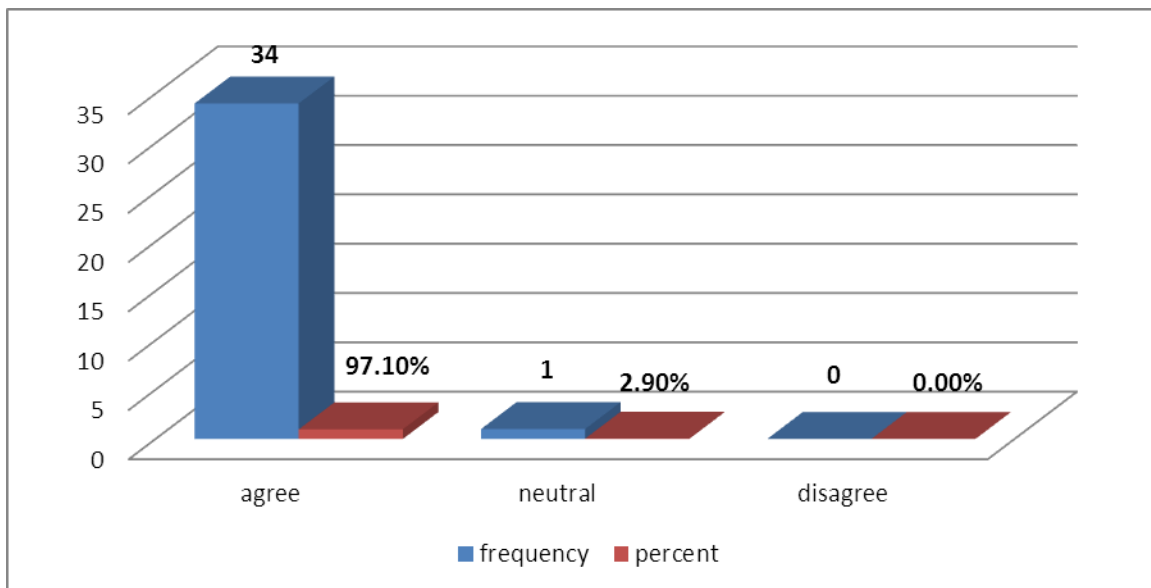


Figure (4-1) shows the frequency and percentage for statement (1)

According to table and figure (4-1), it is clear that most of the students scores between (agree – neutral)their frequencies are (34 , 1)and they form (97.1% , 2.9%)so that almost agree that, co-operative learning encourages pupils for learning.

Statement (2): writing in groups is useful for young learners.

Table(4-2)shows frequency and percentage for statement(2)

Statement(2)	Frequency	Percent
Agree	32	91.4%
Neutral	3	8.6%
Disagree	0	0.0%
Total	35	100%

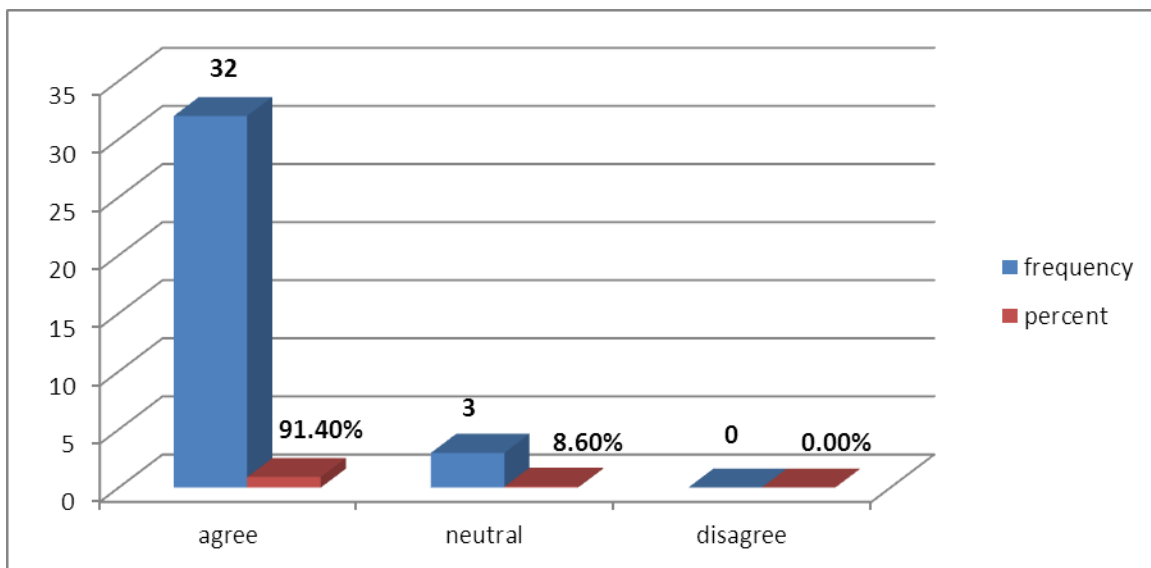


Figure (4-2) shows the frequency and percentage for statement (2)

In table and figure(4-2),it is clear that most of the students scores between (agree – neutral)their frequencies are (32 , 3 ,) and they form (91.4% , 8.6%) therefore almost agree that writing in groups is useful for young learners.

Statement (3): Teaching English learning writing skill through various teaching is effective.

Table(4-3) shows frequency and percentage for statement(3)

Statement(3)	Frequency	Percent
Agree	29	82.8%
Neutral	3	8.6%
Disagree	3	8.6%
Total	35	100%

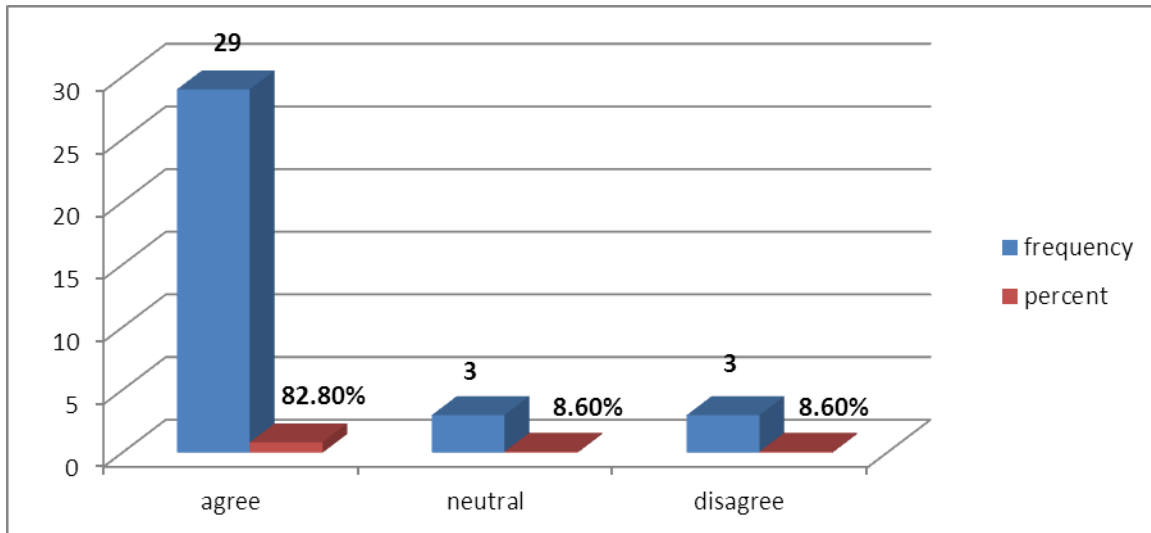


Figure (4-3) shows the frequency and percentage for statement (3)

According to table and figure (4-3), it is clear that most of the students scores among (agree – neutral - disagree) their frequencies are (29 , 3 , 3) and they form (82.8% , 8.6% , 8.6%) so that almost agree that teaching English learning writing skill through various teaching is effective.

Statement (4):Co-operative learning helps learners to improve their writing skill.

Table (4-4) shows frequency and percentage for statement (4)

Statement(4)	Frequency	Percent
Agree	34	97.1%
Neutral	1	2.9%
Disagree	0	0.0%
Total	35	100%

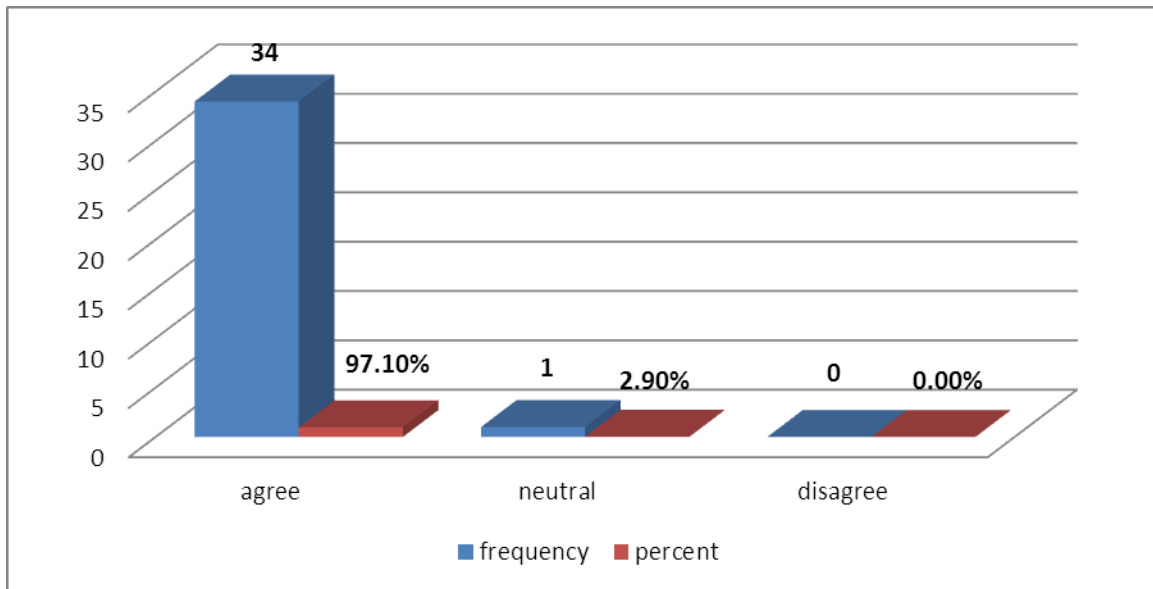


Figure (4-4) shows the frequency and percentage for statement (4)

Table and figure (4-4) show that most of the students scores between (agree – neutral) their frequencies are (34 , 1) and they form (97.1% , 2.9%) so that almost agree that co-operative learning helps learners to improve their writing skill.

Statement (5): learning in groups creates a positive atmosphere in the classroom.

Table (4-5) shows frequency and percentage for statement (5)

Statement(5)	Frequency	Percent
Agree	35	100%
Neutral	0	0 %
Disagree	0	0%
Total	35	100%

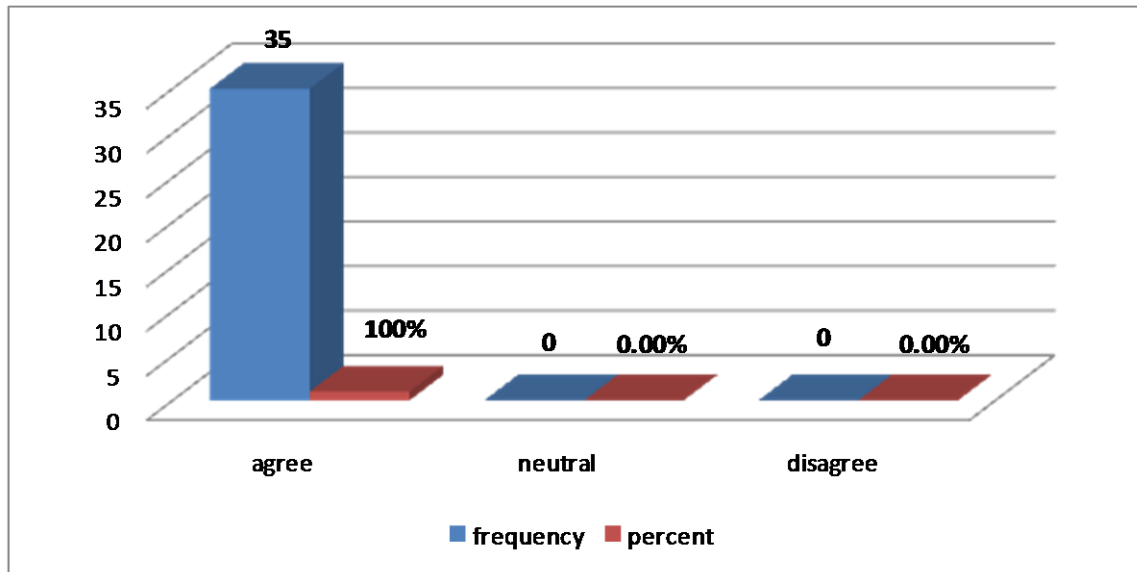


Figure (4-5) shows the frequency and percentage for statement (5)

The result in table and figure (4-5), illustrates that most of the students scores are (agree) their frequencies are (35)and they form (100%) so that all of the students agree that learning in groups creates a positive atmosphere in the classroom.

Statement (6): Co- operative learning enhances motivation for learning.

Table (4-6) shows frequency and percentage for statement (6)

Statement(6)	frequency	Percent
Agree	23	65.6%
Neutral	10	28.6%
Disagree	2	5.8 %
Total	35	100%

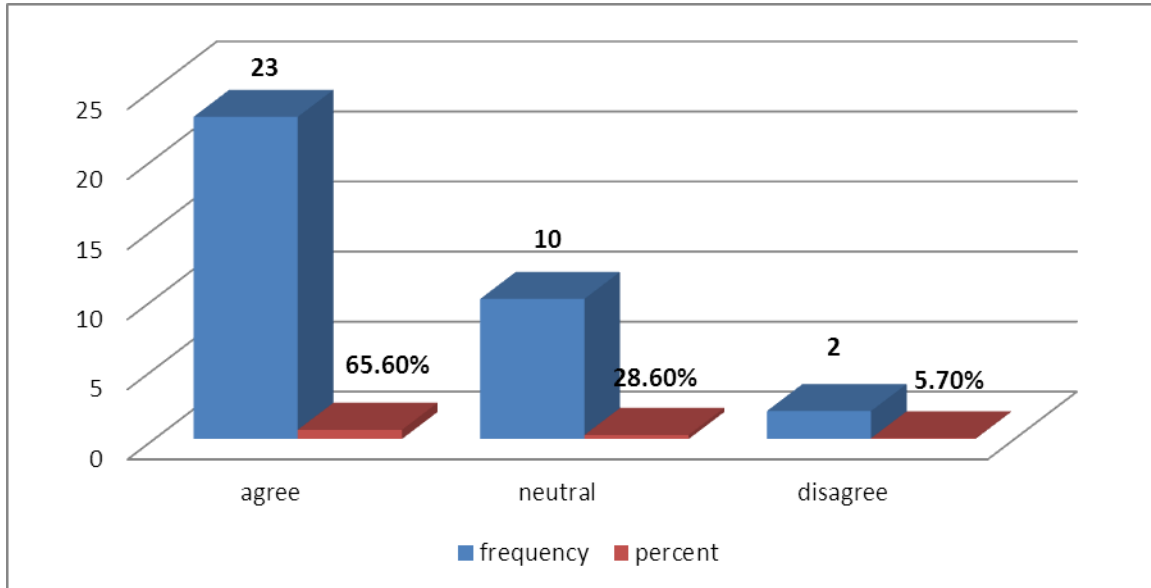


Figure (4-6) shows the frequency and percentage for statement (6)

Based to table and figure (4-6),it is clear that most of the students scores among(agree – neutral - disagree) their frequencies are (23 , 10, 2) and they form (65.6% , 28.6% , 5.8 %)so that almost agree that co-operative learning enhances motivation for learning.

Statement (7): Co-operative learning gives enjoyment and overcomes anxiety and shyness.

Table(4-7) shows frequency and percentage for statement(7)

Statement(7)	Frequency	Percent
agree	33	94.2%
neutral	1	2.9%
disagree	1	2.9%
Total	35	100%

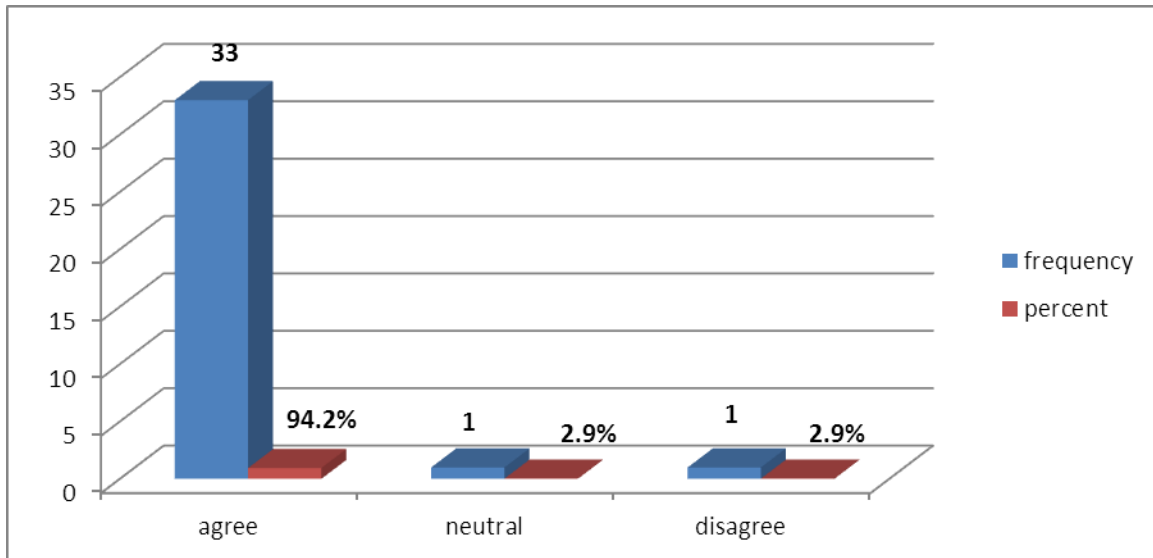


Figure (4-7) shows the frequency and percentage for statement (7)

(94%) of the respondents in table and figure (4-7), agree that, co-operative learning gives enjoyment and overcomes anxiety and shyness while 2.9% neutral and disagree.

Statement (8): learning through co-operative learning doesn't increase learners writing performance.

Table(4-8) shows frequency and percentage for statement(8)

Statement(8)	Frequency	Percent
agree	4	11.4%
neutral	2	5.7%
disagree	29	82.9%
Total	35	100%

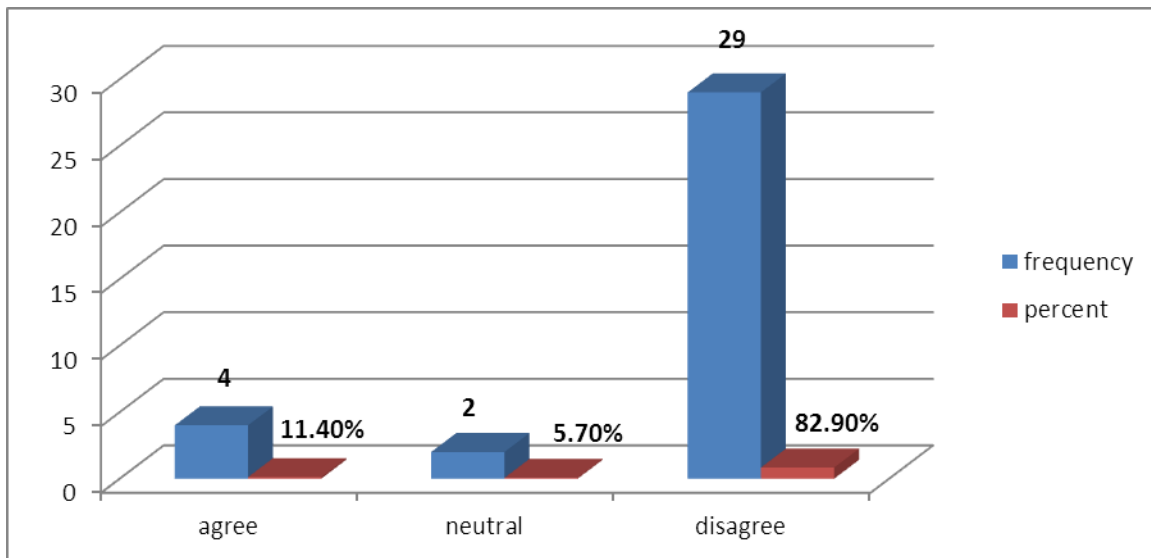


Figure (4-8) shows the frequency and percentage for statement (8)

The result in table and figure (4-8) demonstrates that most of the students scores among (agree – neutral - disagree) their frequencies are (4 , 2, 29) and they form (11.4% , 5.7% , 82.9%) so that almost disagree that learning through co-operative learning doesn't increase learners writing performance.

Statement (9): learners can respond positively for their peers.

Table(4-9) shows frequency and percentage for statement(9)

Statement(9)	Frequency	Percent
agree	34	97.1%
neutral	0	0.0%
disagree	1	2.9%
Total	35	100%

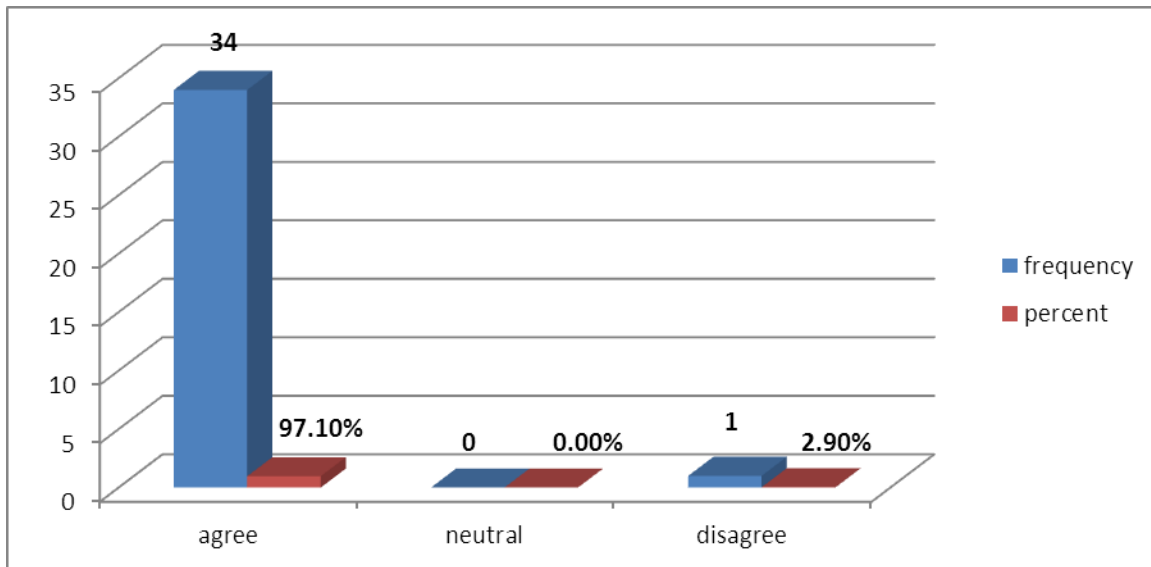


Figure (4-9) shows the frequency and percentage for statement (9)

Based to table and figure (4-9),it is clear that most of the students scores between (agree -disagree) their frequencies are (34 , 1) and they form (97.1% , 2.9%)so that almost agree that learning can respond positively for their peers.

Statement (10):most of cooperative learning pupils will be better and active.

Table(4-10)shows frequency and percentage for statement(10)

Statement(10)	Frequency	Percent
Agree	35	100%
Neutral	0	0.0%
Disagree	0	0.0%
Total	35	100%

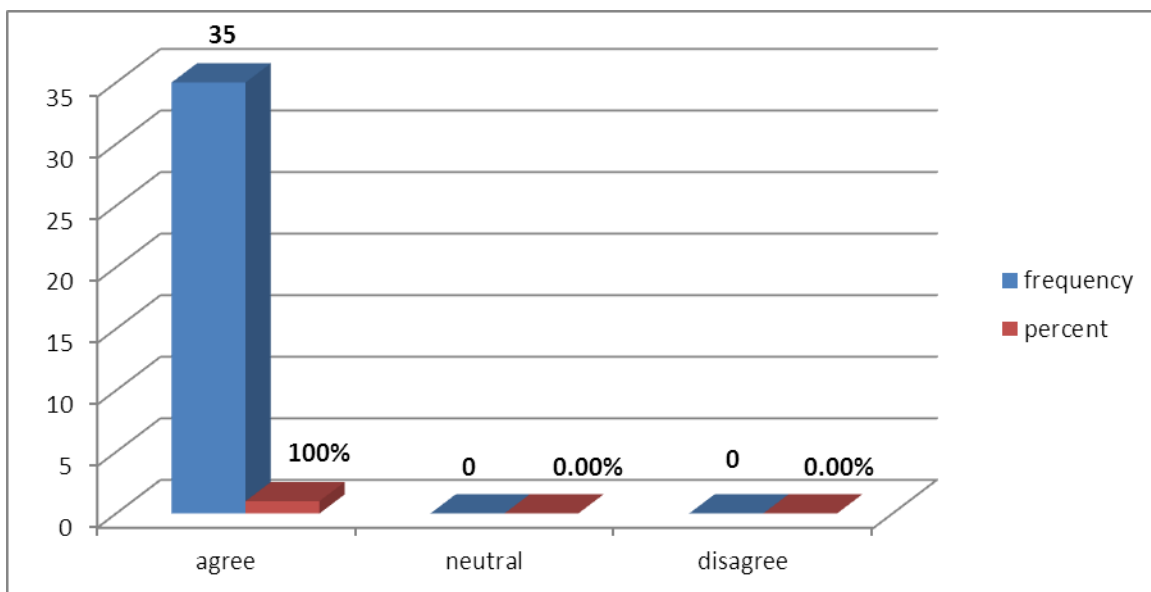


Figure (4-10) shows the frequency and percentage for statement (10)

According to table and figure (4-10),it is clear that most of the students scores are (agree) their frequencies are (35) and they form (100%)so that all students agree that most of co-operative learning pupils will be better and active.

Statement (11): Co-operative learning pupils will be eager to learn English writing.

Table (4-11) shows frequency and percentage for statement (11)

Statement(11)	Frequency	Percent
Agree	34	97.1%
Neutral	1	2.9%
Disagree	0	0.0%
Total	35	100%

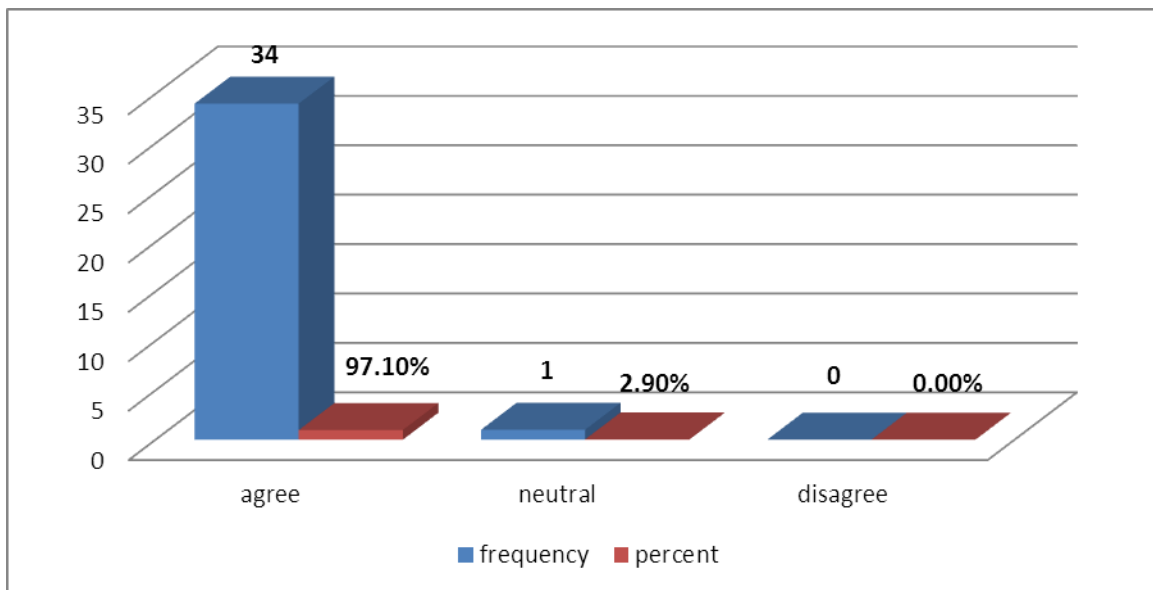


Figure (4-11) shows the frequency and percentage for statement (11)

The above table and figure (4-11) illustrate that most of the students scores between (agree – neutral) their frequencies are (34 , 1) and they form (97.1% , 2.9%) almost agree that co-operative learning pupils will be eager to learn English writing.

Statement (1): group leaning is a waste of time.

Table (4-12) shows frequency and percentage for statement (1)

Statement(1)	Frequency	Percent
Agree	2	5.7%
Neutral	4	11.4%
Disagree	29	82.9%
Total	35	100%

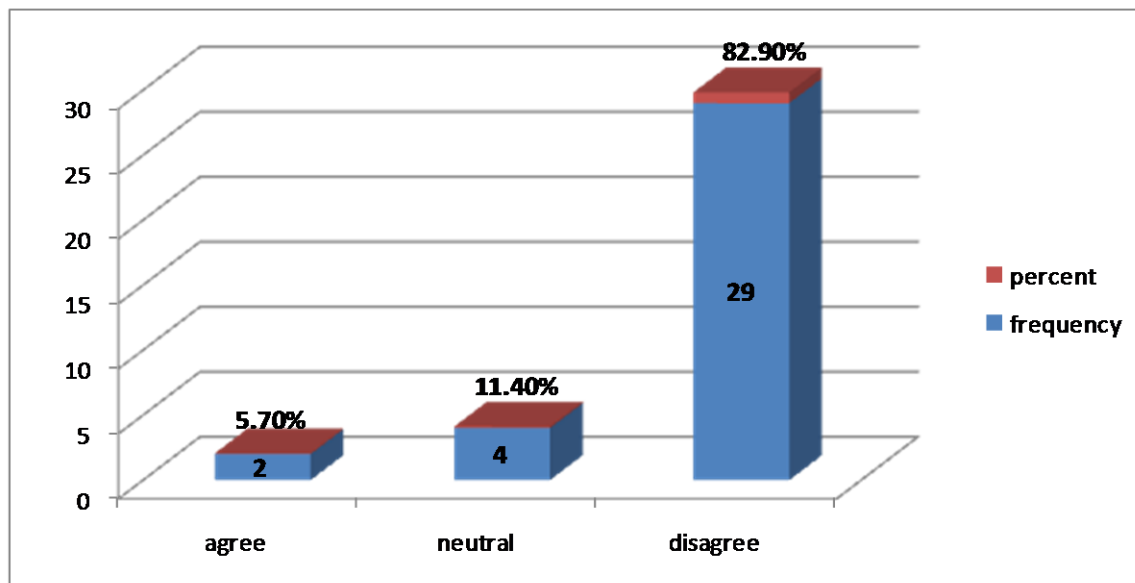


Figure (4-12) shows the frequency and percentage for statement (1)

Group learning is a waste of time. The result in table and figure(4-12)displays that (82.9%) of the respondents disagree to the statement while(11.40%.)neutral and (5.70%) agree, this explains the result of this statement supports the hypotheses of the study.

Statement (2): young learners respond positively to learning in group and accept it.

Table (4-13) shows frequency and percentage for statement (2)

Statement(2)	Frequency	Percent
Agree	32	91.4%
Neutral	1	2.9%
Disagree	2	5.7%
Total	35	100%

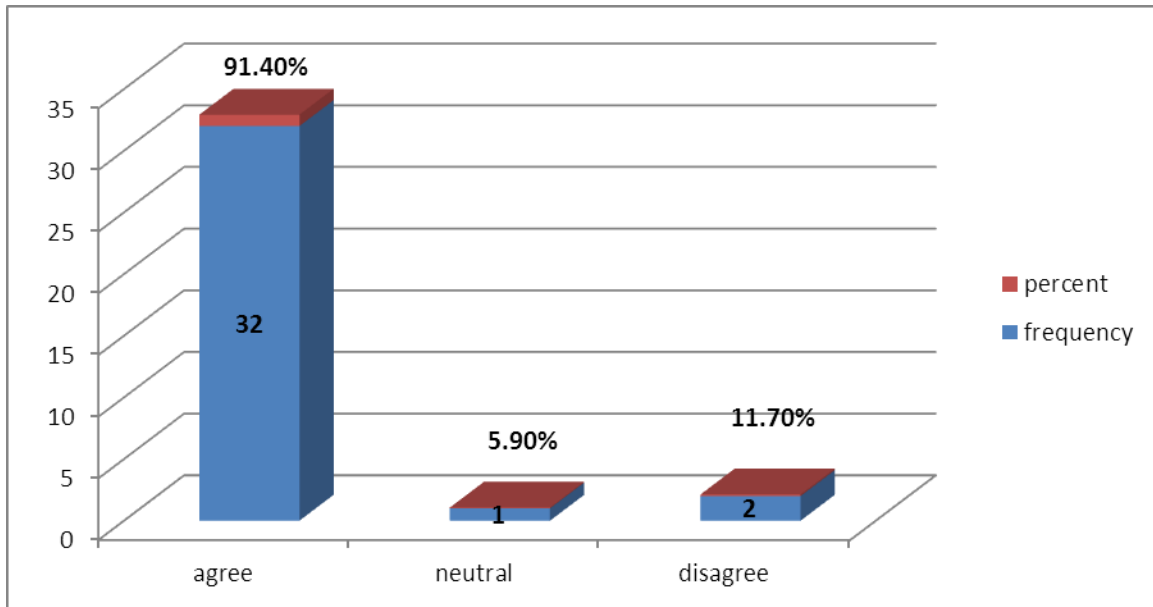


Figure (4-13) shows the frequency and percentage for statement (3)

According to table and figure (4-13), it is clear that most of the students scores among (agree – neutral - disagree) their frequencies are (32 , 1 , 2) and they form (91.4% ,2.9% ,5.7%) almost of them agree that, young learners respond positively to learning in group and accept it, so that this result supports the study.

Statement (3): Co-operative learning can be used to teach all subjects.

Table (4-14) shows frequency and percentage for statement (3)

Statement(3)	Frequency	Percent
Agree	27	77.2%
Neutral	6	17.1%
Disagree	2	5.7%
Total	35	100%

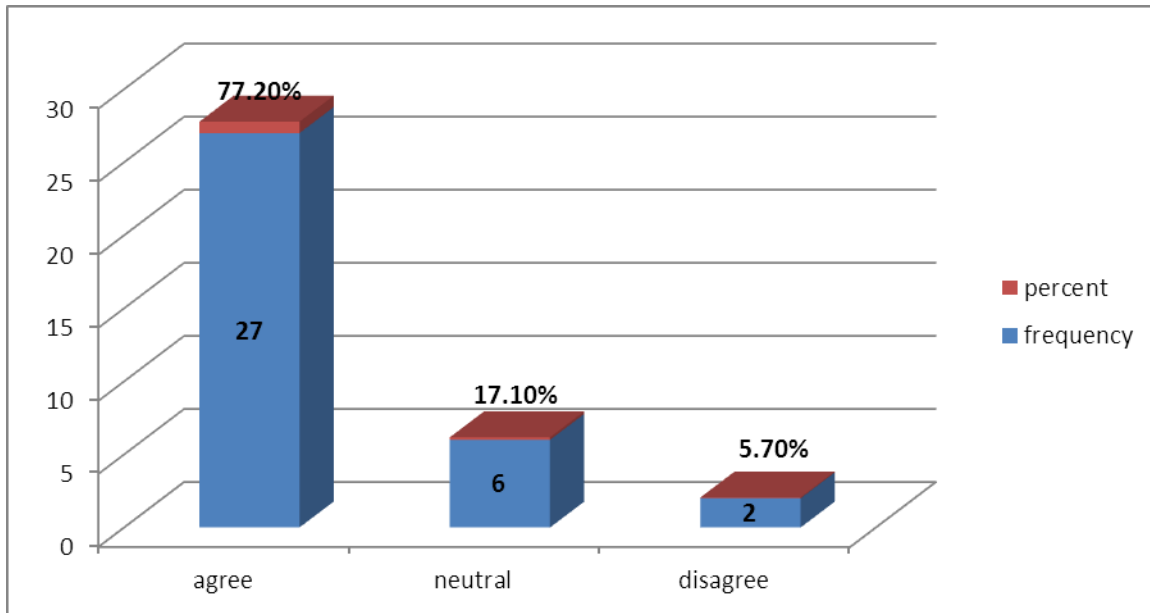


Figure (4-14) shows the frequency and percentage for statement (3)

Table and figure (4-14) show the learner's answers regarding statement(3) which said co-operative can be used to teach all subjects (77.2%) agree that co-operative learning can be used to teach all subjects.

Statement (4): Co-operative learning encourages pupils to participate.

Table (4-15) shows frequency and percentage for statement (4)

Statement(4)	Frequency	Percent
Agree	33	94.3%
Neutral	2	5.7%
Disagree	0	0.0%
Total	35	100%

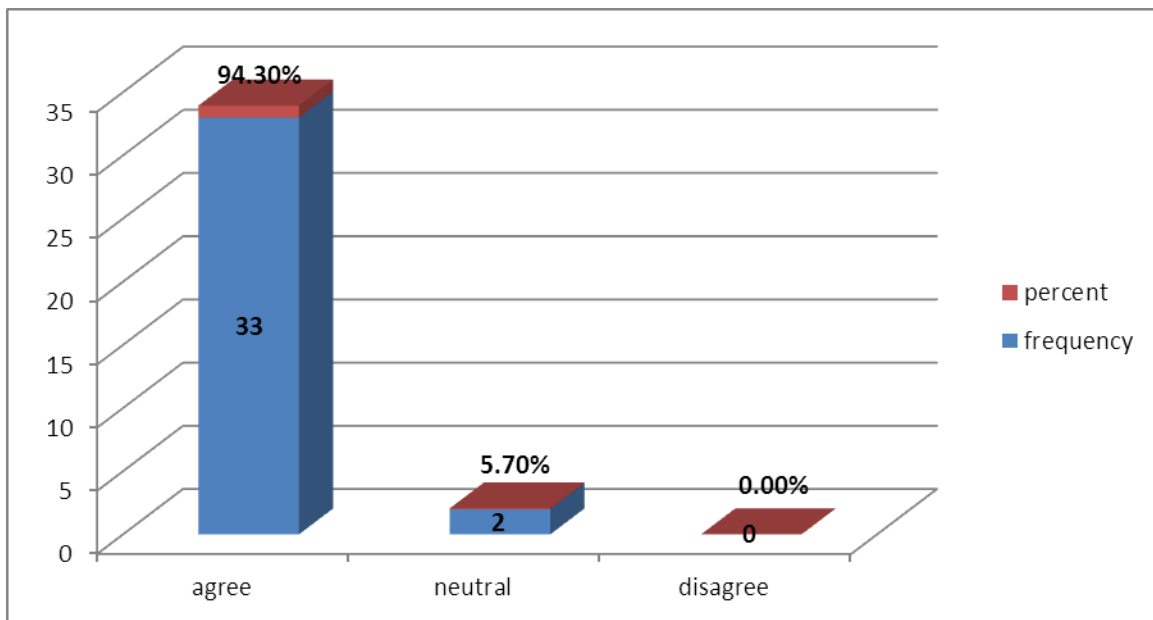


Figure (4-15) shows the frequency and percentage for statement (4)

Based to table and figure (4-15), it is clear that most of the students scores between (agree – neutral)their frequencies are (33,2,) and they form (94.3%,5.7%,)so that almost agree that co-operative learning encourages pupils to participate.

Statement (5): There is deterioration writing skills among learners of standard.

Table (4-16) shows frequency and percentage for statement (5)

Statement(5)	Frequency	Percent
Agree	33	94.3%
Neutral	2	5.7%
Disagree	0	0.0%
Total	35	100%

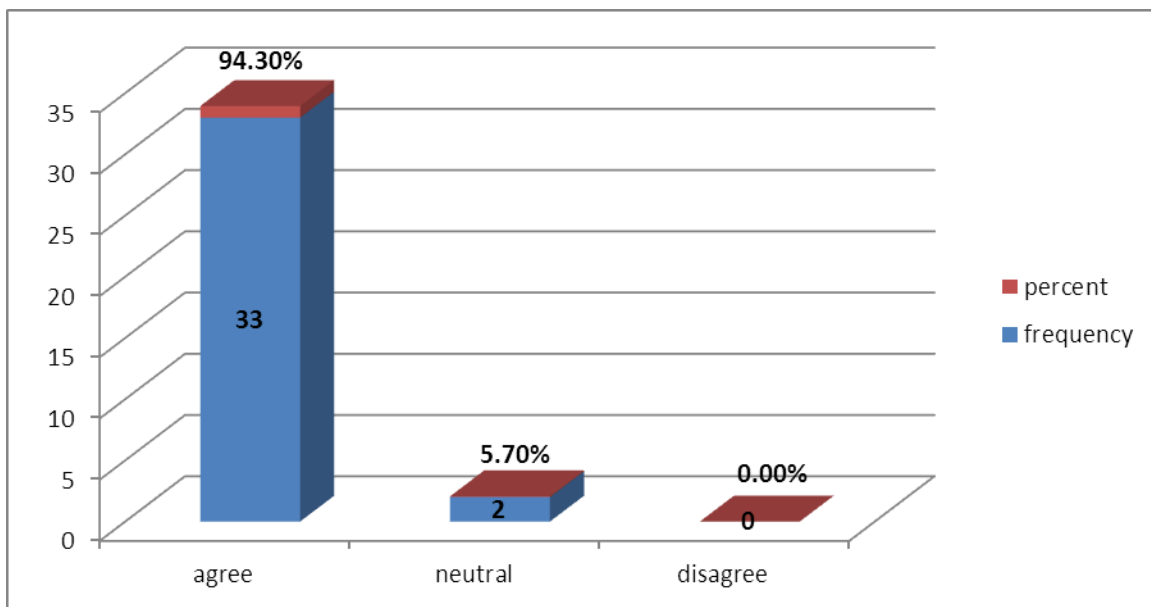


Figure (4-16) shows the frequency and percentage for statement (5)

(94.3%) of the respondents in table and figure (4-16), agree that, there is a deterioration writing skills among learners of standard. Their frequencies are (33, 2, 0) and they form (94.3%, 5.7%, 0%) so that almost agree that. There is deterioration writing skills among learners of standard.

Statement (6): Co-operative learning encourages pupils to compete and try to be best.

Table (4-17) show frequency and percentage for statement (6)

Statement(6)	Frequency	Percent
Agree	34	97.1%
Neutral	0	0.0%
Disagree	1	2.9%
Total	35	100%

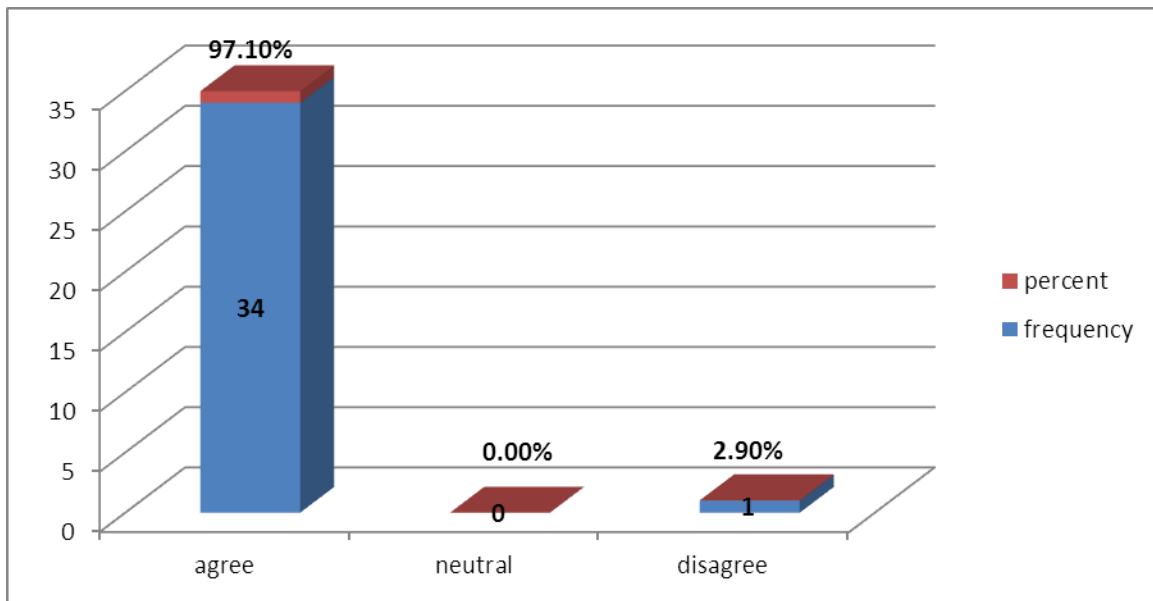


Figure (4-17) shows the frequency and percentage for statement (6)

In table and figure (4-17),it is clear that most of the students scores between (agree –disagree) their frequencies are (34 , 1) and they form (97.1% , 2.9%) almost agree that co-operative learning encourages pupils to compete and try to be best.

Statement (7): Co-operative learning pupils will have great confidence in themselves and their abilities.

Table (4-18) shows frequency and percentage for statement (7)

Statement(7)	Frequency	Percent
Agree	33	94.3%
Neutral	2	5.7%
Disagree	0	0.0%
Total	35	100%

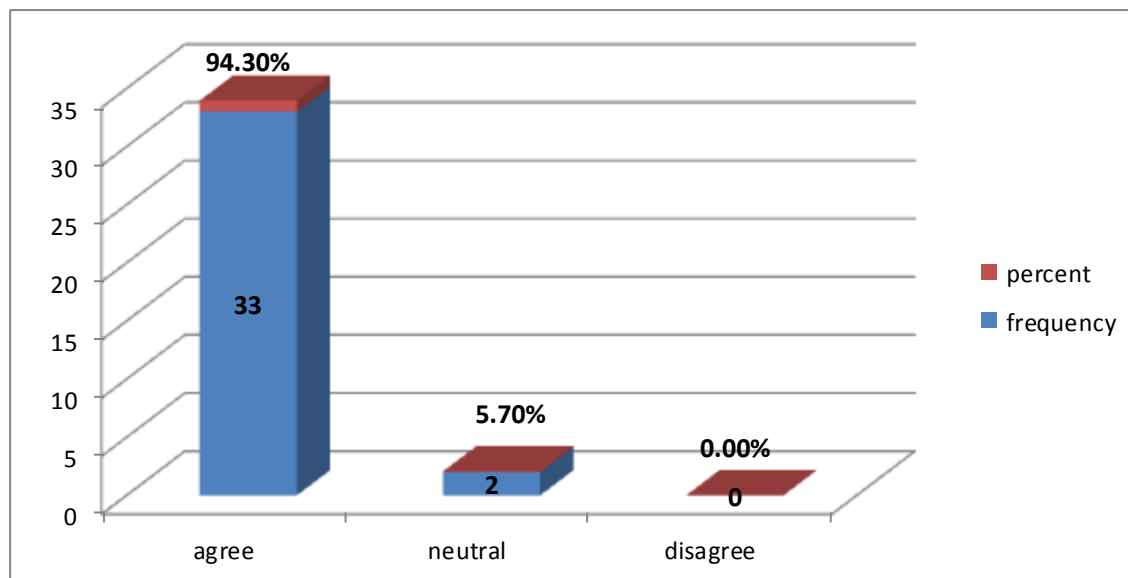


Figure (4-18) shows the frequency and percentage for statement (7)

According to table and figure (4-18), it is clear that most of the students scores between (agree – neutral)

their frequencies are (33 , 2,) and they form (94.30% , 5.70% ,) so that almost of them agree that co-operative learning pupils will have great confidence in themselves and their abilities.

Statement (8): hand writing has good role if it's done in perfect way.

Table (4-19) shows frequency and percentage for statement (8)

Statement(8)	Frequency	Percent
Agree	35	100%
Neutral	0	0.0%
Disagree	0	0.0%
Total	35	100%

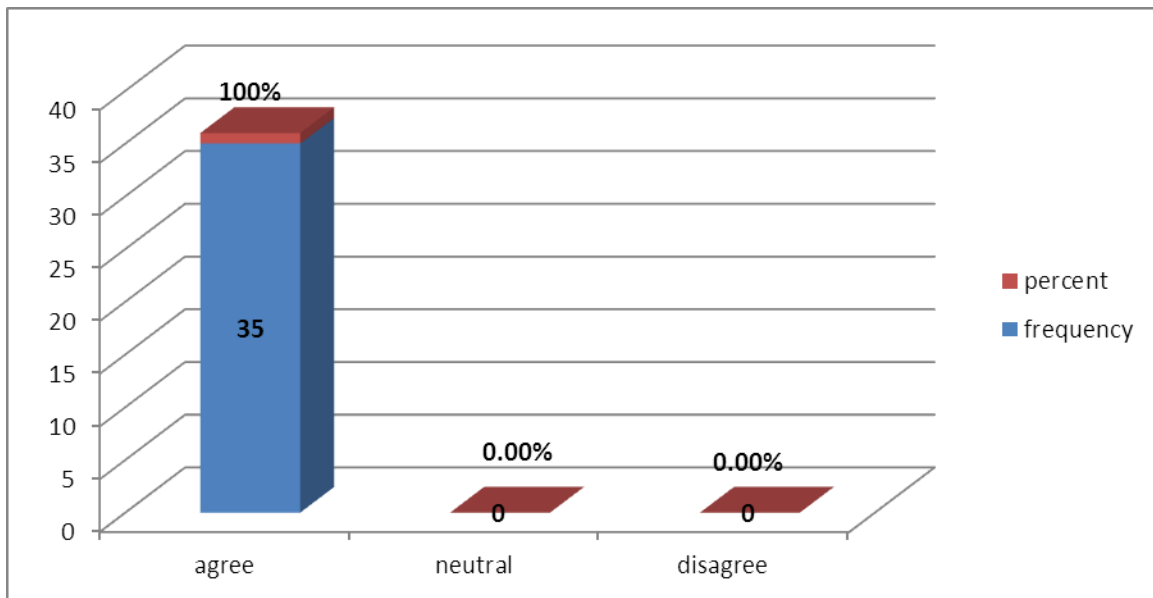


Figure (4-19) shows the frequency and percentage for statement (8)

Table and figure (4-19), show that most of the students scores are (agree) their frequencies are (35)

and they form (100% ,)so that all students agree handwriting has good role if it's done in perfect way such as through using co-operative learning.

4.3 A nalaysis of Experimental Data

There is no significant change in pupils English language achievement scores following participation in a remedial English course.

Table(4-1)shows the mean and Std. Deviation

	Mean	Students Number	Std. Deviation
Pretest	18.60	35	10.5
Posttest	29.71	35	17.9

Based on the data presented in table(1)the mean score in the pre-test is(18.60)while, the mean score in post-test is (29.71)it's clear that there is a difference, this it means that the mean score in post- test is higher than the mean score in pre-test this result, clarify that there is appositve improvement in their achievement.

Table(4-2)shows the Paired Samples T-Test

Paired Samples Test

	Df	Sig. (2-tailed)
Pair Pre-test / post-test	34	.000

From Table (4-2) we find that the value of (Sig) it was 0.00 it's smaller than the Alpha(.05). This indicates the rejection of the null hypotheses and accept the research hypotheses which state that there is significant changes in students English language achievement scores following participation in a remedial English course, this is verify that there is a positive improvement.

So the result of the tests was true and authentic. According to this result, consequently teaching through co-operative learning is very effective and successful tool.

4.4 Testing of Hypotheses

1. Co-operative learning enhances learners writing skill.

Table and figure(4-2)show the percentage of students' opinions about the statement, co-operative learning encourages pupils for learning 97.1 % of the respondents agree while2.9 % of them are neutral.

Table and figure (4-3)show the percentage of students' opinions about the statement " writing in groups is useful for young learners" 91.4% of the respondents agree whereas 8.6% of them are neutral. The above results indicate that the co-operative learning as strategy enhances learners writing skills. This results meet the first hypothesis positively as it is illustrated in the tables and figures above.

Table and figure(4-5)show the percentage of students' opinions about the statement co-operative learning gives enjoyment and overcomes anxiety and shyness It is clear that 94.2% of the respondents agree, that co-operative gives enjoyment and that means it also makes the pupils active and able to enjoy the interaction inside the classroom with the teacher. As for the statement " learning through co-operative learning doesn't increase learners writing performance" in table and figure (4-6) 82.9% respondents disagree which indicates that co-operative learning strategy inside the classroom increase learners' writing performance.

As for whether co-operative learning helps the pupils to respond positively to each other or not, table and figure(4-7) illustrate that 97.1% agree. This result ensures that co-operative learning is an appropriate way to help the pupils to respond to their peer in order to collaborate and interact with each other to improve their each other performance in writing skills. To ensure that co-operative learning enhances learners' writing skills, all the respondents 100% agree that the pupils who learn through co-operative learning will be better and active in writing skills as it is illustrated in table and figure (4-8). All the above mentioned results indicate that co-operative learning is suitable and appropriate to enhance writing skills of the basic level pupils.

2.Sudanese EFL learners attitudes towards using co-operative learning are positive and it helps them to participate in confidence without shyness. The respondents agree 100% that co-operative learning creates positive and enjoyable learning atmosphere inside the classroom as it is illustrated in table and figure (4-11) above. This result indicates that the pupils have positive attitudes towards the co-operative learning and they believe that it makes them so active participants and encourages them to interact effectively inside the classroom. As for the improvement of the pupils writing skills, 97.1% of the pupils agree that co-operative learning improves their writing skills. In addition to that the pupils agree that the co-operative learning motivates them to learn and improve their writing skills as illustrated in table and figure (4-12). Moreover, 94.3% of the respondents agree that co-operative learning encourages and inspires them to learn English writing as illustrated in table and figure (4-13). Finally, all the answers of the respondents indicate that EFL learners (The pupils as a

sample) enjoy teaching and learning through co-operative learning strategy inside the classroom because it helps them to improve their writing skills as well as being able to participate and interact with each other.

Concerning the negative statement "group learning is a waste of time" almost, 83% of the respondents disagree because they consider group learning is not a waste of time, but is using time to improve learning and create learning environment inside the classroom as well as offering more time for the learners to interact with each other. The above mentioned result is illustrated in table and figure(4-14).

learning creates social relationships between the learners because they know to ensure that all the results of the questionnaire meet the hypotheses of the study positively, the respondents respond with disagree in all the negative statement such as co-operative learning is a waste of time and co-operative doesn't improve learners performance. These results indicate that the respondents positively benefit or gain more skills about English writing through the strategy of co-operative learning. In addition to that co-operative each other and exchange ideas and opinions and interact as peers inside the classroom. This result is clear as it is illustrated in table and figure (4-15). Generally speaking, young learners are sociable so they enjoy working or learning in groups. These relationships between the pupils is mainly created by implementing co-operative learning and that is clear in their answers which is illustrated in table and figure (4-15) . However, co-operative learning helps the pupils to be more confident ,participant and compete in learning. Almost, 94% of the respondent admit the decline and deterioration of English language writing skills among pupils as it is shown in table (419). The respondents also agree that this strategy of co-operative learning is

suitable and useful to be applied in all the other school subjects as it is illustrated in their answers in table (4-17). Therefore co- operative learning helps the learners to improve their writing skills, be able to participate effectively inside the classroom, be confident , sociable and interact with each other. To this point one can say that all the findings of the study come positively and accurately with the hypotheses of the research.

4.5 The result of the Analyses

All the answers of the respondents support the hypotheses of the study positively. This is to ensure that using co-operative learning is very effective and practical strategy to create an appropriate situation inside the classroom to help the learners to interact and co-operate in real situation. Co-operative encourages the pupils to use the language as well as to master the writing skill, moreover, co-operative learning is very essential in every level especially for the young learners in their early stages to prepare them to very good handwriting in the later stages. Finally, using co-operative learning inside the classroom prepare an environment for the pupils to practice English writing as foreign language , because it is difficult for them to find such situation in the outside environment.

Also the above statistical analysis shows the results of the two tests, the (pre-test),(post-test) for the experimental group ,the comparison between their result of the pre-test and post- test ,indicates that the strategy which the pupils of the experimental group are exposed to, is very effective and useful. The researcher himself teaches the experimental group(as mentioned in chapter three). The researcher gives the pre-test first to the experimental group in November to ensure that all the pupils have the same academic

background. Then the researcher starts teaching the experimental group utilizing co-operative learning strategy to improve the pupils' writing skills for a complete academic year. At the end of the academic year , the researcher gives them the posttest(in February) and compares their results with the result of the pretest. The pupils of the experimental group scored high marks in post-test comparable with their scores in the pre-test ,which shows that using co-operative learning to teach writing skill is very successful and effective strategy for the pupils at the basic level .According to the research questions and hypotheses ,the outcomes of this statistical analysis indicate that the experimental study has achieved its objectives and matched the hypotheses and the results of the tests.

Chapter Five

CHAPTER FIVE

CONCLUSION, FINDINGS , RECOMMEDATIONS AND SUGGESTIONS

5.0 Introduction

This chapter provides a summary of the whole thesis .It includes the results of the study which indicate that using of co-operative learning is very effective strategy in teaching writing skills to the learners of the basic level schools. Also it contains, conclusion, findings and recommendations.

5.1 Conclusion

As a conclusion of this study , the researcher adopted the experimental method to conduct this research .The study mainly aims at investigating the effectiveness of strategy of using co-operative learning in teaching writing skills to the sixth grade pupils at the basic schools at Shendi city .The study has been carried out to evaluate the using of co-operative learning in teaching writing skill to pupils of basic schools .Young learners are special pupils who need special style of teaching ,using the strategy of co-operative learning makes learning fun and attract the attention of the pupils and that helps them to be involved ,engaged and participated effectively inside the classroom .Using co-operative learning encourages the pupils to acquire the writing skill and use it in a very interactive collaborative way .This strategy helps in engaging all the pupils even the shy ones to participate effectively inside the classroom .Moreover, the results show that the experimental group acquires the writing skills and be able to write English language properly in different situations .The improvement of pupils ' writing skill shows that their mean score in the post-test is higher than the mean score in the pre- test as shown in table(4-1)which the mean and std, Deviation of Students. The result of (pre-test& post-test)indicates that there is a deference

between mean score for post-test and table (4-2) shows the Paired Samples T-test. From this table it is found that the value of (sig) is 0.00 and it's less than the p-value (.05). This indicates the rejection of the null hypothesis and accept the research hypotheses which state that there is significant changes in students English Language achievement scores following participation in a remedial English course. This means that teaching through co-operative learning is very effective, and that is very clear from their achievement in the post-test. Therefore, their mean score in the pre-test is very weak, this means that teaching through variables techniques is very effective and appropriate, especially teaching through co-operative learning. The improvement in the level of the experimental group is very clear because, the pupils are being able to write better and easily through using co-operative learning strategy. Generally speaking, co-operative learning provides enjoyment and fun and in the same time develops writing skill in early stages of the pupils. The teaching and learning of English for the young learners should start through co-operative learning, because it is the strategy which is considered the most effective means in developing young learners' writing skill according to the findings of this study.

To sum up, the two instruments which are used to collect the data for this study come up with the required data that meets the hypotheses and questions of the study. The results of the study clearly indicate that co-operative learning strategy to improve the pupils' achievements in writing skill, is an appropriate strategy which suits the learners at the basic schools.

5.2 Findings

The study arrives at the following results after the analysis of the collected data:

1. It improves the performance of the weaker students ,when grouped with higher achieving students.
2. Pupils can acquire language skills faster at younger age if there is a suitable, interactive technique for learning such as co-operative learning.
3. According to the results of the study ,most of the pupils become active and motivated.
4. The results also indicates that most of the pupils gain confidence in themselves and become more capable to work with others as team.
5. The results shows that most of the pupils are motivated and ready to learn English language.
6. The results illustrate that, co-operative learning creates positive atmosphere in the classroom and helps the pupils to learn in groups.
7. The findings proved that ,incorporation of co-operative learning in writing produced significantly positive outcome.

All the above statements are considered the positive findings of the study which are supported by scientific analysis of the instruments of the study . This experimental study comes out with very useful practical and appropriate findings in using co-operative learning strategy to teach writing skill to basic school pupils ,all the learners of English language at the basic school at Attadreeb basic school at six grade agree that the strategy of using cooperative learning in teaching writing skill is an effective strategy ,also this strategy helps the pupils to write English and creates areal situation for the pupils to practice their writing well.

5.3 Recommendations and Suggestions

The following recommendations and suggestions are stated by the researcher for stimulating and motivating young learners at the Sudanese basic level EFL classroom. The recommendations and suggestions are.

1. This strategy of co-operative learning is an appropriate strategy to be implemented at the basic level schools ,higher secondary schools and at the University .
2. The study implements co-operative learning to improve writing skills for the basic school pupils, so this strategy can be implemented to improve other language skills such as reading and speaking.
3. Teachers and educators at basic schools can and should use co-operative learning strategy at early stages.
4. The best way to help the learners to learn and acquire writing is through using co-operative learning which create teaching learning situation that incorporates fun variable.
5. Supplementary activities such as group work should be beneficial to young learners of English writing as a foreign language .
6. It useful for teachers to select the groups as teams, that is to say make a group from the pupils who know each other. This selection of groups as team makes no one to feel shy and everyone is ready to benefit from the others.
7. It is better for such experimental study to be implemented through using both experimental and control groups.
8. English language teachers at basic schools need to study about co-operative learning strategy in order to utilize it in their teaching.

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Appendix (A)

Dear respondent

I would be very grateful if you could kindly take five minutes to read and check the questions of this test , and give your valuable contribution. Your co-operation is highly appreciated

The test designed as part of the requirements for PhD in [The Impact Of Using Co-operative Learning In Teaching English Writing On Pupils Achievement] At Attadreeb Basic Schools For Girls. Grade 6 .

**Shendi University – Faculty
of Education**

Attadreeb Basic level School

For Girls

English Language pre-test , term [1] 6th grade

NameTime. One hour and a half

Q [1] Write the missing letters

A			D			G
	I			L		N
O		Q			T	
V		X		Z		

Q [2] Read and answer

I am Karrar . I live in a house in Port Sudan . The house has a kitchen and two bathrooms , it has a sitting room . It has three bedrooms .

A. Answer these questions

1. Where is Karrar's house ?.....
2. How many bedrooms in it ?.....
3. Has it a sitting room ?.....

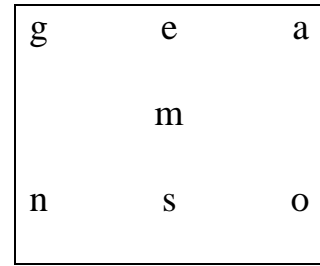
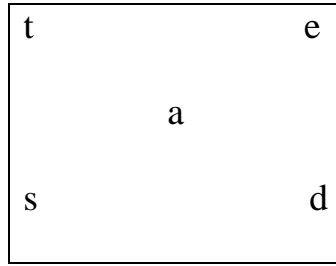
B. Put [T] for true or [F] for false

1. Karrar's house is in Shendi [.....]
2. It has a kitchen [.....]

C. Find the correct answer

1. Karrar's house is in
- a. Shendi b. Port Sudan c. Atbara


B. Find the word and write it



1. 2.

Q [5] Put [T] for true or [F] for false

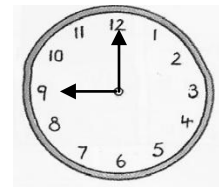
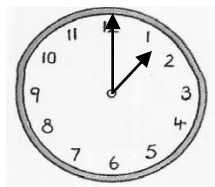
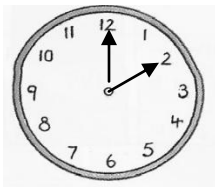
A

1. You have got one head ()
2. You are a boy ()
3. This is a glass  ()
4. Two +three =6 ()

B. Write the missing number

10	-	12	-	14	-	16	-	18	-	20
----	---	----	---	----	---	----	---	----	---	----

C. Write the time



1. It's.....o'clock
2. It'so'clock
3. It's.....o'clock

Q [6] Fill in the gaps from the list

A

a – have – an – at – has

1. I do my home work5 o'clock.
2. This isapple .
3. I.....got 2 eyes .
4. That ispen .
5. She.....a watch.

B. Match A with B

A	B	C
1-Sunday		a-Hall
2-Fruit		b-English
3-Period		c-Week
4-Time		d-Oranges
5-House		e-Watch

C. Put the words in right order

1. like. I. dates.

*

2. He. Like. Mangoes. doesn't .

*

D. Copy

I don't like oranges .

Appendix (B)

Dear respondent

I would be very grateful if you could kindly take five minutes to read and check the questions of this test , and give your valuable contribution. Your cooperation is highly appreciated

The test designed as part of the requirements for PhD in [The Impact Of Using Co-operative Learning In Teaching English Writing On Pupils Achievement] At Attadreeb Basic Schools For Girls. Grade 6 .

**Shendi University – Faculty
of Education**

Attadreeb Basic Level School

For Girls

English Language post-test , Term [2] 6th grade

Name : **Time.** One hour and a half

Q [1] Complete this table with small and capital letters

A

A		F		V	
	E		M		Z

B. Write what are they doing



1. The man



2. This girl is



3. The boy

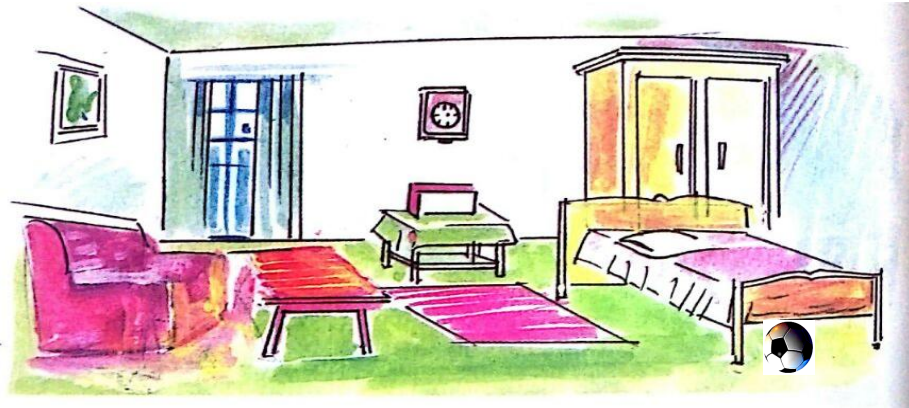


4. The womanher hair



5. They

Q [2] A. Write what can you see in the room



1. I can see.....
2.
3.
4.

B. Write the opposites

1. big2. happy.....3. short.....
4. old.....5. low.....6. sad.....
7. long.....8. fat.....

Q [3] Complete these questions.

1.do you get up ? At seven o'clock.
2.Mona like dates ? Yes, she does.
3.is the playground ? It's in front of the school.
4.is this ?

It's a ball.



B.Copy

There is a playground in front of the school.

Q [6]



Write about what you do every day

1. I.....
2.
3.
4.
5.

Appendix(c)

Shendi University

Faculty Of Graduate Studies

Department Of English Language

Faculty Of Education

Attadreeb Basic Level School For Girls

Dear pupil

Your truthfully requested to answer the following questionnaire just by selecting the appropriate option .Please read the statements and tick the right choice your cooperation is highly appreciated .

Name :.....(Optional)

Gender : male () : female ()

Please tick the most appropriate answer for each statement .

Number	The statement	أوافق Agree	لا أوافق Disagree	محايد Neutral
١	Co-operative Learning encourages pupils for learning التعليم في مجموعات صغيرة يشجع التلميذات علي التعلم.			
٢	Group Learning is a waste of time. التعليم في شكل مجموعات صغيرة مضيعة للزمن .			
3	Writing in groups is useful for young learners . مهارة الكتابة في مجموعات صغيرة مفيدة للتلميذات .			
4	Teaching English Language writing skill through various techniques is effective . تدريس مهارة الكتابة منت خلال طرق وأساليب مختلفة مفيدة للتلميذات .			
5	Co-operative learning helps learners to improve their writing skill. إستراتيجية التعليم التعاوني و المشاركي بين مجموعات التلميذات يؤدي إلي تحسين مهارة الكتابة .			

6	<p>Learning in groups creates a positive atmosphere in the classroom .</p> <p>التعليم في شكل مجموعات صغيرة يخلق بيئة تعليمية جيدة داخل الفصل .</p>			
7	<p>Co-operative learning enhances motivation for learning.</p> <p>التعليم التعاوني و المشاركي يعزز الدافعية لدي التلميذات .</p>			
8	<p>Co-operative learning gives enjoyment and overcomes anxiety and shyness.</p> <p>التعليم التعاوني في مجموعات صغيرة يطفي نوعا من المرح والفن ويهزم القلق والخجل وسط التلميذات .</p>			
9	<p>Young learners respond positively to learning in groups and accept it .</p> <p>التلميذات يتجاوبن بايجابية وقبول للتعليم في شكل مجموعات صغيرة داخل الفصل .</p>			
10	<p>Co-operative learning can be used to teach all subjects .</p> <p>من الممكن تطبيق التعليم التعاوني و المشاركي علي كل المواد الدراسية في المدرسة .</p>			
11	<p>Learning through co-operative learning doesn't increase learners writing performance .</p> <p>التعليم التعاوني في مجموعات صغيرة يعوق تحسين أداء التلميذات في مهارة الكتابة .</p>			

12	<p>Co-operative learning encourages pupils to participate positively .</p> <p>التعليم التعاوني يشجع التلميذات علي المشاركة بايجابية وفعالية .</p>			
13	<p>learners can respond positively for their peers .</p> <p>التلميذات يتجاوبن بفعالية وايجابية مع أقرانهم داخل الصف .</p>			
14	<p>There is a deterioration writing skills among learners of English standard</p> <p>هنالك تدهور وتدني في مستوي مهارات الكتابة وسط التلميذات .</p>			
15	<p>Co-operative learning encourages pupils to compete and try to be the best .</p> <p>التعليم التعاوني و المشاركي يشجع التلميذات علي المنافسة والتفوق .</p>			
16	<p>Most of co-operative learning pupils will be better and active .</p> <p>يساعد التعليم التعاوني التلميذات علي التعلم النشط والتفاعل الايجابي داخل الفصل .</p>			
17	<p>Co-operative learning pupils will have great confidence in themselves and their abilities .</p> <p>يدعم التعليم التعاوني الثقة بالنفس والقدرات وسط التلميذات .</p>			

18	<p>Co-operative learning pupils will be eager to learn English writing .</p> <p>يرفع التعليم التعاوني مستوى الرغبة لتعلم مهارات الكتابة لدي التلميذات .</p>			
19	<p>Hand writing has a good role if it's done in a perfect way .</p> <p>كتابة اليد لها دور كبير في تعلم الكتابة إذا طبقت بطريقة سليمة .</p>			