



# Students' Attitudes Towards Cooperative Learning (CL) in EFL Writing Class

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**To cite this article:**

Wondwosen Tesfamichael Ali. Students' Attitudes Towards Cooperative Learning (CL) in EFL Writing Class. *Arabic Language, Literature & Culture*. Vol. 2, No. 3, 2017, pp. 60-68. doi: 10.11648/j.allc.20170203.12

**Received:** June 11, 2017; **Accepted:** June 26, 2017; **Published:** July 26, 2017

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**Abstract:** This study focused on assessing whether or not there were differences between male and female students' attitudes towards cooperative learning (CL) in learning writing skills based on English for Ethiopia Grade Seven Pupil's Book. The study involved ninety students who were attending their lessons at the same school. The data for the study were gathered through questionnaires. In order to see the actual happening and to triangulate the findings of the questionnaires, interviews were conducted and classrooms were observed. The results of the study showed that the students who were administered questionnaires and interviewed understood the benefits of using CL during writing though the number of students in each class was large, and they had poor background knowledge of English. The classroom observations proved that the number of students in each class was large; the teachers could not follow up and monitor their learners appropriately while the students were working on the writing activities in groups; the students frequently used their mother tongues rather than English during group discussions; the teachers did not set a time limit for the discussions, and there was no practice of evaluating the writing group activities after CL. Moreover, the mean results indicated that female students had better attitudes towards CL in learning writing skills. However, their difference is not statistically significant. The summary of the findings indicated that the writing lessons in the students' English textbook should be taught through CL though there were some problems that have been mentioned above to practice them in the classrooms.

**Keywords:** Cooperative Learning, Writing Skills, Social Skills, EFL (English as a Foreign Language)

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## 1. Introduction

Researches conducted on English writing skills at different schools indicated that many high school, college and university students lack the required competence in writing since it has complex processes that require a lot of thinking and practices. Concerning this, Adipattaranan (1996) explained that writers need skills in language structure and ability to analyse sentences or phrases in the text. Subsequently, they should cognitively be alert and think critically and logically while reading different texts. Cimcoz (1999) and Widdowson (1981) identified two overarching factors that may cause an ineffective teaching and learning of writing skills. The first problem comes from the students themselves, i.e. they lack basic writing skills because they do not have enough chance to practice writing. As a result, they do not know how to clearly express their ideas to their readers, use grammatical sentences, choose the right words

and start their writing. They also lose confidence in writing. The second one results from English teachers. They are deficient in ample and suitable teaching technique and lack appropriate materials in their classes. With regard to this, Sritunyarat (2003) claimed that many teachers are still using teacher-fronted method which makes the teaching of writing boring and ineffective.

Therefore, CL has changed classrooms from being teacher-centred where the focus is on the teacher imparting knowledge to the pupils to student-centred where the students are expected to take a more active part in their own learning. In cooperative classrooms, students remain in charge of their own discoveries and can become truly excited about the learning process (Tsai, 1998 & Yu, 1995).

In contrast to the participatory nature of CL mentioned above, teachers at EwketFana Comprehensive Primary School complained that their students were not good at English language in general and writing skills in particular. They said that their students did not have proper

participation in their respective groups. Rather, some students did some activities unrelated to the objective of the lessons and others usually sat idle. They also told that the students were most of the time taught in line with the traditional ways of teaching where the most important thing was the outcome of instruction rather than the process. As the researcher sensed, the teachers might not comprehend what CL is and the students seemed to be confused probably for not knowing what to do with the writing tasks in the textbook.

In the Ethiopian context, some researchers have conducted to check the overall contribution of English language teaching (ELT) materials in relation to CL. For example, Berhanu (2000) tried to see CL focusing on group organization in grade eleven; Seifu (2005) conducted a study to assess the group activities in English for Ethiopia Grade 9 in promoting CL focusing on speaking skill; Seid (2012) conducted a study on the effects of CL on English as a foreign language (EFL) reading comprehension achievement and social skills of tenth graders and Berhanu (2000) studied the verbal participation of first year students in group work. Since the aforementioned researches have been studies on the overall contribution of ELT materials in connection with group activities at secondary and university levels, this researcher believes the relevance of assessing the students' attitudes towards learning writing skills via CL in the lower grade, that is, in grade seven at EwketFana Comprehensive Primary School at Bahir Dar, Ethiopia.

## 2. Objectives of the Study

The general objective of this study is to assess the students' attitudes towards learning writing skills via CL. Specifically, it attempts to answer the following research questions:

- (1) What do the students' attitudes towards learning writing skills via CL look like?
- (2) Are there statistically significant differences in the attitudes of male and female students towards learning writing skills via CL?

## 3. Literature Review

### 3.1. Definition of CL

As to the meaning of CL, Dutsc has the following to say:

Cooperation is working together to accomplish shared goals and CL is the instructional use of small groups so that students work together to maximize their own and one another's learning. Within CL groups, students are given two responsibilities: to learn the assigned material and to make sure that all other members of their group do likewise. Thus, a student seeks an outcome that is beneficial to him/her and beneficial to all other group members. Dutsc (1962) as quoted in Brubacher, et al (1990: 69)

According to the definition given above, CL is a teaching strategy designed to promote mutual learning and

understanding of a subject amongst students at different levels. The idea is that students, in small groups, cooperate to help one another, understand and learn the material together. Thus, CL, with regard to Slavin (1994), has a powerful effect in raising pupil's achievements since it combines the dynamics of democratic processes with the process of academic enquiry. It also encourages active participation in learning and cooperative behaviour by developing social as well as academic skills.

### 3.2. Basic Elements of CL

In order for a lesson to be cooperative in an EFL classroom, CL which emphasizes positive interdependence, face-to-face interaction, individual and group accountability, social skills and group processing should be applied at any grade level with any subject (Kessler, 1992). The elements are further discussed below.

#### 3.2.1. Positive Interdependence

It is successfully structured when group members perceive that they are linked with one other in a way that one cannot succeed unless everyone succeeds. Group goals and tasks, therefore, must be designed and communicated to students in a way that makes them believe they sink or swim together. It is solidly structured to offer highlights that (a) each group member's efforts are required and indispensable for group success and (b) each group member has a unique contribution to make to the joint effort because of his/her resources and/or role and task responsibilities. Doing so creates a commitment to the success of group members as well as one's own, and is the heart of CL. If there is no positive interdependence, there is no cooperation (Johnson, Johnson & Houlubec, 1993).

#### 3.2.2. Face-to-Face Interaction

Face-to-face verbal interaction refers to the physical set up of the group. Students need to be clustered together in a tight group, facing each other in order to have the kind of interchange necessary to accomplish the task. In other words, learners are provided with abundant face-to-face interaction, where they can explain, argue, elaborate and link current or previous material. Thus, it is crucial to let students sit in comfortable places where they can interact face to face easily (Tuan, 2010).

#### 3.2.3. Individual Accountability

A level of accountability must be structured into cooperative lessons. Each member must be accountable for contributing his/her share of the work. Individual accountability exists when the performance of each individual is assessed and the results are given back to the group and the individual in order to ascertain who needs more assistance, and encouragement in learning (Ames & Ames, 1985). Gillies (2007) also explained that individual accountability involves students' understanding that they will be held accountable for their individual contributions to the group, that free-loading will not be tolerated, and that everyone must contribute.

### 3.2.4. Social Skills

Social skills refer to interpersonal and small group skills. CL is inherently more complex than competitive or individualistic learning because the students have to engage simultaneously in task work (learning academic subject matter) and teamwork (functioning effectively as a group). Social skills for effective cooperative work do not magically appear when cooperative lessons are employed. Instead, social skills must be taught to students as purposefully and precisely as academic skills. Leadership, decision-making, trust-building, communication, and conflict management skills empower the students to manage both teamwork and task work successfully (Christson, 1994).

### 3.2.5. Group Processing

Group processing exists when group members discuss how well they are achieving their goals and maintaining effective working relationships. Groups need to describe what member actions are helpful and unhelpful and make decisions about what behaviours to continue or change. Continuous improvement of the process of learning results from the careful analysis of how members are working together and determining how group effectiveness can be enhanced. This may take five minutes or a whole lesson; it can happen immediately after the classroom interaction or on their next meeting. Thus, during the group processing, both teacher and students should be equally involved; students must identify how well they have achieved their goals and maintained effective relationships among members (Williams & Burden, 1997; Johnson & Johnson, 1985). In general, the success of implementing the elements of CL in EFL classrooms depends on the overall relationships among a teacher, learners and a textbook.

## 3.3. Benefits of Using CL in the EFL Classroom

Many potential benefits arise when CL is used in the classroom instruction at different levels of grades. Some benefits have been suggested by different scholars in the next section.

### 3.3.1. Enhance Social Skills

In real life, people need to collaborate with others. In their families, on their jobs, and in their social lives, they need to be able to work with others to everyone's mutual benefits. Ironically, schools have not done enough to prepare students to this purpose. Often times, the students are conditioned to compete with others and view others as enemies who obstruct their own success. Other pupils' failure increases one's own chances of success. In CL groups, the students can exercise their collective skills and practice working with others to achieve mutual benefits for everyone rather than thinking competitively and individualistically (Freeman, 2000 & Scot, 1997).

### 3.3.2. Appreciating Differences

Students from a pluralistic society should work harder to overcome their prejudices against others from different backgrounds, such as age, sex, culture, learning style,

religion, etc (Slavin, 1994). Thus, CL provides the students with opportunities to enhance inter-ethnic relations and learn to appreciate differences as their focus of attention is getting immersed with the group activities conducted in the classroom (Creemers, 1994).

### 3.3.3. Individualization of Instruction

In traditional classroom, a heavy emphasis is on a lecturing method and whole class discussions teachers have to cater their instruction to the average. If a few students cannot keep up with the class, the teachers cannot always stop the class to help them. On the other hand, with CL groups, there is the potential for the students to receive individual assistance from teachers and peers (Long & porter, 1985).

### 3.3.4. Increasing Students' Participation

In a teacher-centred class, the teacher speaks about 80% of the time. However, the students are not empty vessels that need to be filled in. Instead; they are active learners who need to construct knowledge by activating their own schemata. When CL is used, the students receive much more chance to speak. First, there is an increase in the percentage of time when the students are talking instead of the teacher. Second, during the time the students are talking, many of them are speaking at any one time (Brown, 2001).

### 3.3.5. Decreasing Anxiety

Students often feel anxious to speak in front of the whole class. In contrast, there is less anxiety connected with speaking in the smaller groups. When a student represents the group and reports to the whole class, he/she feels more support because the answer is not just from one student alone, but also from the whole group (Long & Porter, 1985). Therefore, Brown (2001:178) says, "In group activities, the security of the student will be improved and each individual is not entirely on public display".

### 3.3.6. Increasing Motivation and Positive Attitude Towards Class

As CL groups are interactive, the pace of communication becomes more student-centred than in traditional classroom. In the traditional classroom, a teacher is bound to proceed too slowly for some students and too fast for others. In contrast, students adjust the pace of their communications in CL groups to the understanding level of their peers. They know if they go too fast, the team will suffer. Through time they develop considerable attention among team members to the understanding level of others (McKernan, 1996). This, in turn, greatly increases motivation and positive attitude towards their class.

## 3.4. Writing in EFL Context

"Good writers are those who keep the language efficient. That is to say, keep it accurate and clear," Ezra Pound in Mandal (2009:95). This motto indicates that writing is an important tool, which enables one to communicate with others. To this end, one should write what has been kept in mind clearly and accurately so that the message that is

supposed to be conveyed would be comprehensible and thereby writing fixes vocabulary, spelling and patterns in mind. Therefore, students need to master it at primary, secondary or tertiary level. In fact, perfection in writing, according to Mandal (2009), is based on the abilities in second or foreign language.

Although many teachers want to cultivate the skill of expressing oneself, their efforts to produce students who possess this skill seem to be a difficult task since it requires the students to apply appropriate cognitive strategies, intellectual skills, verbal information and appropriate motivation (Tierney, 1989). Moreover, the students need to write a text in line with certain rules and conventions and put the knowledge that they have gathered on paper (Byrne, 1993). Byrne (1991) in Leila (2010) states that what makes writing difficult is that it is written for a reader. The fact that the reader is not present, writers have to put all their efforts on writing. Thus, the writers have to learn how to use words in writing as skilfully as possible.

### 3.5. CL and Writing

Legenhausen and Wolff (1990) in Maasum (2010) argued that writing in small groups is an efficient way to promote writing abilities. Their views were supported by a study conducted by Kagan and High (2002) which showed that students performed better in writing when CL was incorporated in the classroom. Mariam and Napisah (2005) in (Maasum, 2010) also stated that when peer interaction was incorporated in learning writing, the students generated ideas and constructed sentences together. Thus, this will lead to a better understanding of the topic that they are required to write on. The students will also be able to write concrete, accurate and creative piece of writing.

Kagan (1983) stated that CL work between learners is promoted to increase motivation and develop positive attitudes towards the writing activities. The students should be responsible in their writing and given the opportunity to share their work with others. The immediate feedback and positive reinforcement will enhance their motivation to take part in writing activities. The studies conducted on the incorporation of CL into learning writing showed that CL is an effective educational approach to improve the students' achievement in writing (Mandal, 2009 & Leila, 2010).

### 3.6. CL Strategies

As writing is complex for the learners' cognitive capability, different approaches are adopted to make teaching writing an effective pedagogy (Harmer 2006). According to Khatijah (2004) and Zamel (1985), writing approaches are of two types: product approach and process approach. The focus of the product approach is on the different part of words, sentences, paragraphs but there is not much focus on meaning and the role of the teacher is to examine the finished product focusing more on linguistic accuracy. However, the scholars believed that this approach is inadequate in enhancing the students' writing performance.

Another approach to writing is the process approach and its focus is on how writer actually do write. Writers are considered as active thinkers who make use of strategies to write a text. The strategies adopted are used to generate, review, evaluate, focus, structure, and draft ideas (White & Arndt, 1991). CL strategies which could be used during the process of writing has been proven to be effective for all types of students 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 (Colorado, 2007). Moreover, a research on CL Methods: A Meta-Analysis conducted by Johnson, Johnson and Stane (2000) examined 164 studies and their findings indicated that CL methods had significant positive impacts on student achievements.

## 4. Methodology

### 4.1. Participants of the Study

In EwketFana Comprehensive Primary School, there were 225 students who were being taught in the five sections. From the 225 students, the researcher used lottery method to select two of the five sections which contained ninety students and four of them were selected for the interview, i.e. randomly taking two students from each section as Sidhu (1984) said that students are similar in many aspects and therefore, a study on some of them will throw significant light upon the whole students. All the students found in the two sections were being observed while they were being taught in their classrooms and thirty of them in both classes were selected through simple random sampling for the questionnaires. In this research, mixed research method and descriptive research design were used to conduct the study.

### 4.2. Instruments

The data for the study were gathered through questionnaires, interviews and classroom observations. In order to collect the data for the study, the researcher used likert scale for the students as this method enabled the researcher to assess the students' attitudes towards learning writing skills through CL. In order to let the students have a better understanding of the questionnaire, the English version of it was translated into Amharic language.

To triangulate the information gathered through questionnaires, the researcher observed the students while they were being taught in the class. This helped him check what the students thought and did by observing them in actions. Moreover, the researcher employed semi-structured interview to get further information on the questionnaires and observations. The interviewer explained and clarified both the purpose of the research and individual questions and he followed upon incomplete or unclear responses by asking additional probing questions. To avoid lack of information because of English language difficulties, the students were interviewed in Amharic.

## 5. Findings

The number of population involved filling in the questionnaire was 30 students (19 females and 11 males) from two sections of seventh grade. The questionnaires were developed based on the literature review. The items were adopted from Booyesen and Grosser's (2008) notions. The questionnaire for the students comprised 12 items with likert scale. The questionnaires were used to elicit the respondents' views about their CL experiences. Quantitative data were analyzed statistically by using SPSS version 20.

### 5.1. Results of the Questionnaire

In order to examine the difference existed among male and female students' attitudes towards learning writing skills through CL, an independent samples t-test was used.

**Table 2.** Independent Samples T-Test for Equality of Means.

	T	DF	Sig. (2-tailed)	95% confidence Interval of the Difference	
				Lower	Upper
Male and Female Students' Attitudes towards Learning Writing Skills via CL	-3.850	28	.001	-.885	-.270

\*P < 0.05

The independent samples t-test for equality of means in table 2 reveals that the p value is .001 which is lower than the alpha level. So, there is statistically significant difference between the mean gain scores of the male and female students' attitudes towards learning writing skills via CL at 0.05 risk level. Moreover, the effect size for this comparison is 0.71 which shows that the difference that exists between the two sexes' attitudes towards learning writing skills via CL is moderate. This result is consonant with Farrah (2011) who investigated Palestinian English major students' attitudes towards enhancing the writing skills via collaborative learning at Hebron University. The result of his investigation indicated that female students had more positive attitudes than male students towards learning writing skills through collaborative learning.

### 5.2. Results of Students' Interview

"Do you like to learn English cooperatively? Why?" were the first questions to be raised. As to these questions, four of the interviewees unanimously replied that they liked to learn English cooperatively. This is because; working cooperatively would help them to comprehend the lessons better than working alone. The other question the students were asked was what their favourite activities were when they learned writing skills in groups. In response to this question two of the respondents said that they would like to be clerks of the groups because being clerks would enable them to comprehend ideas that were going to be presented. On the other hand, the rest interviewees said that they wanted to be presenters because presenting what they had prepared in groups before their classmates helped them improve stage fright and practice answering their questions. The next question presented for the interviewees was how they often

**Table 1.** Significant Differences between the Mean Gain Scores of the Male and Female Students' Attitudes towards Learning Writing Skills via CL (No = 30).

Sex	N	Mean	Std. Deviation	Std. Error Mean
Males	15	3.50	.421	.109
Females	15	4.08	.400	.103

Table 1 discloses a comparison of the data germane to the male and female students' attitudes towards learning writing skills via CL. The descriptive statistics in table 1 unearth that the mean score of the males on attitudes towards learning writing skills via CL is 3.50 whereas that of the females is 4.08. The table also shows that the standard deviations of males' and females' attitudes towards learning writing skills via CL are .421 and .400 respectively.

work group-writing activities in the English class. To this question, three of them said that they were sometimes taught writing activities in their English classes. On the other hand, the rest respondent said that they were not taught writing through groups.

To the question, "Do you think that the writing activities in the students' textbook make the students learn from one another when they work together in groups? What kind of social skills do the writing activities help you develop?" All the interviewees said that yes the writing group activities in the textbook made them learn one another and they would also help them solve difficult questions through cooperation. The other questions were "After you have finished doing the group activities in the writing sections, do you discuss what member decisions or roles are helpful or not helpful, which behaviour should be continued or changed? Why?" In response to these questions, all the interviewees said that they did not discuss their decisions or roles that were helpful or not and they did not also discuss the types of behaviours that had to be continued or changed after they had finished doing the group writing activities. Finally, the question that the researcher raised was whether or not the students encountered any problems while working together in groups, and if their answer was 'yes', they were asked to suggest some solutions that they thought in relation to the problems. In response to these questions, a few problems that were mentioned by all the interviewees while working in groups are an unequal participation among members, dependencies of some students with poor background knowledge of English on clever students and unable to arrive at agreement among members of the group.

As solutions to the problems raised above, the interviewees suggested that their teachers monitor each member of the groups during discussion, arrange tutorial

classes and teach them in order to improve their English language, express clearly what the students would do with the writing group lessons and motivate them to try to do their own rather than become dependent on others during group activities.

### 5.3. Results of Classroom Observations

Having informed the purpose of the research to the principal of EwketFana Comprehensive Primary School, the researcher arranged the dates and the sections with the English teachers for the classroom observations and two sections were observed. Each section was observed once as the researcher believed that each teacher might have similar consistency in teaching different sections. The observed writing group lessons were: ways you save time, write one thing that is good to do and write one thing that is bad to do. The teacher, after revising what he taught yesterday for five minutes, he began the lesson by writing the example found in the textbook on the blackboard as follows: Clean the school environment and come to school late. This was the sentence that indicated good and bad things respectively. Then, he asked the class to construct sentences of the same kind without making them discuss the lesson beforehand in groups. Most of the students raised their hands and he randomly called the students by names and asked them to answer. They told him what they had constructed. Then he wrote the students' responses on the blackboard but did not offer appropriate feedback. After this, he gave class work on identifying positive or negative sentences according to the nature of sentences they expressed. And he marked some of the students' exercise books. Finally, he wrote his own sentences on the blackboard and gave homework before he left the class.

Having finished observing the first teacher, the researcher went together with the second teacher to observe the other section. She cleaned the blackboard and wrote time saving at the top of it. Then, she asked the students to let her remember what they learned about the previous lesson. The students put up their hands and responded that their yesterday's lesson was about apostrophe and 's' and 's' and apostrophe. She revised this lesson for about five minutes. Then, she let the students form a group of six students and ordered them to construct as many sentences as possible in connection with 'saving time'. However, she did not let members of each

group assign roles. While the students were writing what they had been ordered, she was rounding and scaffolding each of the groups. She did this in Amharic, the students' mother tongue. After about fifteen minutes was over, she randomly called two students from different groups and made them present their works. She wrote what the students said on the blackboard and told the entire students the correct version of the answers. As soon as the students finished their presentations, she made the class clamp for the presenters. Before she departed her students, she gave homework on the next page. All in all, her teaching style was quite different from the first teacher whom the researcher had observed.

## 6. Conclusions

Based on the findings, the following conclusions have been made.

Even though the writing group activities in the textbook of grade seven promoted students for CL, they were not uniformly practiced in the EFL classrooms. This is because; the teachers believed that their learners' poor background knowledge of English and the unmanageable number of students in each class prevented them from implementing the writing group activities properly. As a result, they did not pay due attention as to how their students formed groups and conducted the writing group activities. They ordered the students to form groups and discussed the writing group lessons for the sake of simply conveying order.

According to the observations of the classrooms, the teachers did not communicate with their learners in the way that they should have done during the teaching and learning process. So, it was difficult for them to enable their learners to participate actively in the writing group lessons that promoted CL. Though all the learners are equally beneficial from CL, it was found that low achievers who were dependent on high achievers for their success benefited more from it without efforts.

The students frequently used their mother tongue while discussing the writing group activities and then translated their thoughts into English for presenting what they had prepared for the class. After doing the writing activities in groups, the teachers and the students could not make use of an effective way of evaluating what they had done to ameliorate future CL situations.

## Appendices

### Appendix A

Bahir Dar University  
Faculty of Humanities  
Department of English Language and Literature  
Questionnaire to be filled by Grade Seven English Students

Dear students, currently I am conducting a research in TEFL under the title: An Assessment of Students' Attitudes towards Learning Writing Skills via Cooperative Learning (CL). The objective of this questionnaire is to examine your attitudes towards learning writing skills via CL. The success of the study highly depends on your honesty in rating these items and you are kindly requested to respond accordingly. You don't need to write your name.

Thank you in advance!

### I. Basic Information

Read the following statements and put tick mark for your option.

1. Gender: ☐ Male ☐ Female
2. Number of times English writing is practiced every week: ☐ 0 ☐ 0-3 times ☐ 3-5 times ☐ 5-7 times ☐ more than 7 times

### II. Instructions

The items in the next page are helpful to rate the degree of your attitudes towards learning writing skills through CL. Read each item and put tick mark for your option in the table given in the next section. 1= Disagree 2= Strongly disagree 3= Neutral 4= agree 5= Strongly agree

*Table 3. Cooperative learning Questionnaire on Writing.*

No	Items	1	2	3	4	5
1	I think teacher's explanations can facilitate the process of my writing in English.					
2	I like sharing my writing with my classmates and receiving their feedback for revision.					
3	I feel embarrassed to share my writing with others.					
4	I think my writing content is poor, because I have no ideas.					
5	I know English writing is a tool to communicate with others.					
6	While working in groups, we spent more time revising than I do when I write alone.					
7	While working in groups, we spent more time generating ideas than I do when I write alone.					
8	While working in groups, we spent more time checking spelling, punctuation and grammar than I do when I write alone.					
9	Writing in groups increased my comprehension.					
10	Writing in groups enabled us to help weaker learners in the group					
11	I enjoy writing more than I did before due to cooperative learning.					
12	Writing in groups made problem-solving easier.					

### Appendix B

The Students' Interview Questions on an Assessment of their Attitudes towards Learning Writing Skills via Cooperative Learning

1. Do you like learning English in cooperatively? Why?
2. What are your favourite activities when you learn writing skills in groups?
3. How often do you work group-writing activities in the English class?
4. Do you think that the writing activities in the students' textbook make the students learn from one another when they work together in groups? What kind of social skills do they help develop?
5. After you have finished treating the group activities in the writing sections, do you discuss what member actions are helpful or not helpful, or which behaviours continue or change? Why?
6. Have you ever come across any problems in relation to the writing group lessons? If your answer is yes, what would be the solutions?

### Appendix C

Classroom Observation Checklist

#### I. Personal Information

1. Name of the school: \_\_\_\_\_
2. Sex: \_\_\_\_\_
3. Number of observed students in the class: \_\_\_\_\_

#### II. Evaluation Checklist

4. Assigning the students to reasonable groups: \_\_\_\_\_
5. Arranging the room to be conducive for group activities: \_\_\_\_\_
6. Making students assign roles before they start to begin writing group activities: \_\_\_\_\_
7. Briefing the academic tasks: \_\_\_\_\_
8. Providing task assistance: \_\_\_\_\_
9. Giving feedback on the writing group activities: \_\_\_\_\_
10. Having groups process the causes of their effectiveness or failure of the writing group activities that they have discussed  
\_\_\_\_\_
11. Other remarks: \_\_\_\_\_

## Recommendations

If CL is to be successful, teachers need to be trained on it. It is not enough to simply give teachers textbooks. Teachers should know that CL works in similar situations to their own. Otherwise, they will continue to use what they feel as reasonably successful in their own classroom without understanding what CL can do for their students.

As English is the medium of instructions, teachers should urge their students to discuss in English rather than in other languages while doing writing activities cooperatively.

Teachers had better serve as facilitators and encourage their students to be interdependent during group writing activities and observe and monitor what is going on, and if necessary, intervene during discussions.

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