

King Saud University
Deanship of Higher Studies
Department of English Language



**The Effectiveness of Cooperative-Online Synchronous Learning
in Promoting Reading Skills of Freshman Female Students
at the College of Languages and Translation, KSU**

A thesis submitted in partial fulfillment of the requirements
for the Master's Degree in Applied Linguistics
in the Department of English at the College of Arts, King Saud University

Prepared by:
Masha'el S. Al- Salem

Supervised by:
Prof. Abdurrahman Al- Abdan
Professor of Applied Linguistics

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عمادة الدراسات العليا
قسم اللغة الإنجليزية و آدابها



مدى فاعلية التعليم التعاوني التزامني عن طريق الإنترنت
في تطوير مهارات القراءة لدى الطالبات المستجدات
في برنامج اللغة الإنجليزية في كلية اللغات والترجمة بجامعة الملك سعود

قدمت هذه الرسالة استكمالاً لمتطلبات الحصول على درجة الماجستير
في علم اللغويات التطبيقية في قسم اللغة الإنجليزية ، كلية الآداب ، جامعة الملك سعود

إعداد
مشاعل بنت سالم بن إبراهيم السالم

إشراف :
أ.د. عبد الرحمن العبدان
أستاذ اللغويات التطبيقية

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Submitted by
Masha'el Salem Al-Salem

This dissertation was defended and accepted on 1/5/2010

Dissertation Committee:



Prof. Abdulrahman A. Al.abdan



Prof. Ibrahim S. Al.Fally



Prof. Saad H. Al.Hashash

Abstract

The purpose of this study was to investigate the effectiveness of incorporating cooperative-online synchronous learning (CSCMC) as a supplement material carried out to enhance reading performance. Author-Plus and a website were used to be the treatment of the study. It was hypothesized that there would be no significant difference between the mean scores of the students who completed the experiment and those who did not. The study also involved an attitude questionnaire to detect the experimental group's attitude towards CSCMC. There was also a motivation questionnaire to determine the experimental students' level of motivation to read in the target language after undergoing the treatment.

Two intact groups (50 in total) were selected from level one English Translation program at the College Of Languages and Translation in Kingdom of Saudi Arabia. The two groups were assigned to be the experimental group (25 students) and the control group (25 students). In the experimental group, students completed six activities designed to improve their reading performance through comprehension and vocabulary acquisition. The control group, on the other hand, did not carry out any additional activities and was restricted to the regular class teaching. A pre- and a post-test in reading performance was designed and administered to all students in this study before and after the completion of the experiment. The experiment lasted six weeks.

The study found out that CSCMC was effective in improving reading performance among subjects of the experimental group. Additionally, the study found that subjects of the experimental group showed positive attitude towards CSCMC after completing the experiment. Moreover, the experimental group appeared to be motivated to read in the target language after undergoing the treatment.

ملخص الدراسة

هدفت هذه الدراسة إلى التحقق من مدى فعالية التعلم التعاوني الإلكتروني المتزامن كنشاط اضافي تقوم به الطالبة في المنزل لتعزيز مهارات القراءة والمفردات. تم استخدام برنامج خاص يدعى (الاوثر بلص) بالاضافة الى موقع الالكتروني صمم لتطبيق التجربة. كان من المفترض عدم وجود فارق ذا دلالة احصائية بين النتائج الاساسية للطالبات اللاتي اتمنن التجربة والاتي لم يخضعن لها. كما تضمنت الدراسة استبانة لقياس اتجاهات الطالبات للتعلم التعاوني الالكتروني المتزامن واستبانة لمعرفة دور التعلم التعاوني الالكتروني المتزامن في زيادة دافعية الطالبات للقراءة باللغة الانجليزية.

طبقت هذه الدراسة على ٥٠ طالبة من طالبات المستوى الاول ببرنامج اللغة الانجليزية في كلية اللغات والترجمة في جامعة الملك سعود. تم تقسيم الطالبات الى مجموعتين: تجريبية (٢٥ طالبة) وضابطة (٢٥ طالبة). اتم طالبات المجموعه التجريبية ٦ أنشطة صممت لتطوير مهارات القراءة من خلال تدريبات الفهم واكتساب المفردات. بينما لم يقم طالبات المجموعه الضابطة بأي من تلك الأنشطة وتم الاكتفاء باعطائهن المحاضرات الدراسية اليومية فقط. خضعت جميع الطالبات الى اختبار قبلي وبعدي صمم لقياس مهارات القراءة والمفردات و كانت مدة التجربة ستة اسابيع. توصلت الدراسة الى ان التعلم التعاوني الالكتروني المتزامن ذو فاعلية في تطوير مهارات القراءة والمفردات لدى طالبات المجموعه التجريبية بالاضافة الى انه بعد الانتهاء من التجربة كانت اتجاهات الطالبات تجاه التعلم التعاوني الالكتروني المتزامن ايجابية كما انه ساعد على زيادة الدافعية على القراءة في اللغة الهدف.

Dedication

To my joy and my pride, the one and only: Dad

To my love, my heart and my soul: Mom

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Chapter 1

Introduction

1.1. Introduction

In EFL environments where situations to practice English in the real outside world are usually rare, the search for techniques to foster further English practice and communication outside classroom walls is becoming more required. The introduction of the Internet, Computer Mediated Communication, in the educational field along with the implementation of current communicative teaching approaches has enabled educators to accomplish such a requirement. With new online tools (*e.g.*, weblogs, chats and forums) developed to improve language learning and to advocate group learning, it has become possible to create an innovative ongoing learning environment that targets language promotion among various student populations.

The following studies are some examples of how various online applications can be used to create a learning setting which suits the different linguistic needs of students. For example, Pellettieri (1999) used ytalk, a multi-user chat program, to investigate its effects in promoting second language acquisition (SLA) among intermediate Spanish language learners. In addition, English (1999) made use of a MOO, an Internet-based forum where participants talk in real time, to assess the value of synchronous online classroom among first-year college composition students. A most recent attempt was made by Olander (2007) in which he aimed to explore the potential of blogs as a tool for teaching writing in a high school classroom.

Computer Mediated Communication (CMC) has manifested itself in the world of education for many years, and its many values are still being discovered. CMC, according to Warschauer (1996), gives students a chance to communicate either synchronously

(simultaneously) or asynchronously (consecutively) with one another sharing their learning processes and their work. With the availability of group-ware and author-ware applications on the World Wide Web, it has become easy to generate activities which implement the use of online learning and cooperative learning. The blending of these two means of education: online learning and cooperative learning, results in the creation of a new teaching technique that promotes language learning and practice outside school and in groups.

Of the two means of communication on the internet, Synchronous Computer Mediated Communication (SCMC) is now becoming somewhat a popular trend. In fact, the urge to investigate the effectiveness of SCMC as an educational tool is increasing. There is a great tendency to empirically examine this medium to identify the best way to use it in teaching and learning. SCMC (e.g., open forums, chats and blogs) allows teachers to provide an open channel of interaction and cooperation among language learners.

Therefore, the present study aims to evaluate the effectiveness of a blended technique incorporating SCMC and cooperative language learning to foster reading comprehension performance. This innovative technique targets reading skills for two reasons: 1) reading is the key to all significant academic achievements, and EFL learners have to master this skill in order to ascend the steps of success; 2) reading is almost always carried out by learners individually; thus, it would be prudent to signify the effect of cooperative learning on this skill.

Learning cooperatively via SCMC is provided to students as a complement material to their reading course. The technique, as has been stated before, helps in generating dynamic, interactive and autonomous language-learning environment focusing on students' reading performance in the target language. Synchronous text-based communication (*i.e.*, chat) is employed to create SCMC. Participants in the study are divided into groups, and they are asked to go online and sign into their group's chat room. Subjects then work together and

complete the reading comprehension activities through group dynamics. Reading comprehension activities are designed by means of *Author Plus*, the author-ware program chosen for this study.

1.2. Significance of the Study

The significance of the study stems from the following points:

1. Cooperative- online synchronous learning will hopefully shed additional light on the effectiveness of SCMC in promoting learners' language skills in general and reading skills in particular.
2. It will help add insights to how the new tools of the web may be employed in the field of education.
3. It will demonstrate to educators how various teaching trends can be blended to create new suitable educational techniques.
4. It will provide us with means to ongoing learning and autonomous learning.
5. It will help to increase computer literacy and, thus, to include it as part of course structure.

1.3. Statement of the Problem

EFL learners in Kingdom of Saudi Arabia feel most disadvantaged due to the absence of out- of- class language practice. This problem can be partially alleviated by the integration of the World Wide Web in language teaching and learning. Therefore, it has become feasible for students to work on their language at any time and from any place where an internet server is provided. However, whenever students decide to go online to refine their language skills, they do it individually. They either search the net for sites which serve their needs or go directly to links recommended by their instructors to complete activities there. This all-

alone- online language practice may not work very well with all learners. For that reason, it has become essential that educators generate an interactive simultaneous online setting which allows language learners to work in groups sharing their learning and reaching the optimal level of comprehension.

This cooperative- online form of learning may be very promising “to students with limited- English proficiency” (Chen, 2007, P. 19). And since low English proficiency results from poor reading comprehension (Chen, 2007), it is rather wise to focus on promoting EFL learners’ reading performance by means of cooperative-online synchronous learning.

Freshman English translation students at KSU are the target of this study because good translation of any text depends on good reading and interpretation of the text. Although the targeted students take a four- hour- reading course weekly, their progress is not up to the satisfactory level. This results in students’ frustration and disappointment and almost complete hatred of this course. The situation is further exacerbated by the large number of students in one class and the lack of practice after official schooling time.

In light of these problems, it is vital to provide our EFL translation students with a learning environment in which they can interact with one another to enhance their learning process and reading performance in the target language. This research aims to look into the effectiveness of cooperative- online synchronous learning in promoting EFL learners’ reading comprehension abilities.

1.4. Purpose of the Study

The objective of this study is to investigate the effectiveness of cooperative-online synchronous learning as a supplement teaching technique among freshman Saudi female students enrolled in the Reading -1- Course at the College of Languages and Translation, Department of European Languages and Translation, English Program. Moreover, since

working in groups is not a common activity employed by university students at King Saudi University (KSU), the researcher set to examine students' attitude towards cooperative-online learning and their motivation towards reading materials presented in the target language.

1.5. Research Questions

The previous general purpose of the study is divided into the following research questions:

1. To what extent, if any, will the subjects' performance in reading comprehension be different after undergoing the treatment?
2. To what extent, if any, will the subjects' reading performance with regard to vocabulary acquisition be different after undergoing the treatment?
3. To what extent, if any, will the subjects' motivation to read more be after undergoing the treatment?
4. To what extent, if any, will the subjects' attitude towards cooperative-online learning be after implementing the technique in the reading course?

1.6. Hypotheses of the Study

This study will attempt to test the following hypotheses:

1. There will be no statistically significant difference in the mean scores of reading comprehension between the participants who will complete cooperative-online synchronous activities (the experimental group) and those who will not (the control group).
2. There will be no statistically significant difference in the mean scores of vocabulary acquisition as a result of reading between the participants who

will complete cooperative-online synchronous activities (the experimental group) and those who will not (the control group).

3. Participants who will complete cooperative-online synchronous activities on reading performance will be more motivated to read more in the target language.
4. Participants who will complete cooperative-online synchronous activities on reading performance will show no positive attitude towards it.

1.7. Limitations of the Study

The study is limited to:

1. Freshman English translation female students at the Department of European Languages and Translation at the College of Languages and Translation at King Saud University (Riyadh, Kingdom of Saudi Arabia).
2. The effectiveness of cooperative- online synchronous learning in improving student reading comprehension.

1.8. Definition of Terms

Cooperative Learning

- “A group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in a group and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others” (Richards & Rodgers, 2001, P. 192).

- According to Smith (1995), “Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each others' learning” (§ 2).
- “A structured group of people who have a specific learning task to accomplish together” (Farmer, 1999, P. 1).

A Cooperative Group

“...three to four students who are tied together by common purpose to complete the task and to include every group member” (Homan & Poel, 1999, P. 128).

Group Dynamics

“Groups are expected to work in a self-directed manner, that is, they must take responsibility for decision-making in order for the students to achieve their full potential with absolutely no interference from the teacher over the group discussions” (Homan & Poel, 1999, P. 127).

Computer Mediated Communication (CMC)

- “Computer-Mediated Communication (CMC) is the process by which people create, exchange, and perceive information using networked telecommunications systems (or non-networked computers) that facilitate encoding, transmitting, and decoding messages” (December, 2008, § 2).
- Greenfield (2001) defines CMC as “the act of communication between two or more people through the medium of the computer” (P. 43).

- “Communication between faculty and students or students and students that is separated in space and/or time and mediated by interconnected computers” (Lightner, 2007, P. 8).

Synchronous Communication

- Also known as “real-time” communication, it is a means “...which allows people all around the world to have a simultaneous conversation”.
- “An online learning event in which students and faculty can interact with each other at the same time via computer-mediated communication” (Clark & Mayer, 2003).

Interaction

“Interaction in the online learning environment occurs when students through events communicate and mutually influence each other, fostering meaningful learning, and social participation” (Lightner, 2007, P. 9).

Chat

- “An online, real-time interactive communication method using text to send and receive instant messages” (Sahin, 2007, P. V).
- “A synchronous exchange of remarks over a computer network” (The American Heritage Dictionary of the English Language, 2000, ¶ 2).
- “... an electronic conversation occurring in real-time utilizing a server” (Goertler 2006, P. 25).

Chat room

“A real-time online interactive discussion group” (Merriam-Webster’s Online Dictionary, 2008, ¶ 1).

Group-ware

“Groupware is technology designed to facilitate the work of groups. This technology may be used to communicate, cooperate, coordinate, solve problems, compete, or negotiate. [...], the term is ordinarily used to refer to a specific class of technologies relying on modern computer networks, such as e-mail, newsgroups, videophones, or chat.” (ManageMore, 2008, ¶ 1).

Author-ware

“It is a software program that allows teachers to create and design their activities through dragging content or typing activities on already made templates thus making the program relevant to the intended course” (Warschauer, 1996, P. 8, ¶ 56).

Chapter 2

Theoretical Background and Review of Related Literature

2.1. Introduction

The following review of literature aims to review a number of studies carried out to examine the effectiveness of cooperative learning and online learning as teaching techniques in general and as means to teach the English language in specific. This section is divided into three parts. The first part will present the theories which provide the foundation of cooperative-online synchronous learning. The second part will reflect the insights of cooperative learning. The third part will deal with studies regarding online learning.

2.2. Theoretical Background

Cooperative-online synchronous learning derives its pedagogical basis from a number of eclectic learning theories. These mainly include Krashen's Comprehensible Input Hypothesis, the Constructivist Theory, and the Interaction Hypothesis (IH).

2.2.1. Krashen's Comprehensible Input Hypothesis

Based on Krashen's hypothesis, language can be picked or learned "when learners receive input from 'messages' which contain language a little above their existing understanding and from which they can infer meaning" (Hedge, 2000, P. 10). Accordingly, learners need to understand the material handed down to them in order to reach their goals in the academic area. In order to reach the required level of comprehension means of interaction, simplification and elaboration should take place among learners (Greenfield, 2001).

By means of cooperative- online synchronous learning, students will have a way through which they may accomplish comprehension. Students working with one another online will be able to interact, pass messages, elaborate and simplify any given content in the target language and, thus, achieve the required level of comprehension.

2.2.2. The Constructivist Theory

The constructivist theory is generated by Jean Piaget. The term refers to the idea that learners put up knowledge for themselves either on their own or by working together (Hein, 1991). Based on this theory, von Glasersfeld wrote that learners do not simply sit in the class and receive knowledge from the teacher; they, on the other hand, conceive whatever being transmitted to them (Abarbanel, Kol & Schcolnik, 2006).

Only through constructing meaning, learning can be achieved (Hein, 1991), and meaning is not passed on from one person to another but rather generated and linked with previous knowledge via “active process of involvement and interaction with the environment [and with other persons]” (Abarbanel, Kol & Schcolnik, 2006, P. 12).

Constructivism is one way to effective learning, and cooperative- online synchronous learning is a path to meaning construction. Learners in groups will be able to help one another in building learning blocks and tying knots and screws to bring out a strong construction. In addition, since learning is an active process, the suggested technique will help enable learners to manipulate materials, experiences and situations to build meaningful concepts and thus learning. According to Fines, “Students in the cooperative classroom... are actively engaged in constructing their own knowledge” (Fines, n.d. ¶ 1).

2.2.3. The Interaction Hypothesis

According to Burton & Clennel (2003), Richard & Rodgers (2003), “Forms of interaction [whether oral or written] in the learning context as well as in real life situations are the most essential elements of language teaching” (as cited in Chen, 2005, P. 23). Chen also adds that cooperative language learning supports learners’ interaction in comparison to “the individualistic learning situation where learners interact with themselves or with their teachers” (Chen 2005, P. 23).

In addition, several of the studies presented below indicate and prove that CLL and online learning both provide learners with positive interactive environment. Alhaidari supports this notion by saying, “a cooperative system takes advantage of specific kinds of interaction because everyone in the classroom becomes involved in the learning process” (Alhaidari, 2006, P. 20).

All in all, “the interactive models assume that the way language learners achieve a proficiency level in the target language is through communication and interaction with one another within and outside the classroom” (Chen, 2005, P. 23) and cooperative- online synchronous learning allows this sort of interaction to be accomplished. .

Academic and language learning requires that students have opportunities to comprehend what they hear and read as well as express themselves in meaningful tasks (McGroarty, 1993). Cooperative learning creates natural, interactive contexts in which students have authentic reasons for communicating with one another, asking questions, clarifying issues, and re-stating points of view (Dumas, 2007).

Cooperative Learning relies heavily on the theoretical work of the psychologists Jean Piaget and Lev Vygotsky who put emphasis on the importance “... of social interaction in learning.” Thus, CLL seeks to build up teamwork and mutual aid among learners rather than competition (Richards & Rodgers, 2001).

Furthermore, according to Greenfield (2001), learning is an active and social process that is achieved “through interaction (among) classmates and teachers rather than through individual exercise in memorization” (P. 13). The concept of social learning is related to the constructivist theory. This theory also provides us with a theoretical basis to CLL.

To bring the three concepts mentioned above together and to relate them more to cooperative- online synchronous learning, Alhaidari states that in a reading class, “group members may [interact among themselves] using their background knowledge to comprehend the tasks by relating an event or events in the passage to their own experience” (Alhaidari, 2006, p 26). In addition, Wittrock’s model of generative learning also supports the use of CLL in reading classes because the interaction among small groups “lead to improved generative learning through elaboration and organization” (Wittrock, 1991, as cited in Alhaidari, 2006, P. 27).

2.3. Studies on Cooperative Learning

Cooperative Language Learning (CLL) is an approach of teaching which has been utilized for many years. CLL is associated with the educator John Dewey who encouraged the notion of group work and cooperation in learning in the traditional classrooms (Richards & Rodgers, 2001). There have been several studies conducted on cooperative learning and students’ achievements over the past years. This part of literature is devised to display the various studies conducted on CLL and their major findings.

2.3.1. Cooperative Language Learning (CLL)

Greenfield (2001) conducted a qualitative case study that examined feelings, attitude and opinions of secondary school ESL students toward collaborative e-mail exchange for the purpose of learning English. Findings of the study indicated that learners engaged in

cooperative learning displayed higher abilities to retain information and to apply various learning strategies than those who worked competitively or individually. In addition, Greenfield indicated that some of Stahl's findings (Stahl, 1994, as cited in Greenfield, 2001) revealed that learners' outcomes during "cooperatively taught lessons" were quite impressive. Improvement of participants' results as Stahl mentioned includes (a) great scores in academic tests, (b) significant development of motivation to learn, (c) positive attitude towards both learning and working with others, and (d) high level of enthusiasm to share and interact with the group members (P. 14).

Atsuta (2003) carried out a study to improve unsuccessful learners' motivation where he incorporated cooperative learning as one of the many motivational strategies employed to achieve the intended goal. The findings of Atsuta showed the many advantages of CLL. These might include making students more responsible of their learning, achieving high level of motivation, and allowing students in a mix-ability environment to help one another and thus promoting the learning process.

Another study on CLL was conducted by Servetter (1999). He launched CLL and learner-centered projects for lower-level university students the outcomes of which came in favor of CLL. One of the objectives of the CLL project, as Servetter stated, was to encourage learners "to work enthusiastically [in groups] toward activating target language learning acquired in the past." Based on Servetter's results, students learning cooperatively displayed "increased motivation, increased perceived achievement, and increased desire to support their peers." Overall, the researcher mentioned that the effects of CLL were positive.

Porto (2001) engaged her students in cooperative writing response groups, in which groups of three or four students took turns in reading the writings of their group members and gave feedback on what they read. Based on the members' remarks, students revised and

edited their works. The purpose of implementing cooperative writing was to help students develop their writing skills. Porto then reported the benefits of the approach. She stated:

1. Cooperative writing led to consciousness-raising about the writing process.
2. Cooperative writing helped learners decide what to textualize on the basis of the purpose of their writing and their intended audience.
3. Cooperative writing response groups fostered the production of modified output.
4. Cooperative writing response groups encouraged group members to focus on the writers' strengths, as opposed to the location and correction of errors. (p. 43-44)

A year later, Porto (2002) carried out the same approach with a different group of learners. The results of the implementation supported the benefits stated in her prior study (Porto, 2001). Porto (2002) remarked that cooperative writing was worthy to consider for it empowered learners "to explore ideas of writing and examine their validity" (690). This would eventually lead to developing inquisitive and critical thinking.

Proto (2003) readopted cooperative writing response groups, as in Porto (2001, 2002), to develop learners' awareness of how written discourse is created in using language to communicate in the foreign language. In addition to the benefits listed in Porto (2001, 2002), the author reported that cooperative writing response groups resulted in amazingly interesting feedback about the development of cohesion and coherence in writings.

A more recent research study by Chen (2007) investigated the effectiveness of CLL strategies in the acquisition of English by Taiwanese university students. According to Chen, there was a sort of positive relationship between being involved in CLL and English language acquisition. The researcher added that CLL provided learners with the chance "to teach, which is one of the best ways to learn and provides more sources of information than are

available in a traditional class” (Chen, 2007, P. 4). In addition, Chen reported that implementing CLL in the teaching setting helped in increasing learners’ motivation and retention. The development of these factors resulted in noteworthy outcomes; these included developing a positive image of self and English language proficiency (ELP).

O’Byrne (2003) acknowledged the value of CLL very briefly in her paper. She stated that CL encouraged “students working in groups to master fundamental knowledge” (P.50). In much prior studies, researchers stated that CLL was quite effective “for promoting academic achievement, language acquisition, and social development of English language learners.” (Calderon & Salvin, 1999; Ovando & Collier, 1998, as cited in Calderon, 1999, P. 2).

Jacobs & Ward (2000) mentioned that CLL provided educators with techniques to assist students to work with one another “successfully”. The researchers in their study focused on analyzing students’ interaction from cooperative learning and systematic functional perspectives. In their findings, they reported that CLL fostered learning motivation, interaction among group members, and it also stressed positive interdependence.

Faust & Paulson (n.d.) suggested in their article to use cooperative learning groups to create active learning environment. According to both authors, allowing students to work together in groups would help them learn from one another. Thus, CLL would be a valuable technique which supports group discussion and allows more timid “students who have not yet mastered all of the skills required” to work harder and accomplish more.

Dennis & Hamn (1996) criticized how traditional learning built around “individualistic and competitive manner” lead to passive learning, that is, learners became “indifferent to what is being taught”. Therefore, they recommended the application of CLL in the learning process. Dennis & Hamn stated that CLL would promote students’ learning, activate their thinking, and generate new knowledge via interaction with one another.

Slavin (1983) reported the effects of CLL carried out in grades from two to twelve and in various subjects, such as math, language arts, reading...etc. The accumulation of laboratory research findings were used to validate the usefulness of CLL as a method of teaching in the classroom. Slavin concluded that findings indeed supported CLL as a means to increase productivity in the classroom. All in all, Slavin stated that cooperation resulted in improvements of learning achievement, inter-group relations, and self-esteem plus encouragement of group members to help one another in any way to achieve group success. However, Slavin appeared concerned about the sort of help provided by the group members and the effect of this help on the learner's performance.

Furthermore, Farmer (1991) wrote a book about cooperative learning activities in which she listed the vast value of CLL. She stated that through cooperation and group participation the level of tension and competitiveness would fall down allowing students to learn in a more pleasant surrounding, thus, acquiring more beneficial learning experience. The author then added that group learning is good for learners, for "it stimulates interest, emphasizes participation, helps clarify ideas, promotes socialization, teaches cooperation..., and boosts self-esteem" (P. 5). In her later edition, Farmer (1999) reemphasized the positive influence of CLL in the learning process. She stated that "with [CLL], students have been shown to improve their self-esteem, their attitude toward school, and their ability to work with others" (P. 1).

Shachar & Sharan (1988) conducted one of the very early experiments on CLL. Their study sought to examine the following:

1. whether students in group learning achieved more in the academic sense
2. whether CLL had positive effects on the achievement of a particular ethnic group
3. whether group learning increased interaction among group members

4. And whether the resulting high interaction among group members led to high academic results (P. V)

The results as indicated by the authors showed “superior level of academic achievement by pupils who studied [cooperatively] compared to the Whole-Class method” (P. 156). By large, the researchers came to the conclusion that CLL positively affected learners’ academic outcomes, enhanced social relations, and promoted interaction.

Millis (1996) presented a paper at The University of Tennessee at Chattanooga in which she listed the following reasons as to why CLL is beneficial to the learning outcome:

1. provides a share cognitive set of information between students
2. motivates students to learn the material
3. ensures that students construct their own knowledge
4. provides formative feedback
5. developing social and group skills necessary for success outside the classroom
6. promotes positive interaction between members of different cultural and socio-economic groups (¶ 2)

Homan & Poel (1999) incorporated CLL in order to develop interactive skills among learners in their English speaking lessons. The results, as stated in the paper, indicated that students seemed to acknowledge the benefits of CLL in teaching; in addition, they believed that CLL helped them in their real life. Based on these findings, the authors concluded that CL is “not only useful [in] teaching the language skills necessary for improving English, but also [effective in] improving students’ abilities to function in the society” (P. 133).

From a pedagogical point of view, Akcan (2000) wrote, “CLL might be useful for language teachers who are teaching English in large classrooms” (P. 22) in order to create opportunities in which learners could use the language more and interact among one another.

Lee (1999) reported the findings of studies carried out by Bejarano (1987) and Slavin (1983). After comparing the effects of the CLL approach to the whole-class method on academic achievement, the researcher stated that the students involved in CLL displayed major improvement in their learning process (Lee, 1999). Lee added to the benefits of CLL as follows:

Although the positive effects of CLL on achievement appear to be basically motivational, the key is not motivation to win competitions against other teams, but motivation to assist one's teammates to meet their individual goals and thus insure that the team as a whole will do well. (P. 6)

Hall & Jacobs (1994) wrote that CLL is a tool to levitate "mutual helpfulness and ... participation of all group members" (P. 1). They further supported the value of CLL by means of the findings of other researches which associated the benefits of CLL in areas such as "learning self-esteem, liking for school, and inter-ethnic relations". In relation to ESL/EFL settings, Hall and Jacobs indicated the following:

In second/foreign language learning, theorists propose several advantages for cooperative learning: increased student talk, more varied talk, more relaxed atmosphere, greater motivation, more negotiation of meaning, and increased amounts of comprehensible input. (Hall & Jacobs, 1994, P. 2)

Lawless, Mills & Pratt (2006) presented a paper about an empirical investigation of the effects of cooperative, computer-based learning on individual learners within groups. In their paper, the authors referred to a meta-analysis which aimed to signify the effect of small-group performance versus individual performance on learning with computers. The results of the meta-analysis showed, "small group learning with computer technology had positive effects on group task performance, individual achievement, and attitude toward group learning and content" (p. 105). Regarding the findings of the study, the authors

reported an absence of a significant difference between group scores and individual learning scores.

2.3.2. Cooperative Language Learning and Reading Performance

In testing the effect of CLL on reading, Chen (2007) introduced English language proficiency in reading as a dependent variable in that study. After conducting multiple regression analyses, the researcher concluded that there was a fairly positive relation between the dependent variable: reading and the independent variable: CLL (P. 123). By large, Chen stated that CLL strategies improved ELP in reading for Taiwanese university students.

In 2007, What Works Clearinghouse (WWC) reported the results obtained from *The Bilingual Cooperative Integrative Reading and Composition (BCIRC) Program*. That program was set to assist Spanish-speaking students progress in reading Spanish and then transfer their success to English reading. Students involved in BCIRC were to complete activities focusing on reading and writing in both Spanish and English. These activities were carried out in small cooperative learning groups. WWC (2007) indicated that “BCIRC was found to have potentially positive effects on reading achievement and English language development” (P. 1).

Tran (2007) implemented CLL to help learners promote their vocabulary and reading comprehension. For the researcher to accomplish the intended goal, she asked students to read individually and study vocabulary at home, and when they come to class, they can help one another with comprehension activities. Tran then concluded that creating a cooperative environment helped save class time, encouraged learners to be more independent, and allowed comprehension activities to be performed with more depth (P. 62).

Shaaban (2006) investigated the effects of CLL on reading comprehension, vocabulary acquisition, and motivation to read. Subjects of that study were grade five EFL

learners. The researcher reported that the results showed no significant difference between the control and the experimental group on the dependent variables of reading comprehension and vocabulary acquisition. Regarding the dependent variable of motivation to read, the results came quite significant in favor of the experimental group.

Alhaidari (2006) also tested the effectiveness of CLL to enhance reading comprehension, vocabulary, and fluency achievement. Alhaidari stated that CLL in the reading classroom corresponded with Wittrock's model of generative learning¹ because the interaction among learners in groups might result in improved learning outcomes. According to Alhaidari, "CLL invested in a reading class might allow group members to activate their background knowledge to comprehend any given text" (p. 26). In his study, 57 fourth and fifth Arabic male students participated as control and experimental groups. The results of that study pointed out that there was a significant difference in favor of the experimental group in their vocabulary acquisition, reading fluency and attitude toward CLL. On the other hand, findings showed no significant difference between control and experimental groups in their reading comprehension performance and motivation to read.

Chen (2005) did a research in which she compared Cooperative Learning Approach to Grammar- Translation Method and examined whether CLL promotes motivation and how motivation affects listening, speaking and reading performance. Chen stated in the research that there was no direct evidence between motivation and language skills improvement. Therefore, the researcher assumed that learners' high scores in listening, speaking and reading are related to "cooperative learning approach..., which fosters English language skills." (P. 92)

Jacobs (2000) incorporated cooperation among learners to promote extensive reading (ER). In this paper, the researcher discussed the benefits of combining private reading

¹ "The learner generates association between new information and concepts already learned." (Wittrock, 1991, p. 169, as cited in Alhaidari, 2006)

activity with group activities in which students shared what they read with their classmates.

According to Jacobs, the following could be considered potential benefits of adding a group element to ER:

1. Students can infect each other with enthusiasm for reading.
2. Students can suggest good ER materials to each other.
3. Students can be a resource of ER materials for each other.
4. More proficient students can help other students.
5. Peers provide audience with whom students can share what they have read.

(P. 4)

As a conclusion of that study, Jacobs stated that CLL could only work as a supportive element to promote ER. The key to ER was to increase motivation which could be achieved via CLL when learners become models to one another and encourage reading.

In addition, Thornton (1999) used a method that combined traditional instruction with CLL in her reading class. She assigned her students to a group of eight and asked them to work together. The aim of CLL as Thornton mentioned was to allow all students to participate and to ensure comprehension. Regarding the effectiveness of CLL on reading, the researcher said, "Using a combination of traditional instructional methods and cooperative learning groups was an effective way to help students understand and analyze challenging texts" (P. 10).

2.4. Online Learning

Online learning, Internet, and computer-mediated communication (CMC) are all terms referring to the third era of computer-assisted language learning (CALL). This stage of CALL history is usually called Integrative CALL. The first two stages in the history of CALL are Behavioristic and Communicative CALL. Integrative CALL, as mentioned by

Warschauer (1996), includes the use of multimedia and CMC. The focus of this study will be on CMC. There are many studies conducted in the field of CALL that center on CMC.

2.4.1. Computer- Mediated Communication (CMC)

This form of integrative CALL has increasingly become popular in the field of education. CMC has first appeared in the 1960s, and it has developed rapidly ever since. CMC can either be an asynchronous or a synchronous form of communication (Warschauer, 1996). The first type of CMC refers to the sort of interaction that may occur among participants when they are not logged in at the same time. This means that people during asynchronous communication send and receive messages from one another at different times. One of the most popular forms of asynchronous communication is the e-mail. Now synchronous communication, the second form of CMC, refers to the situation where participants get to send messages and receive them from one another simultaneously. Synchronous communication includes the form of chats, blogs, and even forums if members are all logged in at a particular time. Whether communication occurs synchronously or asynchronously, CMC proves to be very effective in language teaching (Al-Ruwais, 2003).

According to a number of researchers, both types of on-line communication help immensely to shift the focus “from language form to language use in meaningful context and thereby increase students’ motivation” (Al-Ruwais, 2003, P. 73).

To support the vast potentials of CMC, Meloni, Shetzer & Warschauer (2000) add that by means of CMC, English language learners get to practice the language at any time every day with native English speakers or with other English language learners across the world. Better yet, CMC allows students of one class to interact “simultaneously” among themselves inside the classroom or outside. The latter helps foster language learning beyond the confinement of the classroom. Furthermore, the authors believe that engaging language

learners through challenging communication via the internet ignites students' fire, that is, enthusiasm and creativity to achieve education as described by W.B. Yeats when saying that "education is not the filling of a pail, but the lighting of a fire" (Meloni, Shetzer & Warschauer, 2000, P. 47).

Meloni (1998) gave a number of reasons that explain why the internet is so convenient in the educational field (Al-Ruwais, 2003). These reasons, in short, include:

1. increase in student motivation
2. provision of authentic language
3. expansion of global awareness
4. spread of environmental friendliness
5. enhancement of student achievement
6. allowing greater interaction (Pp. 74-75)

According to Shang, 2005, online learning played a magnificent part in the development foreign language learning and teaching. Shang stated that CMC (a) allows for "interactive language learning and authentic use of the target language (Chun, 1994)", (b) "fosters student empowerment and learner autonomy", and (c) "demonstrates the importance of social and collaborative factors in second language learning by promoting student motivation and interest in the social-functional use of the target language" (Pp. 197-198).

In his article, Chinnery (2005) wrote that the internet provided a variety of "ways for foreign language learners to engage in communicative activities" (P. 10). He stated that most of the electronic medium content was directed to target reading and writing; however, there were infinite ways to create online speaking and listening activities. According to the author, through CMC, it was possible to use online news programs as a listening practice and to hold conversations in "real-time". In his report, Chinnery listed some of the benefits and limitations to using the internet in language learning. The benefits of "using receptive

communications on the internet with language learners” included: 1) material availability at any time from any place and 2) material multiplicity and authenticity. The limitations of this technique as stated incorporate 1) stability and consistency of internet connection and 2) user discouragement by technical problems and needed updated software (P. 12).

John Cradler (2003) provided evidence of the internet value in learning. He summed up the findings of a number of studies which indicated “that the Internet helps improve learning” (P. 56). The author stated that a study by Boster, Inge, Meyer, & Roberto (2001) showed the value of the Internet in supporting instruction and in students’ gains in science and social skills.

2.4.2. Synchronous Communication

This form of CMC is also known as immediate communication. Lightner (2007) discussed in his dissertation some of the characteristics of synchronous learning. He stated the following:

1. This type of interaction has the potential to determine the feel of the online learning experience for the student.
2. It provides benefits as well as barriers for the student, and it can be used during individual or group learning.
3. In addition, it can be used as a supplement in face to face environment, and it gives a method for personal interaction between other members of the community (P. 16).

According to Lightner, Synchronous interaction presented learners not just with “a communicative type of immediacy” but also supplied the students with “a socially rich, spontaneous environment in which the presence of others seems ‘real’.” The author added that synchronous communication created an environment “suited for interactive discussion,

brainstorming, rapid problem solving negotiation, and joint construction of knowledge” (P. 19).

A sub-type of synchronous interaction which is of value to this study is “synchronous text-based communication” (Lightner, 2007, P 19). This is a written form of interaction which allows “multiple students to communicate by reading and typing” (P. 19). The benefit, as Lightner stated, was that it made it possible to “elevate the sense of engagement, immediacy, and collaboration with the ‘real audience’”. Despite the vast effect synchronous text-based communication had on learning, there were certain limitations. These limitations included: “(a) all members of the group must be present at the same time, leading to decreased student independence and control; (b) students must possess speed in reading, typing, and composing a message; (c) students must know and be able to decipher shortcuts (e.g., “btw” for “by the way”); (d) the chronological order can be difficult to follow; and (e) messages are brief, which can lead to digression off task and ‘social small talk’” (Lightner, 2007, P. 20).

Shewchuk (2006) conducted a study in which he investigated “synchronous audio/video telecommunication in distance education environments” (P. i). The researcher in the study, by means of surveys and post- tests, examined the effect of group dynamics versus individual sessions, the effect of video and audio session versus audio- only session, learning preference compatibility, distance- learning acceptability, social interactivity, and achievement scores for each setting, that is, video-audio session and audio session.

Results obtained from data analysis indicated no significant difference between participants in both groups. Students in both synchronous environments showed a high level of interest and satisfaction. Shewchuk, therefore, concluded that media- rich synchronous environments elevated the level of awareness, contentment, and engagement within the learning environment.

Sahin (2007) conducted a quasi-experimental research in which 11 intermediate college students and prospective language teachers spent six thirty-minute synchronous online chat sessions completing communicative tasks. Data gathered for this study was of qualitative and quantitative type. After close inspection and analysis of data, the researcher pointed out that there was an “evidence for the positive effect of synchronous computer-mediated communication on second language vocabulary acquisition and prospective teachers’ professional development” (P. 84).

2.4.3. Online Learning and Reading Performance

During the reevaluation of online learning and the development of online courses, educators became interested in investigating the relationship between learners’ reading abilities and their online learning success. For instance, Cook (2006) tried to spot if a connection “exists between high school student reading ability and online course success and completed course grades” (P. 2). Among his research questions he attempted to find out what the relationship between student reading ability and online course success was if there was any. The analysis of data indicated a low positive correlation between online course success and the participants’ reading ability.

Unlike Cook, Al-rajhi (2004) was more interested in probing whether the use of the Internet can be employed to improve learners’ reading skills. Al-rajhi presented a qualitative research exploring the effect of carrying out extensive reading through the Internet. Subjects of the experience were Saudi female and male EFL learners engaged in doing extensive reading. The author used the means of interviews and written e-mails from the participants to obtain the required data. After analyzing the data, Al-rajhi stated that the results showed “positive attitude and successful experiences with internet reading” (P. 100).

Pack (2006) wrote an article in which he stated his support to use the web to encourage and improve reading ability. He offered his opinion on a number of sites and explained how they were designed and equipped to help English readers improve. Among the help readers may find on online reading sites are activities and practice to overcome reading difficulties and to develop “phonemic awareness, word decoding, text comprehension, vocabulary and fluency” (P. 38).

Al-Jarf (2004) employed online learning as an attempt to improve learners’ reading skills. The researcher created an online class which targeted the reading group and used it as a supplement to class instruction. Two groups of freshman college female students participated in this experiment. According to the quantitative data obtained by means of pre- and post-tests, there was a significant difference between the experimental and control groups regarding their reading skill progress. Results showed that using the internet “even as a supplement to traditional classroom techniques helps motivate and enhance EFL students' learning and development of reading skills in English” (P. 1).

2.5. Conclusion

The previous review of literature has presented studies, researches, and articles about online learning and cooperative learning as well as their link to language learning in general and English reading skill in particular. Results and conclusions of both means of learning indicate the following:

1. There is a positive impact of cooperative and online learning on language learning and teaching.
2. Some of the studies, as stated above, targeted the reading skill and revealed strong influence of cooperation and the use of the internet to develop and enhance EFL learning –particularly English reading ability.

3. Both means of learning help to a) clarify ideas and concepts through discussion, b) provide opportunities for learners to share their knowledge and build on it, c) develop a sense of cooperation and interaction among learners, and d) create an environment that fosters ongoing autonomous learning.

As indicated above, studies on cooperative learning and SCMC point to a litany of positive outcomes. However, each of the techniques was applied independently from the other. Among the vast studies there are only two that integrated cooperative learning with SCMC: Pellettieri (1999) and Chen, Wu and Yang (2006). The former employed task-based, synchronous network-based communication to promote the acquisition of Spanish as a second language. The latter utilized online cooperative systems to study their impact on learners' decision making and completion of intellectual tasks. Therefore, it is concluded that no study was conducted in an attempt to signify the effect of CSCMC on English reading skill.

As far as the present researcher knows, this study will be the first to be conducted to incorporate cooperative and online synchronous learning to target the reading skill of the English language. What is needed, therefore, is to investigate the effectiveness of integrating the two means of learning as a supplement inventive pedagogical tool designed to target the reading skill in the English Language.

Chapter 3

Research Methodology and Procedure

3.1. Introduction

This section points out the methodological issues related to this study, including a description of the research design, the participants, the instruments set to collect research data and the means to measure the research results.

3.2. Population of the Study

The population of the study is freshman female college students at the College of Languages and Translation (COLT), King Saud University, Riyadh, KSA. The subjects' age varies between 18 & 19 years old. Subjects enrolled at COLT wish to obtain a bachelor degree in English translation. The college aims to train them in translation and interpretation from and to the target language. The English program at COLT aims to provide the community with specialists in the fields of modern languages and translation, to contribute to the fulfillment of the requirements of job market, and to help bring about knowledge and cultural communication to occur among nations.

In level one, the reading course is taught four hours per week. The current text book prescribed for this course is *INTERACTIONS 1/ Reading/ Middle East, Gold Edition*. The reading course is a pre-intermediate course designed to equip students with the necessary reading skills through reading and comprehension of various passages. Comprehension is stimulated through a variety of questions and exercises, especially those generating the ability to guess meaning of words and main ideas of paragraphs.

Text comprehension is followed by a production activity where students discuss relevant issues and express their opinions. The vocabulary exercises that follow text reading

tasks are meant to enrich students' vocabulary. Eight to ten chapters are to be covered from the text book during the semester. All level one English translation students take three tests: two midterms and one final at the end of the semester.

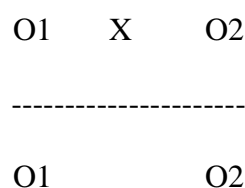
3.3. Sample of the Study

The sample consists of two intact groups of level one English translation female students. These two groups are selected randomly from groups in level one. The participants have spent no less than 6 years studying English as a subject in their schools. Students selected for this study took their reading course for the first time at The College of Languages and Translation. Course doublers are excluded so as not to affect the study's results.

The study began with 92 participants. However, due to the exclusion of course repeaters and participants who did not complete the treatment or their data was missing, the subjects were reduced to 50 students: 25 in the experimental group and 25 in the control group.

3.4. Research Design

This study uses one of the quasi-experimental research designs. The quasi-experimental design used here is the non-equivalent control group design. With this design, as described by Campbell and Stanley (1963), both a control group and an experimental group are compared. The research structure can be presented as follows:



O1 refers to the first observation (the pre-test).

O2 refers to the second observation (the post-test).

X refers to the treatment (for the experimental group only).

For this design, two groups of level one English Translation students at COLT are selected to be the experimental group and the control group. The experimental group received the treatment, cooperative-online synchronous activities on reading comprehension, while the control group was taught in the traditional way of teaching, using the textbook and the activities it provides. The experiment lasted for eight weeks presented in the following table:

Table 3-1

Timetable of the study

Week no.	Description of Activity
Week 1	Orientation and administrating the pre-test
Week 2	Activity 1: Folk-Life Festivals: The Celebration of Hands
Week 3	Activity 2: Motion Pictures
Week 4	Activity 3: The Art of the Skyscraper
Week 5	Activity 4: Who Uses English
Week 6	Activity 5: The Olympics
Week 7	Activity 6: Black Cats
Week 8	Administrating the post-test and the questionnaires

3.5. Instruments of the Study

The researcher used three quantitative tools for data collection in this study: a reading test targeting comprehension and vocabulary acquisition and two questionnaires. The first

questionnaire aimed at measuring students' attitude towards cooperative-online learning. The second questionnaire was used to assess the experimental group's motivation towards reading in the target language after the experiment.

3.5.1. Reading test

The reading test consisted of two administration sessions of the same test: pre-test and post-test (see Appendix A). The test was made up of a reading passage and nine different items, and each item was assigned one point. All items received the same scoring point. The test aims to measure level one English translation students' abilities to read and comprehend text main idea and paragraphs topics. It also tests students' abilities to infer the meaning of difficult words from context and connecting pronouns with their antecedents. The text used to generate the pre- and post-test was adopted from *Readings in English* along with some items designed to test comprehension and vocabulary. The rest of the items were designed by the researcher to match the content and objective of the reading course. The text readability details are presented in the following table.

Table 3-2

Text readability statistics

Words Count	609
Passive Sentences	39 %
Flesch Reading Ease	60. 2
Flesch-Kincaid Grade Level	12

3.5.1.1. Pre- and Post-test

The pre-test was administered to both groups to evaluate their reading skill and comprehension abilities in the target language before the treatment. Participants in this study

underwent the same test after the treatment to measure the extent of their progress, if any, with regard to their performance in reading. The difference in performance of the pre- and post-test of the two groups helps to elucidate the effectiveness of the teaching technique utilized in this study.

3.5.1.2. Test Validity

The test was validated before being administered. Two kinds of validation: content and face validity, were obtained. The former refers to the inclusion of items relevant to the purpose of the test (Hughes, 1989, P22). To achieve this, a specification of the test and its items was constructed. The table below signifies test items and formats along with the skill each item sets to examine.

Table 3-3

Pre- & post-test specifications

Objectives	Items Type				Skills to be tested	Total points
	Multiple Choice	True / False	Closed-ended Qs	Open-ended Qs		
I. Vocabulary—The student will develop and expand knowledge of words and word meanings to increase vocabulary. 1. Words in Context—Use context clues (the meaning of the text around a word) to distinguish and interpret the meaning of multiple meaning words as well as other unfamiliar words 2. Words in Context—Use context clues (how punctuations, for example, italics, comas, parentheses lead to distinguish and interpret the meaning of multiple meaning words as well as other unfamiliar words	8 items				Inferring the meaning of difficult words from context using semantic and syntactic clues available in the text.	8 pts
				3 items	Getting meaning from context: punctuation clues	3 pts
			6 items		Locating pronoun antecedents	6 pts
	6 items				Figure out the part of speech of certain words in context	6 pts

3. Words in Context— Use context clues (words before and after) to determine the grammatical category of words					
II. Comprehension—The student will interact with the words and concepts in a text to construct an appropriate meaning. 1. Identify and connect the essential ideas, arguments, and perspectives of the text by using knowledge of text structure. 2. Show understanding of text by providing answers to information questions from text.	1 item				Recognizing text main idea 1 pt
	2 items				Identifying paragraph topic 2 pts
	5 items				Checking for text comprehension 5 pts
	4 items				4 pts
Total item types/ Total points	21 items	5 items	6 items	3 items	35 pts

In addition, face validity was obtained. The test was shown to three instructors (two PH.D holders in Applied Linguistics and an M.A. holder in TESL). All reviewers had had the chance to teach the reading skill at COLT for some time. Generally, they all agreed that the test is suitable to the level, and the items cover what they suppose to test. Only one of the reviewers pointed out that students may have difficulties in comprehending the passage due to the technical terms used in the text. There were also some typos that needed to be corrected. As such, their insights were taken into consideration, and their recommended modifications and corrections were carried out.

3.5.1.3. Test Reliability

To check test reliability, a pilot study was conducted before the beginning of the experiment on 27 students who were neither part of the experimental group nor the control one. These students received the test with a mean test-retest interval of two weeks. All 27 students were tested twice. Scores from the two tests occasions along with the spearman correlations are shown in the following table:

Table 3-4

Test-retest reliability of the two examinations given to 27 students

Questions	Score				r
	Pre		Post		
	Mean	SD	Mean	SD	
1	3.59	1.27	3.04	1.22	0.531**
2	2.56	1.22	3.41	1.01	0.567**
3	3.50	0.89	3.56	0.80	0.558**
4-1	1.33	0.48	2.22	0.42	0.364
4-2	2.30	0.47	3.26	0.45	0.586**
4-3	1.70	0.47	2.33	0.48	0.693**
4-4	1.44	0.51	3.83	0.40	0.632**
4-5	2.48	0.51	3.60	0.50	0.596**
5-1	2.33	0.92	3.07	0.73	0.743**
5-2	3.30	0.97	3.52	1.12	0.593**
5-3	2.41	0.75	3.1	0.53	0.714**
5-4	2.93	0.73	2.33	0.73	0.783**
6-1	2.74	1.16	3.30	1.07	0.512**
6-2	2.04	0.76	3.00	0.96	0.531**
6-3	3.15	0.82	3.11	0.80	0.669**
6-4	2.41	0.89	2.48	0.75	0.559**
6-5	1.37	1.01	3.20	0.97	0.566**
6-6	1.96	0.94	2.74	1.10	0.689**

Questions	Score				r
	Pre		Post		
	Mean	SD	Mean	SD	
6-7	2.80	0.79	3.82	0.58	0.825**
6-8	2.44	0.85	2.74	0.86	0.714**
9-1	2.85	.66	3.48	.64	0.655**
9-2	2.26	0.98	1.96	1.06	0.569**
9-3	1.19	1.00	3.41	1.08	0.524**
9-4	3.11	0.93	4.50	0.89	0.381
9-5	2.43	0.96	2.91	1.14	0.543**
9-6	1.74	0.94	3.85	1.13	0.658**
TOTAL	2.27	0.11	2.55	0.30	0.896**
Alpha	0.65		0.73		
Reliability coefficient (stability)					0.75

* P<0.05

r =spearman correlation

The analysis of items indicates that the subjects retained their relative rank. The fact that the values were similar suggests relative position stability (see Appendix B). The Cronbach's alpha coefficient is 0.75. Thus the test can be considered reliable.

3.5.2. Questionnaires

At the end of the treatment, the subjects of the experimental group filled out two questionnaires to determine their level of motivation to read more in the target language and their attitude towards cooperative-online learning. The first questionnaire consisted of 19 items which were set to finding out subjects' attitude towards cooperative- online

synchronous learning (see Appendix C). The second questionnaire included 11 items to measure the degree of motivation students displayed regarding reading in the target language (see Appendix D). Both questionnaires were based on a 5 point Likert scale.

3.5.2.1. Questionnaires' Validity

To validate the questionnaires, face validity was obtained. Both questionnaires were shown to two professors of Applied Linguistics, and modifications were made based on their recommendations. Adjustments included rearranging statements and the inclusion of a short easy to understand instruction along with keys to answer.

3.5.2.2. Questionnaires' Reliability

To compute the internal consistency of the scales, the researcher calculated the Pearson correlation coefficients between each item of the scale and the total of all items that belonged to the scale. Tables (1 to 2) show the correlation coefficients for the internal consistency of the two questionnaires.

Table 3-5

Students' attitude: correlation coefficients between each statement of the scale and the total of all the statements of the scale

Statements		Pearson correlation (r)
1	Statement no. (1)	0.436*
2	Statement no. (2)	0.292
3	Statement no. (3)	0.415
4	Statement no. (4)	-0.009
5	Statement no. (5)	0.469*

Statements	Pearson correlation (r)
6 Statement no. (6)	0.556**
7 Statement no. (7)	0.444*
8 Statement no. (8)	0.182
9 Statement no. (9)	0.464*
10 Statement no. (10)	0.658**
11 Statement no. (11)	0.552**
12 Statement no. (12)	0.416
13 Statement no. (13)	0.647**
14 Statement no. (14)	0.744**
15 Statement no. (15)	0.317
16 Statement no. (16)	0.700**
17 Statement no. (17)	0.550**
18 Statement no. (18)	0.305
19 Statement no. (19)	0.666**

Table 3-6

Motivation: correlation coefficients between each statement of the scale and the total of all the statements of the scale

Statements	Pearson correlation (r)
1 Statement no. (1)	0.416
2 Statement no. (2)	0.703**
3 Statement no. (3)	0.690**
4 Statement no. (4)	0.843**

Statements		Pearson correlation (r)
5	Statement no. (5)	0.763**
6	Statement no. (6)	-0.418
7	Statement no. (7)	0.488*
8	Statement no. (8)	0.840**
9	Statement no. (9)	0.624**
10	Statement no. (10)	0.750**
11	Statement no. (11)	0.775**

It is apparent from the preceding tables that the correlation coefficients have statistical significance since Pearson's correlation coefficient is significant at 0.01 and 0.05. This indicates an internal consistency and linear association between the items in each scale and the total items included in the scales.

The Cronbach's Alpha coefficients of both questionnaires were also calculated. The questionnaire of students' attitude achieved 0.76 while the motivation questionnaire scored 0.81. These values are $> .70$ which are proved to be statically significant.

3.6. Treatment

Both groups: the experimental and the control, attended regular classes and were taught by the same teacher, using the same text book (*Interactions 1*, Reading, Middle East Gold Edition). During a period of six weeks, the experimental group, consisting of 25 students, was assigned into groups of two and three and was asked to log into a number of chat rooms set for each group once a week. Subjects of the experimental group worked in groups to complete reading activities created by means of *Author Plus* and published online (See section 3.6.1.3.).

The reading activities included reading a passage and answering related comprehension questions. This involved reading the passage for the first time and responding to questions about its meaning. A set of questions typically covered the comprehension of these components: main idea, inference, guessing word meaning from context, and figuring out grammatical categories of words used in the given passage.

Members of each group in the experimental group discussed among one another the answers of questions presented to them in various formats and decided together which was the correct answer to each question and why. Students helped one another in explaining and discussing the means they apply to reach the correct answer using their previous knowledge and sharing it through interaction.

3.6.1. Academic Preparation

3.6.1.1. Cooperative Learning

As mentioned before, cooperative learning requires that students work with one another to accomplish a common goal. However, putting students in groups together does not mean that cooperative learning is taking place (Johnson & Johnson, as cited in Dahley, 1994, P7). For that reason, certain elements are addressed and applied to achieve effective cooperative learning. These elements include:

1. Students' role

Each group member must participate in getting the tasks completed and be responsible of learning from others and helping the others to learn. Also students in the cooperative group have to depend on one another to accomplish the goals of each activity. Moreover, students should achieve a level of interaction. This feature is attained when there is a mutual influence among

group members. Success of group members is elevated by encouraging, supporting and assisting one another (Dahley, 1994, P8 & Stahl, n.d.).

2. Teacher's role

According to Richards & Rodgers (2001), the role of the teacher in cooperative learning environment is to assign students into groups, set goals, plan tasks, and select material and time to carry out the tasks. The teacher during this study fulfilled these roles. It is worth mentioning that because cooperative learning is carried out through online chat rooms, the teacher has an additional role to execute. Here the teacher has to supervise chat room signing and chat sessions to make sure that all the rooms are functional. If any student is found alone in the group chat room, she is redirected to join others in a different chat room.

3. Groups organization

Group formation is a vital element in cooperative learning, and it is one of the teacher's duties to complete. This feature includes two parts: group size and how to assign students into groups.

- Group size: at the beginning of the experiment, 50 students were divided into 17 groups. Each group hosts three students. However, due to factors of absence, lack of interest to participate and dropping the course, some groups contained two students while others maintained the assigned number through out the experiment period.
- Assigning group members: this part focuses on how to put students together. These freshman students did not know one another at the beginning of the semester, so they were assigned randomly. To do so,

the teacher used the students list of names and assigned names from the top, middle and bottom.


3.6.1.2. Online Learning

Online learning requires a computer and an Internet connection. However, due to the unique incorporation of cooperative and online learning, special planning and design have to be carried out. To accomplish CSCMC, two websites were required. The first website served as the main web page that contained the cooperative groups hyperlinked to the group chat room. Each group page is hyperlinked to the reading activity website.

The main website containing 17 web pages was self-designed and was hosted by *tripod*, a free website builder. Each web page hosts a hyperlink to the activity website and a chat room. The chat rooms were generated by *liveHarmony*, a volunteer organization that provides free chat services to the Internet community. It is important to mention that since the main web page is hyperlinked to other pages containing the chat rooms, a java script is required in order to get the chat room functional. Luckily the providing service offers to install java script for free.

Read, Read, and Read Some More

Home | [Contact me](#) | [The Rules](#)



Reading 1 (Najd 118)

T- Masha'el Salem Al- Salem


Dear students,

This site hosts chat rooms & a link to reading activities set to promote you English reading skill after school hours.

Kindly, each student clicks on the link of her group to be with her assigned classmates.

Remember that you are to work with your friends to complete the activities.

Good luck to all



Click on the link below to join your group

[Reading1- Group1](#)

[Reading1- Group2](#)

[Reading1- Group3](#)

[Reading1- Group4](#)

[Reading1- Group5](#)

[Reading1- Group 6](#)

[Reading1- Group7](#)

[Reading1- Group 8](#)

[Reading1- Group9](#)

[Reading1- Group10](#)

[Reading1- Group11](#)

[Reading1- Group12](#)

[Reading1- Group13](#)

[Reading1- Group14](#)

[Reading1- Group15](#)

[Reading 1- Group16](#)

[Reading1- Group17](#)

Figure 3-1. The website main page self-designed for the study

Group1

Home | [Contact me](#) | [The Rules](#)

Take me to reading activities

Your nickname:

Your password (if registered):



ConferenceRoomChat Client 1.9.155 ©1995-2006 WebMaster, Inc.

Add free live chat to your page with [liveHarmony](#)

Figure 3-2. The web page containing one of the chat rooms and hyperlinked to the reading activities

As for the reading activities, they are published online on a web site provided by ClarityEnglish. The company provides you with a URL as the start page based on the kind of license one purchases. For this study, the researcher obtained an online learner tracking license. This license allows access only to specific named learners who are registered in the Results Manger program, a program exclusive for teachers to enable them to control access to the activity website. Through this manger, the researcher generated the students' usernames and passwords. This way, only subjects of the experimental group can use the activity website to complete the tasks published there.

It is important to mention here that in order to get the activity website operative; participants have to have either an adobe flash player or a macromedia flash player. If students do not have either one on their devices, the site offers to download it for free in few minutes.

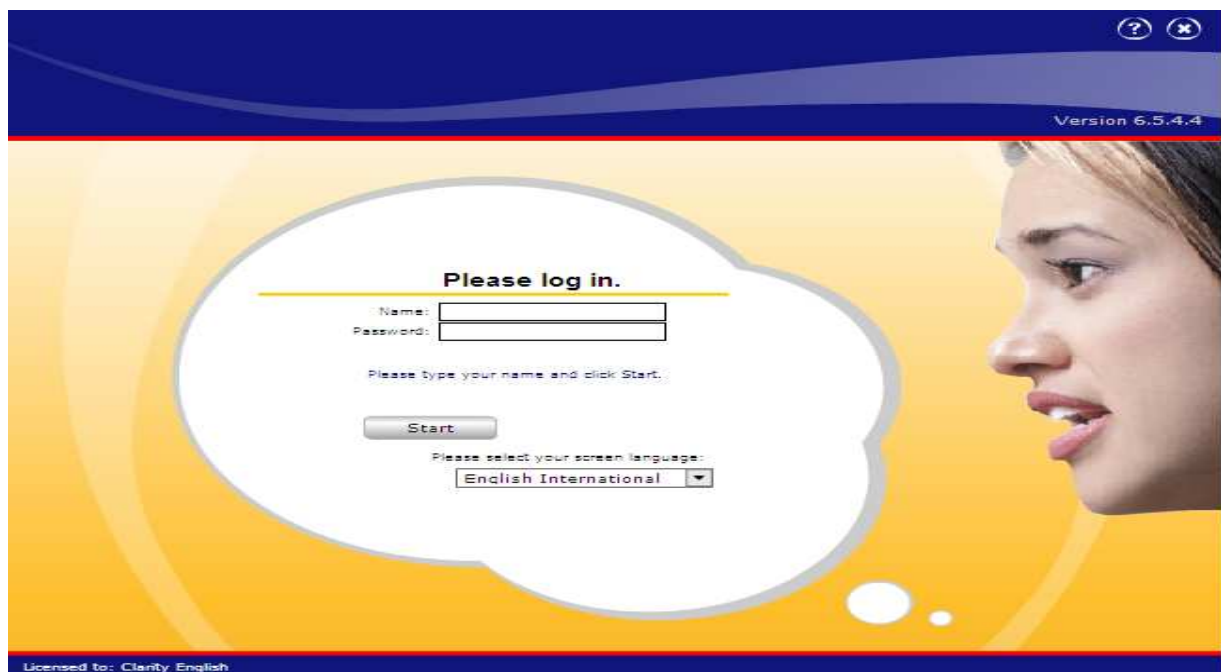


Figure 3-3. The activity website offered by ClarityEnglish for learners

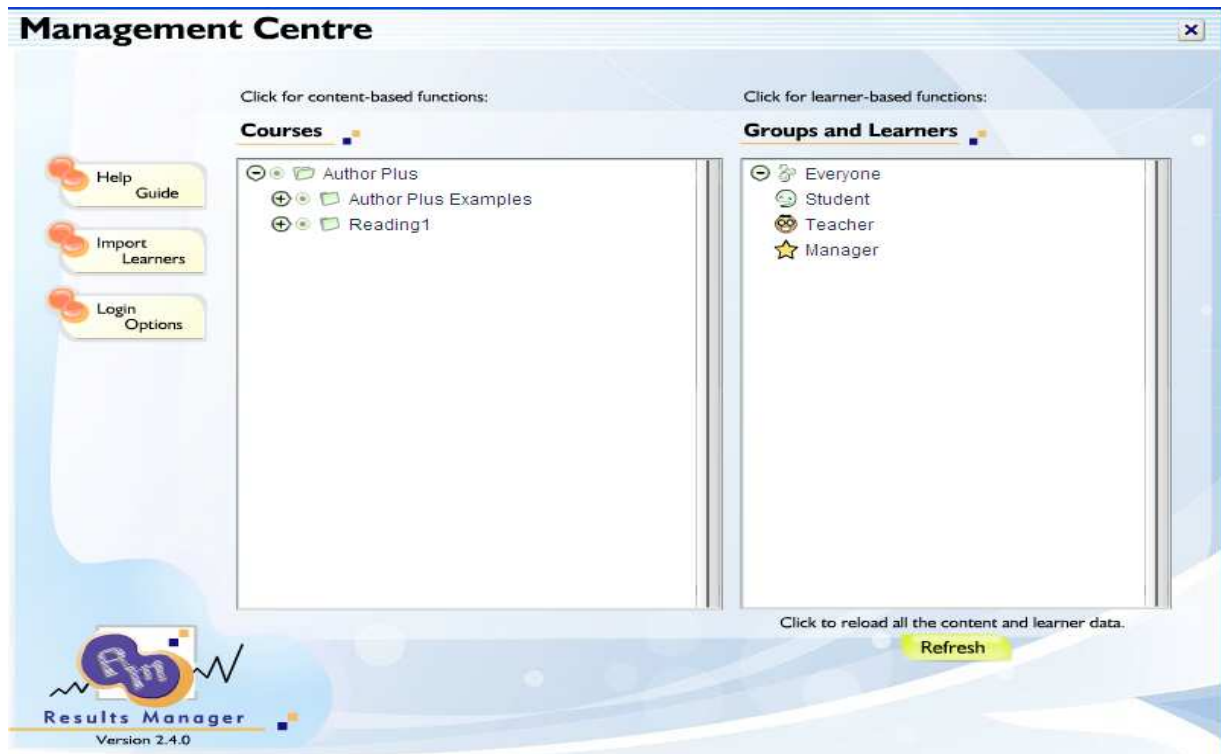


Figure 3-4. Result Manager Program for creating students' usernames and passwords

3.6.1.3. Using Author-Ware

The authoring program used in this study is Author Plus. This software is the copyright of Clarity Language Consultants Ltd. The software allows users to create and publish interactive activities that suit students' level and abilities. The program offers various question formats including MCQs (multiple choice questions), cloze exercises and building up questions...etc. In most exercise types, one can optionally attach feedback and hints to questions. The software is supported with audio default instructions and image categories. Furthermore, the marking procedure can be set as either instant or delayed marking.

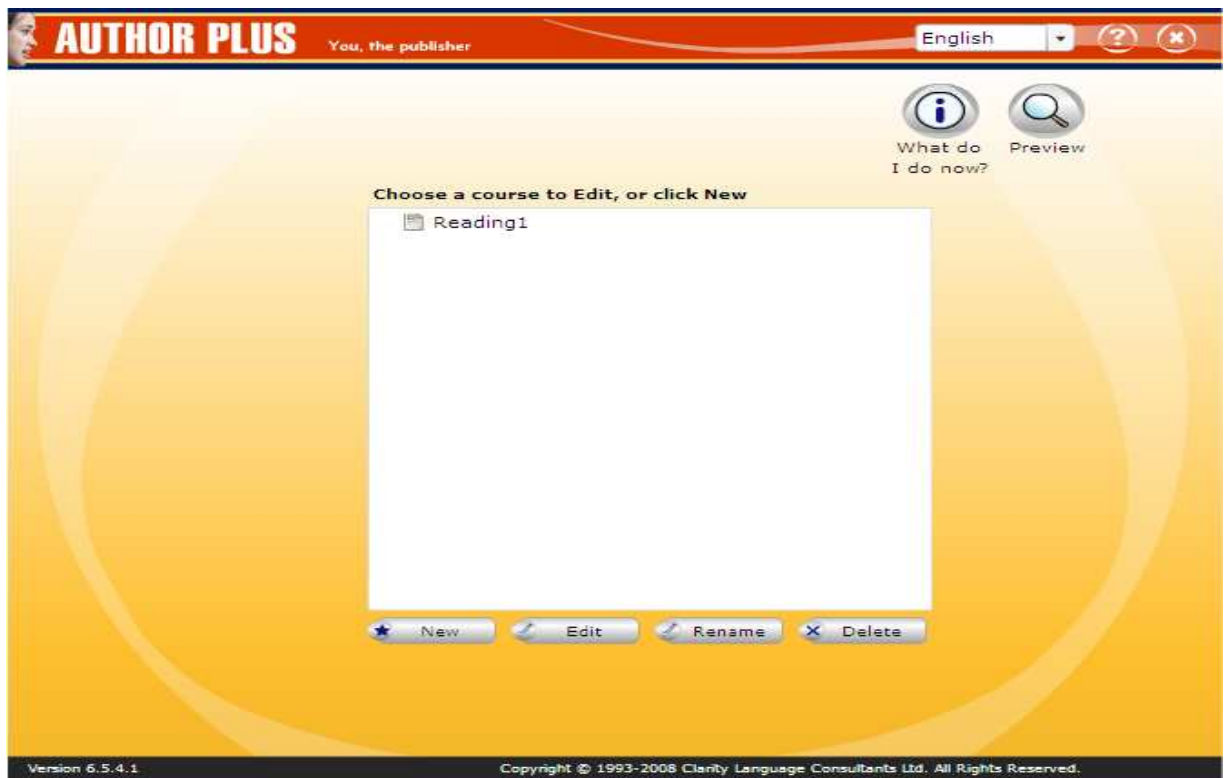


Figure 3-5. Author Plus main screen frame



Figure 3-6. Author Plus menu screen details



Figure 3-7. Author Plus settings screen

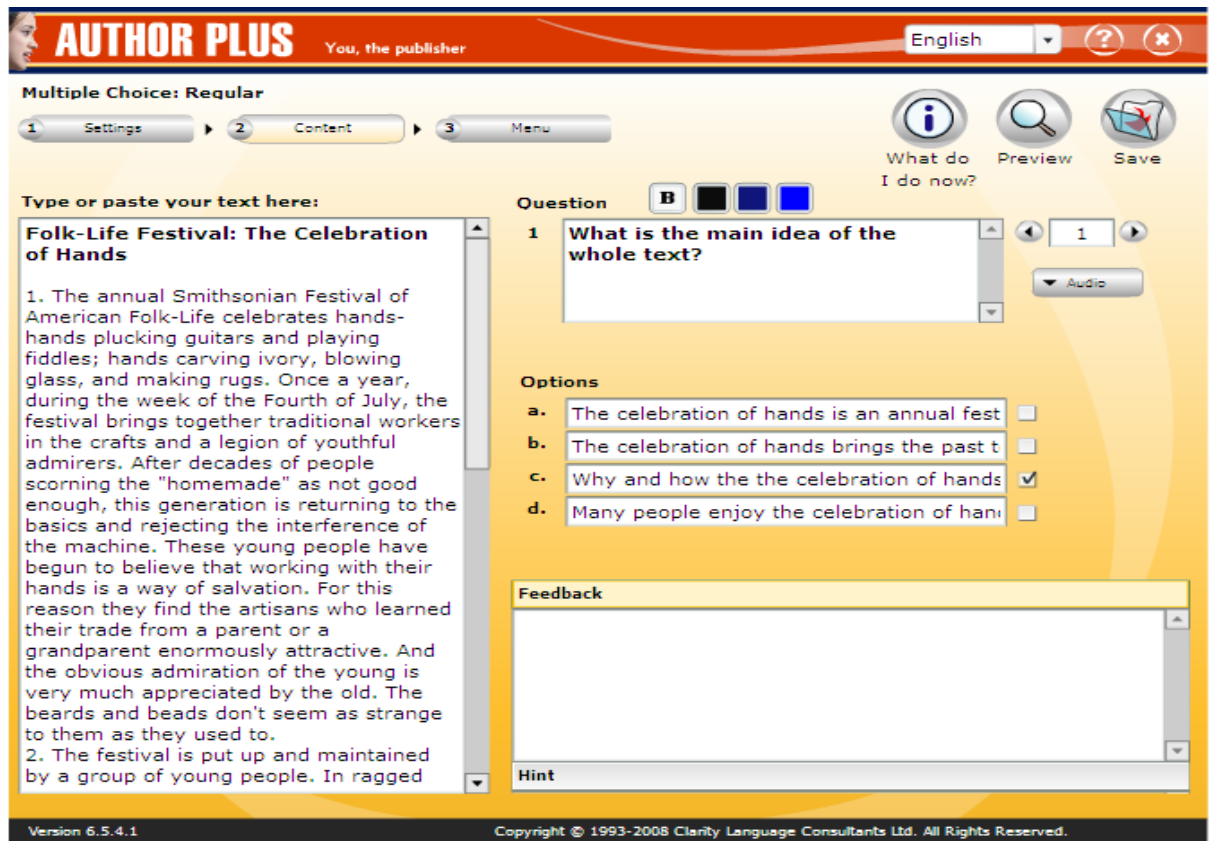


Figure 3-8. Author Plus content screen

3.6.1.4 Designing the Reading Activities

Six different reading activities targeting comprehension and vocabulary were designed and uploaded to the activity site weekly. The texts used to generate the activities were chosen to trigger and to connect with learners' prior knowledge. Before each activity is published online, it is checked by other colleagues to ensure its suitability to the subjects' abilities and its level of difficulty. The following sections explain the process of creating the tasks and carrying out the experiment.

Week one: orientation and the pre-test.

Before carrying out with the treatment, the researcher met the students and introduced them to the technique to be applied and gave them a booklet explaining the needed requirements (see Appendix F). Subjects were divided into groups and were encouraged to know their group members exchanging phone numbers and other means of contact. Each participant of the experimental group was given her assigned username and password through which she can log in the activity site. As for the chat rooms, subjects just needed to use their names, no password was required. In addition, an exact day and time were set upon the agreement of all the subjects of the case group. Students all agreed to do the activity every Tuesday from 7 p.m. to 9 p.m.

Towards the end of the first week, all subjects of the experiment took the pre-test without previous notice. Students were asked to answer all the questions within one hour. The purpose of the pre-test was twofold; (a) to check subjects' level of proficiency with regard to reading performance: reading comprehension and vocabulary acquisition and (b) to make sure that both groups: experimental and control, were comparable and equal before the application of the treatment.

Week two-seven: activities one- six

The texts used for this activity were adopted from two sources: *English For Today*² and *Developing Reading Skills*³. Passages selected to generate the exercises contained concepts somewhat familiar to the students. Each activity consisted of three sections. The first section presented the main ideas of some paragraphs. The second part is designed to check comprehension through direct questions. The third part targeted vocabulary acquisition.



Figure 3-9. Author Plus main screen- Activities published 1-6 along with the three sections each contains

² The National Council of Teachers of English. (1976). *English for Today: Our Changing Culture*. NY: McGraw.

³ Markstein., L. (1994). *Developing Reading Skills*. NY: Heinle & Heinle Publishers.

Activity 1 > Main ideas and topics

Read the questions, and click on the correct answers.

Folk-Life Festival: The Celebration of Hands

1. The annual Smithsonian Festival of American Folk-Life celebrates hands-hands plucking guitars and playing fiddles; hands carving ivory, blowing glass, and making rugs. Once a year, during the week of the Fourth of July, the festival brings together traditional workers in the crafts and a legion of youthful admirers. After decades of people scorning the "homemade" as not good enough, this generation is returning to the basics and rejecting the interference of the machine. These young people have begun to believe that working with their hands is a way of salvation. For this reason they find the artisans who learned their trade from a parent or a grandparent enormously attractive. And the obvious admiration of

1 What is the main idea of the whole text?

- The celebration of hands is an annual festival.
- The celebration of hands brings the past to the present.
- Why and how the the celebration of hands is arranged?
- Many people enjoy the celebration of hands.

2 The topic sentence of (para 2) is...

- sentence # 1
- sentence # 1 and 2
- sentence # 3
- the topic sentence is implied, and it is...

3 Paragraph (3) talks about...

- the structure of the dome.
- what the dome is used for.

Progress

Scratch Pad

Print

Hint

Figure 3-10. Application of reading activity No. 1 part 1

Activity 1 > Checking Comprehension

Read the given questions, then answer them in complete sentences.

Folk-Life Festival: The Celebration of Hands

1. The annual Smithsonian Festival of American Folk-Life celebrates hands-hands plucking guitars and playing fiddles; hands carving ivory, blowing glass, and making rugs. Once a year, during the week of the Fourth of July, the festival brings together traditional workers in the crafts and a legion of youthful admirers. After decades of people scorning the "homemade" as not good enough, this generation is returning to the basics and rejecting the interference of the machine. These young people have begun to believe that working with their hands is a way of salvation. For this reason they find the artisans who learned their trade from a parent or a grandparent enormously attractive. And the obvious admiration of

1 What does the festival celebrate?

2 What does the word Sympathizers (para 2) mean?

3 What is the geodesic dome made of?

4 How does the spirit of the festival linger on after the show is over?

Progress

Scratch Pad

Print

Hint

Figure 3-11. Application of reading activity No.1 part 2

Activity 1 > Vocabulary

Read the questions, and click on the correct answers.

Folk-Life Festival: The Celebration of Hands

1. The annual **Smithsonian** Festival of American Folk-Life celebrates hands-hands plucking guitars and playing fiddles; hands carving ivory, blowing glass, and making rugs. Once a year, during the week of the Fourth of July, the festival brings together **traditional** workers in the crafts and a legion of youthful admirers. After decades of people scorning the "homemade" as not good enough, this generation is returning to **the basics** and rejecting the interference of the machine. These young people have begun to believe that working with their hands is **a way of salvation**. For this reason they find the artisans who learned their trade from a parent or a grandparent enormously attractive. And the obvious admiration of

1 The word *the basics* (para 1) as used in context means...

- the simple ways.
- the fundamentals.
- the essentials.
- the raw materials

2 A way of salvation (para 1) means...

- a means of relaxation.
- a way of living.
- a way to keep surviving.

Progress

Scratch Pad

Print

Hint

Figure 3-12. Application of reading activity No. 1 part 3

As discussed before, students first went to the main website at <http://mashael7.tripod.com/index.html>. Each student clicked on her group number and went to the chat room hosting page. Students then used their names, no nicknames were allowed, to join the chat room. Once all the members of each group got together in the chat room, they clicked on the activities link and went to <http://www.clarityenglish.com/ap/SALIM/> and started the assigned activity for the week.

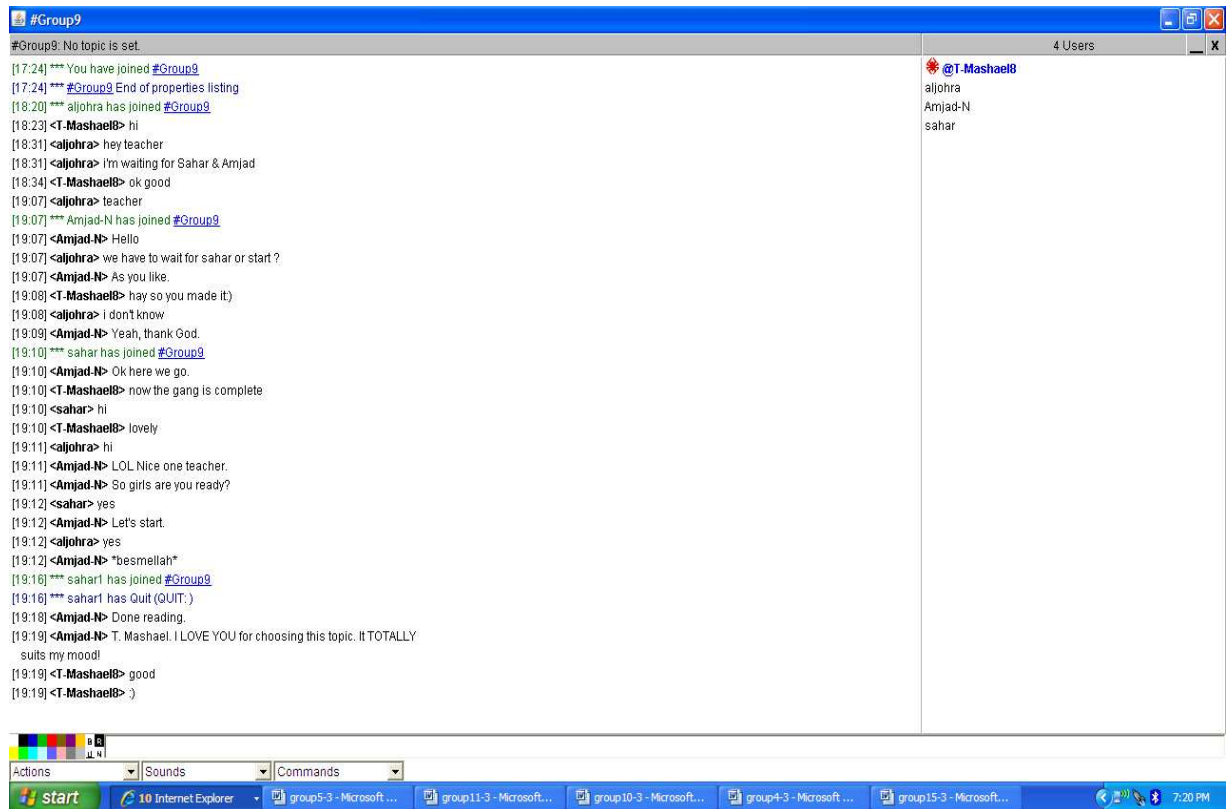


Figure 3-13. Students chat discussion on one of the activities

Week eight: the post-test and the questionnaires.

At the beginning of this week, the post-test was administered to both groups. Just like the pre-test, the post-test was given to the students without previous notice. The aim of this test was to measure the progress of the subjects in their reading performance, if any. Two days after the administration of the post-test, two questionnaires were given to subjects of the experimental group. The first questionnaire aimed to figure out students' attitude towards CSCMC. The second questionnaire was set to measure how much students were motivated to read in the target language.

3.7. Data Analysis

To analyze the data collected, the researcher uses both descriptive and inferential statistics. Descriptive statistics include means, standard deviation and percentages. Inferential statistics consists mainly of t-test to detect the effect of the treatment.

Chapter 4

Data Analysis and Discussion of Results

4.1. Introduction

This chapter presents the findings and interpretations of the data collected from the pre- and post-tests and the two questionnaires of the present study. The data collected was used to answer the following research questions:

1. To what extent, if any, will the subjects' performance in reading comprehension be different after undergoing the treatment?
2. To what extent, if any, will the subjects' reading performance with regard to vocabulary acquisition be different after undergoing the treatment?
3. To what extent, if any, will the subjects' motivation to read English be after undergoing the treatment?
4. To what extent, if any, will the experimental group's attitude towards cooperative-online learning be after implementing the technique in the reading course?

Two sets of analyses were done in the study including vocabulary and reading comprehension pre- and post-test, as well as students' attitudes towards cooperative-online synchronous learning and motivation towards reading in the target language. For the pre-test analysis, the researcher used a t-test to determine the differences between the experimental and control groups, if any. These tests were also used to establish the initial equivalence of the groups. For the post-test, the same methods of analysis were used to measure how effective the treatment was. All in all, the analyses employed to assess and derive results from the research data include the following:

1. Results of the t-test of the two groups in the pre- and post-test designed to measure reading performance.

2. Results of the paired samples t-test to investigate the difference in reading performance : reading comprehension and vocabulary acquisition, between the pre- and post-tests for the experimental group
3. Percentages of students' responses to the questionnaire investigating students' attitudes towards cooperative-online synchronous learning
4. Percentages of students' responses to the questionnaire investigating students' motivation towards reading in the target language

The results from each datum set are discussed in details in the following sections, and they are referred back to other results discussed in the review of literature when appropriate.

4.2. Results of the Reading Performance

Reading performance includes both reading comprehension and vocabulary acquisition.

4.2.1. Reading Comprehension

The first research question asks: To what extent, if any, will the subjects' performance in reading comprehension be different after undergoing the treatment?

In order to answer this question, first we need to determine the initial equivalence between the two groups before the commencement of the experiment. For that, a t-test was applied on the mean scores of the two groups on the reading comprehension pre-test.

Table (4-1) revealed that the experimental group's mean score in their reading comprehension pre-test was (5.44) with standard deviation (SD) (2.103), whereas the control group's mean score in the same test was (5.92) with SD of (2.272). The t-value as shown in table (4-1) was (.775) which is greater than (0.05), as such, it is possible to state that there is no significant difference between the two groups.

In addition, the results of the t-test, as illustrated in table (4-1), indicated no significant difference between the experimental and control groups on the pre-test of reading comprehension. Since the sig (2-tailed) of the measurement was larger than (.05), this means that subjects' reading ability level in both groups was equal before undergoing the experiment.

Table 4-1

t-test: for the difference in the pre-test of reading comprehension between the two groups

Group	N	Mean	Std. Deviation	t-Value	Sig. (2-tailed)
Case Group	25	5.44	2.103	.775	.442
Control Group	25	5.92	2.272		(N.S)

To investigate the gains the experimental group made in their reading comprehension after undergoing the treatment, a t-test was applied to the scores of the two groups on the reading comprehension post-test.

The results indicated in table (4-3) showed that the experimental group's mean score was (10.20) with SD of (2.582) while the control group was (6.68) with SD of (1.773), and the t-value was (5.619). The variation between the two groups' mean scores indicates that the experimental group improved significantly in comparison to the control group.

The analysis, as shown in table (4-2), indicates a significant difference, favoring the experimental group. Both means of measurement revealed that the sig (2-tailed) is less than (.01), therefore, the difference in reading comprehension between the two groups is statistically significant. Based on this result, the first hypothesis: There will be no statistically significant difference in reading comprehension between the mean scores of the participants who will complete cooperative-online synchronous activities (the experimental group) and those who will not (the control group), can be rejected.

Table 4-2

t-test: for the difference in the post-test of reading comprehension between the two groups

Group	N	Mean	Std. Deviation	t-Value	Sig. (2-tailed)
Case Group	25	10.20	2.582	5.619	.000
Control Group	25	6.68	1.773		(0.01)

Additional to the analyses presented above, paired samples tests were executed to find out the difference in reading comprehension between the pre- and post-tests of the experimental group. Based on the t-test paired samples result (table 4-3), the experimental group's pre-test mean score was (5.44) while their post-test mean score was (10.20). The Sig (2-tailed) was less than (0.01) which is considered statistically significant. These results can be used to reject the first hypothesis which was stated earlier.

Table 4-3

t-test: paired samples test for the difference in reading comprehension between the pre & post-test of the case group

Test	Mean	N	Std. Deviation	Paired Differences		t-Value	Sig. (2-tailed)
				Mean	Std. Deviation		
Pre	5.44	25	2.103	-4.76	2.067	11.513	.000
Post	10.20	25	2.582				(0.01)

The same analysis (i.e., paired samples test) was applied to the results of the control group on their pre- and post tests. The results as shown in table (4-7) below showed that the control group's mean score on their pre-test was (5.92) whereas their mean score on their post-test was (6.68). By comparing these scores, it is clear that the control group's performance in reading comprehension did not progress during the period of the experiment. The reading comprehension level was retained in both tests: the pre- and post tests. The sig. (2-tailed) for both means was more than (.05); those results demonstrated that there was no

significant difference in reading comprehension between the pre- and post-tests of the control group.

Table 4-4

t-test: Paired samples test for the difference in reading comprehension between the pre & post of the control group

Test	Mean	N	Std. Deviation	Paired Differences		t-Value	Sig. (2-tailed)
				Mean	Std. Deviation		
Pre	5.92	25	2.272	-.76	2.166	1.755	.092
Post	6.68	25	1.773				(N.S.)

4.2.2. Vocabulary Acquisition

The second research question asks: To what extent, if any, will the subjects' reading performance with regard to vocabulary acquisition be different after undergoing the treatment?

First, the initial equivalence between the two groups must be obtained. To determine such a result, a t-test was applied to analyze both groups' mean scores on their vocabulary acquisition pre-test.

The results of the following analysis (Table 4-5) indicated no significant difference between the experimental and control groups on the pre-test of vocabulary acquisition. The pre-test mean score of the experimental group was (9.40), and the control group's mean score was (8.24). The Sig. (2-tailed) for both means of tests was more than (.05). Therefore, the results were not significant. In other words, the results from the analysis presented in the tables below proved to be not statistically significant, as such, it was clear that both groups were equal with regard to their vocabulary acquisition level before the commencement of the experiment.

Table 4-5

t-test: for the difference in the pre-test of vocabulary acquisition between the two groups

Group	N	Mean	Std. Deviation	t-Value	Sig. (2-tailed)
Case Group	25	9.40	3.719	1.044	.302
Control Group	25	8.24	4.126		(N.S)

To determine the effectiveness of the treatment on subjects' vocabulary acquisition, participants' post-test results were analyzed.

As shown in Table (4-6), the mean score of the experimental group was (13.80) with SD (3.014) while the control group's mean score was (11.64) with SD of (3.463). The Sig. (2-tailed) was (.023) which is considered statistically significant at (0.05) level of confidence.

Based on these results, it is clear that there is a significant difference in post-tests scores between the experimental and the control group, favoring the experimental group. As shown in the table below, the value of the Sig. (2-tailed) is less than .05 which proves to be statistically significant. Thus, the second hypothesis of this study: There will be no statistically significant difference in vocabulary acquisition as a result of reading between the mean scores of the participants who will complete cooperative-online synchronous activities (the experimental group) and those who will not (the control group), can be rejected.

Table 4-6

t-test: for the difference in the post-test of vocabulary acquisition between the two groups

Group	N	Mean	Std. Deviation	t-Value	Sig. (2-tailed)
Case Group	25	13.80	3.014	2.353	.023
Control Group	25	11.64	3.463		(0.05)

Paired sample tests were also applied to the pre- and post-tests of the two groups. For the experimental group, the analysis of the pre- and post-tests as shown in Table (4-7) revealed that the value of the Sig. (2-tailed) was (.000). As this score was less than (.01), one concludes that there is a statistically significant difference in subjects' level in vocabulary acquisition in their pre- and post-tests favoring the post-test.

Table 4-7

t-test: paired samples test for the difference in vocabulary acquisition between the pre & post for ca se group

Test	Mean	N	Std. Deviation	Paired Differences		t-Value	Sig. (2-tailed)
				Mean	Std. Deviation		
Pre	9.40	25	3.719	-4.40	2.769	7.945	.000
Post	13.80	25	3.014				(0.01)

As for the pre- and post-tests of the control group, the analysis showed significant difference favoring the post-test. Table (4-8) below revealed that the value of the Sig. (2-tailed) was (.000) which proves to be statistically significant.

Table 4-8

t-test: paired samples test for the difference in vocabulary acquisition between the pre & post for the control group

Test	Mean	N	Std. Deviation	Paired Differences		t-Value	Sig. (2-tailed)
				Mean	Std. Deviation		
Pre	8.24	25	4.126	-3.40	2.677	6.350	.000
Post	11.64	25	3.463				(0.01)

4.3. Attitude and Motivation

4.3.1. Motivation to Read in the Target Language

The third research question asks: To what extent, if any, will the subjects' motivation to read more be after undergoing the treatment?

To answer this question, data was collected through subjects of the experimental group responding to the questionnaire statements. The questionnaire (Appendix D) aimed to find out how motivated the subjects became to reading in English upon the completion of the treatment period.

The range was calculated for the scale where the range = $5-1=4$. By dividing the range by the number of categories (5), the result would be $4/5= 0.80$ which represented the length of each category of the five scales. Then the length of the category was added to the lowest grade of the scale which is the number (1). So the first category was $(1+.80= 1.08)$ (Dörnyei, 2003, P 96). This process was applied to the rest of the categories (see Table 4-9).

Table 4-9

Range of scale used for analyzing the results of the questionnaires

Strongly disagree	0- 1.80
Disagree	> 1.80 to 2.60
Neutral	> 2.60 to 3.40
Agree	>3.40 to 4.20
Strongly agree	> 4.20 to 5.00

The following table shows the number of responses, the percentage and the mean score out of five.

Table 4-10

Frequency distribution of study sample according to their response to motivation items

	Statements	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean	SD
		No	%	No	%	No	%	No	%	No	%		
1	Reading with my friends online encourages me to read more.	10	40.0	9	36.0	5	20.0	-	-	-	-	4.2	0.8
2	Discussing reading texts with others makes me want to know more about what I read.	11	44.0	10	40.0	4	16.0	-	-	-	-	4.3	0.7
3	I find studying English reading so much fun.	11	44.0	8	32.0	3	12.0	3	12.0	-	-	4.1	1.0
4	I would like to read more English.	13	52.0	10	40.0	2	8.0	-	-	-	-	4.4	0.7
5	I look forward to the next online reading session.	9	36.0	7	28.0	4	16.0	2	8.0	1	4.0	3.9	1.2
6	I don't enjoy reading English.	2	8.0	3	12.0	9	36.0	10	40.0	-	-	3.5	1.3
7	I read a lot of English whether I like it or not.	4	16.0	8	32.0	7	28.0	2	8.0	2	8.0	3.4	1.2

Statements	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean	SD		
	No	%	No	%	No	%	No	%	No	%				
8	After reading English I am very interested in what I read.		7	28.0	12	48.0	3	12.0	1	4.0	2	8.0	3.8	1.1
9	I like reading hard challenging texts.		7	28.0	10	40.0	3	12.0	4	16.0	-	-	2.8	1.0
10	I like when the questions on texts make me think.		4	16.0	9	36.0	5	20.0	4	16.0	2	8.0	3.4	1.2
11	I like to read to learn new information about topics of interest		16	64.0	5	20.0	4	16.0	-	-	-	-	4.5	0.8
General mean											3.72	0.75		

The questionnaire above contains 11 items set to check subjects' level of motivation to read in the target language. Below is detailed explanation of each statement.

Statement No. 1 aims to reveal if subjects of the experimental group were encouraged to read English through CSCMC. The mean score of this statement was (4.2) which when compared to the scale table (4-17) indicates agreement with the statement.

Statement No.2 is set to find out if subjects of the experimental group wanted to know more about the text they read through chat discussion with their friends. The mean score here was (4.3) which means agreement with the statement.

Statement No.3 aims to determine subjects' feeling towards English reading after undergoing the treatment. The mean score was (4.1) which is an agreement with the statement.

Statement No.4 is to find out if subjects would like to read more in English. The mean score was (4.4) which is an agreement with the statement.

Statement No. 5 is set to find out if subjects were anticipating doing reading in their next CSCMC session. The mean score was (3.9) which is a score for an agreement.

Statement No. 6 is a negative statement set to find out how valid the subjects' responses were. If subjects of the experimental group agreed with this item then it contradicts their responses to the previous items 1-5, and thus makes their responses questionable. And since the statement is a negative one then the scale is reversed as follows:

Strongly Disagree = 5

Disagree = 4

Neuter = 3

Agree = 2

Strongly Agree = 1

This means that the more disagreement the statement gets the more positive the result is. The mean score was (3.5) which is in favor of the disagreement response.

Statement No.7 aims to determine the subjects' willingness to read English regardless to their feeling toward the text. The mean score was (3.4) which proves agreement to read in English despite what they like or dislike to read.

Statement No. 8 is to identify how interested the subjects were after reading. The mean score was (3.8) which indicates agreement. Subjects do show interest in what they read.

Statement No. 9 is set to reveal if the subjects after undergoing the treatment would read hard text. The mean score was (2.9) which means neuter response.

Statement No. 10 is set to reveal if questions that check comprehension are likable. The mean score was (3.4) which is a neuter response. Subjects are unable to decide whether they like reading questions that involve thinking.

Statement No. 11 is to check subjects' desire to read more about things they like. The mean score was (4.5) which is an agreement on the statement.

To calculate the percentage of the questionnaire responses, first, the mean score of each statement is compared to the scale measure provided in Table (4-17), then, the number of statements that indicate general agreement are add together and divided on the number of statements the questionnaire had, multiplied by 100. The same thing is done to neuter and general disagreement statements.

By doing so, it can be seen that 73% of the subjects agreed that they were motivated to read in English after undergoing the treatment. The analysis of subjects' responses indicated that items 1, 2, 3, 4, 5, 6, 8 and 11 all scored above (3.40) which meant that the subjects were motivated. 27% of subjects' responses were undecided for the items mean scores were > (2.60) to (3.40).

In addition, the grand mean score as stated in the table above was (3.72) which when compared to the scale measures supports that the subjects were motivated to read in the target language after undergoing the treatment.

4.3.2. Attitude towards CSCMC

The results of the questionnaire were used to answer the fourth question of this study: To what extent, if any, will the subjects' attitude towards cooperative-online learning be after implementing the technique in the reading course?

The same range of scale (see Table 4-11) was used to analyze subjects' responses in the questionnaire. The questionnaire contained 19 items designed to determine subjects' attitude towards cooperative-online synchronous learning as a supplement technique to improve their reading performance.

Table 4-11

Frequency distribution of study sample according to their response to attitude items

Statements	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean	SD
	No	%	No	%	No	%	No	%	No	%		
1) I have a computer at home that is connected to the Internet.	19	76.0	5	20.0	1	4.0	-	-	-	-	4.7	0.5
2) I sign in with my group members on time and meet the requirements of the task.	14	56.0	6	24.0	4	16.0	1	4.0	-	-	4.3	0.9
3) I like working together with other students during online reading activities.	15	60.0	8	32.0	2	8.0	-	-	-	-	4.5	0.7
4) I would rather work alone on the online reading activities.	3	12.0	3	12.0	5	20.0	8	32.0	6	24.0	3.5	1.3
5) Working with other students online helps me stay on task.	9	36.0	14	56.0	2	8.0	-	-	-	-	4.3	0.6
6) I like helping others to stay on task when working together on online reading activities	13	52.0	10	40.0	1	4.0	-	-	-	-	4.5	0.6
7) I enjoy explaining things to other students on the chat room when doing reading activities online	12	48.0	11	44.0	2	8.0	-	-	-	-	4.4	0.6

Statements	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean	SD
	No	%	No	%	No	%	No	%	No	%		
8) Working with others online helps me understand much of the reading text.	15	60.0	7	28.0	2	8.0	1	4.0	-	-	4.4	0.8
9) I like the way we participate and comment on the reading text.	10	40.0	11	44.0	4	16.0	-	-	-	-	4.2	0.7
10) Discussing reading with other students helps me learn.	10	40.0	11	44.0	3	12.0	1	4.0	-	-	4.2	0.8
11) I learn a lot and understand better from what other students have to say.	7	28.0	12	48.0	6	24.0	-	-	-	-	4.0	0.7
12) I like presenting my knowledge when discussing a reading text.	9	36.0	12	48.0	2	8.0	1	4.0	-	-	4.2	0.8
13) Other students encourage me to express my ideas.	5	20.0	9	36.0	9	36.0	2	8.0	-	-	3.7	0.9
14) I feel more like asking questions when working in a small group.	8	32.0	7	28.0	8	32.0	1	4.0	-	-	3.9	0.9
15) I enjoy doing online reading activities after school hour.	10	40.0	5	20.0	6	24.0	3	12.0	1	4.0	3.8	1.2
16) Being online with my group members makes the task easy to accomplish.	9	36.0	15	60.0	1	4.0	-	-	-	-	4.3	0.7

Statements	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean	SD
	No	%	No	%	No	%	No	%	No	%		
17) Being online with my friends helps me be better reader.	9	36.0	7	28.0	7	28.0	2	8.0	-	-	3.9	1.0
18) The amount of time spent online to read improves my reading skills.	13	52.0	9	36.0	2	8.0	-	-	-	-	4.5	0.7
19) I find it easy to follow up with the communication held online	10	40.0	13	52.0	2	8.0	-	-	-	-	4.3	0.6
Total mean											4.08	0.36

The questionnaire above aims to determine the experimental group's attitude towards CSCMC. It includes 19 items described as follows:

Statement No.1 aims to find out if all subjects have the tools necessary for the treatment. This statement is used to eliminate the notion that disliking CSCMC is due to the absence of essential equipments (i.e. a computer device and an Internet connection). For this statement 19 strongly agreed that they got the required tools, 5 agreed and 1 undecided. The mean score of this item was (4.7) which indicates agreement on being prepared with the devices needed for the treatment.

Statement No.2 is used to determine the level of commitment the subjects had towards their group members and the assigned activities. The mean score of the item was (4.3) which reveals agreement on commitment.

Statement No. 3 aims to find out how much the subject like cooperative-online learning. The mean score was (4.5) which expresses likeness to CSCMC.

Statement No. 4 is used to verify subjects' response to item No. 3. This means if the subjects of the experimental group did like doing CSCMC, they should disagree on item No. 4; otherwise, the subjects' responses would be invalid. Of course for this item the scale had to be reversed, that is, the strongly disagree response should be given the highest grade 5 while strongly agree get the lowest grade 1. This is because the more the subjects disagree on Item No. 4, the more favorable CSCMC would be. This item scored (3.5).

Statement No. 5 is to determine if CSCMC was helpful. The item here scored (4.3) which is agreement on the statement.

Statements No. 6, 7 and 13 aim to find out if subjects like helping one another and not just being helped to complete the tasks. Item No. 6 scored (4.5), item No. 7 scored (4.4), and item No. 13 scored (3.7). All three scores indicate agreement.

Statements No. 8, 10, 11 and 16 are to discover if the subjects comprehend better, learn more and finish faster through CSCMC. Item No. 8 scored (4.4), item No. 10 scored (4.2), item No. 11 was (4.0), and item 16 was (4.3). All these scores indicate agreement.

Statements No. 9, 12 and 15 are to check their likeness to the way things are done (i.e. how they do the activities), their amount of enjoyment and their willingness to participate to complete the tasks. Item No. 9 scored (4.2), item No.12 scored (4.2), and item 15 scored (3.8). All scores reveal agreement.

Item No. 14 is used to see if subjects were expressing more ease in asking for help when working with group members. This item scored (3.8) which indicates agreement.

Items No. 17 and 18 are to find out if CSCMC helps subjects to improve their reading skills. The scores here were (3.9) and (4.5) which mean agreement.

Item No. 19 is used to determine if doing reading through CSCMC was easy to carry out. The item scored (4.3) which means agreement.

To arrive at the percentage of this questionnaire responses, the same procedure of calculation used on the motivation questionnaire was applied here. The analysis of attitude toward cooperative-online synchronous learning revealed that 100% of the subjects responded positively to the implementation of this technique as a supplement to improve their reading performance. Subjects of the experimental seem all to be in favor of CSCMC.

The general mean score which is (4.08) also showed that the overall attitude towards CSCMC is positive.

4.4. Discussion of Results

The first finding in the study revealed that the experimental group outperformed the control group in their reading performance regarding the reading comprehension part. This difference in students' performance can be justified on the grounds that the experimental group carried out cooperative-online synchronous activities as a supplement material completed after school hours. This technique (i.e., CSCMC) seems to have improved subjects' reading comprehension level in the target language.

As for vocabulary acquisition, the results showed that both groups: experimental and control, improved in their post-tests. However, the post-measure of vocabulary acquisition between the two groups showed that the subjects of the experimental group improved with statistically significant difference when compared to the control group. The fact that both groups progressed in their vocabulary post-test might be due to the Vocabulary 1, a course that all level one students have to take. Nevertheless, since the experimental group showed statistically significant difference over the control group, it is indicative that the development may be due to the completion of cooperative-online synchronous activities as a supplement material.

The findings stated above can be used to reject the first and second null hypotheses of the study. Clearly, the implementation of cooperative-online synchronous learning enhanced subjects' reading performance in both comprehension and vocabulary acquisition.

Participants in the experimental group showed significant improvement in their reading comprehension and vocabulary acquisition upon the completion of CSCMC.

In recalling the findings of previous studies, it can be seen that CSCMC supports the assumption that CLL and online learning do improve reading performance. According to Chen (2007), CLL improved students' English language performance (ELP) in reading. The same positive effect was reported by Tran (2007) and Shaaban (2006) who both acknowledged that CLL helped learners to promote their vocabulary and reading comprehension. As for online learning and its influence on reading ability, studies by Cook (2006) and Al-rajhi (2004) revealed that the use of the internet can improve learners' reading skill. Al-Jarf, as stated previously, proved in her study that online learning contributed to the development of subjects' reading skills in English.

All in all, since CLL and online learning affected learners' reading ability positively, it is possible to say that the combination of such positive techniques would yield off the same positive influence if not greater which is proved in this study findings.

Regarding the third finding, analysis of the attitude questionnaire indicated that subjects of the experimental group had a positive attitude towards CSCMC. Students seem to agree that completing reading tasks online with their group members helped them improve their reading performance. Based on this, the third hypothesis can be accepted. It is apparent that students do respond positively to CSCMC.

In relation to previous studies, Alhaidari (2006) reported in his work that subjects who carried out reading tasks cooperatively showed positive attitude towards this technique. This notion can be extended to include findings of Al-rajhi (2004). He wrote that subjects engaged

in doing extensive reading through the internet displayed “positive attitude and successful experiences with internet reading” (P. 100).

Based on what is stated above, it is obvious that learners’ response positively to CLL and online learning. Therefore, the integration of such favored techniques would result of similar likeness. In other words, previous works support the third finding of this study.

In response to the fourth question, the study revealed that subjects undergoing the treatment were motivated to read more in the target language. As such, the fourth hypothesis can be accepted. The implementation of cooperative-online synchronous learning as a supplement material in the reading class seems to have motivated the participants to read in English.

Results reported by Shaaban (2006), Chen (2005) and Jacobs (2000) showed that CLL increased subjects motivation to read in English. The same positive finding was stated by Al-Jarf (n.d.). In her study, Al-Jarf indicated that reading online motivated subjects to read in English. This reveals that cooperative and online learning when used as a teaching technique motivated learners to read in the target language.

Although these positive findings were related to each learning technique separately, one can easily conclude that mixing the two together: CLL and online learning would lead to the same positive effect: motivation to read in English, and this was discovered in the finding of this study.

In summary, the results obtained from this study and the findings of other studies in relation to the topic all came in favor of CSCMC. Cooperative-online synchronous learning seems to have improved students’ reading performance. This approach to learning also appears to be generally accepted by learners. Additionally, CSCMC has enhanced subjects’ motivation to read in the target language. Thus, the first two hypotheses of this study can be

rejected while the other two can be retained. CSCMC has a positive impact on subjects' reading performance and their attitude and motivation to read.

Chapter 5

Summary, Implications and Suggestions

5.1. Introduction

This chapter contains a summary and an overview of the findings in the previous chapter. Also, it presents the theoretical and pedagogical implications based on this study. The last two sections of the chapter conclude with the limitations and some suggestions for further research.

5.2. Summary

The general purpose of this study was to determine whether the use of cooperative-online synchronous learning with freshman English translation female students at COLT, KSU would enhance their reading performance as measured by their abilities in comprehension and vocabulary. The study also sought to measure students' attitude towards CSCMC and motivation to read in English. To accomplish such purpose, four hypotheses were to be tested. These include:

1. There will be no statistically significant difference in reading comprehension between the mean scores of the participants who will complete cooperative-online synchronous activities (the experimental group) and those who will not (the control group).
2. There will be no statistically significant difference in vocabulary acquisition as a result of reading between the mean scores of the participants who will complete cooperative-online synchronous activities (the experimental group) and those who will not (the control group).

3. Participants who will complete cooperative-online synchronous activities on reading performance will show no motivation to read more in the target language.
4. Participants who will complete cooperative-online synchronous activities on reading performance will show no positive attitude towards cooperative-online synchronous learning.

For the purpose of the study, a quasi-experimental research design in the form of non-equivalent control group design was carried out. The experiment lasted for eight weeks in which two intact groups from freshman English female students at COLT were chosen as the control and experimental groups. During the experiment, subjects of the experimental group (25 students) completed the cooperative-online tasks designed to improve their reading performance as a supplement material after school hours. The control group (25 students), on the other hand, did not carry out any additional activities. To control as many variables as possible, the number of classes per week, duration of each class, syllabus, the text book to be used in class, teacher, and components to be taught were all the same in both groups.

In order to test the previously stated hypotheses, three quantitative tools for data collection were used to compile the findings of the study. For starters, a pre- and a post-test were administered to measure reading performance before and after the treatment. Afterward, two questionnaires were set to measure students' attitude towards CSCMC and motivation to read in the target language.

5.3. Overview of the Findings of the Study

In order to answer the first question of the study and to test the first null hypothesis, a pre- and a post test in reading performance with a section about comprehension were administered to both groups before and after the treatment. Comparisons were then made

between the overall mean scores of the two groups' measures by applying t-test statistics procedures.

The results obtained from the pre-test measures showed that the two groups were equivalent prior to the treatment. However, post-test measures revealed statistically significant difference between the two groups' performance in their reading comprehension in favor of the experimental group. Additionally based on these findings, it was clear that the first hypothesis can be rejected. Cooperative-online synchronous learning did have a positive effect on the subjects undergone the treatment.

Concerning the second research question and the second null hypothesis, pre- and post-tests on reading performance with a section on vocabulary acquisition were also given to all subjects of the study before and after the treatment. Descriptive statistics including a t-test was applied to the test scores.

Calculated results indicated statistically significant difference in the reading performance regarding vocabulary acquisition between the two groups' measures favoring the experimental group. Subsequently, it is obvious that the second null hypothesis can also be refuted. CSCMC did improve subjects' performance in vocabulary acquisition.

As for the third question and the third directional hypothesis, a questionnaire about motivation to reading in English was given to subjects of the experimental group after undergoing the treatment.

Results based on frequency distribution of subjects' responses showed that 64% of the experimental group students agreed that they became motivated to read in English after the completion of the CSCMS activities. As such, the third hypothesis can be accepted. Obviously, CSCMC did motivate subjects involved in the treatment to read more in English.

Regarding the fourth question and the fourth directional hypothesis, an attitude questionnaire was given to subjects of the experimental group after completing the treatment.

Findings showed that 95% of the experimental group students had a positive attitude towards CSCMC. Support is thus gained for the fourth hypothesis. Students accepted CSCMC as a means of learning and improving reading performance.

All in all, the results of the study did show that cooperative-online synchronous learning can positively affect subjects' reading performance, their attitude towards CSCMC and motivation to read in English.

5.4. Implications of the Study

Based on the results of the present study, several theoretical and pedagogical implications are provided.

5.4.1. Theoretical Implication

This study empirically illuminated the important aspect of interaction among learners. This may encourage language teachers to consider the incorporation of current teaching approaches, such as, cooperative language learning with synchronous online communication channels. With such innovative techniques, teachers can provide an ongoing interactive environment to their various English language courses.

5.4.2. Pedagogical Implications

First, using CSCMC had a positive impact on subjects' performance in reading comprehension and vocabulary. Students benefiting from CSCMC in foreign language learning suggests that increased use of this medium may not disadvantage any group of students. In other words, CSCMC can be used as an equalizer in terms of participation. Shy and less-verbal students who are usually quiet during face-to-face interactions participate in chat sessions as actively as their counterparts.

Second, incorporating CSCMC in foreign language classroom is motivating, and it can be most useful especially when interaction in the target language is limited (e.g., foreign language environments). Third, CSCMC can be used to bridge the gap between class input and home practice.

5.5. Limitations of the Study

The main limitations in this study included (a) a brief treatment time, (b) a small number of classes, (c) subjects were freshmen female COLT students, and (d) the focus of the study was on improving the English reading skill. These limitations may make it difficult to generalize results beyond this study. Future research on this topic is suggested and specific recommendations to ameliorate these limitations are presented in the section below.

5.6. Suggestions for Further Research

The present study aimed to contribute to the existing body of knowledge in the area of SCMC and cooperative language learning by investigating the effectiveness of CSCMC in developing English reading skill. Since technology advances at an unprecedented pace, it is possible that teachers incorporate various integrative approaches, such as, CSCMC into a regular part of classroom activities. As SCMC and current teaching approaches are used more and more in today's foreign language classrooms, it is necessary to investigate its effect on the development of language learning. The followings are some suggestions that merit further investigation in issues related to this study:

1. The current study lasted for eight weeks (six weeks treatment and two weeks for tests and questionnaires administration). Thus it would be worthwhile to examine the long term effect of the treatment on subjects' reading performance.

2. It would be insightful to investigate the effect of interaction among subjects of different groups carrying out CSCMC. The idea can also be extended to include subjects across universities.
3. It would be useful to examine the effect of the same technique incorporated in this study: CSCMC on different areas of language learning such as listening, grammar, vocabulary and translation.
4. It might be rewarding to investigate the effect of other synchronous tools (e.g., forums and blogs) on developing students' English language performance.
5. It would be insightful to examine and analyze subjects' responses typed during chat sessions. Results of such analysis would help point out some of the students' common weakness and thus target them in the teaching process or in curriculum development.
6. It would be prudent to examine the effect of the same technique: CSCMC on male subjects. This will help in generalizing the findings of this study to include both genders. It will also help to learn more about any difference, if any.

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Appendix A The pre- and the post-test of reading performance

The Birth of the Wheel

1. More than 4,500 years ago, well-to-do Sumerians were wheeling around Ur in donkey-powered carts and chariots. Whether or not their civilization ever reached the point where wives demanded chariots of their own for **shopping** is not known, but archeologists, people who study the cultures of the past, believe that the Sumerians were among the first to possess wheels and wheeled vehicles.
2. No one knows exactly when or how the wheel itself was first used, except that one day long ago a **perceptive** man saw that a disk is capable of turning on a central axis. He then developed his first wheel which did just what all wheels since have done: **it** lessened the friction between an object and the surface beneath it and thereby made **it** much easier to move the object along. The importance of the wheel's discovery was such that no **historian** would be far wrong in claiming that the world began moving toward its present civilization on **Sumerian** wheels.
3. The Sumerians settled on the Plain of Shinar, near the mouths of the Tigris and Euphrates Rivers, after migrating from the north. The plain is part of what is known as the Fertile Crescent, the northern end of the Arabian Peninsula, which was to cradle such famous cities as Damascus, Nineveh, Babylon, Kish and the earliest of all – Ur .
4. At Ur, scholars learned **much** about the Sumerians and what their city must have been like. Remains of **their** writing system reveal that these amazing people **farmed** fields of barley and wheat, used copper for tools and weapons, and traded with far-away peoples in metals, cattle and cloth, as well as developing wheeled vehicles. All of this happened thousands of years before Columbus set sail.
5. Fragments of ancient cultures indicate that the first wheels were probably developed in logical steps. From rollers or logs, which were very likely the first wheel-like devices, solid wheels **evolved**, which were little more than chunks of round tree trunks on a fixed axle. After centuries of bumping and trembling on the **massive**, solid wheels, the hub and spokes defined as long straight pieces of metal connected to the centre of a wheel were introduced, making it possible to construct wheels in sections. As wheels turned faster, **they** wore faster and became uneven. Metal came into common use to **sheath** the axle from the grinding wear of wheel action; then "tires" of wood or copper were devised to stand up better under the rigors of travel.
6. Finer touches were added later. Assyrian wheels were studded with nailheads about 720 B.C., giving the wooden rims a longer life. As men rode further afield, they sought relief from the jounce of **their** vehicles, and they discovered that the higher the wheel, the easier the ride over rough ground. Although Chaldeans 1500 years before had used four wheels on their war chariots, the Persians of 450 B.C. are credited with the first real four-wheeled carriage. Their *haramaxa* not only distributed the weight of loads better but was also a **boon** to passenger comfort. The Greeks introduced wheels of bronze, and the Romans, in keeping with their paved city streets and fine road systems, made great progress in improving the wheel.
7. With the Greeks and Romans came recorded history and the use of the wheel is thereafter a well-chronicled story of further applications and **refinements**. In fact, the wheel became so much a part of everyday life that people soon forgot **its origin** in the Middle East, where a Sumerian put together a **contrivance** of wood or stone, and, finding that it would roll along quite nicely, decided that it might be a handy thing to have **around**.

[1] **Circle the letter of the main idea of the whole reading passage.**

- a. The Sumerians were the first to develop and use the wheel.
- b. The invention of the wheel goes way back to ancient civilizations.
- c. The wheel was put to many functions in the past.
- d. The wheel was developed, used and improved through out time.

[2] **What is the topic of paragraph No. 2?**

- a. How Wheels Work
- b. The Origin of the Wheel
- c. The Importance of the Wheel
- d. How Sumerians Used the Wheel

[3] **What is the topic of paragraph No. 5?**

- a. The Assyrian wheels
- b. What Haramaxa Did
- c. The Bronze Wheel
- d. Improvements of the Wheel

[4] **Circle T for True and F for False statements.**

- | | | |
|---|---|---|
| 1. The Sumerians lived in Shinar. | T | F |
| 2. Ur was the earliest city in the history of the world. | T | F |
| 3. The first wheels were made out of metal disks. | T | F |
| 4. Ridding in a wheeled vehicle was found to be smoother if the vehicle had a large axle. | T | F |
| 5. The origin of the wheel remains unknown up to now. | T | F |

[5] **Circle the correct letter that completes each sentence.**

1. Wheels function...

- a. to make transportation possible.
- b. by lessening the friction between an object and the surface.
- c. by moving objects with a rolling rather than a dragging motion.
- d. by employing the principle of centrifugal force.

2. Not mentioned as achievement of the Sumerians was...

- a. the use of copper of tools.
- b. the irrigation of farm lands.
- c. the use of wheeled vehicles.
- d. the development of windmills to pump water.

3. The Assyrians studded their wheels with nailheads...

- a. to decorate their wheels.
- b. to make the wheels last longer.
- c. to make the wheels turn more easily.
- d. to make them fit for war.

4. The first four-wheeled war chariots were those of the...

- a. Carthaginians
- b. Chaldeans
- c. Sumerians
- d. Greeks

[6] **Circle the letter that has the same meaning of each word as used in the text.**

1. perceptive (see para. 2)

- a. discerning
- b. cordial
- c. unpleasant
- d. educated

2. evolved (see para. 5)

- a. wobbled
- b. cracked
- c. rolled
- d. developed

3. massive (see para. 5)

- a. odd
- b. clumsy
- c. huge
- d. strong

4. sheath (para 5)

- a. extend
- b. cover
- c. strengthen
- d. harden

5. boon (see para. 6)

- a. curse
- b. stop

- c. loss
- d. benefit

6. refinements (see para. 7)

- a. damages
- b. advantages
- c. experiments
- d. improvements

7. origin (para 7)

- a. trial
- b. end
- c. beginning
- d. usefulness

8. contrivance (see para. 7)

- a. shack
- b. invention
- c. box
- d. growth

[7] Give the definition of the following words as used in context.

- 1. archeologists (para 1)
- 2. the hub and spokes (para 5)
- 3. haramaxa (para 6)

[8] What does each pronoun refer to.

- it (para 2) it (para 2) their (para 4).....
- they (para 5) their (para 6) its (para 7)

[9] Circle the letter that identifies the correct part of speech of each given word as used in the text.

1. The word shopping (para 1) is...

- a. noun
- b. verb
- c. adjective
- d. adverb

2. The word historian (para 2) is...

- a. noun
- b. verb

- c. adjective
- d. adverb

3. The word Sumerian (para 2) is...

- a. noun
- b. verb
- c. adjective
- d. adverb

4. The word much (para 4) is...

- a. noun
- b. verb
- c. adjective
- d. adverb

5. The word farmed (para 4) is...

- a. noun
- b. verb
- c. adjective
- d. adverb

6. The word around (para 7) is...

- a. noun
- b. verb
- c. adjective
- d. adverb

Appendix B Test-retest Frequencies

Q1_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a	5	18.5	18.5	18.5
	b	4	14.8	14.8	33.3
	c	3	11.1	11.1	44.4
	d	15	55.6	55.6	100.0
	Total	27	100.0	100.0	

Q2_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a	5	18.5	18.5	18.5
	b	11	40.7	40.7	59.3
	c	6	22.2	22.2	81.5
	d	5	18.5	18.5	100.0
	Total	27	100.0	100.0	

Q3_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	b	5	18.5	18.5	18.5
	c	2	7.4	7.4	25.9
	d	20	74.1	74.1	100.0
	Total	27	100.0	100.0	

Q4_1_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	true	21	77.8	77.8	77.8
	false	6	22.2	22.2	100.0
	Total	27	100.0	100.0	

Q4_2_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	true	20	74.1	74.1	74.1
	false	7	25.9	25.9	100.0
	Total	27	100.0	100.0	

Q4_3_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	true	18	66.7	66.7	66.7
	false	9	33.3	33.3	100.0
	Total	27	100.0	100.0	

Q4_4_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	true	5	18.5	18.5	18.5
	false	22	81.5	81.5	100.0
	Total	27	100.0	100.0	

Q4_5_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	true	11	40.7	40.7	40.7
	false	16	59.3	59.3	100.0
	Total	27	100.0	100.0	

Q5_1_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a	6	22.2	22.2	22.2
	b	13	48.1	48.1	70.4
	c	8	29.6	29.6	100.0
	Total	27	100.0	100.0	

Q5_2_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a	7	25.9	25.9	25.9
	b	5	18.5	18.5	44.4
	c	9	33.3	33.3	77.8
	d	6	22.2	22.2	100.0
	Total	27	100.0	100.0	

Q5_3_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a	2	7.4	7.4	7.4
	b	19	70.4	70.4	77.8
	c	6	22.2	22.2	100.0
	Total	27	100.0	100.0	

Q5_4_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a	2	7.4	7.4	7.4
	b	16	59.3	59.3	66.7
	c	7	25.9	25.9	92.6
	d	2	7.4	7.4	100.0
	Total	27	100.0	100.0	

Q6_1_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	3	11.1	11.1	11.1
	B	3	11.1	11.1	22.2
	C	4	14.8	14.8	37.0
	D	17	63.0	63.0	100.0
	Total	27	100.0	100.0	

Q6_2_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	3	11.1	11.1	11.1
	B	3	11.1	11.1	22.2
	C	12	44.4	44.4	66.7
	D	9	33.3	33.3	100.0
	Total	27	100.0	100.0	

Q6_3_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	1	3.7	3.7	3.7
	B	4	14.8	14.8	18.5
	C	13	48.1	48.1	66.7
	D	9	33.3	33.3	100.0
	Total	27	100.0	100.0	

Q6_4_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	1	3.7	3.7	3.7
	B	15	55.6	55.6	59.3
	C	8	29.6	29.6	88.9
	D	3	11.1	11.1	100.0
	Total	27	100.0	100.0	

Q6_5_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a	2	7.4	7.4	7.4
	b	3	11.1	11.1	18.5
	c	5	18.5	18.5	37.0
	d	17	63.0	63.0	100.0
	Total	27	100.0	100.0	

Q6_6_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a	4	14.8	14.8	14.8
	b	8	29.6	29.6	44.4
	c	6	22.2	22.2	66.7
	d	9	33.3	33.3	100.0
	Total	27	100.0	100.0	

Q6_7_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a	1	3.7	3.7	3.7
	b	3	11.1	11.1	14.8
	c	21	77.8	77.8	92.6
	d	2	7.4	7.4	100.0
	Total	27	100.0	100.0	

Q6_8_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a	2	7.4	7.4	7.4
	b	8	29.6	29.6	37.0
	c	12	44.4	44.4	81.5
	d	5	18.5	18.5	100.0
	Total	27	100.0	100.0	

Q9_1_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a	16	59.3	59.3	59.3
	b	9	33.3	33.3	92.6
	c	2	7.4	7.4	100.0
	Total	27	100.0	100.0	

Q9_2_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a	14	51.9	51.9	51.9
	b	1	3.7	3.7	55.6
	c	11	40.7	40.7	96.3
	d	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

Q9_3_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a	9	33.3	33.3	33.3
	b	1	3.7	3.7	37.0
	c	14	51.9	51.9	88.9
	d	3	11.1	11.1	100.0
	Total	27	100.0	100.0	

Q9_4_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a	2	7.4	7.4	7.4
	b	2	7.4	7.4	14.8
	c	11	40.7	40.7	55.6
	d	12	44.4	44.4	100.0
	Total	27	100.0	100.0	

Q9_5_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	b	22	81.5	81.5	81.5
	c	5	18.5	18.5	100.0
	Total	27	100.0	100.0	

Q9_6_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a	5	18.5	18.5	18.5
	b	4	14.8	14.8	33.3
	c	8	29.6	29.6	63.0
	d	10	37.0	37.0	100.0
	Total	27	100.0	100.0	

TOTAL2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.08	1	3.7	3.7	3.7
	2.12	1	3.7	3.7	7.4
	2.23	3	11.1	11.1	18.5
	2.27	1	3.7	3.7	22.2
	2.31	2	7.4	7.4	29.6
	2.35	3	11.1	11.1	40.7
	2.38	3	11.1	11.1	51.9
	2.42	2	7.4	7.4	59.3
	2.46	1	3.7	3.7	63.0
	2.54	3	11.1	11.1	74.1
	2.58	1	3.7	3.7	77.8
	2.62	1	3.7	3.7	81.5
	2.65	3	11.1	11.1	92.6
	2.69	1	3.7	3.7	96.3
	2.73	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

Appendix C

A questionnaire to measure attitude towards CSCMC

Name:

age:

Instruction: Please read each statement and then circle the response that best shows your feeling toward working with other students online to complete reading tasks.

Keys to answer

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
A	B	C	D	E

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1) I have a computer at home that is connected to the internet.	A	B	C	D	E
2) I sign in with my group members on time and meet the requirements of the task.	A	B	C	D	E
3) I like working together with other students during online reading activities.	A	B	C	D	E
4) I would rather work alone on the online reading activities.	A	B	C	D	E
5) Working with other students online helps me stay on task.	A	B	C	D	E
6) I like helping others to stay on task when working together on online reading activities.	A	B	C	D	E
7) I enjoy explaining things to other students on the chat room when doing reading activities online.	A	B	C	D	E
8) Working with others online helps me understand much of the reading text.	A	B	C	D	E
9) I like the way we participate and comment on the reading text.	A	B	C	D	E
10) Discussing reading with other students helps me learn.	A	B	C	D	E
11) I learn a lot and understand better from what other students have to say.	A	B	C	D	E

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
12) I like presenting my knowledge when discussing a reading text.	A	B	C	D	E
13) Other students encourage me to express my ideas.	A	B	C	D	E
14) I feel more like asking questions when working in a small group.	A	B	C	D	E
15) I enjoy doing online reading activities after school hour.	A	B	C	D	E
16) Being online with my group members makes the task easy to accomplish.	A	B	C	D	E
17) Being online with my friends helps me be better reader.	A	B	C	D	E
18) The amount of time spent online to read improves my reading skills.	A	B	C	D	E
19) I find it easy to follow up with the communication held online.	A	B	C	D	E

Appendix D

A questionnaire to measure motivation to read in English

Name:

age:

Instruction: Please read each statement and then circle the response that best indicates your level of motivation to read in English.

Keys to answer

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
A	B	C	D	E

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1) Reading with my friends online encourages me to read more.	A	B	C	D	E
2) Discussing reading texts with others makes me want to know more about what I read.	A	B	C	D	E
3) I find studying English reading so much fun.	A	B	C	D	E
4) I would like to read more English.	A	B	C	D	E
5) I look forward to the next online reading session.	A	B	C	D	E
6) I don't enjoy reading English.	A	B	C	D	E
7) I read a lot of English whether I like it or not.	A	B	C	D	E
8) After reading English I am very interested in what I read.	A	B	C	D	E
9) I like reading hard challenging texts.	A	B	C	D	E
10) I like when the questions on texts make me think.	A	B	C	D	E
11) I like to read to learn new information about topics of interest.	A	B	C	D	E

Appendix E

Motivation and Attitude Questionnaires' Frequencies

Q1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	undecided	1	4.0	4.0	4.0
	agree	5	20.0	20.0	24.0
	strongly agree	19	76.0	76.0	100.0
	Total	25	100.0	100.0	

Q2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	4.0	4.0	4.0
	undecided	4	16.0	16.0	20.0
	agree	6	24.0	24.0	44.0
	strongly agree	14	56.0	56.0	100.0
	Total	25	100.0	100.0	

Q3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	undecided	2	8.0	8.0	8.0
	agree	8	32.0	32.0	40.0
	strongly agree	15	60.0	60.0	100.0
	Total	25	100.0	100.0	

Q4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	16.0	16.0	16.0
	disagree	4	16.0	16.0	32.0
	undecided	7	28.0	28.0	60.0
	agree	6	24.0	24.0	84.0
	strongly agree	4	16.0	16.0	100.0
	Total	25	100.0	100.0	

Q5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	undecided	2	8.0	8.0	8.0
	agree	14	56.0	56.0	64.0
	strongly agree	9	36.0	36.0	100.0
	Total	25	100.0	100.0	

Q6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	undecided	1	4.0	4.2	4.2
	agree	10	40.0	41.7	45.8
	strongly agree	13	52.0	54.2	100.0
	Total	24	96.0	100.0	
Missing	System	1	4.0		
Total		25	100.0		

Q7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	undecided	2	8.0	8.0	8.0
	agree	11	44.0	44.0	52.0
	strongly agree	12	48.0	48.0	100.0
	Total	25	100.0	100.0	

Q8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	4.0	4.0	4.0
	undecided	2	8.0	8.0	12.0
	agree	7	28.0	28.0	40.0
	strongly agree	15	60.0	60.0	100.0
	Total	25	100.0	100.0	

Q9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	undecided	4	16.0	16.0	16.0
	agree	11	44.0	44.0	60.0
	strongly agree	10	40.0	40.0	100.0
	Total	25	100.0	100.0	

Q10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	4.0	4.0	4.0
	undecided	3	12.0	12.0	16.0
	agree	11	44.0	44.0	60.0
	strongly agree	10	40.0	40.0	100.0
	Total	25	100.0	100.0	

Q11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	undecided	6	24.0	24.0	24.0
	agree	12	48.0	48.0	72.0
	strongly agree	7	28.0	28.0	100.0
	Total	25	100.0	100.0	

Q12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	4.0	4.2	4.2
	undecided	2	8.0	8.3	12.5
	agree	12	48.0	50.0	62.5
	strongly agree	9	36.0	37.5	100.0
	Total	24	96.0	100.0	
Missing	System	1	4.0		
Total		25	100.0		

Q13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	2	8.0	8.0	8.0
	undecided	9	36.0	36.0	44.0
	agree	9	36.0	36.0	80.0
	strongly agree	5	20.0	20.0	100.0
	Total	25	100.0	100.0	

Q14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	4.0	4.2	4.2
	undecided	8	32.0	33.3	37.5
	agree	7	28.0	29.2	66.7
	strongly agree	8	32.0	33.3	100.0
	Total	24	96.0	100.0	
Missing	System	1	4.0		
Total		25	100.0		

Q15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	4.0	4.0	4.0
	disagree	3	12.0	12.0	16.0
	undecided	6	24.0	24.0	40.0
	agree	5	20.0	20.0	60.0
	strongly agree	10	40.0	40.0	100.0
	Total	25	100.0	100.0	

Q16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	4.0	4.0	4.0
	agree	15	60.0	60.0	64.0
	strongly agree	9	36.0	36.0	100.0
	Total	25	100.0	100.0	

Q17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	2	8.0	8.0	8.0
	undecided	7	28.0	28.0	36.0
	agree	7	28.0	28.0	64.0
	strongly agree	9	36.0	36.0	100.0
	Total	25	100.0	100.0	

Q18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	undecided	2	8.0	8.3	8.3
	agree	9	36.0	37.5	45.8
	strongly agree	13	52.0	54.2	100.0
	Total	24	96.0	100.0	
Missing	System	1	4.0		
Total		25	100.0		

Q19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	undecided	2	8.0	8.0	8.0
	agree	13	52.0	52.0	60.0
	strongly agree	10	40.0	40.0	100.0
	Total	25	100.0	100.0	

Q2_1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	undecided	5	20.0	20.8	20.8
	agree	9	36.0	37.5	58.3
	strongly agree	10	40.0	41.7	100.0
	Total	24	96.0	100.0	
Missing	System	1	4.0		
Total		25	100.0		

Q2_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	undecided	4	16.0	16.0	16.0
	agree	10	40.0	40.0	56.0
	strongly agree	11	44.0	44.0	100.0
	Total	25	100.0	100.0	

Q2_3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	3	12.0	12.0	12.0
	undecided	3	12.0	12.0	24.0
	agree	8	32.0	32.0	56.0
	strongly agree	11	44.0	44.0	100.0
	Total	25	100.0	100.0	

Q2_4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	undecided	2	8.0	8.0	8.0
	agree	10	40.0	40.0	48.0
	strongly agree	13	52.0	52.0	100.0
	Total	25	100.0	100.0	

Q2_5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	4.0	4.3	4.3
	disagree	2	8.0	8.7	13.0
	undecided	4	16.0	17.4	30.4
	agree	7	28.0	30.4	60.9
	strongly agree	9	36.0	39.1	100.0
	Total	23	92.0	100.0	
Missing	System	2	8.0		
Total		25	100.0		

Q2_6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	10	40.0	41.7	41.7
	disagree	9	36.0	37.5	79.2
	undecided	3	12.0	12.5	91.7
	agree	2	8.0	8.3	100.0
	Total	24	96.0	100.0	
Missing	System	1	4.0		
Total		25	100.0		

Q2_7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	8.0	8.7	8.7
	disagree	2	8.0	8.7	17.4
	undecided	7	28.0	30.4	47.8
	agree	8	32.0	34.8	82.6
	strongly agree	4	16.0	17.4	100.0
	Total	23	92.0	100.0	
Missing	System	2	8.0		
Total		25	100.0		

Q2_8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	8.0	8.0	8.0
	disagree	1	4.0	4.0	12.0
	undecided	3	12.0	12.0	24.0
	agree	12	48.0	48.0	72.0
	strongly agree	7	28.0	28.0	100.0
	Total	25	100.0	100.0	

Q2_9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	16.0	16.7	16.7
	disagree	3	12.0	12.5	29.2
	undecided	10	40.0	41.7	70.8
	agree	7	28.0	29.2	100.0
	Total	24	96.0	100.0	
Missing	System	1	4.0		
Total		25	100.0		

Q2_10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	8.0	8.3	8.3
	disagree	4	16.0	16.7	25.0
	undecided	5	20.0	20.8	45.8
	agree	9	36.0	37.5	83.3
	strongly agree	4	16.0	16.7	100.0
	Total	24	96.0	100.0	
Missing	System	1	4.0		
Total		25	100.0		

Q2_11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	undecided	4	16.0	16.0	16.0
	agree	5	20.0	20.0	36.0
	strongly agree	16	64.0	64.0	100.0
	Total	25	100.0	100.0	

Appendix F

Reading online activities: orientation session

<http://mashael7.tripod.com/index.html>

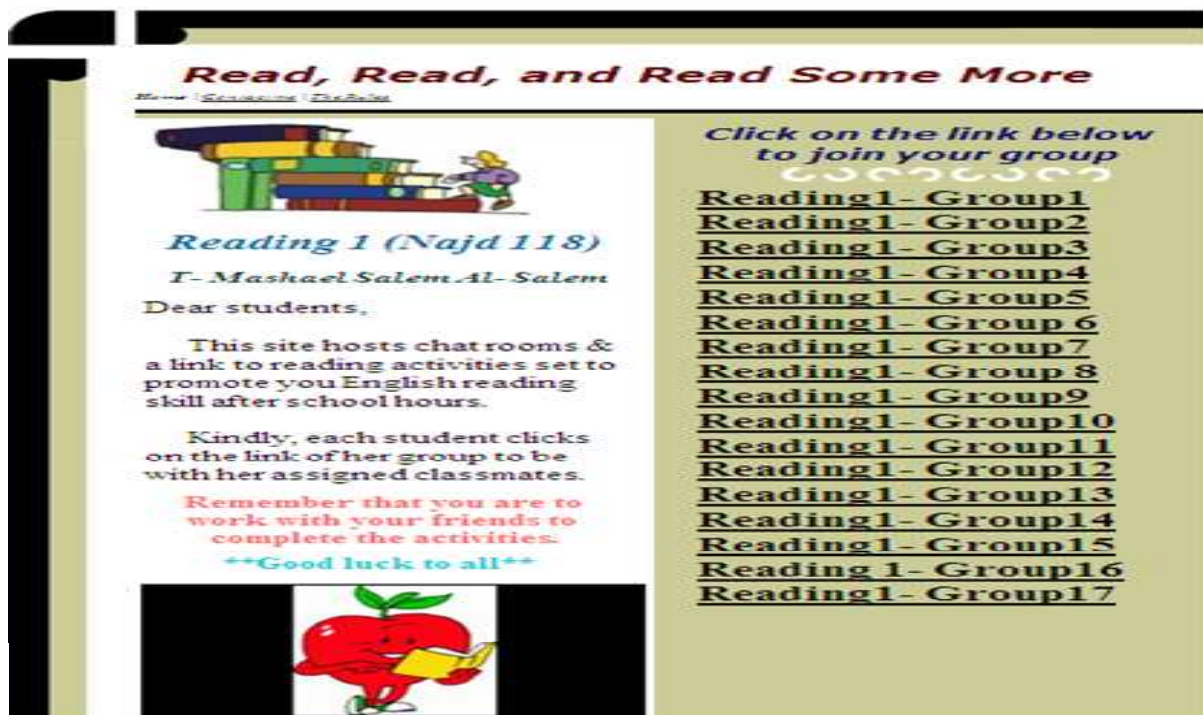
System Requirements:

Computer


Internet connection

Java script download

Adobe flash player



Read, Read, and Read Some More
www.Sayara.com



Reading 1 (Najd 118)
T- Mashael Salem Al- Salem


Dear students,

This site hosts chat rooms & a link to reading activities set to promote you English reading skill after school hours.

Kindly, each student clicks on the link of her group to be with her assigned classmates.

Remember that you are to work with your friends to complete the activities.

++Good luck to all++



Click on the link below to join your group

- [Reading1- Group1](#)
- [Reading1- Group2](#)
- [Reading1- Group3](#)
- [Reading1- Group4](#)
- [Reading1- Group5](#)
- [Reading1- Group6](#)
- [Reading1- Group7](#)
- [Reading1- Group8](#)
- [Reading1- Group9](#)
- [Reading1- Group10](#)
- [Reading1- Group11](#)
- [Reading1- Group12](#)
- [Reading1- Group13](#)
- [Reading1- Group14](#)
- [Reading1- Group15](#)
- [Reading1- Group16](#)
- [Reading1- Group17](#)

Group1

[Home](#) | [Contact me](#) | [The Rules](#)

Take me to reading activities

Your nickname:


Your password (if registered):



Group1

[Home](#) | [Contact me](#) | [The Rules](#)

Take me to reading activities

#Group1: No description provided	1 Users <input type="checkbox"/> X
[1:10] *** You have joined #Group1	 @T-Mashael
[1:10] *** #Group1 End of properties listing	
[1:10] * ChanServ changes modes for #Group1 to +rtns	

• [





Version 6.5.4.1

Please log in

Name:
Password:

Please type your name and click Start,
or click New user if it is your first time.

Please select your screen language:
 ▾

