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Strategy for Developing Literary
Literacy Skills Among Students of
Major English at Faculty of
Specific Education**

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المجلة العلمية المحكمة لدراسات وبحوث التربية النوعية

المجلد الخامس - العدد الأول - مسلسل العدد (٩) - يناير ٢٠١٩

رقم الإيداع بدار الكتب ٢٤٢٧٤ لسنة ٢٠١٦

ISSN-Print: 2356-8690 ISSN-Online: 2356-8690

موقع المجلة عبر بنك المعرفة المصري <https://jsezu.journals.ekb.eg>

البريد الإلكتروني للمجلة E-mail JSROSE@foe.zu.edu.eg

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Abstract

The purpose of this study was to develop the literary literacy skills among the English major students at the Faculty of Specific Education (Zagazig University), adapting a strategy based on cooperative learning. Thus, 60 English major students in the 3rd level were randomly selected and divided into an experimental group (No.30) and a control group (No.30). The present study adopted the a two–group pre–post test design. The two groups were pre–tested. Then, the experimental group was taught using the proposed strategy which was based on the tasks and activities of cooperative learning in order to improve the literary literacy skills. The treatment continued for a month (two periods per week). After that, the two groups were post tested. The findings of the study revealed that there were statistically significant differences between the mean scores of the pre and post application of the test for the sake of the latter. It was also found that there were statistically significant

differences between the mean scores of experimental group and control group in the post application of the literary literacy test as a whole and its sub skills favoring the experimental group. Accordingly, it was concluded that the proposed strategy proved to be effective in developing the necessary literary literacy skills among the experimental group students.

Keywords: EFL at University; literary skills; literacy skills; cooperative learning; Faculty of Specific Ed.; Zagazig University; Egypt

Introduction

Literacy is defined differently by different authors and researchers, To the literacy Development council of New founded, literacy is not limited to reading and writing, it refers to the affective and critical of the language describing people lives, it may shape societies when solving problem. Since There are numbers of definitions the researcher summarizes them as follows:

- Literacy is transmitting from one text to another actively (**Hiebert, 1991**).
- Literacy is a way of thinking and reasoning (**Langer, 1991**).
- Literacy is the ability to construct meaning (Steel man, Pierce and **Koppenhover, 1994**).

Literacy is the knowledge required to perform tasks (National Assessment of Adult Literacy).

David Barton (2009) argued that literacy is above all of a social nature, it is culturally sensitive, and it is always embedded in a specific situation and context. This is why definitions of literacy are so broad and

heterogeneous. It is not just the community the person belongs, but the different contextual dynamics, that influence *literacy events*: the particular activities where literacy plays a role and *literacy practices*: the general cultural ways of utilizing literacy which people draw upon in a literacy event.

“Literature in the Context of Literacy” aims to accomplish several objectives in the domains of both literature and literacy: (Eckert, L.S., 2008).

- Internalizing literary genre characteristics via practical “hand son” activation and creative employment of these characteristics in order to describe a personal emotion or experience;
- Viewing the genre system within a wide perspective through the possibilities of confronting the different genres on the common basis of the thematic framework – “the family”;
- Developing proficiency in reading and writing skills in a structured method in which the learner proceeds from “reading for comprehension” to “reading for writing,” the literary genre text serving as a writing model;
- Turning the teaching of literature and the subject of literary genres into an enjoyable experience both for teacher and pupil.

Language teaching has historically alternated between scholarly and pragmatic approaches. Whereas the former emphasize grammatical analysis and literature study, the latter emphasize communicative skills for personal and professional purposes. Both dimensions of language study are valued but at different levels of the curriculum. Generally aims to

sharpen learners' analytic skills, to improve their ability to express their ideas formally, and to enrich their cultural and literary sensibilities (**Bernhardt, 2007**).

This methodological dissension plays out principally along three axes of difference: classroom language, cognitive demands, and classroom culture.

Beginning and intermediate courses tend to emphasize language use for everyday social interaction, whereas advanced courses tend to stress formal and literary usage. There is an emphasis on meaning at all levels, but at the introductory levels the focus is often limited to elocutionary acts, whereas at the upper end of the curriculum it is illocutionary force and elocutionary effect that are key to understanding. In terms of cognitive demands, beginning and intermediate courses require substantial effort in memorizing and practicing language forms, but they typically do not challenge students' thinking. Instead, they tend to focus on personal opinion and ideas already familiar to the student—what **Robert (1998)** calls "knowledge telling." Advanced-level courses, however, generally prize learners' ability to analyze and synthesize material and to develop, refine, and convincingly express new ideas. In terms of classroom culture, teachers typically strive to create a warm and supportive learning environment in the first two years of language study.

Classroom tasks are often collaborative, involving small group teams to encourage interaction, and focus on the communication of personal thoughts, feeling, and ideas. Students are urged to relax and "be themselves". Advanced-level courses, in contrast, are usually content

based, organized around lecture and discussion about a particular text or subject.

Class activities generally emphasize individual performance in critical discussion and formal oral presentations. Less attention is paid to learners' comfort level, and interaction tends to primarily academic in register. These differences in learning tasks and expectations of personal conduct, along with differences in goals, language, and cognitive demands, contribute to a curricular gap that language learners often find difficult to navigate.

This epistemological, linguistic, cognitive, methodological divide is a significant issue for a number of reasons. First, although it begins as a curricular problem, lack of articulation or coherence between lower and upper, division levels can easily become an enrollment problem if students feel that the instructional emphasis suddenly shifting in ways for which they feel unprepared. Second, it is a political problem when a perceived language--literature dichotomy drives a wedge between faculty members, with those involved primarily in language teaching seen as second--class citizens in relation to their literature colleagues. Third, by extension, it becomes a professional problem when the dichotomy plays into discussions about the role of second language acquisition in language and literature departments (**e.g., Vanpatten, 1999**), affecting hiring, tenure, and promotion decisions nationwide.

What needed is a way to reconcile an emphasis on face-to-face verbal interaction with the development of learners' ability to read, discuss, think,

and write critically about texts in other words, a conceptual framework broad enough to accommodate both of them.

A first step in this direction is to see the textual as enveloped within a larger framework of the communicative (nothing surprising here, but nevertheless a crucial perspective in working toward a program that connects rather than divides beginning and advanced levels of language learning).

The next step is to articulate the bases of connection in a principled way. For this we can draw on the considerable body of scholarship that focuses on relations among reading, writing, and communication—work often labeled as literacy studies. In this article I introduce a particular notion of literacy and discuss its implications for language and literature teaching, (**Blacklege, 2000**)

Accordingly, literacy is not a word commonly used in the context of foreign language teaching; literacy conveys a broader and more unified scope than the terms reading and writing. **Brown (2007)** asserts that literacy facilitates discussion of all the reciprocal relations of readers, writers, texts, culture, and language learning. Moreover, in the context of foreign language teaching, reading and writing are commonly framed as separate skills to be practiced along with the skills of speaking and listening.

Reading represents the skills involved in putting words on paper in prescribed ways in order to produce meaning. This view, while of course partially true, tends to limit reading and writing to straightforward acts of

information transfer. The problem is that this kind of view shortchanges our students at both the lower--division and the upper--division levels.

To shed light on the importance of the literary literacy skills needed to English department students of the faculty of Specific Education, the researcher designed literary literacy checklist and administered to the Jury members to specify the important of literary literacy needed to English Department. After that the researcher administered literary literacy before and after studying a cooperative learning strategy as a pilot study to identify the difficult facing our EFL students at the faculty of Specific Education. It was concluded that, the EFL students seem to be lacking the importance of literary literacy skills necessary for their academic progress, the percentage of the students' response were less than 50% no one of the students reached the percentage of the mastery 85 % in passing the test.

Supported by these results, the cooperative learning could be used with those students. It could be concluded that is useful for a motivating factor for learning. This strategy is believed to enhance students' performance and achievement in various subjects and aspects of the language and producing positive social outcomes.

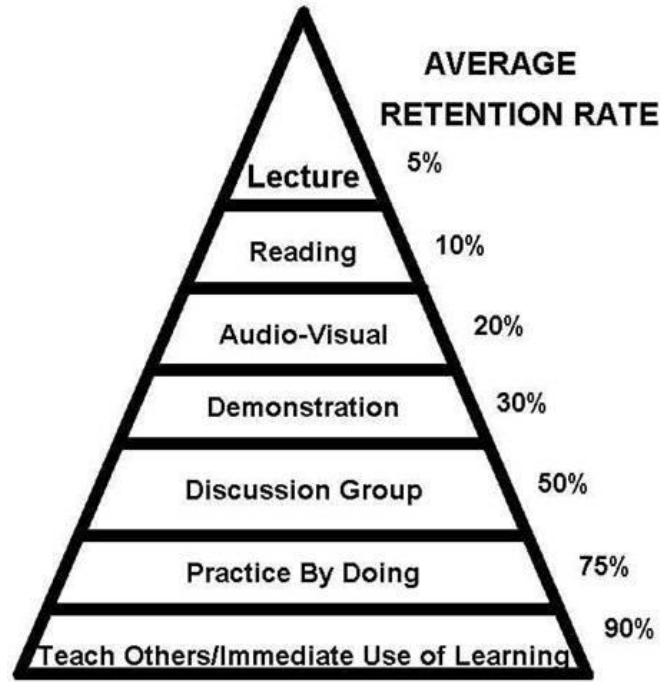
Formal cooperative learning consists of students working together, for one class period to several weeks, to achieve shared learning goals and complete jointly specific tasks and assignments (such as decision making or problem solving, completing a curriculum unit, writing a report, conducting a survey or experiment, reading a chapter or reference book,

learning vocabulary, or answering questions at the end of the chapter) (Johnson *et al.*, 2008).

The use of cooperative learning groups creates certain opportunities that do not exist when students work competitively or individually. In cooperative groups, students can engage in discussions in which they construct and extend conceptual understanding of what is being learned and develop shared mental models of complex phenomena. Group members can hold students accountable to learn, provide feedback on how well they are doing, and give support and encouragement for further attempts to learn.

Students can observe the most outstanding group members as behavioral models to be emulated. It is through discussions in small groups that students acquire attitudes and values (such as the need for continuous improvement). Finally, it is within cooperative groups that students establish a shared identity as members of the university. These, and many other opportunities, are lacking when students learn competitively or individualistically (Smith, 2011).

Cooperative learning techniques are associated with higher retention of knowledge and improved student learning as relected in the Learning Pyramid below (Pascarella, E., & Terenzini, P.T., 2005).



They explained that we learn from lecture 5%, reading 10%, Audio-visual 20%, Demonstration 30%, discussion group 50%, practice by doing 75%, teach others/immediate use of learning 90% .

(Fleder, 2001)

Quiz Studies Show that We Learn:

10% of what we READ

20% of what we HEAR

30% of what we SEE

70% of what is DISCUSSED with others

80% of what we EXPERIENCE personally

90% of what we TEACH

Also he assured that the strategy of cooperative learning consist of the following Strategies:

1. **Carousel Brainstorming:** Post charts on the wall with key questions or ideas at the top. Groups are formed and one person scribes for the group and adds to the chart as they brainstorm. Groups move to a new chart, read other groups' responses and then add to the chart. Teams may use a different color of felt pen.
2. **Card Sort:** Students or teacher can prepare cards with terms on one color and definitions on the other. Students work in teams to find matches.
3. **Circle the Sage:** The teacher polls the class to see which students have special knowledge to share on a topic. Those students become the sages stand and spread out in the room. The teacher divides the remaining students evenly into teams and teams send members to different sages, (so no two members of the same team going to the same sage). The sage explains what they know while the classmates listen, ask questions, and take notes. All students then return to their teams. Each in turn, explains what they learned from their sage.
4. **Four Corners:** Teacher poses a question and gives four potential responses and points to a corner for each one. Students decide which they agree with or would like to discuss move to that corner. They discuss the topic with those who also move to that corner.
5. **Gallery Walk:** After teams have generated ideas on a topic using apiece of chart paper, they appoint a "docent" to stay with their work.

- Teams rotate around examining other team's ideas and ask questions of the docent. Teams then meet together to discuss and add to their information so the docent also can learn from other teams.
6. **Graffiti** – Groups receive a large piece of paper and felt pens of different colors. Students generate ideas in the form of graffiti. Groups can move to other papers and discuss/add to the ideas.
 7. **Human Continuum**: Teacher poses a question or problem and students line up according to their opinion on the answer.
 8. **Jigsaw**: “Home groups” with a small number students are formed. Each group member is assigned a number. Students move to an “expert group” containing others who have the same number. They work on the same sub-section get together to decide what is important and how to teach it. After practice in these "experts" return to the home group and each expert teaches their section of material
 9. **Inside/Outside Circle**: Divide class in half. One group forms a circle facing outward, the others find one person in the circle to stand opposite, so there are two circles of people facing each other. Information can be shared and reviewed, and outer circle can move easily to generate more responses or discuss new information.
 10. **Number Heads Together**: Students sit in groups and each group member is given a number. The teacher poses a problem and all four students discuss. The teacher calls a number and that student is responsible for sharing for the group.

11. **Pass a Problem:** Teacher creates problems for teams to solve and writes or attaches them to envelopes. Teams read the problems, place their solutions in the envelope and then exchange with another team to check their solution and to determine if they solved the problem in a different way.
12. **Round Robin Brainstorming:** Class is divided into small groups with one person appointed as the recorder. An open-ended question is posed and students are given time to think about answers individually. Next, members of the team share responses with one another, round robin style. The recorder writes down the answers of the group members.
13. **Say and Switch:** Partners take turns responding to topics at signaled times. The times will be unpredictable and the person listening must pick up from their partner's train of thought before adding new ideas.
14. **Send a Problem:** Students write a review problem on a card and ask teammates to solve their problem. Teammates solve and the question-writer determines if they have come up with a good solution. Other team members repeat the process.
15. **Talking Chips:** Each student is given a certain number of chips. Each time they talk they must submit a chip, but once their chips are gone they may no longer talk. Students must use all their chips.
16. **Team-Pair-Solo:** Students do problems first as a team, then with a partner, and finally on their own. By allowing them to work on

- problemsthey could not do alone, first as a team and then with a partner, theyprogress to a point they can do alone that which at first they could doonly with help.
17. **ThinkPad Brainstorming:** Requires students to individuallybrainstorm and write down theiranswers on a sheet of paper. Oncethey are all done they are to share their information with a partner or team.
 18. **Three-minute Pause:** Teachers stop any time during a lecture or discussion and give teams three minutes to review what has beensaid, and to ask clarifying questions.
 19. **Three Stay, One Stray:** In a group of four (or could be more), students solve a problem. While they work, they send one member to “stray” to another group to compare teams’ solutions.
 20. **Three-Step Interview:** Partners interview each other then share whatthey have learned with another team of two.
 21. **Think-Pair-Share:** First, individuals think silently about a questionposed by the teacher. Individuals pair up and exchangethoughts. Finally, the pairs share their responses with the whole class.
 22. **Think-Pair-Square:** The same process as think-pair-share, exceptthat partners share with another set of partners before the whole-classdiscussion.
 23. **Two Facts and a Fib:** Students or the teacher write down two factsand one fib, the job of the team is to identify which is which.

24. **Visible Quiz:** Teacher poses questions with multiple choices/responses and students sit in teams and discuss the responses. When the teacher asks, they hold up their answers and may be called on to explain their team's reasoning.

According to **(Hang, 2010)** Cooperative learning strategies have been proven through research to increase student achievement and content literacy in the classroom. When cooperative learning techniques are applied to the classroom setting, the structure of the group becomes important to the overall success of the group. Simply placing students in a group does not constitute a cooperative learning strategy.

In sum, a literacy—based curriculum assumes the primary importance of developing communicative ability in a new language, but it also emphasizes within that general goal the development of learners' ability to analyze, interpret, and transform discourse—and to think critically about how discourse is used to ward various social ends.

In other words, it emphasizes both oral and written communication, but communication that is informed by a met communicative awareness of how meaning is created from relations among language use, contexts of interaction, and larger socio—cultural contexts. Literacy—based curriculum is thus neither purely structural nor purely communicative in nature but instead attempts to relate communicative and structural dimensions of language use.

From what has been aforementioned, one can determine the literacy literary skills:

1. Analyzing the elements of poetry structure;
2. identifying the author's purpose and perspective;
3. forming conclusions;
4. recognizing persuasive devices;
5. supporting point of view;
6. interpreting literary texts;
7. expressing ideas and opinions about literary texts;
8. comparing and contrast literary themes; evaluating the ways in which poetry is presented and represented.

Statement of the problem:

In the light of the previous discussion, it can be concluded that the majority of the EFL students are inefficient in the literary literacy skills; the study is an attempt to form through the twenty four strategies, a cooperative learning strategy based on teaching English to investigate the effectiveness of cooperative learning in developing the EFL students' literary literacy.

The problem of this study can be stated in the following main question:

What is The Effect of a strategy based on Cooperative Learning in teaching English on the development of the EFL students literary literacy skills?

This main question can be sub-divided into the following questions:-

- 1- To what extent are those students proficient in *literary literacy* skills?

- 2- What is the strategy that will be used in developing *literary literacy skills*?
- 3- *a strategy based on Cooperative Learning* is effectiveness in developing *literary literacy skills*?

Hypotheses of Study:

- 1- There are statistically significant differences between the mean scores of the experimental group in their performance of the pre and post application of the literary literacy skills test as a whole and its sub skills favoring the post application.
- 2- There are statistically significant differences between the mean scores of the experimental group and control group in their performance of the post application of the literary literacy skills test as a whole and its sub skills favoring the experimental group.
- 3- The cooperative learning is effective in developing EFL students' literary literacy skills.

Subjects of the study:

- 1- A group of 60 EFL students were randomly selected from Zagazig University, Faculty of Specific Education, to be the control group and the experimental group. In order to make sure that the improvement of students' literary literacy skills is attributed to the effect of teaching by using the suggested cooperative learning, the research attempted to control some variables in order to make sure that both the experimental and control group were equivalent. The variables include:

The learners' age ranged from 19 to 20 years old, all these learners were in English department.

Limitations of the study:

This study is limited to:

1- The EFL students at the Faculty of Specific Education for two reasons:-

(A) The students were chosen in order to develop their motivation in learning and their language proficiency can be enhanced and ongoing for their later study academic years.

(B) The EFL students at the Faculty of Arts and Science are usually prepared to be teachers in various schools, and so they want to know that English is an art and a tool for expressing oneself and cooperating with others.

(2) Students will be better prepared for the use of language because of the need to perform in school and public. The preparation process and performance will facilitate an integrated use of the four language skills especially their writing and speaking skills.

Significance of the study:

The results of this study are hopefully expected to be useful to:-

1- **The student:** Students' motivation in learning can be raised and thus their language proficiency can be enhanced. It is more interesting to learn and use English in different roles.

2- **The teacher:** it may provide teachers with systematic and practical procedures to develop their methods of teaching English language.

Research procedures:

In an attempt to test the study hypotheses, the following will be conducted:-

- 1- Reviewing relevant literature concerning:
 - a- Teaching literary literacy skills necessary for EFL university students.
 - b- The importance of cooperative learning to establish the theoretical formwork of the study.
- 2- Preparing the EFL literary literacy Skills Checklist and give it to Jury members.
- 3- Preparing The EFL literary literacy test and give it to EFL students.
- 4- Choosing the study participants from the faculty of Specific Education and dividing them into experimental and control groups.
- 5- Administering the test before teaching the cooperative learning.
- 6- Teaching the experimental group by the cooperative learning.
- 7- Administering the test after teaching the suggested cooperative learning strategy on the study group.
- 8- Comparing the pre to the post results of the experimental group to conclude the study results.
- 9- **Using a suitable statistical method to measure the effectiveness of cooperative learning in developing EFL students' literary literacy.**

- 10- Crystallizing the study conclusions and recommendations to suggest extra related studies.

Definition of terms:

1- Literacy:

The operational definition : Therefore, in this study, literacy equates to the continuous and creative processing of the written word that occurs in a given situation and in a given context.

2- Cooperative Learning:

The operational definition : in this study cooperative learning is defined as a method of instruction whereby students work cooperatively to perform a task or solve a problem presented by the teacher, emphasizes on four basic principles of cooperative learning which are positive interdependence, individual accountability, equal participation and simultaneous interaction. The absence of any of the elements will lead to a non-cooperative learning situation.

Appendix (1)

Literary Literacy Skills (LLS) Questionnaire in its First Form

DearDr:

Faculty:.....

Position:.....

The researcher is conducting a study entitled "A Cooperative Learning-Based Strategy for Developing Literary literacy Skills Among EFL students, Faculty of Specific Education".

This questionnaire aims at determining the most important literary literacy skills required for junior EFL perspective teachers

You have a list of literary literacy skills to be validated in order to develop the pre and post literary literacy skills test for the current study. You are kindly requested to determine the degree of importance of each literary literacy skill by ticking (√) in front of each skill in the suitable place.

Thank you for your effort and co-operation

The Researcher

Literary Literacy Skills Questionnaire in its First Form

No	Literary Literacy Sub-Skills	3	2	1
		Very important	Important	Less important
1	Gaining cultural, historical and social insight from reading literary texts			
2	Using critical perspectives of different cultural values and norms			
3	Gaining insight into the complexities of languages			
4	Being aware of how cultural practices are reflected in various literary and cultural products			
5	Being aware that words in English are borrowed from a wide range of languages			
6	recognizing the use of basic literary techniques, such as metaphor, and apply them in creative writing			
7	Being aware of the social and cultural framework within which literary texts were written			
8	Using idiomatic expressions in order to convey the main ideas			

No	Literary Literacy Sub-Skills	3	2	1
		Very important	Important	Less important
9	Expanding ability to communicate effectively in written and oral forms and/or to create expression			
10	Determining the literature's interdisciplinary connections			
11	Identifying values, attitudes and beliefs of self and others			
12	Distinguishing between appropriate and inappropriate behavior			
13	Respecting alternative points of view			
14	Expanding his/ her vocabulary			
15	Determining the purpose of the text and the poet's motives	Continue		
16	Understanding that texts are not neutral, that they represent particular views, silence other points of view and influence people's ideas			
17	Identifying the relationship between literature and society			

No	Literary Literacy Sub-Skills	3	2	1
		Very important	Important	Less important
18	analyzing the power of language in contemporary society			
19	Emphasizing multiple readings of texts. (Because people interpret texts in the light of their own beliefs and values, texts will have different meanings to different people.)			
20	Using critical thinking, self expression, empathy and cultural understanding			
21	Providing students with opportunities to consider and clarify their own attitudes and values			
22	Providing students with opportunities to take social action			
23	Interpreting multiple readings of the text			
24	Developing an aesthetic appreciation of how the arts serve and express an increasingly diverse, multicultural, and international society			
25	Using figurative language			
26	Examining meaning within texts			

No	Literary Literacy Sub-Skills	3	2	1
		Very important	Important	Less important
27	Having students take a stance on issues			
28	Questioning and challenging the ways in which texts have been constructed	Conclude		
29	Writing a critical appreciation of a poetic work			

Appendix (2)

The Final Version of the Literary Literacy Skills with their Relative importance in Percentages

No	Literary Literacy Skills	%
1	Using critical perspectives of different cultural values and norms.	93.3%
2	Using idiomatic expressions in order to convey the main ideas.	90%
3	Identify values, attitudes and beliefs of others.	90%
4	Determining the purposes of the texts anti the poet's motives.	86.6%
5	Interpreting multiple readings of the text;	83.3%
6	Using critical thinking, self-expression, empathy and cultural understanding.	83.3%
7	Identifying the relationship between literature and society.	80%
8	Expressing one's feelings anti those of other through poetry.	80%
9	Using figurative language.	80%
10	Writing a critical appreciation of a poetic work.	80%

Appendix (2)

Literary Literacy Skills Test

Dear Professor:

Faculty:

Position:

This test is a part of a study for a PhD. Degree entitled "The Effect of a strategy based on cooperative learning in teaching English literature on the development of the EFL prospective teachers' reflective writing, literary literacy and their awareness of the aesthetic value."

You are kindly required to read the texts, with their questions and give your opinion with regard to the following:

1. The suitability of the poems for the level of the students in terms of language and length.

Yes () To some extent () No ()

2. How sufficient are the items to measure literary literacy skills?

Yes () To some extent () No ()

3. To what extent does each item measure the intended skills?

Yes () To some extent () No ()

Thank you for your effort and co-operation

The researcher

Literary Literacy Test

Name:

Time: 2 hours

Date:

.....

Pre-Post:

Score:/

50

Part One: Reading (25 marks)

Read the following lines, then answer the questions below:

(A)

A tattered coat upon a stick, unless

Soul clap its hands and sing, and louder sing

For every tatter in its mortal address

Questions:

1. In these lines, the poet used (a metaphor – personification – a simile) to describe the old man. **(Choose)(2 marks)**

2. What is the difference between the "metaphor" and the "simile"? **(Answer) (7 marks)**

.....

.....

(B)

The grave's a fine and private place

But none, I think, do there embrace

Questions:

1. Indicate the relationship between these two lines and society. **(Answer)**
(7marks)

.....
.....

(C)

Their eyes mid many wrinkles, their eyes,

Their ancient, glittering eyes are gay.

Questions:

1. The poet used a (verbal- dramatic- situational irony) in these lines.

(Choose) (2 marks)

2. Indicate the poet's feeling through these lines with examples. **(Answer)**

(7 marks)

.....
.....

Part Two: Writing (25 marks)

Read the following lines, then answer these questions:

Shall I compare thee to a summer's day?

Thou art more lovely and more temperate

Rough winds do shake the darling buds of May

And summer's lease hath all too short a date

Sometimes too hot the eye of heaven shines

And often is his gold complexion dimmed;

And every fair from fair sometimes declines

By chance or nature's changing course untrimmed.

Questions:

1- Paraphrase the two stanzas. (5 marks)

.....
.....

2. Write an article about this part of a poem. (5 marks)

.....
.....

3. "Symbol" and "images" are important resource that writers use to take readers beyond literal meanings. (Explain) (5 marks)

.....
.....

4. Define these literary terms with examples: a ballad, alliteration, rhyme, rhythm. (5marks)

.....
.....

5. Write a critical appreciation on this poem. (5 marks)

.....
.....

The Results of the Study

Table (1): Experimental group (No.2) scores and control group (No.1) on the pre application of the literary literacy test as a whole and its sub skills

Group	Measurement	N	Mean	Std.Deviation	T	DF	Sig
Pre test for control and experiment	.00	30	16.3000	2.19953	1.45	58	0.153
	1.00	30	15.4333	2.43088			

As table (1) shows that there are no statistically significant differences between the mean scores of the experimental group (No.2) and control group (No.1) in their performance of the pre application of the literary literacy test as a whole and its sub skills. The result of the present study showed that a cooperative learning in this way proved to be effective.

Hypothesis one :

To test the statistically significance between the mean scores of experimental group and control group in their performance of the pre application of the literary literacy test as a whole and its sub skills, one way t- test has been used to find out whether there are any significant differences. Table 2 shows the results

Table (2): Means, standard deviations and t- values of the control group compared to those of the experimental group on literary literacy pre- test

Group	N	Means	SD	t	DF	Sig
Control	30	16.30	2.19			
Exp.	30	15.43	2.43	1.45	58	0.15

As table 2 shows that there are no statistically significant differences between the mean scores of the experimental group and those of the group in their performance of the pre application of the literary literacy skills test as a whole and its sub skills.

Hypothesis two :

It states that there would statistically significant differences between the mean scores of the control group and those of the experimental group on literary literacy skills post test for the experimental group. t- test was used to examine this hypothesis. Table 3 shows the results.

Table (3): Means, standards deviations and t-value of the literary literacy skills posttest comparing the control group and the experimental group

Group	N	Means	SD	t	DF	Sig
Control	30	44.06	1.99	44.69	85	0.00

Exp.	30	14.90	2.96			
------	----	-------	------	--	--	--

As table three shows, there are statistically significant differences at 0.00 between the mean scores of experimental group and those of the control group in their performance of the post application of the literary literacy test as a whole and its sub skills favoring the post application. The results showed that the experimental group taught through that TELCO strategy outperformed the control one that received no intervention. This proves that using the TELCO has a positive effect on developing literary literacy skills.

Recommendations :

In the light of the present study results, the following recommendations are made:

- 1- The cooperative learning should be used by English language teachers in teaching English language skills.
- 2- The cooperative learning should be looked at as an important strategy which can be used with subjects that provide a lot of information and require students to learn the material in depth.
- 3- It is recommended to implement the cooperative learning with other subjects such as sociology psychology and geology etc.

- 4- The proposed strategy is recommended to be implemented in courses of methodology and applied linguistics at the faculties of Education to EFL students.
- 5- Awareness of the importance of the cooperative learning whether for students or teachers should be raised among students and teachers of English.
- 6- Reflective writing should be taught in an integrated way using the cooperative learning.
- 7- Students should become the center of the learning process should share responsibilities in their learning. Hence, they should be offered opportunities to plan, monitor and evaluate their learning.

Suggestions for further research :

The following areas are recommended to be considered for further research :

- 1- Using cooperative learning strategy in developing students, literary literacyskills in preparatory and secondary stages.
- 2- Implementing cooperative learning strategy in developing other skills such as reading, listening and speaking and question formation.
- 3- Investigating the effectiveness of cooperative learning strategy in increasing students proficiency in English and improving their attitudes towards English language.

- 4- Building similar programs based on cooperative learning strategy for students at different stages (primary, preparatory, secondary and university) for developing English skills (reading, writing and speaking).
- 5- Investigating the effectiveness of some proposed programs based on cooperative learning strategy in the development cooperative learning teachers' writing efficiency.

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الملخص العربي:

الدراسة الحالية هي محاولة للتغلب علي القصور في تدريس مهارات التنوير الادبي إلي جانب تأكيدها علي أهمية دعم طلاب قسم اللغة الانجليزية بالجامعة باستراتيجية التعلم التعاوني لتحسين مهارات تنورهم الادبي لمساعدتهم في طريقة فهم و تخطيط و مراقبة و تقويم تعلمهم.

اقامت الدراسة الحالية مجموعة واحدة لتصميم الاختبار القبلي والبعدي وتم اختيارها عشوائيا وعددها ستون طالبة من قسم اللغة الانجليزية بكلية التربية النوعية جامعة الزقازيق لتشمل

المجموعة الضابطة والمجموعة التجريبية. لقد تلقت المجموعة التجريبية التدريب من خلال الاستراتيجية المقترحة لتطوير مهارات التنوير الادبي في الاختبار القبلي والبعدي الذي تم اعطائه للمجموعة الضابطة والتجريبية قبل و بعد التنفيذ.

بناء علي هذه المهارات تم تطوير الاختبار القبلي البعدي المستخدم و الدراسة المقترحة في ضوء استراتيجية التعلم التعاوني التي تم تدريسها خلال شهر (مرتين في الاسبوع).
الدراسة اظهرت ان:

- توجد فروق ذات دلالة احصائية بين القياسين القبلي والبعدي في اختبار مهارات التنوير الادبي لأفراد المجموعة التجريبية وايضا توجد فروق ذات دلالة احصائية بين درجات الطلاب في مهارات التنوير الادبي في القياس البعدي لأفراد المجموعتين الضابطة والتجريبية.
- كما ان استراتيجية التعلم التعاوني حققت فاعلية في تنمية مهارات التنوير الادبي لدي افراد المجموعة التجريبية. وفقا لي التوصيات والمقترحات المقدمة لبحوث اخري.