EFFECT OF COOPERATIVE LEARNING METHOD ON PROSPECTIVE TEACHERS' WRITING SKILLS: A QUASI EXPERIMENTAL STUDY

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Effect of Cooperative Learning Method on Prospective Teachers' Writing Skills: A Quasi Experimental Study

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Candidate of **Master of Philosophy** at National University of Modern Languages do hereby declare that the thesis "**Effect of Cooperative Learning Methods on Prospective Teachers' Writing Skills: A Quasi Experimental Study**" submitted by me in partial fulfillment of MPhil Degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it should not, in future, be submitted by me for obtaining any other degree from this or any other University or institution.

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DEDICATION

Dedicated to My Beloved Parents, Husband and Kids

ABSTRACT

English language is considered as the main source of communication in verbal as well as in written form. Writing skill is very significant for successful academic achievement but learners face many issues in this skill. Teachers practices different teaching methodologies to helps students in improving writing skill. This present study aimed to explore the effect of cooperative learning method on prospective teachers' writing skill. It investigates the effectiveness of cooperative learning method's element i.e. Positive interdependence, Individual accountability, Promotive interaction, Social skill and group processing on writing skills indicators that are Content, Vocabulary, Grammar, Organization and Mechanics. Objectives of the study were to assess the practices of cooperative learning method for prospective teachers, to assess the level of students' writing skill ability of prospective teachers, to draw the differences in level of prospective teachers' writing skills after treatment (cooperative learning method), to draw the differences in level of prospective teachers' writing skills in retention test. Researcher used quantitative research approach and quasi experimental one group pretest posttest design for present research. By using purposive sampling technique researcher selected twenty-six students of B.Ed. third semester studying in department of Educational Sciences in NUML. Pre-test, Post-test, Observation sheet and Rubrics were the instrument used for collection of data and validation was done by experts of Education and English department. Data collected through instruments were analyzed by employing Paired t test and mean. The finding shows that cooperative learning helped students in improving writing skill and students performed better in post-test as compared to pre-test result. The result of observation sheet indicates that maximum students build their communication skills, motivate each other for learning and modify their learning style to improve their language skill. It is recommended to practice cooperative learning activities in class for improving students learning abilities, confidence and critical thinking skills. Teachers may give presentation on elements of cooperative learning so that students can understand easily and perform well.

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Education is considered as the strongest and powerful instrument for the development of world. In modern time every individual has accepted the importance of Education as it not only helps to improve one's life but also the whole world. Simon McGrath (2010) identified education as an important tool that equip nation with essential skills and help people to participate in national development. Every country has accepted the need of education and made it compulsory for children. Pakistan is not only giving importance to education but tries hard to take necessary measures to provide free education to every child. Language is an essential component for education and every nation wants to teach their kids in their national language. In Pakistan, English language has given too much importance for Education due to its significance in world. English language is considered as international language and as a medium of communication among different nations at international level. It is known a Lingua Franca because it is a global means of communication for all. Dewi (2015) states that people from different cultures, social background, continents and ethnics use English as lingua franca to omit communication gaps. According to Dearden (2018), English is now considered as the medium of instruction for all classes especially for higher education. English is most acceptable and dominant language among others languages for Science subjects as Shamim (2008) states that English is the source for scientific and technological development. Due to its importance in the world Pakistan's Education system focuses on teaching and learning of English as an important subject.

Four skills are important for learning English language that are speaking, reading, listening and writing. Speaking and listening skills are known as the Oracy skills, while reading and writing are known as literacy skills. Writing and reading skills are used to communicate ideas and thoughts. English writing skill is considered as the primary source for world knowledge and it has an effective impact on Education system.

According to Deane (2018) writing is the biggest development of the humans in history. It is the way of sharing knowledge and information to next generations in the world. Writing is the ability to express thoughts and ideas in words on a paper. It is the way of communication with the reader and it is not just about conveying message and ideas but it is the representation of one owns self and learning. Jusman (2014) states writing is a way of communicating observation, and information into visible form so it is easy to share with others. Writing skill is the most precise and tangible type of the language which helps the students to write systematically as Ghaith (2008) explains writing process is a way to explore ideas and thoughts and to make it visible and concrete for the readers. For learning and acquiring the English language, learning of writing skill is important aspect as through effective writing students are able to learn and strengthens their grammar, vocabulary, mechanics and rules of English language. Writing skills helps to fosters the thinking skills and explain the ideas to the world. This skill is an important component as it is considered as the primary base on which student's learning and intellect is judged and marked by the teachers. It is effective way of communication that helps students to convey what they have understood and learn.

Students are weak in their writing skills and considered is as the most challenging and problematic skill. Student's low proficiency in English language and low level of knowledge in vocabulary, grammar, spelling, punctuation results in failure in writing (Karim, 2012).Writing is the most difficult skill to teach among other and considered as the multiplex activity as stated by Ling(2016). Students fail to express their thoughts, ideas and knowledge on paper because student considered writing as a highly complex skill that required organization of ideas, sentence structure, word selection, correct grammar and many more. Alvi, Haider, Aziz & Rehman (2020) observed that students face difficulties in writing because they have poor practice of grammar, less knowledge of vocabulary, inadequate structure of sentence and teacher's unproductive teaching methods.

Teachers are considered as the building block for any educational system. For learning English writing skill teachers play essential part and help their students. Teacher's teaching methods, strategies and techniques have great impact on student's learning.

Larsen-Freeman & Anderson (2011) explains the importance of teaching method as a tool that helps teachers to make the learning process happen smoothly. Teachers play important role in teaching of the writing skills to the students. Educational methods are changing with the passage of time although lecture method is considered as the most dominant method for educational instruction. Teachers are focusing on using such methods that involve active participation of students for learning process and cooperative learning is considered as the best opportunity for students as well as for teachers. In the modern era learning methods are shifting from teacher-centered approach to learner-centered approach. Teacher centered is a conventional approach which focuses on teacher's lecture in which knowledge is presented to students who are passive listener in the class. In present time teachers and educationists are focusing to change the shifts from teacher centered classroom to student centered classrooms. In learner centered classroom, students are actively participating, performing practically with their fellows by collaborating learning methods and engage with full energy. English language trainers provide opportunities for their students to actively participate in learning instead of being passive listener. Teachers used different teaching techniques and methods for teaching writing skill to the students and help to engage them in learning process actively and effectively. These methods include Grammar translation method, Direct- instruction methods, collaboration method and more. Among all these methods Cooperative learning method is most appropriate method for teaching and learning of writing skill. In cooperative learning method teacher divide students in small groups to work with each other with a common goal. Cooperative learning was introduced into American classrooms in the early twentieth century by John Dewey, who observes experience and education as closely associated with each other and explained that people need wide range of cooperative experiences for effective group tasks. It provides suitable and encouraging teaching environment to teach English language skill in supportive situations where social communication is possible for students. (Gomleksi, 2007; Ning, 2011).Students work with each other and help their group mates to achieve the goal. This method creates a learning situation in a classroom and increase motivation and confidence in students. Cooperative learning method is helpful for building problem solving techniques, increase critical thinking and developing positive attitude among

students. Different methods of cooperative learning can be used to teach English language to second language learners as it has different teaching strategies base on the environmental conditions, strength of students, class conditions and course of the subject. (Maloof and White 2005; Şimşek, Doymuş & Karaçöp, 2008). Cooperative learning methods is helpful in teaching writing skills for the learners of English language. It helps teachers to motivate students to take part actively in the process of learning English writing skills. Cooperative learning method builds communication bridge as they can give and receive knowledge while interacting and collaborating with their group fellows. It develops more effective student's understanding related to their academic tasks. (Gillies, 2004). Cooperative learning uses instructional methods for team in which students can mutually work to exploit their own as well as other's learning. Johnson and Johnson (2000) explain cooperative learning method is selection of members in pairs or small groups. Students learn from the task and ensure participation of all the other members and achieve success. Cooperative learning focuses on the learning of individual as well as the success of the group. Students cooperate with each other for learning and promote each other's success. For writing skills improvement teacher introduced cooperative learning method STAD, Jigsaw, Think pair and share for students learning. Cooperative learning is an instructional approach that includes different methods and activities that can be used by the teachers to teach. This method is given too much importance since past years because of its use in almost every area and in every subject. The present research will focus on the practices of using Cooperative learning method for improvement of writing skill of the prospective teachers at graduate level. Writing skill is the most challenging skill among other skills in English. Student loses their interest because of the grammar mistakes, incorrect spelling, limited vocabulary, less number of ideas and wrong mechanics. These problems can be solved by practicing with the friends, peer or group fellows. Cooperative learning method help the learner to work within the group discussed ideas with each other, improves their mistakes and help them to improve themselves and others also. Cooperative learning method is beneficial for prospective teachers as it focuses on positive interdependence and individual responsibility. It also makes students to actively participate in the learning process. Many researchers worked on the effect of cooperative learning methods on the students of elementary and

secondary level. Researchers had used STAD model for their research on cooperative learning. The present research study will use the learning together model by Johnson and Johnson for teaching writing skill indicators that are grammar, content, spelling, vocabulary and mechanics. Present research focused on the prospective teacher studying at graduate level in public sectors universities in Islamabad.

1.2 Rationale of the Study

English language is considered as the most important mean of communication in the world and in Pakistan also. In Pakistan English language is used as an official language in governments and non- governments offices. Education system focused on the teaching of this language but students faced many challenges in learning English as it is their second language. Students have limited vocabulary, lack of knowledge about grammar, lack of confidence and motivation and fear of doing mistakes. One important issue is unavailability of the intense environment that supports the learning of English language.

Khan (2015) highlights the challenges in research study that faced by students for learning English language in Pakistan. Result shows that students were unable to express their thoughts properly in written form. Students were weak in critical thinking and sentence structure. Shiekh (2020) explored many issues in English writing skill of higher secondary students. Researcher found that students lack in knowledge of preposition and punctuation did mistakes in tenses and used wrong sentence structure. Parveen (2021) highlights that for teaching second language grammar is considered as the most important component. Students considered it as most difficult part in language learning. Students did mistakes in grammar, tenses and part of speech.

Sarwat.S, Hafiz M & Mehmood T (2021) conducted a research on issues faced during writing in English language. Researchers randomly selected 155 writing samples of students from eighth grade and interviewed thirty-two English teachers. The collected data was analyzed by using SPSS software. Finding shows that students lose their marks due to English tenses, grammar, insufficient vocabulary, lack of creative ideas and weak sentence structure. Islam M.D (2022) investigate the problems faced by university EFL

learners in speaking English language. Researcher observed that student faced a lot of problems during conversation. Students lack in vocabulary, pronunciation and confidence.

Writing is an essential skill that is compulsory for success in an academic as well as professional life of the individuals. However, many learners feel it is difficult, challenging, time consuming and face struggles with writing. Learners mostly do very basic mistakes in spelling, grammar, punctuation, content, and organization during their written tasks. Drbseh (2019) stated that methodology is the main obstacles in English language learning. He recommended using student centered and interactive teaching learning methods for building students interest and motivation towards language learning.With the rapid development of world new perspective are introduced in Education system. Educationist especially teachers are practicing new teaching methods to involve students in their learning process. Al Musharraf (2020) done a research and found that students performed well when they worked independently and improve their weakness by modifying their learning attitudes. Student centered approach in language learning class builds positive and supportive language learning environment in class. Sami-Al-Mubireek(2021) done an experimental study on the effect of cooperative learning versus Traditional teaching on students' achievement. Results revealed that cooperative learning methods are more effective than traditional teaching method used for language learning.The present research study focuses on the prospective teachers studying at graduate level in Universities in Pakistan. The present research is important as it focuses on the prospective teachers. These teachers will be going to teach students in future and their learning and experiences will help them to be productive teachers in future.

1.3 Statement of the problem

Students show lack of interest in writing due to poor control on English tenses, grammar, less number of ideas, inadequate vocabulary, weak sentences structure and teacher's unproductive teaching methods. Students suffer because of the poor writing skill and lose their marks which affect their results. In most of our schools and universities teachers uses the conventional teaching methods that focused on teacher's

lecture and students are passive learner as they have limited chance of interaction. Students are force to listenonly teachers' lecture for whole class which create bored learning environment. As a result students divert their attention and lose interest. They are unable to produce any academic work properly. In Traditional teaching methods students' critical thinking badly damaged because teachers just focused on memorization. Learners don't use their cognitive ability to produce or write academic work by focusing on grammatical rule, organization of ideas, and language structure to practices the learned material. This effects students' confidence and they feel shy to share their ideas. To overcome these issues and for improving writing skills of the students new methodologies and learner centered environment is practice in class rooms.

The researcher adopts learner centered approach in this present study. The study aimed to highlights the effect of cooperative learning method on prospective teachers' writing skill. Important elements of cooperative learning method focused i.e. positive interdependence, promotive interaction, individual accountability, group processing and interpersonal skills. The indicators of writing skill that are focused in the present research are content, vocabulary, organization, grammar and mechanics. The idea of the present research decide whether cooperative learning methods positively influence student's writing abilities such as improving grammar, vocabulary, content, organization and mechanics.

1.4 Research Objectives

The objectives for the present study were:

1. To assess the practices of cooperative learning methods used for prospective teachers.

    1a. To assess the practices of Positive Interdependence (element of cooperative learning method).

    1b. To assess the practices of Individual Accountability (element of cooperative learning method).

    1c. To assess the practices of Promotive Interaction (element of cooperative learning method).

1d. To assess the practices of Social Skill (element of cooperative learning method).

1e. To assess the practices of Group Processing (element of cooperative learning method).

2. To assess the level of student's writing skills ability of prospective teachers.

3. To draw the differences in level of prospective teachers' writing skills after treatment (cooperative learning method).

4. To draw the differences in level of prospective teachers' writing skills in retention test.

1.5 Research Questions

Q1. What are the cooperative learning methods practices used for the prospective teachers?

Q2. What are the levels of prospective teacher's writing skills using cooperative learning method?

1.6 Research Hypotheses

Researcher use null hypothesis for the present research study:

H_1: There is no significant effect of using Cooperative learning method on prospective teachers' writing skills.

H_2: There is no significant effect of using cooperative learning method on prospective teachers' writing skills in retention test

1.7 Conceptual Framework

There have been many theories supporting cooperative learning for teaching and learning English language. The current research will be based on the Vygotsky theory that explained student's cognitive development and learning can be achieved by their social interaction with the environment and individuals. Vygotsky's work (1978) focused that collaborating with peer helps students and provide benefits because student's

performance can be improved by joint effort done during the group activity. The developmental perspective of Vygotskian theories proved that interaction and collaboration between students for a task or academic goal enhance the learning of the students. Cognitive conflicts among students during group process increase students' higher thinking skills. Vygotsk'stheory Zone of Proximal development explains that student depends on each other to complete their tasks which are unable to complete individually. Researcher will use this theory as a base and conduct a research on Cooperative learning method using "learning together" model given by David Johnson.

Writing skill is the important component of the language learning. Social cognitive writing theory is given by Linda Flower explains that writing is an active process, as social act that can be done by collaborating with the individuals. Writing skill is learn and improved by using collaborative learning method that focused on discussion of ideas, improvement for mistakes and enhance critical thinking among students. Writing skill focuses on content, vocabulary, organization, grammar and mechanics.

Cooperative Learning ⟶ **Writing Skills**

Positive Interdependence   Content

Individual Accountability   Vocabulary

Promotive Interaction   Grammar

Social Skills   Organization

Group Processing   Mechanics

David Johnson and Johnson (2000)   *Yusuf, Jusoh & Yusuf (2019)*
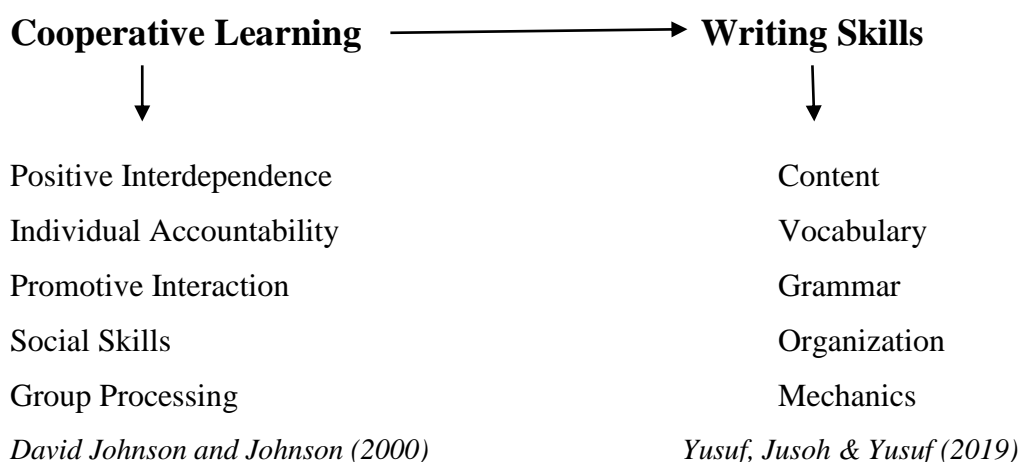
1.8 Significance of the Study

The present research is beneficial in the field of education in Pakistan. It has potential impact on educational practices and student achievement. The findings of the research will be important implications for educators, policy makers and curriculum developers. This study will help policy makers to explore cooperative learning strategies to improve English language skills of the learner's specially writing skills. Curriculum

developers will develop curriculum by integrating new methods and strategies for enhancing students' interest towards language learning.

By conducting this research, researcher is hopeful to contribute to the body of knowledge on effective teaching strategies. Researcher also provides effective recommendations for educators and teachers. This research helps teachers to incorporate cooperative learning methods in teaching writing skill and enhance the learning process, communication skills, social skills and critical thinking skill of the students. This study will also be helpful for students. As they would practices this method for learning and improve their positive interdependence, build positive attitude and relationship with each others, improve their confidence and build analytical thinking skills.

1.9 Methodology

1.9.1 Research Approach

The present research was based on quantitative research approach as the data collected after conducting the experimental study was analyzed by using statistical test. Quantitative research approach is considered as the most systematic way of collecting and analyzing data.

1.9.2 Research Design

The present study used an experimental research design in quantitative approach. The researcher used quasi experiment one group pretest post test design to check the effect of cooperative learning method on prospective teacher's writing skills.

$$O_1 \Longrightarrow X \Longrightarrow O_2$$

Pre test   Treatment   Post test

Fig 1.1

1.9.3 Population

Population for the present research on the effect of the cooperative learning method on prospective teacher's writing skills were prospective teachers studying at B.Ed in Education department of National University of modern languages (NUML) in Islamabad.

1.9.4 Sampling Technique

Sampling techniques used to select the sample from the population. For the present research researcher used purposive sampling for the selection of the sample. This sampling technique is helpful as it is easiest for the researcher to select the students.

1.9.5 Sample Size

Researcher selected prospective teachers of the third semester of B.Ed as sample for the present study on the effect of the cooperative learning on prospective teacher's writing skills. The total numbers of the prospective teachers studying in third semester are selected for experiment.

1.9.6 Instrumentation

Instrument is the tool for the collection of the data for the research. Researcher used pre test, post test, observation sheet and rubric for the present study. Tests are produce under the supervision of the expert teachers. These tests were used to measure the effectiveness of the cooperative learning method on writing skills. Rubric was used to check test of the students.

Researcher also used observation sheet for observing the participants behavior during cooperative learning. Observation sheet checks students' attitude for positive interdependence, individual accountability, promotive interaction, social skills and group processing. Retention test was taken after two weeks of experiment.

1.9.7 Data Collection

Data is collected through the pre test and post test. Researcher took pre test and checked by using rubrics .Researcher then conducts the experiment in which students used cooperative learning method for writing skills for at least six weeks. Different activities were conduct to improve the writing skills of the students using cooperative learning. During the experiment, researcher has observed the students and fills the observation sheet. Post test were taken from the students after experiment is done. Result of the tests and observations were the data for the present research. Retention test was taken from prospective teachers after 2 weeks of the post test.

1.9.8 Data Analysis

Statistical Package for the Social Sciences SPSS was used for data analysis. Paired t test was applied to measure the significance difference between the results of the pre test and post test given by students. Data collected from observation was analyzed by using descriptive analysis.

1.10 Delimitations
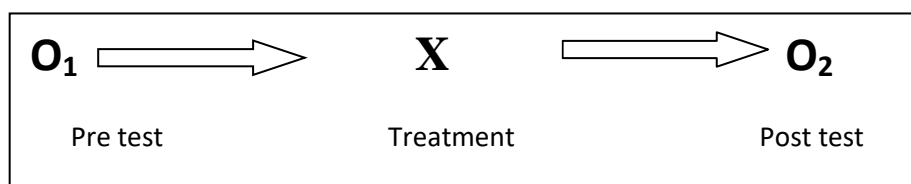
The present research on the effect of cooperative learning methods on prospective teacher's writing skills was be delimited

1. To National University of Modern Languages Islamabad.
2. This research study was further delimited to the prospective teachers studying at undergraduate level in Education department of National University of Modern Languages (NUML) Islamabad. The researcher selected the students of the third semester studying in B.Ed (Hons.).
3. The present research was delimited to cooperative learning model "learning together" given by Johnson and Johnson.
4. For the present study researcher was using only five writing skill indicators i.e. content, organization, choice of vocabulary, grammar and mechanics given by Yusuf, Jusoh & Yusuf.

1.11 Operational Definition

1.11.1 Cooperative Learning

Cooperative learning method involves three or more students working together to perform a task or to achieve an academic goal. This method build a strong social relationship among students and students helps each other in learning.

a. Positive Interdependence

In cooperative learning method each member is important for completing a task or academic goal. Every member has to add and share equal responsibility of performing their best to complete team tasks.

b. Individual Accountability

Cooperative learning method focuses on the learning of each student. This method helps to observe and check the participation of each student. Each student is accountable for its own learning.

c. Promotive Interaction

Next important component of cooperative learning is promotive interaction. Students work individually and later discuss their work in group where they can correct mistakes, check each other work and add new ideas and content.

d. Social Skills

Cooperative learning as name suggests cooperate with each other helps to build social skill among students. It is a basic skill in a team work that helps to perform good work. Students learn social as well as interpersonal skills.

e. Group Processing

Group processing focuses on the process that used to complete an academic task. Group processing promotes self-esteem and positive attitudes towards the learning process.

1.11.2 Writing Skills

Writing skill is the skills that are used to produce an effective and systematic written expression. This skill is important for the students to learn in order to achieve good writing for their written communication. Writing skills components includes content, vocabulary, organization, grammar and mechanics. These are the important indicators that are given importance for writing process.

Content

Content is the topic and details about the subject that is use by the author for writing. It includes thesis statement, topic sentence and related paragraphs.

Grammar

Grammar is the set of rules that followed in language. Written text should use a tense from Present, past and future. Adjective, agreement and action verbs are also compulsory element in writing text.

Vocabulary

Vocabulary is selection of words that is selected for specific meaning in a sentence for the written text

Mechanics

Mechanics focused on the use of punctuation, capitalization and correct use of model verb. Mechanic explains the writer's capacity to write the text appropriately focusing on the correct use of punctuation and correct spelling.

Organization

Organization is all about the arrangement of the sentence structure. Organization includes the sentence structure and correct use of part of speech for a specific sentence. Organization in writing is about the presentation of the ideas.

CHAPTER 2

LITERATURE REVIEW

The aim of the present study is to highlight the effect of Cooperative Learning methods on students learning especially on students writing skill. In this chapter researcher discussed the related literature and studies to give an overview about the topic. Literature review is very important as it critically examined the cooperative learning methods, elements of cooperative learning methods, Theoretical bases of cooperative learning strategies and writing skills and its indicators. This chapter gives a detailed review of the previous researches on cooperative learning and writing skill along that highlight the gaps in the research. This gives important knowledge and information for teachers, students and policy makers about cooperative learning method's effect on writing skill of English language learner.

Section I

2.1 Cooperative Learning Method

With the time, world has developed new perspectives of education along with new educational methods. Educational methods were changing with the passage of time and teacher tries to introduce new methodologies to make learning process easy. Main concern is that students actively participate in learning process instead of depending totally on teachers. Now student centered approach is used in classrooms that enhance students learning abilities, skills and knowledge. Cooperative learning method is very effective method used by language learners as it focuses on the learners and their active participation. This method helps to build different skills like empathy, critical thinking and increase motivational level of the students. Students guide and support their peer during interaction and complete their academic tasks. Cooperative learning methods are considered as effective methods for improving writing skills of the students by providing opportunities for collaboration, feedback and support. Student work in a team and help each others, improves mistakes and learn new things from group mates. In cooperative writing students correct each other mistakes, build new knowledge, improve their

vocabulary and learn new ideas Cooperative learning method is one of them, in which student work with their mates and learns with each other.

Cooperative learning method is considered as the important classroom instructional method in which teacher guides student to complete their academic task by cooperating with their class fellows. . Cooperative learning method is an instructional approach used to teach writing skills to the students. This method is helpful as it focused on the development of critical thinking by using student's social skills and team work which help to improve writing skill. It is observed that language learning can be successful when students are taught social skills. Main idea behind cooperative learning method aims to organize social and academic environment for learning purpose. Students working with their peers, class fellows and group mate share, exchange and negotiate ideas which in results boost their interest in learning. Cooperative learning methods help to build social skill between students as well as boost student's motivational level. Students help each other in comprehension, development of skills and achieve desired outcomes. Cooperative learning is help full for both student and teacher as it makes the learning process effective and easy. Using cooperative learning method for writing skill help students to share new ideas, vocabulary, learn grammatical rules, and improve mistakes hence in result students will be able to perform better in their written exams.

Cooperative learning method started from world war 11 when many Social theorists, Philosophers and psychologists highlighted the importance of group work. It was observed that those who work together and cooperative with each other for achieving specific goal were more successful than those who work individually. In 1960s David and Roger Johnson started practicing cooperative learning for learners in Minnesota University but at that time "small group learning" term was used for cooperative learning method, after 1980 that term was introduced (Davidson, N. 2021).

Davidson & Major,(2014) explained Cooperative learning as small group activity in which students mutually work together in supportive environment to learn academic task and construct their own and each other's knowledge. Jordan explains cooperative learning as educational practices which work as a magic to make learning easy. According to Mandal, R.R (2009) defined cooperative learning as a strategy that based on

psychological aspects of mutual work for learning specific task. It refers to such strategies in which students work in small groups and practice different learning materials to master that. Among other learning approaches cooperative learning has proven to give positive outcome on student's performance in all subjects (Tengku Nor Rizan 2007). Cooperative learning activities help students to understand the topic as well as made them responsible for creating learning environment. Cooperative learning method is about learner those who makes combine learning effort to attain and achieve team goals (Johnson, Johnson, & Holubec, 2000). The important aspect of using cooperative learning method is about the active contribution of the student in learning process. Main concern is to provide empowerment to the students for learning new knowledge and transformed learn knowledge into concepts. Knowledge is reconstruct and extended by students through new experiences which are not possible in a lecture format. It also helps students to acquire critical thinking skills. . Thinking can be increased as students share and receive knowledge, information and explanation during cooperative learning. (Johnson, Johnson, & Holubec, 1993). Cooperative learning provides a situation in which students can discuss and explain the learning and perspectives.

According to Slavin(2015) this method not only involves students to cooperate with their group members to support each other learning but also helps teachers to encourage constructive interaction between students. Cooperative learning is a learning structured in which teachers created a well organized learning environment by setting different task where each student actively participate (Barkley, Cross & Major, 2014) . Role of the teacher or instructor is to set objectives, plan tasks and assign roles to each student in group work to attain common goal.(Johnson &Johnson,2009: Slavin, 2012). Different research results demonstrate and prove that cooperative learning methods has positive effect on students learning process and teachers plays important role as a facilitator (Van Ryzin, Roseth & Espelage, 2022). Cooperative learning is one of the important teaching and learning strategies to meet the goals of knowledge and social skills for learners (Loh & Teo, 2017; Loh & Ang,2020).

2.2 Theoretical Prospective of Cooperative Learning Method

The theories which help in present research and provides theoretical base are:

1. Social Interdependence
2. Cognitive Development
3. Behavioral Learning theory

2.2.1 Social Interdependence:

This theory traces back in early 1900 and given by Kurt Koffka who proposed that member's interdependence vary in group but it work as a whole. Following Kurt Lewin modifies the theory and after that Morton (1949) formulated Social Interdependence theory. Morton Deutsch define three type of interdependence in social interdependence theory i.e

1. Positive

2. Negative

3. None

His basic idea was that interdependence in a group work will determine the outcome or result. Students show positive interdependence the results will be achieved as it helps to promote learning, motivation and positive attitude towards the activity. Negative interdependence results in oppositional interaction which creates negative vibes in group and effect learning outcomes. No interdependence is the absence of interaction between students. Deutsch's theory served as the main and important part in Cooperative Learning method.

Positive interdependence from social interdependence theory is main element of cooperative learning method without which cooperative learning cannot be achieved Johnson & Johnson (2002). Many researchers have proved the importance of positive interdependence in cooperative learning. Language trainer has used this method to teach language skills and they observed that student's relation is important aspect in learning language i.e students motivate each other, promote other's effort and guide them to achieve goal which is part of positive interdependence.

2.2.2 Cognitive Developmental theory:

Boston (2015) defines cognition as the activity that involve mind for understanding, applying and analyzing learning process. It can be developed when student work in group and interact with fellows for learning process. Student's cognitive

ability is developed by using cooperative learning methodologies during learning process. Social interaction encourages students to create a learning environment and develop thinking skills.

Piaget and Vygotsky's theory is the base for the cognitive developmental theory. These theories explain that cognitive ability can be developed among students by creating task focused interacting environment for learning. Piaget focused that when individuals cooperate for a task in an learning environment, socio cognitive conflict occur that plays important role in stimulating cognitive development. While Vygotsky explains that knowledge is a social phenomenon that is gained from group efforts for learning, understanding and solving problem. These theories give importance to mutual interaction among students in academic environment to achieve academic task and develop new knowledge of concepts by using critical skills (Slavin, 2011). Cooperative learning method's main element is social skills that are focused during the learning process.

2.2.3 Behavioral Learning Theory

Next important theory is behavioral learning theory based on Bandura (1997), Homans(1968) , Skinner (1968) and Kelley (1959) theories. These theories highlight the combine effort to achieve a reward by completing the given task. Bandura focused on reproduction, Homans and Kelley highlights the importance of rewards for individuals working on same goal in groups. Skinner's theory explains that repeating behavior will helps students to behave same as a group and achieve desired goal. Behavioral learning theory focused on strengthens students for group work and get rewards on achievement. This theory of behavior was further developed by Thibaut and Kelley (1959) in which they highlighted that student's shows interest in which they get chance of rewards or certificates. Cooperation learning method focus on those strategies which creates such environment that helps students for achieving rewards.

2.3 Types of Cooperative Learning Method

Cooperative learning method focus on group work as definition suggests that students cooperate with their group member and learn new things. The group formed for cooperative learning methods are consists of different types depending on the duration of

their tasks. There are three types of cooperative learning method that can are used for learning in a class.

2.3.1 Formal Cooperative learning group:

This type of cooperative learning group is designed for a designated period consists of one class or few weeks. Trainer can use formal group for any course, subject and assignment. Main purpose of formal cooperative learning group is to achieve desired outcome, learning goals, complete learning tasks and gained knowledge. Teacher select students and made highly structured groups to work together, support each other's learning, share and listen each other ideas. Formal group members actively participate in academic task by using their intellect students organize learning material, demonstrate it and integrate in to a concept. Group member interpret and reflects on the tasks and tried to achieve positive outcome as a result (Johnson & Johnson,2002). Formal groups can be made for doing assignment and activities that have problems solving activities, experiments in laboratory, social welfare work or peer review on any unit. Formal cooperative group experience and developing skill can help to in informal group and base group.

2.3.2 Informal cooperative learning group

This type of cooperative learning group remains for very short period of time like from few minutes to one period. Informal cooperative learning groups are assembled randomly and temporary for a specific class or activity. The Main purpose of this group is to revise and remind the topic being taught in the class. Teachers construct these groups during their lectures to make student's attention towards the learning. Informal group focuses not only on learning but also make sure that students cognitively involved in the learning process by developing their cognitive ability. These groups are also used to provide closure to learning session. Along that it is used for practicing the lesson, for discussion, debates and group studies among students. Informal cooperative learning methods enhances the learning process of slow learning students and also build strong relationship between class fellows.

2.3.3 Group base learning:

These forms of groups are formed for a long period of time i.e. for a semester or whole year. It consists of heterogeneous and stable group consist of individuals with different aptitude and perspectives working on same context. The main concern is to support each member, encourage each other and provide guidance to complete the learning task. Main purpose of this group is to conduct cooperative learning in such way that student meet regularly for specific course duration and provide permanent support to each other, help students to develop academically and cognitively in learning session. They create an environment where group member support in completing work and provide accountability on each other performance. Almuslimi(2016) state that base group is very helpful for those students who lacks in confidence, feel shy and socially isolated as it improve social skills between students. They worked for long period of time with each other and build confidence.

2.4 Strategies of Cooperative Learning Methods

Teachers use different cooperative learning strategies for enhancing learning process of the students. Main concern of these strategies is to develop attention of the students towards their education, build cognitive ability and improve their social skills.

2.4.1 Student Team Achievement Division (STAD)

According to Aryani (2016), STAD is considered as the simplest cooperative learning method among other strategies. Groups involved instead are consists of 4 to 5 students from different academic level and cognitive ability. Awada(2020) states that STAD groups includes students depending on their score and level of knowledge i.e. each group consists of the students with lower, intermediate and high level of cognitive ability and knowledge. This heterogeneous grouping is very helpful for weak students as they get a chance to learn the concepts from their class fellows as STAD strategy focuses on working together principle Rai (2007).

Main purpose of using this strategy in class is to encourage, motivate and improve students' learning. STAD is helpful for all subjects and courses but it is more effective

for reading and writing courses for the students. There are five components of STAD that are:

1. Class presentation: First, component is class presentation in which teacher gives the concept and introduce new materials in class by presentation. Teacher uses lecture method to attract student's attention.

2. Group formation: Second component is the formation of group in a class. Teacher divides students into heterogeneous groups. Groups are made to complete their learning material or to achieve a goal like prepare for a quiz.

3. Quiz: After group selection, now student will do their own job or quiz. Activities or quiz are divided in to students and no member can help other.

4. Individual marking: next step is about the results. Students complete their own task and get points. Each student contributes in group mark. The reason behind individual marking is to motivate students for achieving good mark for them and also for group.

5. Recognition Team: After individual marking, team marks are counted and on that base certificates or any rewards are given.

2.4.2 Jigsaw-l method:

Jigsaw l method is used to organize class activities into different parts. It is the simplest strategy used for group work where students are dependent on each other for their success. Main purpose of these techniques is to break the content and group into parts and later group member assembles to complete the activity. This is considered as broken image. According to Botha,W.(2021) this technique is a good way of learning in group work. It is an motivational strategy for learners as well as for the teachers.

2.4.3 Jigsaw-l l method:

Second important and used method is Jigsaw ll method Al-Zuhairi (2013) states that Jigsaw is cooperative learning strategy in which experts from every group combined for a group study. When they complete their task experts go back to their team and what they learned shared with other members in group. They

discussed, learned and organized the ideas or assignment to complete the task. Each member of the group is dependent on other member to complete a task as like a puzzle. It is helpful for the students as it gives them opportunity for leadership as students take responsibility and share their assignments with other to complete their goal.

2.4.4 Think Pair share:

This method focused on discussion strategy and developed by Professor Frank Lymn in Maryland. Students are divided in different groups consisting of 2 students in one group for activity in class. This method consists of three main steps as name suggest i.e. Think Pair and share

Step 1: Think

In first step teacher will ask a question to whole class and give time to think on that. Each student thinks individually about the answer and writes or save their answer. Teacher gives those 3 to 5 minutes to think about that.

Step 2: Pair

In second step students will share their answer with their second group member. They share their answers and discuss it. Students compare their written notes and choose the best and relevant answer.

Step 3: Share

In the last step, groups share their answer with whole class. One member from each group will discuss their answer. Whole class participates in discussion. Teachers supervise class discussion and share suitable answer.

Think pair share techniques helps to enhance critical thinking skills, improve confidence and motivate students. It is effective for shy students as they feel comfortable to share their answer with class fellows after discussing with partner. This method is also used for learning language skills like listening, speaking, reading and writing skill.

2.4.5 Cooperative Integrated Reading and Composition (CRIC):

CRIC is a technique that is only used to teach reading and writing skills for language learner. Students are divided into groups consisting of four members in each group. Teacher engage students in different writing activities like predicting about stories, giving conclusions on narrating events, writing responses and practicing written text. Students write, revise and edits drafts in group. For reading activities students read for one another, practicing spelling and vocabulary and discussing meaning with each other. CRIC have shown positive results on improving reading and writing skills of students.

2.4.6 Group Investigation:

As all cooperative learning strategies group investigation consist of small groups in which tasks are divided among students. After that each students complete his assign duty. All activities are combined at the end and prepare group report. Every group will give presentation to the class Ahmad (2010).

2.5 Elements of Cooperative learning

Cooperative learning method is considered as the most important learning method for students as it not helps only in learning but also develop social skills, confidence, presentation skills and critical thinking in students. There are five main elements for Cooperative learning methods.

2.5.1 Positive interdependence

First element of cooperative learning method is Positive interdependence. Positive interdependence means working together to achieve a specific goal or task. Student working in a group will evaluate that combine working not only results in success but it is also beneficial for groups as well as for each student working together. The main concern of positive interdependence is to create positive connection between the students and team mates. Effendi-Hsb, et al. (2019), states that the measurable indicators of positive interdependence are promoting, encouraging, facilitating, supporting, and assisting each other to achieve the assigned goal.   Students learn by helping, teaching and learning together with each other. Cooperative learning establishes the sense of responsibility as

every individual made an effort for team success and contributes in group effort. Student understands the importance of their duties or goal that helps to achieve the group goal. The group is uniting for achievement of a common goal. Positive interdependence can be ensuring in cooperative learning by focusing on two main points i.e. Each member of the group remains on the same side, and cooperative working is required to achieve the goal. Azim (2016) explain that when students cooperate with each other their involvement and activeness increased the positive interdependence on each other.

2.5.2 Individual Accountability

In cooperative learning class, students work collaboratively in a team and every participant is accountable for his or her own performance during the assigned task. Johnson and Johnson (2007) explain individual accountability as dividing responsibilities of given activity to achieve the given task. Every member of the group has to participate in the activity.In cooperative learning method, students are allowed to first think on their topic and then interact with each other to execute both positive interdependence and individual accountability. Method of Cooperative learning is helpful to improve student's autonomy and teamwork. Each group member is the leader and responsible for their own and their group mates' learning. Students actively participate in their group tasks and achieve goal. Thus there is no 'hitchhiking' or 'freeloading' for anyone in a team—everyone contributes (Tran,& Lewis 2012). Important component of cooperative learning method is individual accountability as it focuses on the equal participation of all group members students learn together but perform their duty on their own. Without individual accountability cooperative learning method's essence omitted McCafferty (2006). Group size effect individual accountability, small groups has more individual accountability.

2.5.3 Face to face interaction

Students work together and have promotive interaction with their peers and fellow. Group member interact with each other and have face to face discussion. Students shares their ideas, knowledge, information and experiences that helps to complete their commitments with each other and achieve their goals. Face to Face interaction is

important as it helps students to think critically, produce new ideas and solution. This interaction follows different steps. First step is selection of group members and discussion on the topic. Secondly work together on given task and thirdly achieve the given task.

2.5.4 Group processing

This element of the cooperative learning enables students to reflect and analyze the work, including use of student's social skills. Johnson & Johnson (2007) describe group processing as group reflection on students relation to achieve desired learning goal. Group processing can help groups to improve their performance in the future and enhance the confidence. Positive behaviors are built in students which help in learning. Main purpose of group processing is to divide task among students by giving them their duties. Its main focus is to explain the correct process which will help to achieve desired task.

2.5.5 Social skills

Cooperative learning as name suggests cooperate with each other helps to build social skills among students. Leon (2009) explains social skills are describe as the behaviors through which individual express feelings, opinions, ideas, affection and maintain good and healthy relationship with others in society. It is a basic skill in cooperative learning method that helps to perform good work. Students learn social as well as interpersonal skills like active learning, stuck to the task, ask questions, encouraging and helping each other to help group work and reach the target learning in the class. Social skills are developed by interacting with the peers and group fellows. Cooperative learning provides interacting environment which support the development of social skill.

2.6 Teacher's Role for Cooperative Learning Method

Teachers play important role in cooperative learning method. Johnson & Johnson (2000) explains teachers' duties as follows.

First and most important role is to decide and make pre-instructional decision as specifying academic objective and how to achieve those objectives. After that teacher arrange the groups and assigns students to each group. Assign roles for each student in groups. Sitting arrangement plays important part in cooperative learning method students should be sitting face to face. This will help students to communicate and exchange ideas easily. Teachers prepared those activities which help students to practice all elements of cooperative learning method i.e. positive interdependence, individual accountability, promotive interaction, social skill and group processing. Activities should be according to number of students so that all members involved in activities.

After pre instructional activities next step is to explain the task and academic objective that will be achieved. Teacher explains the topic, principles and strategies that help students to complete the assignment. Teacher explains the criteria of success and also the main elements of cooperative learning method that should be focused during cooperative learning method. During activities teacher plays the role of facilitator and observer to check students' participations. Teachers encourage students and value their opinions on different academic tasks.

Following are some key roles that teachers perform during cooperative learning method:

1. **Facilitator**

    Teacher acts as a facilitator, helper and guide during activities. Teacher helps students and guides them to complete their academic task. They also solve issues and difficulties during activities.

2. **Group formation**

    Teachers are responsible for formation of groups depending on students' ability, academic record and attitude during class work. Each group should have equal participants with different level of students.

3. **Establish goals**

    Cooperative learning methods are used to achieve academic goal. Teacher sets learning goals to help students to understand the process to achieve that goal. This also helps to understand how success will be measured.

4. **Monitoring activity**

    Teachers are observing students during activities to check the progress of all students. This helps teachers to give feedback and make necessary changes to students' work. Students are able to share their issues and get guidance during cooperative learning method.

5. **Encouraging positive interdependence**

    Positive interdependence is an important element of cooperative learning method. Teacher encourage the sense of positive interdependence by encouraging students to support and help each other, share resources and work together to achieve a common goal.

6. **Promote social skills**

    Teachers encourage effective communication among students by providing opportunities for discussion, brainstorming and resolving conflicts during group work. It helps to build social skills.

7. **Provide support**

    Teachers offer guidance, support and resources to help students in understanding of concept and develop important team work skills.

8. **Assessing performance**

    Important role of the teachers is to assess individuals' and group performance to evaluate student's understanding of the material and their ability to work effectively.

2.7 Importance of Cooperative Learning Method for Students

Cooperative learning method is student centered method in which students plays active role in learning during class. Teacher plays the role of "learning facilitator" as helping students to overcome the difficulties and achieve the assigned task. Cooperative learning method is structured to give authority to students so that they learn new knowledge and practices the concept with active participations. This method creates an educational environment that is more dynamic, appealing as well as making students responsible for their learning (Amin,2020). Learners are the stakeholder in their own learning process during cooperative learning method. This method helps student to learn

social skills and communication skills along that students are able to managed conflicts. Students improved self-esteem, group work and social support during activities (Han.&Son,2020). This method also improves students' critical thinking skill and language. According to Siddique (2003), cooperative learning support mutual interaction among students. . It increases the opportunities for active participation of students which is neglected during the teacher centered classroom. Verbal expression and communication is important aspect in cooperative learning. Cooperative learning provides confidence for healthy communication among students and learner which helps to activate the mental process. It increases the responsibility among students. Ghaith (2002) reported that Learning Together model of cooperative learning method is effective for English language learning and provide supportive atmosphere for learning different skills of the second language.

Cooperative methods build intrinsic motivation for learning. Students take interest and show positive attitude towards learning new knowledge (Fernander-Ro, 2017). The techniques used during cooperative learning method encourage the levels of interdependence among group members. Students are well aware that they depend on each other and share equal responsibility to achieve the learning goal. (Leon del Barco, 2018).

When students work in a team they become aware of their strengths and weaknesses as they have to perform different responsibilities. Cooperative learning helps students to achieve excellence by acknowledging weak areas. Working in group helps to improve students' teamwork abilities and collaboration. Students maximize their skills to achieve learning goals. This method is effective for low ability students as it provide a chance to learn from high achievers. Cooperative learning method's important element is face to face interaction in which students freely share their ideas and queries with each other. This will help students to build good communication skill. Time is important aspect in cooperative learning method. Activities are conducted in specific time period where each student completes their assigned task with in time. This will help students to practice time management.

2.8 Cooperative Learning Method and English Language Teaching

Group learning is effective learning method in language classroom specifically in English language learning class. Cooperative learning is powerful method as it provides opportunities to interact with group members and practice English language. This method helps learner to develop social skills, construct wisdom and intelligence, build confidence of the learner, and promote high self actualization. Bibi (2002) state that team work is helpful activity in English language classroom. It plays important and effective role in improvement of skills of English language at elementary as well as secondary level. Khan A. (2015) examined the practices of cooperative learning on writing skills of university students in easy. Results shows productive outcome on students writing. Xiandong (2014) studied the role of the cooperative learning method on the student's writing skill in an English Language class at intermediate students and observed that cooperative learning significantly boosts writing skill of students. Munawar,s.,and Chaudhary, A.H.(2019), determines in their experimental study that implementation of cooperative learning methods yield highly positive effect on student's writing skills in English language class. It is observed in researches that cooperative learning helps learners to get higher abilities, great productivities, enhance motivation and encourage for achieving goals. From above studies it is observed that cooperative learning is an important strategy and method for learning that is the reason there is a need of research on practicing cooperative learning method for improving writing skills of English prospective teachers in Pakistan.

Section II

2.9 Writing Skill

Second main variable for the present research is writing skill. For any language learning four skills are important that are speaking, listening, reading and writing among them writing skill is considered as the most important and difficult skill to learn. Uygun and cetin (2020) explains that teachers teaches writing skill education from which students share and explains their experiences, observations and creativity by using language in effective way. This skill is considered as systematic skill among all four

skills as it required many aspects to be covered at a time. Asriati (2017) states writing as an act of delivering something by using language system. Two main aspects are kept in view i.e "what and how" i.e what to write and how to write. It is difficult because learner has to gain knowledge about grammar, mechanics, syntax, vocabulary, content and principles of organization to produce good writing product Tangpermpoon (2008). According to Nunan (2003) writing process is the cognitive process of thinking new ideas, finding the way to express new ideas and organizing those ideas into sentences and paragraphs that will be clear to a reader. It is considered as the most effective and reliable way of communication.

2.9.1 Approaches of writing skills

Teachers are the facilitator and guide for students while teaching writing skill. They support students during their writing but students have to learn this skill by practicing it again and again. Teachers used two different approaches for teaching writing skill.

Process approach: In this writing approach student focus on the process rather than the product. This helps student to understand and learn by practically working on the written task. Brown (2001) explains that writing is as a process in which final written product based on the thinking and ideas of the writer. Learner passes through different stages to produce a written text. These stages include Brainstorming, Planning, Drafting and Editing. Writers do different activities during learning process to generate new ideas, putting them into sentences, organizing and correcting spelling during writing process. Murray (1980) explain teaching writing as a process in which students write drafts and discuss with each other and get feedback from teacher. This process made writing as more explanatory and effective.

Product approach: Main purpose of writing is to produce a good piece in which readers can clearly get the ideas and knowledge on specific topic. Product approach focuses on the product and text. After following the process students are able to achieve some draft in their hands which is the ultimate goal of the writing process. Finale draft is the product which is examined by teachers to give feedback and marks. That feedback is

most important part as it helps learner to understand whether they learned concept clearly and if they lack teacher can improved their learning.

2.9.2 Difficulties in Writing Process

Writing is an important and reliable skill that is used to communicate thoughts and ideas in written form. It is considered as reader will understand the idea and message which writer tends to share and build an interaction. There are many issues and problems in writing skill. Elanneri Karani (2008) highlights four main problems that effect writing. First is that students are not able to composed a good text because they lack in developing main idea and supporting sentences in a paragraph. Second main issue is that students face difficulties in organizing the paragraphs in to good writing piece. Students have good ideas and points in their mind but they are not able to organize it. Third issue is shortage and selection of words. Students lack in vocabulary which affect their writing. Fourth main problem is grammar rules. Students are not able to recognize correct use of tense and sentence structure for writing. These problems badly affect the writing and students cannot express their ideas smoothly into written form. Spelling mistakes are also a big challenge for students which results in poor writing.

2.9.3 Indicators of Writing Skill

There are many important elements and indicators in writing skills. Some of them are shared as follow:

2.9.3.1 Content

Content is the information and knowledge gather to write for a specific purpose. It is compilation of knowledge, ideas and message in written format for readers to consume. Content is details and information on specific topic that is selected by the writer. There are many main and important points in content i.e. Thesis statement, topic sentencethat should be focused during writing. Content should be related to the given topic, chronologically stated and should be according to the topic. It helps to make interesting text which catches reader's interest.

2.9.3.2 Grammar

It consists of the system of rules that are used to write a sentence. Grammar is important aspect of writing skill as it provides road map for writing. The grammatical elements focus on characteristics of the language. Written text uses a tense from Present, past and future depending on type of writing. Part of speech, agreement and action verbs are also important. Proper use of grammar makes clarity in sentences, convey message correctly, add expression to words, avoids confusion and helps to engage reader. Winker (2012) explains importance of grammar as it includes all language structure. Wahad (2012) indicates the importance of grammar for the development of writing skill for secondary level students.

2.9.3.3 Vocabulary

Vocabulary is group of words that express the written expression on paper. Students use words to write their ideas and experiences by using suitable vocabulary. Lazaurs and Killu (2015) states that student faces difficulties in writing because they lack in vocabulary. Dehkardi (2016) explains that vocabulary is important and good words used in sentences and paragraphs results in good writing text. Vocabulary is important key in writing. Correct choice of words represents the subjects correctly and deliver message properly. Students pay special attention for learning new vocabulary for writing. Wrong selection of vocabulary results in errors, mistakes and sometime change the meaning of the sentence.

2.9.3.4 Organization

Organization is all about the arrangement of the sentence structure. Organization includes the sentence structure and correct use of part of speech for a specific sentence. Organization in writing is about the presentation of the ideas. It refers to the maximum parts of a piece of writing, even though it also refers to how paragraphs and sentences are written. Novita (2014) states that a description is a part of a paragraph explaining the object described. Therefore, the learner should describe the information completely and logically stated, that is related to the topic. It helps readers to read smoothly and get the ideas of the writer.

2.9.3.5 Mechanics

Mechanics in English writing focuses the rules for using punctuation, capitalization and sentence structure. Mechanics focused on the use of punctuation, capitalization and correct use of model verb. According to Heaton (1988) mechanics in writing skill defines the writer's ability for writing text appropriately using punctuation and spelling. Based on the research of Afifuddin (2016), mechanics includes capitalization, punctuation and correct use of spelling. Punctuation is use to organize texts by separating words, clauses, phrases and sentences. Hogue (2006) emphasis on the proper use of punctuation is critically important to convey correct meaning.

Writing skill is an important skill for language learning as it helps to share concrete ideas with others. In educational perspective writing skill is the only mean to assess students' learning during academic year. Teachers should focus on the improvement of writing skill by involving students to practice it. Brown (2007) states writing as a cognitive process that is designed by revising written text again and again to get better writing. Also Harmer (2004) explains that motivates students for using accurate language in written expression as practice improves the writing skill of the students. Troyka (2010) adds that the rationale of writing is to provide knowledge and produce literary work. This purpose contributes to human thought and culture. Writing skill is a complex skill that requires complex thinking skill. Proper intellectual skills, cognitive strategies, verbal information, language rules and apposite motivation are important part of writing skill. For a good writing example statement need writer's capacity for using linguistics competence along with communicative competence. It explains that students should use language rules, conventions and knowledge to write and compose a text without mistakes. (Teshome 2007, Asgar, 2016) argue in their research that teachers teaching methodologies have great impact on students writing skills. Traditional method of teaching in an English classroom is not an effective approach. Language learning needs active contribution of the students during lectures in the classroom. Different teaching methods and strategies are used by teachers for teaching writing skills to the students. Among them the most important methods that are extensively used is cooperative Learning method. Kagan and High (2002) explains the importance of

cooperative learning in improving students' writing skill. Theyexplain the use of cooperative learning is helpful in construction of new ideas and improvement of writing skill. The shifting from traditional method to cooperative learning method for writing approach encourages learners' writing proficiency.

2.10 Cooperative Learning Method and Writing Skill

Cooperative learning method is an effective method for enhancing student's writing skill. Cooperative learning method helps students to improve writing skill in following manners.

1. **Peer Feedback:**

During cooperative learning activities students are engaged in peer discussions. Group fellow provides feedback which helps to improve mistakes. Constructive criticism and suggestions result in good writing projects.

2. **Group Discussion**:

Main element in cooperative learning method is face to face discussion. Students organize group discussions where they brainstorm ideas, share different perspectives and cooperate with each other to write on different topics. These help them to get new ideas and improve their ability to present their thoughts in more logically and comprehensively in writing.

3. **Collaborative writing assignments:**

A teacher assigns writing projects so students work in cooperation with each other and learn from each other's strengths and weaknesses. It helps to improve critical thinking skills and develop a more comprehensive understanding of writing principles.

4. **Role Assignments:**

Cooperative learning method is different from other because of individual accountability in which students have to perform individual roles. Every member of

the group is assign a task and they have to complete in order to achieve the results. This improves teamwork skills.

5. **Reflection Activates:**

 Stents reflect on their writing process, identify areas for improvement and set goals for more writing projects. Reflection helps to develop self awareness and take ownership of their learning process.

Previous researches on Cooperative learning and writing skills

Abtew K.A (2022) conducted study on the effect of using cooperative learning method in second language class. The researcher selects grade nine students and divides them into control and experimental group. Data was collected through writing test and assess students on fluency, accuracy and complexity. Results show that experimental group performs better than control group.

In a 2021, Yildiz.E & Akday S. conduct a study on the effect of cooperative learning and writing on academic achievement of social studies prospective teachers. Result shows that story writing done by using cooperative learning method was important component of academic achievement.Camacho-Minuche et al. (2021) had done a case study on the efficacy of the cooperative learning methods on students' social skill in English language class. Social skill is important element in learning process especially for learning English language. Data collected shows those cooperative learning boots students' social skills because they had to depend on each other to achieve the goals.

Munawar,s. & Chaudhary, A. H., (2019) done a research on the effect of cooperative learning method on students writing skill at elementary level in Sheikhupura. Researcher used quasi experimental design consisting of one experimental group and one control group. Result revealed that experimental group performed well and improve in writing. Results also describe that among two teaching methods, cooperative learning method was more effective.

In 2019, Juliati, S.Pd. conducted a classroom action research for improving students' writing skill using cooperative learning method. Data was collected from test

and observation and results shows that cooperative learning method was an important method for improving writing skills of the students' elementary section. Yusuf Q. Jusoh Z.& Yusuf Q.Y. (2018) investigated the effect of cooperative learning method on students' writing skill in an experimental study. Researchers assess student's writing skill on five indicators i.e. content, vocabulary, mechanics, grammar and organization. Post test results shows that cooperative learning method was helpful for improving students' writing skills of the secondary level students.

Ahangari & Samadian (2014) conducted research on the impact of cooperative learning method by using learning together model to improve students' writing skills of Iranian students. Two group control and experimental group were observed and their pre test and post test results were compared. Result shows significance difference between experimental group and control group. Students who were taught by using cooperative learning method show positive improvement in their results.

In 2017, Ali. Z & Salem. M conducted an experimental study on the effect of STAD (cooperative learning strategy) on student's vocabulary learning of EFL learners. The result- shows that experimental group achieved higher marks than control group. STAD had positive impact on English language learner. Parveen et al. (2017) assessed the effect of cooperative learning practices on academic achievement of students. It was proved that treatment helped students to improve learning skills. Lazaro.M.S &Ramoz. L(2022) conducted research on the impact of cooperative learning method on university student's academic goal. Result shows that cooperative learning motivates students for learning and helped in achieving academic goal.

Gull F., Shehzad S. (2015) conducted research on Effects of cooperative learning on Students' Academic achievement. Results showed that experimental group performed better than control group and cooperative learning had a positive effect on academic achievement of educations' students.

Sintayew (2009) investigated the application of cooperative learning approach in teaching of writing skills. He did an experiment in a private school and concluded that writing was improved. Student behaviors show a positive attitude towards the use of the

cooperative learning method in improving writing skill. Another study done by Fasil (2005)studied explains cooperative learning helps to improve the writing skills as compared to the students who don't use cooperative learning method. In addition, Teshome (2007) also assessed the successful ways of learning writing in research and he concluded that best method for teaching writing skill is cooperative learning which can be used to improve the writing skills to the students of English Language.

Previous researches have shown that students working in a group collaborate with each other and improve their learning specially writing skills. The present research is different as it focuses on the cooperative learning model learning together and checks its affect on the prospective teachers. Previous researches focus on the students at different levels but present study will observe prospective teachers attitude towards cooperative learning and its effect on their writing skill. Teachers are the building blocks of nation and participate in the development of country. Researcher had selected prospective teacher so that they will practice cooperative learning method and learns its importance for learning process. This research will help prospective teachers to use cooperative learning in their future and improve teaching methods.

CHAPTER 3

Research Methodology

This chapter highlights the research approach, design and procedure for the research. The present research based on quantitative approach. Cooperative learning method was used by the researcher to check its effect on writing skills of English language. Quasi experimental research design was used to explore the effect of cooperative learning method on prospective teacher's writing skills. Cooperative learning method was independent variable and writing skill was dependent variable in this research study. Furthermore this chapter aims to describe the process of this research including research instrument, Population, sampling technique, sample size, data collection and data analysis

3.1 Research Approach

The current study has used quantitative approach to investigates the effect of cooperative learning method on prospective teachers' writing skill. Study includes data collection and data analysis in numbers using mean and paired t test.

3.2 Research Design

Abbott (2006) states experimental research is a purest form for scientific research as it is considered as the most suitable design for cause and effect study. There are three type of experimental research design i.e. Pre-experimental, Quasi experimental and True experimental. These designs differ on the basis of group number and test frequency of the participants. Researcher used quasi single group pre- test post-test experiment design for the present study. One group pre-test post-test design was suitable for present study because participants were limited and it was not possible to divide limited member into groups. Researcher had taken pre test from the participants using a valid and reliable test. After that participants undergo a treatment under controlled conditions and researcher observed participants using observing sheet. At the end of the experiment, participants were tested again with same instrument as post-test. Completing experiment, researcher took retention test after 3 week.

3.3 Selection of Variables:

Teaching method "Cooperative learning method" was selected as the independent variable and writing skill was dependent variable for the present study.

3.4 Approval for Experiment:

For this research the scholars has requested to the department of Educational sciences to provide opportunity for experiment the research study at the department in NUML. After the approval from Head of the department of Educational Sciences, National University of Modern Languages Islamabad researcher conducted research in 3rd semester of B.ED (HONS.)

3.5 Development of lesson plan:

Researcher develops lesson plans for conducting classes. Lesson plans were prepared on writing skills indicators Content, Grammar, Vocabulary, Organization and Mechanics. Objectives in lesson plans were sets according to bloom's taxonomy and activities were also done to achieve those objectives.

3.6 Procedure:

The present study was held for eight week. In first class, researcher introduced the term cooperative learning method and give presentation. Researcher described the topic deeply with its origin, history, strategies, procedure and activities. Second class was used for pre test of the students. In next five classes researcher gave presentations on Content, Grammar, Vocabulary, Organization and Mechanics. Different activities were planned and conduct in class based on cooperative learning methods to practice writing skill. At the end of experiment researcher took post test from students. After two weeks of experiment researcher had taken retention test to check the effect of cooperative learning method after some period of time.

3.7 Treatment:

Cooperative learning method was an important variable for the present study. Students were divided into five groups on the basis of pre test result. Groups include high

achiever, moderator level and low level achiever. Researcher started cooperative learning treatment from third week to seventh week consisting of five periods. Each period consists of 1hour 20 minutes. Researcher divided period into two halves, in first halve researcher gave presentation on the topic and in second half students did cooperative learning activities to practice the learned topic. Researcher used CRIC, round robin, number heads and jigsaw strategies of cooperative learning method for improving writing skill of language learning students.

3.8 Population

According to Creswell (2007) population is the group of individual having some same characteristics and interest of the researcher. In the present study researcher focused the prospective teachers. Population for the research on the effect of the cooperative learning method on prospective teacher's writing skills were prospective teachers studying at B.Ed program in Education department of National University of modern languages (NUML) in Islamabad.

3.9 Sampling technique

Sampling techniques are used to select the sample from the population. According to Creswell(2014) sampling technique describe the process of selecting participants from a large population having common characteristics of the desired population .For the present research researcher used purposive sampling for the selection of the sample. It is a type of non- probability sampling technique. This is helpful because researcher got the freedom to select member having those characteristics that needed specifically for present research.

3.10 Sample size

Researcher selected prospective teachers of B.Ed (Hons.) third semester studying in NUML as sample for the present study. Twenty seven (26) prospective teachers were selected for the study. Purpose of selecting this semester was that students have English classes but students didn't learn about writing skill before experiment started. Students got new concepts in details and that experiment was also helpful in their semester.

3.11 Instrument:

Takona (2002) define research instrument as the tool that is used for collecting, measuring, observing or documenting data for research study. These tools can be questionnaire, observation sheets, interviews, check lists, survey, tests etc. For the present research self prepared lesson planes, Tests, observation sheets and rubrics were the instruments that were used for collecting data. Lesson planes were prepared by keeping Bloom's taxonomy in view for instructional strategies. Subjective type pre-test, post-test and retention test were prepared, taken and were marked according to the rubric. Rubric was scoring guide that help researcher for checking the tests. Observation sheet was used to observe student's behavior towards cooperative learning method's five elements i.e. positive interdependence, individual accountability, face to face interaction, social skills and group processing.

3.12 Validity

Validity of the instrument is an important part in research. Lesson plan, pre-test, post-test, retention test, observation sheet and rubric were verified by the group of three PhDs doctors, two English experts and one education expert.

3.13 Experiment Duration

The experiment has started from 4 October 2023 to 5th December 2023. The experiment was done in nine weeks on one experimental group of B.Ed (Hons.) third semester.

Date	Day	Topic
4 October	Wednesday	Introduction to Cooperative learning
12 October	Thursday	Pre-Test
18 October	Wednesday	Lecture on Content and cooperative learning activity on content
25 October	Wednesday	Lecture on Vocabulary and cooperative learning

		method for vocabulary
1 November	Wednesday	Lecture on Grammar and activity for grammar
8 November	Wednesday	Lecture on Organization and activity on organization
14 November	Tuesday	Lecture on Mechanics and activity on mechanics
22 November	Wednesday	Post-Test
5 December	Tuesday	Retention test

3.14 Retention Test:

After two weeks of completing treatment researcher had conducted retention test to check student's concepts that were practice during cooperative learning method. This test helps to check the effectiveness of cooperative learning method on prospective teachers' writing skills.

3 .15 Data Collection

Data collection was done from the results of pre-test post-test and retention test. Observation sheet was used to observe the implementation of cooperative learning method during the experiment.

3.16 Data Analysis

Data interpretation was done through SPSS. Data collected through observation sheet and tests were analyzed through SPSS by calculating mean and paired t test. The components being observed during treatments were Positive interdependence, individual accountability, face to face interaction, social skills and group processing. The pre-test and post-test results were analyzed by applying paired sample t-test. Data collected through retention test was compared with post test result and applied paired t test to check the significance difference.

Research Objective	Research question Hypothesis	SPSS Test
To assess the practices of cooperative learning methods at undergraduate level.	Q1. What cooperative learning methods are practices by prospective teachers?	Mean
To assess the level of student's writing skill of prospective teachers.	Q2. What are the levels of prospective teacher's writing skill by using cooperative learning at undergraduate level?	Mean
To draw the differences in prospective teachers' writing skills after treatment (cooperative learning method).	H: There is no significant difference in prospective teachers' writing skills after treatment (cooperative learning method)	Paired t test
4. To draw the differences in prospective teachers' writing skills in retention test.	H_2: There is no significant effect of using cooperative learning method on prospective teachers' writing skills in retention test	Paired t test

CHAPTER 4

DATA ANALYSIS

The present chapter interprets the collected data results through observation sheet and pre-test, post-test. The study was employed to assess the students' behavior towards the practices of cooperative learning method and its effect on students' writing skills. Lesson plans were developed according to bloom's taxonomy on writing skills indicators. Pre test and post test were used to check the effectiveness of cooperative learning method on students' writing skills. Students' pre test and post test results are attached at the end of appendix.

Objective 1:

To assess the practices of cooperative learning methods of prospective teachers

Cooperative Learning Method:

In this section, interpretation is done on data collected through observation sheets to assess the practices of cooperative learning methods. Researcher has observed students on five elements of cooperative learning that are positive interdependence, individual accountability, promotive interaction, social skills and group processing. Observation sheet is attached at the end of appendix.

Table 4.1

Observation on cooperative learning method during all activities

Elements of cooperative learning	Means of components in 5 activities	Mean	Remarks
Positive interdependence	2.07		
	2.32		
	2.27	2.30	Sometime
	2.40		

	2.45		
	2.34		
	2.37		
Individual accountability	2.12	2.28	Sometime
	2.16		
	2.41		
	2.45		
	1.99		
Promotive interaction	2.24	2.33	Sometime
	2.30		
	2.18		
	2.12		
	2.59		
Social Skill	2.06	2.34	Sometime
	2.67		
	2.20		
	2.20		
	2.16		
Group processing	2.28	2.26	Sometime
	2.22		
	2.37		

Table 4.1 shows the mean values of five elements of cooperative learning methods i.e. Positive interdependence, Individual accountability, Promotive interaction, Social skill and Group processing during all activities. Result shows that mean value for social skill (behavior) was 2.34 which is highest value among other elements. That illustrates that students build good communication skills, respect each other view, individual differences and motivates students for learning. Minimum mean score was 2.26 that shows students lack in group processing element of cooperative learning method. Students didn't show interest in listening other fellows and hesitates for sharing reviews and feedback on group work.

Objective 1a:

To assess the practices of positive interdependence (element of cooperative learning method)

Class 1:

Activity 1

Researcher introduced the concept of Content in essay writing and gave presentation on it. In second half of the class students perform activity to practice the given lecture. Total 26 students were present in class for first activity. Researcher prepared worksheet for cooperative learning to practice writing skills indicators "Content". Worksheet contains 4 jumbled essays on different topics. Each group contains five students; one is team leader and divides the task among five groups. Students divided paragraphs and read loudly for each other. Four students pointed out same content from the sheet and leader will rewrite the essays under their topics.

Table 4.2

Observation on positive interdependence during first activity

Statements	No. of students	Mean	Remarks
Student show constructive learning relationship with group member	23	1.96	Sometimes
Student facilitates other fellows to accomplish task	23	2.37	Sometimes
Student engage in group work	23	1.93	Sometimes
Student shows eagerness for group work	23	1.39	Sometimes
Student accomplished give task	23	2.7	Always

Table 4.2 illustrates observation on positive interdependence (behavior) of students. Result shows that Students accomplished given task as maximum mean score 2.7 was achieved. Minimum mean score 1.39 describes that students didn't show eagerness for group work.

Class 2:

In second class researcher has given lecture and presentation on Vocabulary. Researcher explains correct use of vocabulary and importance of vocabulary for essay. Furthermore researcher has explained different linking words for connecting ideas and paragraphs.

Activity 2

Second activity was done to practice second indicator of writing skill "Vocabulary". Researcher has prepared worksheet on which an essay was written. Researcher has underlines some words and give fill in the blanks. Students had to use suitable synonyms for underlines words and fill the blanks with linking words. Each member use brainstorming and write synonyms for words and at the end after discussion one word was selected. Researcher used round robin strategy of cooperative learning for this activity.

Table 4.3

Observation on positive interdependence of students during activity

Statements	No. of students	Mean	Remarks
Student show constructive learning relationship with group member	22	1.95	Sometimes
Student facilitates other fellows to accomplish task	22	2.32	Sometimes
Student engage in group work	22	2.82	Always
Student shows eagerness for group work	22	2.18	Sometimes

Student accomplished give task	22	2.36	Sometimes

Table 4.3 shows observation on positive interdependence (attitude) of students. Result shows that maximum student engage in group work and obtained 2.82 mean score. Minimum mean score 1.95 shows that students were not interested in building constructive relationship with group.

Class 3:

In next class, Researcher has given presentation on Grammar. Researcher introduced the word Grammar, parts of speech and tenses. Furthermore researcher has briefly describes the proper use of tenses for different type of essay.

Activity 3:

Researcher has given free choice to students for selecting type of essay and writes on any topic keeping important points in view. Group members divide the parts of essay among each other and group leader had presented in front of class.

Table 4.4

Observation on positive interdependence of students during activity

Statements	No. of students	Mean	Remarks
Student show constructive learning relationship with group member	22	2.23	Sometimes
Student facilitates other fellows to accomplish task	22	2.16	Sometimes
Student engage in group work	22	2.18	Sometimes
Student shows eagerness for group work	22	2.27	Sometimes
Student accomplished give task	22	2.55	Always

Table 4.4 shows the observation done for positive interdependence (behavior) of students. Results shows that maximum mean score 2.55 was obtained by students for accomplishing given task. Minimum mean score was 2.16 that show that student didn't want to facilitate other fellows to accomplish task.

Class 4:

In next class researcher introduce the term "organization" and explain five organizational models. Researcher further explains three organizational methods and their importance for different type of essays.

Activity 4

In fourth class students performed activity on "organization" in writing. Researcher used a flow chart having topic "Importance of co curricular activities in education". Researcher has given topical sentences for paragraphs and students arrange them according to order of importance and write paragraphs to complete essay.

Table 4.5

Observation on positive interdependence of students during activity

Statements	No. of students	Mean	Remarks
Student show constructive learning relationship with group member	24	2.42	Sometimes
Student facilitates other fellows to accomplish task	24	2.50	Sometimes
Student engage in group work	24	2.33	Sometimes
Student shows eagerness for group work	24	2.00	Sometimes
Student accomplished give task	24	2.79	Always

Table 4.5 shows the result of observation done on positive interdependence (behavior) of students. 2.79 mean score shows that maximum students accomplished given task. Student show less eagerness for group work as minimum mean score was obtained i.e. 2.00

Class 5:

In last class, researcher has introduced term "Mechanics" to students. Researcher gave presentation on parts of mechanics that are spelling, capitalization, punctuation, quotations and word order.

Activity 5

In last activity researcher gave worksheet to students for practicing mechanics using cooperative learning strategy. Researcher gave a written essay with different mechanics mistakes. Students work in a group, highlights and correct mistakes during cooperative learning. It includes spelling, punctuation, capitalization and word order mistakes. By using number head strategy researcher selected the number and students highlights the mistake and correct it.

Table 4.6

Observation on positive interdependence of students during activity

Statements	No. of students	Mean	Remarks
Student show constructive learning relationship with group member	26	2.35	Sometimes
Student facilitates other fellows to accomplish task	26	2.56	Sometimes
Student engage in group work	26	2.08	Sometimes
Student shows eagerness for group work	26	2.47	Sometimes
Student accomplished give task	26	2.81	Always

Table 4.6 represents the results of positive interdependence (behavior) during cooperative learning activity. Students accomplished given task as maximum mean score was obtained that is 2.81. Observation shows that students show less eagerness for group work as minimum mean score was obtained (2.08) for activity.

Table 4.7

Activity-wise Accumulative Result of positive interdependence

Components of Positive interdependence	Activity1	Activity2	Activity 3	Activity4	Activity5	Mean	Remarks
Student show constructive learning relationship with group member	1.96	1.95	2.23	2.42	2.35	2.18	Sometime
Student facilitates other fellows to accomplish task	2.37	2.32	2.16	2.50	2.56	2.38	Sometime
Student engage in group work	1.93	2.82	2.18	2.33	2.08	2.26	Sometime
Student shows eagerness for group work	1.39	2.18	2.27	2.00	2.47	2.06	Sometime
Student accomplished give task	2.7	2.36	2.55	2.79	2.81	2.64	Always

Table 4.7 shows the accumulative result of the Components of positive interdependence during five activities. Result shows that maximum mean score was obtained for components "students accomplished given task" during all activities. Minimum mean score was obtained for component "student shows eagerness for group work". Result illustrates that students completed their task but they didn't show eagerness for group work.

Objective 1b:

To assess the practices of Individual Accountability (element of cooperative method)

Activity 1:

Table 4.8

Observation on Individual Accountability

Statements	No. of students	Means	Remarks
Student individually recognize and consider the task	23	2.23	Sometimes
Student able to self managed the given work	23	2.32	Sometimes
Student demonstrates good performance in assigned role.	23	2.05	Sometimes
Student accomplished individual responsibilities	23	1.86	Sometimes

Table 4.8 shows the observation done on individual accountability (behavior). Result shows that students are able to self managed the given task as maximum mean score was obtained that was 2.32. Minimum means score was 1.86 that shows students were not interested in accomplishing individual responsibilities.

Activity 2:

Table 4.9

Observation on individual accountability of students during activity

Statements	No. of students	Means	Remarks
Student individually recognize and consider the task	24	1.87	Sometimes
Student able to self managed the given work	24	1.88	Sometimes
Student demonstrates good performance in assigned role.	24	2.42	sometimes
Student accomplished individual responsibilities during group work	24	2.50	Sometimes

Table 4.9 shows the observation done on individual accountability (behavior) of students during activity. Maximum mean score 2.50 show students accomplished individual responsibilities during activity. Mean score 1.87 shows that student didn't individually recognize and consider the task.

Activity 3

Table 4.10

Observation on individual accountability of students during activity

Statements	No. of students	Means	Remarks
Student individually	26	2.78	Always

recognize and consider the task			
Student able to self managed the given work	26	2.56	Always
Student demonstrates good performance in assigned role.	26	2.08	Sometimes
Student accomplished individual responsibilities during group work	26	1.96	Sometimes

Table 4.10 represents the observations on individual accountability (behavior) of students. Maximum students individually recognize and consider the task as mean score obtained was 2.78 and students show less interest towards the accomplishment of individual responsibilities during group work.

Activity 4

Table 4.11

Observation on individual accountability of students during activity

Statements	No. of students	Means	Remarks
Student individually recognize and consider the task	22	2.18	Sometimes
Student able to self managed the given work	22	2.65	Always
Student demonstrates good performance in assigned role.	22	2.50	sometimes

Student accomplished individual responsibilities during group work	22	2.41	Sometimes

Table 4.11 result describes that maximum students were able to self managed the given work as 2.65 mean score was obtained. Students don't recognize and considered task individually as mean score obtained was 2.18 that is minimum.

Activity 5

Table 4.12

Observation on individual accountability of students during activity

Statements	No. of students	Means	Remarks
Student individually recognize and consider the task	22	2.24	Sometimes
Students are able to self managed the given work	22	2.48	Sometimes
Student demonstrates good performance in assigned role.	22	2.59	Always
Student accomplished individual responsibilities during group work	22	2.34	Sometimes

Table 4.12 maximum students demonstrate good performance in assigned role as mean score 2.59 was obtained. Minimum mean score was 2.24 shows that students individually recognize and considered the task.

Table 4.13

Activity –wise Accumulative result of Individual accountability

Components of Individual accountability	Activity 1	Activity2	Activity3	Activity4	Activity5	mean	Remarks
Student individually recognize and consider the task	2.23	1.87	2.78	2.18	2.24	2.26	Sometime
Students are able to self managed the given work	2.32	1.88	2.56	2.65	2.48	2.34	Sometime
Student demonstrates good performance in assigned role.	2.05	2.42	2.08	2.50	2.29	2.20	Sometime
Student accomplished individual responsibilities during group work	1.86	2.50	1.96	2.4	2.34	2.21	Sometime

Table 4.13 shows mean components of individual accountability for five activities. Result shows that maximum mean score was obtained for component "Students are able to self

managed the given work" during all activities. Minimum means score was obtained for component "student demonstrates good performance in assigned role" during all activities. Results illustrates that students are able to self managed the given work but students didn't demonstrate good performance in assigned role.

Objective 1c:

To assess the practices of Promotive interaction (element of cooperative learning method

Activity 1:

Table 4.14

Observation on promotive interaction of students during activity

Statements	No. of Students	Mean	Remarks
Student actively engaged in group discussion.	22	1.77	Sometimes
Student asks questions and queries for more information	22	1.77	Sometimes
Student expresses useful and new ideas.	22	1.68	Sometimes
Student check and correct each other assignment	22	2.59	Always
Student provide opinion to group fellows	22	1.82	Sometimes
Student provide	22	2.36	Sometimes

individual assistance	
to group member	

Table 4.14 shows the observation of promotive interaction (attitude). Result express that students show interest for checking and correcting each other mistakes as mean score was 2.59. Minimum mean score was 1.68 which shows that students feel hesitation for expressing new ideas with group fellow.

Activity 2:

Table 4.15

Observation on promotive interaction of students during activity

Statements	No. of Students	Mean	Remarks
Student actively engaged in group discussion.	22	1.77	Sometimes
Student asks questions and queries for more information	22	1.77	Sometimes
Student expresses useful and new ideas.	22	1.68	Sometimes
Student check and correct each other assignment	22	2.59	Always
Student provide opinion to group fellows	22	1.82	Sometimes
Student provide individual assistance	22	2.36	Sometimes

to group member	

Table 4.15 shows the observation of promotive interaction (attitude). Result express that students show interest for checking and correcting each other mistakes as mean score was 2.59. Minimum mean score was 1.68 which shows that students feel hesitation for expressing new ideas with group fellow.

Activity 3

Table 4.16

Observation on promotive interaction of students during activity

Statements	No. of students	Mean	Remarks
Student actively engaged in group discussion.	23	2.00	Sometimes
Student asks questions and queries for more information	23	2.27	Sometimes
Student expresses useful and new ideas.	23	2.09	Sometimes
Student check and correct each other assignment	23	2.67	Always
Student provide opinion to group fellows	23	2.23	Sometimes
Student provide individual assistance	23	2.23	Sometimes

to group member

Table 4.16 shows the result of observation done on promotive interaction (behavior) of students. Result shows that student show positive responses for checking and correcting assignments as maximum mean score 2.67 was obtained. Minimum mean score 2.00 shows that students were not interested for group discussion during group work.

Activity 4

Table 4.17

Observation on promotive interaction of students during activity

Statements	No. of students	Mean	Remarks
Student actively engaged in group discussion.	24	2.50	Always
Student asks questions and queries for more information	24	1.96	Sometimes
Student expresses useful and new ideas.	24	2.25	Sometimes
Student check and correct each other assignment	24	2.75	Always
Student provide opinion to group fellows	24	2.33	Sometimes
Student provide individual assistance to group member	24	2.04	Sometimes

Table 4.17 illustrates the results of observation done on promotive interaction (behavior) of students. Result shows that maximum students actively engaged in group discussion as mean score obtained was 2.50. Minimum mean score was 1.96 which shows that students were not interested in asking questions and queries for information.

Activity 5

Table 4.18

Observation on promotive interaction of students during activity

Statements	No. of students	Mean	Remarks
Student actively engaged in group discussion.	22	2.14	Sometimes
Student asks questions and queries for more information	22	2.32	Sometimes
Student expresses useful and new ideas.	22	2.05	Sometimes
Student check and correct each other assignment	22	2.73	Always
Student provide opinion to group fellows	22	1.86	Sometimes
Student provide individual assistance to group member	22	2.00	Sometimes

Table 4.18 shows the results of observation on promotive interaction (behavior) of students. Result shows that maximum students check and correct each other assignment as mean score obtained was 2.73. Minimum mean score 1.86 was obtained that shows that student's didn't provide opinion to group fellows.

Table 4.19

Activity-wise Accumulative result of Promotive interaction

Components of Promotive interaction	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Mean	Remarks
Student actively engaged in group discussion.	2.20	1.77	2.00	2.50	2.14	2.12	Sometime
Student asks questions and queries for more information	2.48	1.77	2.27	1.96	2.32	2.59	Always
Student expresses useful and new ideas.	2.24	1.68	2.09	2.25	2.05	2.06	Sometime
Student check and correct each other	2.62	2.59	2.67	2.75	2.73	2.67	Always

assignment							
Student provide opinion to group fellows	2.80	1.82	2.23	2.33	1.86	2.20	Sometime
Student provide individual assistance to group member	2.40	2.36	2.23	2.04	2.00	2.20	Sometime

Table 4.19 shows the results of means of components of promotive interaction during all activities. Maximum mean score was obtained for component "Student check and correct each other assignment". Minimum means score was obtained for component" Student expresses useful and new ideas. Result illustrates that students helps each other by correcting and checking their assignments and students were showing hesitation to express new ideas.

Objective 1d:

To assess the practices of social skills (element of cooperative learning method)

Activity 1

Table 4.20

Observation on Social skill of students during activity

Statements	No. of students	Mean	Remarks
Student build good communication connection with	24	2.35	Sometimes

fellows			
Student shows respect to the views of other group members.	24	2.05	Sometimes
Students are able to manage conflicts during group work.	24	2.13	Sometimes
Student encourages and motivates other fellows towards learning	24	2.22	Sometime
Student shows respect to individual differences.	24	2.38	Sometimes
Student encourages fellows for learning and helps each other.	24	2.38	Sometimes
Student work in cooperation with team mates for accomplishing given task	24	2.35	Sometimes

Table 4.20 shows the result of observation done on social skill (behavior) of students during activity. Result shows that maximum students show respect to individual differences and encourage fellow for learning and helps each other as these two components achieved 2.38 mean score. Minimum score was 2.05 shows that students didn't respect to the views of other member.

Activity 2

Table 4.21

Observation on social skill of students during activity

Statements	No. of students	Mean	Remarks
Student build good communication connection with fellows	22	1.86	Sometimes
Student shows respect to the views of other group members.	22	2.55	Always
Student makes recommendation for each other task.	22	1.82	Sometimes
Student encourages and motivates other fellows towards learning	22	2.45	Sometime
Student shows respect to individual differences.	22	2.55	Always
Student encourages fellows for learning and helps each other.	22	2.36	Sometimes
Student work in cooperation with team mates for accomplishing given task	22	2.50	Sometimes

Table 4.21 illustrate that maximum students show respect to the views and individual differences of group members as 2.55 mean score was obtained. Minimum mean score

1.82 which explain that students don't feel comfortable for making recommendations for each other task.

Activity 3

Table 4.22

Observation on social skill of students during activity

Statements	No. of students	Mean	Remarks
Student build good communication connection with fellows	23	2.32	Sometimes
Student shows respect to the views of other group members.	23	2.50	Sometimes
Student makes recommendation for each other task.	23	2.82	Always
Student encourages and motivates other fellows towards learning	23	1.91	Sometime
Student shows respect to individual differences.	23	2.45	Sometimes
Student encourages fellows for learning and helps each other.	23	2.36	Sometimes
Student work in cooperation with team mates for accomplishing given task	23	2.05	Sometimes

Table 4.22 shows the results of social skill (behavior) of students during activity. Mean score was 2.82 that shows maximum students makes recommendations for each other tasks during activity. Students were not interested in encouraging and motivating group fellows towards learning as minimum mean score 1.91 was obtained.

Activity 4

Table 4.23

Observation on social skill of students during activity

Statements	No. of students	Mean	Remarks
Student build good communication connection with fellows	26	2.04	Sometimes
Student shows respect to the views of other group members.	26	2.32	Sometimes
Student makes recommendation for each other task.	26	2.48	Sometimes
Student motivates other fellows towards learning	26	2.24	Sometimes
Student shows respect to individual differences.	26	2.40	Sometimes
Student encourages fellows for learning and helps each other.	26	2.20	Sometimes
Student work in cooperation with team mates for accomplishing given task	26	2.80	Always

Table 4.23 shows the result of the observation done on social skills of the students during activity. Researcher observed 2.80 mean score that shows students positively cooperate

with each other to accomplish given task but lack in communication skills as mean score observed was 2.04.

Activity 5

Table 4.24

Observation on social skill of students during activity

Statements	No. of students	Mean	Remarks
Student build good communication connection with fellows	22	1.95	Sometimes
Student shows respect to the views of other group members.	22	2.36	Sometimes
Student makes recommendation for each other task.	22	2.77	Always
Student encourages and motivates other fellows towards learning	22	2.50	Sometime
Student shows respect to individual differences.	22	2.27	Sometimes
Student encourages fellows for learning and helps each other.	22	2.82	Always
Student work in cooperation with team mates for accomplishing given task	22	2.50	Sometimes

Table 4.24 shows the results of observation done on social skill (behavior) of students. Result shows that maximum students made recommendation for each other task as mean score obtained was 2.77. Students lack in communication skills as 1.95 mean score was obtained.

Table 4.25

Accumulative mean of Social skill for five activities

Components of social skills.	Activity1	Activity 2	Activity3	Acctivity4	Activity 5	Mean	Remarks
Student build good communication connection with fellows	2.35	1.86	2.32	2.04	1.95	2.10	Sometime
Student shows respect to the views of other group members.	2.05	2.55	2.50	2.32	2.36	2.35	Sometime
Students are able to manage conflicts during group work.	2.13	1.82	2.82	2.48	2.77	2.40	Sometime

Student encourages and motivates other fellows towards learning	2.22	2.45	1.91	2.24	2.50	2.26	Sometime
Student shows respect to individual differences.	2.38	2.55	2.45	2.40	2.27	2.41	Sometime
Student encourages fellows for learning and helps each other.	2.38	2.36	2.36	2.20	2.82	2.42	Sometime
Student work in cooperation with team mates for accomplishing given task	2.35	2.50	2.05	2.80	2.50	2.44	Sometime

Table 4.25 shows the result of means of components of social skills during all activities. Maximum means score was obtained for component "student work in cooperation with team mates for accomplishing given task". Minimum mean score was obtained for component "student build good communication with fellows". Result illustrates that students cooperate for achieving academic goal while students were not able to build good communication with each other.

Objective 1e:

To assess the practices of Group processing (element of cooperative learning method)

Activity 1

Table 4.26

Observation on Group processing of students during activity

Statements	No. of students	Mean	Remarks
Student assess the contributions of other member positively	26	2.23	Sometimes
Student give feedback to group fellows	26	2.46	Sometimes
Student provides reviews on group session	26	2.00	Sometimes
Student give suggestions on group work for improvement	26	2.31	Sometimes
Student highlights the dos and don'ts for learning.	26	2.81	Always

Statements	No. of students	Mean	Remarks
Student actively listens to other fellows	26	1.88	Sometimes

Table 4.26 shows the observation on group processing (attitude) during activity. Observation states that maximum number of student participate in explaining the dos and don'ts for learning process as 2.81 mean score was obtained but 1.88 mean score shows students' behavior that students don't actively listening to other fellows

Activity 2

Table 4.27

Observation on group processing of students during activity

Statements	No. of students	Mean	Remarks
Student assess the contributions of other member positively	22	2.5	Sometimes
Student give feedback to group fellows	22	1.56	Sometimes
Student provides reviews on group session	22	2.04	Sometimes
Student give suggestions on group work for improvement	22	2.7	Sometimes
Student highlights the dos and don'ts for learning.	22	2.5	Always
Student actively listens to other fellows	22	1.68	Sometimes

Table 4.27 describes the results of observation done on group processing (behavior) during cooperative learning method. Maximum mean score 2.7 was obtained which shows that students give suggestions on group work for improvement. Students obtained minimum mean score 1.56 for giving feedback to group fellows.

Activity 3

Table 4.28

Observation on group processing of students during activity

Statements	No. of students	Mean	Remarks
Student assess the contributions of other member positively	26	2.23	Sometimes
Student give feedback to group fellows	26	2.46	Sometimes
Student provides reviews on group session	26	2.00	Sometimes
Student give suggestions on group work for improvement	26	2.31	Sometimes
Student highlights the dos and don'ts for learning.	26	2.81	Always
Student actively listens to other fellows	26	1.88	Sometimes

Table 4.28 shows the results of group processing (behavior) of students during activity. Result shows that maximum students point out the dos and don'ts to their group fellows. Minimum mean score 1.88 shows that student don't actively listen to other fellows.

Activity 4

Table 4.29

Observation on group processing of students during activity

Statements	No. of students	Mean	Remarks
Student assess the contributions of other member positively	26	2.54	Sometimes
Student give feedback to group fellows	26	2.21	Sometimes
Student provides reviews on group session	26	1.99	Sometimes
Student give suggestions on group work for improvement	26	2.12	Sometimes
Student highlights the dos and don'ts for learning.	26	2.71	Always
Student actively listens to other fellows	26	1.78	Sometimes

Table 4.29 shows that maximum students highlight the dos and don'ts for learning as mean score was 2.71. Minimum mean score was 1.78 which shows that student actively listens to other fellows.

Activity 5

Table 4.30

Observation on group processing of students during activity

Statements	No. of students	Mean	Remarks
Student assess the contributions of other member positively	26	1.98	Sometimes
Student give feedback to group fellows	26	2.64	Sometimes
Student provides reviews on group session	26	2.33	Sometimes
Student give suggestions on group work for improvement	26	2.74	Sometimes
Student highlights the dos and don'ts for learning.	26	2.56	Always
Student actively listens to other fellows	26	2.01	Sometimes

Table 4.30 shows the result of observation for group processing of students during activity. Result shows that maximum students give suggestions for improvement as it got highest mean score 2.74. Minimum mean score 1.98 was obtained that shows students don't took the contributions of other member positively.

Table 4.31

Activity-wise accumulative result of Group processing

Components of Group processing	Activity1	Activity2	Activity3	Activity4	Activity5	Mean	Remarks
Student assess the contributions of other member positively	2.23	2.5	2.23	2.54	1.98	2.29	Sometime
Student give feedback to group fellows	2.46	1.56	2.46	2.21	2.64	2.26	Sometime
Student provides reviews on group session	2.00	2.04	2.00	1.99	2.33	2.07	Sometime
Student give suggestions on group work for improvement	2.31	2.7	2.31	2.12	2.74	2.43	Sometime
Student	2.81	2.5	2.81	2.71	2.56		

						2.67	Always
highlights the dos and don'ts for learning.							
Student actively listens to other fellows	1.88	1.68	1.88	1.78	2.01	1.85	Sometime

Table 4.31 shows the means of components of group processing during all activities.

Maximum mean score was obtained for component "student highlights the dos and don'ts for learning". Minimum means score was obtained for component "student actively listens to other fellows". Results illustrates that students highlighted the dos and don'ts for learning while students showed less interest towards listening to other fellows.

Objective 2

To assess the level of student's writing skills of prospective teachers

Pre teat and post test were taken from students and their result was shown under

Table 32

Result of pre-test and post-test

Name of Students	PRE TEST					Total 25	POST TEST					Total 25
	C	V	G	O	M		C	V	G	O	M	
	5	5	5	5	5							

Respondent 1	3	2	3	4	4	**16**	4	4	4	5	5	**22**
Respondent 2	3	3	4	3	2	**15**	4	3	4	4	5	**20**
Respondent 3	3	2	2	3	4	**14**	4	4	3	4	4	**19**
Respondent 4	4	3	3	4	3	**17**	5	4	4	4	5	**22**
Respondent 5	3	2	3	3	2	**13**	3	3	4	4	4	**18**
Respondent 6	3	2	3	1	1	**10**	3	4	4	3	3	**17**
Respondent 7	3	2	3	3	2	**13**	3	3	4	3	3	**16**
Respondent 8	4	3	3	2	2	**14**	4	4	5	4	4	**21**
Respondent 9	3	4	3	3	3	**16**	5	4	4	5	4	**22**
Respondent 10	2	3	3	2	2	**12**	4	3	4	4	3	**18**
Respondent 11	2	3	2	1	2	**10**	3	3	3	4	3	**16**
Respondent 12	3	2	1	2	3	**11**	4	3	3	4	4	**18**
Respondent 13	2	3	2	2	3	**12**	4	4	4	3	5	**20**
Respondent 14	2	3	3	2	4	**14**	3	4	3	4	4	**18**
Respondent 15	4	2	2	3	2	**13**	4	3	4	3	4	**21**
Respondent 16	2	2	3	2	3	**12**	5	3	4	4	5	**21**
Respondent 17	4	3	3	4	5	**19**	4	4	4	5	5	**22**
Respondent 18	3	2	3	3	2	**13**	4	3	3	4	4	**18**
Respondent 19	1	2	2	2	3	**10**	4	3	4	4	3	**18**
Respondent 20	2	3	4	3	2	**14**	4	4	5	4	5	**22**
Respondent 21	2	3	2	2	1	**10**	4	3	4	3	3	**17**
Respondent 22	2	2	3	2	2	**11**	4	4	3	3	4	**18**
Respondent 23	3	2	3	4	2	**14**	4	4	4	5	5	**22**
Respondent 24	4	2	3	3	2	**14**	4	4	3	4	3	**18**
Respondent 25	3	3	2	3	2	**13**	5	4	3	4	4	**20**
Respondent 26	3	4	3	2	4	**16**	4	4	4	3	4	**19**

Table 32 shows the marks of pre- test and post-test in writing skill i.e. content, vocabulary, grammar, organization and mechanics. Table shows that students achieved better marks in post test than pre test. Maximum students improved their content, vocabulary, grammar, organization and mechanics in essay writing.

Objective 3:

To draw the difference in prospective teachers' writing skills after treatment (Cooperative learning method).

To achieve this objective researcher has applied paired t test to the results of pre-test post-tests

Paired t Test

Table 4.33

Comparison between pre-test and post-test scores of students on Content

Variable	Group	n	Mean	T	df	Sig.
Content	Pre test	26	2.78	6.684	24	.01
	Post test	26	3.96			

p> 0.05

Table 4.33 shows pre test post test results of writing indicator content. Mean scores of post test 3.96 is higher than the mean score of the pre test 2.78. Table also point out t value 6.684 and sig value is 0.01 that statistically significant. It signifies that students perform better in post test after getting cooperative learning treatment for content (writing skill) than pre-test results.

Table 4.34

Comparison between pre-test and post-test scores of students on Vocabulary

Variable	Group	n	Mean	t	df	Sig.
Vocabulary	Pre test	26	2.59	6.534	24	0.02
	Post test	26	3.59			

p<0.05

Table 4.34 shows pre test post test results of writing indicator vocabulary. Mean scores of post test 3.59 is higher than the mean score of the pre test 2.59. Table also point out t value 6.534 and sig value is 0.02 that statistically significant. It signifies that students perform better in post test after getting cooperative learning treatment for vocabulary (writing skill) than pre-test results.

Table 4.35

Comparison between pre-test and post-test scores of students on Grammar

Variable	Group	n	Mean	t	df	Sig.
Grammar	Pre test	26	2.74	8.266	24	0.01
	Post test	26	3.81			

p< 0.05

Table 4.35 shows pre test post test results of writing indicator grammar. Mean scores of post test 3.81 is higher than the mean score of the pre test 2.74. Table also point out t value 8.266 and sig value is 0.01 that statistically significant. It signifies that students perform better in post test after getting cooperative learning treatment for grammar (writing skill) than pre-test results.

Table 4.36

Comparison between pre-test and post-test scores of students on Organization

Variable	Group	n	Mean	t	df	Sig.
Organization	Pre test	26	2.67	-8.456	24	0.02
	Post test	26	3.89			

p<0.05

Table 4.36 shows pre test post test results of writing indicator organization. Mean scores of post test 3.89 is higher than the mean score of the pre test 2.67. Table also point out t

value 8.456 and sig value is 0.02 that is statistically significant. It signifies that students perform better in post test after getting cooperative learning treatment for organization (writing skill) than pre-test results.

Table 4.37

Mechanics

Comparison between pre-test and post-test scores of students on Mechanics

Variable	Group	n	Mean	t	df	Sig.
Mechanics	Pre test	26	2.59	8.039	24	0.02
	Post test	26	4.04			

p<0.05

Table 4.37 shows pre test post test results of writing indicator mechanics. Mean scores of post test 4.04 is higher than the mean score of the pre test 2.59. Table also point out t value 8.039 and sig value is 0.02 that is statistically significant. It signifies that students perform better in post test after getting cooperative learning treatment for mechanics (writing skill) than pre-test results.

Table 4.38

Comparison between pre-test and post-test scores of students

Variable	Group	n	$\bar{x}$	t	df	Sig.
Test	Pre test	26	2.59	47.472	24	0.01
	Post test	26	19.41			

p<0.05

Table 4.38 shows pre test post test results of writing skill. Mean scores of post test 19.41 is higher than the mean score of the pre test 2.59. Table also point out t value 47.472 and

sig value is 0.01 that is statistically significant. It signifies that students perform better in post test after getting cooperative learning treatment for writing skill than pre-test results.

Objective 4: To draw the differences in prospective teachers' writing skills in retention test.

Table 4.39

Comparison between post test and retention test

Variable	Group	n	Mean	t	df	Sig.
Test	Post test	26	19.35	.225	25	.824
	Retention test	26	19.27			

p>0.05

Table 4.39 shows the results of post test and retention test. Mean score for post test was 19.35 and retention test was 19.27. Table point t value was 0.225 that shows that there was no difference between post test and retention test.

CHAPTER 5

SUMMARY, FINDING, DISCUSSIONS, CONCLUSIONS

AND RECOMMENDATIONS

5.1 Summary

Importance of English writing skill cannot be neglected in national Educational system. Examinations process totally dependent on students' writing skills. Students show less interest in writing skill and considered as the most problematic skill among other skills. Commonly teachers perceived that writing skill is most difficult skill to teach. To overcome this issue teacher trying to shift from conventional teaching methodologies to learner centered approaches. Learner centered method focuses on active participation of students in learning process. Cooperative learning method is an important method used in learner-centered approach. In the present study researcher highlighted the effect of cooperative learning method on prospective teachers' writing skill. Objectives of the present study were:

1. To assess the practices of cooperative learning methods of prospective teachers.

    1a. To assess the practices of Positive interdependence (element of cooperative learning method).

    1b. To assess the practices of Individual accountability (element of cooperative learning method).

    1c. To assess the practices of Promotive interaction (element of cooperative learning method).

    1d. To assess the practices of Social skill (element of cooperative learning method).

    1e. To assess the practices of Group processing (element of cooperative learning method).

2. To assess the level of student's writing skills of prospective teachers.

3. To draw the differences in prospective teachers' writing skills after treatment (cooperative learning method).

4. To draw the differences in prospective teachers' writing skills in retention test.

It was an experimental type of research having quantitative research approach. Researcher has used quasi experimental one group pre-test post-test design. . One group pre-test post-test design was suitable for present study because participants were limited and it is not possible to divide limited members into groups. Population was prospective teachers studying at B.Ed program in Education department of National University of modern languages (NUML) in Islamabad. Using purposive sampling technique researcher has selected B.ED (Hons.) 3rd semester as a sample. Total twenty six students were the participants during experimental research.

Tests, observation sheets and rubrics were the instruments that were used for collecting data. Lesson planes and activities were prepared on content, vocabulary, grammar, mechanics and organization. Subjective type pre-test and post-test was prepared. Rubricwas used as a scoring guide that help researcher for checking the tests. Observation sheet was used to observe student's behavior towards cooperative learning method's five elements i.e. positive interdependence, individual accountability, face to face interaction, social skills and group processing.

Researcher takes pre test from the participants using a valid and reliable test. After that participants undergo a treatment in which students used cooperative learning method for learning writing skill indicators Content, Vocabulary, Grammar, Organization and Mechanics. Researcher observed participants using observing sheet. Experiment was done for five weeks and after that participants were tested again with same instrument as post-test. Pre-test and post test were checked by using rubric that was attached in appendices. After two weeks of experiment, researcher had taken retention test to check that students effectively taken the information and will they able to recall it future. Data interpretation was done through SPSS. Data collected through observation sheet was analyzed through SPSS by calculating mean.pre test post test result was analyzed by using paired t test.

5.2 Findings

An experimental study was done on effect of cooperative learning methods on prospective teachers' writing skill by applying a quasi-experimental one group pro-test post-test design. The results obtained during research were as follow:

1. Table 4.1 shows the mean values of five elements of cooperative learning methods. Result shows that students build good communication skills, respect each other view, individual differences and motivates each other for learning. Students lack in group processing element of cooperative learning method. Students didn't show interest in listening other fellows and hesitates for sharing reviews and feedback on group work.

2. Table 4.7 shows the accumulative result of positive interdependence during five activities. Result illustrates that students completed their task but they didn't show eagerness for group work.

3. Table 4.13 shows accumulative result of components for individual accountability for five activities. Results illustrates that students are able to self managed the given work but students didn't demonstrate good performance during group work.

4. Table 4.19 shows the accumulative result of components for promotive interaction during all activities. Result illustrates that students helps each other by correcting and checking their assignments while students were showing hesitation to express new ideas.

5. Table 4.25 shows the result of accumulative means of components for social skills during all activities. Result illustrates that students cooperate for achieving academic goal while students were not able to build good communication with each other.

6. Table 4.31 shows the accumulative means of components for group processing during all activities. Results illustrates that maximum students highlighted the dos and don'ts for learning while students showed less interest towards listening to other fellows.

7. Table 4.33 indicates the t value 6.684 was statistically significant. Thus there was significant difference between pre-test post-test results on writing indicator "Content". Result shows that cooperative learning method was highly effected for improve writing skill indicator "Content".

8. Table 4.34 indicates the t value 6.534 was statistically significant which shows that there was significant difference between pre-test post-test results on writing indicator "Vocabulary". Thus cooperative learning method was found highly effective for improving vocabulary of the students in writing skills.

9. Table 4.35 revealed that t value 8.266 was statistically significant and there was significant difference between pre-test post-test results on writing skill indictor "Grammar". Result illustrates that cooperative learning method was effective for improving grammar in writing skills.

10. Table 4.36 shows that t value 8.456 was statistically significant. Thus there was significant difference between pre-test post-test results on writing indicator "Organization". Results depicted that cooperative learning method was found highly effective for improving Organization in essay writing skill.

11. Table 4.37 revealed that t value 8.093 was statistically significant and there was significant difference between pre-test post-test results on writing skill indicator "Mechanics". Results show that cooperative learning method was highly effective for improving mechanics in writing skill.

12. Table 4.38 illustrates that that t value 47.472 was statistically significant. Thus there was significant difference between pre-test post-test results on writing skill. Result shows that cooperative learning method was found highly effective for improving writing skill of the students for essay writing.

13. Table 4.39 describe that t value .225 was not statistically significant. Thus result shows that there was very minute difference between post test and retention test. It explains that cooperative learning method was found effective after two week of experiment and students were able to recall the concept which they have learned during experiment.

5.3 Discussion:

The study focused on student centered teaching method for improving writing skill. Researcher used cooperative learning method for improving prospective teachers' writing skill. Basic purpose of using this method was too involved active participation of students. Observation sheet and tests were used to gathered data during study. Results were discussed as follow:

Researcher collected data by using observation sheet for assessing practices of cooperative learning method. Positive interdependence was the first element for cooperative learning method. Researcher has observed that students were performing activities but they were not showing eagerness towards group work. Individual accountability was second element of cooperative learning method and researcher observed that students were able to self managed their work but they didn't show good performance in their task. Students were not taking interest for working in group. Third element for the study was Promotive interaction. Researcher observed that students were helping each other by checking and correcting their assignments but they showed hesitation for sharing new ideas with others. Cooperative learning methods' important element was social skill that played important role in improving students' confidence and communication. Researcher observed that students cooperate for achieving academic goal but they were lacking in building strong communication. Last element for cooperative learning method was group processing. Result finds that students were interested to highlights the dos and don'ts Results illustrates that maximum students highlighted the dos and don'ts for learning while students showed less interest towards listening to other fellows. Nam.W.C & Zellener .D (2011) did study on effect of positive interdependence on students' achievement and concluded that positive interdependence have positive effect on students' academic achievement. Sarfo K.F & Elen J. (2011) conducted a study on positive interdependence and individual accountability. Result explained that there was no interaction between positive interdependence and individual accountability on student's academic achievement.

The present study results showed that students cooperate with each other for improving their writing skills. Each element has its important for learning and for the

present study it was observed that students were good in social skills as compared to other skills which help them in improving their writing skill. Gul. R, Batool.S & Jbaeen .F (2023) did a study on the effect of social skill on the academic competences of students at graduate level. It was observed that social skills had positive and significant effect on student's academic competences. Husrt. B, Wallance.R & Nixon S. (2013) conducted research to check the effect of students' social interaction on learning. The study revealed that social skills and interaction enhance students' knowledge of literacy that helps to improve critical thinking skill. Thus previous studies support the result of present research that students' social skills help them in achieving their academic goal. Social skill helps to enhance critical thinking skills and improve knowledge which results in improving writing skills.

Researcher has taken pre test from students and gave marks according to rubric. Researcher divides the rubric according to five indicators of writing skill. Content was the first indicator of writing skill for present study. Results show that students got better marks in post test. Thus cooperative learning method was an effective method for learning English writing skills. The post test shows that students learn new knowledge about content. Students wrote thesis statement properly which was missed in pretest. Students also improved their topic sentences, wrote detailed and related paragraphs and conclusion in essay writing .The present study confirmed the results of previous study by Yusuf Q. Jusoh Z.& Yusuf Q.Y. (2018) done on effect of cooperative learning method on writing skills. Researchers had found "content" in writing was improved by using cooperative learning method. Yusuf, Jusoh and Yusuf explained that students were involved in learning process by using new teaching method and improved their writing skill indicator "content" for essay. Ahangari & Samadian (2014) had also done experimental research on improving writing skill by using cooperative learning method. They found that cooperative learning experimental group got highest mean score in writing indicator "content" than control group. Shammout M.(2022) research results also revealed that cooperative learning method was helpful in improving content for writing skills. Thus result of the present study supports previous studies done on cooperative learning method for improving "content" in writing skill.

Second indicator of writing skill for present study was "vocabulary". Result of present research shows that students enhance their vocabulary by using cooperative learning method. Students improve selection of words (synonyms) for essay and use linking words for connecting paragraphs and writing conclusion. Previous study done by Yusuf, Jusoh & Yusuf (2019) results matched with the present study results. Their results explained that students increased vocabulary by interacting with other fellows during cooperative learning method. Similary Ahangari & Samadian (2014) research study also supports the results of the present study. Rafique A., Mansoor Z. & Mehmood T (2021) highlighted the importance of cooperative learning method for enhancing students vocabulary. The results showed that students build good word bank by cooperating with students. Bilen D.& Tavil.M.Z.(2015) study results revealed that students show positive attitude for learning new vocabulary words by using cooperative learning method. Munawar S.& Chaudhary H.A.(2019) conducted research for improving writing skills by using cooperative learning method. The findings of the research support the result of the present study. Shammout M.(2022) research study was conducted on effectiveness of cooperative learning method for improving vocabulary of students in writing. Result proved that student improve their vocabulary and support the results of present study.

Third writing indicator for present study was "Grammar". Finding reveals that cooperative learning method was very effective for learning grammar rule. Students were able to choose correct tense for essay writing and improved grammatical mistakes. Post result shows that students improve their grammar during cooperative learning method. Previous studies done by Yusuf, Jusoh & Yusuf (2021) and Ahangari &Samadian (2014) results matched with the present study. Their results explained that students improved grammar rules and tenses during cooperative learning activity. Shammout M.(2022) done research to check the effectiveness of cooperative learning method on students grammar. Result revealed that students improve their grammatical mistakes by using jigsaw and STAD strategies of cooperative learning method. Munawar S.& Chaudhary H.A.(2019) had also conducted research on effect of cooperative learning method on students writing skill. Results of that research revealed that cooperative learning method was very effective for learning grammar tenses. Odehova N., Nevska.Y & Perlova V.(2022) Conducted research on effectiveness of cooperative learning method for developing

students grammar skills and results shows that student improve their grammar skills during cooperative learning method. Zarifi A.& Taghavi A. (2016) research study supports the effectiveness of cooperative learning method on students' grammar skills.

Next writing indicator was organization. Finding revealed that students improved organization of ideas and sentences during writing skills. Students were able to provide overview of the argument, states information that was relevant, interrelated and presented in logical way. Ahangari &Samadian (2014) research results shows that cooperative learning method was very helpful for improving organization in writing skills. Yusuf, Jusoh & Yusuf (2021) research study concluded that students working in cooperative learning method improve organization of ideas. Research done Shammout M. in 2020 also supported that "organization" in writing skill was improved by using jigsaw and STAD strategy of cooperative learning method. Abeti T.& Beriso I. (2021) conducted research on impact of cooperative learning method for improving writing skill of Syrian grade 11 students. Results showed that students were able to organized sentences in logical and sequential pattern. Thus all previous studies support the result of present study.

Final indicator of the present study was Mechanics. Result reveled that after treatment students were able use correct spelling, punctuation and capitalization. Abeti T.& Beriso I. (2021) result shows that students were able to practice mechanics during cooperative learning and improved their writing skill. Shammout M. (2020) study also revealed that cooperative learning strategies were helpful for learning mechanics and improve student, writing skills. Researches done by Yusuf, Jusoh & Yusuf (2021) and Ahangari &Samadian (2014) on effect of cooperative learning method results showed that students improved their "mechanics" in writing skills.

Retention test was taken to check whether students remembered the learned knowledge or it was forgotten. It helps to check the effectiveness of cooperative learning method on students' writing skill. Result shows that students achieved the goal and there was no significant difference between post test and retention test results.

5.4 Conclusion:

Present research was done on "Effect of cooperative learning method on prospective teachers' writing skill: A Quasi- experimental study". After collecting and analyzing data researcher explained findings. Findings reveled that all of the objectives were achieved and null hypothesis was rejected. Conclusions are as following:

1. There was great effect of cooperative learning method on students writing skills. Positive interdependence, individual accountability, promotive interaction, social skills and group processing were observed during all activities and it was concluded that students cooperate with each other for learning.

2. Students improved in content, enhance vocabulary, learned grammar, correct organization and mechanics during cooperative learning methods. Thus result shows that student improved their writing skill during cooperative learning methods.

3. Cooperative learning method is proved to be effective after some period of time as students' attained good result in retention test.

5.5 Limitation:

Researcher has delimited research to B.Ed. third semester students studying in NUML. Researcher requested for two classes per week but due to un availability of free period one class per week was given.

5.6 Recommendation:

1. As the result of study indicated that prospective teachers didn't show eagerness for group work. So teacher may allow them to form group with their friends.

2. It is observed that prospective teachers were not giving their best performance in group work. Teachers may announce incentives like certificates, tags, or leadership chance to motivate students for performing their best.

3. Results show that prospective teachers' hesitates to share their views or new ideas with class fellows. Teacher can arrange formal or informal discussion among students to overcome their hesitation.

4. Finding illustrates that prospective teachers need to improve their communication skill so teacher can use Think-pair-share strategy to build good communication. This strategy will help students to first share their ideas with friend and after confirming it correct, he share that confidently with whole class.

5. Teacher may also select weak students for presentations it will help to build confidence and improve social skill.

6. Result revealed that cooperative learning method is effective for teaching English language so teachers should add different cooperative learning activities in syllabus.

7. Teachers may form diverse group and shuffle group members in every activity so that students get chance to interact with all class fellows. It helps students to build good relationship and promotive interaction which improve learning.

8. Teachers may give detailed presentation on cooperative learning and its element so that students understand and performed well in activities. Teacher may also display the elements detailed on board.

9. Teacher may observe students on the basis of cooperative learning elements so that students get conscious about their observation, performed well and improve their cooperative learning skills.

5.7 Future Recommendation:

1. Future researcher can perform same experimental research for one complete semester to achieve better results.

1. Future researchers can investigate the effect of cooperative learning method on different writing indicators i.e. coherence, coherent, unity, language use, sentence structure etc.

2. Future researcher can replicate the current study at college level students studying in B.Ed. programs to check the effectiveness of cooperative learning method.

3. Research can be done on other skills of the English language. Research can be done on the effect of Cooperative learning methods on Speaking, Reading and Listening skills of prospective teachers.

4. Future researcher can investigate the effect of online cooperative learning method on students' learning and cognitive ability.

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NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATIONAL SCIENCES

M.L.1-3/ES/2023/424   Dated: 26-06-2023

Name: <u>Hina Liaqat</u> Reg No. <u>34-M.Phil/Edu/S22</u>

Subject: **APPROVAL OF M.Phil THESIS TOPIC AND SUPERVISOR**

1.   Reference to Letter No, M.L.1-4/Edu/2021/424, dated 26-06-2021, the Competent Authority has approved the title/theme/Practical/Theoretical Implication and Supervisor in 16th BASR Meeting dated 21st June 2023 and the recommendations of Faculty Board of Studies vide its meeting held on 27th April 2023.

    a. <u>Supervisor's Name & Designation</u>
       Dr. Saira Nudrat,
       Assistant Professor,
       Department of Educational Sciences NUML, Islamabad.

    b. <u>Topic of Thesis</u>

       Effect of Cooperative Learning Methods on Prospective Teachers' Writing Skills: A Quasi-Experimental Study.
    c   **Theme: Innovative Pedagogies**
    d. **Practical Application: Pedagogical Implication**

2.   You may carry out research on the given topic under the guidance of your Supervisor and submit the thesis for further evaluation within the stipulated time by **30th June 2024** for further processing as per NUML MPhil Timeline. **(Timeline Attached)**.

3.   As per policy of NUML, all MPhil/PhD thesis are to be run on turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis run from own sources.

4.   Thesis is to be prepared strictly on NUML's format which can be taken from MPhil/PhD Coordinator.

Dr. Wajeeha Shahid
Head
Department of Educational Sciences

Distribution:

Ms. Hina Liaqat (M.Phil Scholar)

Dr. Saira Nudrat (Thesis Supervisor)

Cover Letter for Validity Certificate

Effect of Cooperative Learning Method on Prospective Teachers' Writing Skills:

A Quasi-Experimental Study

Respected Teacher

I am M. Phil Scholar at department of Educational Sciences, National University of Modern Languages, Islamabad, working on my research thesis on the above mention topic. I have attached self developed Post test, Pre test, Lesson plan, Observation sheet and Rubric for the purpose of my research. The indicators of writing skill in my research are Content, Vocabulary, Grammar, Organization and Mechanics. Lesson plans are developed on these indicators according to Bloom's taxonomy cognitive skill. Kindly check content validity of my self-developed tests, lesson plans, observation sheet and rubric.

It is assured that your responses will be kept confidential and will not be disclosed to any person or authority. The information will be used for the purpose of my research work only.

Thank You!

Hina Liaqat

M. Phil Scholar, Department of Educational Sciences

National University of Modern Languages,

Islamabad.

Certificate of Validity

Effect of Cooperative Learning methods on Prospective Teachers' Writing Skills:

A Quasi-Experimental Study

M.Phil Scholar, Department of Educational Sciences, Faculty of Social Sciences

National University of Modern Languages, H-9, Islamabad, Pakistan.

This is to certify that the self developed Pre test, Lesson plans, observation sheet, Rubrics and Post tests by the scholar towards her thesis has been assessed by me and I find it to have been developed adequately to study, Effect of Cooperative Learning methods on Prospective Teachers' Writing Skills based on Cooperative learning model and five indicators of Writing skills

It is considered that the research instrument developed for the above-mentioned title is according to the objectives, questions and hypothesis of the research and can be used for the data collection by the researcher with fair amount of confidence.

Name_____

Designation_____

Institution_____

Signature_____

Date_____

Letter of Request for Tool Validation

Effect of Cooperative Learning Method on Prospective Teachers' Writing Skills:

A Quasi-Experimental study

Subject: **Request for validity**

Respected Madam/Sir,

I Hina Liaqat, M. Phil scholar from department of Educational Sciences is currently working on my research entitled: Effect of Cooperative Learning Method on Prospective Teachers' Writing skills. In this regard, the researcher requests you to please to validate the attached Pre test, Lesson plans, Observation sheet, Rubrics and post test qualify for condition. Knowing your experience in the field of research and education, I request you to please help me in validating the said instrument before administering it to the participants of the study.

I have attached validation sheet, objectives, hypotheses, theoretical framework along with the tools .I will be thankful to hear your suggestions and comments for the improvement of the instrument.

I am looking forward that my request would merit your positive responses. Your response is highly appreciated.

Thank you!

Yours Sincerely,

Hina Liaqat

M. Phil Scholar, Department of Educational Sciences

Pre-test and Post test

Pre Test	Total time: 30 minutes
	Total marks: 25
Question no: 01	
Write a detailed note on "Role of technology in Education". Essay should contain minimum 600 to 800 words?	

Post Test	Total time: 30 minutes
	Total marks: 25
Question no: 01	
Write a detailed note on" Effects of internet on Student's life". Essay should contain minimum 600 to 800 words?	

Lesson Plans

Lesson Plan: 01

Subject: English	Topic: Cooperative learning method	
Date:	Time: 45 min	
Program: B.Ed	Semester: 3rd	
Headings		**Description**
General Objective Of the topic	To develop the interest of the students in English Language by using cooperative learning methods	
Specific Objective of the topic	After studying this chapter: Students are able to understand the concept of cooperative learning	
	Students learned about different strategies of cooperative learning	
	Students are able to cooperative with fellows and learn with each other	
Materials:	PPT , white board	
Teaching Methods	Lecture based method and Discussion method	
Previous Knowledge (5min)	**Step#01** Teacher ask questions to check student's previous knowledge about cooperative method	
Announcement of the topic (5min)	**Step#2** Teacher starts from the introduction of the topic Cooperative learning method Define: Cooperative learning is the instructional use of small groups through which students work together to maximize their own and each other's learning (Johnson). Cooperative learning method focus on active participation of each and every student in learning process.	
Lesson Content (20 min)	The main purpose of cooperative learning is to actively involve students in the learning process. It focuses on student centered approach for learning. Cooperative learning methods give empowerment to students which are not possible in a lecture format. Students work with each other to discover knowledge and convert it in concepts. Then those concepts are further expanded through discussion in a	**PPT is used to explain the topic**

	social setting. There are three phases of cooperative learning method. 1. The first phase is the **pre-implementation phase**, which includes: specifying instructional objectives, determining group sizes and assigning students to groups, planning instructional materials to promote interdependence, assigning group roles, assigning tasks, explaining the criteria for success, structuring positive interdependence and accountability, and specifying desired behaviors. 2. The second phase is **implementation** which includes: monitoring behavior, intervening if needed, assisting with needs, and praise. 3. The third phase is **post-implementation** which includes: providing closure through summarization, evaluating students' learning, and reflecting on what happened. The teacher explains the task to the students' needs in order to complete the assignment. Students are divided into groups comprising of 3to 6 students in each group. Students work on the assignment until all group members have successfully understood and completed it. While the students work together, teacher moves from group to group systematically monitoring their interaction. Teacher will revise with students **Step#3** Discus elements of cooperative learning Elements of Cooperative learning method are Positive interdependence Individual accountability Group processing Promotive interaction Social skills These elements are important and if any one of these are missing cooperative learning can't be succeeded 1. Positive Interdependence: In cooperative learning method positive interdependence is important component as student perceives that they are linked with group mates in such a way that they cannot succeed unless their group mates do (and vice versa) and they must coordinate their efforts with the efforts of their group mates to complete a task. Individuals alone don't have any importance. 2. Individual accountability is the key to ensuring that all group members are strengthened by learning cooperatively. After participating in a cooperative lesson, group members should be better prepared to complete similar tasks by themselves. To ensure that each student is individually accountable to do his or her fair share of the group's work, teachers need to assess how much effort each member is contributing to the group's work, provide feedback to groups and individual students, help groups	**Write 3 stages on board** **Explain by using PPT** **Revision of the topic** **Assessment**

	avoid redundant efforts by members, and ensure that every member is responsible for the final outcome. 3. Promotive interaction is characterized by individuals providing each other with efficient and effective help and guides information. Students provide each other with feedback in order to improve their subsequent performance; challenging each other's conclusions and reasoning in order to promote decision making and greater insight into the problems being considered. 4. Groups need to describe what member actions were helpful and not helpful in completing the group's work and make decisions about what behaviors' to continue or change. Such processing enables learning groups to focus on maintaining good working relationships among members. It facilitates the learning of cooperative skills and ensures that members receive feedback on \their participation. Group processing enables them to reflect and analyze how well they carried out the work, 5. Social skills are important skill in cooperative learning as it enables students to build meaningful relationship with other students. In cooperative learning groups, students learn academic subject matter (task work) and also interpersonal and small group skills (teamwork). Thus, a group must know how to provide effective leadership, decision-making, trust-building, communication, and conflict management	**Discussion with students**
Consolidation (5 min)	**Step#4** Teacher will summarize the topic and ask about any difficulty **Recapitalization** Teacher asks different questions related to topic to check their understanding. Q1. What is meant by cooperative learning method Q2. Describe elements of cooperative learning Q3. Explain cooperative learning process in your own words Teacher will divide students in groups on the basis of the result of pretest. Every group has students with mix level of ability. Teacher give opportunity to the group to select their leader and in every activity leader will be changed so every student gets a chance to lead the group. In every class students exchange and switch their role and perform according to their assigned duty. These groups remain same for six weeks.	

Lesson Plan: 02

Subject: English		Topic: CONTENT	
Date:		Time: 45 min	
Program: B.Ed		Semester: 3rd	

Headings		Description
General Objective Of the topic	To develop the interest of the students in English Language and help them to express their ideas by improving vocabulary.	
Specific Objective of the topic	After studying this chapter: Students will be able to describe the concept of Content in writing skills.	
	Students will be able to identify correct content for essays.	
	Students will be able to write essay on any topic by focusing on the content	
Materials:	LED, PPT Slides, Laptop, white board, marker	
Previous Knowledge (5min)	**Step#1** Question: What is Content? How you explain Content in your own words?	
Announcement of the topic (5min)	**Step#2** " Content in writing" Content is the information or knowledge that writer wants to convey through writing. It should be grammatically correct and formatted properly. Content provide original and related information about a specific topic.	
Lesson Content (20)	**Step#3** Content is essentially the backbone in good academic writing. It is the point in a literature piece as it provides the reader with the message which the writer is attempting to convey. This entails that content needs to have a good supporting facts and data. Essay is composed of words that discussed any topic, object, issue, problem etc in a new perspective and provide new opinion, suggestion and recommendation in written i.e. content for the reader. An essay is not just a haphazard piece of writing. It should focus on right, relatable and original content. It is a well-organized composition comprising several elements.	**PPT is displayed in class to explain the topic** **Further explanation is given with example**

	Elements of Essay:
	There are three main parts of the essay
	    1. Introduction
	    2. Body Paragraphs
	    3. Conclusion
	
	Introduction:
	 An introduction paragraph introduces the topic of the essay. First writer use a good quote to attract the attention of the reader.
	Following the hood, the writer gives background information in content, which is intended to educate readers about the topic. The final element of the introduction is a thesis statement. This is a concise and compact sentence or two, which introduces evidence to be discussed in the body paragraphs. Content use for the introduction paragraph explains the topic with a strong thesis statement.
	Body Paragraphs:
	Body paragraphs of an essay discuss the evidences and arguments introduced in the thesis statement. If a thesis statement has presented three arguments about the topic, there will be three body paragraphs.
	The structure of each body paragraph is the same. It starts with a topic sentence, followed by further explanation, examples, evidences, and supporting details. Content in each paragraph is different from each other but discussed the topic.
	Conclusion:
	The conclusion is the last part of an essay. It is comprised of three major parts. The first part is a rephrasing of the thesis statement given at the end of the introduction. It reminds the readers what they have read about. The second part is the summary of the major points discussed in the body paragraphs, and the third part is closing remarks, which are suggestions, recommendations, a call to action, or the writer's own opinion of the issue.
	
	Step#4
	 Recapitalization
	Teacher will revise the topic with students
	
	Teacher asks different questions to check their understanding
	
	Q.1 Explain content in your own words?
	Q.2 Describe parts of Essay?
		Teacher will explain main points and write on board
		
		PPT is shared with students
		
		Revision of the topic
		
		Assessment

Consolidation		

Cooperative learning activity (15 MIN)	Essay Writing "Formal education and Distance Education" Students focused on the content that should be related to the topic. Teacher has already divided students in groups. Students work together on . Brainstorming, .Outline, . write essay, . Edit, .Revise, .Correct .Present cooperatively. Teacher select a student from each group who will present their group work in front of the class	**Cooperative learning Activity is done in the class**

Work sheet # 01 (CRIC Cooperative Learning Strategy)

Worksheet contains 3 different essay on different topics
Teacher has jumbled 3 essays. Students have to point out the related content of the same topic. This activity focused on cooperative learning so each student in the group participates in the activity. Leader of the group divide the task between students. Three students in the group point out the same content for each topic and other 3 students will rewrite essays.

Education expands our creativity and helps people overcome diversity in every area imaginable through understanding their strengths, weaknesses, needs, etc. With an awareness that no one person has more or less value than another due in part thanks to this form of learning, we can work on eliminating inequality among all communities with confidence, knowing there will always be plenty left over for everyone else too!
The optimal physical education program will foster a lifetime commitment to physical activity as part of a healthy lifestyle. Ultimately, improved coordinated school health programs, of which physical education is a central component, will augment other prevention efforts and help to reverse the growing epidemic of childhood obesity which threatens to undo decades of progress in the fight against cardiovascular and other diseases. Effective efforts made now will help children avoid a lifetime of chronic disease and disability.
Women education is crucial for the overall development of society. Educated women are more likely to be financially independent, participate in the workforce, and make informed decisions about their health and well-being. Furthermore, educated women are more likely to invest in their children's education, leading to intergenerational benefits.
Education is one of the most important aspects of a person's life. It is necessary for success, but not only does it provides knowledge and skills to succeed in various fields, but it also help us become more well-rounded individuals. Education teaches valuable social skills,

student learns how to work with others, and develop discipline. Education provides what need to know about today's world so that children can grow up being knowledgeable enough to make wise choices for themselves tomorrow. Education works hand-in-hand with social change." The citizens of any nation are responsible not just for their futures but also those who come after them. Education plays a significant part in this process by giving people access to knowledge that will help shape their future decisions on how best to move forward into bettering themselves through improved opportunities or more stable lives where they're able at later life without fear or want.

Education helps to build successful future. Women are just as valuable as men when it comes to building up our world for future generations. In addition to knowing their rights, women should also understand right from wrong to make informed decisions that lead to positive outcomes in every area of their lives.

Physical education is an important part of a student's education because it helps them to stay healthy and learn teamwork skills. In addition, physical education can help students maintain a healthy weight and develop lifelong physical activity habits. Schools need to provide physical education classes so that all students have the opportunity to benefit from these positive outcomes.

One of the most important benefits of girl education is that the country's future will be brighter and better. Similarly, our economy can grow faster if more and more women become financially strong thereby reducing poverty. Furthermore, women who are educated can take proper care of their children. This will strengthen the future as lesser kids will die due to a lack of vaccination or a similar reason. Most importantly, educated women can result in a decrease in social issues like corruption, child marriage, domestic abuse and more. They will become more confident and handle their families better in all spheres.

A reliable education provides many benefits like personal advancement, increase in social position, development in general well-being levels, financial growths through entrepreneurship or job promotion into better-paying positions with more responsibility where applicable; increased happiness from having access to necessary resources that were once out of reach as they became necessities rather than luxuries; knowledge about various matters which allows one to be aware of potential pitfalls before taking any needed actions so their eventual outcome will not be detrimental but beneficial (or at least productive) instead – all these are just some reasons why a good upbringing should never take priority over anything else.

Physical education has many benefits, and schools need to offer this type of program. Physical education helps children stay healthy and fit, teaches teamwork skills, and can improve academic performance. If your child is not currently enrolled in a physical education class, consider finding a program they can participate in. It is an integral part of a well-rounded education and can help your child in many ways. It allows students to be active and participate in enjoyable activities. When students are engaged in physical activity, they are more likely to continue being physically active throughout their lives. In addition, physical activity has been shown to affect academic performance positively. One study found that physically active students had better grades and were more likely to graduate from high

school than students who were not physically active

Despite the benefits of women education, many barriers persist. These include cultural norms that prioritize domestic duties over education, poverty, lack of access to educational facilities, and gender-based violence. To address these challenges, governments and civil society organizations must work together to promote gender equality and remove barriers to women's education.

In the end, educating women is vital in the long run. It will increase the literacy rate in a country, give them more access to better health care and more significant economic opportunities, and help them protect themselves against abuse or exploitation.

Lesson Plan: 03

Subject: English		Topic: Vocabulary	
Date:		Time: 45 min	
Program: B.Ed		Semester: 3rd	
General Objective Of the topic	To develop the interest of the students in English Language and learn new vocabulary.		
Specific Objective of the topic	After studying this chapter: Students will be able to explain the concept of Vocabulary in writing skills.		
	Students will be able to recognize correct use of vocabulary in essays.		
	Students will be able to write essay by using correct words or synonyms		
Materials:	LED, PPT Slides, Laptop, white board, marker		
Previous Knowledge (5min)	Question: What are words? How you explain word?		
Announcement of the topic (5min)	**Step# 1** "Correct use of Vocabulary in writing" Group of words in a language or a set of words. They are used to express the ideas, knowledge, information and feeling with others. A good vocabulary doesn't means to use difficult or long words instead it is selection of correct words that express ideas clearly and easy to understand.		**PPT is share with students**

| Lesson Content | **Step# 2**
Type of Vocabulary
Active Vocabulary
Passive vocabulary

Active vocabulary: Words that are used commonly in everyday life while speaking and writing
Passive vocabulary: Words that are known but not commonly used in daily life.

Importance of Vocabulary in Essay writing:
Vocabulary is the foundation of writing as in order to write, words knowledge is needed i.e. vocabulary. Building vocabulary is important for good essay writing. Correct use of vocabulary helps to shows expression through writing. Impressive use of words will depict writer's good command and expertise in language. Good linking words facilitate precise writing and avoid vague words.
Linking words for essay
Additionally, also, apart from this, as well as, moreover, further, if, in that case, provided that, correspondingly, equally, for the same reason, in a similar manner, in comparison, on the one hand, etc.
Different vocabulary will be used for different parts of essay
For Introduction:
Writer used different vocabulary for introduction paragraph
• In this essay
• The essay discusses
• The issue focused on
• The key concept discuss.
For central paragraphs:
This part of essay discusses different ideas in different paragraphs. To connect those paragraphs distinct vocabulary is used like
Furthermore, Next, Moreover, Subsequently, then, Firstly, Secondly, To elaborate etc.
For Conclusion:
Last paragraph in essay is the conclusion of the whole essay. For conclusion different vocabulary can be used such as
To conclude, in short, To sum up, In conclusion etc.

Step# 3
While writing essay following points should be kept in mind:
1. Know your audience:
This will help to determine the level of vocabulary for readers as if essay is for general public simple and clear words are used i.e. basic vocabulary. If easy is written for specialized group advanced level vocabulary is used. | **Teacher will explain the topic**

Describe Linking words with example

Write main points on board |
| (20) | | |

consolidation	2. Proper use of descriptive words These words are important for making writing impressive and engaging. These words are helpful in describing the situations, person, etc 3. Avoid Clichés: Avoid phrases that have been used commonly and lose their essence instead use original language that reflects unique perspective. 4. Metaphors and similes: These are helping tools for creative writing. Metaphors and similes create vivid imagery in essay writing. 5. Use Transition words: Transition words or phrases connect ideas in essay. These vocabularies are helpful for smooth writing. For example however, moreover, therefore. **Step#4** Recapitalization Teacher will revise the topic with students and ask questions	**Revision of the topic**
Cooperative learning activity (15 MIN)	Essay Writing Online Education "Blessing or Curse" Students focused on the vocabulary that should be related to the topic. Teacher has already divided students in groups. Students work together on . Brainstorming, .Outline, . write essay, . Edit, .Revise, .Correct .Present cooperatively. Teacher select a student from each group who will present their group work in front of the class	**Cooperative learning activity**

Work sheet # 02 (Round robin strategy of cooperative learning)

This activity focused on cooperative learning so each student in the group participates in the activity. Leader of the group divide the task between students. Students have to rewrite essay by using linking words, appropriate synonyms and transition words

Co-education refers to education for both boys as well as girls. It is when the joint education of both the gender takes place at the same institution in the same classes. It is an economic system as both the girls and boys study in the same school and college. Moreover, as girls and boys have to live together in a society in their later life, it prepares them in advance for this. The essay on co-education will take us through its importance and advantages.

Co-education is very <u>important</u> for understanding social intelligence. <u>In other words,</u> social intelligence is what helps us, humans, to effectively <u>discuss</u> and navigate the complicated relationships and environments we live in. <u>Further,</u> we regard it as the competence of the individual for understanding their background and reacting in a manner that is socially acceptable<u>. In other words</u>, social intelligence is a <u>vital</u> tool for children. It helps them grow up as good human beings within society. <u>Through this</u>, a child can develop healthy relationships with their family and friends as well as a member of society. <u>Moreover,</u> it also makes them better at managing their emotions.

<u>Similarly,</u> they are able to handle conflicts well and be empathetic towards others along with improving their values. <u>Most importantly</u>, co-education also helps to remove gender discrimination. Both the boys and girls get equal respect which helps them in the future.

Co-education is also important as it helps in nurturing healthy competition amongst the opposite sexes. <u>Thus,</u> it helps them to maintain their dignity and educates them to face their failures <u>as well as</u> learn from them.

Advantages of Co-education

There are many advantages to co-education. <u>The first </u>one is that they offer school diversity. This helps the students who wish to enroll in that school. <u>Moreover,</u> when students get exposed to diversity young, they find it easier to adapt to different diverse environments.

<u>Further,</u> it also teaches them equality as the teachers treat everyone equally. Students participate in all competition equally without any discrimination. <u>Moreover,</u> it also promotes socialization by promoting co-existence.
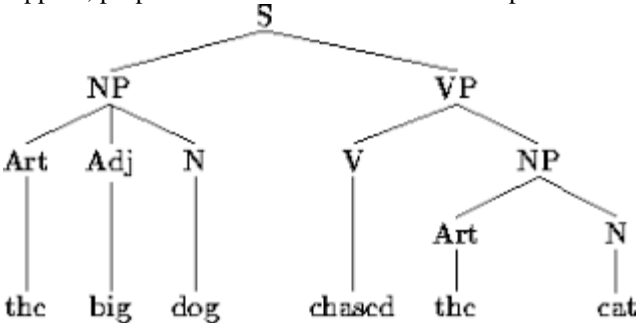
Students can prepare in advance for the real world because, at co-educational schools, they live in a healthy environment composed of both sexes. It also improves the communication skills of students as they interact with everyone.

Students also develop mutual respect and self-esteem in these schools. <u>Most importantly,</u> these institutions help the students overcome the fear of the opposite gender. It helps them get rid of the hesitation and shyness to talk to the opposite gender as they study in a friendly environment together.

<u>To conclude,</u> co-education is an excellent system which helps the students in almost all spheres of life. It is great for the all-round development of kids as it takes away the fear of interacting with the opposite sex. <u>Consequently,</u> it prepares them for a world where they can effortlessly work in an environment filled with all kinds of people

Lesson Plan: 04

Subject: English	Topic: Grammar	
Date:	Time: 45 min	
Program: B.Ed	Semester: 3rd	
General Objective Of the topic	To develop the interest of the students in English Language	
Specific Objective of the topic	After studying this chapter: Students will be able to describe Grammar in writing skills.	
	Students will be able to classify correct grammar for essay writing	
	Students will be able to write essay by using proper grammar	
Materials:	LED, PPT Slides, Laptop, white board, marker	
Previous Knowledge (5min)	Question: What is grammar?	
Announcement of the topic (5min)	**Step# 1** "Grammar" It is rules of a language governing words, sentences, and other elements, as well as their combination and interpretation. Grammar is a set of rules and conventions that dictate how language works. These rules are simply tools that speakers of a language use. Grammar teaches how to use the language. It helps to craft message and communicate exactly what want to convey.	**PPT is share with students**

Lesson Content	**Step #2** There are eight parts of speech in the English language: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. The part of speech indicates how the word functions in meaning as well as grammatically within the sentence. Grammar is the framework upon which all our communication is built. The common grammar rules incorporate the proper use of sentences, phrases, clauses, speech, and single word use as well. Each sentence in essay should be coherent, complement and grammatically correct. It helps you to know how to craft words into coherent sentences, and how to form those sentences into paragraphs that successfully convey your meaning. To make sure this happens, proper sentence structure should be kept in mind.	**Teacher will explain the topic**
(20)		
Consolidation	S NP VP Art Adj N V NP Art N the big dog chased the cat Example is above. **Step#3** Recapitalization Teacher will revise the topic with students and write main points on board.	**Describe sentence structure with examples and invite students to write their own example**
		Revision of the topic
Cooperative learning activity	**Step#4** Essay Writing "Effect of student's motivation on learning" Students focused on the correct use of the Grammar rules. Teacher has already divided students in groups. Students work together on . Brainstorming, .Outline, . write essay, . Edit, .Revise, .Correct .Present cooperatively. Teacher select a student from each group who will present their group work in front of the class	**Cooperative learning activity**
(15 MIN)		

Worksheet # 03

By using Jigsaw method students will write an essay on Importance of parent's role in student's education

Lesson Plan # 05

Subject: English		Topic: Organization	
Date:		Time: 45 min	
Program: B.Ed		Semester: 3rd	
General Objective Of the topic	To develop the interest of the students in English Language		
Specific Objective of the topic	After studying this chapter: Students will be able to describe the organization of ideas in writing skills.		
	Students will be able to identify correct use of organization of words in essays.		
	Students will be able to write essay by focusing on organization.		
Materials:	LED, PPT Slides, Laptop, white board, marker		
Previous Knowledge (5min)	Question: How you write a sentence? Which structure is used?		
Announcement of the topic (5min)	**Step#1** "Organization" Organization in writing is how ideas are presented. Typically, organization refers to the larger parts of a piece of writing, although it also refers to how paragraphs and sentences are written. The flow of a piece of writing affects how readers interpret ideas.		**PPT is share with students**

Lesson Content	**Step#2**	**Teacher will explain the topic**
(20)	Organization refers to the arrangement of content (e.g., headings/subheadings, parts/sections of a text, ideas, arguments, stories, steps, evidence) into a deliberate order in writing. Organization refers to a writer's efforts to interpret and sort information in such ways that are most likely to achieve their aims while being responsive their audience's mindset about the topic. A well-organized essay helps reader follow ideas easily. Good writers learn how to use organization to guide their readers' understanding, rather than simply leaving the ideas on the page. Mostly A topical pattern is one of the most commonly used patterns in all writing. Essentially, this is a great organizational pattern to use. One topic is often broken up into multiple subtopics, making it easier for the reader to follow along. There are five basic organizational models Sequence, description, cause and effect, compare and contrast, and problem and solution, help how to organize essay.	
	1. Sequence uses time or spatial order as the organizing structure. The most basic sequence includes an initiating event, complicating actions that build to a high point, and a resolution. (use for stories)	**Describe organizational models with example**
	2. Description enumerates the characteristic features and events of a specific subject. Good descriptive writing appeals to the senses with imagery and relate specific details(descriptive essay)	
	3. Cause and Effect shows causal relationships between events. Writers often use this organization to assert and explain arguments about how things are and how they got that way. (cause& effect essay)	
	4. Compare and Contrast explains how two or more objects or events are similar or different. In preparation for writing a Compare and Contrast essay, it is often useful to create graphic organizers, such as compare/contrast lists, and data matrices, to compare features across different categories.	
	5. Problem and Solution describes a problem and proposes a solution. It often debates the relative merits of multiple solutions before arguing in favor of the best solution. Organization is one of the most important elements of an essay that is often overlooked. An organized essay is clear, focused, logical and effective.	
	Before writing essay, writer should have focused on following points	**Write main points on board**
	1. Read the topic and outline	
	2. Discuss the topic with peer	
	3. Take notes during discussion	
	4. Write summary of the main points	
	5. Write paragraphs on each main points (5 to 6 points)	
	6. Paragraph should be inter-related and follow correct organization	**Revision of the topic**
	7. Write introduction paragraph and conclusion	

	paragraph 8. Revise the essay **Step#3** Teacher will conclude with summary and revise with students	
Cooperative learning activity (15 MIN)	**Step#4** Essay Writing "Bullying in Schools effect academic performance?" Students discuss the topic with group mates. Teacher has already divided students in groups. Students work together on . Brainstorming, .Outline, . write essay, . Edit, .Revise, .Correct .Present cooperatively. Teacher select a student from each group who will present their group work in front of the class	**Cooperative learning activity**

Worksheet 04: (Think pair share strategy)

Flow chart for "Importance of co curricular activities in education". Researcher gives topical sentences for paragraphs and students arrange them according to order of importance and write paragraphs to complete the essay.
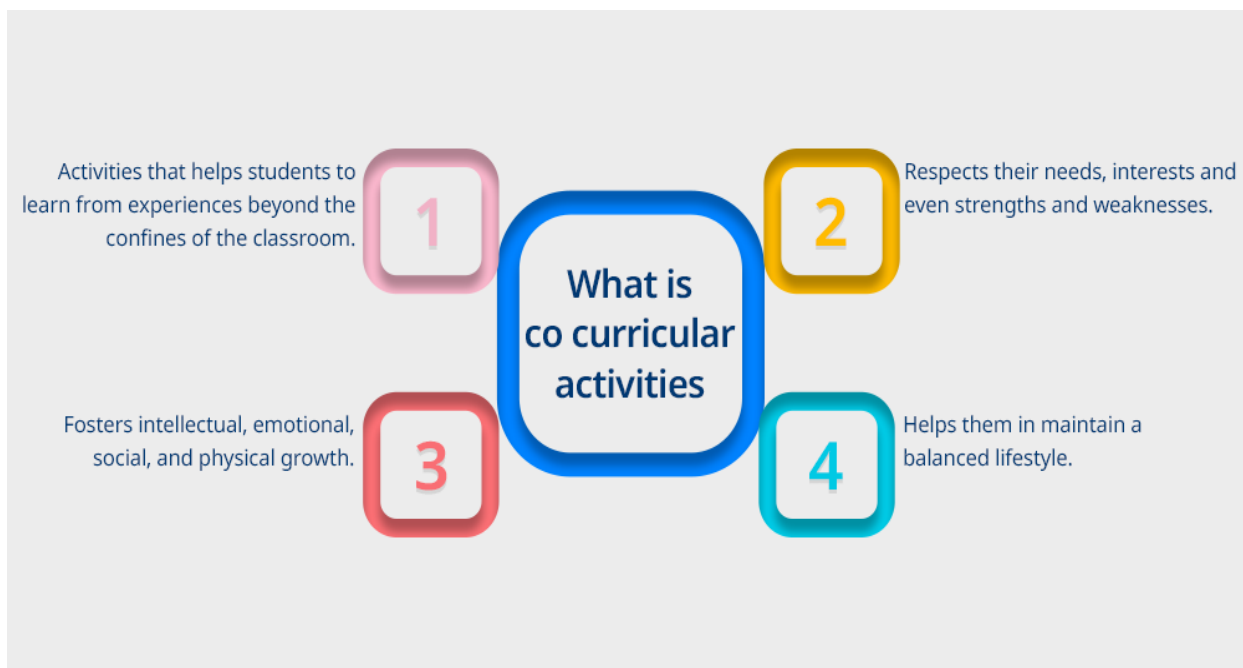
Lesson Plan: 06

Subject: English	Topic: Mechanics
Date:	Time: 45 min
Program: B.Ed	Semester: 3rd

General Objective Of the topic	To develop the interest of the students in English Language	
Specific Objective of the topic	After studying this chapter: Students will be able to illustrate the mechanics in writing skills.	
	Students will be able to recognize correct use of mechanics in essays.	
	Students will be able to write essay by focusing on mechanics	
Materials:	LED, PPT Slides, Laptop, white board, marker	
Previous Knowledge (5min)	Question What is mechanics?	

Announcement of the topic (5min)	**Step#1** 　　　"Mechanics" The term mechanics in the language refers to all the technical rules that make up grammar and syntax. It covers aspects of language such as word order, punctuation, capitalization, and spelling	**Explain mechanics**
Lesson Content (20)	**Step#2** Writing mechanics make a piece of text precise and correct. It brings an alignment in the content. Also, it focuses on correcting the spelling, punctuations, sentence structure, and everything that's wrong. These are the writing rules that every writer must follow while preparing essay Spelling is the ability to arrange letters in the correct order to make words that are communally understood. Spelling is considered one aspect of literacy. It plays important role in writing as student share their knowledge and ideas by using correct words (spelling). Capitalization is an important aspect of English language writing. New sentence always start with a capital letter. It is also used to highlights all the vital details in a sentence. Be it a place or people; capitalize them to notify the reader that writer is mentioning something important. Punctuation clarifies sentence structure by separating some texts and grouping others. It includes commas, semicolons, dashes, hyphens, apostrophes, quotation marks, and so much more. 　▪ A writer should consider all of them before switching their thoughts to a paper. It's a tiny part of a sentence, but it is more impactful. They'll get the message while extracting all the essential points out of it.Punctuation marks are divided into: 　　▪ Internal marks referring to the punctuation marks within the sentence. [commas, semicolons, dashes] 　　▪ End marks which are used at the end of a sentence or a question. [The period, exclamation, or question mark] 　　▪ Patterns within the word, like apostrophes and hyphens, marks between words and end marks. Sentence is important part of writing as it is the foundation. Sentence structure should be correct consisting on subjects, objects, clauses, and phrases. End a sentence with a period, question mark, exclamation point, or quotation marks. Most of the time, the subject of the sentence comes first, the verb comes second, and the	PPT is shared with students Write main points on board

	objects come last Following points should be kept in mind for writing g good essay: • Mastering the proper usage of quotation marks. • Focus on using capitalization rule • Ensuring that both grammar and spelling are correct. Knowing grammar rules is very important. • Proper use of punctuation. • Knowing how, where, and when to use apostrophes. • Being able to form coherent sentence structures and avoiding sentence fragments. • Focus on vocabulary and correct spelling. • Knowing how to formulate concise paragraphs that are not too wordy. **Step#3** Teacher will summarize the topic and revise with students.	Revision of the topic
Cooperative learning activity (15 MIN)	Essay Writing "Bullying in Schools effect academic performance?" Students discuss the topic with group mates. Teacher has already divided students in groups. Students work together on . Brainstorming, .Outline, . write essay, . Edit, .Revise, .Correct .Present cooperatively. Teacher select a student from each group who will present their group work in front of the class	**Cooperative learning activity**

Worksheet # 04(Number head together activity)
Correct the following essay by focusing on the rules of mechanics and also gives headings

Social media has undeniably revolutionized the way we communicate and share information. these digital platforms such as Facebook, Instagram Twitter and LinkedIn, have become a cornerstone of contemporary society. With millions of people around the world actively using these platforms daily social media has become a vital element in our lives, touching various aspects like communication, business education, and more.

Social media has a significant impact on our lives in various ways. It primary importance lay in the ease of communication it provides. It has made communication faster easier,

and more efficient by allowing users to interact with each other irrespective of gegraphical locations. not only personal communication, but businesses also rely on social media for promotions customer engagement, and feedback.

Education has also reaped the benefits of social media. Platforms like LinkedIn and Facebook provide a hub for students and educators to share resources discuss ideas, even facilitate remote learning. This interconnected network has made knowledge more accessible than ever before.

Furthermore, social media acts as a global platform for social activism and the sharing of critical information. campaigns, petitions, and social movements have found a new home on these digital platforms, reaching a wider audience and facilitating collective action on a scale never seen before.

Social media's effects are profound, reaching into various aspects of society and individual lives, and these effects can be both positive and negative.

on the positive side, the primary effect is the facilitation of communication. social media has drstically enhanced our ability to interact with one another, both personally and professionally. It enables instant sharing of ideas, opinions, and feelings, thereby nursing relationships and creating a sense of global community.

In the world of business, social media has emerged as a powerful marketing and networking tool. It promotes business growth by providing companies a platform to reach and engage with customers in a costeffective manner. Reel-time interaction, customer feedback, and the ability to tailor marketing strategies based on consumer behavior are some of the unique advantages that social media offers to businesses.

Social media also has a significant impact on education providing immense learning opportunities. It has democtized knowledge, making it possible for anyone with internet access to learn from global experts research on various topics and even earn degrees online. It has also faciltated collaboration between learners and teachers across the globe paving the way for a more interactive and comprehensive learning experience.

Furthermore Social media plays an esential role in social activism. It has provided activists with a platform to voice their concerns organize movements, and garner support on a large scale. from raising awareness about climate change to promoting racial equality, social media has become a vehicle for driving social change.

However along with these positive effects, Social media also brings a host of negative impacts that warrant our attention. A significant concern is the potential for social media addiction. The constant availability of social media and the 'fear of missing out' (FOMO) can lead to excessive use, which in turn can impact mental and physical health sleep patterns, and overall productivity.

Cberbullying is another harmful effect of social media. The anonymity and reach of

social media have unfortunately made it a platform for harassment, leading to significant psychological distress for victims.

The advantages of social media are manifold. firstly It fosters global connectivity and communication. It eliminates geographical barriers, eabling people from different parts of the world to connect and share ideas. This global reach also benefits businesS by providing them with a platform to reach potential customers worldwide.

Secondly Social media can serve as a powerful tool for learning and education. It provides access to a vast amount of information and resources aiding self-directed learning. It also supports collaborations, discussions, and online classes, enhacing the learning experience.

Lastly, Social media is a powerful platform for social change. It helps emplify voices that might be marginalized or unheard, facilitating social justice movements and driving societal change.
Despite its advantages, social media also has its share of drawbacks. The first major concern is addiction. The constant urge to check updates, notifictions, and feeds can lead to copulsive behavior, impacting producivity and overall well-being.

privacy and security is another significant concern. Social media sites collect vast amounts of personal data posing potential risks to user privacy.instances of data breaches and misuse of information highlight the vulnrability of users on these platforms.

Furthermore, The prevalence of missinformation and faqe news on social media poses a significant challenge. It can lead to misunderstandings fuel conflict, and even influences public opnion or elections.

Additionally, social media can inadvertently promote unhealthy comparisons and unrealstic standards of beauty or success, leading to negative fychological impacts, such as anxiety depression, and body image issues.

Conclusion
Social media has become an intagral part of our lives, transforming the way we communicate access information, and engage with the world around us. While its importance cannot be understated, it is crucial to be aware of the effects, both positive and negative, associated with its use. by understanding and addressing the challenges posed by it, we can harness its potential for positive change while mitigating the risks It is essential for individuals, policymakers, and society as a whole to navigate the world of social media thoughtfully and responsibly, ensuring that its benefits outweigh its drawbacks.

Rubric

Rubric is used to check the test of the students.

Element of writing	Level 1 5 Very Good	Level 2 4 Good	Level 3 3 Average	Level 4 2 Poor	Level 5 1 Very Poor
Content (5)	Thesis statement, topic sentences, important details and information, all are written related with the topic	Thesis statement, topic sentences, important details and information, all are related to the topic to some extent	Thesis statement, topic sentences, important details and information, something is missing from all of the above	Thesis statement, topic sentences, important details and information, all of the above mention points are not exactly related to the topic	Thesis statement, topic sentences, important details and information are not related to the given topic
Vocabulary (5)	Selection of vocabulary words are excellent with correct spelling and student use linking words	Selection of vocabulary words is good with one or two spelling mistakes. Students use some linking words	Selection of vocabulary words are average with some spelling mistakes. Students use 2-3 linking words	Selection of vocabulary words are poor with many spelling mistakes. Students use in correct linking words	Selection of vocabulary words is too much poor with too much mistakes. Students didn't use linking words.
Grammar (5)	No Grammatical errors in sentence structure and proper use of part of speech and subject-verb agreement	Not more than five grammatical errors in sentence structure, proper use of part of speech and subject-verb agreement	Not more than ten grammatical errors in sentence structure, proper use of part of speech and subject-verb agreement	More than fifteen grammatical errors in sentence structure and too much mistakes in the use of part of speech	All of the sentence structure and part of speech are in correct
Organization (5)	Intro states the main topic and provides an overview of the argument, information is relevant, inter related and presented in logical order. The conclusion is strong.	Intro states the main topic and provides overview of the paper. Information is relevant but not presented in logical way. Conclusion is included but not strengthens the argument.	Intro states the topic to some extent, information is also relevant to some extent but it is not interrelated and presented in logical order.	Intro not covers the topic properly, information is not properly written and conclusion is included but is not supporting	There is no clear introduction, body paragraphs and conclusion

Mechanics (5)	Correct use of Capitalization Spelling Punctuation Abbreviation quotation	Correct use of any four of the following Capitalization Spelling Punctuation Abbreviation quotation	Correct use of any 3 of the following Capitalization Spelling Punctuation Abbreviation quotation	Correct use of any 2 of the following Capitalization Spelling Punctuation Abbreviation quotation	Correct use of any 1 of the following Capitalization Spelling Punctuation Abbreviation quotation

Observation Sheet

Elements of cooperative learning	Observation	Always	Somet imes	Never
Positive Interdependence	• Student show constructive learning relationship with group member • Student facilitates other fellows to accomplish task • Student shows eagerness for group work • Student engage in group work • Student accomplished give task			
Individual accountable	• Student individually recognize and consider the task • Student achieve the assigned task given by group fellows • Student demonstrates good performance in assigned role. • Student accomplished individual responsibilities during group work			
Promotive interaction	• Student actively engaged in group discussion. • Student expresses useful and new ideas. • Student asks questions and queries for more information • Student check and correct each other assignment • Student provide opinion to group fellows • Student provide individual assistance to group member			
Social skills	• Student build good communication connection with fellows • Student shows respect to individual differences. • Student encourages fellows for learning and helps each other. • Student shows respect to the views of other group members. • Student makes recommendation for each other task. • Student encourages and motivates other fellows towards learning. • Student work in cooperation with team mates for accomplishing given task. • Student moved in harmony with group members during activity			

	• Student is able to resolve conflicts during activities • Student is good at decision making			

Group processing	• Student assess the contributions of other member positively • Student give feedback to group fellows • Student provides reviews on group session • Student give suggestions on group work for improvement • Student highlights the dos and don'ts for learning. • Student actively listens to other fellows–			

Certificate of validity

Effect of Cooperative Learning methods on Prospective Teachers' Writing Skills:

A Quasi-Experimental Study

M.Phil Scholar, Department of Educational Sciences, Faculty of Social Sciences

National University of Modern Languages, H-9, Islamabad, Pakistan.

This is to certify that the self-developed Pretest, Lesson plans, observation sheet, Rubrics and Posttests by the scholar towards her thesis has been assessed by me and I find it to have been developed adequately to study, Effect of Cooperative Learning methods on Prospective Teachers' Writing Skills based on Cooperative learning model and five indicators of Writing skills

It is considered that the research instrument developed for the above-mentioned title is according to the objectives, questions and hypothesis of the research and can be used for the data collection by the researcher with fair amount of confidence.

Name _Dr. Jameela Ashraf_

Designation _Assistant Professor_

Institution _NUML._

Signature _____

Date _02/10/2023_

Certificate of validity

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Name: _D. M. Haseeb Nasir_

Designation: _AP._

Department: _English_

Institution: _NUML_

Signature: _____

Date: _27-09-2023_

Certificate of validity

Effect of Cooperative Learning methods on Prospective Teachers' Writing Skills:

A Quasi-Experimental Study

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Name Ayyaz Mehmood (Ph.D)

Designation Assistant Professor

Institution NUML, Islamabad

Signature_____

Date October 02, 2023

Certificate of validity

Cooperative Learning methods on Prospective Teachers' Writing Skills:

A Quasi-Experimental Study

holar, Department of Educational Sciences, Faculty of Social Sciences

onal University of Modern Languages, H-9, Islamabad, Pakistan.

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lered that the research instrument developed for the above-mentioned title is jectives, questions and hypothesis of the research and can be used for the data searcher with fair amount of confidence.

Name: _____

Designation: Lecturer

Department: English

Institution: NUML

Signature: _____

Date: 27.09.2023