

AN ANALYTICAL STUDY OF COOPERATIVE LEARNING MODEL IN THE TEACHING OF MYANMAR LANGUAGE WRITING SKILLS

Aye Yu Mon¹ and MyoWin²

Abstract

The main purpose of this research is to investigate the effectiveness of Cooperative Learning Model in Myanmar Language teaching and learning of Grade Eight students in Myanmar. Instruments of quantitative research were based on the new instructional model of Cooperative Learning. Ten sample lesson plans were constructed. The target population is Grade Eight students in Yangon Region. Stratified random sampling method was used. Four sample schools were selected by using random sampling method. In each school, students were randomly selected and assigned to two groups. Quasi-experimental designs were applied in the experimental research and it took about ten weeks. Descriptive statistics was used to calculate students' mean score, standard deviation in narrative and descriptive writing skill of students. Also the percentage of students' attitude questionnaires were descriptive in data analysis. Furthermore, independent samples *t*-test and ANCOVA were used to test the significant level. Moreover, Pearson correlation was applied to analyze the correlation of the variables. And, questionnaires for students and teachers were conducted to find out teachers' and students' attitudes towards Cooperative Learning Model. The qualitative research was conducted with students' and teachers' interview questions for teachers and students. The result of this study shows that there was a significant difference in the writing skill of students between those who are taught by Cooperative Learning Model and those who are not. There also was relationship between students' narrative writing skill and descriptive writing skill. An overall analysis of these findings seems strongly indicate the presence of Cooperative Learning Model's positive pedagogic impact on teaching of Myanmar language writing skill.

Keywords: Cooperative Learning, Model, Learning

Introduction

Teaching is the profession where the success of the teachers depends on the ability of the students but there have been such teachers who have made even the worst of students the best of learners. The dynamics of teaching is a crucial factor in how much students learn (Herr, 2008). It is evident that understanding of a subject taught by a teacher depends on the methods of teaching adopted by that teacher. Methods make the material easier to comprehend and assimilate. A teacher would only pay attention towards his methods only when he is completely dedicated towards his profession and if his profession is his passion. Learning is the acquisition of new behavior that strengthening or weakening of old behavior as the result of experience. Students benefit from effective teaching and learning strategies inside and outside the classroom. Learning often takes place best when students have opportunities to express ideas and get feedback from their peers. Students take action and interact with others to construct the contextual knowledge of the classroom.

At present time, there is very little emphasis on writing in the language class. Writing is more careful, prestigious and permanent than speech. Language is the vehicle of thoughts. Man uses language as a means of communication. Burmese is the language people use in their day-to-day life for expressing ideas, for communication, for making transaction and for doing calculations. To learn a language, it is necessary to achieve four skills: listening, speaking, reading and writing. For achieving skills in Myanmar language as well, it is necessary to achieve these four skills.

¹ Dr, Assistant Lecturer, Methodology Department, Yangon University of Education

Unlike speaking, writing provides ones with a way not only to generate ideas before presenting them to an audience, but also to scrutinize the ideas and language they produce; this revision, this seeing again, lets them receive feedback from themselves and others and make changes and corrections. If teachers simply ask students to analyze, manipulate, and imitate given texts, they are not allowing them to grapple for that fit between content and form that all students need to grapple with. Writing consists of many constituent parts and teachers need to consider which ones will be the most important for a course: content, organization, originality, style, fluency, accuracy, or using appropriate rhetorical forms of discourse (Richards & Renandya, 2002).

Statement of the Problem

Traditional approaches to language teaching gave priority to grammatical competence as the basis of language proficiency. They were based on the belief that grammar could be learned through direct instruction and through a methodology that made much use of repetitive practice and drilling. The approach to the teaching of grammar was a deductive one: students are presented with grammar rules and then given opportunities to practice using them, as opposed to an inductive approach in which students are given examples of sentences containing a grammar rule and asked to work out the rule for themselves. It was assumed that language learning meant building up a large repertoire of sentences and grammatical patterns and learning to produce these accurately and quickly in the appropriate situation (Richards, 2006).

Today people place little emphasis on the importance of writing. It is very important to practice writing because it is one of the objectives of teaching Myanmar language in schools. However, it is a problem that most students learn by heart summaries of the *Zataka* written by teachers in Grade Eight. Although students may like to write summaries of the *Zataka* by themselves, they do not have confidence to present their own writing. They are afraid of reducing their scores if they did not write the same as the summaries given by teachers. As a result, many students find it difficult to write summaries of the *Zataka* themselves. Therefore, they just learn by heart summaries of the *Zataka* given by teachers and try to reproduce them accurately. Later, students cannot express their own thoughts and ideas in their own words effectively and efficiently. Unfortunately, this problem still remain unsolved completely till now.

Once a basic command of the language was established through oral drilling and controlled practice, the four skills were introduced, usually in the sequence of listening, speaking, reading and writing. Techniques that were often employed included memorization of dialogues, question-and-answer practice and substitution drills. One central belief of current pedagogy is that learners differ from one another in important ways (Robinson, 2002, cited in Bootzin, Bower, Zajonic & Hall, 1986). One area of difference lies in the tendency of some learners to prefer to learn in social settings. All learners need to know how to succeed in such settings, and cooperative learning provides opportunities for students to develop and practice the strategies they need to work with others.

Sharing knowledge can support each other and hence, it leads to better understanding. Cooperative learning strategies are the teacher's approaches to using information, selecting resources, and defining the role of the students, including specific practices used to accomplish a teaching objective (Borich, 2007). Therefore, educators believe that cooperative learning strategies are one of the most effective learning strategies in teaching Myanmar. Now in Myanmar language teaching, a systematic approach to teaching writing is needed to enhance students' writing skills and to help teachers to overcome their difficulties in teaching writing.

Therefore, the main problem this study investigated is if teaching model which is based on cooperative learning strategies will actually bring out better achievement of the students in teaching Myanmar.

Objectives of the Research

The major objectives of the study can be briefly described as follows.

1. To develop a new teaching model which is based on cooperative learning for Myanmar Language teaching for middle school students
2. To analyze the applicability of the model in middle school Myanmar Language Teaching
3. To compare students' achievement between two groups: experimental group and control group
4. To explore the interrelationships between Grade Eight students' narrative and descriptive writing skills
5. To investigate students' attitude towards cooperative learning model
6. To give suggestions for improving middle school Myanmar Language teaching based on the data obtained from the study

Research Hypotheses

1. There is a significant difference between the Myanmar achievement of the students who are taught by cooperative learning model and those who are not.
2. There is a significant difference between the Myanmar achievement of the students who are taught by cooperative learning model and those who are not in performing narrative writing.
3. There is a significant difference between the Myanmar achievement of the students who are taught by cooperative learning model and those who are not in performing descriptive writing.
4. There are interrelationships between the Grade Eight students' narrative and descriptive writing skills.
5. There is a positive attitude towards cooperative learning model among the students in the experimental group.

Definitions of the Key Terms

- **Cooperative Learning** - Cooperative learning is the term used to describe instructional procedures whereby learners work together in small groups and are rewarded for their collective accomplishments (Johnson & Johnson, 1998).
- **Model** - a model of teaching is a plan or pattern that can be used to shape curricula, to design instructional materials and to guide instruction in the classroom and other settings (Siddiqui & Khan, 2009).
- **Learning** - Learning is the acquisition of new behavior the strengthening or weakening of old behavior as the result of experience (Smith, 1962, cited in Schunk, 2004).

Scope of the Study

The research has its own particular limitations. The first limitation is the geographical area. This study is geographically restricted to Yangon Region. The second limitation is related to the participants of the study. Participants are Grade Eight students from the selected schools

during the period 2017-2018 Academic Year. The third limitation is the content areas of the subject. The content area is limited to *Zataka*.

Significance of the Study

This study is expected to help students perform better in Myanmar language writing by cooperating in the class. In order to promote students' writing skills and to help teachers to overcome their difficulties in teaching writing, a cooperative approach to teaching writing is needed in Myanmar language teaching. The contribution of this study will demonstrate that the cooperative learning model to teaching and the learning materials really work. Students will develop both writing skills and their social skills will develop through cooperative learning.

Mg Khin Min (2013) also points out that writing essay is not in its right place, training ground for students' writing skills because many students read others' readily written essays by heart. This issue is not a new one. It was also discussed in the meeting held by Basic Education Curriculum Syllabus and Textbook Committee, and Myanmar Language Commission in November, 1975. In this meeting, senior and junior assistant teachers who teach Myanmar stated that students read essays by heart for exam and some teachers also asked students to do so. As a result, students found it difficult to write even a page of essay themselves. If students try to write essay in cooperation with other students, they will get a lot of ideas for writing essays. In this way, students will develop not only their writing skills but also their social skills and cooperation with other students. So, this study would be beneficial not only middle but also high schools Myanmar language teachers and students as this study would provide necessary information on how to teach writing and how to write effectively through cooperation with others in class.

Theoretical Framework

Perspectives of Cooperative Learning

Basically cooperative learning is a model of learning where the student can work in group. It is very essential to be done because the student needs other people to do something as the social creature. They also need another student to help them to solve something. Sharan (n.d., cited in Huda, 2011) agreed with other researcher who said student's performance is more effective when they work in small groups than they work in traditional classroom. By working in group, it can increase students' achievement and socialization and also repair their perception and attitude about the important of learning and socialization. There are several theoretical perspectives that support cooperative learning model. They are:

(1) Motivational perspective

This perspective assumed that cooperative learning must be based on group reward and goal structure. If cooperative learning activities is implemented correctly, it can create a condition where they can succeed to get group goals if the other group member is successful too to get the goals. They can support the other friends to give maximal efforts to get goals.

(2) Social cohesion perspective

This perspective said that cooperative learning will influence to student achievement if they can make cohesively (help each other) in each group member. Student help the other group member overall because they feel care to success of group.

(3) Cognitive perspective

This perspective said that interaction between students will increase student achievement if they can process information mentally than motivationally.

(4) Developmental perspective

It comes from Jean Piaget and Lev Vyogotsky. The Piagetian perspective said that when student work together, socio - cognitive will be appear and produce cognitive disequilibrium. It can increase student ability to think, reason, and talk. Vyogotsky perspectives state that knowledge is a social product.

(5) Cognitive elaboration perspective

This perspective said that elaboration can be a cognitive exercise to increase student learning. The most effective technique of elaboration is explaining the topic to other. In some research shown that student can learn more by giving explanation to other.

Cooperative Learning Effects. There are three effects of cooperative learning according to Arends et. al (2007). Those effects are:

(1) Effects on Academic Achievement

Cooperative learning strategies have positive effects on academic achievement for all students, but particularly for students with poor academic histories. Students of higher ability are benefited more when working in cooperative groups as compared to individualistic or competitive classrooms. Slavin reported significantly higher levels of achievement in language arts and mathematics when they compared students in an elementary school that used cooperative learning with their peers in a traditional elementary school.

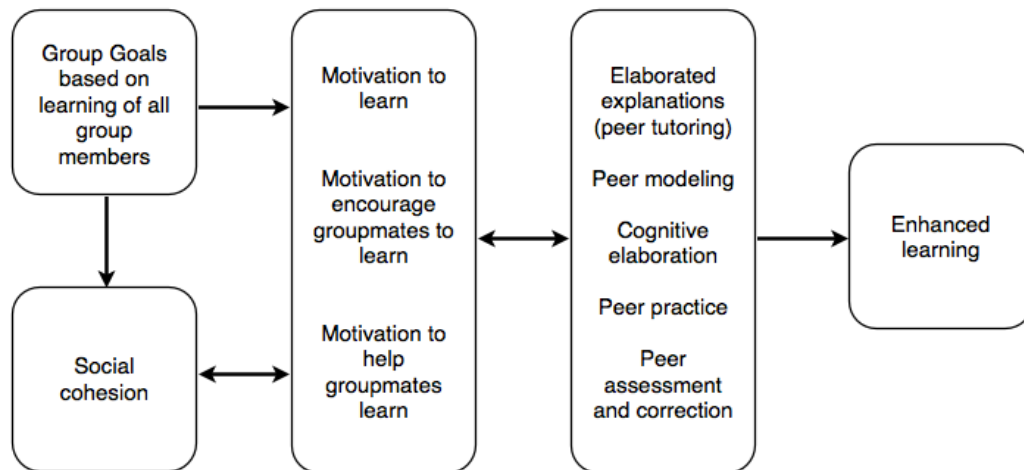
(2) Effects on Cooperative Behavior

Studies conducted by Sharan and his colleagues showed clearly that instructional methods (whole group teaching versus cooperative learning) influenced students' cooperative and competitive behaviors. Cooperative learning generated more collaborative behavior than did whole-class teaching. Students from cooperative learning classrooms displayed less competitive behavior and more cross-ethnic cooperation. Johnson and Johnson also reported considerable positive effects on social learning and personal esteem when comparisons were made between cooperative and individualistic classroom organizations. Dozens of studies have demonstrated that, when students are allowed to work together, they experience an increase in a variety of social skills; they become more capable of solving problems, better able to take the role of the other, and are generally more cooperative and willing to help and reward others.

(3) Effects on Acceptance of and Tolerance for Diversity

The use of cooperative learning strategies has also been shown to result in better intergroup relations. Sharing responsibility and interaction produces more positive feelings towards tasks and others. Slavin also reported that heterogeneous groups learn more, form more positive attitudes toward the learning tasks, and become more positive toward individuals who are different.

Model of Cooperative Learning. Researcher would like to investigate the effective-ness of Slavin's model of cooperative learning. Slavin's (1996) model of cooperative learning is foundational to promote social interaction and learning.



Source: From Smith & Ragan. (1999)

Figure 1 Slavin's Integrated Model of Cooperative Learning

Social cohesion seemed to be the component of Slavin's model with the most significant effect on the student experience, a finding supported by both the quantitative and qualitative analyses. Slavin proposes three different motivational factors at work in cooperative learning environments: motivation to learn, motivation to encourage group-mates to learn, and motivation to help group-mates to learn. Of these three factors, the activity appeared to provide participants with motivation to learn as well as motivation to help group-mates to learn. The activity also provided motivation for participants to encourage group-mates to learn.

Basic Types of Cooperative Learning Group

There are three basic types of cooperative learning groups – formal cooperative learning groups, informal cooperative learning groups and base groups.

(1) Formal Cooperative Learning Groups

These groups may last from several minutes to several class sessions to complete a specific task or assignment (such as doing a set of problems, completing a unit of work, writing a report, conducting an experiment, or reading and comprehending a story, play, chapter or book). The members are carefully chosen for heterogeneity to maximize learning and minimize 'group think'.

(2) Informal Cooperative Learning Groups

These groups are temporary, ad hoc groups that last for a few minutes, one discussion or class period. The members are often chosen randomly and will rotate on a regular basis. Their purposes are to focus learner attention on the material to be learned, create an expectation set and mood conducive to learning, as well as help organize in advance the material to be covered in a class session. They can ensure that learners cognitively process the material being taught and provide closure to an instructional session. They may be used at any time but they are especially useful during a lecture or direct reading. The length of time that most learners can attend to a lecture before they begin to drift away is around (20) to (25) minutes. These groups help break up the lecture and allow learners to process the content as they take part in class.

(3) Base or Home Groups

Base groups are long-term cooperative learning groups with stable membership. Learners are chosen for base groups in a manner that will guarantee a good mix of academic levels in the group. These groups are set up so that members provide support to each other so that all can succeed academically. For example, they may pick up handouts for each other if one of the group members is absent, and they will coach each other to prepare for individual tests. The use of base groups tends to personalize the classroom, improve attendance and also improve the quality and quantity of learning.

Research Method

As the objectives were set at the beginning of the study, teaching writing materials and activities, model and lesson plans were developed based on cooperative learning model for teaching writing. They were aimed at improving middle school students' writing skills in Myanmar language. To test them to see if they are effective or not, a quantitative study, an experiment, was performed. A questionnaire survey, was conducted to find out the attitudes of students and teachers towards the new teaching model. A qualitative study, interviews were also conducted to find out the attitudes of students and teachers towards cooperative learning model.

Sample Size in the Research

The research was carried out in Yangon Region. In Yangon Region, there are four districts: East, West, South and North. One township from each district was selected by random sampling method. And then, one school from each township was chosen by using simple random sampling method. For the experiment, (98) students from B.E.H.S (4) Hlaing, (120) students from B.E.M.S (2) Shwepyithar, (99) students from Yankin Practising Middle School and (98) students from B.E.H.S (2) Kyauktan were selected.

Research Design

The research design applied in the quantitative study is the nonequivalent control group design which is one of the quasi-experimental designs. According to L. R. Gay (1987), this design is used if it is not possible to randomly assign subjects to groups. But an advantage of this design is that possible effects from reactive arrangements are minimized since classes are used as it is. Subjects may not be aware that they are involved in a study. So, the experiment was conducted by using existing classrooms. From each selected school, two classrooms were chosen and each two were randomly assigned to two groups: experimental group and control group.

Instrumentation

Since the study is aimed at investigating the impact of cooperative learning model to teaching writing in Myanmar language at the middle school level, the researcher developed a pretest and a posttest, and the marking schemes for them. Pretest consists of (6) items to measure basic writing skills. The total score of pretest is (50) and the time allowed for the test is 1:30 hours. Posttest consists of (5) items to measure narrative and descriptive writing skills. The total score of posttest is (100) and the time allowed for the test is 2:30 hours. To examine the students' and teachers' attitude towards the developed cooperative learning model for teaching writing, questionnaires were constructed under the guidance of supervisor and co-supervisor. Five-point Likert scale with (5) items from strongly agree to strongly disagree, was used to indicate the attitude towards cooperative learning model. They were developed under the guidance of supervisor and co-supervisor. In order to establish validity, they were presented to teacher

educators and academicians. According to their valuable suggestions, necessary modification in pretest and posttest were made.

Learning Materials

Learning materials consist of (6) *Zataka* stories from the prescribed textbook. In addition, story, event, field trip and biography were added for narrative writing. For descriptive writing, definite description and aesthetic description were added. It is assumed that these learning materials can cover the narrative writing and descriptive writing skills at the middle school level. These learning materials and activities were written under the constant supervision of supervisor and co-supervisor. They all were examined by five expert teachers in both methodology and academic fields. They made valuable suggestions and recommendations from their different points of view for the improvement of the learning materials and activities. Their critical comments and suggestions regarding style, format, appropriateness and wording were very helpful. At their valuable suggestions, necessary modifications in learning materials were made. Some words are replaced by more understandable words.

Key Variables

The independent variables in this study were the different instructions of teaching writing. Therefore, the independent variable for the experimental group was instruction, using cooperative learning and for control group was instruction, without using it. The dependent variable was students' score on the posttest.

Procedure

Before cooperative learning model was used in teaching, lesson plans were developed. In order to evaluate the feasibility of the instruments for full-scale study, pilot experiment was conducted at Basic Education Middle School, Hlaing Township from 12th June to 10th July 2017. The time taken for teaching including testing before and after was (20) periods which last (45) minutes each. According to the experiences of pilot study, necessary changes in testing and planning for experimental study were made. After pilot study, some wordings in tests were changed. Pilot teaching also gave better ideas for the preparation of handouts and teaching aids for experimental study. In the light of pilot study, necessary changes were also made in lesson plans.

Conducting full-scale experimental study was started in all four selected schools in July, 2017. At the beginning of the study, all participants in both groups were pretested to check the equivalence of the two groups. It took (1:30) hours, (2) periods. Then the experimental groups were treated with the developed cooperative learning model for teaching writing while the control groups were taught as usual. The two experimental groups in B.E.H.S (4) Hlaing and B.E.M.S (2) Shwepyithar were taught by the researcher. And the rest in B.E.H.S (2) Kyauktan and Yankin Practising Middle School were given treatment by other two Myanmar language teachers from these schools. They were given learning materials to study in advance. They had been advised how to teach writing according to cooperative learning model for teaching writing and lesson plans. The total time taken for treatment was (40) periods. After the treatment periods, posttest was administered to all students in experimental groups and control groups to measure their writing skill achievement. The experimental study finished in October, 2017. After teaching them, the researcher developed posttests in order to investigate whether cooperative learning was really effective in students' writing skills. There are two main components in the posttest: narrative writing and descriptive writing.

To examine the attitude of students and teachers towards the developed cooperative learning model for teaching writing, questionnaires were developed under the guidance of supervisor and co-supervisor. Five-point Likert scale with (1) stands for strongly disagree and (5)

assigned to strongly agree, was used to indicate the attitude towards cooperative learning model. The questionnaire was sent to all students who participated in experimental groups in all four selected schools. The teachers helped to distribute the questionnaires and collect the questionnaires in their schools. It took about (20) minutes to complete the questionnaire. It was completed at the last week of teaching experiment.

Analysis of Data

The Statistical Package for the Social Science (SPSS) version (24) was used to analyze the quantitative data. The data were analyzed by the independent samples *t*-test and ANCOVA to compare the differences between the experimental groups and control groups. Moreover, Pearson correlation was calculated to find out the relationships between students' narrative writing skill and descriptive writing skill. Percentage of responses was used to know the attitudes of the students involved in experiment towards the new teaching approach after the instruction. Interview was used for the qualitative study.

Research Findings

This study was conducted to investigate the effectiveness of cooperative learning model in the teaching of Myanmar language writing skills. Both quantitative and qualitative research methodologies were used in this research as a mix method: the QUAN-Qual Model. Therefore, the findings of the research, both quantitative and qualitative study, were discussed. The data analysis was carried out, using the Statistical Package of the Social Science (SPSS) version 24.

Quantitative Research Findings

Quantitative research findings include the data analysis of pretest scores, overall posttest scores and individual scores in two parts of the posttest: test on narrative writing skill and test on descriptive writing skill.

Analysis of Pretest Scores. The data obtained from pretest were recorded systematically and analyzed by using the independent samples *t*-test to determine whether there is a significant difference between the experimental groups and the control groups. The results are shown in the following table.

Table 1 *t* Values for Pretest Scores in Overall Writing Skill Achievement

School	Group	N	M	SD	MD	<i>t</i>	<i>df</i>	Sig. (2-tailed)
S1	Experimental	50	38.24	3.836	0.24	.337	96	.737 (ns)
	Control	48	38.00	3.176				
S2	Experimental	60	39.72	1.914	0.45	-1.338	118	.184 (ns)
	Control	60	40.17	1.768				
S3	Experimental	51	42.37	1.697	1.53	4.369	107	.000***
	Control	48	40.84	1.954				
S4	Experimental	51	41.75	1.598	1.02	-3.112	96	.002**
	Control	47	42.77	1.645				

Note: ns = not significant

***p* < .01

****p* < .001

S1= B.E.H.S (4) Hlaing

S2= B.E.M.S (2) Shwepyithar

S3= Yankin Practising Middle School

S4= B.E.M.S (2) Thanlyin

In school 1 and school 2, the results show that there was no significant difference between the experimental groups and the control groups for scores on pretest (*p* > .05) because the mean

scores of the experimental groups and the control groups were nearly the same in these two schools. This means that the two groups in two schools were equivalent. Therefore, their scores on posttest will be analyzed by using the independent samples *t*-test.

In school 3 and school 4, the results show that there was a significant difference between the experimental groups and the control groups for scores on pretest ($p < .05$) because the mean scores of the experimental groups and the control groups were different in two schools. This means that the two groups in two schools were not equivalent. Therefore, their scores on posttest will be analyzed by using the analysis of covariance.

Table 2 *t* Values for Posttest Scores in Overall Writing Skill Achievement for School 1

School	Group	N	M	SD	MD	<i>t</i>	<i>df</i>	Sig. (2- tailed)
Narrative Writing Skill	Experimental	50	34.54	6.55	11.62	7.519	96	.000***
	Control	48	22.92	8.65				
Descriptive Writing Skill	Experimental	50	12.82	6.47	7.28	5.690	96	.000***
	Control	48	5.54	6.18				
Overall Writing Skill	Experimental	50	47.36	11.15	18.90	7.541	96	.000***
	Control	48	28.46	13.59				

Note : *** $p < .001$

Table (2) shows mean scores of the posttest on narrative writing skill, descriptive writing skill and the overall posttest mean scores of control and experimental groups in school 1. According to the results, there was a significant difference between control and experimental groups in school 1 since the posttest mean scores on narrative writing skill, descriptive writing skill and the overall posttest mean scores of experimental groups were significantly higher than those of control group ($p < .001$). It means that experimental group could perform better than control group in overall writing skill achievement for school 1.

Table 3 *t* Values for Posttest Scores in Overall Writing Skill Achievement for School 2

School	Group	N	M	SD	MD	<i>t</i>	<i>df</i>	Sig. (2- tailed)
Narrative Writing Skill	Experimental	60	36.85	3.89	13.35	15.020	118	.000***
	Control	60	23.50	5.68				
Descriptive Writing Skill	Experimental	60	23.32	4.14	15.07	16.629	118	.000***
	Control	60	8.25	5.67				
Overall Writing Skill	Experimental	60	60.17	6.59	28.42	19.438	118	.000***
	Control	60	31.75	9.21				

Note: *** $p < .001$

Table 3 shows the mean scores of the posttest on narrative writing skill, descriptive writing skill and the overall posttest mean scores of control and experimental groups in school 2. According to the results, there was a significant difference between control and experimental groups in school 2 since the posttest mean scores on narrative writing skill, descriptive writing skill and the overall posttest mean scores of experimental groups were significantly higher than those of control group ($p < .001$). It means that experimental group could perform better than control group in overall writing skill achievement for school 2.

Table 4 Means and Standard Deviation for Posttest Scores in Writing Skill Achievement for School 3

Skill	Group	N	M	SD	MD
Narrative Writing Skill	Experimental	51	34.33	5.086	2.05
	Control	48	32.28	6.735	
Descriptive Writing Skill	Experimental	51	13.90	3.557	4.95
	Control	48	8.95	4.47	
Overall Writing Skill	Experimental	51	48.24	5.722	7.02
	Control	48	41.22	9.546	

According to the scores of the questions for students' writing skill achievement on narrative writing skill, descriptive writing skill and overall posttest mean scores, the mean of experimental group was significantly higher than that of control group on descriptive and overall writing skill but there was no significance on narrative writing skill in school 3. The mean scores of experimental groups were significantly higher than those of control group ($p < .001$). It means that experimental group could perform better than control group in overall writing skill achievement for school 3 (See Table 4).

Table 5 Means and Standard Deviation for Posttest Scores in Writing Skill Achievement for School 4

Skill	Group	N	M	SD	MD
Narrative Writing Skill	Experimental	51	45.86	2.97	4.41
	Control	47	41.45	2.09	
Descriptive Writing Skill	Experimental	51	20.90	3.57	4.50
	Control	47	16.40	2.18	
Overall Writing Skill	Experimental	51	66.76	5.17	8.91
	Control	47	57.85	3.24	

According to the scores of the questions for students' writing skill achievement on narrative writing skill, descriptive writing skill and overall posttest mean scores, the mean of experimental group was significantly higher than that of control group in School 4. According to the results, there was a significant difference between control and experimental group in School 4 since the posttest mean scores on narrative writing skill, descriptive writing skill and overall posttest mean scores of experimental groups were significantly higher than those of control group ($p < .001$). It means that experimental group could perform better than control group in overall writing skill achievement for school 4 (See Table 5).

Summary of Findings

The results of the experimental study can be summarized as follows.

1. There were significant differences between experimental groups and control groups on the scores of the overall writing achievement in all four selected schools.
2. There were significant differences between experimental groups and control groups on the scores in narrative writing skill achievement in all four selected schools.
3. There were significant differences between experimental groups and control groups on the scores in descriptive writing skill achievement in all four selected schools.
4. Most of the students had a positive attitude towards the cooperative learning model and learning materials.

The cooperative learning model to teaching writing has positive effect on the students' narrative and descriptive writing skills. Moreover, the study explored the relationship between students' narrative writing and descriptive writing skills by using the Pearson Correlation Coefficient. As the Pearson Correlation Coefficient between students' narrative writing skill and descriptive writing skill is (.697) in School 1, (.783) in School 2, (.278) in School 3, (.539) in school 4, it can be concluded that the relationship between the students' narrative writing skill and descriptive writing skills had positive relationship in all the selected schools, except school 3.

Discussion

The main objective of this research is to develop a cooperative learning model for teaching writing and to investigate the impact of this model on students' writing skills. After the cooperative learning model has been developed, lesson plans were developed. They were first taught to the pilot group for (12) periods. Then, the exercises were taught to the experimental groups in four schools from July to October in 2017. After teaching them for about three months, the researcher developed posttests in order to know whether cooperative learning was really effective in students' writing skills or not. There are two main components in the posttest-narrative writing and descriptive writing. Finally, the qualitative research findings were carried out with the help of interviews.

Results of the study pointed out that the use of cooperative learning techniques in teaching writing can improve students' writing skills. The posttest scores of the selected schools (School 1 and School 2) were analyzed by using *t*-test for independent samples and the posttest scores of (School 3 and School 4) were analyzed by using analysis of covariance (ANCOVA). The mean scores of all the experimental groups in the selected schools were higher than those of the control groups. The results showed that students' writing skills were significant at $p < .001$ level in all schools. So, these results supported hypothesis (1): There is a significant difference between achievement of Myanmar by the students who are taught by cooperative learning model and those who are not.

In comparing the mean scores of narrative writing skill between experimental groups and control groups, there were significant differences between these groups. Students' narrative writing skills were significant at $p < .001$ level for narrative writing skill in schools 1, 2 and 4 and $p < .01$ level in school 3. So, these results supported hypothesis (2): There is a significant difference between the achievement of Myanmar by the students who are taught by cooperative learning model and those who are not in performing narrative writing. In descriptive writing skill, students' writing skills were significant at $p < .001$ level. All the experimental groups in all the selected schools did better than the control groups. These findings supported hypothesis (3):

There is a significant difference between the achievement of Myanmar by the students who are taught by cooperative learning model and those who are not in performing descriptive writing.

In general, the results of analyzing data showed that all the experimental groups did better in writing than the control groups. According to the statistical data of the posttest scores, it was concluded that the performance of the experimental groups in all selected schools were better in writing than that of the control groups.

Finally, the relationship between students' narrative writing skill and descriptive writing skill showed that there was a relationship in all schools. The direction of coefficient in all schools was positive. This means that if students' narrative writing skill is good, their descriptive writing skill is also likely to be good or vice versa. Therefore, this finding reveals that there is a relationship between the students' proficiency of narrative writing skill and that of descriptive writing skill. Moreover, findings from the questionnaire and interview prove that students have positive attitude towards the cooperative learning model. To sum up the findings mentioned above, it is found that the cooperative learning model has positive impact on students' writing skills. In other words, cooperative learning model can improve the students' writing skills.

During this study, it was found that the use of the cooperative learning model in teaching writing had several advantages. The students were more interested in learning Myanmar language and enjoyed writing. Moreover, the students in cooperated group felt comfortable and enhanced their writing skills by sharing and discussing their background knowledge. It can be generalized that the students with lesser abilities learn more by working alongside those who have greater abilities. To sum up, the students should be encouraged to participate in the cooperative tasks in language learning.

Cooperative learning is now widely recognized as one of the most promising practices in the field of education. Moreover, a synthesis of research on cooperative learning strategies found out that these strategies improve the achievement of students and their interpersonal relationships. Many researches showed the benefits of cooperative learning. But in Myanmar, it is still necessary to do more researches on cooperative learning to investigate its effects on Myanmar students as they are used to be traditional teaching method.

Suggestions

According to the findings, it can be interpreted that cooperative learning model operates significant support for the students' writing skills. Many researches showed the benefits of cooperative learning. In Myanmar, more researches on cooperative learning should be carried out to investigate its effects on Myanmar students as teachers are still used to be teacher-centered instruction.

According to the results of this research, the use of cooperative learning model in teaching writing can enhance students' writing skill. This study indicated that giving students opportunities to write the summary of *Zataka* cooperatively in the classroom can enhance students' writing skill. Students had the opportunity to work together and from each other in groups. Stronger students helped the weaker ones. The results of the study are in line with the suggestions of Kessler's (1992) who stated that students can understand better the text and take valuable feedback from each other, working in pairs or groups. Students in cooperated groups developed considerable commitment and became less dependent on the teacher. They did not passively sit in and take in what the teacher said. They participated actively in their writing

activities. Thus, it is suggested that cooperation and active participation of the students should be taken into account for the development of students' writing skills.

The second suggestion is that some awareness should be taken into consideration when implementing cooperative learning in language teaching although most research results offer positive perspectives of cooperative learning. One weakness of using cooperative learning is that it is time consuming for students to learn materials in a cooperative way and to work together in groups. The allocated time for each *Zataka* is generally four periods and each period takes (45) minutes. Within this allocated time, all language skills such as listening, speaking, reading and writing have to be taught to the students. The existing time allotment may not be adequate to teach all language skills with cooperative learning model. In this study, cooperative learning model is used only in teaching writing. If teachers get sufficient time, all language skills should be taught, using cooperative learning model. Moreover, teachers should be aware of time limitation in order to make group more meaningful.

The third suggestion is that the class-size should be small enough to carry out cooperative learning environment. The ratio of teachers and students is one of the problems in implementing cooperative learning environment. There are about fifty to sixty students in most classes. Students had to sit in tight. During the study, it was found that it was difficult to arrange the classrooms to be comfortable in cooperative structure. Because of the insufficient number of teachers, classrooms, buildings and furniture, there are about fifty to sixty students in each classroom of some schools in Myanmar.

The next suggestion is that teachers should emphasize the rules and duties for cooperative learning in class and remind group members to precisely rate the contribution of each group member. One of the greatest challenges of cooperative learning is its reliance on a positive group dynamic to function as its highest efficiency. Conflict between individuals can diminish a group's ability to work together. If a student does not want to work in a group, the teacher should discuss the advantages that students can derive from learning in groups and overcome resistance to group activities. When students work in groups, they should do their best to make sure everyone is involved. Moreover, the class activities should be well planned in advance to ensure the learning process is really based on cooperative learning.

According to the results of the research, it was found that students' narrative writing skill and descriptive writing skill are positively correlated. Therefore, teachers and curriculum developers need to develop plans to support not only students' narrative writing skill but also descriptive writing skill. By relating the narrative and descriptive writing skills, the students' language learning will be supported to a great extent. So, it is suggested that to be able to improve students' narrative and descriptive writing skills, teachers should use cooperative learning model.

Recommendations

1. In the study, the sample schools were randomly selected only from Yangon Region. Further research should be carried out in the other states and regions so that the results will be more generalized.
2. The study was mainly based on cooperative learning model to investigate its impact on students' writing skills. Further research should focus on comparison between different

techniques of cooperative learning in order to determine if other cooperative learning techniques are equally effective in producing desired learning outcomes.

3. Cooperative learning techniques were used in teaching Myanmar writing at Grade Eight. Another research should be made in teaching other language skills and the other content areas at the Middle and High School levels for more representative results.
4. A quasi-experimental design had to be used because there was no chance to assign subjects randomly to group. Further research should be carried out in other states and regions and conducted by using true-experimental design to get more valid results and to be more reliable than the present results.

Conclusion

The purpose of the study is to investigate the influence of cooperative learning model on teaching writing. The sample schools were selected from Yangon Region by using stratified random sampling method. One school from each stratum was randomly chosen and a quasi-experimental design was used in this study. As there had no right and chance to assign subjects randomly to group, the experiment was conducted by using the intact groups existing in the schools (two classrooms from each school were chosen randomly). The experimental groups from the selected schools were taught writing by using cooperative learning technique. The control groups were taught writing by using existing teaching methods used by most schools. According to the statistical data of the posttest scores, it was concluded that the performance of the experimental groups in all of the selected schools were better in writing skills than that of the control groups.

The results of qualitative study also support the results of quantitative study. According to the findings of qualitative study, it was found that most of the students had a positive attitude towards the cooperative learning model to teaching writing. The most important fact is that both teachers and students who participated in the research accepted the fact that this model contributes to the improvement of students' Myanmar language writing skill.

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- ခင်မင်၊ မောင်၊ (ခန့်ဖြူ)။ (၂၀၁၃)။ စာစီစာကုံးနေရာမှန်ပြန်ရောက်ရေး။ ပညာတန်ဆောင်၊ အတွဲ ၆၂၊ အမှတ်(၁) စာမျက်နှာ ၃၈-၄၁။ ရန်ကုန်၊ ပညာတန်ဆောင်။

APPENDIX A

Proposed Model of Cooperative Learning for Teaching Writing

ဤသင်ကြားရေးဆိုင်ရာနမူနာပုံစံသည် Slavin (1995) ၏ Cooperative Learning Model, Robert Glaser ၏ Basic Teaching Model နှင့် Gerlach and Ely Model တို့ကို အခြေခံ၍ တည်ဆောက်ထားပါသည်။ ဤနမူနာပုံစံတွင် သင်ခန်းစာရွေးချယ်ခြင်း၊ ရည်ရွယ်ချက် ချမှတ်ခြင်း၊ သင်ကြားရန် အဆင့်ဆင့်ကြိုတင် ပြင်ဆင်ခြင်း၊ ကျောင်းသားများ၏ ရှိပြီးသား အသိပညာ ဗဟုသုတ များကို နှိုးဆွပေးခြင်း၊ ကျောင်းသားများအား အုပ်စုလိုက် ရည်ရွယ်ချက် များချမှတ်စေခြင်း၊ ရေးသားရန် လှုံ့ဆော်ခြင်း၊ အုပ်စုတွင်ရှိသော သက်တူရွယ်တူအချင်းချင်း နမူနာပြုခြင်း၊ စာရေးနည်းအဆင့်ဆင့် အတိုင်းရေးသားခြင်း၊ လုပ်ဆောင်ချက်များကို စစ်ဆေးခြင်းနှင့် လိုအပ်ချက်များကို ခွဲခြမ်းစိတ်ဖြာခြင်းဟူ၍ ကဏ္ဍ(၁၀)ခုပါဝင်သည်။

(၁) သင်ခန်းစာရွေးချယ်ခြင်း - ဤနမူနာပုံစံကိုအသုံးပြု၍ ကျောင်းသားတို့သည် ပူးပေါင်းဆောင်ရွက်ခြင်းဖြင့် အရေးအသားစွမ်းရည်များ တိုးတက်လာစေရန် သင်ခန်းစာများကို ရွေးချယ်ပါသည်။ ကျောင်းသားတို့၏ ဖြစ်စဉ်ပြုအရေးအသားတိုးတက်စေရန်အတွက် ပုံပြင်၊ ကိုယ်တွေ့အဖြစ်အပျက်၊ လေ့လာရေးခရီးနှင့် အတ္ထုပ္ပတ္တိတို့ကို ရွေးချယ်ခဲ့ပါသည်။ သရုပ်ဖော် အရေးအသား တိုးတက်စေရန် အတွက် အတိအကျ သရုပ်ဖော်ခြင်းဆိုင်ရာ သင်ခန်းစာများနှင့် ရသစာပေဆန်ဆန် သရုပ်ဖော်ခြင်းဆိုင်ရာ သင်ခန်းစာများကို ရွေးချယ်ခဲ့ပါသည်။ ထို့ပြင် သတ္တမတန်းတင် ပြဋ္ဌာန်းထားသော ဇာတကဝတ္ထုများ အနက်မှ နွားလိမ္မာ (နန္ဒီဝိသာလဇာတ်)၊ ပဉ္စာဝုဓမ္မင်းသား (ပဉ္စာဝုဓဇာတ်)၊ ပညာရှိသော ပေါက်တူးသမား (ကုဒါလပဏ္ဍိတဇာတ်)၊ ဘီမသေန (ဘီမသေနဇာတ်)၊ ကျေးဇူးသိတတ်သော ခြင်္သေ့ (ဂုဏဇာတ်) နှင့် နှမ်းခိုး၍စားသော မင်းသား (တိလမုဋ္ဌိဇာတ်) တို့ကိုရွေးချယ်ခဲ့ပါသည်။

(၂) ရည်ရွယ်ချက်ချမှတ်ခြင်း - ရွေးချယ်ထားသော သင်ခန်းစာများပေါ်မူတည်၍
(က) ကျောင်းသားများသည် ဖြစ်စဉ်ပြုရေးနည်းကို အသုံးပြု၍ ပုံပြင်၊ ကိုယ်တွေ့အဖြစ်အပျက်၊ လေ့လာရေးခရီးနှင့်အတ္ထုပ္ပတ္တိတို့ကို ရေးသားနိုင်စေရန်။

(ခ) အတိအကျသရုပ်ဖော် ရေးသားတတ်စေရန်နှင့် ရသစာပေဆန်ဆန် သရုပ်ဖော်ရေးသား တတ်စေရန်။
(ဂ) ဖြစ်စဉ်ပြုရေးနည်းနှင့် သရုပ်ဖော်ရေးနည်းတို့ကို အသုံးပြု၍ ဇာတကဝတ္ထုများကို မိမိ နားလည်သလို ပြန်လည်ရေးသားတတ်စေရန် စသည့်ရည်ရွယ်ချက်များချမှတ်ပါသည်။

(၃) သင်ကြားရန်အဆင့်ဆင့်ကြိုတင်ပြင်ဆင်ခြင်း - ရည်ရွယ်ချက်များချမှတ်ပြီးလျှင် သင်နည်းမှတ်စုရေး၍ သင်ကြားရန်အဆင့်ဆင့်ကို ကြိုတင်ပြင်ဆင်ပါသည်။ စာသင်ကြားရာတွင် မည်ကဲ့သို့ နိဒါန်းပျိုးမည်။ သင်ခန်းစာကိုမည်ကဲ့သို့သင်ကြားမည်။ အုပ်စုများ မည်ကဲ့သို့ခွဲ၍ ဆွေးနွေးစေမည်နှင့် တတ်မြောက်မှုကို မည်ကဲ့သို့စစ်ဆေးမည်ကို ကြိုတင် ပြင်ဆင်ထားပါမည်။

(၄) ကျောင်းသားများ၏ရှိပြီးသားအသိပညာဗဟုသုတများကိုနှိုးဆွပေးခြင်း - စကားပြေကောင်း၏ အင်္ဂါရပ်များ၊ ဖြစ်စဉ်ပြုရေးနည်းနှင့် သရုပ်ဖော်ရေးနည်းအကြောင်းကို ဆရာက ရှင်းပြပါမည်။ စာရေးနည်းများနှင့်ပတ်သက်၍ ကျောင်းသားများ၏ရှိပြီးသား အသိပညာ ဗဟုသုတများကို နှိုးဆွပေးပါမည်။ လိုအပ်သည်များကိုဆရာက ဖြည့်စွက်ရှင်းလင်းပေးပါမည်။

(၅) ကျောင်းသားများအား အုပ်စုလိုက်ရည်ရွယ်ချက်များချမှတ်စေခြင်း - ဖြစ်စဉ်ပြုရေးနည်း၊ သရုပ်ဖော်ရေးနည်းနှင့် ရွေးချယ်ထားသော သင်ခန်းစာများအပေါ်အခြေခံ၍ ကျောင်းသား များအား အုပ်စုလိုက်ရေးလိုသော ခေါင်းစဉ်ကိုရွေးချယ်စေပြီး ရည်ရွယ်ချက်များ ချမှတ်စေ ပါမည်။ ဥပမာ - ပုံပြင်ရေးမည်ဆိုလျှင် မိမိတို့အုပ်စုလိုက် ရေးလိုသော ပုံပြင်ခေါင်းစဉ်ကို ရွေးချယ်စေပြီး အဘယ့်ကြောင့် ထိုပုံပြင်ကို ရေးသားရကြောင်း အုပ်စုလိုက်ရည်ရွယ်ချက်များ ချမှတ်စေပါမည်။

(၆) ရေးသားရန်လှုံ့ဆော်ခြင်း - ရေးသားရန်လှုံ့ဆော်ခြင်းကဏ္ဍတွင် စာရေးသားရန် အုပ်စုဝင် အချင်းချင်း တွန်းအားပေး၍ လှုံ့ဆော်ခြင်းနှင့် စာရေးသားရန် အုပ်စုဝင်အချင်းချင်းကူညီပေး၍ လှုံ့ဆော်ခြင်းဟူ၍ ပါဝင်ပါသည်။ နောက်ကဏ္ဍတစ်ခုမှာ အုပ်စုတွင်ရှိသော သက်တူရွယ်တူ အချင်းချင်း နမူနာပြုခြင်း

ဖြစ်ပါသည်။ ထိုကဏ္ဍတွင် ကျောင်းသားကျောင်းသူများသည် မိမိတို့ သိရှိထားသည်များကို ဖော်ထုတ် ရှင်းလင်းရပါမည်။

(၇) အုပ်စုတွင်ရှိသောသက်တူရွယ်တူအချင်းချင်းနမူနာပြုခြင်း- ထို့နောက်အုပ်စုဝင် အချင်းချင်း နမူနာပြုရပါမည်။ ဖြစ်စဉ်ပြုရေးနည်းနှင့် သရုပ်ဖော်ရေးနည်းဆိုင်ရာ သိနားလည်မှုများကို ဖော်ထုတ်စေ ပါမည်။ အုပ်စုဝင်အချင်းချင်း စာရေးနည်းများကို လေ့ကျင့်စေ၍ အုပ်စုဝင် အချင်းချင်းပင် အကဲဖြတ်၍ လိုအပ်သည်များကို ပြင်ဆင်စေပါမည်။ ဆရာကလေးလာ ကြည့်ရှု၍ လိုအပ်ပါက လမ်းညွှန်ကူညီ ပေးပါမည်။ ကျောင်းသားကျောင်းသူများသည် ဖြစ်စဉ်ပြုရေးနည်းနှင့် သရုပ်ဖော်ရေးနည်း သဘောတရား များကို သိနားလည်ပြီဆိုပါက ၎င်းတို့ရွေးချယ်ထားသော ခေါင်းစဉ်များကို စာရေးနည်းအဆင့်ဆင့် အတိုင်း ရေးသားရပါမည်။

(၈) စာရေးနည်းအဆင့်ဆင့်အတိုင်းရေးသားခြင်း- ကြိုတင်စီစဉ်ခြင်းအဆင့်တွင် ကျောင်းသား များသည်မိမိရေးလိုသော အကြောင်းအရာများကို စတင်တွေးတောရမည်။ မိမိရေးသားလိုသော အကြောင်းအရာနှင့်ပတ်သက်၍ အတွေးအခေါ်နှင့်အချက်အလက်များကို ဖော်ထုတ်ရမည်။ ထိုသို့ စဉ်းစားတွေးတောဖော်ထုတ်ရာတွင် ဉာဏ်ဖွင့်စဉ်းစားနည်း၊ တူရာစု၍ အုပ်စုဖွဲ့နည်းနှင့် မေးခွန်း မေးနည်း စသည်တို့ကို အသုံးပြုနိုင်ပါသည်။ မေးခွန်းမေးနည်းကိုသုံးရာတွင် မိမိ ရေးလိုသော ခေါင်းစဉ် ပေါ်မူတည်၍ မည်သူနည်း၊ မည်သည့်နေရာကနည်း၊ မည်သည့် အကြောင်းကြောင့် နည်း၊ မည်သည့် အချိန်မှာနည်း၊ မည်ကဲ့သို့ဖြစ်သနည်း စသည့် မေးခွန်းများ မေးရပါမည်။ ကြိုတင်စီစဉ်ခြင်းအဆင့်တွင် အတွေးအခေါ် အချက်အလက်များ လုံလုံလောက်လောက် ရရှိပြီး ပါက အကြမ်းကို လျင်မြန်စွာရေးသား ရပါမည်။ ကျောင်းသားများ၏ အကြမ်းရေးသားထားသည် များကို ဆရာကစစ်ဆေး၍ လိုအပ်သည်များကို ဖြည့်စွက် ပြင်ဆင်စေပါမည်။ ဆရာ၏ ဖြည့်စွက်ချက်များပေါ်မူတည်၍ ကျောင်းသားတို့သည် မိမိတို့ ရေးသားထားသည်များကို ပြန်လည်ပြင်ဆင်ရပါမည်။ အုပ်စုလိုက် သဒ္ဒါအနေအထား၊ စာလုံးပေါင်း သတ်ပုံ၊ စာပိုဒ်ဖွဲ့စည်းပုံ စသည်တို့က တည်းဖြတ်ရပါမည်။ ပြင်ဆင်တည်းဖြတ် ပြီးလျှင် ဆရာထံပြသ ရမည်။

(၉) လုပ်ဆောင်ချက်များကိုစစ်ဆေးခြင်း- စာရေးသားနည်းအဆင့်ဆင့်အတိုင်း ရေးသားစေ ခြင်းဖြင့် ကျောင်းသားများသည် စာရေးသားနည်းများနှင့်ပတ်သက်ပြီး ရင်းနှီးကျွမ်းဝင်ကာ စာရေးခြင်း အတွေ့အကြုံများ ရရှိလာပါသည်။ ထိုအခါကျောင်းသားများအား အခြားသော ခေါင်းစဉ်များပေး၍ ၎င်းတို့သည် စာရေးနည်းများကို အမှန်တကယ်နားလည်ပြီး ရေးသား နိုင်စွမ်းရှိမရှိနှင့် တတ်မြောက်မှု ရှိမရှိကို စစ်ဆေးပါမည်။

(၁၀) လိုအပ်ချက်များကိုခွဲခြမ်းစိတ်ဖြာခြင်း- တတ်မြောက်မှုစစ်ဆေးခြင်းတွင် ချမှတ်ထားသော သင်ကြားခြင်း ဆိုင်ရာရည်ရွယ်ချက်များ ပေါက်မြောက်မှုရှိမရှိကို စောင့်ကြည့်လေ့လာခြင်းနှင့် စစ်ဆေး ခြင်းများ ပါဝင်ပါသည်။ အကယ်၍ တတ်မြောက်မှုစစ်ဆေးခြင်းသည် ရည်ရွယ်ချက်ကို ပေါက်မြောက် စေပါက အခြားသင်ခန်းစာအသစ်ကို ဆက်လက်လေ့လာစေပါမည်။ တတ်မြောက်မှု စစ်ဆေးခြင်းသည် ရည်ရွယ်ချက်ပေါက်မြောက်မှု မရပါက သင်ပြီးသား သင်ခန်းစာကိုပင် ဆက်လက်လေ့လာစေပြီး လိုအပ်သောတုံ့ပြန်ကုစားမှုများပေးပါမည်။

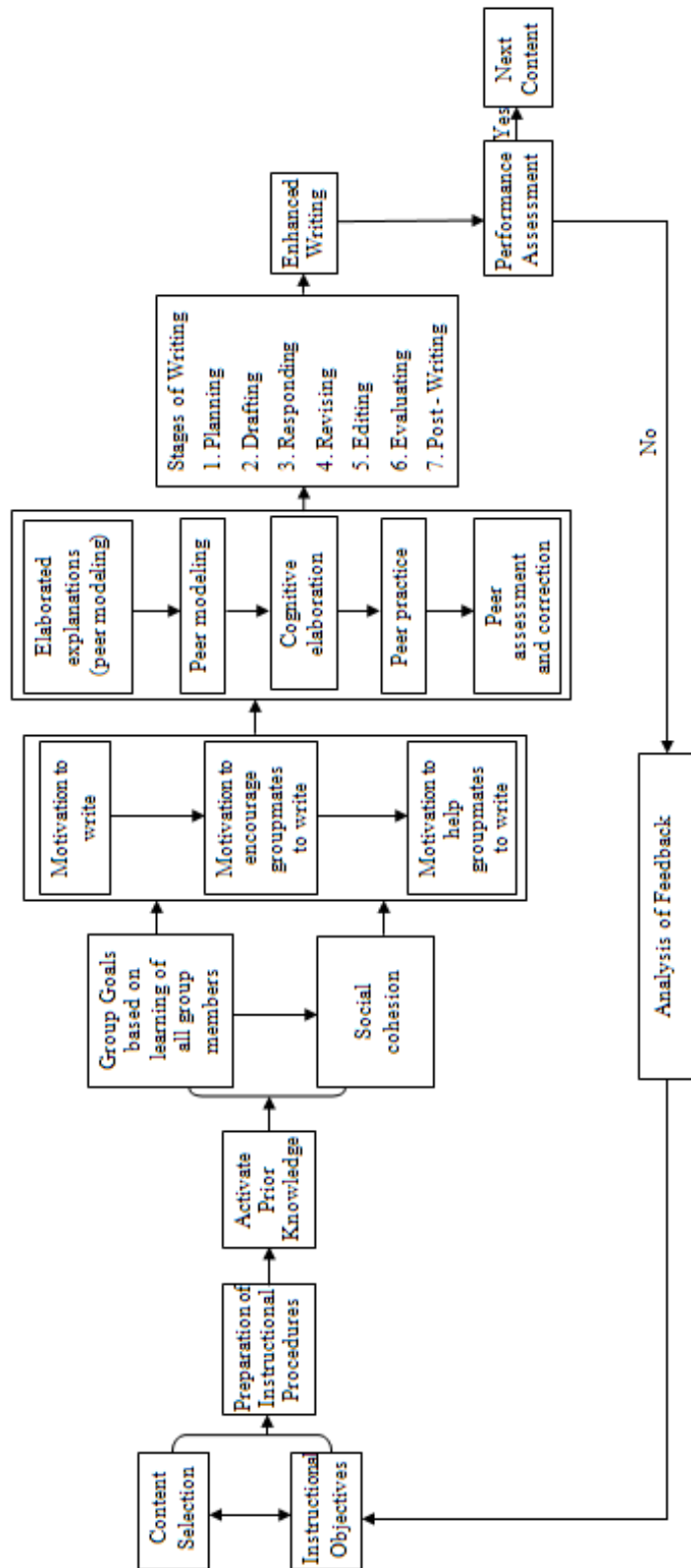


Figure 1 Proposed Model of Cooperative Learning for Teaching Writing