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INVESTIGATING THE EFFECT OF COLLABORATIVE LEARNING ON DEVELOPING UNIVERSITY STUDENTS' READING SKILL IN KHARTOUM STATE

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ABSTRACT

This paper aimed at investigating the effect of using collaborative learning strategies on developing reading comprehension skills among university students. To find out how Sudan University of Science and Technology students can understand a piece of reading by using Collaborative learning. The researcher used the descriptive analytical approach. Data were collected through the following instruments : a questionnaire for English Language Teachers at university level, and interview with some experienced teachers of English language, from Ministry of Education, Khartoum State. The study arrived at the following main findings: Collaborative learning and variation of techniques in reading comprehension are helpful and enhance reading skills. The collaborative learning has its own effective role in developing reading skills. Collaborative learning is efficient in developing reading comprehension skills of learners. Moreover, students were weak in reading comprehension. Furthermore, teachers were aware of using collaborative learning strategies inside the classroom. In the light of the results mentioned above, the researcher recommended that teachers should be qualified to use collaborative learning and teaching. Teachers should adopt the collaborative learning in teaching reading comprehension, and teachers should select appropriate topics that suit students' interest to improve their reading skill.

Keywords: Collaborative Learning, reading skills and learning strategies

Introduction

Collaborative Learning is the core of a language learning. The students feel free when they are working together in small groups. They discuss, share ideas, solve problems and they get good outcomes without the teacher's control and rigid directions. So every member in the groups must have contributed to the fulfillment of the task that was provided by their teacher. Moreover, when the students succeed in their task, they feel encouraged, get motivated and develop a big desire to learn the language topics provided by their teachers. The researcher assumes that Sudanese Secondary Schools need the approach of collaborative learning for developing the student's reading skills. Through reading, the students learn more about their abilities, increase their knowledge of the world. If the students learn how to express their thoughts, ideas and feelings, they will be able to respond to the oral communication. They will have interest in learning the language and will be able to participate in it successfully. As Sudanese University students develop their reading skill of the language through the use of collaborative learning, they will be able to

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use the processes of exploring thinking critically and processing information. So reading is a very important link in the process of students' learning and thinking development. It provides a foundation for the development of other language skills.

Statement of the Problem

The skill of English reading is difficult for foreign learners. Sudanese University Students are not an exception. Effective reading requires the ability to use the language appropriately in social contexts. Collaborative Learning develops reading. It does not only promote verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Many of linguistic elements like gestures, body language and facial expressions may accompany the speech to convey a message. Due to little exposure to the target language and lack of contact with native sources, students in Sudanese University are relatively poor in the skill of English reading, especially regarding fluency, control of idiomatic expressions and understanding of English culture. Few can achieve native-like proficiency in reading skill. The problem of lack of contact with language sources to facilitate free expression of concepts has resulted in pauses and hesitation. Pronunciation is generally incorrect. There is much use of the mother tongue which indicates a limited knowledge of English language.

This study aims at:

1- Investigating whether collaborative learning and variation of techniques help in reading comprehension and enhance reading skill among learners.
2- Exploring whether collaborative learning is efficient in developing learners' reading comprehension.

Questions of the Study

1- To what extent can Collaborative learning and variation of techniques are helpful in enhancing reading comprehension?
2- To what extent can Collaborative help in developing reading comprehension skills of learners?

Hypotheses of the Study

This study sets out to test the following hypotheses:

1- Collaborative learning and variation of techniques in reading comprehension are helpful and enhance reading skills.
2- Collaborative learning is efficient in developing reading comprehension skills of learners.

Literature Review

This section is composed of reading comprehension, vocabulary knowledge, word recognition, fluency and listening comprehension. Next the researcher discusses various aspect of collaborative learning, including collaborative learning and academic achievement, and the teacher's role. After that, the researcher discusses the influence of using collaborative learning in reading in class including vocabulary, fluency, and other related items.

The size and depth of readers' vocabulary knowledge, their ability to decode words rapidly, and integrate text information with prior knowledge, are some of the main requirements of effective reading comprehension.Comprehending verbal behavior contributes positively to reading comprehension, because most of the activities of reading in class are based on verbal interaction. Thus researchers believe that vocabulary knowledge, fluency, word recognition, and listening comprehension are necessary skills for reading comprehension (Aamoutse, Van den Bos& Brand- Gruwel, 1998, Jenkins etal, 2003).

These abilities are important when we view them in the context of an interactive model of reading comprehension. This is so, because students depend on both decoding text information and preexisting information, to make use of the author's organizational structure of the text. They rely on size and depth of their vocabulary knowledge and the ability to decode the letters, words, phrases, and clauses accurately and rapidly in order to connect ideas together to follow the author's organization of the text.

To integrate text with prior knowledge, students use their prior knowledge to elaborate and

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organize text information.Students need to make connections between information in the text and prior information in working memory to generate meaning from what they read. If readers deal with a familiar topic, it is easy to comprehend. In two studies conducted by Hansen (1981) on fourth grade good and poor readers, researchers used stories that were similar to students ' experience.The findings of these studies showed that students' experience led to improve comprehension for both good and poor readers. Thus, a reader's knowledge and experience of specific topics and themes of a given passage may influence his or her comprehension of the passage (Pearson & Fielding, 1991).

Procedure of Teaching Reading Comprehension

It is observed that procedures of teaching reading comprehension in schools might go like this:

The teacher presents new vocabulary. The structure and language functions are presented through a variety of techniques. They are usually drilled extensively before the student encounters them in the reading passage or text. The teacher reads the passage aloud while the students listen. A tape recorder may sometimes be used if the teacher is not able to read aloud well. The teacher then re-reads the text aloud while the students follow in their books. Sometimes in lower levels of the Basic Education stage, the whole class or individual groups read out after him.The students might read the text silently for a few minutes, and try to remember as much as they can so as to answer the teacher's questions that may be asked afterwards. If there is time left in the teaching period, the teacher sometimes asks individual student to read aloud two or three lines of reading text. It is observed that reading activity is dominated by a small minority of the best students in the class.

Since the researcher is a teacher of English language, he practiced teaching reading comprehension and observed the way English reading comprehension is taught.

Teacher's Role

In teaching reading comprehension, teachers are assumed to adopt strategies to enable them to offer the students the necessary help to read independently, appropriately and adequately.

According to Nuttal (1988) in order to achieve reading in class, teachers should use strategy that helps students to carry out certain tasks. In this way, strategic teachers are always decision makers and thinkers. They think about their planning and process of teaching and constantly make decision about it. They seek to specify the learning objective for their students, select appropriate strategies for achieving those objectives and set their own criteria to check, examine and evaluate these objectives. Carrel (1998) in Winogrod and Hare (1988) proposed the following elements as constituting teacher's full time explanation.

Teachers should describe critical known features of the strategy or provide a definition / description of the strategy. They should tell students why they are learning about the strategy. Thus they explain the purpose of the lesson and its potential benefits. This seems to be necessary step for moving from teacher control to student self-control of learning. Here, teachers break down the strategy, or re-enact a task analysis for students, explaining each component of the strategy as clearly and as articulately as possible and should show the logical relationships among the various components. Where implicit processes are not known or are hard to explicate, or where explanatory supplements are desired, any faults such as advance organizers, think aloud, analogies, and other attention clues are valuable and recommended.

Teachers should delineate circumstances under which the strategy may be employed,(e.g. whether the strategy applies in a story or information reading). Teachers may also describe in appropriate instances for the use of a strategy. In addition teachers should not be too prescriptive here, but merely lay out possibilities for the learner, and then let the learner experiment for him or herself to see where the strategy works for them.

Teachers should show students how to evaluate their successful/unsuccessful use of the strategy, including suggestion of fix-up strategies to resolve remaining problems (1988, pp 123 –24)[2].

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Kailani and Lewis (1995, p: 63) mentioned that FL teachers should be ones who have a practical command of English Language skills

– speaking, understanding, reading and writing. Moreover, they should have a sound knowledge of the English sound system, grammar and Lexis. Also they should have communicative techniques, function notions, motivators, and evaluators. They should have knowledge of applied linguistics and should be trained in psycholinguistics as well as sociolinguistics and they should have a good knowledge of English culture or literature. In addition, they should be interested in the job and should be professionally well informed. Finally, they should have personal charm, patience, a sense of humor and talent for discipline. They should have a friendly attitude towards the language, the students and colleagues.

Vocabulary knowledge and Reading comprehension

The relationship between vocabulary knowledge and reading comprehension is strong and direct.Stahl (1991)investigating readability,test construction, and reading comprehension found that students with more vocabulary knowledge comprehend text better than students with less vocabulary knowledge. The connection between vocabulary knowledge and reading comprehension is viewed through three hypotheses. The first hypothesis is an instructional hypothesis.It states that the knowledge of the words can improve comprehension of a text regardless of any other factors (Stahl, 1991). This means that, knowledge of wordscauses readers to comprehend text better.

The second hypothesis is a knowledge hypothesis. It states that knowing vocabulary word meanings is not enough to comprehend a text. Vocabulary knowledge is related to topic knowledge, and topic knowledge is related to comprehension. This means that, vocabulary knowledge influences reading comprehension indirectly through topic knowledge. However, research shows that readers with high domain knowledge but low vocabulary knowledge cannot use their domain knowledge to compensate for lack of vocabulary knowledge (Stahl, 1991). Therefore, domain knowledge and vocabulary knowledge are independent and have separate effects on comprehension. The last hypothesis is the general ability hypothesis. It postulates that vocabulary knowledge is related to general ability and general ability is related to reading comprehension. Thus a person a higher ability with words has a high general ability to be able to comprehend a text. All of these hypotheses are true based on their evidence, so vocabulary knowledge is essential and important because of its contribution to reading comprehension and topic knowledge (Stahl, 1991).

The difference between poor readers and good readers in terms of vocabulary is related to the amount of their reading. Good readers read more text and they become familiar with more vocabulary words, whereas poor reads read fewer texts. Sanvoich (2000) suggested that differences between young students in their word knowledge is due to the different amounts of text they are exposed to, therefore, the number of words young students know can be in- creased through increasing the amount of texts to which they are exposed.

Memorization is not an effective way to gain new vocabulary.It is not possible to understand the text by simply linking the meaning of individual words. Students should learn vocabulary meanings from the text with the help of teacher.

Nagy and Scott (2000) proposed five aspects of complexity of word knowledge:

1- Incrementally: students gain words gradually, it is matter of degree of understanding word meaning.
2- Polysemy: a word may have more than one meaning and these meanings maybe unrelated.
3- Interrelatedness: a word is not isolated; it is related to other words. Therefore, knowledge of one word may facilitate knowledge of another word For example, knowing the meaning of cold, cool, and hot may facilitate understanding of the meaning of warm.
4- Multidimensionality: a word may have more than one type of knowledge. For example," knowledge of the words spoken form, written form and grammatical form"(p.271).

5- Heterogeneity: functions of words differ from each other. Therefore, knowing a word depends on understanding its function.

Nagy and Scott (2000) emphasized that word knowledge is not simply related to knowing that (declarative knowledge), but to knowing how (procedure knowledge). Nagy and Scott explain that "knowing a word is more like knowing how to use a tool than it is like being able to state fact" (p.273). According to these researchers, syntactic awareness contributes to reading ability because the reader cannot depend on phonological recording to develop one's reading vocabulary. Readers should use context to improve pronunciation of a word to determine possible sounds a letter may represent.

Linguistic Knowledge and Reading Comprehension

Everyday teachers make on – the – spot decisions about reading materials, whether for group reading instruction, or for students who need independent reading materials. These decisions are made while looking only at one factor, such as length of book; type of words included, or interest connection for the students. In the contrary, issues such as linguistic complexity and overall coherence are not taken into account. Linguistic knowledge occupies an important role in the comprehension process.

Mecartty (1994) claims that: A reader linguistic knowledge factors such as Lexis, syntax and grammar are central to the overall language.

Any general theory of second or foreign language acquisition must encompass all aspects of language acquisition including morphology, grammar, lexis and pragmatic knowledge (to Ellis, 1986). According to Rogers, the promotion of multilingualism through a cognate language learning approach must take in to account many types of learners' knowledge, including not only linguistic knowledge but also Meta linguistic knowledge. It could be speculated that learner's knowledge of linguistic factors contribute to the comprehension process in three fundamental ways, one knowledge of linguistic factor is merely a relational one with regard to comprehension.

Two knowledge of linguistic factors can predict comprehension and three, knowledge of linguistic factors causes' comprehension (Mecartty,1994.p.5).

In summary, in order to increase our students reading comprehension, it is necessary for teachers, at all grades levels, to include multiple teaching and learning strategies in their instruction, in order to meet the diverse needs of a straggling reading population. The linguistic deficit should be addressed in the classroom.

Morphology and Reading Comprehension Understanding morphemes and developing morphological skills are important for students. Also morphological skills help the students understand the relationship between words, connect concepts, and ultimately comprehend long passages. In addition, the ability to separate words in root words and prefixes and suffixes helps the reader to understand the meaning of the words and thus increases reading efficiency. Many researchers show that students' vocabulary growth in the 3rd grade and beyond is in large part dependent on morphological additions to the root words students already know. Moreover, morphological affixes also give the reader information about the words place in the syntax of the sentence.

Krashen (1983) claims that redundancy of information between syntax and morphology makes the sentences easier to understand and this more efficient to process, because the reader is processing the syntax and meaning more efficiently. The reader's eye movement also becomes more efficient and consequently the reading speed increases.

Morphological awareness becomes more important to the good reader's overall reading ability. Also derivational morphemes are the key to students' and future vocabulary ease of reading.

Some studies showed that when a word is long, especially a multi syllabic word like incomparable, readers' need to break the word into its affixes and its root (in compare able). The students' ability to recognize the relationship between root words demands more from the students automatic word recognition and has little to

do with the frequency of that word, but everything to do with that students' understanding of morphemes.

Faraj (1998) says: "Good readers should know something of the relationship between the letters that they read and the speed sounds that they represent ". Moreover, He claims that "knowledge of certain common roots will also contribute to understanding many words ". (P: 53).

In summary, morphological awareness becomes more important to the good readers overall ability.

Collaborative Learning Method

When implementing collaborative learning, the first step is to clearly specify the academic task. Next, the collaborative learning structure is explained to the students. An instruction sheet that points out the key elements of the collaborative process is distributed. As part of the instructions, students are encouraged to discuss "why" they think as they do regarding solutions, to the problems. They are also instructed to listen carefully to comments of each member of the group and be willing to reconsider his judgments and opinions. As experience reveals, group decision- making can easily be dominated by the loudest voice or by the student who talks the longest. Hence, it should be stressed every group member must be given an opportunity to contribute his or her ideas. After that the group will arrive at a solution.

Collaborative Versus Cooperative Learning A comparison of the two concepts will help us to understand the underlying nature of interactive learning (Panitz,Theodore, 1996). In published paper clarifies the differences between collaborative cooperative learning by presenting the author's definitions of the two concepts, reviewing those of other authors who have helped clarify his thinking and presenting and analyzing the educational benefits of collaborative / cooperative learning techniques. In the paper he states that collaborative learning (CL) is a personal philosophy, not just a classroom technique. The underlying premise of collaborative learning is based upon consensus building through cooperation by group members, in contrast to competition in which individuals excel other group members. Cooperative is defined by a set

of processes which help people interact and get in order to accomplish a specific goal or develop an end product that is usually content specific. It is more directive than a collaborative system of governance and closely controlled by the teacher. While there are many mechanisms for group analysis and introspection, the fundamental approach is teacher centered, whereas collaborative learning is more student centered. The paper presents questions teachers ask from cooperative and collaborative learning perspectives. It then discusses options in cooperative learning by presenting a table that displays a number of issues in education :"students-centered / teacher- centered, intrinsic / extrinsic motivation, knowledge construction knowledge transmission loose, "trusting students- to-do "/ " structure – it – right :Social engineering. The paper concludes with a discussion of the implications of these issues. Contains 12 references (RS).

Collaborative or cooperative learning Collaborative learning requires working together toward a common goal. This type of learning has been known as: Cooperative learning, collaborative learning, collective learning, learning communities, peer teaching, peer learning, or team learning. What they have in common is that they all incorporate group work. However, collaboration is more common than cooperation. Collaboration entails the whole process of learning. This may include students teaching one another, students teaching the teacher, and of course the teacher teaching the students, too. More importantly, it means that students are responsible for one another's learning as well as their own and that reaching the goal implies that students have helped each other to understand and learn.

On the other hand, cooperative learning is a process meant to facilitate the accomplishment of a specific end product or goal through people working together in groups. Inevitably, cooperation and collaboration seem to overlap, but in the cooperative model of learning, the teacher still controls most of what is going on in the class, even if the students are working in groups. Collaborative learning, on the other hand, is aimed at getting the students to take almost full responsibility for working together, building knowledge together, changing and evolving together and of course, improving together. The basis

of both collaborative and cooperative learning is constructivism: knowledge is constructed, and transformed by students. The learning process must be understood as something a learner does by activating already existent cognitive structures or by constructing new cognitive structures that accommodate new input. Learners do not passively (JM Mclnnerney& Pantie, 2004) receive knowledge from the teacher; teaching becomes a transaction between all the stakeholders in the learning process. The researchers are not proposing that one approach is better than the other. They do state, however, that they should be understood as two different approaches. What must be recognized is that the approach must fit the learning context it is being applied to. Inevitably, what will determine the best approach will depend upon the level of preparation and skills of the students and teachers involved (this also related to the choice of ICT mode as we discuss in chapters 3 and 4)? It is their understanding that teachers interested in setting up collaborative projects are interested in working towards student autonomy and self- directed learning. Teachers / or students may not be prepared or have the ideal conditions to set a collaborative learning project right away, but it can be seen as a good to strive for. To simplify things, we could take Brufee's (1995) distinction between foundational and non-foundational knowledge with collaborative learning approach. Collaborative learning shifts the responsibility for learning to the student, in the role of "researcher "and self- directed learner. In order to work towards a collaborative learning approach, the teacher must fully understand their students' preferred learning styles and their own conceptions of learning. This can help the teacher decide where and how to start an on line cooperative / collaborative project.

Procedure and Methods

The researcher used the descriptive analytical method to investigate the effect of using collaborative learning on developing the skills of reading comprehension.

Subjects of the Study

The teachers.The subjects of this study consisted of (47) teachers of English Language from Al-Neelain University, Omdurman Islamic University, Al-Ribat

National University and Sudan University of Science and Technology University.

The following table summarizes the subjects of the study (teachers).

Table (1) Frequency Description of teachers and their numbers.

No	University	Teacher number	Percentage
1.	Al- Neelain	10	21.73%
2.	Omdurman Islamic	10	19.56%
3.	Al- Ribat	12	26.08%
4.	Sudan University	15	32.605%
	Total	47	100%

Table (1) shows the total number of teachers in four universities were (47).Teachers who work in El-Neelain university were (10) they represented (21.73%)of the whole teachers. Teachers who work in Omdurman Islamic university were (10), teachers who work in Al- Ribat National university were (12) they represented (26.08%). Teachers who worked in Sudan University of Science and Technology were (15) they presented (32.60%).

Tool of the research. The researcher used two tools to collect the data relevant to the present study. a questionnaire, and a test were designed to give an accurate evaluation for the effect of using collaborative learning strategies on developing reading comprehension skills.

Design of the questionnaire. (47) copies of teachers' of English language questionnaire were distributed to Al-Neelain University, Omdurman Islamic University, Al- Ribat National University and Sudan University of Science and Technology which served to verify the hypotheses and achieve the objectives of the study. The questionnaire was handed out by the researcher to the teachers of English language from the mentioned universities.

Validity and Reliability of the questionnaire. Validity is essential quality for measuring questionnaire. In testing validity, refers to which it measures, what it

claims to be measuring. It estimated by statistical technique.

Reliability of the questionnaire is the consistency with which it measures, whatever, it does measure. In measuring the reliability of the questionnaire, the researcher use Scale (Alpha).

Reliability Coefficients

N of Case = 47.0

N of Items = 29 Alpha =,7621

Findings

To analyze the data, the researcher uses the descriptive and analytical method to show the directions of the sample size of the analytical study to investigate the effect of using collaborative learning on developing the reading comprehension skill. Second, factors analysis is used to discuss the hypotheses of the study.

Questionnaire Analysis and Discussion Table (3) Teachers' Experiences Cranach's alpha method:-

Where reliability was calculated using Cranach's alpha equation shown below:

Reliability coefficient =

$$\frac{n}{N-1} \times \frac{1 - Total\ variations\ questions}{Variation\ college\ grades}$$
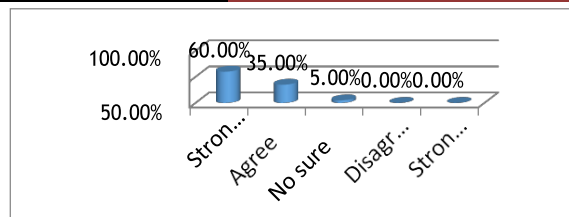
Figure (6) illustrates the views of the distribution of the sample by the strongly agree (%60.0) and agree by (%35.0) and no sure by (%5.0) and disagree by (%0.0) and strongly disagree by (%0.0).

Table (2): Using collaborative learning strategies in teaching is useful

Valid	Frequencies	Percentage %
Strongly agree	24	60.0%
Agree	14	35.0%
No sure	2	5.0%
Disagree	0	0.0%
Strongly disagreed	0	0.0%
Total	40	10.0%

Figure (6) illustrates the views of the distribution of the sample by the strongly agree (%60.0) and agree by (%35.0) and no sure by (%5.0) and disagree by (%0.0) and strongly disagree by (%0.0).

Table (3) Collaborative learning approach helps learners learn the language better than whole class teaching

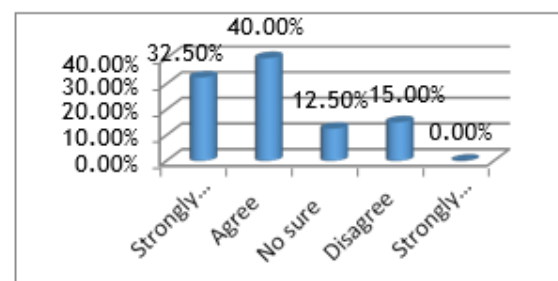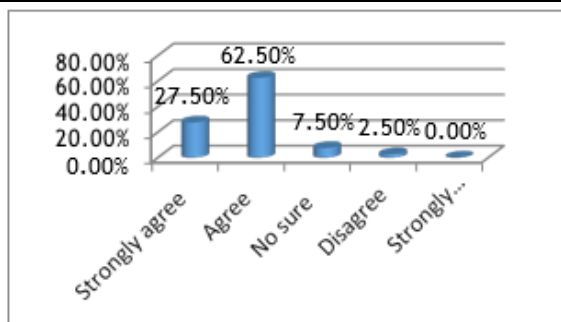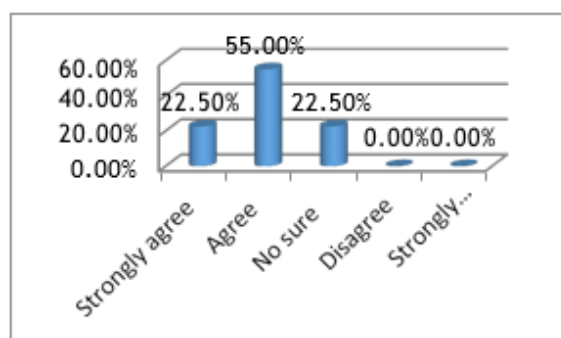| Valid	Frequencies	Percentage %
Strongly agree	13	32.5%
Agree	16	40.0%
No sure	5	12.5%
Disagree	6	15.0%
Strongly disagree	0	0.0%
Total	40	10.0%

Figure (3) illustrates the views of the distribution of the sample by the strongly agree (%32.5) and agree by (%40.0) and no sure by (%12.5) and disagree by (%15.0) and strongly disagree by (%0.0).

Table (4)Collaborative learning is efficient in developing reading comprehension skills

Valid	Frequencies	Percentage %
Strongly agree	11	27.50%
Agree	25	62.50%
No sure	3	7.50%
Disagree	1	2.50%
Strongly disagree	0	0.00%

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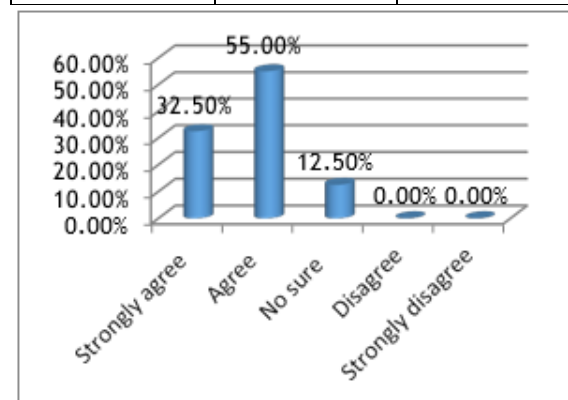|		
Strongly disagreed	0	0.00%
Total	40	10.00%

Figure (6) illustrates the views of the distribution of the sample by the strongly agree (%32.5) and agree by (%55.0) and no sure by (%12.5) and disagree by (%0.0) and strongly disagree by (%0.0).

Table(7)Collaborative Learning helps the learners enrich their vocabulary

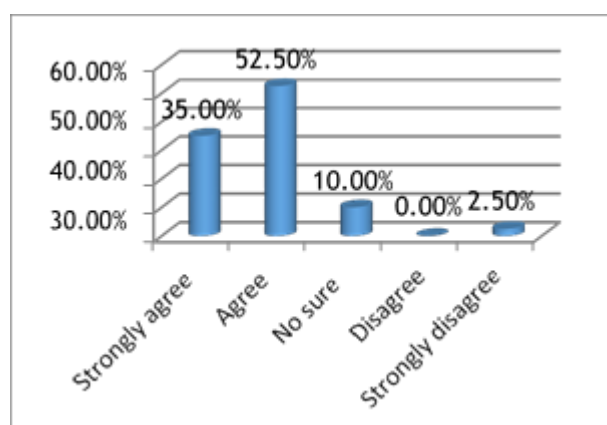| Valid	Frequencies	Percentage %
Strongly agree	14	35.0%
Agree	21	52.5%
No sure	4	10.0%
Disagree	0	0.0%
Strongly disagree	1	2.5%
Total	40	100.0%

Figure (7) illustrates the views of the distribution of the sample by the strongly agree (%35.0) and agree by (%52.5) and no sure by (%10.0) and disagree by (%0.0) and strongly disagree by (%2.5).

Figure (4) illustrates the views of the distribution of the sample by the strongly agree (%27.5) and agree by (%62.5) and no sure by (7.5%) and disagree by (2.5%) and strongly disagree by (%0.0).

Table(5)Collaborative learning helps learners obtain deep understanding of teaching materials

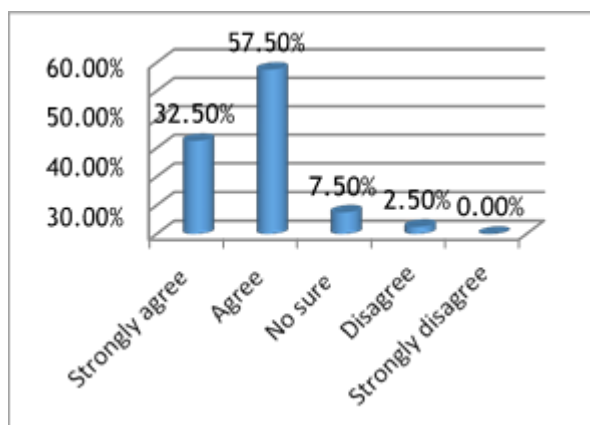| Valid	Frequencies	Percentage %
Strongly agree	9	22.5%
Agree	22	55.0%
No sure	9	22.5%
Disagree	0	0.0%
Strongly disagree	0	0.0%
Total	40	10.0%

Figure (5) illustrates the views of the distribution of the sample by the strongly agree (%22.5) and agree by (%55.0) and no sure by (%22.5) and disagree by (%0.0) and strongly disagree by (%0.0).

Table(6)Learners can develop some reading strategies such as prediction through collaborative learning

Valid	Frequencies	Percentage %
Strongly agree	13	32.50%
Agree	22	55.00%
No sure	5	12.50%
Disagree	0	0.00%

Table(8)Collaborative learning also helps learners to complete different reading tasks

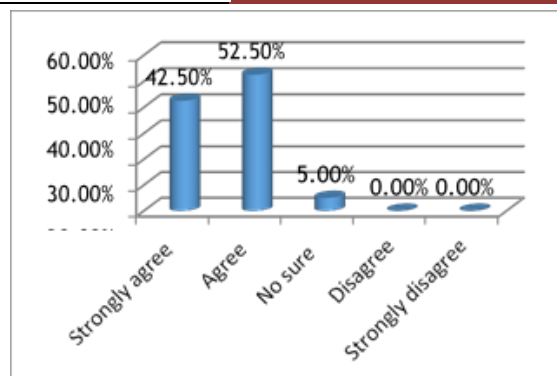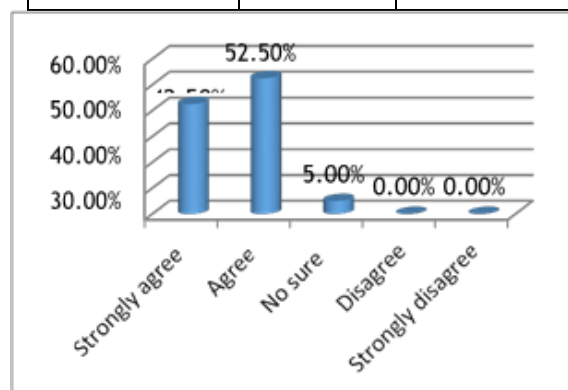| Valid	Frequencies	Percentage %
Strongly agree	13	32.5%
Agree	23	57.5%
No sure	3	7.5%
Disagree	1	2.5%
Strongly disagree	0	0.0%
Total	40	10.0%

Figure (8) illustrates the views of the distribution of the sample by the strongly agree (%32.5) and agree by (%57.5) and no sure by (%7.5) and disagree by (%2.5) and strongly disagree by (%0.0).

Table(9)Collaborative learning helps the teachers as well as the learners to achieve the reading goals

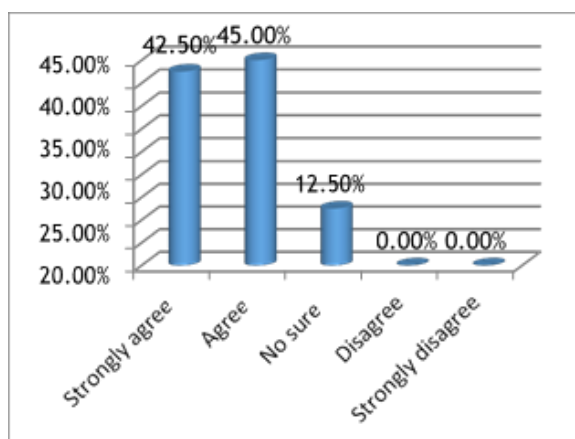| Valid	Frequencies	Percentage %
Strongly agree	17	42.5%
Agree	21	52.5%
No sure	2	5.0%
Disagree	0	0.0%
Strongly disagree	0	0.0%
Total	40	10.0%

Figure (9) illustrates the views of the distribution of the sample by the strongly agree (%42.5) and agree by (%52.5) and no sure by (%5.0) and disagree by (%0.0) and strongly disagree by (%0.0).

Table(10)Collaborative learning encourages the learners work together actively

Valid	Frequencies	Percentage %
Strongly agree	17	42.5%
Agree	21	52.5%
No sure	2	5.0%
Disagree	0	0.0%
Strongly disagree	0	0.0%
Total	40	10.0%

Figure (10) illustrates the views of the distribution of the sample by the strongly agree (%42.5) and agree by (%52.5) and no sure by (%5.0) and disagree by (%0.0) and strongly disagree by (%0.0).

Table(11) Collaborative learning raises learners motivation towards learning

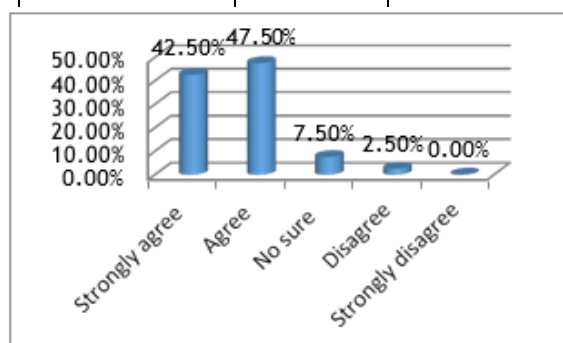| Valid	Frequencies	Percentage %
Strongly agree	17	42.5%
Agree	18	45.0%
No sure	5	12.5%
Disagree	0	0.0%
Strongly disagree	0	0.0%

Figure(11) illustrates the views of the distribution of the sample by the strongly agree (%42.5) and agree by (%45.0) and no sure by (%12.5) and disagree by (%0.0) and strongly disagree by (%0.0).

Table(12)Collaborative learning facilitates the learning for weaker students

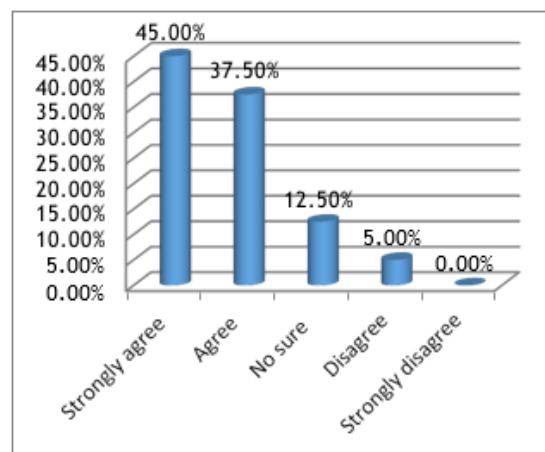| Valid	Frequencies	Percentage %
Strongly agree	17	42.5%
Agree	19	47.5%
No sure	3	7.5%
Disagree	1	2.5%
Strongly disagree	0	0.0%
Total	40	10.0%

Figure (12) illustrates the views of the distribution of the sample by the strongly agree (%42.5) and agree by (%47.5) and no sure by (%7.5) and disagree by (%2.5) and strongly disagree by (%0.0).

Table(13)Collaborative learning encourages shy students to participate

Valid	Frequencies	Percentage %
Strongly agree	18	45.0%
Agree	15	37.5%
No sure	5	12.5%
Disagree	2	5.0%
Strongly disagree	0	0.0%
Total	40	10.0%

Figure (13) illustrates the views of the distribution of the sample by the strongly agree (%45.0) and agree by (%37.5) and no sure by (%12.5) and disagree by (%5.0) and strongly disagree by (%0.0).

Table(14) Collaborative learning breaks the routine of traditional teaching methods

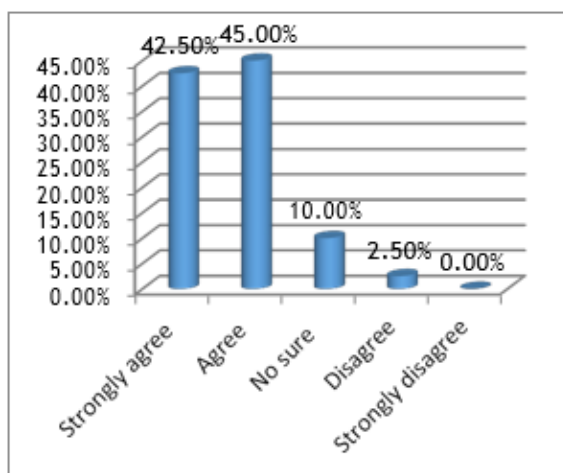| Valid	Frequencies	Percentage %
Strongly agree	17	42.5%
Agree	18	45.0%
No sure	4	10.0%
Disagree	1	2.5%
Strongly disagree	0	0.0%
Total	40	10.0%

Figure (14) illustrates the views of the distribution of the sample by the strongly agree (%42.5) and agree by (%45.0) and no sure by (%10.0) and disagree by (%2.5) and strongly disagree by (%0.0).

Table(15)Collaborative learning can also create a good relation between the learners

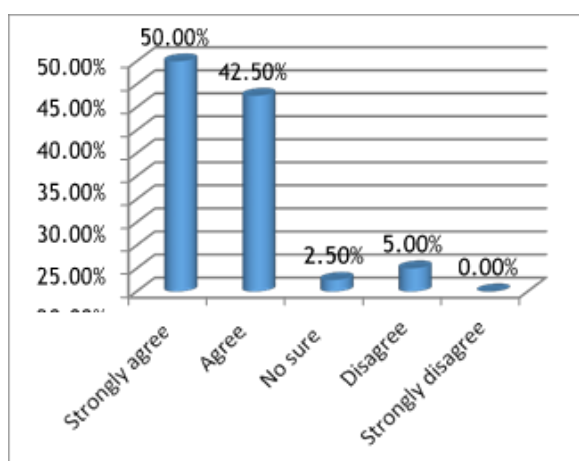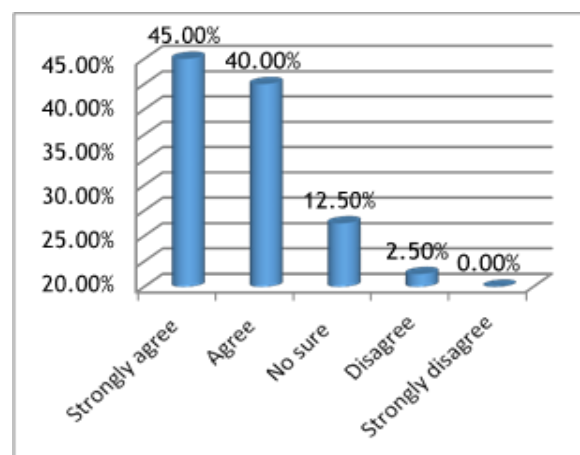| Valid	Frequencies	Percentage %
Strongly agree	20	50.0%
Agree	17	42.5%
No sure	1	2.5%
Disagree	2	5.0%
Strongly disagree	0	0.0%
Total	40	10.0%

Figure (14) illustrates the views of the distribution of the sample by the strongly agree (%50.0) and agree by (%42.5) and no sure by (%2.5) and disagree by (%5.0) and strongly disagree by (%0.0).

Table(15)Collaborative learning can also create a good relation between the learners

Valid	Frequencies	Percentage %
Strongly agree	18	45.0%
Agree	16	40.0%
No sure	5	12.5%
Disagree	1	2.5%
Strongly disagree	0	0.0%
Total	40	10.0%

Figure (15) illustrates the viewsof the distribution of the sample by the strongly agree (%45.0) and agree by (%40.0) and no sure by (%12.5) and disagree by (%2.5) and strongly disagree by (%0.0).

Table(16)It is not difficult to use collaborative learning in large classes

Valid	Frequencies	Percentage %
Strongly agree	11	27.5%
Agree	13	32.5%
No sure	11	27.5%
Disagree	4	10.0%
Strongly disagree	1	2.5%
Total	40	100.0%

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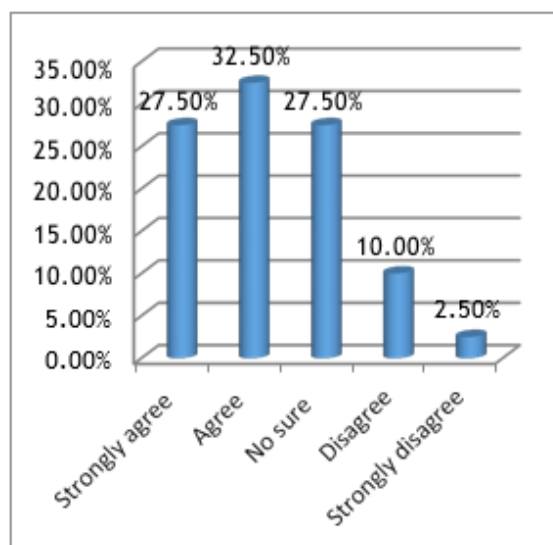
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Figure (16) illustrates the views of the distribution of the sample by the strongly agree (%27.5) and agree by (%32.5) and no sure by (%27.5) and disagree by (%10.0) and strongly disagree by (%2.5).

Table(17)Some teachers think that collaborative learning is used rarely

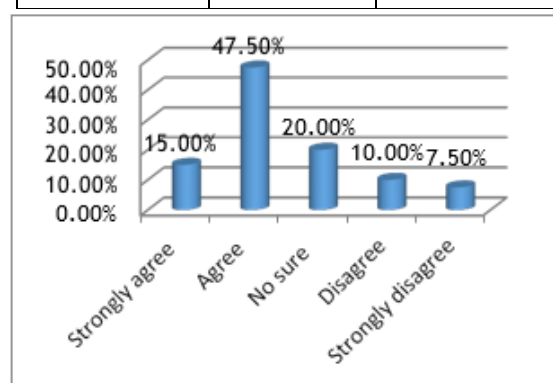| Valid	Frequencies	Percentage %
Strongly agree	6	15.0%
Agree	19	47.5%
No sure	8	20.0%
Disagree	4	10.0%
Strongly disagree	3	7.5%
Total	40	100.0%

Figure (17) illustrates the views of the distribution of the sample by the strongly agree (%15.0) and agree by (%47.5) and no sure by (%20.0) and disagree by (%10.0) and strongly disagree by (%7.5).

Table(18)Collaborative learning is time consuming

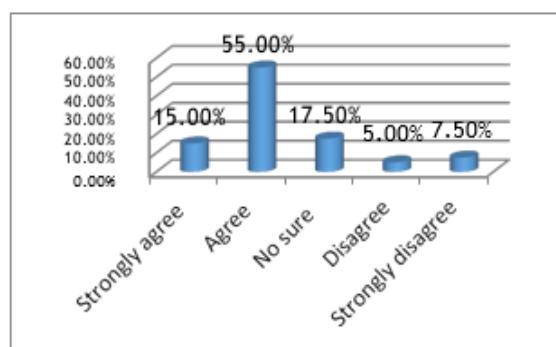| Valid	Frequencies	Percentage %
Strongly agree	6	15.0%
Agree	22	55.0%
No sure	7	17.5%
Disagree	2	5.0%
Strongly disagree	3	7.5%
Total	40	100.0

Figure (18) illustrates the views of the distribution of the sample by the strongly agree (%15.0) and agree by (%55.0) and no sure by (%17.5) and disagree by (%5.0) and strongly disagree by (%7.5).

Table(19)Some students dominate while working in groups

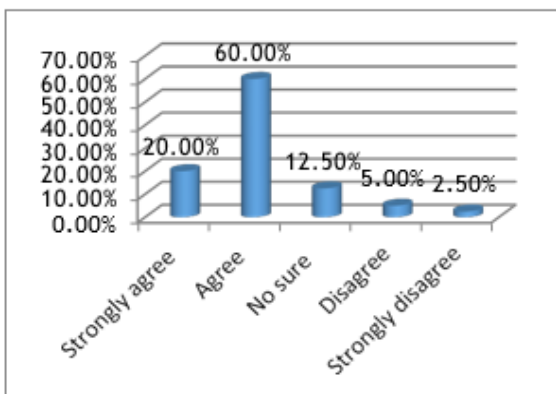| Valid	Frequencies	Percentage %
Strongly agree	8	20.0%
Agree	24	60.0%
No sure	5	12.5%
Disagree	2	5.0%
Strongly disagree	1	2.5%
Total	40	100.0%

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Figure (20) illustrates the views of the distribution of the sample by the strongly agree (%15.0) and agree by (%55.0) and no sure by (%17.5) and disagree by (%10.0) and strongly disagree by (%2.5).

Figure (19) illustrates the views of the distribution of the sample by the strongly agree (%20.0) and agree by (%60.0) and no sure by (%12.5) and disagree by (%5.0) and strongly disagree by (%2.5).

Table(20)Collaborative learning makes some students dependant on others

Valid	Frequencies	Percentage %
Strongly agree	6	15.0%
Agree	22	55.0%
No sure	7	17.5%
Disagree	4	10.0%
Strongly disagree	1	2.5%
Total	40	100.0%
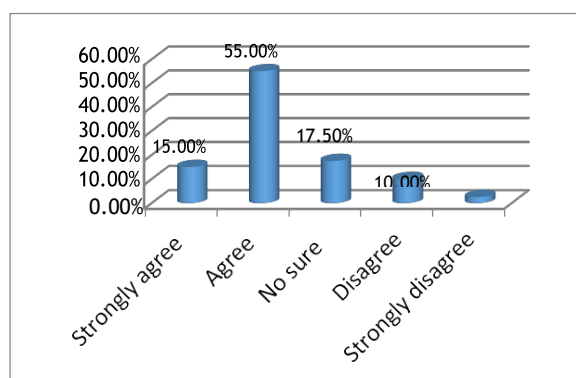
Results

The study aims to investigate the effect of using collaborative learning on developing reading comprehension.An empirical study was carried out and results obtained were analyzed and discussed in relation to the hypotheses of the study. On the bases of the data analyses, the following results are revealed:

1- Using collaborative learning and variation of techniques in reading comprehension are helpful and enhance reading skill. The collaborative learning has its own effective role in developing reading skill.
2- With references to the analysis on table ( ), it is revealed that collaborative learning is efficient in developing reading comprehension skills.
3- The responses on table ( ) show that using of collaborative learning in teaching is useful.
4- Students were unable to score excellent degrees in reading comprehension.
5- Some students dominate while working in groups.
6- The post test showed that students reading comprehension was good after the use of collaborative learning strategies.

Recommendations

In the light of the results mentioned above, the researcher recommends the following:

1- Teachers should adopt collaborative learning in teaching reading comprehension.
2- English language teachers should be trained on different methods, such as collaborative learning in order to encourage their students to improve their reading skills.
3- Teaching by collaborative learning strategies is more important.
4- The teachers should use collaborative learning strategies and select an appropriate reading materials in term of difficulty, cultural background and interest.
5- The researcher believes that using collaborative learning which includes group work, games of fun and amusing in classroom motivate the students to read and understand the texts.
6- Sudanese university teachers should be aware of the importance of using collaborative learning strategies.
7- Syllabus materials should be modified to include sufficient reading exercises that enhance the development of texts.
8- The teachers should select topics that suit students' interest to improve reading skills.

Suggestions for Further Studies

The researcher advises other researchers who are concerned with the same field of the study to investigate the following areas:

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1- The relation between collaborative learning and cooperative learning in second / foreign language. 2- The effect of collaborative learning in native language on reading in second / foreign language.

2- Student's attitudes towards group work / pair work in second/ foreign language.

3- Language teachers' awareness towards using collaborative learning. To encourage the students to develop their reading.

4- The factors that affect vocabulary and fluency.

5- How to interpret and evaluate what students read.

6- A variety study on the adequacy of English language courses at secondary and university levels in developing language skills.

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