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**THE EFFECT OF COOPERATIVE READING WRITING LISTENING AND SPEAKING  
TECHNIQUE ON ELEMENTARY SCHOOL FOURTH GRADE STUDENTS'  
ACADEMIC ACHIEVEMENT AND ATTITUDES TOWARDS ENGLISH COURSE**

**ABSTRACT**

In this experimental study, the effect of cooperative reading writing listening and speaking technique on elementary fourth grade students' academic achievement and their attitudes towards English course were investigated.

The study was conducted at a public elementary school in the center of Aydın in 2007-2008 academic years. The participants of the study were 129 students that were divided in two experimental and two control groups. In the study which was lasted 10 weeks, cooperative reading writing listening and speaking technique was used in experimental groups and activities in the fourth grade English Curriculum were used in the control groups. The measurement instruments which were "Grammar Test", "Reading Comprehension Test", "Listening Comprehension Test" and "Attitude Scale Toward English Course" were given as a pre-test and post-test. In the beginning of the research, "Personal Information Form" was given to find out the characteristics of the experimental and control groups.

In the study, the data obtained by "Grammar Test", "Reading Comprehension Test", "Listening Comprehension Test" and "Attitude Scale Toward English Course" were operated by statistics computer program SPSS 11.5. Covariance analysis is used to find out if there was a meaningful difference. The level of significance was considered as  $p < .05$ .

As a result, there was no statistically significant difference between experimental and control groups in terms of "Grammar Test" and "Attitude Scale Toward English Course" scores. Findings from "Reading Comprehension Test", "Listening Comprehension Test" indicated that there was a significant difference among experimental groups and control groups. The difference was found between the first experimental group and the second control group after making Bonferroni multiple comparison tests.

**KEYWORDS:** Cooperative Learning, Foreign Language Teaching, Language Teaching