

EFFECTIVENESS OF COOPERATIVE LEARNING ON WRITTEN PROFICIENCY OF NON-ENGLISH MAJOR STUDENTS OF THAI NGUYEN UNIVERSITY OF SCIENCES, VIET NAM

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ABSTRACT

In Vietnam, when the National foreign language project 2020 was launched, English language education has become the main concern of the government, the Ministry of Education and the whole society. The project aims at improving the students' communicative abilities in English. Cooperative learning, therefore, has been increasingly adopted and applied in Vietnamese higher education institutions. This study investigated the effectiveness of Cooperative Learning on writing skills. 60 non-English major students at a mountainous university in North of Vietnam were involved in the experiment. They were divided into two groups of experimental and control that took a pre-test and posttest in writing. The results revealed that Cooperative learning as an instructional strategy is an effective alternative to the conventional method such as traditional writing instruction in developing the students' written proficiency. It, therefore, should be widely applied in the process of foreign language teaching and learning.

Keywords: Effectiveness, Cooperative Learning, Written Proficiency.