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**INNOVATIVE APPROACH IN UNDERSTANDING QURANIC
LINGUISTICS MIRACLE USING METHODOLOGY OF AL-
TAWLIDIAH “ATAWM&MGG”**

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Abstract

This study investigated the application of the ATaWM&Mgg method to the teaching of Arabic linguistics at four universities in Malaysia. It focused on teaching morphology, phonology, lexicology, syntaxes, semantics, and etymology skills to non-native Arabic as foreign language students. A five-Likert-scale questionnaire consisting of 319 items was developed and categorised into five sub-scales based on the ATaHM&Tf method. The sub-scale questionnaire consists of lectures and methods to learning Arabic linguistics (ATaWM&MggALM), Arabic speaking (ATaWM&MggASS), Arabic listening (ATaWM&MggALS), Arabic reading (ATaWM&MggARS), and Arabic writing (ATaWM&MggAWS). A random sampling method was used, where 200 respondents from four public universities in Malaysia were selected. The findings of this study show a positive correlation between the methods of studying Arabic linguistics. The five null hypotheses to examine the differences in the study were rejected as there was a significant association between the universities for each sub-scale. Similarly, five null hypotheses to test the differences in the learning process showed a significant correlation between genders for each sub-scale. This method has been applied in Malaysian universities and international universities such as the Universities of Saudi Arabia, UAE, and university Beirut, Universities in Maroc, and has obtained intellectual property (IP) by USIM.

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1. Introduction

Due to the influence of Western media, both print and audiovisual, and unrestricted internet use, there are growing issues with how students learn Arabic linguistics. The way to change this is by reviewing the existing rules and principles that govern teaching methods, applying the most effective methods to boost the curricula, and auditing and evaluating content and teaching methods using various methods and means to bring it into the modern era of globalisation. Instilling self-educated learning and critical thinking into daily conduct, focusing on scientific research at various levels of knowledge, and upholding cultural traditions based on the Qur'an and Sunnah are all goals simultaneously. To help students from non-Arabic speaking backgrounds learn Arabic linguistics, the Al- Tawlidiah Method, often known as "ATaWM&Mgg," is introduced. All Arabic language skills, including speaking, listening, reading, and writing, are covered by this system, which is based on applying the Al-Quran and Sunnah.

Educational theorists indicate that Mason and colleagues in London formally initiated cooperative learning in the 1960s (Lunsford, 1989). Cooperative learning concepts were used by Dewey (1897) to improve conventional educational views. In his pedagogic philosophy, Dewey (1897) emphasized that learners are social beings. Through their interactions with others, students' education is brought to life. Different social settings and cultural awareness influence learners' educational experiences (Doyle et al., 1999). In Dewey's opinion (1897), education does not achieve its intended goals due to the lack of consideration in the school's role in the community. This occurs when education fails to acknowledge the importance of social connection in the teaching and learning process despite the fact that social activities form the foundation of education, which all courses relate to (Dewey, 1897).

Dewey (1938) concentrated his criticism of traditional schooling on two points. Firstly, traditional education is a one-directional learning process from teachers to pupils. It is the responsibility of the instructor to impart knowledge to students. Learners cannot engage in the discovery of the knowledge they receive because it is beyond their scope of experience. As a result, schooling is forced upon them. Secondly, no formal student contact is encouraged in traditional education, and pupils only have one relationship with their teachers. Dewey (1938) aimed to change this established method of instruction. He made an effort to replace the social components of conventional schooling with interpersonal communication. Dewey (1938) claimed that the classroom and school are held together as communities or groups to carry out daily tasks.

The belief is that the minds of the students are not blank when they enter the classrooms, despite traditional education thinking that power and responsibility for classroom learning falls to teachers rather than students. The students' life histories, prior knowledge, and experiences are their own. Therefore, the teachers must use what the pupils currently know to create new concepts. Dewey (1938) transferred the emphasis in the classroom from the teachers to the pupils, but Dewey did not remove the teachers' power.

The social constructionism school of thought, sometimes known as the "new pragmatism" or "dialogism," supports Dewey's cooperative and social-based education perspective. According to social constructionism, all knowledge is created socially. Some theorists reiterate the social constructionist perspective that all information, including how to write, is socially acquired. The writing was removed from the realm of solitary, individual pursuits by LeFevre (1987), who instead put the development of

writing into a social framework. Bruffee (1984) urged English teachers to incorporate dialogue activities and other cooperative learning strategies into their lessons.

According to the principles of traditional education, students should be placed in different courses based on their skill levels. The most teachable group is assumed to be the one that is the most homogeneous. However, studies suggest that students with lesser cognitive abilities have issues in homogeneous learning groups. For instance, poorer teaching and subpar performance are associated with students of lesser ability. Thus, classifying students based on their aptitude or homogeneity is not preferable (Good et al., 1984).

Nevertheless, cooperative learning views socio-cultural diversity as crucial to classroom learning. Because of this, cooperative learning requires teachers to utilise their students' diversity in valuable ways. Through cooperative learning, students and teachers are forced to discuss the important problems required for freedom and survival. Regardless of their differences, they may learn to coexist, collaborate, and learn together. Critical thinking can develop in a setting where cooperative learning is practiced. Students improve the understanding of own experiences, their world, and the worlds of others by using collaborative learning tools, including communication and dialogue.

The distinction between cooperative and competitive learning environments was categorised by Deutsch (1949). When learning cooperatively, the achievement of one group member increases the likelihood that the other members will also succeed. While in scenarios including rivalry and independence, the success of some students reduces the prospects of success for others. Students balance their task orientation in cooperative learning scenarios. Students who take on diverse roles based on their experiences do not hesitate to provide and accept arguments, respond, or pose inquiries. Students perceive themselves as teachers instructing one another in the cooperative learning setting. As a result, learning is more effective than it may be if they think of themselves as pupils following the teacher's directions.

Cooperative Integrated Reading and Composition, or CIRC, was employed by Stevens et al. (1987) in grades 2–8. Several exercises based on reading comprehension and writing technique studies were used in the study. Students in four-person did work, diverse learning teams. Following the introduction of a story from an introductory text, the teacher assigned students to work in groups on related tasks. One of these was partner reading, in which students read aloud to one another in pairs. Students collaborated in narratives and summarization exercises to discover people, settings, issues, and solutions.

Students created compositions relevant to their reading and used entire sentences to demonstrate their understanding of new words in their vocabulary. A curriculum for teaching the central concept, figurative language, and other comprehension-related abilities was included in a research conducted by Stevens et al. (1987), along with a section for independent reading and book reports. Students collaborated to design, create, revise, edit, and publish writings in various genres as part of CIRC's writing and language arts component. In order to ensure that they were used in the students' writing, language mechanics skills that the students had acquired in their teams were included in editing checklists. Teams received recognition based on how well their individual members performed on tests, compositions, book reports, and other assignments.

In El Paso, Texas, 24 bilingual classes in grades 2-4 participated in a four-year CIRC research (Calderon, 1994). Classes in the experiment and control were matched. In the second grade, students switched from primarily receiving Spanish teaching to primarily receiving the fourth grade's English instructions. In the Spanish Texas Assessment of Academic Skills upon the completion of the second grade, CIRC children performed significantly better compared to the performance of control students in reading (ES=+.43) and writing (ES=+.47). The English Norm-Referenced Assessment Program for Texas was used to test students in the third grade. Similarly, CIRC students also performed better than the control students in reading (ES=+.59) and language (ES=+.29). In the Norm-Referenced Assessment Program for Texas reading, fourth graders in CIRC outperformed controls (ES=+.19).

According to Harris et al. (1993), post-test results may vary depending on how frequently writing tasks were given to the treated groups and how various data collectors awarded scores. As a result, all groups should receive writing assignments that are modest in length regularly, and all treatment groups should have the same data collectors. Otherwise, they may result in threats from data collectors, maturation, and sensitization that interfere with the post-tested data. The effect sizes that could be shown in the development of writing abilities were always tiny, according to Harris et al. (1993), demonstrating that there was little correlation between the writing assignments' frequency and the development of writing skills.

According to Abdul Rahman (2018), at the International Islamic University Malaysia, visual aids were used to help adult non-Arab speakers learn the pre-university Arabic language. The issue at hand was how Arabic is written differently from other languages. As a result, it was difficult for International Islamic University Malaysia students to translate their spoken expressions into the appropriate written forms. Even while they could communicate effectively verbally, they would struggle in writing without making grammatical and other mistakes.

Abdul Rahman (2018) assumed that various claims regarding tangible objects and behaviors could influence primary writing training. He recommended using visual aids to boost pupils' performance in the curriculum for learning Arabic at the elementary level. Accordingly, Abdul Rahman (2018) proposed two hypotheses: (i) the use of methods to teach elementary Arabic writing to adult non-Arab students by integrating elementary writing skills and visual aids may reduce errors in writing, and (ii) the use of content drawn from students' real-world experiences may enhance students' learning activities in Arabic writing classes.

For the chosen visual aids to impact the learning of the relevant elementary Arabic language, Abdul Rahman (2018) employed the technique of utilising visual aids in the Arabic elementary writing skills classes. After conducting his research, he concluded that if the lesson plans, classroom activities, and homework assignments were relevant to students' lived experiences, the learning of elementary Arabic for adult non-Arab speakers would be positively impacted. Therefore, Abdul Rahman (2018) agreed that all instructional strategies should include students as their primary audience. Adult non-Arab speakers should be encouraged to be proactive when learning the chosen Arabic writing abilities while using visual aids to acquire rudimentary Arabic.

The suggested experimental research looks into second-language Arabic learners in Malaysian institutions who have difficulty applying their knowledge of Arabic linguistics and Al-Tawlidiah

methodologies. We will compare the outcomes of the learning strategy and “Teacher-Centered Instructions.” We will test null hypotheses using the Solomon Randomized Four Group Design. The four representative clusters will be selected off the available population using a random cluster sampling process. The scores of the pupils will be interpreted using the interval measurement scale. Discussions will consider the findings of earlier studies and current developments in the use of Arabic by the population in the issue. Suggestions for improving other Arabic Methods of Teaching skills will be given based on technical and professional considerations.

It is noted that the language of Arabic-speaking for non-Arabs in Malaysian universities is not entirely effective in religion, language, history, values, and heritage. This is because of the curriculum and poor use of educational technology, whereby the preparation of plans for Arabic lessons is different and may lead to the identity of the methods, curricula for the Arabic language, and elements of the president. As a result, it causes several disadvantages to the students.

2. Research Objectives

This study proposes using the ATaWM&Mgg method as a pedagogical solution in teaching and learning the Arabic language in four Malaysian universities. The objectives set for this study are as follows:

- i. To identify the reliability of the research instruments.
- ii. To observe the relationships between the methods of teaching and the learning process of Arabic linguistics as a second language for non-Arab speakers in Malaysian universities.
- iii. To observe the difference in methods of teaching and learning process of Arabic linguistics as a second language between male and female students.
- iv. To observe the difference in methods of teaching and learning process of Arabic linguistics as a second language amongst universities.

2.1. Significance of the Research

In the ways of education and modern scientific approaches to developing means of communication and the globalization of culture, scientific and technological discoveries and the development of production methods, social change and social relations, and the emerging standards that are replacing the existing values, principles, and standards; which inevitably become available, we develop methods of education in the curricula. The renaissance of the community is governed by the quality of the curriculum, which depends on advanced scientific knowledge by helping learners to achieve the following:

- i. To develop and promote the concept of teaching methods to teachers; and the implementation of the concepts of religion and their fundamental values.
- ii. To enhance the development of teaching methods in the education curricula in the best linguistics studies through Al- Quran, Al-Sunnah, and all Arabic texts for Arabic speakers in Malaysian universities and the comparison between the universities.

- iii. To enhance the development of teaching methods and skills linked to the humanitarian who serves the basic needs of the learner to gain skills in learning scientific and moral motivation and continuous learning.
- iv. To amend the behavior for the better educated and by applying the rule of complementarily Al-Tawlidiah method in the best linguistics studies for Arabic speakers in Malaysian universities and skills linked to humanity.
- v. To make a rapid adjustment between the learner and the way of education, and between the learner and the environment through the application of the rule of complementarily in the best linguistics studies for speakers of Arabic as a second language curriculum development and education to provide learners with knowledge of functional and critical thinking methods.
- vi. To assist the teacher in using different teaching methods to raise the education level in society.

3. Research Methods

Researchers will conduct several research methods as part of this descriptive technique to support the description of this phenomenon based on information gathering. Finally, classification, processing, and analysis of the analysis are adequate and accurate to determine the relevance and provide the starting point for further scientific investigation on it on the other. The researcher gathers quantitative data and information about the issue to describe it. Using integrated investigations, researchers will elaborate on the phenomenon using facts and data in a descriptive manner. Based on the findings of this investigation, they then create the scientific research hypotheses required for future Arabic research.

The following steps are the explanation of the descriptive approach used in this study: a) Provides information on the prevailing state of teaching Arabic to non-Arab speakers in Malaysian and foreign universities and describes it c) Descriptive comparisons are allowed to ascertain the relationship between the process of teaching Arabic to non-Arab speakers in Malaysian and international universities and other relevant occurrences. b) Analyses and organises data from the quantitative or quantitative perspective and draws conclusions assist in the understanding and development of Arabic language teaching for non-Arab speakers in Malaysia and international universities. d) Besides teaching Arabic to non-Arab speakers in Malaysian and international universities, the descriptive approach can be utilised to research other human phenomena.

Next, the survey sought to question members of the research community or a sizable sample to describe the problem under investigation's nature and degree of existence. In order to identify the phenomenon of teaching Arabic to non-Arab speakers in Malaysia and international tertiary institutions, identify the prevailing trend, identify strengths and areas for improvement, and determine the validity of the methods of teaching Arabic to Malaysia's non-Arab speakers, this can be accomplished through the collection of data on Arabic language teaching and its impact on teachers and non-Arabic speaking students at Malaysian and international tertiary institutions. The development and use of a novel approach called "ATAW&ATAHM&MGG" to Malaysian and international students, followed by an examination of our observations and a comparison with earlier research to be used in making similar decisions, will come next.

In this study, the “ATAW&ATAHM&MGG” model combines Arabic syntax, lexicology, phonology, and semantics with six different word relationships—synonyms, antonyms, hypernyms, hyponyms, homonyms, and meronyms—is designed with the goal of extracting the Qura’nic notion. To be more precise, this strategy will be used in the following methods:

- i. 1st Phase: Phonological Root Analysis.
- ii. 2nd Phase: To Propose a New Model for Extracting Qura’nic Concept Based on the previous 1st phase result, the researcher will follow the next steps: Create and propose a model using “ATAW&ATAHM&MGG” between words in Latent Syntax-Lexicology-Phonology-Semantic.
- iii. 3rd Phase: Investigating Syntax-Lexicology-Phonology-Semantic Relationships between Quranic Words. The proposed model will be validated by testing a concept of “Sight” in the Quran as a sample. (An expected analysis is shown below)
- iv. 4th Phase: Validating the proposed model. Two groups of experts will then evaluate the result.

4. Findings

Four hypotheses were proposed to examine the connection between teaching and the learning process of ATHM. The following are the hypotheses:

1. ALM and the ALS of "ATaWM&Mgg" are not significantly related.
2. ALM and the ASS of "ATaWM&Mgg" are not significantly related.
3. ALM and the ARS of "ATaWM&Mgg" are not significantly related.
4. ALM and the AWS of "ATaWM&Mgg" are not significantly related.

Five hypotheses were created to examine the variations in ATHM teaching and learning among universities. The following are the hypotheses:

1. There is no significant differentiation in the ALM across all the universities.
2. There is no significant differentiation in the ALS across all the universities.
3. There is no significant differentiation in the ASS across all the universities.
4. There is no significant differentiation in the ARS across all the universities.
5. There is no significant differentiation in the AWS across all the universities.

Five hypotheses were created to examine the variations in ATHM teaching and learning among universities. The following are the hypotheses:

1. There is no significant differentiation in the ALM between male and female students.
2. There is no significant differentiation in ALS between male and female students.
3. There is no significant differentiation in the ASS between male and female students.
4. There is no significant differentiation in the ARS between male and female students.
5. There is no significant differentiation in the AWS between male and female students.

Version 17 of the Statistical Package for Social Science (SPSS) was used to analyze the data. The statistical method used in this study was the tabulation of descriptive data for Arabic Al-Tawlidiah (learning method "ATaWM&Mgg"), Arabic Listening Skills, Arabic Speaking Skills, Arabic Reading

Skills, Arabic Writing Skills, and a summary of the mean score. The Al-Tawlidiah technique, the theoretical Foundation of Cooperative Learning or “ATaWM&Mgg” in Arabic, was used to design this questionnaire. This study was the first to use the Arabic Learning Scales for Malaysian National Universities. The researcher employed the Alpha Cronbach method to assess and look into the validity of Learning Scales for Malaysian National Universities. The outcome demonstrates that the scales have a high Cronbach’s Alpha value of 0.99 and excellent reliability. The dependability value for the five subscales of the Learning Scales for Malaysian National Universities is illustrated in Table 1.

Table 1. The dependability value for the five subscales of Learning Scales for Malaysian National Universities

Subscale	Number of Items	Cronbach’s Alpha
Section A: Scales for Arabic Learning Methods (ALM)	86	0.97
Section B: Scales for Arabic Listening Skills (ALS)	31	0.97
Section C: Scales for Arabic Speaking Skills (ASS)	20	0.96
Section D: Scales for Arabic Reading Skills (ARS)	85	0.99
Section E: Scales for Arabic Writing Skills (AWS)	97	0.99

Four universities; University of Malaya (UM), University of Putra Malaysia (UPM), National University of Malaysia (NUM), and International Islamic University Malaysia (IIUM) provided respondents for this study. The distribution of the respondents according to universities and gender is seen in Table 2 and Table 3 respectively.

Table 2. Distribution of respondents according to universities

University	N
University of Malaya (UM)	50
University of Putra Malaysia (UPM)	50
National University of Malaysia (NUM)	50
International Islamic University Malaysia (IIUM)	50

Table 3. Distribution of subjects according to gender

Gender	N
Male	86
Female	114

In addition, Table 4 lists the mean scores of the sub-scale of method “ATaWM&Mgg.”, while Table 5 displays the Pearson Correlation between ALM and ASS, ALS, ARS, and AWS. In order to examine the connection between teaching and learning ATHM, four hypotheses have been proposed. The following are the hypotheses:

1. ALM and the ALS of "ATaWM&Mgg" are not significantly related.
2. ALM and the ASS of "ATaWM&Mgg" are not significantly related.
3. ALM and the ARS of "ATaWM&Mgg" are not significantly related.
4. ALM and the AWS of "ATaWM&Mgg" are not significantly related.

Table 4. The mean scores of the sub-scale of method “ATaWM&Mgg”

Sub-Scale	No. of Item	N	Mean	Std. Deviation
ALM	86	200	229.79	47.68
ASS	31	200	49.70	13.29
ALS	20	200	79.63	19.34
ARS	85	200	221.17	49.26
AWS	96	200	248.44	60.04

Table 5. Pearson Correlation between ALM and ASS, ALS, ARS, and AWS

Variable	r
ALM	0.60**
ASS	
ALM	0.64**
ALS	
ALM	0.63**
ARS	
ALM	0.57**
AWS	

ALM and ASS have a significant positive association ($r = .60$, $p < 0.01$) according to the Pearson Correlation result in Table 5 for hypothesis 1. As a result, if ALM is high, the ASS will also be high. In light of this, hypothesis 1, which states that there is no meaningful connection between ALM and the ALS of “ATaWM&Mgg,” is disproved. According to Table 4.4’s Pearson Correlation results, there is a substantial positive correlation between ALM and ALS ($r = 0.64$, $p < 0.01$), which supports Hypothesis 2. In other words, if the ALM is high, the ALS is high. Consequently, hypothesis 2, which asserts that there is no meaningful connection between ALM and the ALS of “ATaWM&Mgg,” is disproved.

According to the Pearson Correlation results in Table 5, there is a substantial positive link between ALM and ARS ($r = 0.63$, $p < 0.01$) for Hypothesis 3. As a result, if ALM is high, the ARS will also be high, and vice versa. As a result, Proposition 1, which asserts that there is no meaningful connection between ALM and the ARS of “ATaWM&Mgg,” is disproved. In addition, as illustrated in Table 5, there is a substantial positive correlation between ALM and AWS for hypothesis 4 ($r = 0.57$, $p < 0.01$). Accordingly, if ALM is high, the AWS will likewise be high, and vice versa. As a result, Assumption 4, which asserts that there is no meaningful connection between ALM and the AWS of “ATaWM&Mgg,” is disproved.

Five hypotheses were created to examine the variations in ATHM teaching and learning among universities. The following are the hypotheses:

1. There is no significant differentiation in the ALM between all the universities.
2. There is no significant differentiation in the ALS between all the universities.
3. There is no significant differentiation in the ASS between all the universities.
4. There is no significant differentiation in the ARS between all the universities.
5. There is no significant differentiation in the AWS between all the universities.

5. Conclusion

The current study examined how the ATaWM&Mgg approach was used to teach Arabic linguistics at four Malaysian universities. It concentrated on teaching non-native Arabic speakers learning the language as a foreign language the syntaxes, morphology, phonology, lexicology, semantics, and etymology. A five-Likert-scale questionnaire consisting of 319 items was developed and categorised into five sub-scales using the ATaHM&Tf method. Lectures, techniques of studying Arabic linguistics (ATaWM&MggALM), Arabic speaking (ATaWM&MggASS), Arabic listening (ATaWM&MggALS), Arabic reading (ATaWM&MggARS), and Arabic writing skills are all included in the sub-scale questionnaire (ATaWM&MggAWS). According to the random sampling method, two hundred respondents were chosen randomly from four Malaysian public universities. The results of this study demonstrate a strong relationship between the approaches to learning Arabic linguistics. Due to a significant relationship between the institutions for each sub-scale, the five null hypotheses that attempted to explore the differences in the study were refuted. Similarly, employing five null hypotheses to examine potential variations in the learning process, a significant correlation between genders was discovered for each sub-scale.

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