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**Cooperative Learning as an Innovative Method to
Boost the EFL Learners' Writing Skills**

**The Case of First Year LMD Students at the
University of Mascara**

Thesis Submitted to the Department of English in Candidacy of the Degree of
Doctorate in Didactics of English as a Foreign Language

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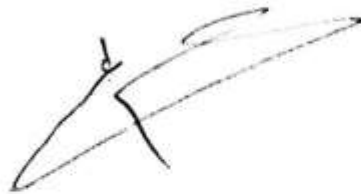
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Dedications

To the soul of my parents who surely would have been very proud of me,
To my sisters and brothers,
To my wife, daughters, and sons.

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Abstract

Cooperative learning involves learners working together in small groups in which each member's success is interdependent with the success of the group. This instructional approach aims to achieve shared goals and complete learning tasks both inside and outside the classroom. Cooperative learning is widely recognized as an effective teaching strategy that enhances social interaction, increases students' motivation, and fosters a harmonious learning environment. However, its application in Algerian universities remains limited and is often restricted to ineffective projects or presentations. Therefore, the present thesis investigates the implementation of cooperative learning as an innovative method for enhancing first-year EFL learners' writing skills at Mustapha Stambouli University of Mascara. In addition, it proposes a practical teaching and learning strategy to improve paragraph writing through the integration of cooperative writing tasks. The study is conducted as an action research project using a mixed-methods approach. Data are collected through pre- and post-tests, learners' questionnaires, and semi-structured interviews with EFL teachers. The findings reveal that the implementation of cooperative learning has a positive impact on learners' writing skills. Specifically, students tend to overcome psychological barriers such as fear, shyness, and anxiety. Moreover, cooperative learning promotes more effective learning and enhances students' critical-thinking skills compared to traditional lecture-based instruction. The results also indicate that students enjoy cooperative activities, which increases their classroom participation and interaction. Finally, cooperative learning helps develop essential teamwork skills, which are considered important prerequisites for future professional contexts.

Keywords: *Assistance; Cooperative learning; EFL learners; motivation; Writing skills.*

List of Acronyms & Abbreviations

BLT	Behavioral Learning Theory
CDT	Cognitive-Developmental Theory
CL	Cooperative Learning
CIRC	Cooperative Integrated Reading and Composition
CG	Control Group
Df	Difference
EFL	English as Foreign Language
EP	Equal Participation
Exp G	Experimental Group
IA	Individual Accountability
LMD	Licence Master Doctorat
LTM	Learning Together Model
PI	Positive Interdependence
P-value	Probability Value
R.A.G	Read around Group
SI	Simultaneous Interaction
SIT	Social Interdependence Theory
SMART	Specific, Measurable, Attainable, Relevant, Time- bound
S.td	standard deviation
S-test	Statistical Test
TGT	Team-Games-Tournaments
ZPD	Zone of Proximal Development

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General Introduction

General Introduction

English has become the language universally used for human communication. Nowadays, few people may live without being concerned with commercial, industrial, medical, scientific, business, or technical matters. Algeria is aware of that fundamental need for English. Accordingly, Algeria has recently adopted a new language policy making English the second foreign language instead of French which has dominated the Algerian linguistics scene since its independence. We can easily notice this shift from French to English as a subject in the educational curricula, or the increasing number of students in the English departments of our universities. However, the field of teaching English as a foreign language is always subject to different researches which aim at improving its learning process.

Learning a foreign language is important for people and communities for communication and contact. The English Language has become a Lingua Franca in the modern world, and being able to communicate in English has become one of the main goals of many people. However, as common knowledge, mastering any language goes through learning the four language skills. Besides, these skills fall under two categories namely the receptive skills which are listening and reading, and the productive skills which are speaking and writing. An equal importance is to advocate for every skill if we wish to understand and be understood by others. Furthermore, it is assumed that nothing is to be spoken before it has been heard, and nothing to be written before it has been read. Listening and speaking are the input skills; whereas speaking and writing are the output skills.

Academically speaking, writing seems to be the most important skill to be dealt with. EFL learners at the university are often assessed and evaluated through written assignments and tests. Moreover, the main objective of teaching English as a Foreign Language has become a matter of developing the abilities of EFL learners to create fluent and accurate written pieces. Both educational parties either the teacher or the student have made of writing their most immediate significant skill to find out and to master.

However, learning to write is like learning how to play piano. It is too hard and too demanding. You may sing, listen to music, and appreciate songs, but to play piano is too difficult. You may read, speak, and understand a language perfectly, but you may not write correctly. Writing is such a complex process that teaching or learning writing causes many troubles to both teachers and learners. This is why EFL learners generally fail to write a good paragraph.

Therefore, the present research work attempts to find out the importance of cooperative learning and its possible impacts on enhancing EFL writing skills. Such an issue has already been raised by many researchers during the last four decades namely David Johnson, Roger Johnson, Robert Slavin, Elizabeth Cohen, and Karl Smith. Cooperative learning is currently a teaching/learning strategy used in most universities and higher education institutions in every part of the world, in every subject area, and with every age learner. There are plenty of scientific researchers that discuss cooperative learning as an educational strategy. This technique has combined two fields psychology and education.

Furthermore, the education system plays a crucial role in society. The Algerian government has decided to focus and concentrate its education policy on preparing learners to face the challenges of the twenty-first century. And, because of the great change in every aspect of today's life, EFL learners have acquired a new profile characterized by autonomy, interaction, assistance, social life, and community. Consequently, cooperative learning seems very appropriate to the new learners' profile shaped by a new tendency of communication and dialogue.

Many studies conducted on English writing skills at different universities showed that many universities learners at the tertiary level lack writing abilities and competencies since it is a complex process that requires a lot of brainstorming, thinking, and practice.

Today, in the departments of English language and literature at different Algerian universities, EFL teachers use multiple methods and techniques to teach EFL learners

different skills. Communicative language teaching is to a great extent the most dominating approach implemented in the field of teaching languages in general and teaching English in particular.

Therefore, the cooperative learning method has become a beneficial technique used by teachers to enhance EFL learners' proficiency. That is to say, cooperative learning as a method facilitates teachers' activity inside the classroom and at the same time reinforces EFL learners' skills, especially writing skills.

With little effort, it is possible to apply or implement group or pair work as forms of cooperative learning while practicing writing tasks in class instead of giving the writing topic to the learners and asking them for the final product. So, the teacher can help learners to work in several groups with collaboration and assistance.

Cooperative learning as a learning method is not new, because it has been for a long time ago and there are a great deal of studies to support cooperative learning in the EFL classroom. Kangan (1992) for example, sees the necessity for cooperative learning in teamwork interaction and communication that characterize the workplace of the future. EFL classrooms must include not only individualistic and competitive interaction but also cooperative instruction. In addition, Richard J. (2001) confirms that cooperative learning reinforces students' knowledge and makes them responsible for their learning.

Both interaction between teacher and student, and the interaction between students and the curriculum materials have received a great deal of attention in instructional theory. However, the student-student interaction patterns have largely been ignored by researchers (Smith, 1979). Whereas, Slavin (1980) defines cooperative learning as students working in small groups and are given rewards and recognition based on the group's performance. Grabe (1996) states that research about writing skills received relatively little attention in EFL teaching.

Research Problematic

Learners of the English language at Algerian Universities face a range of complex challenges when attempting to write paragraphs. These difficulties present significant challenges for educators in the didactics field., who are continually seeking effective solutions. And so on traditional language instruction often emphasizes the accuracy of the final product, but tends to overlook the importance of the writing process itself.

Therefore, this thesis aims to propose both theoretical and practical solutions to address the significant challenges that hinder EFL learners from effectively mastering English writing skills. The central assumption of this research is that these challenges can be overcome by using a cooperative learning method, where learners engage in group or pair-based writing activities. By integrating the cooperative learning method into the writing process, EFL learners can cooperate, exchange ideas, and work through the stages of writing; from brainstorming, drafting, and presenting the final product. Before proceeding further, it is important to explore the effectiveness of the cooperative learning method in enhancing EFL learners' writing skills.

Research Objectives

The main objective of the current research work is to investigate the effectiveness of cooperative learning as an innovative method in developing the writing skills of learners of English as a Foreign Language (EFL) at Mustapha Stambouli University, Mascara.

The study focuses on the implementation of cooperative learning in boosting learners writing skills in the three types of writing (descriptive, narrative, and persuasive) and the 6+1 traits of writing. Therefore, the cooperative learning method is based on Johnson's theory.

The study also tries to achieve other sub-objectives since it investigates how teachers of written expression in the Department of English Literature and Language at the University of Mustapha Stambouli, Mascara, teach Writing to first-year EFL learners, and whether they use cooperative learning methods inside classrooms. Moreover, this study will also explore

the EFL learners' attitudes toward teamwork.

All in all, the present thesis attempts to highlight the potential effectiveness of cooperative learning as an innovative method in enhancing EFL learners' writing skills, in other words, to examine to what extent the cooperative learning strategy may help EFL learners boost up their writing performance, and finally, to offer suggestions to utilize cooperative learning method to acquire writing skills of EFL learners

Research Questions

To set up the research, the thesis will seek answers to the following questions:

- How does the implementation of cooperative learning as an innovative method affect EFL learners' writing performance on the three types of writing (descriptive, narrative, and persuasive)?
- To what extent can the integration of cooperative learning techniques affect the EFL learners' writing abilities on the 6+1 traits of writing?

To have a broad idea and to cover the main issues of the matter under investigation the following sub-questions are raised:

- To what extent can cooperative learning as an innovative strategy improve EFL learners' writing skills?
- How can EFL learners get involved in their writing skills through cooperative learning methods? (implementation, practice)
- How can EFL learners benefit more from their cooperation inside the class, so that they can develop their language proficiency?
- What is the effect of cooperative learning as an innovative method in comparison to traditional methods on the achievement of writing skills of EFL learners?

Hypotheses of the Thesis

In light of the previous questions, it is hypothesized that:

- Cooperative learning boosts EFL learners' writing skills on three types of writing (descriptive, narrative, and persuasive).
- Cooperative learning boosts EFL learners' writing skills on the 6+1 traits (aspects) of writing.

Sub-Questions and Corresponding Hypothesis

- Cooperative learning will significantly improve EFL learner's overall writing skills, including structure, grammar, and content development, compared to the traditional individual instruction approach.
- EFL learners will be more actively engaged in developing their writing skills through cooperative learning methods, such as peer feedback, and cooperative brainstorming.
- EFL learners who collaborate in small, structured groups will derive greater benefits in terms of language proficiency development than those who work in larger or unstructured groups.

Study Significance

This study aims to investigate the implementation of cooperative learning in EFL classrooms to boost EFL learners' (descriptive, narrative, and persuasive) and writing aspects. Both English language teachers and learners can use the findings of this thesis as a guide for the writing activities inside the classrooms. In addition, the thesis conclusions will be in the form of suggestions and recommendations about implementing a new and innovative pedagogical method in teaching/learning written expression in EFL classrooms, particularly in Algerian Universities.

Research Methodology(Research Design)

The methodological framework for the current study includes the use of a descriptive inferential research design to respond to the research questions and test the hypotheses.

This research employs mixed methods to collect and analyze the data. The mixed methods strategically include or combine rigorous quantitative and qualitative research methods within a single study to draw the strengths of each. Mixed method techniques allow researchers to use a diversity of methods, combining inductive and deductive thinking to provide a more comprehensive perspective on a research problem.

Therefore, three adapted instruments were employed to gather data within this study: The sample in the pre and post-tests is divided into two groups. The first one is an EFL experimental group while the second one is the control one. However, the two groups were mainly sixty(60) first year students, thirty students in each group from the whole population(359 students) during the academic year 2019-2020 in the Department of English Language, at Mustapha Stambouli University, Mascara The tests are typically quantitative research tools for two reasons: First, a pre and post-tests are often employed to measure learners' skills or opinions before an experiment. They provide measurable data, such as scores and percentages which are numeric and can be analyzed statistically.

Second; these tests are often administered to measure changes in variables after an experiment. This allows researchers to use statistical methods to compare pre-test and post-test results.

Then, the researcher employed questionnaires to collect numerical data. These research tools are primarily quantitative research methods, but they can also be used for qualitative research depending on how they are designed. In the current research, the questionnaires contain mixed closed and open-ended questions to collect numerical data and offer the researcher to provide more details. The questionnaire was distributed to sixty first-year EFL students from the whole

promotion(359 students) at the same university, who were invited to answer the adapted questions.

But, the last research tool employed is a teacher interview. This research tool is administered to ten(10) subject teachers of written expression and reading comprehension in the same department. This research method is considered a qualitative research tool that focuses on understanding concepts, and experiences through non-numerical data to explore deeper meanings and personal experiences.

The measures of the study have been developed, and validated and will be discussed in deeper detail in the research methodology chapter. This thesis targets first-year LMD students of English at the University of Mustapha Stambouli, Mascara. The research tools were used by the researcher with sixty first-year EFL students to analyze the data of the study, the researcher used the 26 version of the Statistical Package for Social Sciences Software(SPSS).

All these research tools were used to investigate the performance of the EFL learners' writing skills on the three types of texts (descriptive, narrative, and persuasive) and the 6+1 traits of writing particularly when implementing cooperative learning as an innovative method.

Research Structure

The dissertation is structured into four chapters. Chapter One introduces the review of the relevant literature on cooperative learning, its definition, its advantages and disadvantages, and its mechanism, and discuss key concepts that clarify the study. It sheds light also on writing skills and their combination with cooperative learning. Finally, this chapter enables the reader to conceptualize the context in which the research work will progress. Chapter two outlines the research setting referring to the participants, the problem, the research tools, and the employed methodology. It also highlights the importance of triangulation used in the current review. It focuses also on the scientific research principles mainly reliability and validity. The third chapter exposes the research findings and data analysis. Finally, the last chapter tries to suggest answers to the thesis questions and offers results and pedagogical recommendations regarding the research group work method and its applications.

Moreover, the researcher suggests areas for further investigation.

Limits of the Study

The participants in this investigation are two EFL classes (groups) from the first year in the Department of English Language and Literature at Mascara University. The first class is considered the experimental group and the second is the control one. The total number in each group is thirty(30) students (boys and girls). Their ages ranged from 18 to 20 years. The participants are randomly selected. Consequently, the conclusions made cannot be generalized for other EFL learners all over the Algerian Universities.

ChapterOne

Cooperative Learning Theoretical Perspectives

I.1. Introduction

English is the most widely distributed language in the world today. This position derives from the fact that the English language is widely taught as a foreign or a second language in schools, and universities, and widely used in international communication. Writing is one of the learning skills that EFL learners need to master either at the middle, secondary, or tertiary level. The purpose of EFL teachers is to boost the ability of their learners to write independently and accurately. Writing skill is considered a complex skill because it requires learners to use relevant cognitive strategies.

A cooperative learning method has been developed for the reinforcement of academic skills and social competencies of EFL learners. Language learning has four main skills namely listening and reading as receptive skills, and speaking and writing as productive skills. Moreover, the writing skill is considered the most difficult and complex one since it is a concluding performance that encloses plenty of other sub-skills. Besides, writing is not only vital to communicate someone's, wishes, emotions, and views, but it is also imperative for school ability since the success of any language learner is based on written assignments. However, many learners simply do not enjoy writing skills, because complex nature. Moreover, 21st-century learners have a great tendency toward oral skills namely listening and speaking. Writing does not seem to be useful outside the university context. It has a modest interest for them as a form of social interaction. Yet, in most world cultures, the ability to write carries prestige, which leads a few learners to succeed in becoming proficient at writing and many learners cease to use this skill once they leave the university, or use it occasionally for specific purposes. (Byrne, 1993) Accordingly, the present first chapter is an attempt to shed a slight light on cooperative learning and the impact it may have on reshaping the EFL learners' attitudes towards writing.

Cooperative learning is seen as an innovative method to enhance the writing skills of EFL learners. Today, the process of teaching has changed. The teacher is no longer the knower or knowledge deliverer, but rather a guide, a counselor, a facilitator, or an adviser. Modern effective teaching is based on the learners' involvement and their interactions inside the class.

The current chapter is divided into three parts. The first part highlights writing skills as an important English language learning skill. The second part is devoted to theoretical aspects related to cooperative learning as an innovative method to enhance EFL learner's writing skills. The last part considers the mechanism of implementing a cooperative writing activity.

I.2. Writing Skills: an Overview

Harmer defines writing as a communication form to express feelings or deliver thoughts via written form. (Harmer, 2001). Hylan also states that writing is a way to share individual meanings. That is to say, people give their views on the topic, and they will share their opinions on any topic. A person's opinion is different from other people's opinions. So, people write in a way that makes their products acceptable and clear. (Hylan, 2004)

In their turn, Jefferson and Lincoln (2002) say that writing is a means of communication. In other words, writers communicate their opinions to their readers through texts written. Writers should take into account who their readers are.

EFL learners are making great efforts to learn this hegemonic language. However, learning English is not a trouble-free mission. EFL learners usually face several problems in English language learning, especially when dealing with the writing skill. Writing is a significant skill in EFL learners, as most examinations, research work, and theses depend on it. Also, writing skills help EFL learners to develop their cognitive skills in acquiring the main learning strategies such as note-taking, paraphrasing, synthesizing, and inferencing (Bacha, 2002).

Furthermore, and for EFL learners, writing is particularly an important pedagogical skill, since they often seek models as they strive to develop their communication skills. Typically, writing skill involves a process that needs ongoing capacities with several steps of editing. Moreover, writing skill is a cognitive skill that learners are required to acquire with attention to vocabulary items, sentence structure, spelling, and punctuation.

On the other hand, EFL teachers are doing a lot to make writing learning more than just simple. They are doing so by putting into practice different approaches, methods, and techniques to meet the student's needs and preferences. Cooperative learning seems to be very effective and useful when it comes to learning writing skills. EFL learners find plenty of pleasure enthusiasm, and motivation when involved in group work.

I.3. Writing Importance

Writing is related to the terms script and orthography. A script is the graphic form of the writing (actual physical form, characters...). For instance, the Roman alphabets are a script. Orthography is the set of rules for using a script in a particular language (the English orthography for the Roman alphabet), such as capitalization, punctuation, and spelling. Besides, EFL learners learn writing for basic purposes: Writing is learned as a support skill to help EFL learners reinforce grammatical features, structures, spelling, and vocabulary. Then, writing is used as a communicative skill. Furthermore, students learn writing through the process of instruction. That is to say, they have to master the form of any language and to learn certain structures which are important for effective communication in writing. They have also to know how to organize and arrange their ideas in such a way.

They can be understood by a reader who is not known to them, and even he is present or not.

Since writing is a very important skill in EFL teaching, it needs a lot of practice and social skills to improve the EFL learner's writing ability and why not performance (Ikaningrum, 2015). Yet, teaching English Writing for EFL learners is mostly focused on some traditional teaching methods that majority concentrate on the EFL learners mastering lexis and grammatical structures. In contrast, EFL teachers neglect the real and useful educational method that helps their learners produce an effective writing product (Bukhari, 2016). Academic writing takes into consideration many aspects: audience, purpose, organization, style, flow, and presentation.

Therefore, in writing activity, the writer has time to evaluate the extension to which he has accomplished the encoding process of his thoughts. So, he can re-read his texts, re-evaluate his sentences, and then check everything he writes until he is completely satisfied with the final product. Hedge (1992) states learners have to master several key elements to become proficient writers. These elements are: firstly, the organization of ideas to enable the readers to understand writing in a meaningful way, secondly, the focus which means that there is a single idea in the entire piece of writing, thirdly, accuracy in writing without any ambiguity, fourthly, the appropriate choice of grammatical patterns, vocabulary, and sentence structures.

On the other hand, the effective writer usually considers to whom he is writing or his audience. Before any piece of writing, the learner needs to consider his audience. For EFL learners, their teacher is the audience. If the EFL learners want to be successful in their writing tasks, they need to know their audience's prior knowledge, because this will affect the content of writing (B. Feak, 1994).

Learning to write either in the mother tongue or in a foreign language is often a complicated task because of its psychological, linguistic, and cognitive layers. Accordingly, few students are those who like to write. In other words, most students in the Algerian University context write just for classroom assignments and find no pleasure in extensive writing. Yet, writing is an opportunity to escape life's reality, to express freely what we feel deeper inside, and to communicate our views.

I.4. Writing Modes

Writing modes simply mean how we can effectively communicate through language. There are five common modes of writing that EFL learners go through in their learning syllabus. In certain paragraphs, writers may incorporate a set of writing modes. Accordingly, a piece of continuous writing may take expository, descriptive, narrative, or persuasive form.

I.4.1. Expository Writing

It is based on explaining or informing others. So, writers who compose and explain present information and ideas to others in a manner that aids understanding of a topic (ACT, 2007). Furthermore, in an expository text, the writer tries to inform an audience about a pertinent subject. Whereas, the writer must state focus and present information in a very organized way.

The main characteristics of expository paragraphs are: Firstly; the writer should focus on a main topic. Secondly; the texts should contain details, examples, and explanations. Thirdly; the text should include logical supporting facts. Fourthly; expository texts are characterized by efficient and organized texts with coherence, cohesion, and clarity. Besides, the language used in expository writing tends to contain specific vocabularies that describe the topic accurately; and sequencing connectors. The tense used in expository writing is the present tense.

As far as the structure is concerned, any expository text may include an introduction to present the topic objectively, a body with a set of paragraphs to present details, and an explanation of the subject matter. Each paragraph represents a single idea. While the topic sentence expresses the central idea of the paragraph. Then, the writer expands this idea by supporting sentences that clarify, exemplify, and sustain the main idea. Finally, the expository text is completed by a conclusion which restates the information presented in the introduction interestingly.

I.4.2. Descriptive Writing

Descriptive writing is a mode of expository writing and it means making sure that the readers or audience are fully immersed in the words on the page. The description should be based on the five human senses because these senses experience the world. However, it is characterized as expository writing because learners focus on describing people, animals, and places.

I.4.3. Comparison or Contrast

In this type of writing the writer needs to describe how things are similar or different. There are two classic organizational patterns of comparison text:

- **Block Arrangement of ideas**

The text in this pattern includes an introduction that is composed of two compared elements and the points of comparison selected. Then, a body contains many paragraphs including elements that will be compared. Finally, a conclusion summarizes the similarities and differences between the two elements that are being compared.

- **Alternating Arrangement**

In this pattern, the structure of the text is similar to the previous type. While the main difference is that with this pattern the writer compares or exposes each element in each

paragraph according to the points to be compared.

I.4. 4. Persuasive Writing

In persuasive writing, the writer tries to influence the reader. The main objective of this type of text is to convince others to accept a point of view. In addition, to achieve this objective, the writer needs to notice an overview of a particular position he wants the reader to adopt.

Moreover, persuasive tasks are those that will ask learners to change a reader's viewpoint or convince an audience to take action on a variety of important subject matter (ACT, 2007). Besides, the language used in persuasive writing tends to consist of verbs used to communicate attitudes.

I.4. 5. Narrative Writing

Narrative writing means the art of storytelling. When anyone tells a story to a friend or family member about an incident or event, he engages in a form of narration.

I.5. Writing Aspects or the 6+1 Traits

Several researchers have tried to find a program that would allow teachers to teach and evaluate the achievement level of the learners' writing. Accordingly, the attempts resulted in the 6+1 Traits theory.

In 1960 Paul B. Diederich conducted a study about the key elements and factors of writing such as organization, structure, voice, and mechanics. In 1984, another group of teachers, from Beaverton, continued the work of Diederich concerning the 6+1 Traits. However, these techniques helped instructors to teach writing skills effectively and focus on teaching those concise traits of writing that were going to be evaluated. Then, this technique made the assessment process more reliable, comprehensive, and friendly between teachers and learners.

Furthermore, the 6+1 Traits theory was first adopted by the Department of Education of the state of Oregon for integration in their assessment of writing. However, Ruth Culham expanded the research concerning the 6+1 Traits of writing and he proposed guidelines to apply this technique he explained these traits as follows:

The first trait is the **Idea** of the paragraph and the message the writer wants to communicate. The idea in the paragraph must be specific, insightful, and attractive to the reader.

Second, the **Organization** is the arrangement of the elements of a paragraph. In the same way, organization means a clear transition between sentences and also paragraphs in a logical sequence. However, developing the main idea with supporting details and a conclusion in a coherent way is the main characteristic of the organization.

Third, the **Word Choice** determines whether the writer has used the appropriate vocabulary to express the target point. This trait serves to discover the level of word accuracy in the text. Fourth, the **Voice** reflects the writer's individuality, and his ability to express himself uniquely.

Sixth, **Sentence Fluency** considers the readability of the text. It appears from the smooth transition and flow between sentences. Seventh, the **Conventions** include the mechanics of the writing: spelling, capitalization, punctuation, paragraphing, and grammar. Using the appropriate and standard writing conventions increases the readability of the text.

Finally, a **+1 Presentation** was added in 1997 for the writing modes. It means the way the writer submits his final product.

In his turn, Byrne (1993) identified five components to be considered in writing: **(1) Ideas** that are the main messages, the contents of the piece, or the themes, together with the

Details that enrich and develop those themes. None can write if he has not anything in mind.

(2) Organization is the internal structure, the thread of central meaning, and the logical and sometimes intriguing pattern of the ideas within a piece of writing. **(3) Voice** that is the heart and soul, the magic, the wit, along with the feeling and conviction of the individual writer coming out through the words. **(4) Word Choice** is the use of rich, colorful, precise language that moves and enlightens the reader. **(5) Sentence Fluency** is the rhythm and flow of the language, the sound of word patterns, and how the writing plays to the ear and not just to the eye. **(6) Conventions** that refer to the mechanics of writing: Spelling, paragraph formatting, grammar and usage, punctuation, and use of capitals. However, grammar is a description of the way that the language behaves; while writers use vocabularies to make readers explore more deeply what they are talking about. Moreover, spelling may be seen as a difficult feature because the English spelling system is found primarily on meaning rather than sound. Finally, punctuation has an important role in helping readers establish intonation. **(7)+1 Presentation** is the form and layout of the text and its readability because the piece of writing should be pleasing to the eye.

I.6. Approaches to Writing

There have been different approaches to the teaching of writing English as a foreign language in attempts to achieve a more effective writing skill. The present thesis is about the implementation of cooperative learning in writing skills.

It would be advisable to shed a slight light in this section on the most known approaches used in the past fifty years by teachers in EFL classrooms. The researcher will describe and explore in more detail these approaches. Depending on the genre of writing, the approach can vary widely.

Regardless of many approaches that substantiate writing as a productive skill. There is no answer to the question of how to teach writing.

Many approaches attempt to provide strategies for teaching writing skills, and the researcher

attempts to present a set of approaches as follows :

I.6.1. The Product Approach

This approach focuses on writing tasks in which learners are asked to write a final writing text. It is a traditional approach that has been used for a long time. Besides, the product approach enhances learners' writing performance and also reinforces their language proficiency and accuracy (Myles:2007). In addition, learners focus on the organization of ideas rather than the ideas themselves. Moreover, each learner writes individually one draft by imitating a model text. The Product Approach to writing is based on the following phases:

- **Phase One**

At the beginning, learners are invited to read the main text, and then they highlight the features of the genre. For example, if learners are conducting or dealing with the study of a story, the teacher concentrates on the techniques used to make the story enjoyable for the learners. So, they will focus on the techniques used by the writer mentioning the setting and the events in the story.

- **Phase Two**

In the second phase, learners focus on features previously highlighted. As an example, if learners are studying a formal type. So, the teacher asks them to write a text formally. They will use formal sequences as structures.

- **Phase Three**

In this stage, learners move to the organization of ideas. Because, the Product Approach is based on the organization of ideas, and according to those who support this approach the organization of ideas is more important than the ideas themselves. When learners control ideas they will produce fluent and accurate writing text.

- **Phase Four**

The last step in the Product Approach is to write the final draft which is based on the structure and vocabulary already learned.

All in all, the Product Approach holds positive and negative points. As far as its strengths are concerned, the Product Approach is easy to apply with large classes. It is the appropriate approach for beginners. It is easier to grade because this approach mainly focuses on form. Finally, Difficulties and errors are usually decreased since this approach is based on imitation and text model.

On the other hand, this approach does not teach learners to handle independently, while it is used for cooperative and group work. It relies on the imitation of model text. So, it discourages learners' creativity inside the class. Besides, it decreases the learner's linguistic and personal performance.

I.6. 2. The Process Approach

Since the 1980s, the Process Approach has been used widely in the educational field more than the Product Approach, because it concentrates on the composing process rather than the final product form. According to Brown (2001:335), the process approach is advantageous to students in language learning because students are the creators of language, they need to focus on content and message, and their intrinsic motives are valued. Besides, However, Harmer argues that writing in a group is a useful technique in the process approach since they find the debate on the subject matter, peer or group evaluation for achieving the group's objectives (2007).

Furthermore, Klimova (2014) states that this approach emphasizes the composing process rather than the form. As a result, the Process Approach is the most famous and widely used in the world for teaching writing. The Process Approach to writing is meant to introduce

the learners to the steps writing goes through.

The EFL learners need to realize that what they first write on the sheet of paper is not necessarily their final product, but just a starting point, an attempt, an ideas collection, or simply a first draft. A learner who is allowed to use the process of writing in producing written expression will discover new vocabularies, and sentences, write a rough draft, and then revise what he has written for a second draft (Raimes, 1983).

The effective writing process can simply be described as generating ideas, developing and outlining the ideas, and then revising and editing them. Higher achieving writers followed these stages to acquire and attain the writing purposes.

I.7. Writing Phases / Stages

I.7.1. The Pre-Writing Stage

In this step, the teacher involves his learners to write through the introduction of the topic, or transfer an abstract thought into more concrete ideas. During the prewriting step, learners have the opportunity to think about the topic they want to write about. In this step, the focus is not on structure but on gathering information.

However, the prewriting technique can be useful in all stages of the writing process. And the learners encouraged themselves to start by discovering, exploring, and gathering ideas (Boussena, 2018). No learner can produce a final and perfect draft on the first attempt.

Most EFL learners use a writing process, in which they begin with prewriting, outlining, composing, revising, and editing. In this stage, the learners begin to generate ideas on the topic given by the instructor without focusing too much on organization, and correctness. Dividing or breaking the writing process down into stages makes it less stressful and more manageable.

In the prewriting activities, the teacher re-arranges his class into groups or workshops, where learners can gain responses to the potential strengths or weaknesses of their work

during preliminary rough drafts. The first activity is to choose a topic to write about. Choosing a good general topic for the written task is an important decision.

Sometimes the teacher gives an idea or a keyword to start an assignment, while in other cases he asks his learners to select a topic on their own. Both teachers' and students' experiences and observations about current events can lead to interesting topics.

The second activity is the reading phase. A critical reading about the selected topic is essential to write. This step plays a crucial role in all phases of the writing process. Third, the free-writing activity takes place. Learners write freely about the chosen topic for a certain time. The EFL learners in this stage do not need to worry about spelling, grammar, or punctuation. The focus is writing out as many ideas as possible about the topic.

In general, the EFL learners write down whatever comes to their minds. Free-writing allows EFL learners the freedom to discover what they want to write about without worrying about grammar rules. The fourth activity is questions' asking. To get more information about the topic chosen, learners pose a set of questions like Who? What? When? Where? Why? All in all, the pre-writing stage goes through the following different steps.

➤ **Brain-Storming Stage**

The brain-storming stage is the most difficult in the starting step of writing tasks. Through brain-storming the learners start thinking about the topic given by their teachers. Inside the group work the learners work cooperatively by giving different ideas and writing them on a sheet of paper. For example; if the topics about cooperative learning, the ideas that may come are: working together; group work; interaction; cooperation, etc...

In the brain-storming stage, the ideas are built in the form of mind maps or linear order. As far as cluster or mind mapping is concerned, learners organize ideas into a mind map. This step helps learners to make a combination of ideas that lead them to design the

structure of the written text. It is often referred to as mind mapping where learners explore how ideas fit together. It is called sometimes mapping where the learners place their general subjects in a circle in the middle of a blank sheet of paper and start to draw other circles and lines that are linked to the general subject (Wyrick, 2011). Once the proposed ideas are written on the sheet of paper inside the group, it is now time to eliminate and avoid the ideas that are not necessary to the topic and keep just relevant and convenient ideas that support the topic given.

This technique is also known as the clustering stage because ideas are broken down and clustered or grouped. It helps to make the hierarchical link between ideas that helps learners compose paragraphs for their writing.

➤ **Outlining/Planning Stage**

An outline is a detailed guide that shows how all supporting ideas link to each other. It helps learners to distinguish between ideas that are of equal importance and ones that are of lesser importance. However, an outline of a brief presentation differs from a longer assignment.

According to Harmer, three things have to be considered in this stage. The first element is writing purpose which consists of learners transforming ideas into note form and avoiding inappropriate ideas. The purpose of writing will affect other features like text type and content of the text. The second elements of this stage are the readers.

The writer chooses the writing style either informal or formal style according to the readers. The third element in the planning stage is the content structure which is about the sequence of the text, to choose how to sequence ideas.

➤ **Writing the First Draft**

When learners finish the planning stage they move to the next one which is writing the

first draft by using the outlines presented before. They start to write their ideas about certain topics they have chosen. The learners start writing the outline of the content before they start to make a full writing passage. They choose to write the first draft either in pairs or in groups (Akhand, 2010).

In this step, the learners put their ideas into sentences and paragraphs. While they have to be selective or aware of the ideas they include. They have to carefully select what is most relevant to their topic. But they do not write about all their ideas.

Furthermore, the focus in this step is on content not on mechanics. The draft paper contains an introduction or an opening thesis statement, a body with different paragraphs that include topic sentences, and finally a conclusion to restate the introduction.

I.7.2. The While-Writing Stage

After completing the first draft, learners move to the second step which is revising the first draft paper taking into consideration discussions and reflections between group members. In this phase, learners review their writing paper, with a revision of the whole work especially writing components (structure, grammar, spelling, punctuation, etc...).

Revision lets learners look deeper at their paper in terms of the given assignment and expressed ideas. During the revising stage, learners examine their writings. They may add more paragraphs or remove paragraphs to better fit into a given genre or topic. Revising means that learners reorganize their writing in a better effective way.

The instructor assesses if his learners have included all the main elements of the topic and if all information is in the right order. When learners revise their writing they become the readers of each other's work. They revise their draft papers, so they get feedback from their peers. As a result, they develop an awareness of the fact that a learner is writing something to be read by others.

Therefore, learners in the revising stage should check many things. Learners may ensure that their introduction is setting the stage for what they are going to be discussing later on.

This introduction should briefly outline all the things that are going to be discussed in the paper.

Besides, writers may check if the overall paragraph structure is appropriate to the type of writing (descriptive, narrative, persuasive, etc...). Moreover, they should pay attention to the coherence and cohesion of the written piece. In addition, they should check the conclusion if it represents an added value to the whole paragraph. In brief, when revising writers may add, remove, substitute, or do any modifications needed.

Last but by no means least, it is advisable to use the A.R.R.R technique to revise a written work:

- **Addition:** Writers can add new information to different sections of their writing.
- **Rearranging:** Writers start from the general ideas to the narrowed details. So, they organize their ideas and make sure that their writing will be easily understood by future readers.
- **Removing:** Writers may remove unnecessary or repeated information
- **Replacing:** Writers may verify if all details are appropriate for the content of the writing.

On the other hand, for a quick revision of the draft paper, Writers are allowed to use the R.A.G(Read Around Group)technique, since they work in heterogeneous groups of different learning abilities.

I.7.3. Post-Writing Stage

After completing the revision of the whole work, the writers are invited to the post-writing stage process. This stage can be said to include two steps namely editing and writing

the final version.

Editing typically means that learners go over their writings to make sure that they do not have any grammatical errors or strange phrases that make it difficult for their classmates and even their teacher to understand what they are trying to say. In other words, editing means that they take care of minor errors in their draft paper.

So, writers have to evaluate if their drafts are clear and readable. The teacher may also assist his learners when he allows them to read slowly and carefully their piece of writing. Using also the backward technique and making sure each sentence has a specific meaning.

The teacher helps his learners to allow them to use self-editing or peer-editing and to check their dictionaries to correct their spelling errors. As for writing the final version, it is the final step. Learners write their final products to present them orally or publish them on paper or simply learners have their final copy ready. In addition, they get feedback from their peers outside the group.

In conclusion, it may be said that the process approach to writing is a set of activities such as; planning, drafting, editing, and presenting the final version. However, there are two reasons why this conclusion is not entirely satisfactory. In the first place, it tells us little about how much weight is given to each stage, but, more importantly, by suggesting that the process of writing is **linear**. It misrepresents how the majority of writers produce written text. The process is not linear, as indicated above, but rather **recursive**. This means that writers plan, draft, and edit but often re-plan, re-draft, and re-edit. Even when they get to what they think is their final draft they may find themselves changing their mind and re-planning, drafting, or editing.

I.8. The Genre Approach

This approach became popular along with the notion that learners could benefit from studying different types of written texts. The Genre Approach focuses on teaching learners how to

write in different genres. According to (Tribble, 1996) the genre approach to writing consists of three phases :

- 1- The target genre is modeled for the learners.
- 2- A text is jointly constructed by the teacher and the learners.
- 3- A text is independently constructed by each student.

The genre approach succeeds at showing learners how different discourses require different structures. In addition, introducing authentic texts enhances learner involvement and brings relevance to the writing process. Also, the genre approach has been criticized, because it undervalues the processes needed to produce a text and sees learners as largely passive.

Therefore, this approach acknowledges that writing takes place in a social situation, reflects a particular purpose, and that learning can happen consciously through imitation and analysis, which facilitates explicit instruction.

I.8.1. Benefits of Genre Approach Writing

Improving writing skills: This approach helps learners become more skilled in writing by teaching them the rules of different writing genres.

Academic achievement: Genre approach writing facilitates learners' future academic activities, such as research papers, paragraphs, and memoirs by preparing them with their structures.

Reducing awareness of audience: The genre approach emphasizes the relationship between the learner, the audience, and the purpose of presentation or communication, making learners more aware of their writing's impact.

Providing learners with critical thinking: Through this approach students could learn the writing conventions of different genres. They also engage in critical thinking about language use to understand structures in various situations.

I.8.2. Challenges in Genre Writing Approach

Complexity of genre approach: some writing genres particularly professional or academic

genres are complex and require a significant effort and time for learners to master writing skills.

Individual learner needs: since there are individual differences among learners, it is obvious that there will be learning difficulties.

I.9. Cognitive Approach

The cognitive approach to teaching writing focuses on idea generation and planning strategies. This approach focuses on the cognitive psychological processes involved in writing and how writers think, plan, and revise their work. However, this approach neglects socio-cultural factors, such as the target readers' possible reaction to texts (Cheung, 2016).

I.9.1. The Main Elements of Cognitive Approach in Writing

Idea Generation and Organization: Learners try to start writing by brainstorming, generating, and organizing ideas and thoughts. This involves the recovery of information from memory, building cognitive psychological representations of content, and picking up ideas to focus on.

Planning/ Outlining: Learners need to build and organize their ideas coherently. So, the cognitive approach in writing helps learners to plan and create mental or written outlines to build and structure their ideas into logical utterances before writing the drafting paper.

I.9.2. Strength and Weaknesses of Cognitive Approach

*** Strength of cognitive in writing**

Through this approach, learners develop their strategies for brainstorming, planning, drafting, and revising their written papers effectively. By focussing on this approach learners can improve writing skills.

*** Weaknesses of the Cognitive Approach**

Like all approaches, the cognitive approach in writing is not free from criticism. The main disadvantage of this approach is that it refers to cognitive processes that anyone can not directly observe.

I.10. Cooperative Writing Approach

It refers to collaborative techniques and methods where learners work together to achieve

common goals, particularly creating written content. However, this approach encourages group work, cooperation, and sharing of ideas to produce a more effective piece of writing. There are some key elements of a cooperative approach in writing. In addition, (Harmer, The Practice of English Language Teaching(3rd ed), 2001) confirmed that the generation of ideas or working cooperatively is much richer than if learners work individually.

Moreover, the cooperative writing approach emphasizes collaboration and shared responsibility in the writing process. This method involves multiple participants working together to produce a written work, often resulting in higher-quality outcomes and fostering a sense of community among writers. Below are the main principles of this approach:

I.10.1. Group Cooperation

It refers to collaborative brainstorming where learners come together to share ideas, thoughts, or concepts for writing papers. Whereas, each learner brings his own experiences, knowledge, and thoughts to enhance the depth of the content.

Collaboration (Task allocation): learners work together to write a piece of writing. Each member of the team focuses on a specific step in the writing process (division of labor). For example, one may organize ideas, while another revises the draft paper.

Shared responsibility: every learner shares equal responsibility for the writing activity. Learners also already focus on tasks that match their learning strengths, for example, a grammar expert focuses on paper revisions and mistake corrections.

Peer Review and Feedback: learners provide feedback or engage in reviewing each other's work. This act helps to identify areas for learners' writing improvement.

I.10.2. Benefits of Cooperative Writing Approach

-Increased motivation: working in a group allows learners to collaborate and the same time avoid

isolation.

- Learning opportunities: inside the team, writers can learn from one another by developing new skills and strategies.

Overall, the cooperative approach in writing fosters a sense of teamwork and collective achievement, allowing writers to combine their skills and ideas for a more effective and polished outcome.

I.11. Task-Based Language Teaching(TBLT)

It is an important approach to language teaching that helps students learn the target language through the use of the language itself while accomplishing a task.

According to (Nunan, 1989) task is defined as « A piece of classroom activity which involves students in producing or interacting in the target language while their interest is crucially focused on meaning rather than form.

The task-based approach is based on the use of language tasks as the crucial element of instruction and planning in language teaching. According to (Willis, 1996) tasks are seen as an activity where the target language is used by students for communicative goals to achieve outputs. So, language is a tool for a goal.

I.11.1. Pre-task Planning Step

In this step, the teachers propose the topic and introduce the task to their learners, and, in some situations, they provide them with learning tools for task completion. Moreover, teachers

I.11.2. During Task-Based (Task Cycle)step

During this phase, learners are invited to complete tasks in pairs or groups under the control of their instructors. Once the tasks are finished, learners are asked for feedback and suggestions. Eventually, they get ready to report their writing product to the whole class. Therefore, the task cycle aims to reinforce students' practice in learning the English language while raising chances for them to present their tasks in a spoken or written language.

I.11.3. The Post-Task Step

According to (Ellis, 2003) the aim of this step is to help learners achieve some features of language and enhance their writing skills, particularly in grammar, and vocabulary. On the other side, teachers will set some language activities and assignments for their learners to solve them. During the integration of the task-based approach in teaching writing, the students are generally endowed with pedagogical tools in which they can use language in communication. However, they can improve their critical thinking when trying to complete the task.

I.12. The Controlled-to-free Approach

This approach was introduced by Rames in 1983. It is based on the audio-lingual theory which dominated second language learning in the 1950s and early 1960s. Learners first practice with vocabularies and phrases, then, move on to small passages and longer compositions. They are required to grammatically manipulate a given input, such as changing phrases to statements, questions to sentences, and the negative form to the affirmative one. Also, transforming tenses from past to present, voices from active to passive voice, or numbers from singular to plural. The teaching/learning material is selected and prepared by teachers inside the class. However, learners work on prescribed tasks. As a result, they usually do not make mistakes. This approach focuses on grammar, syntax, and mechanics. It emphasizes accuracy rather than fluency.

1.13. The Free Writing Approach

This approach was introduced by Raimes(1983). But, Byrne argues that many learners write badly because they do not write enough. The free writing approach focuses on quantity, fluency, and content rather than quality, accuracy, and form. It is based on the principle that any given topic can generate vast amounts of writing. Therefore, learners write on topics of their interests, which helps them feel engaged in the writing process, and as a result, they will be motivated to write.

I.14. The Paragraph-pattern Approach

This approach focuses on the importance of organization features. It is based on the element that communication is constructed and organized differently in different cultures and according to

different contexts. Because this approach is centered on organizational patterns, learners work with paragraphs that they copy, analyze, and imitate. Exercises can include rearranging scrambled sentences(in a paragraph), mixed paragraphs(in a longer composition), identifying general and specific information, writing a good topic sentence for a paragraph, writing supporting sentences for a main idea, or identifying the main idea that covers an enumeration of details.

I.15. The Grammar-Syntax Approach

This approach was introduced by Raimes in 1983. It advocates simultaneous elements to be taken into consideration: Grammar, syntax, and organization. This approach is designed around writing tasks that require learners to pay attention to the organization while focusing on grammar accuracy. Whereas, starting from the thesis that grammar-syntax approach

I.16. Creative Approach

This approach employs imaginative tasks such as stories, writing poetry, and plays. (Harmer, 2007) affirmed that the creative approach is a technique of writing in which the writer is autonomous and tries to create his ideas and feelings about any topic. So, creative writing is seen as any writing that is original and self-experienced.

Furthermore, (Hayland, 2002) said that creative writing is any writing, fiction, or nonfiction that happened outside of everyday professional, academic, journalistic, and technical forms of writing. He adds that creative writing does not include only novels, short stories, and poems; but it can also cover playwriting and screenwriting.

1.17. The Communicative Approach

This approach links two essential elements: purpose and audience. It adds authenticity to the writing task and the product thereof. Learners are encouraged to behave like writers in real-life contexts and ask themselves some crucial questions that will guide their writings: Why am I writing this? (purpose) who will read it? (audience).

1.18. Strategic Approach

This approach refers to the techniques and strategies employed by the learners to express and

organize ideas in a paragraph. Strategic writing is the ability to monitor and adjust writing during the writing process. Because writers who are not strategic often face difficulties in their writing.

Writing strategies are not learned best by listening to teachers, or by reading compressing books.

The researchers recommend four steps to apply the writing strategy approach :

1-Identifying strategy worth teaching.

2-Introducing strategy by modeling it.

3-Helping the learners to try the strategy with assistance.

4-Helping the learners work toward independent mastery of the strategy through repeated practice and reinforcement.

By implementing these strategies, writers can ensure that their content is organized, purposeful, and impactful.

1.19. Pragmatic Approach

(Grabe, 1996) mentioned that this approach concentrates on how learners use language meaningfully. It is built on the social features of writing. Moreover, the pragmatic approach is associated with the whole language approach where writing is taught across the syllabus through listening, reading, speaking, and writing.

1.20. Socio-Cognitive Approach

It integrates both social and cognitive perspectives on the writing tasks. This approach emphasizes the interaction between individual mental, and cognitive processes and the social context in writing situations. The socio-cognitive approach is based on the idea that writing is not only a cognitive activity, but also a socially situated activity influenced by external factors such as the purpose of writing, the audience, and the learning situations. This approach is based on the elements cited in the following axes presented below.

1.21. Cognitive Processes in Writing

When anyone wants to write any piece of writing, he should perform several mental operations; he must plan, generate thoughts, write first draft, and then he should edit what he has written. Because writing is categorized as a difficult, complex skill.

There are three stages of the cognitive process that the learners have to carry out: planning, translating, and reviewing. In the planning stage, there are three sub-steps, namely composing, expressing ideas, and organizing them. Then in the translating stage, the learners transform and modify their ideas from ideas into sentences. After that, in the reviewing stage, the learners present their written products to the audience or on paper.

The cognitive feature of writing focuses on the mental activities involved in the writing process, such as ;

Prewriting activities that include brainstorming, outlining, and determining the purpose and the audience.

Organizing ideas into written form by translating the thoughts into ideas and information through making sentences and phrases by selecting vocabularies.

Revise the sentences and paragraphs before editing them. However, cognitive theories often emphasize the writer's internal thought processes and strategies that help them produce a well-structured, coherent text.

1.21.1. Social Context and Interaction

The social dimension in the socio-cognitive approach focuses on how writing is influenced by the context in which it occurs.

- 1- Social and Cultural factors: various social factors influence the writer's community, such as professional, academic; or cultural norms and values.
- 2- Purpose: the goals of writing are often shaped by social expectations.
- 3- Audience Awareness: Learners must take into consideration the perspectives of their readers which influence their writing choices.

I.21.2. Interaction between Social Factors and Cognition

In the socio-cognitive approach, writing is seen as a dynamic interaction between social influences and mental processes. So, the writers in their writing are influenced by societal and community expectations.

To sum up; the socio-cognitive approach to writing highlights the complex interplay between social factors and cognitive processes.

I.22. EFL Writing Usual Hindrances

Many educational studies have emphasized the EFL learners' problem-writing skills. For most people, both mother tongue and foreign language writing difficulties can be categorized under three headings: psychological, linguistic, and cognitive problems.

I.22.1. Psychological Hindrances

Comparing speaking and writing, Byrne (1993) says that speech is the natural medium of communication between individuals in most circumstances, while writing is a solitary activity without momentary feedback or interaction.

I.22.2. Linguistic Hindrances

Oral communication or speech is sustained through a process of interaction and normally speech is a spontaneous activity where the speaker has little time to pay attention either.

To organize or connect between sentences during speaking. In contrast, writing is based on the choice of sentence structure. Then, the sentences are tied and sequenced together (Byrne, 1993).

I.22.3. Cognitive Hindrances

Speaking is the skill most used in our daily life between individuals in normal circumstances about different matters that have social or professional impacts. However, EFL learners have to master the written form of the language and learn specific structures. They need to learn how to organize their ideas in a way that they can be understood by the readers who are not present at the moment of writing.

Besides, writing is an activity that is often imposed on EFL learners at the university. As a result, when EFL learners feel that they are obliged to write an assignment consequently they will have several problems in writing.

Finally, vocabulary and mechanics of language also may represent some barriers for learners wishing to write in English. Moreover, many EFL learners with Arabic backgrounds struggle with punctuation. So, the lack of punctuation is the most serious problem that faces them in their learning in general and particularly in writing (Bakir, 2013).

I.23. Writing Skills Assessment

Assessment is the systematic process of gathering, recording, and analyzing information about learners' progress toward achievement of syllabus outcomes (Training, 2007). An important goal of assessment is to structure a convenient learning syllabus for learners. So, an appropriate assessment is based on several principles are cited as follows: Assessment is an integral process to learning and teaching. It is based on learning outcomes particularly; what learners understand, and hope to do in their future careers. The assessment process and procedures should be linked to the language skills that are taught within the syllabus outcomes.

Besides, an effective assessment of writing skills is a process that goes through (1) gathering random samples of EFL learner's writing, during a learning period (for example a semester) to provide a set of information about learning proficiency progress. The teacher can pick up from the sheets of writing the criteria for assessment needed and take into consideration the level of the whole class. (2) Supervising and observing learners' behaviors and asking them about the strong and weak points of their learning writing progress. (3) Analysing the results of the EFL learner's writing pre-tests. (4) To get more information about the appropriate way of assessing the EFL learner's writing achievement, the teacher discussed and exchanged opinions with his colleagues, especially with the same material teachers.

I.24. Cooperative Writing in EFL Context

Cooperative writing is a teaching and learning method used for gaining interest and helping learners engage in the art of writing. In addition, getting EFL Learners to write can be a challenge, but getting them to produce written work with the help of their peers can be fun.

I.24.1. Cooperative Writing An Overview

Kirkland (1991) states that the assignments in cooperative writing can start orally and progress to cooperative writing in which learners add the main topic and ideas sentences. These assignments start with concrete materials and develop into abstract content. Cooperative writing helps EFL learners to combine their strengths rather than focus on their weaknesses. It promotes learner autonomy (Grief, 2007).

Writing cooperatively or in groups differs from writing alone. Learners have the chance to overcome as a team the possible obstacles they may face in individual tasks. Besides, in a cooperative situation, learners may exchange vocabulary, brainstorm, and organize their ideas about any chosen topic.

To structure cooperative work, forming a group work and letting learners freely is not the appropriate way of applying cooperative learning in writing skills, but some practices help EFL learners to engage easily in the writing process.

Firstly, learners should re-arrange their group and make sure that everyone in the group has and knows his role and duties. Before they move to the first step which is brainstorming and categorizing the first draft, the teacher should prepare his learners to write. If EFL learners want to be able to write successfully about a topic, they need to have an idea about the subject matter to facilitate their tasks.

However, they need to master conventional vocabulary, language features, and text structures that will help them to write a successful product. Instead of starting directly to write, the learners should be aware of their writing product and what impacts they, as writers, want to have on the audience (the whole class).

Therefore, the EFL teacher must prepare his learners well for the writing activity. This preparation has two aims: to provide EFL learners with sufficient background knowledge about the subject matter to complete successfully the particular assignments and to equip them with effective learning strategies that may facilitate their task.

Furthermore, writing is one of the basic language skills and the main pillar of English Language learning that involves the ability to communicate ideas clearly and use grammar, spelling, and punctuation. Generally, the aim of teaching writing skills to EFL learners is to help them in their learning, and daily communication, particularly in their careers.

I.24.2. Learners' Role in Cooperative Writing

When EFL learners are involved in cooperative learning situations, the teacher gives each member of the group a role to involve all students. So, this is a useful way to ensure effective participation by allowing and pointing each learner to a specific role inside the group. According to the size of the group, the activity and learning objectives about the roles of group members could contain: The Leader leads the team when carrying out the activity by guiding his peers about what strategies and steps to involve in the task given. The Time Keeper sets the timer for each task and allows the team to know when it is necessary to move on.

The Reader reads aloud the production. The Recorder records or tapes any information or comments. The writer writes draft sheets. This is in revising or editing tasks. The Illustrator creates a visual text or makes a presentation with charts or graphs if needed.

Therefore, the runner seeks assistance from the instructor. The reporter reports back to the whole classroom the answers or the final product. The Clarifier controls that anyone in the group understands and makes notes if necessary. The Investigator carries out any investigation or research paper. The Editor or proofreader reads and makes the final product.

I.24.3. Cooperative Learning Strategies and Tasks

Before going further it is worth shedding a slight light on the formation of groups and the implementation of such an activity during a writing class. Accordingly, several questions arise in this regard such as: What size should the teams be? Is a homogeneous or heterogeneous group more effective during writing practice? What factors to consider in group formation? How long should the lecture last? Is it necessary to provide learners with an overview of cooperative learning? How to integrate the Writing Process Approach in cooperative work? How can teachers control and evaluate group members?

To start with, and as far as the group size is concerned, Slavin (1980) sees that small groups have several advantages; such as each group member has a greater chance to participate actively, then learners may be encouraged to share and exchange knowledge and information concerning the assignments treated.

Second, according to Jacobs G (1998), several factors can affect cooperative learning: Firstly, the grading system applied secondly, learners' previous educational experiences, thirdly, kinds of motivation among learners, and finally friendships and social norms among learners.

Besides, Jacobs claims that another phase in the preparation of the groups for cooperation is to discuss the social skills necessary for productive team functioning. The teacher should be aware of active learners and should encourage those students who find difficulties interacting with peers.

Third, the assessing procedure should also be done cooperatively. Group members may grade the performance of their peers using appropriate criteria. Group assessment may also involve learners giving feedback to classmates. As with self-assessment and peer-assessment, in group assessment marks may be awarded by learners or offered by the teacher after a slight negotiation in the class. For most educators, a key purpose of group assessments is to boost learning in general, and specifically writing.

I.25. Cooperative Learning and the Writing Skill

There are rich body of literature surrounding the topic of the effectiveness of cooperative learning as an innovative method in EFL classes. Some of the research indicated that cooperative learning allows learners to develop their English language skills (Atkinson,2003; Wong, Chin ChenandGao,2009; ElolaandOskoz,2010; Mahmoud,2014). These investigations allow the researchers to construct the theoretical background for the implementation of the cooperative learning method to enhance EFL learners' writing skills.

However, it still needs more in-depth studies to illustrate how cooperative learning as an innovative method could be implemented in specific academic settings respectively to the studies mentioned previously.

Although many action researches have supported the effectiveness of the use of cooperative learning in various fields and with different age groups, there is still a need for more studies regarding the effectiveness of cooperative learning as an innovative method in enhancing Learners' EFL writing skills (Ermawati M. A., 2018).

In a study about Cooperative Learning and Student Achievement, Slavin concluded that the success of cooperative learning in increasing student achievement depends on the provision of group goals and individual accountability (E.Slavin, 1988).

Furthermore, few researchers concentrated on the effectiveness of cooperative learning in EFL classrooms. The researchers in this field agree that cooperative learning as a pedagogical method could help learners develop their English Language skills including writing skills. (Ermawati, 2018)

In a study conducted by M. Ali Ghufro and Sili Ermawati entitled: The Strength and Weaknesses of Cooperative Learning and Problem-based Learning in EFL Writing Classes: Teachers and Student's Perspectives, They have aimed at evaluating the strengths and weaknesses of cooperative learning and problem-based learning in EFL writing classes.

As a result of this research, the strong points of cooperative learning are: the rise of the students' - confidence, and motivation and to reduction of students' nervousness. However, implementing cooperative learning raises students' responsibility in learning. In contrast, the weaknesses of incorporating or integrating cooperative learning in EFL writing classes are: It needs much more time to be applied. Also, both teachers and learners should participate actively in the class. It is difficult to manage this technique without preparation for both teachers and learners (Ermawati, 2018).

Another research was conducted by Alexandra Aldana about the Process of Writing a Text by using cooperative Learning. The results of this study are as follows: First, cooperative learning helps learners in facilitating the learning process especially when they interact with each other.

Second, learners need to cooperate inside the groups to reinforce learners' responsibility for their learning. Third, when slow-achieving learners work with fast ones, they can improve their language performance. Fourth, in the cooperative classroom anxiety is minimized because the focus of attention is distributed among the team members (Aldana, 2005).

Therefore, in a research paper entitled: The Effectiveness of Using the Cooperative Language Learning Approach to Enhance EFL Writing Skills among Saudi University Students research conducted by Montasser Mohamed Abdelwahab Mahmoud, light was shed on the incorporation of cooperative language learning approach as a technique used to enhance and develop writing skills among Saudi University Students.

The writers have confirmed the findings of a set of studies conducted by other researchers like Mariam (2004), Adams (2000), and Ahmeds (2012). Moreover, students share responsibility concerning writing due to the Cooperative Language Learning Approach, especially in developing the social communication skills between them. In addition, the CLL Approach leads learners to talk and work together.

Thus, it was found that this approach may develop the learners' ability and acceptance of giving feedback concerning errors, they made in their written production. Furthermore, using the Cooperative Language Learning Approach makes writing meaningful, and enjoyable and reduces students' anxiety with more interaction between them inside the classroom (Mahmoud, 2014).

In addition, in a study conducted by David Eslamanian, Kobra Aref, and Khadijeh Aref about the Influence of cooperative Learning on Academic Performance. They found that when using cooperative learning in social studies courses. As a result, this method will increase learning. So, cooperative learning is an important component of academic success. According to the researchers cited above cooperative learning strategy is more effective than other pedagogical techniques. For instance, lower-achieving learners found cooperative learning more beneficial and useful than higher-achieving students (David Eslamanian,2012).

Also, in another previous study entitled Strengths and Weaknesses of Cooperative Learning and Problem-based Learning EFL Writing Class: Teachers and Students Perspectives, it was found that cooperative learning is an effective strategy in pushing students to participate actively in the learning process, raising student's motivation, reducing students nervousness; building self-confidence, and facilitating learning and makes it very easier.

However, cooperative learning needs active participation from both teachers and learners; it needs much more time to introduce it in the learning process. As a new method, it is difficult to manage the learning situation and it requires important preparation (Ermawati M. G., 2018).

In his turn, Kagan (1992) expounded the necessity for cooperative learning saying that because cooperative teamwork, interaction, and communication will characterize the workplace of the future, our classrooms must include not only individualistic and competitive interaction, but also cooperative interaction (Kagan, 1992).

Last but by no means least, Elola and Oskoz (2010) researched the Effect of Social Tools and Collaborative Writing on Enhancing Learners' Writing Abilities. In this study, they shed light on learners' individual and collaborative writing to explore their strategies for the writing activity. Then, they analyzed learners' collaborative synchronous interactions when discussing structure, content, and other components related to the elaboration of the writing

activity. Although they noted some new outlines that mention differences between students' interaction with the paragraph when they work in groups or individually. However, the authors in this study do not concentrate on the other aspects of writing such as fluency, accuracy, and complexity.

I.25.1. Cooperative Learning an Overview

Since the mid-1980s cooperative learning as a new teaching/learning method has received a great deal of attention, especially as an innovative technique and method for EFL classroom teachers to promote and provide learning for all learners. Schumm (1993) has defined cooperative learning as a teaching/ learning method in which learners engage in common or mutual learning in the team context.

Adams (1990) clarified that team members engage in joint learning and acquire common objectives when they finish their cooperation. It is important first to establish exactly what we mean by this pedagogical method. So, cooperative learning requires learners to work together in small groups to support each other to improve their learning and that of others (Jolliffe, 2007).

Therefore, cooperative learning is described as a method where learners work in small teams and are given rewards and recognition based on their group performance(Slavin,1980). Slavin (1992) also defined cooperative learning as an instructional method involving small heterogeneous groups working together usually toward a common goal. He has noticed that this method involves changes to both task structure and incentive structure.

The task structure refers to how both teachers and learners set up activities designed to result in students' learning whereas a cooperative learning technique involves learners working together to help one another, whereas; incentive structure moves away from one individual to general in other words the success of one learner is positively combined to the success of others.Furthermore,Mandal(2009)clarifiedthattheideabehindthecooperativelearning

The method is that when teams rather than individuals are rewarded, learners will be motivated to help one another acquire academic materials.

Moreover, cooperative learning is a learning method where learners work together in small teams. So, everyone can participate in a clear learning task. Learners are expected to do their activities without their teacher's guidance and support. When the teacher gives learners group activities, he allows them to strive and to work hard. In this case, the teacher delegates some of his authority or attributions in an instructional task to his students.

As a result, the teacher makes his students responsible for specific tasks and their learning; so learners are free to do their activities in the way they see appropriate, but the teacher is still the tasks assessor and evaluator. Cooperative learning is the instructional use of small teams so that learners work together to reinforce their own and each other learning.

All in all, the term cooperative learning refers to classroom techniques in which students work on learning activities in small groups and receive recognition linked to their group's performance (Slavin, 1980).

I.25.2. Cooperative Learning vs. Group Work

Cooperative learning and group work are not the two sides of the same coin. There is a difference between simply having learners work in groups and structuring groups of learners to work cooperatively. Putting learners into several groups does not mean they will work together cooperatively.

This group work itself is nothing new or different. In traditional small groups, the teacher asks his learners to set up in a group of four or five students to complete an activity. In this case, there is no positive interdependence, no individual accountability, and social skills are not included, even for face-to-face interaction.

Moreover, the teacher in the traditional group processing lets his learners work freely until lecture time is finished. Then, he asks them to provide the problem solution. In contrast to a cooperative learning situation where the learner's groups must work together to accomplish learning shared goals. They need to discuss work with each other.

In a cooperative learning situation, learners work in small teams to accomplish a common task or goal, because learners discuss and share ideas with their classmates which encourages them to participate actively in their learning process (Uttero, 1988).

Also, cooperative learning is a successful teaching/learning method or strategy in which small groups, each with learners of different levels or abilities, use a variety of learning activities to improve their understanding of a topic. Each member of a team is responsible not only for his learning, but also for helping his peers to learn also, in consequence creating an enjoyable atmosphere of achievement. (Mandal, 2009)

Learners inside the group communicate about their activity with one another. They ask questions, discuss, listen, interact, and write. This group interaction can be interesting to learners. In addition, learners care about evaluations by their peers.

Furthermore, interaction, discussion, and working together, provide learners with high opportunities to cooperate participate, and behave as members of a learning community.

I.26. Cooperative Learning Elements

Cooperative learning is a group learning strategy formed on the reason that students learn better when they learn together (H. Douglas, 1991). Therefore, integrating cooperative learning in the class does not mean that the teacher simply lets his EFL learners sit next to each other at the same table and ask them to do their tasks (Gillies R., (2003)).

Hence, According to Gillies and Jacobs(2007), the Cooperative learning method is based on five variables or elements: positive interdependence, individual accountability,

promotive interaction, the appropriate use of social skills, and group processing.

I.26.1. Positive Interdependence

Positive Interdependence is defined as individuals working together to succeed; without all succeeding, none can succeed. Thus, Learners perceive that so they need each other to complete the team's activity. The key to applying positive interdependence is to structure the team's work so that team members get the message that any learner can only succeed and do well if the other members of his team also succeed and do well.

In addition, learners must feel that they are related to each other in a way that one cannot achieve his goal unless the other team members succeed (T. Johnson, 2017).

However, the teachers hold the responsibility of promoting positive interdependence. Firstly, the teachers establish mutual goals to clarify what group members may learn. Then, they encourage their learners by adding bonus marks as a way of rewards and recognition. Also, they provide their learners with resources that have to be shared between group members.

On the other side, learners also have a role in making positive interdependence successful. Each member has an essential role inside the group, and this role depends on the nature of the learning task. To start with, each group may have a Facilitator or a leader to encourage the other members to participate and to lead the discussions.

Therefore, the Time Keeper controls the time allocated to the task. Moreover, there is the Reporter who shares the team's ideas with the rest of the class. Besides, the group may have a Scribe to take notes on the team's discussion (activity).

Furthermore, there is the Illustrator to draw diagrams and charts if needed in the tasks. In addition, the group may have a Collector or a messenger to gather materials or return them. The Checker is another member of the group to pursuit that all team members are participating

in the group activity. Finally, there is the Reader who reads the problems aloud to the team.

When all principles exist in a team setting, learners can work together in a successful cooperative learning environment (JohnsonD. A., 1989). Positive reward interdependence is included by offering each team rewards such as marks for problem-solving at the end of the lectures.

I.26.2. Simultaneous Interaction

Group members need to support and encourage each other's efforts to learn and achieve their learning objectives. So EFL learners must know how to communicate their ideas to others.

Furthermore, learners inside the group are supposed to exchange ideas and discuss how to resolve problems, and the high-achieving learners explain the unclear points to their peers. Instead of competing or working individually, they may encourage and facilitate each other to accomplish their tasks and cooperate to reach the group's goals.

To encourage learners to promote interaction among team members, the teacher has the responsibility to plan time for the group to meet. Then, they create a positive interdependence that assists them to achieve group objectives. Finally, the instructor monitors groups to reinforce promotive interaction in the groups.

In addition, this element is characterized by members helping and assisting in an effective way each other, and each one influences the other's efforts to strive for common benefits (W.Johnson, 2002)

I.26.3. Individual Accountability/personal responsibility

Every group member will share his or her knowledge with his or her peers. This principle occurs when learners know that their position on the team is necessary for team success and their achievement will impact their grades. (L.SuzzaneGoodell, 2012).

Then, each learner's performance must be assessed regularly and team members should care about who needs more help to achieve his purposes. So they must know that the group's success or failure is linked dependently to the group members' work.

In addition, personal responsibility exists when the performance of individual learners is evaluated. The results are re-used by the individuals and the whole team. All group members are strengthened by cooperative learning after participating in a lecture, so members should be better trained to accomplish similar activities alone.

I.26.4 Cooperative Skills/Interpersonal and Small Group Skills

The cooperative or collaborative skills should be taught and practised by the group members and at the same time the instructor reinforces and monitors these social skills. These skills are: Listening Techniques, Taking Turns speaking, Asking clarifying questions, Speaking quietly(not loudly), and finally Speaking politely and positively to one another. So, learners may communicate and support each other accurately and unambiguously to resolve conflicts constructively in an effective way and in a short time.

I.26.5. Group Processing

This is the fifth and the last element of cooperative learning which is based on the way and procedure used by learners to choose their learning process. It refers to the way of organizing learners' interaction. It is also that the group periodically assesses what they have achieved and how they might do better as a learning group (Chamisah, 2013).

Such assessment work can be done by asking two questions: (1) What does each member do for the whole group? (2) What can each member do to make the group even better? Therefore, (Kagan S., 2001) suggested six keys for successful cooperative learning:

- Effective information and use of team;
- Efficient management techniques;

- Development of the will among learners to work together;
- Development of social skills among learners;
- Relevant implementation of structure;
- The inclusion of four basic principles is symbolized by the acronym **PIES** which refers: to P / Positive Interdependence (One member's ideas enrich the thinking of another.)
I/Individual Accountability (Learners are not individually responsible for talking.)
E/Equal Participation (All learners in the group have the same chance to participate.)
S / Simultaneous Interaction or face-to-face interaction

I.27. Cooperative Learning Advantages

Researchers have shown several advantages related to Cooperative Learning: learning achievement, interpersonal relationships, psychological health, and social competence.

To start with and as far as learning achievement is considered, Cooperative Learning may boost academic learning; enhance critical thinking ability; allocate more time to effective learning; develop learners' retention; improve learners' motivation to learn; and finally create a joyful learning atmosphere, and increase the learners' satisfaction with their learning experience.

By integrating cooperative learning in teaching writing, the EFL learners will get the ideas more easily, like the learning process, and become interested in learning EFL especially to enhance their writing skills.

Consequently, EFL learners may experience Greater Productivity; Higher process gain; Greater transfer of knowledge from one situation to another; and Greater problem-solving.

Second, as for Interpersonal Relationships, cooperative learning may develop caring and committed relationships; establish and keep friendships between peers; promote a greater

sense of belonging and mutual support; and finally improve morals.

Third, concerning Psychological Health and Social Competence, cooperative learning may develop higher self-esteem among learners; improve self-worth; increase self-confidence; achieve greater independence; support problem sharing, and finally, increase the ability to cope with stress.

Fourth, social development is another advantage of cooperative learning since it reduces disruptive behavior; develops peer relationships; promotes learners' self-esteem, and improves attitude toward schooling.

Finally, concerning communication, cooperative learning facilitates information sharing between learners, helps learners to consider other people's points of view, and develops skills in oral communication.

Furthermore, Rita Rani Mandal states a set of advantages of the cooperative learning strategies in general as mentioned: (1) Cooperative learning increases higher-level thinking skills. (2) Cooperative learning tasks inside and outside the class build successful skills. (3) It creates an atmosphere for social skills, and it involves active learning. (4) It helps slow learners to improve and develop their learning performance through group work hand in hand with quick learners. (5) Cooperative learning addresses learning style differences among learners.

I.28. Cooperative Learning Impacts on EFL Learners

The use of cooperative learning strategies inside the language class may result in many positive impacts on learning in general and on learners in particular. Cooperative learning is a fun pedagogical method. So, learners enjoy and prefer these types of activities. They are often motivated and enthusiastic when involved in any collaborative task.

Therefore, cooperative learning is very interesting and represents an escape from

routine and sameness for learners who quickly become active participants in the learning process.

Finally, cooperative learning permits discussion and provides learners with critical thinking practice opportunities. When involved in a cooperative task, learners' long-term memories are activated, so the information is fossilized and kept for a long period.

I.29 . Cooperative Learning Implementation Troubles

Earlier research in the field of Cooperative Learning conducted by Gillies, R., & Boyle, M. (2010); Ruys, I., Van Keer, H., & Aelterman, A. (2012) cited several problems encountered by learners and teachers in cooperative learning classroom.

To start with, studies conducted by Popov (2012) and Gillies (2006) revealed that the main learning problem encountered by learners at higher educational levels is the lack of collaborative skills. In addition, Slavin (1987) stated that in a cooperative learning situation, learners are helping each other in problem-solving and responsibly working on assignments. On the other hand, this situation creates stress on the teacher to control his learners and make his class silent.

As far as teachers are concerned, firstly, the most famous obstacle faced by the teacher while using cooperative learning method in the class is the way of structuring cooperative tasks such as controlling learners' on-task behavior, providing appropriate learning materials, assigning members group roles, and managing group work time (Janssen, 2017).

Secondly, learners' assessment in a cooperative learning situation is a serious problem encountered by teachers because the criterion of assessment lacks transparency and concreteness. Unfortunately, teachers do not have an appropriate way to assess the cooperative abilities of every group member and they face difficulties in measuring learners' achievement inside the group.

I.30. Cooperative Learning vs. Other Learning Methods

In any educational system, the learners are often involved in a competition with each other. When they work without any interaction between them, they strive individually for their benefit. In contrast, they re-arrange in pairs or small groups by the instructor to help each other achieve their learning goals.

Learners are always required to work individually for their benefit, they work by themselves to achieve learning objectives separated or unlinked to those of the other learners. Moreover, learning objectives achievement is independent, and learners feel that the accomplishment of their learning objectives is separated from what other learners do (Johnson D. W., 2013). In addition, in individualistic learning, learners do tasks independently from others. They do not interact with each other. And also they do not help each other to learn. Finally, a criterion-referenced assessment is applied to evaluate the learners' achievement.

Moreover, when learners work against each other to achieve an academic goal such as a grade or high mark, just a few learners can perform. Instead of working together, they work alone. May and Doob developed the first theory on the distinction between cooperation and competitiveness. They claimed that individuals work cooperatively when they fight to achieve the same target in a situation when they are learning. Whereas, competitive learning means that learners strive to be better than the rest of the group. Particularly, when the teacher structures the lecture, so that learners compete with each other to attain objectives only a few can achieve or perform well (Alice, 2007).

I.31. Collaborative or Cooperative Learning

Collaborative and cooperative learning are seen similarly by some researchers while others make a difference between these two concepts. Firstly, collaborative learning is seen as a technique of learning and teaching in which learners get together into groups to explore an important problem or create a useful project.

Secondly, cooperative learning is defined previously, but with a slight specification which is considered as a kind of collaborative learning as learners work together in small teams on a structured task. But, no matter what name is used when referring to this approach; cooperative learning, collaborative learning, collective learning, learning communities, in general, what is important is that they have a group work in common (Marioara PATEŞAN, 2016).

I.31.1. Cooperative Learning vs. Traditional Learning

Cooperative learning is based on positive interdependence among the group members. Learners help and motivate one another to achieve promotive interaction. In contrast, traditional learning is based on the learner's work. Students need to be more responsible for themselves.

Moreover, cooperative learning focuses on individual accountability which measures the learning mastery of each individual, so the group is given feedback about its individuals' performance, and by the way, they can know who needs help. While, in the traditional learning approach, the teacher lets his learners dominate more as they work independently.

Therefore, social skills are needed in cooperative learning situations, while it has no impact under the umbrella of the traditional approach. When learners are re-arranged in group work, the homogeneous group is the cornerstone of the traditional strategy but cooperative learning is a heterogeneous group whether in gender, ethnicity, or academic ability.

Furthermore, the traditional learning approach is teacher-oriented or structure-oriented

oriented and the emphasis of the learning goals is task settlement. In contrast, cooperative learning is a learner-centered approach and the learning outcomes are interpersonal relationships for group success.

I.31.2. Learner- Centred vs. Traditional Language Teaching

In the last few decades, didactic studies have focused on both teacher and learner. In the field of language teaching/learning new approaches appeared and were recognized as learner-centered strategies, marking a great shift in the educational domain. This new strategy is completely different from the Traditional Whole-Class Instruction which is based on the crucial role of the teacher in the learning process.

I.31.3. Traditional Language Teaching

Traditional Teaching Theory is based on the teaching process as a matter of transferring knowledge from a more achieving user of the language who is the teacher to less achieving users of the language (the learners). According to (Harmer J., 2005), the Traditional Language Teaching Approach is a picture of learners sitting in rows listening to a teacher who stands in front of them.

This method focuses on the transfer of knowledge between an active teacher and passive learners. However, learners or individual differences such as thinking abilities, prior knowledge, and achievement make educators aware of learners' diversity. Depending on one teaching strategy at all times is not appropriate for those learners who prefer working individually or competitively or those who like working cooperatively.

Moreover, this method of teaching language is based largely on the explicit way of teaching grammar rules that learners are expected to memorize and then use as best they can for translation activities (Charles, 2012).

Also, according to Boud (1981), education makes learners dependent students. They rely on what needs to be learned; then the teacher prescribes the learning strategies.

Particularly, the teacher evaluates what and how well they have learned.

As with any strategy, Traditional Language Teaching holds a positive side. Braye (1995) describes such a strategy saying that a good teacher controls and dominates the class and its elements, he prepares lecture plans for efficient management of class time. Then, he prescribes course goals and facilitates learning.

On the other hand, according to Scrivener (1994), in a traditional language teaching class, learners get bored and lack motivation for effective learning. Moreover, the teacher instead of allowing learners to communicate and interact or choose the learning strategy they are interested in solve problems, he is talking all the lesson time.

Harmer (2005) criticizes whole-class instruction starting with the fact that knowledge transferred from the teacher to the learners would not result in effective learning. In addition, learners discover things for themselves. This kind of instruction does not allow learners to communicate and interact. As a result, learners are not encouraged to be responsible for their learning.

Another criticism of traditional teacher-centered strategies, learners may find difficulties in coping with social factors outside the learning situation because they do not work cooperatively with their peers in real-life situations. However, traditional language instruction should not be neglected completely because teachers can provide direct instruction to promote learners' learning achievements.

Moreover, a comparison between cooperative learning and teacher language instruction shows that the former approach is based on positive interdependence and individual responsibility while the latter strategy lacks interdependence and also individual accountability. Then the learning groups in cooperative situations are heterogeneous, but on the other side, the traditional method is homogeneous group learning. The main difference is that the traditional strategy is based on the teacher as the sole teaching resource. In contrast, in

the cooperative learning approach teacher observes and intervenes in the group assignments only when it is necessary (Ebrahim, 2012).

I.31.4. Learner- Centred Strategy

The learner-centered Approach aims to involve learning autonomy and independence through the encouragement of learners to assume responsibility for their learning (Weimer, 2002).

Learner-centered Teaching engages learners in the learning process while in traditional teaching classes, teachers work hardly more than learners. Moreover, skill instruction is taught explicitly, students learn how to solve problems, make decisions, and master learning materials. Besides, the implementation of collaborative learning instead of working individually is meant to allocate more learning responsibility to the students. In other words, learners can learn from and with others.

As far as the advantages of the Learner-Centred Teaching Approach are concerned, the approach includes active learning, in which learners discuss, explain, formulate questions of their own; and solve learning problems. Moreover, it facilitates the integration of cooperative learning or group work in the learning process particularly in building teamwork based on positive interdependence and individual accountability to achieve learning goals.

As for the disadvantages of Learner-Centred Instruction, and According to Baecker (1998), claims that learners do not come to university on the first day with a written list of their needs and expectations. So they need guidance from their teachers to narrow their learning goals. It is important to note that the teacher always keeps his crucial role in the class.

However, Weimer (2002) states that learners lack intellectual maturity, so they cannot be trusted to make decisions about their learning. Then, they do not benefit from enough study skills, particularly when they are not well prepared and they take courses to get grades. They do not care about learning. Therefore, the cooperative learning method focuses on the learners

and their learning rather than on the teacher and teaching instruction.

I.32. Cooperative Learning Theories

According to the Oxford Dictionary, a theory is a formal set of ideas that is intended to explain why something happens or exists. There are at least four theories behind the emergence of cooperative learning: Social-Cognitive, Behavioural theory, Cognitive-Developmental, and Social Interdependence.

I.32.1. Cognitive-Developmental Theory

To Jean Piaget (1950), cooperation is trying very hard to achieve common goals. He claims that individual cognitive development occurs through social interaction and language has an important role in knowledge construction. In addition, Piaget has presented in his theory that students learn by adapting to changes in their environment. However, when learners are presented with new information, they accommodate or assimilate the information linked to prior knowledge (Block, 1982).

According to Piaget (1950), students should be encouraged to use different learning materials and assist the lecturers in constructing their knowledge for themselves. However, the basic teaching techniques that teachers may allow in their classes are cooperative learning, cognitive strategies, and problem-based learning (Ashton, 2003).

Therefore, the cognitive development process as cited by Piaget (1976) contains maturation, experience, and social interaction with equilibration. Maturation concentrates on the growth that happens when a learner reaches a specific age. Then, experience means learners' interaction with the environment surrounding them. Social interaction may be seen as the socialization process that happens when learners share experiences. Finally, equilibration happens when learners link and combine the previous aspects which are maturation, experience, and social interaction to create a sense of understanding. So, learners achieve their learning goals through each of these four steps during the learning process

(Wadsworth, 1971).

Moreover, according to Vygotsky's theory of the Zone of Proximal Development (ZPD), low-achieving learners can learn from high-achieving learners in the social context by interacting with each other. Cooperation among learners will promote growth, and learners of the same age are supposed to operate within each others' proximal zones of development (Vygotsky, 1978). Whereas, cooperative learning is a useful technique that facilitates learning because when learners participate and interact in group work they would be able to enter more deeply into their learning achievement and performance (Wu, 2007).

I.32.2. Behavioural Learning Theory

This theory claims that the learning process starts when the environment or the stimulus impacts learners, and they construct their thoughts through behavior. So, the learning process is entirely controlled by the stimulus or the environment. The founders of this theory are (Skinner, 1971) in the stimulus-response work, and also (Bandura, 1977) in his perspective on social cognition. They argue that to reinforce learners to express their attitudes towards cooperative learning.

It is necessary to give them an extrinsic reward like cooperative incentive structures (Skinner, *The Technology of Teaching*, 1968). However, these structures create a situation in which the only way team members can attain their objectives only when the whole team is successful.

However, team members should encourage each other and cooperate to succeed (Slavin, *Cooperative Learning*, 1983a) (Slavin, *When Does Cooperative Learning Increase Student Achievement?*, 1983b) (Slavin, *Cooperative Learning: Theory, Research and Practice*, 1995).

I.32.3. Social Interdependence Theory

Morton Deutsch (1949) introduced the basic theory of social interdependence based on

the work of Kurt Koffka (1935), and Lewin. During the last five decades, there have been systematic reviews of the research on social interdependence (Cohen, 1994; D.W. Johnson, 1970; D.W. Johnson & Johnson, 1974, 1978, 1989; Slavin 1977).

Social interdependence occurs when the outcomes of individuals are affected by their own and others' actions (Johnson D. W., 1989). There are two types of social interdependence: positive when the actions of people promote the achievement of common goals, and negative, when the actions of people obstruct the achievement of each other's objectives.

When the learners work in a well-structured group, they become interdependent, develop their language mastery, and can write their tasks freely (A. Lotan, 2014).

Thus, within a cooperative learning situation group members explain what they know to each other so they promote each other's success through interaction (T. Johnson, *New Developments in Social Interdependence Theory*, 2006).

I.33. Cooperative Learning Types

According to Johnson & Johnson (1998), two well-known pioneers in modern learning methods have identified the three cooperative learning types: Formal Cooperative Learning Groups, Informal Cooperative Learning Groups, and Cooperative Base Groups.

I.33.1. Formal cooperative learning

The type of cooperative learning consists of learners working together for one class learning period to several weeks, to accomplish specific tasks and assignments to achieve common learning goals. In formal cooperative learning groups, teachers start by specifying the lecture's objectives and re-arranging learners in groups by helping them organize their roles inside the group.

Then, they move to the second step which is defining the assignment by concentrating

on explaining the elements of working cooperatively. Finally, the teachers assess and evaluate their learners' performance (David W. Johnson,2013).

I.33.2. Informal Cooperative Learning

According to David W. Johnson (2013), Informal Cooperative Learning is a situation where learners work together to achieve common and shared goals in temporary, ad-hoc groups that last from a few minutes to one class period. Teachers allow informal cooperative learning in their classes to focus learners' attention on the materials to be used.

I.33.3. Cooperative Base

In contrast with the two previous cooperative learning group types, the cooperative base groups are long-term, heterogeneous cooperative learning groups with stable membership. It lasts from one to several years. So, it is permanent. This type helps and supports learners in achieving their learning purposes.

Furthermore, the use of cooperative base groups in EFL classes over a long-term period allows learners to exchange information and work harder to improve the quality and quantity of their learning.

The cooperative learning types mentioned above can be integrated by the teacher in the same lectures. At the beginning of the session introducing and starting with allowing the learners to check each member's homework to ensure it is done and well understood.

Then, the teacher moves to informal cooperative learning by showing the lecture's objectives and giving the lecture's outlines to facilitate the tasks that will be given. Finally, the teacher uses formal cooperative learning to conduct an instructional task focused on the topic of the lectures.

I.34. Implementing Cooperative Learning in EFL Class

Different techniques for incorporating cooperative learning methods in the classroom

have been advocated such as structured team learning; student teams-achievement division (STAD); team-games-tournaments (TGT); cooperative integrated reading and composition (CIRC); jigsaw and think-pair-share.

I.34.1. Structured Team Learning

Crandall (1999) has proposed some strategies to integrate a successful cooperative learning method, starting from the point that both teachers and learners need to be interested and prepared with appropriate materials and narrowed topics.

The first step is preparing learners for cooperative activities in which teachers have to be aware of the shift from a teacher-centered strategy into a cooperative learning method. Then, the assignments should be meaningfully specified to the learners to achieve learning purposes.

I.34.2. Student Teams-Achievement Division(STAD)

It is one of many teaching models in cooperative learning used in a variety of subjects including Language, Arts, Mathematics, and social studies. It also stimulates group responsibility to reinforce and foster individual learning. This technique was developed by Slavin (1995). Student Teams-Achievement Division consists of four steps:

1. Whole-class Presentation

This presentation often uses direct teaching, but the presentation in the STAD teaching model can include audio-visual presentations. In this task, learners must focus on whole-class presentations because it will help them to remember what they have learned through the interaction with the audio-visual learning material. As a result, they can improve their performance.

2. Group Discussion

Every team consists of four to five heterogeneous learners based on learning achievement, performance, and gender, in which they will be responsible for their success. The teacher presents the materials; the members of the group meet together to study the materials provided by their teacher using a worksheet. At this phase, learners discuss matters and exchange information cooperatively among themselves inside the team. The most common and frequent teamwork is to correct any misconceptions if any member or peer has learning difficulties. (Wu L. M.-T., 2019). That is to say forming a heterogeneous group of four to five learners based on performance, ability, and sex to do the tasks and use the learning materials.

3. Test(Quiz)

Teachers plan quizzes to measure how their learners succeed in their learning process regarding the material used. In quizzes, learners are supposed to work individually, but the marks can be used later to evaluate the whole group's success.

When the learners finish the tasks, they will be tested individually on the materials at which time they cannot help one another. According to Slavin (1995), the quizzes are in the form of multiple-choice questions where learners' test marks are compared to their previous averages.

4. Group Recognition

Teams can obtain other rewards if the quiz shows high marks.

I.34.3.Team-Games-Tournaments(TGT)

This technique uses the same teacher presentations and group work as in the Student Teams-Achievement Division but replaces the test with a weekly tournament game which does not use the system of improvement score. This technique is based on four steps:

1. Whole-class presentation;

2. Group discussion;
3. Tournament;
4. Group recognition.

I.34.4.Cooperative Integrated Reading and Composition(CIRC)

Developed in 1983 by Robert Slavin and Nancy Madden, this technique is designed for teaching reading and writing in the upper elementary grades. CIRC contains three major language activities (Yusnani, 2018):

1. Basal-related activities;
2. Direct instruction in reading comprehension; and
3. Integrated language arts/ writing

I.34.5.Jigsaw

Jigsaw is a cooperative learning technique with a three-decade track record of successfully increasing positive educational outcomes. Elliot Aronson and his colleagues in 1978 were the first scholars who developed Jigsaw. Then, Slavin modified this technique by making it appropriate to use in several fields like language, literature, and social studies in which the learning tools are in the written narrative mode.

This technique is similar to Jigsaw Puzzle, each piece (each learner's part) is essential for the completion and full understanding of the final product. If each learner's part is essential, then each learner is essential, and that is precisely what makes this strategy so effective. In this technique, learners have the opportunity to teach themselves, instead of having materials presented to them. Besides, they have practiced peer teaching (Tewksbury, 2000). Jigsaw technique based on five steps:

1. Reading;
2. Expert group discussion;
3. Home group reporting;

4. Testing, and group recognition
5. learning together

According to David Johnson and Roger Johns Learning Together is a model of cooperative learning. They suggested five elements of cooperative learning as cited below:

1. Positive Interdependence;
2. Individual and group accountability;
3. Face-to-Face Promotive Interaction;
4. Interpersonal and Small Group Skills;
5. Group Processing.

I.34.6.- Think-Pair-Share

This model is developed by Kagan (1989). It is a content-free way of organizing social interaction in the classroom. Think-Pair-Share consists of three steps. For example, in a writing lesson, each learner is asked to write a paragraph individually and try to correct the errors mentioned by the teacher.

Then, learners share and pair up their final products until they correct their errors. During the writing tasks, half of the class is sharing and practicing the skill of writing and reading at the same time; while the rest of the learners are practicing the listening and the speaking skill. Finally, the learners share their answers with the whole class.

I.34.7.The Learning together Technique

The learning together technique is one of the cooperative learning methods developed by David and Roger Johnson. This strategy emphasizes cooperation, interaction, and mutual support among students to achieve shared learning goals.

I.34.8.Benefits of Learning together Technique

* **Increased motivation:** this technique increased motivation among EFL learners through

interdependence.

* **Enhanced understanding:** The cooperative learning approach helps students retain information better and develop critical thinking skills by teaching and discussing each other.

* **Social skills development:** learners build communication, share thoughts, and learn to work with others.

I.35 . Conclusion

All in all, the cooperative learning method is a learning strategy that makes the process of language learning student-centered rather than teacher-centered. The purpose of this section is to review developments in research on cooperative learning and to examine the factors that contribute to its success. The cooperative learning method goes along with a wide range of theories such as behaviorism, cognitivism, constructivism, and comprehensible input.

The main aim of cooperative learning is to achieve a specific goal by each group in Conclusion. It may be said that there is a positive impact of cooperative learning on language teaching and learning. A set of studies as mentioned previously targeted the writing skill and revealed a strong influence of cooperation and the teaching of English to develop and enhance EFL learning.

Furthermore, the studies conducted on the implementation of cooperative learning in mastering writing skills argue that cooperative learning is a useful educational method to improve EFL learner's achievement in writing.

Chapter two

Research Methodology Design

2.1. Introduction

In the area of teaching, Cooperative Learning stands as an innovative pedagogical instrument, offering a promising pathway towards enhanced student engagement, deeper comprehension, and holistic learning experiences. As we delve into the intricacies of this pedagogical approach, it becomes imperative to embark on a methodological journey that not only elucidates its effectiveness but also captures the nuanced interactions between students, teachers, and the learning environment.

The current chapter serves as a compass, guiding our expedition into the heart of Cooperative Learning. Within these pages, we navigate through the labyrinth of research methodology, utilizing a multifaceted approach to comprehensively examine the impact and intricacies of Cooperative Learning. Our methodological framework revolves around three pivotal components: pre and post-tests, a students' questionnaire, and a teacher's interview. Through this triangulation of data collection methods, we aim to construct a comprehensive understanding of Cooperative Learning, from both quantitative and qualitative perspectives.

At the cornerstone of our methodology lie the pre and post-tests, meticulously designed to assess the cognitive growth and knowledge acquisition facilitated by Cooperative Learning. These assessments serve as objective indicators, quantifying the efficacy of this pedagogical approach in enhancing academic performance and fostering conceptual understanding. By analyzing the variance between pre-test and post-test scores, we unravel the transformative potential of Cooperative Learning in augmenting students' mastery of subject matter.

Complementing the quantitative insights derived from pre and post-tests, the students' questionnaire offers a qualitative lens through which we explore the experiential dimensions of Cooperative Learning. Through a series of carefully crafted inquiries, we delve into students' perceptions, attitudes, and experiences within cooperative learning settings. By encapsulating the voices of the learners themselves, the questionnaire unveils the intricate.

Tapestry of social dynamics, collaborative experiences, and perceived learning outcomes engendered by Cooperative Learning.

In addition to capturing the student perspective, our methodological repertoire incorporates the invaluable insights of educators through the teachers' interviews. This qualitative inquiry delves into the pedagogical strategies, challenges, and successes encountered by teachers in implementing Cooperative Learning methodologies. By elucidating the perspectives of facilitators, we gain deeper insights into the contextual nuances and instructional strategies that underpin the successful implementation of Cooperative Learning in diverse educational settings.

Through the convergence of pre and post-tests, students' questionnaires, and teachers' interviews, our methodological framework endeavors to paint a holistic portrait of Cooperative Learning. As we embark on this methodological odyssey, we seek not only to unravel the efficacy of Cooperative Learning but also to illuminate the transformative potential it holds in fostering collaborative, inclusive, and enriching learning environments.

In brief, this chapter provides an overview of the methodology employed in the realization of the present thesis. The main purpose of this chapter is to provide an outline of the research work and to highlight the techniques employed to gather data. Also, this chapter contains two parts. In the first part, the researcher discusses the institutional context of the study, the participants, and the instrumentation employed in data collection. In the second part, the researcher describes the methodology adopted to collect data, explains the sample selection, and shows the procedures employed in constructing the instrument, and it includes: the selection of the participants, the instructional design, the process of data gathering, and the data analysis.

2.2. Research Type

This thesis is a descriptive study of the 21st-century paradigm that was marked by a shift from the traditional teaching of foreign languages to the modern one and it is due to the

emergence of cooperative learning. This descriptive research type is very useful for academic studies since not much is known about the thesis theme. The study employed descriptive research methods, which involved both quantitative and qualitative data-gathering tools. In addition, information and evidence were collected from a variety of sources namely primary sources (pre- and post-test), which provided first-hand evidence and allowed for direct access through interviewing EFL teachers at the Department of Language and English Literature; as well as, secondary sources including articles and academic books.

2.3. Research Problematic

The failure in EFL learners' writing skills is perceived to be widely spread among learners, due to many reasons. Among those causes, the traditional way of teaching English writing skills remains very significant. EFL teachers usually tend to use either the product approach or the process approach without any kind of innovation or change. Moreover, the same dull themes are always suggested to inspire EFL learners. Besides, writing assessment is often based on assessing students' grammar and mechanics of the language (spelling, punctuation, and capitalization).

Yet the writing skills are much broader to include organization, paragraphing, cohesion, coherence, and diction. There are potential factors that may hinder the development of English language writing skills. Accordingly, the present research is a temptation to highlight a very small but important angle of the issue under investigation namely the learning of writing skills.

The study focuses on the implementation of the cooperative learning of writing skills as an effective method to overcome the different barriers that may impede the process of learning and even teaching such skills. The lack of awareness of the theoretical aspects of cooperative learning among the two parties (teachers and students) will doubtlessly result in ineffective practice.

The current research study attempts to investigate and explore the attitudes of EFL teachers and students about the cooperative teaching approach. This approach may be a crucial point to help EFL learners overcome the barriers of language writing skills learning. Thus, having an awareness of the theoretical aspects of cooperative learning and its impacts on student's learning is vital to practice the approach in real classroom situations. So, both EFL teachers' and learners' awareness may be raised on the theoretical and practical aspects of cooperative learning for more successful writing learning.

2.4. Research Questions

To set up the research, the survey will seek answers to the following questions based on both the problematic and objectives mentioned previously:

- How does the implementation of cooperative learning as an innovative method affect EFL learners' writing performance on the three types of writing (descriptive, narrative, and persuasive)?
- To what extent does the integration of cooperative learning techniques affect the EFL learners' writing abilities on the 6+1 traits of writing?

To have a broad idea and to cover the main issues of the matter under investigation the following sub-questions are raised:

- To what extent can cooperative learning as an innovative strategy improve EFL learners' writing skills?
- How can EFL learners benefit more from their cooperation inside the class, so that they can develop their language proficiency?
- What is the effect of cooperative learning as an innovative method in comparison to traditional methods on the achievement of writing skills of EFL learners?

2.5. Research Hypotheses

In light of the previous questions, it is hypothesized that:

- Cooperative learning boosts EFL learner's writing skills in three types of writing

(descriptive, narrative, and persuasive).

- Cooperative learning boosts EFL learner's writing skills on the 6+1 traits(aspects)of writing.

Sub-Questions and Corresponding Hypothesis

- Cooperative learning will significantly improve EFL learner’s overall writing skills, including structure, grammar, and content development, compared to the traditional individual instruction approach.
- EFL learners will be more actively engaged in developing their writing skills through cooperative learning methods, such as peer feedback, and cooperative brainstorming.
- EFL learners who collaborate in small, structured groups will derive greater benefits in terms of language proficiency development than those who work in larger or unstructured groups.
- EFL learners who are taught using cooperative learning methods will show greater improvement in their writing skills than those taught using traditional teacher-centered methods.

2.6. Research Population

To gain better insights into possibilities for fostering EFL learners' writing competence through the implementation of cooperative writing, it is of vital importance to choose the research population carefully. The ultimate objective of this study is to discover the possible impacts that such a strategy may have on EFL learners' writing progress.

Therefore, the sample of the study was derived from a population of 376 first-year LMD students in the Department of English Language and Literature, at the Faculty of Letters and Languages, Mustapha Stambouli University, Mascara during the academic year 2019-2020. The sample is a total of sixty (60) students that are randomly selected. Thirty students (30) are assigned to the experimental group and the other thirty students (30) to the control

group. Most of the first-year LMD system students at the Department of English Language and Literature had their baccalaureate degrees during the school year of 2018-2019. This population has been learning the English Language for seven years. i.e. since the first middle school year.

As part of their studies, the First Year EFL learners are introduced to the module of Comprehension and Written Expression with a set of lessons that contain Parts of Speech as general revision before embarking on Sentence Structure, Composition, Classification, Sentence Classification by Purpose (types) and phrases, Clauses, Sentence Fragments, Wordiness and Exactness, Parallelism, Dangling (misplaced modifiers), Punctuation, Capitalization, and Spelling. EFL learners have two sessions of Comprehension and Written Expression of one and a half hours (1h30min) per week.

2.7. Research Methodology

The mixed method approach is used in the present research. It calls for the use of both qualitative and quantitative data collection and analysis. The mixed method approach is employed for a better understanding of the study layers namely the effectiveness of the implementation of cooperative learning in fostering EFL learners' competence in writing in English.

Moreover, it gives a voice to the work and ensures that the study findings may be very useful in providing suggestions for more research, about the topic in the future. The Mixed Method Approach is considered an effective way of collecting data for any academic research type. It is adopted using three research tools a pre- and post-tests with EFL learners, a learners' questionnaire, and an interview with EFL teachers.

Consequently, the research is quantitative through the use of a questionnaire directed to 60 participant students to gauge diverse factors. On the other hand, the research is also qualitative through the interview carried out with five EFL teachers to share and expose their

perceptions and knowledge about the idea of implementing cooperative learning in EFL classes and its impact on the overall teaching and learning process.

The interview may provide clear, detailed, deep, and rich data. In addition, the interview is frequently simple to conduct because of the limited number of informants. At first, a multi-choice answers questionnaire is employed as the main data-collecting instrument to reveal the informants' interests and awareness of the importance of using cooperative learning.

Moreover, pre-and post-tests are used to test the efficacy of cooperative learning and its implication in boosting the learner's writing skills. Finally, a semi-structured interview is held with five English language teachers to expose their perceptions about cooperative learning as previously mentioned.

It is worth mentioning that case studies have been largely used in the social sciences and are especially valuable in practice-oriented fields such as education, management, and social studies (Starman, 2013). Case studies are used in different fields of research to achieve many targets. Yet, it is very difficult to define a case study. Case study is used in research on language teaching and learning.

It is not always easy to decide whether a study is or is not a case. Adelman, Jenkins & Kemmis (1976) say that a case study should not be the same as observational studies and case studies are not a term for a standard methodological package.

Furthermore, a case study can be defined as a research methodology and it is an intensive study about a person, a unit, or a group of people that is aimed to generalize over several people or units. Another definition of a case study is by Woods who stated that a case study is described as an intensive and systematic investigation of a single individual, or community in which the researcher examines in-depth data linked to several variables (Roberta Heale, 2018). Yet, the single instance is of a bounded system, for example classroom, a tertiary level, or a community.

The case study provides a unique example of a real phenomenon in real situations or contexts, allowing readers to understand phenomena more clearly by providing them with abstract theories. Case studies can penetrate phenomena in ways that are not always susceptible to numerical analysis.

In their turn, Hitchcock and Hughes suggest that the case study approach is particularly valuable when the researcher has little control over events. And they consider that a case study has several advantages and benefits in research in education.

The case study is concerned with a vivid and rich description of events relevant to the phenomenon studied. It focuses on individual variables and tries to know their perceptions of actions. It enables a chronological narrative of actions connected to the case. It concentrates on a description of actions with an analysis of them.

Moreover, case studies are examined in geographical, institutional, temporal, and other contexts that show limits to be drawn around the cases. It is important in case studies for situations to be permitted to speak for themselves rather than to be largely evaluated or interpreted by the researcher (Louis Cohen, 2007). Case studies are widely used and useful in social and human sciences and research, but they are not a suitable basis for generalization.

Research belongs to human studies only if its object becomes accessible to humans through the attitude which is founded on the relation between life, expression, and understanding (Roger Gomm, 2000).

Despite the hallmarks of case studies, there are some limitations: The absolute volume of data gathered is difficult to organize. Data analysis and integration strategies need to be carefully carried out. There is a possibility to deviate away from the research focus. There may be changes in results from different studies particularly in combination with different contexts and situations. (Roberta Heale, 2018).

As far as designing a case study is concerned, the steps are the same as for the different research. The researcher starts with the definition of the single case or identifying a group of similar cases that can be incorporated into multiple-case studies. Data in the case studies are

often, but not exclusively, qualitative. Baily (1978) confirms that experienced researchers start with the total population and work down to the sample. The beginner researchers start with the minimum number of respondents needed to do the research. Moreover, there is no exact size of the sample to conduct a particular research, so it depends on the aim of the study and the nature of the population under scrutiny (Cohen,1950).

2.8. Research Tools

Three research tools are adopted a pre-and post-test with EFL learners, a students' questionnaire, and an interview with EFL teachers. Consequently, the research is quantitative through the use of a questionnaire. It is also qualitative through the interview carried out with five EFL teachers to discuss the subject matter under investigation.

2.8.1. The Learners' Pre and Post Tests

The research tools' pre-test and post-test assessment model is to measure the actual achievement of participants at the beginning of the syllabus or lectures and compare it with the achievement and performance gained after the lectures or at the end of the syllabus.

The comparison between respondents' post-test scores to their pre-test scores allows the researcher to gauge the effectiveness of the material imposed in increasing respondents' achievement. It also checks if there is a significant change in scores before and after the implementation of material or any workshop.

According to Torgerson (2012), the one-group pre-test and post-test design usually contain three stages(steps) : (1) conducting a pre-test measuring the dependent variable, (2) imposing the experimental treatment on the sample chosen, and (3) defining a post-test, then measuring the dependent variable. Changes or differences resulting from the experimental process are then measured by comparing the pre-test and post-test scores. Tests are appropriate and valuable measuring instruments for educational research. Aryet al (2010:201) note that a test is a stimulus conducted on an individual to acquire responses by using a numerical score. Arikunto (2010:193) sees a test as a set of questions or exercises used to measure the skills proposed by an individual or a group of people

The pre-test and post-test are used to measure the achievement and the performance of the EFL learners of writing skills through cooperative learning methods. The sample in the tests is divided into two different groups. The first one is the experimental group, while the second one is the control group.

However, the two groups are mainly sixty EFL learners, thirty students in each group from the whole promotion of the first-year LMD system (359 students) during the academic year 201-2020 especially in the Department of English Language, at the Faculty of Letters and Languages, Mustapha Stambouli University, Mascara.

Moreover, the pre-test and post-test are used to measure the learners' mastery of writing based on syllabi designed by the Ministry of Higher Education and Scientific Research. The designed Pre- and post-tests are used to evaluate causal relationships between intervention and outcome.

The researcher provides EFL learners with two tests. The first test is a pre-test given to the EFL learners before introducing cooperative learning in writing skills. It aims to know EFL learners' proficiency and mastery of writing skills before rearranging them in group work.

The first diagnostic test is a writing assignment and is administered to EFL learners at the beginning of the academic year 2020-2021. The students were given two different topics to choose from. The topics are as follows:

2.8.2. The Learners' Pre Test

Pre-tests as part of any academic work serve several useful purposes: First, pre-tests help instructors gauge students' existing knowledge and understanding of the subject matter before beginning a new unit or course. This information allows them to tailor their instruction to meet the needs of the students effectively.

Second, pre-tests reveal areas where students may have misconceptions or gaps in their understanding. This information enables instructors to address these gaps early on, ensuring

that all students have a solid foundation before progressing to more advanced concepts.

Third, Pre-tests assist instructors in planning their curriculum by providing insight into which topics or skills students are already familiar with and which areas may require more emphasis or instruction.

Fourth, pre-tests help instructors set clear learning objectives based on students' existing knowledge and skills. By understanding where students currently stand, instructors can establish realistic and achievable goals for the course.

Fifth, pre-tests can motivate students by demonstrating the relevance of the upcoming material and showing them the progress they can make throughout the course. They also encourage students to take ownership of their learning and actively engage with the material from the outset.

Sixth, pre-tests provide feedback to students about their current level of understanding and performance. This feedback can help students identify areas for improvement and guide their study efforts throughout the course.

Seventh, pre-tests can be used as part of program evaluation efforts to assess the effectiveness of a curriculum or instructional approach. By comparing pre-test and post-test scores, instructors can measure student learning gains and identify areas where instructional adjustments may be needed.

Finally, pre-tests serve as valuable assessment tools that inform instruction, guide curriculum planning, motivate students, and provide feedback for both instructors and learners. They play a crucial role in promoting student success and improving the overall quality of academic programs.

Before determining the test topics, the researcher presents an approach and illustrations about a paragraph.

2.9. Paragraph Definition

A paragraph is much more than a collection of connected sentences. The paragraph is made up of a topic sentence, the developing(supporting) details, and a concluding sentence. Therefore, the paragraph provides the structure needed to develop the thesis of a paper. Also, a paragraph is seen as a group of closely related sentences that develop one idea.

(Dokchandra, 2018) confirmed that a well-written paragraph is an indicator of learners' basic writing ability that determines their learning success. According to him producing an effective paragraph requires a well-selected topic sentence and adding supporting sentences that contain details to develop the main point of the paragraph. Similarly, (Rustipa, Feb,2016) stated that a paragraph is the core unit of an essay and both are equivalent in that they consist of an introduction, body, and conclusion.

2.9.1. Types of Paragraph

There are four types of paragraphs; introductory, body, transitional, and concluding. Each type serves a slightly different function in the paper. First, the introductory paragraph introduces the thesis. Then, the body paragraph develops it. While the transitional paragraph moves the reader from one aspect of it to another. Finally, the concluding paragraph sums up the development of the thesis and restates it.

1. Topic Sentence

The topic sentence expresses the main point of the paragraph. It is typically the main sentence. However, the topic sentence also supports the thesis by giving relevant background information and context. Whereas, the most important function of the topic sentence is to produce the thesis statement and as a result, the focus will be on the central idea of the written paper. The topic sentence is usually but not always the first sentence in the paragraph. A topic sentence should be short, clear, and concise.

2. Supporting Sentences

The second part of any paragraph is the body paragraph which consists of supporting sentences.

Typically, the second sentence identifies the first major supporting sentence. While the third sentence brings the second supporting fact. However, the fourth, fifth, and so on in that order bring respective supporting details. The writer can develop his main idea with sentences that provide supporting details.

3. Concluding sentences

The concluding sentence is the ending line of the paragraph. It should restate the main idea of the paragraph. Rather, an effective concluding paragraph should reinforce the central idea of any written paper and leave the readers satisfied that the writer made his case. Also, the concluding sentence or the closing sentence is the last sentence of each body paragraph. It summarizes the points made in a paragraph and transitions the paragraph to the next paragraph. Equally, a closing sentence also connects your paragraph to the main thesis of your paper.

2.9.2. How to Write a Paragraph

The steps below show the stages of writing and developing a good paragraph.

First step: Choose the Main Idea of the Paragraph.

Before writing a paragraph, it is usually to start with an outline. If you already have an outline for the paragraph, it is easy to select the purpose of your paragraphs. The learner writes a draft that introduces the focus of the sentence. The topic sentence should be focused, specific, and detailed enough to cover many sentences.

Second Step: Proving the Relevance of the Paragraph

After writing the topic sentence, the writer explains and expands the meaning to send a clear message to the readers.

Third Step: Providing Contextual Evidence

When the writer finishes writing the topic sentence, he should offer evidence that supports the main idea in the topic sentence. Moreover, the writer can use statistics, quotations, summarizing, or paraphrasing to complete writing.

Fourth Step: Analyzing and Explaining the Evidence

With the evidence written, the writer explains the significance of the evidence to his readers. Even the approach depends on the type of evidence given.

Fifth Step: Conclusion

Finally, the writer concludes and closes his paragraph by linking to the main point in the topic sentence. The writer should also show how the evidence supports the thesis. The conclusion sentence brings the final result and the writer should control paragraph elements like; coherence, unity, order, and the completeness of the paragraph.

2.9.3. Elements of a Good Paragraph

A good paragraph writing is based on these elements; unity, order, coherence, and completeness. Writers should combine these elements with the basic structure that comprises sentences, namely a topic sentence, supporting details, and a concluding sentence to write a good and developed paragraph.

Therefore, a good paragraph should be based on these four elements that are shown in detail in the following sentences.

1. Unity

Unity in a paragraph means the connection of a paragraph to the main idea. Unity begins with the topic sentence of any paragraph. As shown before, each paragraph has a single controlling idea that is discussed in a topic sentence. So, when a paragraph is unified around the topic sentence, with the supporting sentences, until the concluding sentence; that paragraph has unity.

2. Order

Another crucial element of a good paragraph is order. This element refers to how the writer organizes his supporting ideas and sentences. To make a solid paragraph writer can choose chronological order, point-by-point order, or even logical presentation of detail to make a well-structured paragraph. In an orderly paragraph, the readers follow the order of sentences, starting from the topic idea, and then the supporting sentences until the concluding utterance.

3. Coherence

A coherent paragraph has all the sentences connecting and working in synchrony. When sentences are coherent, the paragraph will be understandable by readers.

Whereas, coherence in any paragraph is related to the length of it. If a paragraph is too long, the writer should divide it into two. But, when the paragraph is too short the writer should develop the main ideas or combine them with another paragraph to ensure the coherence element.

4. Completeness

A complete paragraph has all the sentences clearly and sufficiently written to support the main idea with details. Eventually, a good paragraph has to be complete and well-developed. To write a complete paragraph the writer needs to start with the topic sentence,

Then he adds three or more supporting sentences. Finally, the writer ends his paragraph with a closing or concluding paragraph that summarizes the main idea by reinforcing the topic sentence and offering a transition to the next paragraph.

Topics Selection

To conduct the pre-test, the researcher suggested two topics for the first-year students, so that they could express and write a paragraph.

- **Topic One**

In a coherent paragraph write about the most important qualities or characteristics that make a good friend.

Assigning students such a topic serves several objectives. It encourages students to engage in critical thinking by evaluating various qualities and characteristics that contribute to a strong friendship.

Besides, writing about friendship qualities prompts students to reflect on their own

experiences with friends and consider what traits they value most in their relationships. In addition, crafting a coherent paragraph on this topic requires students to organize their thoughts logically and express themselves clearly, improving their writing and communication skills.

Furthermore, exploring the qualities of a good friend can promote social and emotional learning by helping students understand the importance of empathy, trust, and support in relationships.

Moreover, writing about friendship qualities encourages students to consider perspectives different from their own, fostering empathy and understanding for the diverse experiences and needs of others.

Finally, understanding what makes a good friend is a foundational aspect of navigating social interactions and building meaningful relationships, making it a valuable life skill for students to develop.

All in all, assigning this topic provides an opportunity for students to explore an essential aspect of human connection while honing their analytical, communication, and interpersonal skills.

- **Topic Two**

Everyone has days that they will always remember as being very special. Think about a special day that you have had. Write a paragraph telling why it was so special.

Topic two as a part of the pre-test is meant to achieve many objectives. To start with, this topic encourages students to reflect on their own experiences and express themselves creatively. Writing about a special day allows them to explore their emotions, memories, and personal growth.

Second, crafting a paragraph about a special day requires students to develop a coherent narrative structure, including an introduction, a body paragraph, and a conclusion. This helps them practice organizing their thoughts and ideas in a logical sequence.

Third, describing why a particular day was special involves using vivid language and

sensory details to paint a clear picture for the reader. This helps students develop their descriptive writing skills and engage their audience.

Fourth, analyzing why a day was special prompts students to consider the significance of events, people, and emotions in their lives. This encourages critical thinking and reflection on the factors that contribute to meaningful experiences.

Fifth, sharing personal stories fosters empathy and understanding among students as they learn about each other's experiences and perspectives. It can also create a sense of connection and community within the classroom.

Sixth, reflecting on special moments can deepen students' self-awareness and understanding of their values, interests, and identity. It allows them to explore what matters most to them and why certain experiences hold significance.

Finally, assigning this topic provides an opportunity for students to engage in meaningful self-expression, develop their writing skills, and deepen their understanding of themselves and others. It encourages creativity, critical thinking, and empathy, while also fostering a sense of community within the classroom.

2.10. The Learners' Post Test

Assigning students a post-test in academic work provides several useful purposes: To start with, post-tests assess students' understanding of the material covered throughout a unit or course. They provide instructors with valuable information about what students have learned and retained over time.

Second, by comparing pre-test and post-test scores, instructors can measure students' learning gains and determine the effectiveness of their teaching methods and curriculum. This information helps instructors identify areas of strength and areas that may require further attention or clarification.

Third, post-tests provide feedback to students about their mastery of the material and their performance relative to the learning objectives. This feedback helps students identify areas where they excel and areas where they may need to focus additional study or review.

Fourth, post-tests can validate the effectiveness of instructional methods and strategies used throughout a unit or course. If students perform well on the post-test, it indicates that the instructional methods were successful in facilitating learning.

Fifth, post-tests help instructors identify areas where students may still have misconceptions or gaps in their understanding. This information can guide instructors in providing additional instruction, clarification, or review as needed.

Sixth, post-tests provide a measure of accountability for both students and instructors. Students are accountable for their learning outcomes, while instructors are accountable for effectively teaching the material and helping students achieve the learning objectives.

Seventh, post-test data can be used as part of program evaluation efforts to assess the overall effectiveness of a curriculum or instructional approach. By analyzing post-test scores, instructors can identify trends and patterns in student learning and make informed decisions about future curriculum revisions or instructional improvements.

To sum up, assigning students a post-test in academic work provides valuable information about student learning outcomes, helps instructors evaluate the effectiveness of their teaching methods, and informs decisions about curriculum planning and instructional improvement.

The second test is the post-test that was given to the EFL learners after implementing the cooperative method. The EFL learners were given two topics to select. The topics were as follows:

- **Topic One**

Imagine that time travel to the past was possible. Think of where and when you would like to go for a visit. Write a paragraph telling where and when you would go in the past and explain why you chose to go there.

Assigning students a topic like "imagine that time travel to the past was possible" serves several objectives: First, encouraging students to think about time travel allows them to engage their creativity and imagination. They can explore different historical periods, events, and cultures, expanding their understanding of the world and its history.

Second, choosing a specific time and place to visit in the past requires students to think critically about their interests, values, and curiosity. They must consider the significance of different historical periods and evaluate their potential impact on the present and future.

Third, writing about a specific time and place in history may prompt students to research to learn more about the context, events, and people of that period. This helps them develop their research skills and learn how to find and evaluate reliable sources of information.

Fourth, explaining why they would choose to visit a particular time and place in the past requires students to use persuasive writing techniques to convince the reader of the significance and appeal of their chosen destination. They must articulate their reasons clearly and provide compelling arguments to support their choice.

Fifth, considering different periods and cultures encourages students to develop a deeper awareness and appreciation of diversity and historical context. They can explore how societies have evolved and how past events have shaped the present world.

Sixth, writing about their chosen destination in the past allows students to make personal connections to history and reflect on how their interests, values, and experiences influence their choices. It encourages self-reflection and helps students develop a deeper understanding of themselves and their place in the world.

Finally, assigning this topic provides an opportunity for students to engage their imagination, critical thinking, research skills, and persuasive writing abilities while fostering a deeper appreciation of history, culture, and personal identity.

- **Topic Two**

Imagine that you had no TV, computer, or video games for one week. Think of some activities that you can do instead to keep you busy and out of trouble. Write a paragraph to explain what you can do to keep occupied in a week of no TV, computer, or video games.

Assigning EFL learners the task of writing about alternative activities to TV, computer, or video games for one week can have several useful purposes: To start with, writing about a hypothetical scenario like this provides EFL learners with an opportunity to practice using English in a practical context. They can expand their vocabulary related to leisure activities, daily routines, and time management.

Moreover, thinking of alternative activities to keep busy without electronic devices requires EFL learners to engage in critical thinking and problem-solving. They need to consider their interests, available resources, and time constraints to come up with suitable options.

Furthermore, exploring leisure activities beyond TV, computer, or video games can also expose EFL learners to different cultural practices and norms related to recreation and entertainment. This broadens their cultural awareness and understanding of how people spend their leisure time in different parts of the world.

Besides, writing about alternative activities encourages EFL learners to tap into their creativity and imagination. They can explore unconventional or creative ways to stay occupied, such as engaging in arts and crafts, outdoor activities, reading, or socializing with friends and family.

Also, expressing their ideas and suggestions for alternative activities in writing helps EFL learners develop their communication skills in English. They practice structuring sentences and paragraphs coherently, as well as conveying their thoughts and intentions effectively.

Finally, reflecting on how to spend a week without electronic devices fosters the development of important life skills such as time management, self-discipline, and self-reliance. EFL learners learn to prioritize activities, manage their free time effectively, and find alternative sources of entertainment and relaxation.

In brief, assigning EFL learners to write about alternative activities serves as a valuable language learning activity that promotes critical thinking, creativity, cultural awareness, and the development of practical life skills.

2.11. EFL Teachers' Semi Structured Interview

In the field of learning English as a Foreign Language, the acquisition of proficient writing skills stands as a cornerstone of linguistic proficiency and communicative competence. Within this context, Cooperative Learning emerges as a promising pedagogical approach, offering a collaborative framework through which students can develop their writing abilities. However, to truly understand the transformative potential of Cooperative Learning on EFL students' writing skills, it is essential to delve into the insights and experiences of the educators themselves.

The study utilizes semi-structured interviews with EFL teachers to unveil the nuanced impact of Cooperative Learning on students' writing proficiency. Teachers serve as both architects and facilitators of the learning process, wielding invaluable insights into the efficacy and challenges of instructional methodologies.

Through semi-structured interviews, we aim to capture the nuanced perspectives, experiences, and observations of EFL teachers regarding the implementation of Cooperative Learning strategies in the context of writing instruction. By engaging with teachers as active participants in the research process, we not only glean insights into the pedagogical nuances of Cooperative Learning but also foster a collaborative dialogue aimed at enhancing instructional practices.

The semi-structured nature of the interviews allows for flexibility and depth in exploring the impact of Cooperative Learning on EFL students' writing skills. Teachers are invited to reflect on various facets of the writing process, including but not limited to: pre-writing activities, drafting, revising, editing, and peer feedback. Through probing questions, we delve into the specific Cooperative Learning structures, such as peer review groups, collaborative

writing tasks, and joint composition projects, employed by teachers to scaffold students' writing development.

In addition to elucidating the impact of Cooperative Learning on writing skills, the interviews provide a platform for teachers to share their pedagogical strategies, instructional techniques, and best practices. Teachers may discuss the integration of technology, differentiation strategies, and the role of formative assessment in fostering writing proficiency within a cooperative framework. Furthermore, teachers are encouraged to candidly address the challenges and constraints encountered in implementing Cooperative Learning methodologies, ranging from logistical issues to cultural and contextual factors.

By synthesizing the insights gleaned from EFL teachers' semi-structured interviews, this research endeavor seeks to inform and enrich instructional practices aimed at enhancing students' writing skills through Cooperative Learning. The voices of teachers serve as guiding beacons, illuminating the pathways toward more inclusive, collaborative, and effective writing instruction. Ultimately, this methodological approach not only contributes to the scholarly discourse on Cooperative Learning but also empowers educators with actionable insights to optimize student learning outcomes in the realm of EFL writing instruction.

The Semi-Structured Interview will be administered to ten(10)subject teachers of written expression and reading comprehension in the Department of English Language at the University of Mustapha Stambouli during the academic year 2019-2020. This research instrument is implemented to gather information from the English Language written expression teachers about enhancing writing skills through cooperative learning methods for EFL learners. The interview includes 13 questions that can be divided into three sections.

To start with, section one includes three questions. The section seeks to decipher the teachers' experience with teaching writing. The questions are about the teachers' approach to teaching writing, and their views about the impact of reading on writing.

- What teaching approach to writing do you usually embark on to develop your EFL

learners' teaching skills?

- What writing type do you usually focus on?
- Does reading comprehension assist the development of writing skills? How?

Moreover, section two is meant to highlight the teachers' perceptive about the cooperative method in learning in general and learning the writing skills in particular. It encompasses three other questions.

- Do EFL learners perform better when a sense of competition is implemented?
- Do you think that cooperative learning is an effective method?
- How can cooperative learning assist EFL learners boost their writing skills?

Section Three aims to detect the teachers' experience and knowledge about the use of cooperative learning methods in developing EFL learners' writing. The section encloses three questions.

- Have you ever received any training on implementing CL?
- Does the CL method help learners develop social skills?
- Is timing an issue when implementing cooperative work?
- Does the CL method allow all learners to participate effectively in classroom activities?
- Do you think that quick learners dominate the group during CL?

Finally, section four is devoted to the impacts cooperative learning may have on different aspects of English writing according to the EFL teachers. The section includes two questions.

- Do cooperative learning activities have any effect on:
 - The organizational aspect of writing skills?
 - Voice component of writing skill?
 - Word choice trait of writing skill?
 - Sentence fluency aspect of writing skill?
 - Writing conventions component of writing skill?
 - Learning the English spelling?

- Learning punctuation and capitalization?
- Learning grammar and structure?
- Learners' brain storming and generating ideas?

What writing aspects do you usually focus on when assessing your learners' written expression?

2.12. EFL Learners' Questionnaire

In the landscape of English as a Foreign Language, the acquisition of proficient writing skills stands as a pivotal milestone in students' linguistic development. Cooperative Learning emerges as a dynamic pedagogical approach, offering collaborative frameworks that have the potential to enhance students' writing abilities. However, to fully grasp the transformative power of Cooperative Learning in shaping EFL students' writing proficiency, it is imperative to engage with their perspectives, experiences, and perceptions. This chapter embarks on a methodological exploration, employing a student questionnaire to elucidate the impact of Cooperative Learning on EFL students' writing skills.

Students are not passive recipients of education but active participants whose voices and experiences are integral to understanding the effectiveness of instructional methodologies. By soliciting EFL students' perspectives through a structured questionnaire, we aim to uncover their perceptions of Cooperative Learning in the context of writing

Instruction. This methodological approach not only empowers students as stakeholders in the research process but also provides valuable insights that complement and enrich quantitative assessments of writing proficiency.

Accordingly, the questionnaire is designed to elicit students' perceptions of the impact of Cooperative Learning on various aspects of their writing skills. Questions may probe students' experiences with collaborative writing tasks, peer feedback sessions, and group discussions aimed at improving writing proficiency. Additionally, students may be asked to reflect on the perceived benefits of Cooperative Learning in fostering critical thinking, creativity, and linguistic fluency within the writing process.

Beyond assessing writing outcomes, the questionnaire delves into the social dynamics and collaborative experiences engendered by Cooperative Learning. Students may be prompted to reflect on their interactions with peers, the distribution of roles and responsibilities within writing groups, and the effectiveness of communication and teamwork strategies. By capturing students' perspectives on the interpersonal aspects of Cooperative Learning, the questionnaire sheds light on the social and emotional dimensions of collaborative writing experiences.

The insights gleaned from EFL students' questionnaire responses serve as a valuable resource for informing instructional practices and enhancing student engagement in writing instruction. Teachers can leverage students' feedback to refine Cooperative Learning structures, tailor writing tasks to students' interests and proficiency levels, and cultivate a classroom culture that values collaboration, communication, and peer support. Ultimately, this methodological approach empowers educators to design more inclusive, student-centered writing instruction that harnesses the transformative potential of Cooperative Learning in the realm of EFL education.

The present learners' questionnaire is utilized to involve both parties of the educational.

Process namely the teacher and the learner. The questionnaire is widely used, and it is a beneficial instrument for collecting survey information that helps find out more about the learners' opinions and interests (Louis Cohen L. M., 2007). The questionnaires may provide researchers with structured and numerical data. Sixty(60) first-year EFL students or about 1/6 of the whole population (359) are invited to answer the adapted questions.

The researchers went through different steps before designing the questionnaire. First, the objectives were determined. Second, the research population was selected. Third, the theme, the concepts, and the issues under investigation were scrutinized. Fourth, targeted data to achieve the research objective were agreed on. Finally, types of questions and scales were established.

Moreover, to minimize subjectivity in data collection; the researcher used the triangulation strategy of gathering multiple data sources. Besides, the research tries to achieve reliability. Reliability is the combination of an instrument, scale, or item with a hypothetical one that truly assesses what is supposed to. Reliability may have four attributes. Internal consistency is the estimation of the combination among the variables comprising the set (typically Cranach's Alpha). Split-half reliability is the estimation based on the combination of two equivalent forms of the scale (typically, the Spearman-Brown Coefficient). Test-retest reliability is the estimation based on the combination of two or more administrations of the same instrument during different times, for the same population, or location when the two administrations do not differ on the other relevant variables. Inter-rater reliability is the estimation based on the combination of scores between two or more raters who rate the same instrument.

Accordingly, the students' questionnaire is created with four sections. Section one includes six questions dealing with the student's preferences and interests about the importance of learning writing skills through cooperative learning or group work.

- Do you prefer individual or group class activities? Individual/ Group
- How much do you learn from group work? Very much/Much/Little/ Nothing
- What do you think is more efficient to help EFL learners write successfully? Cooperative learning/ Individualistic learning/ Competitive learning
- Have you ever worked in groups during a writing class? Yes/No
- Do you think that working in a group helps you develop your English writing?
- Does reading comprehension assist your written expression learning? Yes/No

Besides, section two is meant to decipher students' knowledge and attitudes towards cooperative writing method structure. It encloses four questions.

- Do you prefer arranging group members according to Gender/Randomly/Proficiency
- Why?.....
- Does your teacher interact with you during the group work?
Always Often Sometimes Seldom Never
- Does your teacher control the group? Yes/No

The last section is allocated to the benefits and problems of cooperative learning of writing skills. It includes five questions.

- Do you face any impediments during cooperative learning? Yes/No
- If yes, mention some examples.....
- Do cooperative learners perform better than individual learners during writing activities? Always /Often / Sometimes/Seldom /Never
- Does integrating cooperative learning require a great deal of effort?
Always Often Sometimes Seldom Never
- How do you feel when writing cooperatively? Very useful/ Useful/Useless

Treatment: Cooperative Learning Method

Cooperative learning is an innovative teaching/learning method that can greatly enhance EFL learners' writing skills. For first-year LMD students at Mascara University, implementing CL as a method can be an effective method to improve their writing abilities. Below, the

researcher outlines a possible treatment and procedure for using cooperative learning to boost EFL learners' writing skills.

*** Team Building**

A team is a group of people working to achieve a common goal. Team Building is the process of grouping people to enrich their purposes. According to Fapohunda (2013), team building involves a wide range of activities, designed for improving team performance. It aims to bring out the best in a team to ensure self-development, positive communication, leadership skills, and the ability to work closely together as a team to problem solve.

Moreover, the successful team must be of a manageable size, and all members must be promised to attain team objectives. Many researchers have suggested that learners should be prepared to work in a team before being involved in any cooperative learning situation or method.

Kagan (1998) mentions five aims of teambuilding: getting acquainted, team identity, mutual support, valuing differences, and developing synergy. Besides, Kagan adds that cooperative learning is to be based on a heterogeneous random group. Finally, Kagan says that successful effective cooperative learning teams should respect four principles: positive interdependence, equal participation, individual accountability, and simultaneous interaction.

Tuckman (1975) proposes five stages for building teamwork: (1) Forming stage grouping learners in a team to achieve shared goals. (2) Storming stage getting members to know each other. The storming stage involves agreements about missions and approaches for assignment solutions. (3) Norming step working to achieve progress on the team's goals. (4) Performing step striving and working hard to attain successful and effective objectives. (5) Adjourning completing the mission then moving to another purpose.

Furthermore, Katzenbach (1993) lists some requirements for structuring useful teams such as selecting team members, empowering team members with providing training in relevant skills, and facilitating team functioning particularly at the beginning of team forming.

However, the team should be small size enough, then precisising and specifying team

goals. For achieving targeted goals a clear approach to the team's assignments is established. Finally, a relevant leadership structure should be defined after a sense of mutual accountability (Fapohunda, 2013).

Moreover, (Olsen, 1992) proposes some key principles of useful group-based learning on cooperative learning that is positive interdependence, group processing, individual accountability, social skills, and group structuring.

It is worth mentioning that positive interdependence occurs when team members feel that what helps one member helps all. It is implemented by the structure of cooperative learning assignments and reinforcing of spirit of common support within the team.

Therefore, the researcher divided the students into small groups (5-6 students per group), ensuring that each team consisted of a diverse set of abilities (mixing higher and lower-achieving learners). This can allow peer teaching, where more proficient learners help those who need extra support.

*** Students' Roles in the Group**

The researcher assigned specific roles to each group member. Common roles in cooperative learning include:

The leader leads the team when carrying out any activity by guiding his peers about what strategies and steps to involve in the task given. The Time Keeper sets the timer for each task and allows the team to know when it is necessary to move on. While the Reader reads aloud the written product. The Recorder gathers necessary resources or tapes any information or comments. Whereas the writer drafts the initial sheets, and revises and edits the written papers. The Illustrator creates a visual text or makes a presentation with charts or graphs if needed.

Therefore, the runner seeks assistance from the instructor. The reporter reports to the whole classroom the answers or the final product. In addition, the Clarifier controls that anyone in the group understands and makes notes if necessary. The Investigator carries out

any investigation or research paper. Finally, the Editor or proofreader reviews, suggests improvements, and makes the final product.

*** The Writing Lessons**

The EFL learners of both groups either control or experimental receive the same writing materials in terms of the type of lessons and time allocated to each lesson. The treatments are of two types form and content. It can be outlined as follows:

- **Form Treatment**

1. Parts of Speech
2. Sentence Structure/Composition / Classification.
3. Sentence Types and Phrases.
4. Clauses.
5. Sentence Fragments.
6. Wordiness and Exactness. Lesson
07. Parallelism.
8. Dangling/misplaced modifiers.
9. Punctuation.
10. Capitalization and Spelling

- **Content Treatment**

1. The Four Essential Elements: Unity, Order, cohesion, and Coherence
2. Completeness Paragraph Structure
 - The Topic Sentence/Writing the Topic Sentence
 - Controlling idea
 - Supporting Sentences.
 - Concluding Sentence.
3. Step Process to Paragraph Writing
 - Pre-Writing Phase
 - While-Writing
 - Post-Writing

- Paragraph

Development

- Paragraph Developed by Description
- Paragraph Developed by Narration
- Paragraph Developed by Cause and Effect
- Paragraph Developed arguments

2.13. Procedure: Steps to Implement Cooperative Learning Method

Week 1: Introduction

The researcher introduced the concepts of cooperative learning and explained its benefits to EFL learners. Then, he emphasizes the importance of collaboration in improving writing skills. Furthermore, he discussed group expectations, the importance of each role, and how peer feedback will be structured.

Week 2: Pre-Writing Activity

In the second week, the researcher started with a warm-up activity that helped EFL learners practice brainstorming ideas in groups. The teacher focused on specific writing structures (paragraph structure, thesis statement development..).

Week (3-5): Writing Task

The researcher gave students assignments that required them to cooperate on various types of writing(descriptive, expository, narrative, and traits of writing). He assigned each task with clear objectives and timelines. Then, the students shared their drafts within the group for feedback.

Week 6: Peer Review

The researcher encouraged students to give positive and constructive feedback. Furthermore, he organized a peer review session where EFL learners read and provided feedback on another group's work.

Week 7: Revision and Final Draft

Students revised their writing and reflected on how feedback helped them improve their writing skills. Then, they submitted the final draft for assessment. They received also feedback on both content and writing mechanics.

Week 8: Assessment

Finally, the researcher summed up his treatment with a reflection session where EFL learners discussed their experiences working in groups. The researcher conducted an assessment of group progress, considering both the writing quality and the effectiveness of cooperative learning.

Integrating the Learning Together technique

The learning together technique is one of the cooperative learning methods developed by David and Roger Johnson. This strategy emphasizes cooperation, interaction, and mutual support among students to achieve shared learning goals.

Benefits of learning together technique

Increased motivation: this technique increased motivation among EFL learners through interdependence.

Enhanced understanding: The cooperative learning approach helps students retain information better and develop critical thinking skills by teaching and discussing each other.

Social skills development: learners build communication, share thoughts, and learn to work with others.

2.14. The Research Procedure

The researcher was interested exclusively in the population of the academic year 2019-2020 in the Department of English which comprises a total number of 985 students. The first-year students were about 376, the second year was about 182, and the third-year learners were 207.

In addition, 122 as first-year Master's students, and about 98 as second Year Master students of different options (Literature and Civilization, Didactics of English Language, Translation, and Didactics of ESP). The whole population is taught by 39 full-time teachers including the teaching staff in charge of the different lectures devoted to each level.

Moreover, the sample of the study is chosen from a population of 376 first-year students during the academic year 2019-2020. The research sample is composed of 55 EFL learners that are randomly assigned to a Control Group (CG, N=25) and an Experimental Group (Exp G, N=30) which comprised 20 female students and 10 male students. Each group has two Comprehension and Written Expression sessions of one hour and a half per week.

The present thesis was carried out with first-year English Language students LMD system at the Faculty of Letters and Foreign Languages, Mustapha Stambouli University, Mascara Algeria during the first semester of the academic year 2019-2020.

In an attempt to seek an answer to the research question mainly the effectiveness of cooperative learning as an innovative method to boost EFL learners' writing skills, two first-year EFL learners (Experimental and Control) at Mustapha Stambouli University are selected.

The Learning Together Model is used with the experimental group. In contrast, the twenty-five students in the control group are taught using the usual classical method of lecturing. The researcher adopts most of the time the Grammar Translation Method as his favorite teaching approach. Both groups are provided with a pre-test to identify their weaknesses and strengths before embarking on the experiment.

Therefore, the researcher adopts the process approach to writing with both control and

experimental groups. After the pre-test, the EFL learners will have six writing sessions where they will write paragraphs about different topics assisted by their teacher. In parallel with the experimental work, both EFL learners and teachers will be invited to have a word about the matter under investigation through a questionnaire for the former and an interview for the latter.

The crucial objective of teaching Reading Comprehension and Written Expression as a part of the first-year program is to enable EFL learners to write different types of texts of different paragraphs, and then to develop effective writing skills such as: outlining, cohesion, coherence, unity, word order, organization of ideas, topic sentence, and transition. But in fact, objectives are rarely attained. However, the objective of the current thesis proposes an integration of cooperative learning methods to boost EFL learners' writing skills.

2.14.1. The Procedure within the Experimental Group

Cooperative learning (Learning Together Model) is implemented within the regular 'Comprehension and Written Expression' courses for the experimental group. The teaching materials that the EFL learners' studied are according to the syllabus designed by EFL teachers in the Department of English Language. The researcher prefers the Learning Together Model as a cooperative learning technique for several reasons.

It would be easily integrated into the Comprehension and Written Expression classroom. However, in the Learning Together Model, learners are gathered in four or five-member heterogeneous groups on assignments. This technique is based on five elements: positive interdependence, individual accountability, face-to-face interaction, social skills, and group processing. However, to reduce any confusion, the researcher explains the entire process before starting the experiment.

Before embarking on the experimental work, the researcher proceeds to team building which means forming group work with different backgrounds into a cooperative learning situation. EFL learners are free to choose their partners by themselves. Then, cooperative learning classes are introduced during the first semester of the academic year 2019-2020.

Writing tasks are designed to fit into the existing schemes of work and suit the needs of students. Moreover, and as mentioned previously, learners are introduced to work that is taking place i.e. they are aware that they have become a part of a research.

Creating an experimental group focused on cooperative learning in writing can be an exciting endeavor. The work may go through the following steps:

Clearly outline the goals you want to achieve through cooperative learning in writing. Determine what specific aspects of writing you want to improve, such as grammar, creativity, organization, or critical thinking skills.

Choose participants who are willing to engage in collaborative learning and who have similar levels of writing proficiency. Diversity in backgrounds and experiences can enrich the learning process.

Decide on the structure of your cooperative learning group. This could involve pairs, small groups, or larger teams depending on the size and dynamics of your participants. Consider using techniques like peer editing, group brainstorming sessions, or collaborative writing projects.

Set clear expectations for behavior and participation within the group. Define roles such as facilitator, timekeeper, note-taker, and encourager to ensure that everyone contributes to the learning process.

Equip participants with the necessary tools and resources to support their cooperative learning experience. This might include writing prompts, reference materials, writing guides, and access to writing software or platforms for collaboration.

Plan a variety of collaborative writing activities that cater to different learning styles and preferences. These could include peer review sessions, group discussions, writing workshops, or collaborative storytelling exercises.

Regularly assess the progress of your experimental group and provide constructive feedback to help participants improve their writing skills. Encourage reflection on both individual and group performance to identify areas for growth.

Foster a culture of reflection and open communication within the group. Encourage participants to share their thoughts, experiences, and challenges with cooperative learning, and facilitate discussions to promote deeper understanding and learning.

Evaluate the effectiveness of the cooperative learning approach by assessing improvements in writing skills, engagement levels, and collaborative abilities. Gather feedback from participants through surveys, interviews, or focus groups to identify strengths and areas for improvement.

Based on your evaluation findings, make any necessary adjustments to your cooperative learning approach and iterate on your experimental group design. Continuously strive to refine your methods and maximize the benefits of cooperative learning in writing.

By following these steps, you can effectively proceed with your experimental group focused on cooperative learning in writing and create a supportive and engaging learning environment for participants to develop their writing skills collaboratively.

2.14.2. The Procedure within the Control Group

In the classroom that is exposed to traditional teaching instruction, written expression activities were carried out by the EFL learners individually. However, in the first session of the first week, the teacher made a pre-test in writing activities by giving the freedom to the learner to write about any topic chosen.

Furthermore, the EFL learners in the control group were taught by the traditional method (teacher structured method), and then they worked individually to solve their assignments with the intervention of their teacher by giving an important instruction to guide them.

In the beginning, they start by writing the first draft and applying the product approach; in addition, they get instructions and feedback from their teacher. Finally, they revise their work write the final draft, and then submit it to the teacher.

2.15. Research Limitations

As with any research work, the current study has some limitations: First of all, the size of the research sample is relatively limited either for teachers or for EFL learners. A larger sample would probably enhance the reliability of the current investigation. Then, the qualitative research tools do not allow the measurement of the examined problem. Finally, the analysis of the effectiveness of cooperative learning as an innovative method may be influenced by other factors that are not employed.

2.15. Conclusion

In conclusion, this chapter has provided a comprehensive overview of the research methodology employed to investigate the impact of cooperative learning on writing skills. Through a mixed-methods approach combining quantitative analysis of pre-and post-tests with qualitative examination of participant experiences, this study aimed to shed light on the effectiveness of cooperative learning in enhancing writing proficiency.

The utilization of a quasi-experimental design allowed for the comparison of writing performance between experimental and control groups, thereby enabling the assessment of the causal relationship between cooperative learning interventions and improvements in writing skills. Additionally, the incorporation of qualitative data collection methods, such as interviews and observations, provided valuable insights into the underlying processes and mechanisms through which cooperative learning influences writing development.

By employing rigorous sampling techniques and ensuring the random assignment of participants to experimental conditions, this study sought to minimize potential confounding variables and enhance the internal validity of its findings. Furthermore, the inclusion of diverse participant demographics and writing proficiency levels aimed to increase the generalizability of results and account for potential variations in the effectiveness of cooperative learning across different contexts.

Despite the methodological strengths of this study, certain limitations should be

acknowledged. These include the reliance on self-report measures for assessing participant perceptions and the potential for experimenter bias in the implementation of cooperative learning interventions. Future research endeavors could address these limitations by incorporating objective measures of writing proficiency and employing strategies to mitigate bias in data collection and analysis.

All in all, the findings of this study contribute to the growing body of literature on cooperative learning in education and provide valuable insights for educators, policymakers, and curriculum developers seeking to enhance writing instruction. By demonstrating the positive impact of cooperative learning on writing skills, this research underscores the importance of collaborative pedagogical approaches in fostering student engagement, critical thinking, and academic achievement.

Chapter Three

Results Analysis and Discussion

3.1. Introduction

In this pivotal chapter, we delve into the core findings of our research endeavor. Having meticulously collected and processed our data, we now embark on the journey of uncovering insights, patterns, and implications that emerge from our analyses. This chapter serves as the nexus where raw information transforms into actionable knowledge, where hypotheses are either confirmed or refuted, and where the significance of our study comes to fruition. The structure of this chapter is organized to provide a comprehensive understanding of our data analysis process and its outcomes.

The researcher begins by presenting a succinct overview of the methodology employed in data collection and analysis, ensuring transparency and reproducibility. Subsequently, we delve into the heart of our findings, presenting them systematically and logically. Through the lens of statistical analyses, visualization techniques, and qualitative interpretation, we elucidate the intricate details and overarching trends inherent in our dataset.

The discussion extends beyond mere description, as we critically evaluate the implications of our findings within the broader context of existing literature and theoretical frameworks. By synthesizing our results with relevant scholarly discourse, we strive to offer novel insights, challenge conventional wisdom, and propose avenues for future research. Furthermore, we address the limitations inherent in our study, acknowledging constraints and uncertainties that may have influenced our results.

Ultimately, this chapter serves as the cornerstone of our thesis, encapsulating the culmination of our research efforts and paving the way for informed conclusions and recommendations. Through rigorous analysis and thoughtful interpretation, we aim to contribute to the advancement of knowledge within our field and inspire further inquiry into the complexities of our research domain.

3.2. The Practical Survey

The current investigation is based on multifaceted practices. To start with, the are-test is an initial assessment that is crucial as it establishes a baseline for each student's writing proficiency before they engage in cooperative learning activities. It helps to identify their starting point and enables comparison with their performance after the intervention.

Second, a writing skills treatment takes place. It refers to the implementation of cooperative learning strategies in the classroom. This could involve group writing activities, peer feedback sessions, collaborative writing projects, etc.

After the treatment phase, the post-test is administered to evaluate any changes or improvements in the students' writing performance. By comparing the results of the post-test with the pre-test, you can gauge the effectiveness of cooperative learning in enhancing writing skills.

Therefore, a questionnaire is administered to EFL learners. This tool allows for gathering qualitative data directly from the students themselves. We can design questions to explore their perceptions of cooperative learning, its impact on their writing skills, their level of engagement, any challenges they faced, and their overall satisfaction with the approach.

Finally, an interview with teachers is conducted to provide valuable insights into their observations and experiences with implementing cooperative learning in the EFL classroom. We can ask about their strategies, perceived benefits, challenges encountered, adaptations made, and recommendations for improvement.

By incorporating these four tools into our survey, it will be possible to gather a comprehensive range of data, both quantitative and qualitative, to assess the impact of cooperative learning on EFL learners' writing performance. This holistic approach allows for a deeper understanding of the intervention's effectiveness and its implications for teaching and learning.

3.2.1. The Pre-Test

In the realm of English Language Teaching (ELT), fostering effective writing skills among English as Foreign Language (EFL) learners is a multifaceted challenge. Recognizing the importance of collaborative learning environments in enhancing language acquisition.

However, this study aims to investigate the impact of cooperative learning on EFL writing performance. Before delving into the specifics of cooperative learning interventions, it is essential to establish a baseline understanding of the participating students' writing proficiency levels.

Hence, the administration of pre-tests serves as an invaluable tool in this endeavor. The primary objective of the pre-tests is to assess the initial writing abilities of EFL learners before engaging in cooperative learning activities. By conducting these assessments, we can ascertain the students' baseline proficiency levels, identify areas of strength and weakness, and tailor instructional strategies accordingly.

Moreover, the pre-tests facilitate the measurement of any changes or improvements in writing performance following the implementation of cooperative learning interventions. By comparing pre-test scores with subsequent assessments, we can evaluate the effectiveness of cooperative learning in enhancing EFL writing skills.

The pre-tests encompass a variety of writing tasks designed to evaluate different aspects of language proficiency, including vocabulary usage, grammatical accuracy, coherence, and cohesion. These tasks may range from short answer questions to paragraph writing prompts, thereby providing a comprehensive overview of students' writing abilities. The findings derived from the pre-tests will not only inform the design and implementation of cooperative learning interventions but also contribute to our understanding of effective pedagogical practices in the EFL context. By elucidating the relationship between cooperative learning and writing performance, this study aims to offer valuable insights that can inform instructional approaches and curriculum development in ELT settings.

In essence, the administration of pre-tests represents a crucial preliminary step in our

investigation of the impact of cooperative learning on EFL writing proficiency. Through the establishment of a baseline assessment of students' writing skills, it is possible to set up the foundation for evaluating the efficacy of cooperative learning interventions and advancing our understanding of language acquisition in collaborative learning environments.

During the pre-test, many EFL learners expressed their worries about not being able to write well. However, most of them said that they did not know how to say in English what they wanted to communicate. Moreover, they came across another hindrance which was the lack of vocabulary to describe things. During the pre-test students were assigned the following two topics:

Before determining the pre-test topics, the researcher suggests an illustration and approaches to paragraph writing, considering that the paragraph is studied and included within the first-year English syllabus.

3.2.2. Paragraph Definition

A paragraph is much more than a collection of connected sentences. The paragraph is made up of a topic sentence, the developing(supporting) details, and a concluding sentence. Therefore, the paragraph provides the structure needed to develop the thesis of a paper. Also, a paragraph is seen as a group of closely related sentences that develop one idea.

(Dokchandra, 2018) confirmed that a well-written paragraph is an indicator of learners' basic writing ability that determines their learning success. According to him producing an effective paragraph requires a well-selected topic sentence and adding supporting sentences that contain details to develop the main point of the paragraph. Similarly, (Rustipa, Feb,2016) stated that a paragraph is the core unit of a paragraph and both are equivalent in that they consist of an introduction, body, and conclusion.

3.2.3. Types of paragraphs

There are four types of paragraphs; introductory, body, transitional, and concluding. Each type

serves a slightly different function in the paper. First, the introductory paragraph introduces the thesis. Then, the body paragraph develops it. While the transitional paragraph moves the reader from one aspect of it to another. Finally, the concluding paragraph sums up the development of the thesis and restates it.

1. Topic Sentence

The topic sentence expresses the main point of the paragraph. It is typically the main sentence. However, the topic sentence also supports the thesis by giving relevant background information and context. Whereas, the most important function of the topic sentence is to produce the thesis statement and as a result, the focus will be on the central idea of the written paper. The topic sentence is usually but not always the first sentence in the paragraph. Topic sentences should be short, clear, and concise.

2. Supporting Sentences

The second part of any paragraph is the body paragraph which consists of supporting sentences. Typically, the second sentence identifies the first major supporting sentence. While the third sentence brings the second supporting fact. However, the fourth, fifth, and so on in that order bring respective supporting details. The writer can develop his main idea with sentences that provide supporting details.

3. Concluding Sentences

The concluding sentence is the ending line of the paragraph. It should restate the main idea of the paragraph. Rather, an effective concluding paragraph should reinforce the central idea of any written paper and leave the readers satisfied that the writer made his case. Also, the concluding sentence or the closing sentence is the last sentence of each body paragraph. It summarizes the points made in a paragraph and transitions the paragraph to the next paragraph. Equally, a closing sentence also connects your paragraph to the main thesis of your paper.

3.2.4. How to Write a Paragraph

The steps below show the stage to develop a good paragraph.

First step: Choose the main idea of the paragraph

Before writing a paragraph, it is usually to start with an outline. If you already have an outline for the paragraph, it is easy to select the purpose of your paragraphs. The learner writes a draft that introduces the focus of the sentence. The topic sentence should be focused, specific, and detailed enough to cover many sentences.

Second Step: Proving the relevance of the paragraph

After writing the topic sentence, the writer explains and expands the meaning to send a clear message to the readers.

Third Step: Providing contextual evidence

When the writer finishes writing the topic sentence, he should offer evidence that supports the main idea in the topic sentence. Whereas, the writer can use statistics, quotations, summarizing, or paraphrasing to complete writing.

Fourth Step: Analyzing and Explaining the Evidence

With the evidence written, the writer explains the significance of the evidence to his readers. Even the approach depends on the type of evidence given.

Fifth Step: Conclusion

Finally, the writer concludes and closes his paragraph by linking to the main point in the topic sentence. A writer should also show how the evidence supports the thesis. The conclusion

sentence brings the final result and the writer should control paragraph elements like; coherence, unity, order, and the completeness of the paragraph.

3.2.5. Elements of a Good Paragraph

A good paragraph writing is based on these elements; unity, order, coherence, and completeness. Writers should combine these elements with the basic structure that comprises sentences, namely a topic sentence, supporting details, and a concluding sentence to write a good and developed paragraph.

Therefore, a good paragraph should be based on these four elements that are shown in detail in the following sentences.

1. Unity

Unity in a paragraph means the connection of a paragraph to the main idea. Unity begins with the topic sentence of any paragraph. As shown before, each paragraph has a single controlling idea that is discussed in a topic sentence. So, when a paragraph is unified around the topic sentence, with the supporting sentences, until the concluding sentence; that paragraph has unity.

2. Order

Another crucial element of a good paragraph is order. This element refers to how the writer organizes his supporting ideas and sentences. To make a solid paragraph writer can choose chronological order, point-by-point order, or even logical presentation of detail to make a well-structured paragraph. In an orderly paragraph, the readers follow the order of sentences, starting from the topic idea, and then the supporting sentences until the concluding utterance.

3. Coherence

A coherent paragraph has all the sentences connecting and working in synchrony. When sentences are coherent, the paragraph will be understandable by readers.

Coherence in any paragraph is related to the length of it. If a paragraph is too long, the writer should divide it into two. But, when the paragraph is too short the writer should develop the main ideas or combine them with another paragraph to ensure the coherence element.

4. Completeness

A complete paragraph has all the sentences clearly and sufficiently written to support the main idea with details. Eventually, a good paragraph has to be complete and well-developed. To write a complete paragraph the writer needs to start with the topic sentence, then he adds three or more supporting sentences. Finally, the writer ends his paragraph with a closing or concluding paragraph that summarizes the main idea by reinforcing the topic sentence and offering a transition to the next paragraph.

Since the proposed topics for the pre-tests are related to paragraph writing, the researcher had to shed light on the curriculum for teaching written expression and reading comprehension to first-year students of the English Language at Algerian Universities.

3.3. Written Expression and Reading Comprehension Module

In Algerian universities, the syllabus of the written expression and reading comprehension module of first-year English language typically covers two main fields: written expression and reading comprehension, as part of a broader focus on improving EFL learners' language skills. The researcher showed general outlines of the lectures included in each component at the university level.

3.3.1. Written Expression

The written expression aims to help learners develop their ability to express thoughts and ideas clearly and coherently in written English. This section typically focuses on the following topics :

- **Paragraph Writing:** Learners have to write well-structured and good paragraphs, focusing on the paragraph structure; the topic sentence, supporting details, and the concluding sentence.
- **Essay Writing:** Basic essays such as descriptive, narrative, or argumentative writing are introduced. Students learn the essay structure, like the introduction, body, and conclusion. The learners are taught how to develop thoughts and ideas logically.
- **Grammar and Syntax:** the curriculum is based on grammar rules, sentence structure, punctuations, and the use of different writing conventions.
- **Vocabulary Development:** learners expand their vocabularies to express ideas more effectively and learn word usage in different contexts.
- **Cohesion and Coherence:** these paragraph elements are included in the syllabus to teach learners how to link ideas smoothly using transition words and phrases.

3.3.2. Reading Comprehension

This part focuses on enhancing learners' understanding of written texts and their ability to analyze and interpret them. It contains :

- **Understanding Main Idea and Details:** Learners practice identifying the main ideas of a passage and the details that support them.
- **Inference Skills:** Encouraging learners to go beyond the text's surface level and read between the lines to understand implicit meanings.
- **Vocabulary in Context:** learners are invited to learn how to deduce the meaning of unfamiliar words based on the context.
- **Reading Strategies:** Reading Techniques (skimming, scanning, and depth reading) help students to understand different types of texts more efficiently.
- **Text Analysis :** Learners analyze different types of texts(narrative, descriptive, and expository)

and understand their purpose, structure, and tone.

These two parts are designed to build a foundation for academic communication in the English language. The curriculum includes also different kinds of texts, such as paragraphs, short stories, and scientific articles to engage learners with varied written texts and reading styles.

To complete the testing process, the researcher suggests the following two topics to the groups under investigation, so that they can write a paragraph.

- **Topic one:**

In a coherent paragraph write about the most important qualities or characteristics that make a good friend.

- **Topic two:**

Everyone has days that they will always remember as being very special. Think about a special day that you have had. Write a paragraph telling why it was not special.

3.4. Cooperative Learning Treatment

The writing assignment was done as a team work in the experimental group and as an individual work in the control group. These paragraphs were qualitatively and quantitatively analyzed to see the effectiveness of the cooperative method learning together model on EFL learners' writing skills on the three types of writing (narrative, descriptive, and persuasive), and also on the seven traits of writing.

The integration of cooperative learning was conducted for eight weeks in the writing lectures in the EFL class. One and a half an hour were devoted to cooperative learning treatment. The teams were taught writing skills using the cooperative learning method from the second lecture week until the seventh week.

Then, the teams passed the post-test on the eighth week. In the cooperative writing lecture, the researcher implemented the Learning together model. Each member of the team was assigned to gather ideas on a particular topic. During the writing process, each member of the group exchanged ideas with his peers who had the same ideas using the learning together model.

After exchanging and discussing the ideas gathered between team members. EFL learners write their drafts using the writing process approach. In addition, the researcher asked each team to assign or choose the leader, the checker, and the reader of the group. The roles were assigned as proposed by Johnson and Johnson, in 1991 to allow them to work as a team.

Finally, the teacher asked the teams to present their assignments to a team representative. To motivate and encourage group members, the teacher gave feedback after each presentation.

The EFL learners were given general guidelines for the most points presented in the paragraph writing. To facilitate effectively the integration of cooperative learning in writing skills; the researcher explained to the participants what is meant by enhancing writing skills through cooperative learning. Although the EFL learners were allowed to choose their team or group, each group was given a letter (A, B, C, D, E, and F). The number of EFL learners in each group was five randomly chosen members.

During the lectures, the learners were asked to brainstorm ideas. Then, they followed the writing process approach. After that, they wrote their first draft, revised it, and got feedback from their teacher. Finally, the teacher encouraged his learners to read loudly the writing product

The experimental group in the first lecture was required to write paragraphs that focused on the writing process, sentence structure, composition, classification by purpose, and phrases. In the next lecture, they were required to concentrate on writing conventions like: clauses, sentence fragments, wordiness and exactness, parallelism, and misplaced modifiers. During the lectures, the teacher raises awareness about the mechanics of language namely punctuation, capitalization, and spelling.

For the second semester, EFL learners were expected to write paragraphs respecting the four essential elements unity, order, coherence, and completeness. Then, the teachers took care of paragraph structure, starting from the topic sentence structure, and controlling ideas focusing on supporting Sentences(body/details/convincing reasons) and the concluding (closing) sentence. However, the paragraph writing was planned following the writing process stages namely the pre-writing, the while-writing, and the after-writing stage.

The learners went through the different steps of the process approach mainly brainstorming, planning, drafting, revising, editing, and writing the final version. Completed the other steps like revising and editing phrases. Particularly the last step was also respected which is the publishing phase. Moreover, the teacher focused on paragraph development and paragraph types like: descriptive, narrative, comparison and contrast, persuasive, and problem-solving. Cohesion and coherence were considered from the very beginning of the writing activities.

Furthermore, the present research involved three main variables: the Dependent Variable corresponds to the performance of the EFL learners on the Pre and Post-tests, the Independent Variable includes the three types of texts: description narrative, persuasive, and the last variable consists of the seven components or traits of writing. Finally, it is worth mentioning that the researcher was assisted by other EFL teachers working on the same ground namely the University of Mascara.

3.4.1. The Post-test

In recent decades, the field of English language teaching has witnessed a paradigm shift towards more learner-centered and interactive approaches. Among these, cooperative learning has emerged as a promising pedagogical strategy, particularly in the realm of English as a Foreign Language (EFL) instruction.

Cooperative learning, grounded in social constructivist theories, emphasizes collaborative interactions among learners to achieve common goals, fostering not only language development but also interpersonal skills and critical thinking abilities. While numerous studies have explored the effectiveness of cooperative learning in various educational contexts, its specific impact on EFL writing proficiency remains relatively underexplored.

Writing, as one of the essential skills in language acquisition, presents unique challenges for EFL learners, ranging from grammatical accuracy to cohesive organization and cultural appropriateness. Cooperative learning interventions, through activities such as peer feedback, collaborative writing tasks, and group discussions, have the potential to address these challenges by providing learners with opportunities for meaningful engagement, peer support, and constructive feedback.

This post-test study seeks to fill this gap by examining the effects of cooperative learning on EFL writing proficiency among a cohort of intermediate-level learners. By administering a series of post-tests following a cooperative learning intervention, this study aims to assess changes in learners' writing skills, including aspects of fluency, accuracy, coherence, and complexity. Additionally, it aims to investigate learners' perceptions of cooperative learning activities and their perceived impact on their writing development.

The findings of this study are expected to contribute valuable insights to the ongoing discourse of effective pedagogical approaches in EFL writing instruction. By illuminating the potential benefits of cooperative learning, this research aims to inform language educators, curriculum designers, and policymakers in their efforts to promote more engaging and effective language learning experiences for EFL learners.

3.4.2. Pre-and Post-Tests Analysis

Data gained from the two tests are analyzed through the following statistical operations:

- Descriptive analysis (mean, median, standard error, standard deviation, range, variance, minimum, maximum, Skewness, and Kurtosis)
- Cronbach reliability coefficient

The statistical treatment of the data has been carried out with the statistical packages Statgraphics Plus version 7.0 and the SPSS (Statistical Package for Social Sciences) program version 9.0 Results are shown as percentages.

The analysis of the student's writing performance is meant to highlight strengths and weaknesses before and after the instruction is carried out through the implementation of the cooperative learning method.

3.4.3. Reliability Analysis

The internal consistency reliability estimate was calculated by Cronbach alpha, which results in a relatively high figure (α, \dots) of all the test scores, and α, \dots for the pre-test and post-test total scores. Pre-tests and post-tests also achieved a very satisfactory level of consistency, respectively, being α , for pre-tests and α , for post-tests.

3.4.4. Descriptive Analysis

The researcher provided meaningful descriptions of the performance of the population or the experimental group. He carried out a descriptive analysis of the pre-tests and post-tests,

taking into consideration the three text types; expository, narrative, and persuasive texts, as well as the total scores concerning the 6+1 traits or components of writing measured (N=7 traits). Since there are three variables, it methodologically refers to multivariate distribution. However, descriptive statistics would help the researcher to better understand test takers' abilities and provide him with the basis for the future statistical procedures carried out in this thesis.

3.5. Data Analysis before Treatment

In the beginning, the researcher verified the mean scores of pre and post-tests of the experiment and control group by using paired sample t-test to determine whether there was any significant difference in the English writing skills of the EFL learners in the department of English language. The table below demonstrates the pre and post-test mean scores of both groups.

Group	N	Mean	Std	Df.	T	Sig(2-tailed)
Controlled	25	12.63	2.47	98	-1.83	.071
Experimental	30	13.64	3.07			
P<05						

Table3.1.The two groups' writing skills scores before treatment

As presented in the table above, the mean score of the experimental group (30 students) writing skills is 13.64 (Std 3.07) and that of the control group (25 students) is 12.63 (Std 2.47) for the given writing activities which indicated that the difference was insignificant; Df (98), T (-1.83), p=.071 at .05 alpha levels. It is evident that both groups had almost the same background in their writing levels before the intervention, so they nearly were equal.

Aspects	Group	N	Mean	Std.	T	Df.	Sig(2-tailed)
Ideas	EG	30	87.57	9.43	-1.83	98	.070
	CG	25	83.29	13.47			
Organization	EG	30	9.45	.71	-.27	98	.792
	CG	25	9.41	.70			
Voice	EG	30	8.45	.71	-.27	98	.788
	CG	25	8.41	.67			
Word Choice	EG	30	11.50	6.72	1.89	98	.061
	CG	25	13.94	6.23			
Sentence Fluency	EG	30	14.35	2.24	-1.12	81.35	.264
	CG	25	13.92	1.44			
Conventions	EG	30	1.71	0.33	-.90	82.71	.372
	CG	25	1.66	0.22			
Presentation	EG	30	9.32	1.23	-1.29	98	.200
	CG	25	8.94	1.68			
p<.05							

Table 3.2. Both groups' writing aspects before the treatment

Table 3.2 shows the mean score of the controlled group in writing aspects (about ideas) was 83.29 (standard deviation 13.43), whereas that of the experimental group was 87.57 (standard deviation 9.43). The independent t-test shows the P-values for the ideas aspect were -1.83, which is greater than the 0.05 level of significance, which indicated an insignificant difference between the two groups in their writing ideas measures. Accordingly, both groups were nearly the same in their EFL writing ideas.

The table also presents the mean score of the controlled group in writing aspects; about the organization, it is 9.41 (standard deviation 70), whereas that of the experimental group is 9.45 (standard deviation 71). The independent t-test shows the p-values for the organization

aspect were $-.27$, which is greater than the 0.05 level of significance, which indicates an insignificant difference between the two groups in their writing of organization measures. Accordingly, both groups are nearly the same in their EFL writing organization.

The above table also depicts that the controlled group scores an average in writing voice of 8.41 (Standard $.67$), whereas that of the experimental group is 8.45 (Standard $.71$). The independent t-test shows the values for the voice aspect are $-.27$, which is greater than the 0.05 level of significance, which indicates an insignificant difference between the two groups in their writing voice measures. Accordingly, both groups are nearly the same in their EFL writing voice.

It is also noticeable that the control group produced an average of 13.94 (Standard 6.23 in the writing word choice aspect), while the experimental group produced an average of 11.50 (Standard 66.72). The P values for both groups appeared to be 1.89 , which is above the 0.05 alpha level. Consequently, both groups were nearly the same in their writing choice aspect.

The above table also illustrates that the controlled group produces an average of 13.92 (Std 1.44) in the writing sentence fluency aspect; 1.66 (Std 0.22) in the writing conventions aspect; and 8.94 (Std 1.68) in the writing presentation aspect, respectively, whereas the experimental group produces an average of 14.35 (Std 2.24) in writing sentence fluency aspect; 1.71 (Std 0.33) in writing conventions aspect; and 9.32 (Std 1.23) in writing presentation aspect, respectively. The P values for the groups appear to be 1.12 , to be 1.90 , and 1.29 , respectively, are all above the 0.05 alpha level, thus indicating that there is an insignificant difference between the groups in terms of these measures.

To conclude, the results show that students in the two groups were comparatively at the same level in writing aspects before the treatment was given. However, it is found that there.

There was an insignificant difference between the two groups in terms of the writing aspects presented previously.

3.6. Data Analysis after Treatment

The analysis of EFL performance after treatment starts by exposing a comparison of their results as far as overall writing skills are concerned.

Group	N	Mean	Std	Df.	T	Sig(2-tailed)
Controlled	25	13.66	2.75	98	-6.87	.000
Experimental	30	17.25	2.45			
p<.05						

Table 3.3. Post-test scores of both group's overall writing skill

As presented in Table 3.3., the mean score of the experimental group's (30 students) writing skills is 17.25 (SD 2.45) and that of the control group's (25 students) is 13.66 (SD 2.75) for the given writing activities. The independent t-test found the mean difference to be significant (Df (98), T(-6.87), p=.000) at .05 alpha levels. This indicates that there is a greater difference in writing skills among those who learned to write individually than among those who learned to write in cooperation.

Aspects	group	N	Mean	Std.	T	Df.	Sig(2-tailed)
Ideas	EG	30	84.20	10.57	-4.92	98	.000
	CG	25	95.92	6.42			
Organization	EG	30	8.63	1.69	-3.81	81.30	.000
	CG	25	9.20	0.91			
Voice	EG	30	19.76	7.84	-3.36	98	.001
	CG	25	14.38	8.13			
Word Choice	EG	30	1039	0.79	-2.47	71.83	.016
Sentence Fluency	CG	25	9.73	1.94			
	EG	30	9.29	0.95	-.95	69.64	.344
Conventions	CG	25	8.97	2.13			
	EG	30	10.52	1.24	-1.05	75.48	.299
	CG	25	10.12	2.40			
Presentation	EG	30	53.51	5.80	-.55	98	.583
	CG	25	52.90	5.22			
p<.05							

Table3.4.Bothgroups'writing aspects after the treatment

As revealed in Table 3.4, the results indicate that there is a statistically significant difference between the two groups at alpha 0.05 level. Consequently, the cooperative learning method brought a writing skills difference between the groups by enabling the experimental group to boost their overall writing skills aspects. That means, attributing the shifts in the writing skills to these writing aspects. So, it is possible to say that the cooperative learning method has a direct impact or effect on writing skills.

Group	Test	Mean	Std	Df.	T	Sig(2-tailed)
Controlled	Pre-test	12.63	2.47	48	-4.141	.000
	Post-test	12.54	2.26	50	.48	.636
Experimental	Pre-test	13.64	3.07			
	Post-test	15.03	2.67			
p<.05						

Table3.5.Comparison of pre-post test results of both groups writing

Table3.5.shows that the pre-test mean score is13.64while the post-test mean score is 15.03. This indicates that there is a difference between the pre and post-test writing skills of subjects in the experimental group. The table above reveals (t (48),-4.141, p=.000) which means there is a highly significant difference between the mean scores of the pre and post-test writing scores of the experimental group. However, the same table indicates that the control group's writing skills were nearly the same during the pre and post-tests.

3.7. Pre and Post-test Results' Discussion

The tables previously presented above the mean score of the post-test writing skill results of the two groups indicate that the experimental group scored higher than the control group. Correspondingly, the experimental group learners performed better in the post-test than

that in their pre-test. Therefore, both comparisons (post-test mean score comparison of experimental and control groups and pre-post mean score comparisons of the two groups) answer the main research question as a cooperative learning method exerts a significant impact on boosting EFL learners' writing skills.

Moreover, the experimental groups' results (post-test scores) are higher and better than their test scores, and respectively of the controlled groups' post-test scores. So, EFL learners could think more and organize different ideas through discussion.

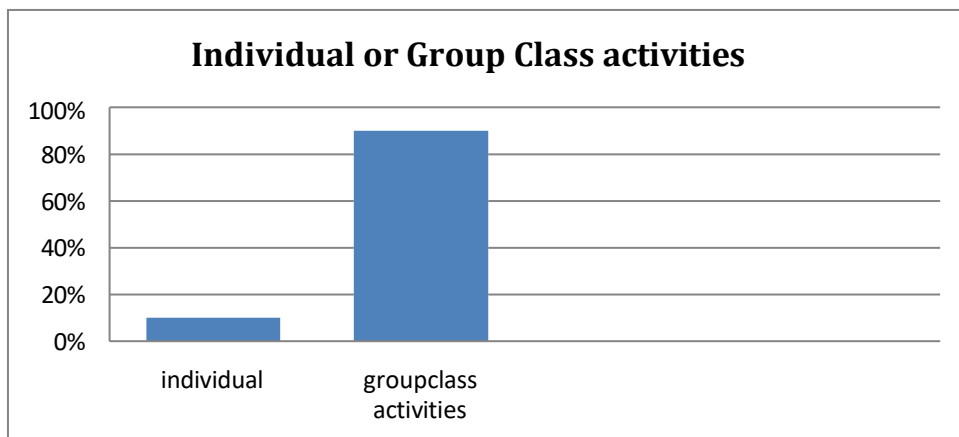
Consequently, the comparison between the 6+1 writing traits answered the research question. Therefore, cooperative learning activities improved these writing aspects. On the other hand, teaching is facilitating students to learn by themselves. So, teachers should allow their learners to learn from each other.

3.8. EFL Learners' Questionnaire Results

This section reports the results of EFL learners' beliefs and attitudes regarding the implementation of cooperative learning as an innovative method to boost the EFL learners' writing skills based on their answers to the questionnaire. The analysis of the gathered data will allow an understanding of the views of EFL learners about the use of cooperative learning in their written expression. Meanwhile, the interpretation of the responses shows the hindrances of using cooperative learning in EFL classes.

- **Section one: The importance of cooperative learning.**

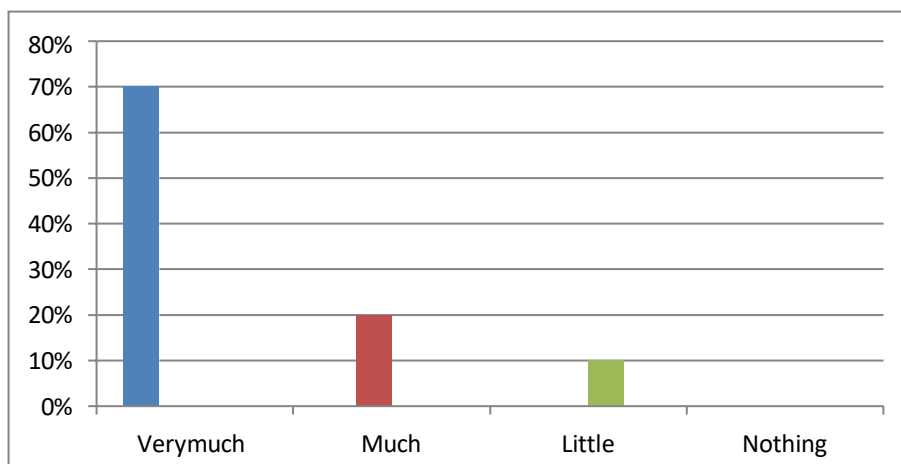
- 1. Do you prefer individual or group class activities?**



BarGraph3.1.Students' Preferences for Individual and Group Work

From the figure above, the researcher found that most EFL learners prefer working in groups, more than 90% of them prefer to work cooperatively to collaborate with their classmates to achieve the learning goals. In contrast, 10% of them do not prefer working in a group, but they enjoy individual activities. So, it is important to note that the majority of the EFL learners are with the implementation of the cooperative learning method to boost their writing skills. This shows that the majority of 1st year LMD students prefer writing in groups or cooperatively.

2. How much do you learn from groupwork?



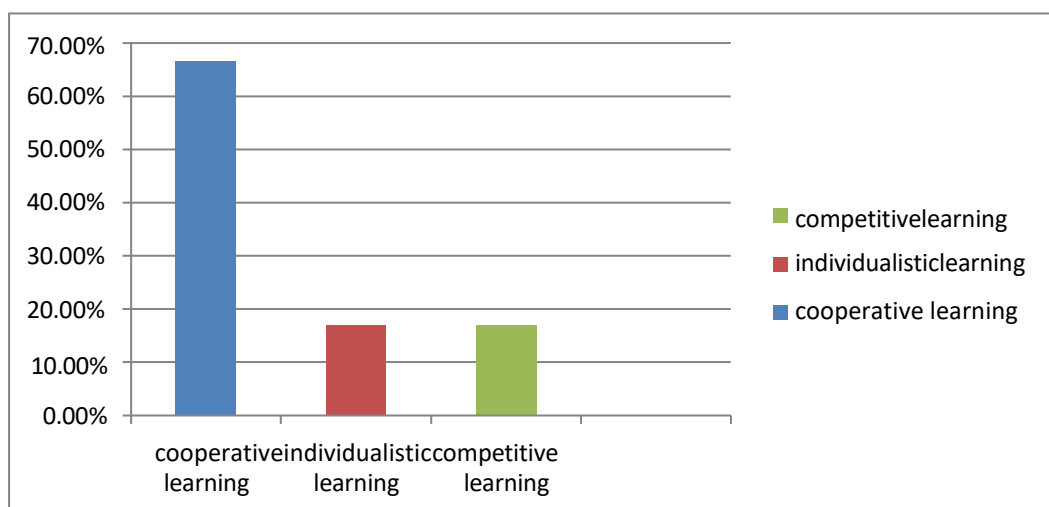
Bar Graph 3.2.Cooperativelearning effectiveness

A total of 70% of the EFL learners believe that the cooperative learning method helps them learn very much for several reasons: they exchange ideas, discuss and deal with others, and get new information because two minds are better than one. A total of 20% of the learners see that group work has several benefits on learning outcomes. However, 10% of them claim that cooperative learning has little impact on learning outcomes. Most importantly, no one of the informants neglects the benefits of cooperative learning. Furthermore, the whole group agrees that cooperative learning has an important role in mastering different skills specifically writing skills.

3. What do you think is more efficient to help EFL learners write successfully?

Students' Answers	Students' Number	Percentage
Cooperative learning	20	66.66%
Individualistic learning	05	16.86%
Competitive learning	05	16.86%

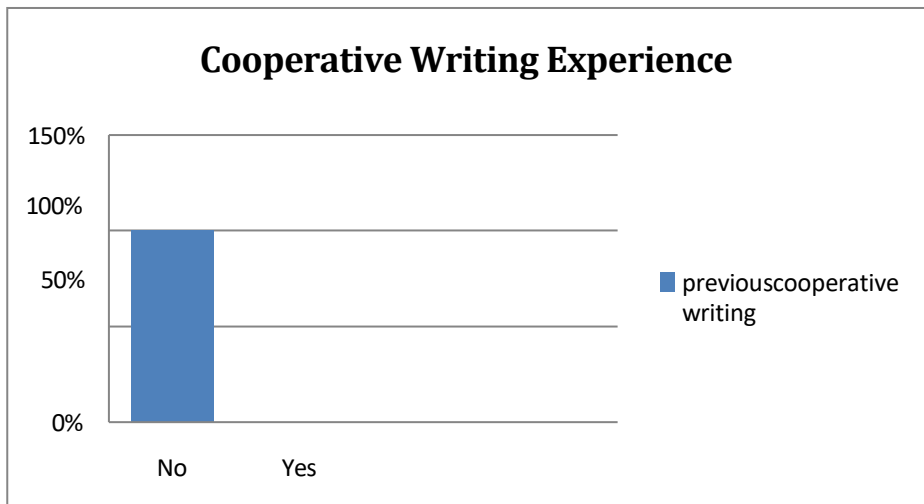
Table3.6.The Most Efficient Learning Writing Method



Bar Graph.3.3.The Most Efficient Learning Writing Method

The bar graph 3.3 confirms that the majority of the EFL learners prefer cooperative learning methods to help them write successfully. 5% of the respondents confessed that individualistic learning is the appropriate method to master writing skills. The last 5% of the EFL learners prefer the competitive learning situation. Few learners prefer to work individually because of the type of personality they may have.

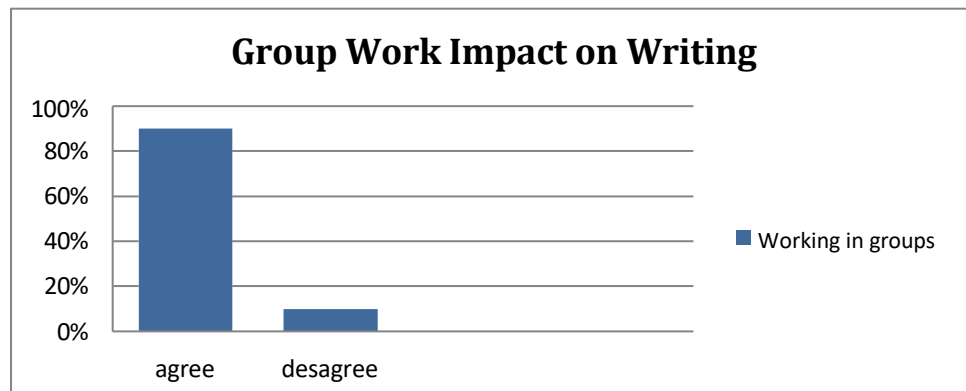
4. Have you worked in groups during the writing class?



Bar Graph.3.4.Students' Previous Cooperative Writing Experience

The whole class or the majority of the EFL learners admit not to share any antecedent cooperative writing. So, they had no chance to work cooperatively or in group work before joining the university. Accordingly, it is a new method of experience in their learning process.

5. Do you think that working in groups helps you develop your English writing?

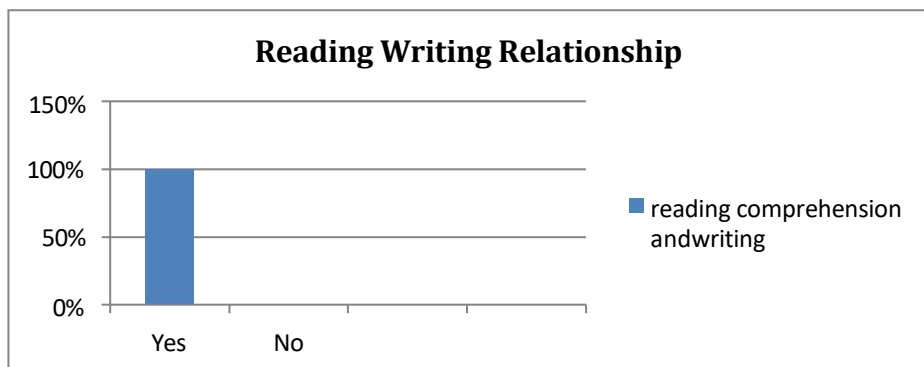


Bar Graph 3.5. Group Work Impact on Writing

90% of the questioned learners agree that working in small groups helps them understand the written expression lectures better. A small proportion of the informants, or about 10%, do not prefer working in small groups. As a result, a minority of EFL learners do not think that working in small groups helps them grasp written expression lectures better.

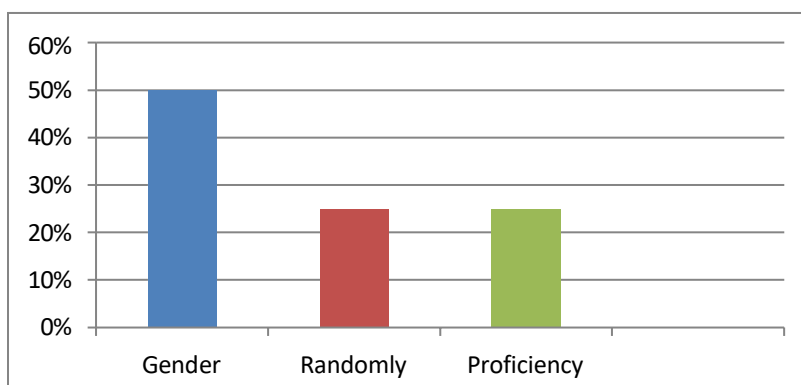
- **Section Two:** EFL Perceptions, opinions, and Benefits Cooperative writing method

6. Does reading comprehension assist your written expression learning?



Bar Graph 3.6. Reading Impact on Writing

7. Do you prefer arranging group members according to?



BarGraph3.7.Students' Preferences about Group Composition

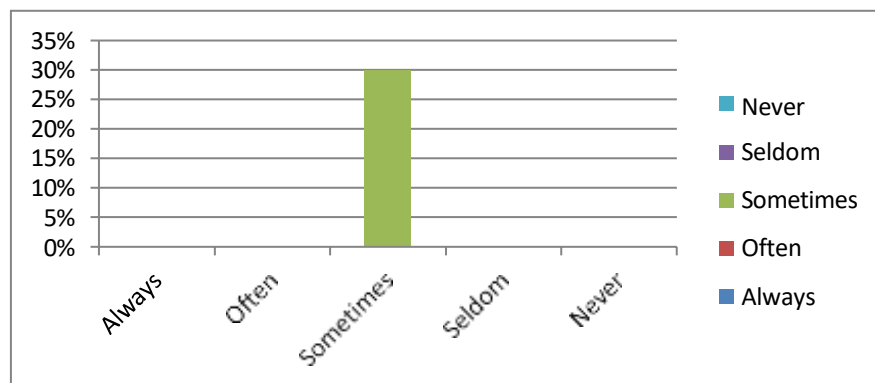
Half of the EFL learners prefer choosing their group peers or members according to their gender, while 25% of them wished to select their group members according to language proficiency since some learners desire to have higher-achieving classmates as partners. The same proportion or 25% of the respondents are for the random group composition. Understanding students' preferences regarding group work composition is vital for several reasons. Firstly, it can inform teachers in tailoring group work activities to better align with learners' needs and preferences, thereby enhancing engagement and motivation. Secondly, it can contribute to the development of more inclusive and effective pedagogical practices by taking into account learners' diverse backgrounds, learning styles, and social dynamics.

Finally, it can offer insights into the broader discourse on collaborative learning methodologies, informing future research and pedagogical innovations in EFL education.

8. Why?

EFL learners respond differently to this question. Some students admit that the randomly arranged group is fair. Groups would be made up of different-ability learners. No group would dominate the other. All groups may participate and help each other to achieve their goals. As for arranging groups according to learners' proficiency, students mention that they prefer to work and interact with mates of the same level. They add that some students may feel various psychological barriers such as fear, anxiety, stress, and shyness which may impede them from efficient learning. Finally, answers reveal that many students prefer to work with students of the same gender to avoid any kind of embarrassment.

9. Does your teacher interact with you during the group work?



Bar Graph 3.8. Teacher-student interaction during group activity

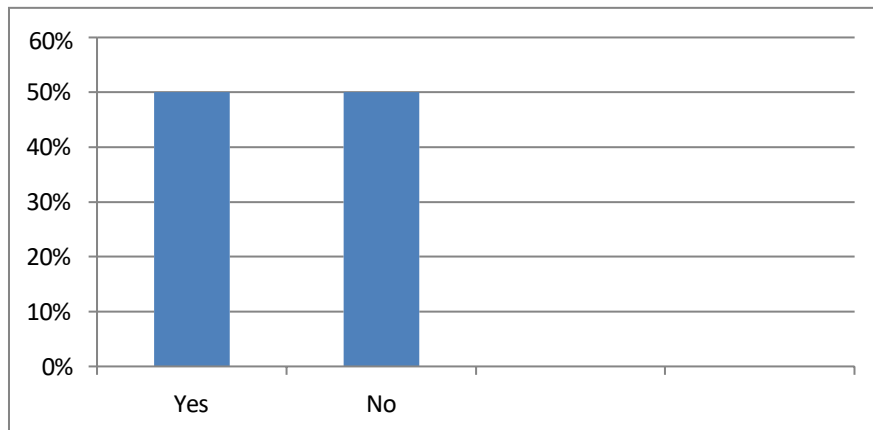
According to the bar graph above, the respondents see that their teachers sometimes interact with them during group activities. The students are left to their own devices to work freely without any kind of teacher's intervention during the group assignments.

10. Does your teacher control the group?

More than half of the EFL learners confirm that their teachers control the groups in the class for different reasons such as lack of teacher experience or training in cooperation learning situations, and the traditional role of the teacher as controller. From their answers, it is quite noticeable notices that teachers play a vital role in building cooperative learning groups. Then, they take into consideration different factors such as learners' abilities, gender, and learning styles to create balanced and diverse groups in their classrooms. So, Teachers set clear rules and provide principles for cooperation, ensuring that each member has a role and responsibility within the group.

- **Section Three:** EFL learners' attitudes towards the cooperative writing

11. Do you face any impediments during cooperative learning?



Bar Graph 3.9. Cooperative learning impediments

Half of the participants acknowledge meeting several problems when writing in a cooperative situation. While the other half of the EFL learners do not encounter any hindrances during learning together.

12. If yes, mention some examples.

Some students mention that cooperative learning has numerous advantages, yet it's also important to consider its potential disadvantages. In some group settings, there may be individuals who contribute little or nothing to the group's efforts, relying on their peers to do the work for them. This can lead to unequal distribution of effort and frustration among group members. Besides, certain individuals exert less effort in a group setting than they would when working alone. This phenomenon can result in decreased motivation and productivity within the group. Moreover, collaborative tasks can sometimes lead to disagreements or conflicts among group members, particularly when there are differences in opinions, work styles, or personalities. Resolving these conflicts effectively requires strong interpersonal skills and effective communication. Finally, in some cases, it may be challenging to assess

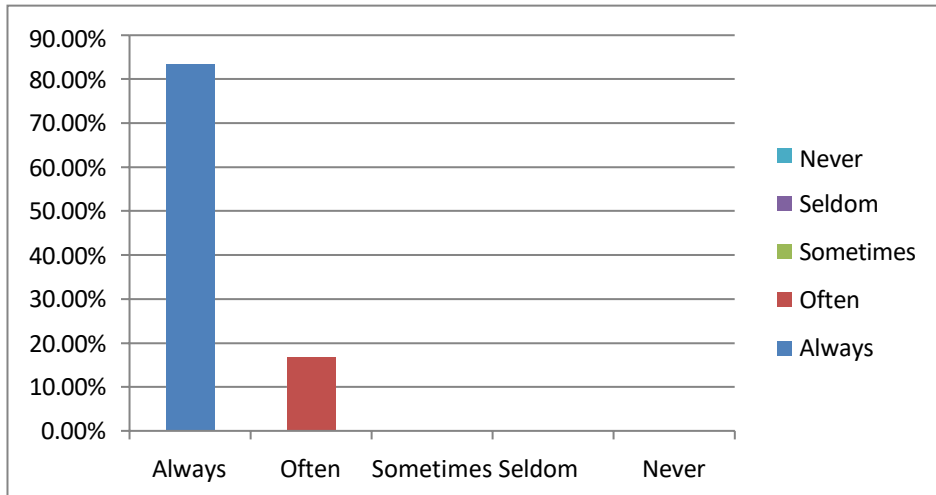
individual contributions within a group, leading to concerns about fairness in grading or Evaluation. Ensuring that each member is held accountable for their contributions can be a logistical challenge.

All in all, cooperative learning may be not very practical because it time time-consuming. It may result in unequal and unfair teacher assessment. It may provoke the dominance of the higher-achieving learners. It may make the class very noisy and as a result, the teacher cannot control the whole group. It may make some learners lazier hiding behind their peers. Finally, one informant states that she prefers to be because simply she is not accepted by others.

13. Do EFL learners who cooperate on writing tasks produce better passages than individuals?

Responses	Number	Percentage
Always	25	83.33%
Often	05	16.66%
Sometimes	0	00%
Seldom	0	00%
Never	0	00%
Total	30	100%

Table3.7.PositiveImpactofCooperation on Writing



BarGraph3.10.Positive Impact of Cooperation on Writing

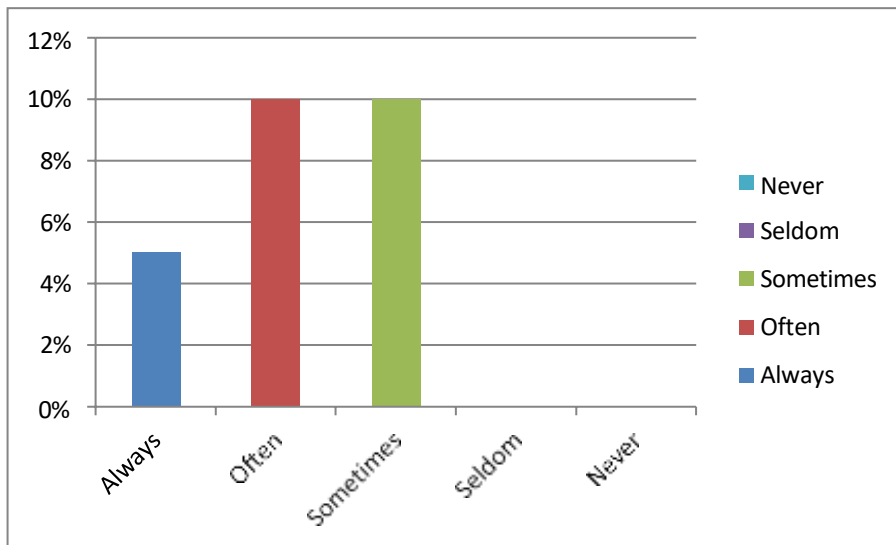
From the statistics displayed in the above graph and table, it is apparent that most EFL learners, or about 83.33% agree that working cooperatively on writing tasks helps them.

Produce better-written passages than individuals who accomplish tasks alone. Inthesamevein 16.66% of the respondents admit that they often produce good passages when working cooperatively rather than working individually. So, the majority of EFL learners think that the cooperative learning method helps them to produce effective written pieces.

14. Does integrating cooperative learning require a great deal of effort?

Responses	EFL learners	Percentage
Always	05	16.66%
Often	10	33.33%
Sometimes	10	50%
Seldom	/	0%
Never	/	0%
Total	30	100%

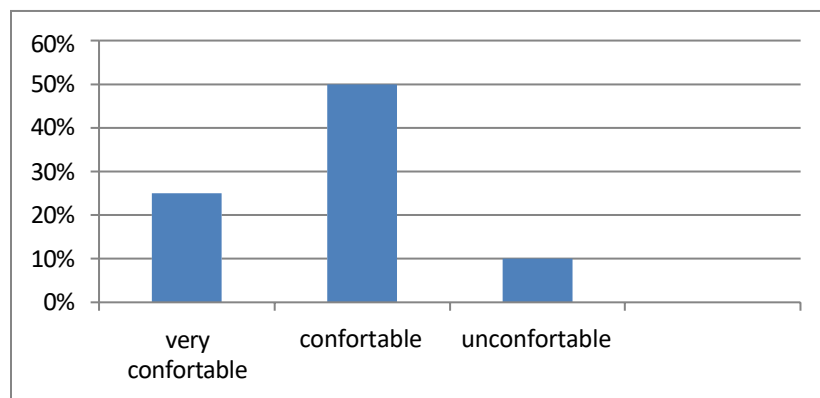
Table3.8.Cooperative learning difficulty



PieChart3.11.Cooperative learning difficulty

Both the table and figure above show that 10% of the EFL learners stated that cooperative learning required often a great deal of effort. The same proportion declared that the technique sometimes needs important efforts to achieve the learning goals. While 5% of informants recognized that the cooperative learning method always requires important efforts. So, in general, all the participants believed that cooperative learning maybe simple but it might require some hard work to be effectively accomplished.

15. How do you feel when writing cooperatively?



Bar Graph 3.12. EFL learners stated during cooperative writing

Half of the EFL learners admitted to feeling comfortable when practicing writing cooperatively, while 25 % of them confessed to being very comfortable within groups. This meant that 75% of the research population was satisfied with this pedagogical method. However, 10% of the respondents did not feel comfortable when working cooperatively. So, few of them felt uncomfortable in a cooperative situation. In a nutshell, the positive feeling expressed that the cooperative learning method was a helpful technique in decreasing learning anxiety and facilitating the writing process.

3.9. EFL Learners' Questionnaire Discussion

The results from the questions indicated that the majority of EFL learners found cooperative learning as an innovative method for enhancing their writing skills. Considering the advantages of cooperative learning in writing skills, there were several positive comments provided by EFL learners. Therefore, the answers were placed into the following main categories:

- Social skill development;

- Improvement in the content of written expression;
- Mastery of grammatical and structural proficiency;
- Time-saving benefits.

To start with, EFL learners' remarks pointed out that they developed a greater sense of responsibility through the cooperative learning method and that it helped them to cooperate and exchange ideas with others and allowed them to know and work cooperatively with their classmates. Moreover, cooperative writing can be a golden opportunity to save time because of shared efforts. So, this method provided them with opportunities to reduce the pressure and facilitate their work. Besides, it was clear that the cooperative writing method enabled some EFL learners to learn a rich body of language content mainly when it comes to ideas, ideas organization, voice, word choice, sentence fluency, conventions (mechanics, spelling, punctuation, and capitalization), and presentations. In addition, some EFL learners noted that through the writing process steps particularly the brainstorming phase activities, their thinking became deeper because one learner exchanged ideas and thought more carefully about the topic in discussion. It seems that cooperative learning may activate the learners' higher cognitive competencies such as synthesizing, critical thinking, etc... Finally, other participants revealed that the cooperative writing method allowed them to develop the topic from different points of view, such as generating, gathering, criticizing, organizing and refining ideas.

On the other hand, informants' responses divulge many drawbacks of cooperative learning. In some cases, it may be challenging to assess individual contributions within a group, leading to concerns about fairness in grading or evaluation. Ensuring that each member is held accountable for their contributions can be a logistical challenge. Moreover, in cohesive groups, there may be a tendency to prioritize harmony and consensus over critical thinking and independent decision-making. This can inhibit creativity and innovation, as dissenting opinions may be suppressed in favor of conformity. Furthermore, groups composed of individuals with vastly different skill levels or language proficiency levels may face challenges in coordinating tasks effectively. Higher-skilled individuals may feel frustrated by

The pace of the group, while lower-skilled individuals may struggle to keep up. Also, cooperative learning activities can sometimes require more time to complete compared to individual tasks, particularly if group members need additional time for coordination, discussion, or consensus-building. Besides, and despite efforts to promote equitable participation, some group members may dominate discussions or decision-making processes, marginalizing others and hindering the overall effectiveness of the group. Finally, over-reliance on group members for support or answers can impede individual learning and self-reliance. Learners may become dependent on their peers rather than developing independent problem-solving skills. Finally, successfully implementing cooperative learning strategies requires careful planning, management, and facilitation from instructors. Without adequate support and guidance, groups may struggle to function effectively.

In a nutshell, while these disadvantages highlight potential challenges associated with cooperative learning, they are not insurmountable. With proper planning, facilitation, and support, many of these issues can be addressed, allowing cooperative learning to remain a valuable and effective approach in educational settings.

3.10. Teachers' Interview Responses

The semi-structured interview was designed for ten (10) EFL Language at the Department of English Language and Literature, Mascara University during the first semester of the Academic year 2019-2020. However, the teaching experience of the respondents varied from two years to more than ten years in teaching English Language. A set of questions were handed to the interviewees to get answers about the topic under study. The interview is composed of thirteen questions structured in four sections (see Appendix 1).

- **Section One**

- **What teaching approach to writing do you usually embark on to develop your EFL learners' teaching skills?**

Techniques	Number	Percentage
Writing based on a picture	10	100%
Writing based on a template	8	80%
Writing a card	8	80%
Dictation	5	50%
Writing based on a topic	6	60%
Join writing in the group	2	20%
Fill in the blank	2	20%
Writing based on jumbled Word or sentence	1	10%

Table3.9.Writing teachers' techniques

From the table above, most teachers in the Department of English Language and Literature use pictures, templates, and cards in their writing lectures. Moreover, 5 teachers, or 50% of the interviewed population employ a topic and a dictation. In contrast, two teachers prefer writing in groups and filling in blanks as writing activities. Finally, only one teacher used jumbled words or sentences.

Therefore, from the answers of teachers, the researcher found that there were several methods used by the teachers of written expression to develop writing skills, such as picture talk, templates, cards, dictation, topic development, group work, filling in the blanks, and jumbled words or sentences.

- **What writing type do you usually focus on?**

TextsType	Expository	Narrative	Persuasive	Total
Number	4	4	2	10

Percentage	40%	40%	20%	100%
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Table3.10.Writing types

More than 40% of the teachers' respondents prefer expository writing. Other 40% of them focus on the narrative type. And, only 20% of the interviewees underline the persuasive texts.

- **Does reading comprehension assist the development of writing skills? How?**

All the interviewed teachers claim that reading comprehension is an important support and facilitator in mastering written expression. Since reading is the source of knowledge that feeds writing competence, it allows EFL learners to master and acquire new information, ideas, and vocabulary. So, reading and writing are two faces of the same coin.

As for the second part of the above question; the interviewed teachers mentioned that reading is an important language skill that helps learners enrich their linguistic competence. The answers of the respondents were very prolific. They admit that reading and writing are deeply interconnected skills, and engaging in reading activities can significantly benefit writing proficiency in several ways: First, exposure to a wide range of texts exposes writers to diverse vocabulary, idiomatic expressions, and sentence structures. This exposure enhances their lexical repertoire, enabling them to express ideas more precisely and eloquently in their writing. Second, reading well-written texts provides models of grammatically correct sentences and coherent paragraphs. Writers subconsciously internalize grammatical structures and syntax patterns through extensive reading, leading to improved syntactic fluency and sentence variety in their writing. Third, different genres and types of texts have distinct organizational patterns and rhetorical strategies. By analyzing various texts, writers develop an understanding of how to structure their writing effectively, whether it's a narrative, argumentative paragraph, or research paper. Fourth, reading fosters critical thinking by encouraging readers to analyze, evaluate, and interpret the information presented in the text. Writers who engage critically with texts are better equipped to construct well-reasoned arguments, support their claims with evidence, and anticipate and address counterarguments.

In their writing. Fifth, reading exposes writers to different cultures, perspectives, and worldviews, broadening their understanding of human experiences and enhancing their empathy and cultural sensitivity. This expanded worldview enriches their writing by allowing them to incorporate diverse voices and perspectives into their narratives and arguments. Sixth, exposure to various authors with distinctive writing styles and voices encourages writers to experiment with different literary techniques and develop their unique voices. Seventh, reading widely helps writers identify stylistic elements that resonate with them and incorporate them into their writing, fostering authenticity and individuality.

To put it into a nutshell, many writing tasks, such as academic papers or professional reports, require research to support arguments and claims. Reading scholarly articles, books, and other sources familiarizes writers with research methodologies, citation styles, and conventions of academic writing, equipping them with the skills necessary to conduct and integrate research effectively into their writing. Reading stimulates writers' imaginations and creativity by exposing them to a rich tapestry of ideas, themes, and storytelling techniques. Writers often draw inspiration from the works of others, adapting and reinterpreting elements of what they've read to create original and engaging narratives, characters, and plots. By actively engaging with a diverse range of texts, writers can enhance their writing skills, develop their literary sensibilities, and become more effective communicators in both academic and professional contexts.

- **Section Two**
- **EFL learners perform better when a sense of competition is implemented.**

Half of the interviewed teachers agree that EFL learners achieve better when working individually or competitively. Many students tend to achieve individual and competitive performance to gain better scores. The other half of the interviewed population

Either disagrees or strongly disagrees with the statement. They believe, accordingly, that EFL learners can work better when working cooperatively with their group mates.

Besides, most of the informants declare that introducing an element of competition can indeed motivate some EFL learners to perform better in certain contexts. However, it's essential to recognize that individual students have different preferences and responses to competitive environments, so it may not be universally effective for everyone.

Moreover, one teacher suggests ways in which competition can potentially benefit EFL learners: First, competition can make learning more engaging and dynamic for some students. The opportunity to compete against peers can create a sense of excitement and challenge, leading to higher levels of participation and motivation. Second, competition often prompts learners to focus more intently on the task at hand. Knowing that their performance will be compared to others can encourage students to strive for excellence and pay closer attention to detail in their writing. Third, winning or achieving a higher rank in a competitive environment can provide a sense of accomplishment and validation for learners. This can boost their confidence and self-esteem, reinforcing positive attitudes toward learning English. Fourth, competition can foster collaboration and peer learning as students may work together to improve their skills and strategies. Discussing writing techniques or sharing feedback with peers in a competitive setting can lead to mutual support and learning opportunities. Fifth, competition can encourage students to set specific goals for improvement and track their progress over time. Having clear objectives to work towards can enhance motivation and focus, leading to more effective learning outcomes.

However, another teacher draws attention that it is important to be mindful of potential drawbacks and limitations of introducing competition in the classroom: First, competition can evoke feelings of anxiety and stress in some learners, particularly those who may feel pressured by the prospect of comparison or evaluation against their peers. Second, not all students thrive in competitive environments. For some, the fear of failure or the pressure to

perform well can be demotivating and may even hinder their learning progress. Third, in highly competitive settings, there may be a tendency for students to prioritize achieving high scores or winning competitions over the process of learning and skill development. Fourth, introducing competition can inadvertently foster unhealthy comparisons among students, leading to feelings of inadequacy or resentment.

Therefore, while competition can be a valuable tool for motivating and engaging EFL learners, it's essential to balance it with other instructional approaches and consider individual differences and preferences. Creating a supportive and inclusive learning environment where students feel challenged but not overwhelmed is key to maximizing the benefits of competition in language learning.

- **Do you think that cooperative learning is an effective method?**

The majority of teachers in the study are for the implementation of cooperative learning as an instructional approach to the learning process. Six respondents strongly agree that cooperative learning is an effective method. Besides, the rest of the respondents see no inconvenience in integrating cooperative learning as an instructional approach in teaching different language skills, particularly writing skills. It is obvious enough that cooperative learning is widely regarded as an effective method of education. It fosters active engagement among students, promotes peer interaction, and encourages collaboration, which are all conducive to deeper learning. Through cooperative learning, students can develop important social skills such as communication, teamwork, and conflict resolution, which are valuable beyond the classroom setting. Additionally, cooperative learning has been shown to enhance.

Academic achievement and improve students' attitudes towards learning. Overall, it's a valuable approach that can greatly benefit students academically and socially.

- **How can cooperative learning assist EFL learners boost their writing skills?**

The EFL teachers seem very convinced about the importance of cooperative learning in assisting and boosting the learners' writing skills. They mention several significant ideas that can be summarised as follows. Cooperative learning is widely regarded as an effective method of education for several reasons.

Cooperative learning engages students actively in the learning process by involving them in collaborative tasks, discussions, and problem-solving activities. This active involvement enhances comprehension, retention, and application of knowledge compared to passive learning methods.

Working in groups provides opportunities for students to interact with their peers, share ideas, and collaborate on tasks. This social interaction not only enhances students' communication and interpersonal skills but also promotes a sense of belonging and community in the classroom.

Cooperative learning activities often require students to analyze information, evaluate alternative viewpoints, and solve problems collaboratively. Through discussions and peer interactions, students learn to think critically, justify their opinions, and consider multiple perspectives, thereby deepening their understanding of the subject matter.

Cooperative learning requires students to communicate effectively with their group members, articulate their thoughts, and listen actively to others' ideas. These communication skills are essential not only for academic success but also for success in future careers and social interactions. Cooperative learning can be structured to ensure that all students have opportunities to contribute meaningfully to the group's goals. By promoting equal

Participation and valuing diverse perspectives, cooperative learning helps create a supportive and inclusive learning environment where every student feels valued and respected.

Working in groups teaches students valuable teamwork and collaboration skills, such as leadership, cooperation, negotiation, and conflict resolution. These skills are essential for success in the workplace and in various real-life situations where collaboration is required. Cooperative learning can enhance students' motivation and engagement by making learning more interactive, enjoyable, and relevant to their interests and experiences. Students often feel more motivated to participate actively in cooperative learning activities than in traditional teacher-centered instruction.

Numerous studies have shown that cooperative learning positively impacts students' academic achievement across various subjects and grade levels. By providing opportunities for peer support, feedback, and scaffolding, cooperative learning helps students master complex concepts and skills more effectively. Overall, cooperative learning is a powerful educational approach that not only enhances academic achievement but also cultivates essential life skills and prepares students for success in an increasingly interconnected and collaborative world.

Section Three

- **Have you ever received any training on implementing CL?**

Unfortunately and as expected, all the interviewed teachers confirm that they have never received any training concerning the implementation of cooperative learning. The informants confess that training on implementing cooperative learning is crucial for teachers. While the concept of cooperative learning is straightforward, effectively implementing it in the classroom requires specific strategies, techniques, and an understanding of group dynamics. Training provides teachers with the knowledge and skills they need to create a supportive

The learning environment facilitates meaningful collaboration among students, manages group interactions effectively, and assesses individual and group progress. Moreover, training helps teachers understand the various structures of cooperative learning, such as group projects, jigsaw activities, and think-pair-share exercises, and how to adapt these structures to different subject areas and student populations. Additionally, training equips teachers with strategies for addressing potential challenges that may arise during cooperative learning activities, such as unequal participation, conflicts among group members, or difficulty in assessing individual contributions. All in all, training on implementing cooperative learning empowers teachers to leverage this powerful pedagogical approach to enhance student learning outcomes and promote a positive classroom environment.

- **Does the CL method help learners develop social skills?**

It is deduced from the teachers' answers cooperative Learning is widely recognized for its positive impact on the development of social skills among learners. This method emphasizes collaboration, communication, and teamwork, providing opportunities for students to interact with their peers, share ideas, and work together towards common goals. Through Cooperative Learning activities, students learn how to communicate effectively, listen actively, resolve conflicts, and collaborate with others, all of which are essential social skills. Additionally, Cooperative Learning fosters a sense of belonging and community within the classroom, promoting positive relationships among students and enhancing their overall social development.

- **Is timing an issue when implementing cooperative work?**

Six teachers out of 10 agree that timing is an issue when implementing cooperative work. They recognize that timing can indeed be a crucial factor when implementing cooperative work in a learning environment. Here are a few considerations regarding timing as suggested by teachers: Cooperative learning activities should be appropriately timed to ensure they are

Neither too short nor too long. Activities that are too short may not allow students to delve deeply into the material or fully engage in collaboration, while activities that are too long may lead to disengagement or frustration. Finding the right balance in duration is important for maximizing the effectiveness of cooperative work.

Cooperative learning activities should be integrated strategically into the curriculum to align with learning objectives and content. Timing these activities to coincide with relevant topics or skills can enhance their impact on student learning and retention.

The timing of group formation is critical to the success of cooperative learning activities. Groups should be formed thoughtfully, considering factors such as students' abilities, interests, and social dynamics. Timing group formation at the beginning of a new unit or topic allows students to work together over an extended period, fostering stronger relationships and collaboration.

Timing, feedback, and reflection sessions are essential for maximizing the learning outcomes of cooperative work. Providing timely feedback allows students to reflect on their progress, identify areas for improvement, and make necessary adjustments in subsequent activities. Besides, effective timing in managing transitions between different phases of cooperative activities (e.g., forming groups, completing tasks, sharing findings) helps maintain momentum and minimize disruptions. In a nutshell, careful consideration of timing is essential for the successful implementation of cooperative learning, ensuring that activities are appropriately structured, integrated, and managed to optimize student engagement and learning outcomes.

- **Does the CL method allow all learners to participate effectively in classroom activities?**

The data collected from this question exposes the agreement of all the teachers that group work is generally accomplished by only some members. In contrast, three teachers admit that the assignment is generally accomplished by all team members equally. So, from the two it is concluded that the interviewees observed their learners when they were working on their assignments. Moreover, none of the participants claims that none of the learners refuse to work or accomplish his or her work. Cooperative Learning (CL) methods aim to ensure that all learners can participate effectively in classroom activities. Here are some ways in which CL facilitates inclusive participation: CL typically involves dividing the class into small groups, which allows for greater participation and engagement compared to whole-class instruction. In smaller groups, students have more opportunities to contribute, share ideas, and interact with their peers. CL encourages diverse perspectives and contributions by bringing together students with different backgrounds, abilities, and learning styles. This diversity enriches the learning experience and ensures that all students have a chance to participate and contribute their unique strengths to the group. CL often incorporates structured roles and responsibilities within groups, such as facilitator, recorder, timekeeper, etc. This ensures that each student has a specific task to fulfill, promoting equal participation and accountability within the group. CL establishes cooperative norms and expectations for group interactions, emphasizing the importance of listening to others, taking turns, and respecting diverse viewpoints. These norms create a supportive environment where all students feel encouraged to participate and collaborate. CL allows for differentiation by providing opportunities for students to work at their own pace, contribute based on their strengths, and receive support as needed from their peers. This flexibility accommodates the diverse needs of learners and ensures that everyone can participate effectively in classroom activities. The role of the teacher in CL is crucial in ensuring that all students are included and supported. Teachers can facilitate group discussions, provide scaffolding for struggling learners, and intervene if participation is uneven or if conflicts arise, thereby promoting equitable participation among

all students. While Cooperative Learning can enhance participation for most students, teachers need to be mindful of individual differences and adjust their instructional strategies as needed to ensure that all learners have the opportunity to engage actively and meaningfully in classroom activities.

- **Do you think that quick learners dominate the group during cooperative learning?**

The majority of the interviewed teachers agree that the group work would be dominated by the high achieving learners. Simply, they are more able members inside the groups. However, teachers think that high-achieving learners cannot monopolize the group activity. Moreover, one teacher claims that all group members work cooperatively without any domination from any learners. Another respondent noticed that the high-achieving learners can answer quickly but with the help of their group mates. The third teacher sees that his students cooperate when they are learning in a cooperative learning situation. They exchange ideas, one member writes down the information; the second one controls the time, and so on. The last teacher states that the EFL learners usually work equally without any dominance of any learner during a group work activity.

According to teachers' answers, quick learners may tend to dominate group discussions or activities during cooperative learning if not properly managed. Their fast processing speed and ability to grasp concepts quickly can sometimes lead them to take over tasks, offer solutions before others have had a chance to contribute, or inadvertently overshadow the contributions of slower-paced learners. However, effective cooperative learning structures and strategies can mitigate this potential issue. Teachers can implement techniques such as assigning roles within groups, setting clear expectations for participation, and providing guidance on effective communication and collaboration. Additionally, mixing

Groups with a variety of skill levels can help balance out the contributions and ensure that all students have opportunities to engage and learn from each other. Furthermore, fostering a supportive and inclusive classroom culture where all students' voices are valued and encouraged can help mitigate the dominance of quick learners. Teachers can facilitate discussions, provide prompts that promote critical thinking and diverse perspectives, and intervene when necessary to ensure equitable participation. In summary, while quick learners may tend to dominate group activities during cooperative learning, proactive measures can be taken by teachers to ensure that all students have the opportunity to contribute, learn from each other, and benefit from the collaborative process.

Section Four

• Do cooperative learning activities have any effect on	Yes	No
The organizational aspect of writing skills?	10	00
Voice component of writing skill?	10	00
Word choice trait of writing skill?	10	00
Sentence fluency aspect of writing skill?	10	00
Writing conventions component of writing skill?	10	00
Learning the English spelling?	10	00
Learning punctuation and capitalization?	10	00
Learning grammar and structure?	10	00
Learners' brainstorming and generating ideas?	10	00

Table3.11.Cooperative learning effects on writing skills

All the ten interviewed EFL teachers agree that cooperative learning may have a positive effect on every aspect of the writing skills starting with the learners' ability to brainstorm and generate ideas till the use of language conventions such as punctuation.

They also add many important ideas that can be summarised as follows: cooperative learning activities can have a significant positive effect on writing skills. When students engage in cooperative learning, they have the opportunity to discuss ideas, share perspectives, and provide feedback to one another. These interactions foster critical thinking, collaboration, and communication skills, all of which are essential for effective writing. Besides, students can provide constructive feedback on each other's writing, helping identify areas for

improvement and offering suggestions for revision. This peer review process not only enhances the quality of individual writing but also develops students' ability to give and receive feedback effectively. Moreover, working together on writing projects encourages students to brainstorm ideas collectively, negotiate different viewpoints, and synthesize information. This collaborative approach can lead to more comprehensive and well-developed writing outcomes. In addition, cooperative learning often involves discussions and debates on various topics, which require students to articulate their thoughts clearly and persuasively. Engaging in such activities can strengthen students' argumentation and persuasion skills, which are essential for writing persuasive paragraphs or opinion pieces. Also, in a cooperative learning environment, students interact with peers from different backgrounds and with varying perspectives. This exposure to diverse viewpoints can broaden their understanding of complex topics and help them incorporate multiple perspectives into their writing, making it more nuanced and insightful. Furthermore, Collaborative writing projects typically require each team member to contribute to the final product. This accountability fosters motivation to perform well and ensures that students actively participate in the writing process, leading to more polished and cohesive written work.

Finally, according to the respondents, cooperative learning activities provide valuable opportunities for students to develop and refine their writing skills through collaboration, feedback, and exposure to diverse perspectives. By actively engaging in such activities, students can become more confident and proficient writers.

- **What writing aspects do you usually focus on when assessing your EFL learners' written expression?**

According to the informants' answers, the majority agree that group work or working cooperatively boosts the EFL learner's writing skills, especially in different writing aspects.

Simply, each student learns from his peers inside the group different writing aspects by correcting the errors committed. A few teachers have seen that there is no significant difference in learners' levels in general and writing aspects skills specifically while using the cooperative learning method. Moreover, the main writing aspect the teachers usually focus on when assessing their EFL learners' written expression is grammar, but they do not neglect the other writing aspects.

Moreover, when assessing EFL learners' written expression, several key aspects are typically considered to evaluate their proficiency and development. These aspects can vary depending on the specific writing task and the level of the learners, but some common focus areas include: First, assessing the learners' grasp of grammatical structures and syntactic patterns is crucial for evaluating the accuracy and clarity of their writing. This includes incorrect usage of tenses, agreement between subject and verb, sentence structure, and punctuation. Second, evaluating the richness and appropriateness of vocabulary is essential. Assessors look for the learners' ability to use a varied and precise range of words, as well as their understanding of collocations and idiomatic expressions. Third, teachers consider how well learners organize their ideas and arguments within the text. This involves examining the coherence of paragraphs, logical sequencing of information, and the use of cohesive devices such as transition words and pronouns to connect ideas. Fourth, evaluating the content of the writing involves assessing whether learners address the topic or prompt effectively and provide relevant supporting details or arguments. Assessors look for depth of analysis, critical thinking skills, and the ability to develop ideas coherently. Fifth, teachers consider whether learners demonstrate an awareness of their audience and tailor their writing style and tone accordingly. This involves assessing how effectively learners engage their readers and achieve the intended purpose of the writing task, whether it's to inform, persuade, entertain, or express opinions. Sixth, assessing learners' ability to adhere to formatting conventions such as

Paragraph indentation, line spacing, and overall presentation are important. Additionally, attention to spelling, capitalization, and punctuation errors is necessary to evaluate the overall clarity and professionalism of the writing. Seventh, in certain writing tasks, assessors may also consider the learners' ability to demonstrate creativity, originality, and personal voice in their writing. This could include the use of vivid imagery, figurative language, or unique perspectives to engage the reader. By focusing on these key aspects, assessors can provide comprehensive feedback to EFL learners, helping them identify areas for improvement and further develop their written expression skills.

3.11. Teachers' Interview Discussion

The data obtained from the interview revealed that the EFL teachers at the University of Mascara used several intervention techniques to provide as many participation opportunities as possible. For some teachers getting all the EFL learners to participate remains one of the challenging aspects of teaching a foreign language. According to one teacher, getting all the learners to participate is not an easy matter. However, constant evaluation motivates them to participate. Another teacher believes that participation can be promoted by controlling turns.

However, the teachers confirm that the assessment concerned both individual and whole group performance and achievement. Simply, the teachers could not assess individual performance separately from the whole group achievement. When they evaluated their learners in groups, they assessed them individually. So, the assessment process in a cooperative situation is difficult for teachers, especially for beginners who do not have enough teaching experience. Moreover, the teachers could not assess the group work fairly and this is a pitfall of the cooperative learning method. So, it is difficult and not possible to evaluate fairly EFL learners when using cooperative learning.

Besides, the analysis and interpretation of the interview divulge that teachers are aware of the effectiveness and importance of cooperative learning methods to develop their EFL learners' writing skills. So, there is no doubt that teachers play a key role in establishing cooperative learning experiences in their EFL writing classes. This includes building teamwork inside the class and designing the learning activities. In addition, EFL learners understand what they are expected to do and how they are expected to achieve their language performance (Gillies R. M., 2016).

On the other side, there is no pedagogical technique implemented by the Ministry of Higher Education and Scientific Research to teach writing skills to the first-year LMD system. So, the teachers may be free to use any method to teach their learners the writing skill. Regarding the use of cooperative learning in written expression, the teachers agree that learning together helps them to teach easily writing skills. As solutions to the problems encountered by EFL learners, the interviewees suggested that their learners work inside the group through discussion. Particularly, they expressed clearly what they would do with writing group lessons and they were motivated to practice writing skills rather than become dependent on others during group activities.

3.12. Findings Summary

There is no doubt that cooperative learning may achieve important results when applied effectively. The current study reveals a positive attitude, high awareness, and an acceptable readiness from both parties namely the language teacher and the student to be involved in cooperative learning activities. The implementation of a cooperative learning method may surely result in boosting the EFL learner's writing skills.

As far as the writing type is concerned, it is worth mentioning that the present study shows that EFL learners' writing performance seems to be a better achievement when writing.

Persuasive texts, and less achieving in mastering development in descriptive text. But they fail when writing narrative text. Simply the writing performance of the EFL learners is affected by the type of the texts. In other words, they could achieve better in persuasive and descriptive texts. However, they faced serious problems when writing narrative texts.

Accordingly, the integration of the cooperative learning method seems to have affected unequally the EFL learners' writing skills on the texts as well as on the aspects measured when comparing answers.

On the other side, cooperative learning is not very famous at the University of Mascara, since none of the EFL teachers attended workshops or conferences about cooperative learning methods. However, some of them had read about it when dealing with research on teaching or learning approaches. A few teachers conducted a scientific investigation on the teaching method including the cooperative one. Moreover, a minority of teachers have never had any background in this pedagogical technique.

In conclusion, integrating cooperative learning into the teaching of written expression is paramount for fostering a dynamic and inclusive learning environment where students can develop essential writing skills effectively. Cooperative learning promotes active engagement, peer interaction, and collaborative problem-solving, all of which are instrumental in enhancing students' writing proficiency.

By working together in groups, students have the opportunity to share ideas, receive feedback, and collaboratively construct meaning, leading to deeper understanding and improved writing outcomes. Additionally, cooperative learning cultivates important social skills such as communication, teamwork, and empathy, which are invaluable in the writing process and beyond.

Furthermore, cooperative learning provides a platform for differentiated instruction, allowing teachers to meet the diverse needs of their students and provide targeted support where necessary. Through cooperative learning structures such as peer editing, group brainstorming, and collaborative writing tasks, students can develop a sense of ownership over their writing and learn from each other's strengths and perspectives.

Finally, integrating cooperative learning into the teaching of written expression empowers students to become more proficient writers while fostering a sense of community, collaboration, and mutual support within the classroom. By harnessing the power of cooperation, teachers can create an enriching learning experience that equips students with the skills and confidence they need to excel in both academic and real-world writing contexts.

Last but by no means least, this study investigated the effects of cooperative learning on the writing proficiency of EFL learners. Utilizing a mixed-methods approach, the study assessed the impact of cooperative learning strategies on students' writing outcomes, including fluency, accuracy, complexity, and overall writing quality. The findings suggest significant improvements in the writing skills of EFL learners following the implementation of cooperative learning activities.

Accordingly, it is clear enough from the research results recorded after the practical work of pre-test, treatment, and post-test, along with the students' questionnaire and the teachers' interview that the first hypothesis is partially confirmed. Cooperative learning boosts EFL learners' writing skills in the persuasive and descriptive writing types but not really when it comes to narrative writing due maybe to the specificity of such a type. Narrative writing is personal and it is about someone's feelings and emotions. On the other hand, the second hypothesis is confirmed, since cooperative learning boosts EFL learners' writing skills on the 6+1 traits (aspects) of writing and this is not only according to both.

Therefore, for the third hypothesis, the results have consistently shown that cooperative learning enhances language learners' writing skills by promoting active interaction and peer

feedback. EFL learners benefit from discussing and revising their work in groups, as this creates opportunities for error correction and the exchange of ideas.

Furthermore, the fourth hypothesis is confirmed, since cooperative learning methods like peer feedback and cooperative brainstorming have been shown to increase learner engagement. When learners work together, they are more likely to be actively involved in the writing process, as they share responsibility for learning outcomes.

In addition, the fifth hypothesis is certain, research suggests that small, structured groups are more effective for language proficiency development, as they allow for more personalized interaction. While in small groups, learners are more likely to participate actively and cooperate closely with their peers.

Many studies have mentioned also that the sixth hypothesis is confirmed because cooperative learning effectively enhances EFL learners' writing skills by fostering cooperation, idea generation, and peer revision. Collaborative activities, such as group writing tasks and peer editing, provide learners with the opportunity to exchange feedback, learn from one another, and improve the quality of their writing. These tasks have been shown to enhance both language skills and interpersonal collaboration.

The last hypothesis is clarified, research has often highlighted that learners in cooperative learning environments show more improvement in writing skills compared to those in traditional teacher-centered instruction. The interactive, participatory nature of cooperative learning encourages learners to take ownership of their learning process.

Teachers and students' answers, but also according to the results of the experimental group after the post-test.

3.13. Conclusion

In conclusion, the implementation of cooperative learning as an innovative method to elevate EFL learners' writing skills has yielded significant insights and outcomes. Through a comprehensive evaluation of this pedagogical approach, several key findings have emerged, shedding light on its efficacy, challenges, and potential implications for educational practice.

First and foremost, our analysis underscores the positive impact of cooperative learning on the development of EFL writing proficiency. By fostering collaborative interactions, peer feedback, and shared responsibility, this approach has engendered a conducive environment for language acquisition and skill refinement. The collaborative nature of cooperative learning not only enhances linguistic competencies but also cultivates critical thinking, problem-solving abilities, and interpersonal skills essential for academic and professional success. Moreover, the findings reveal the multifaceted benefits of cooperative learning beyond mere writing proficiency. Participants reported increased motivation, engagement, and self-efficacy, demonstrating the transformative power of collaborative learning experiences. By creating a supportive and inclusive classroom culture, cooperative learning promotes a sense of belonging and mutual respect, thereby enhancing the overall learning experience for EFL students.

However, despite its evident advantages, the implementation of cooperative learning is not without challenges. Issues such as group dynamics, unequal participation, and time constraints pose potential barriers to effective implementation. Addressing these challenges requires thoughtful planning, ongoing support, and adaptation to the unique needs and dynamics of each learning context. Looking ahead, the evaluation of cooperative learning as

An innovative method to boost EFL learners' writing skills underscores the importance of continued research and professional development. Future studies should explore optimal strategies for implementing cooperative learning in diverse educational settings, investigate its long-term impact on language proficiency, and examine its intersection with emerging technologies and pedagogical trends.

In conclusion, cooperative learning represents a promising avenue for enhancing EFL writing instruction, offering a dynamic and student-centered approach to language learning. By embracing collaboration, dialogue, and experiential learning, educators can empower EFL learners to become confident, competent, and effective communicators in the globalized world of the 21st century.

Chapter Four

Pedagogical Implication

4.1. Introduction

The data gathered from the pre-test and post-test, the EFL learners' questionnaire and the teachers' semi-structured interview reveal important information on what goes well or wrong within the target sample. Based on the findings presented, pedagogical implication concerning cooperative learning as an innovative method to boost the EFL learners' writing skills is thus proposed for interested teachers to innovate their actual teaching structures. Also, these pedagogical supports may be seen as guidelines for university administration in designing educational syllabi and pedagogical courses. However, such proposes are not exact sciences, but suggestive. Moreover, the researcher thinks that these implications will contribute to the EFL learners' successful writing development. Furthermore, the limitations of the present study and suggestions for further research are also presented in this chapter.

4.2. Research Conclusions

Based on the statistical analysis, the findings showed that EFL learners' writing skill was significantly improved in terms of the data gathered. The researcher found that cooperative learning and traditional instruction approach had improved the EFL learners' writing skills. Moreover, there is a difference between the EFL learners' skill performance in both groups. However, the members of the experimental group who learned written expression through learning together model cooperative learning obtained a higher level of writing performance. In addition, the EFL learners in the control group who studied through the traditional instruction approach had achieved writing ability than those who learned in a cooperative learning situation.

Furthermore, the results showed that cooperative learning brought significantly positive outcomes when implemented into teaching written expression for narrative, persuasive type, and less effective in correlation with the descriptive texts.

Similarly, the EFL learners in the present study achieved cooperative learning and improved their writing skills the fact that confirmed the previous research conducted by (Elola, I. and Oskoz. A.,2010; Ermawati, M.Ali Ghufro Sit, 2018) which revealed a significant increase in writing performance of the group under experiment after implementing cooperative learning into the EFL writing class. The findings of this thesis suggest that the EFL learners' writing skills were improved in the experimental group with high scores in the 6+1 traits of writing and correlation with descriptive, narrative, and persuasive types of writing.

4.3. Research Recommendations

In light of the previous findings of the current study, the following recommendations can be drawn up. To start with, cooperative learning is one of the most important pedagogical methods that may be implemented in different academic settings to encourage EFL learners to increase their learning achievement. Referring to the experimental group, the EFL learners were more likely to write easily with each other inside the group. In contrast, the learners inside the control group (within the traditional instruction) were bored and less interested in work. Furthermore, the integration of cooperative learning allows the EFL learners to work in encouraging situations to help and exchange ideas to focus on the essential elements of the writing progress.

Cooperative learning may be an innovative pedagogical or learning method to many EFL teachers and learners that should be of great interest to syllabus designers. When implementing cooperative learning inside a writing classroom, EFL learners feel that they

Become more responsible for their assignments as builders of ideas and meanings. Also, they discussed a set of ideas about the topic and exchanged information in a more mutual way and learner-centered approach to learning.

Then, they become more autonomous learners as they find themselves engaged in doing different kinds of writing assignments with no intervention from their teachers. All in all, the integration of cooperation as an innovative method in the EFL writing class has been proven through the current investigation to have a positive impact on EFL learners' writing skills.

Furthermore, the implementation of cooperative learning in the writing process helps EFL learners to achieve the pedagogical outcomes, and also gain social benefits. In addition, cooperative learning promotes social interaction in foreign language learning as EFL learners work together in exchanging ideas, brainstorming, asking questions, and organizing ideas and structures. Also, the findings of this study prove that cooperative learning is a more useful pedagogical method for written expression than traditional teaching instruction. EFL learners in the learning together model or cooperative learning situation groups may achieve better learning performance than in individualistic or competitive situations.

Accordingly, and to motivate and attract some inattentive learners towards the learning process of English in general and English writing in particular, it is advisable to mark such a shift of the responsibility of learning from the teacher to the learners. Simply move from the teacher-centred (structured) approach to learner learner-centred approach.

Therefore, teaching writing skills may not be uninteresting as it is usually seen by many EFL learners in the Algerian University. Cooperative learning assists the EFL learners in the identification of the rules that govern the English Language mainly when the teacher may present writing skills as something interesting to learners by creating or

establishing a joyful and motivating learning environment that raises learners' interest or making the process of learning writing funny and easy.

4.4. Integrating Cooperative Learning Challenges

Integrating cooperative learning into the process of learning English writing is not always an easy task. It is very important and worth mentioning that the success of any cooperative or group activity mainly depends on group structuring. In other words, the teacher may better provide their learners with opportunities to cooperate within heterogeneous groups because low-achieving or slow learners can get a lot of profits when cooperating with high-achieving or quick learners.

Moreover, it has been noticed at the beginning of the present investigation mainly when embarking on the treatment, some EFL learners did not appreciate much the idea. There may be two significant factors that may discourage the learners from being involved in cooperative learning situations. The first factor is related to the weak level of some learners who may feel that they might be negatively absorbed in group activities and also be anxious about making errors in front of their mates. The second factor is concerned with high-achieving learners who felt that they may be more competent than the low-achieving ones and working in teams would make them out of focus.

Moreover, working within the group requires a certain learner's profile, which is characterized by a specific culture of sharing, helpfulness, team spirit, and accepting the other. Yet, every student within the group is often competitive looking for his/her success, not that of the team. Besides, every team member has more freedom to generate new ideas wishing to impose them on the others likewise the brainstorming stage in the writing process where plenty of ideas may pop up.

All in all, every EFL learner may feel responsible for achieving his learning goals through enough ideas that could assist the team write triumphant or winning paragraphs. As a result, every team member thinks that his responsibility is to make his group the best.

On the other hand, the collected data showed that concerning different writing aspects, the experimental group, in which writing assignments were performed through cooperative writing, was very effective and successful in comparison with the control group, in which writing tasks were performed individually.

4.5. Cooperative Writing Significance

To start with, cooperative writing activities usually reveal all the potential abilities of every member of the group. Learners find no impediment, either psychological or other, to exhibit what they can do with the target language.

Besides, it is common knowledge that unity makes power. Every group member may be good at one or more specific areas. One learner may generate ideas. Another learner may organize them. Another one may correct the structure. Another one may provide vocabulary and expression, and so on. In addition, the students may reinforce their competence and learn from each other while they are writing different paragraphs. In brief, EFL learners can take advantage and make a profit from group members. So, each learner may accomplish one part of an assignment concerning his area of strength. As an example, during teamwork, one learner may have high-quality grammar proficiency so; he can control the language accuracy of the writing of his mates.

More importantly, and as an important implication of the present research work, the integration of cooperative writing in EFL classrooms helps EFL learners to improve their writing skills. Moreover, and as mentioned by(Khatib, 2015) if cooperative learning does not

Only improves writing skills, but it can also improve listening comprehension, speaking expression, and reading comprehension as well. In a nutshell, working cooperatively may have a positive impact on all language skills either receptive or productive.

The results of the present investigation support the hypothesis that cooperative learning as an innovative method boosts EFL learners' writing skills. In this regard, the results of this thesis are compatible with many previous studies and in conflict with a few others. This investigation found that the improvement the writing skills can be achieved to a great extent through the integration of cooperative work during EFL classroom. EFL learners in cooperative writing classrooms have more interactions with each other.

It is worth mentioning that different writing aspects including ideas, organization, conventions, and presentation tend to improve in the experimental group more than the control group. In a cooperative writing situation, learners can share knowledge with those who are weak in that aspect of the writing skill. Thus, every member within the group completes the work of the other. This harmony and complementarity may provoke a lot of benefits. The composition of the cooperative learning groups allows or enables EFL learners to write better paragraphs than working individually.

During the experimental work, it was noticeable that EFL learners had plenty of opportunities to exchange and share ideas with their peers and they were not worried about making mistakes which usually represent barriers towards participation thus towards success and improvement.

Besides, learners-learners interactions during teamwork can be maximized, so a positive impact on learners' writing abilities is stimulated. A cooperative learning situation creates a useful learning environment for practicing the English Language and performing effective writing skills.

On the other hand, cooperative learning usually creates a joyful pedagogical atmosphere which helps EFL learners have more fun and live the pleasure of learning. Motivation has always been an issue for EFL teachers. Furthermore, in cooperative learning situations, EFL learners have the chance to discuss, analyze, and synthesize the meaning to identify the answer for the group (Efriyenty, 2020).

4.6. Cooperative Learning Prerequisites

Cooperative learning can be an innovative approach to improve the learning environment when well practiced. Firstly, the inclusion and integration of cooperative learning strategy within the teachers' training programs and raising awareness about the importance of implementing this method in teaching foreign language skills have become a must mainly with the new generation students' profile characterized by interaction, sociability, and community learning through those extravagant spread of social networks. Secondly, it is high time we reconsidered methods of assessing and evaluating EFL learners' assignments in tests to ensure objective and scientific evaluation in line with cooperative learning.

On the other side, many impediments should be eliminated. The EFL writing instruction in Algeria at the University level is shaped by several factors that need to be taken into consideration to improve the teaching process of EFL writing. First of all, very crowded classes are an issue that faces most EFL writing instruction in universities.

In addition, EFL writing teachers at the University level are in continuous need of pedagogical training that helps them reinforce their professional experience in teaching writing skills. More importantly, EFL teachers mainly novice ones are left without any kind of supervision or accompaniment. Once recruited, novice teachers start immediately teaching without any idea about the process they are supposed to go through.

All in all, the use of a cooperative learning method may have a positive impact on developing EFL learners' writing skills, but it is necessary to take into consideration that the activities should be designed and planned effectively. Group size should be limited to no more than five learners in each group regarding the number of learners inside the classroom. It is also advisable to allow learners to choose their mates in the group as well as their leaders. So, they could avoid time wasting and unnecessary talk. However, they could also work effectively together to boost their EFL writing skills.

4.7. Pedagogical Implications

Encouraging EFL learners to write cooperatively can have positive outcomes, not only in terms of learners' confidence to write, but also in the level of their engagement with the whole process of writing from decisions on the topic, the writing style, or taking care of grammar and vocabulary. This learning method deserves the attention of both EFL learners and teachers. Also, the syllabus may be designed in a way to promote the writing skills of the EFL learners using group work, particularly during the first year of the English learning course. In other words, group work might be an important activity or exercise that makes part of any language classroom practice to learn the four language skills with a higher focus on the writing skill.

It is also suggested that a culture of reading is to be implemented among EFL learners mainly at the very beginning of their undergraduate studies. The idea is that the EFL teacher is to try hard to make reading a pleasure, not an exhausting burden for learners. Reading is the input for the writing that functions as the output. Even no one would dare to write before he reads. In the same way that no one dares to speak in English before he listens to that language. EFL learners may read all types of texts to be exposed to different expressions, vocabulary, and structures. Reading skill consists of exposing EFL learners not just to the five modes of

Writing (expository, descriptive, narrative, creative, and persuasive) also provides them with a variety of materials to read.

On the other hand, teachers are to be encouraged to leave the traditional techniques of teaching writing and shift towards more innovative practices such as cooperative writing. Learners work better when they are together. They may learn from each other. They face no barriers to communicating with their group mates. Cooperative learning can be surely an essential and helpful technique to assist EFL learners master their writing skills. As an example, Gillespie (2011) proposes a set of strategies for teaching writing:

- Encouraging EFL learners to write cooperatively with peers;
- Preferring the process writing approach;
- Involving EFL learners in pre-writing tasks;
- Providing models of good writing;
- Teaching strategies for brainstorming, planning, drafting, revising, and editing;
- Allowing EFL learners to write summaries of texts;
- Providing EFL learners training in social skills.

Besides, Gillespie strongly sees that the use of cooperative learning method is highly beneficial for EFL learners since it grants them the opportunity to develop emotionally. Yet, some interviewed teachers are still unsure of the results that would be carried out from writing cooperatively. They think that it will be boring when put EFL learners in cooperative groups. Moreover, they have lost hope to see that their suggestions would be taken into consideration by decision-makers mainly when it comes to designing syllabi and curriculum.

In other words, syllabus design has always been an up-down, not a bottom-up process. Simply put, the pedagogical syllabus or courses are always designed by the Ministry of

Higher Education and Scientific Research and not by teachers' pedagogical commissions. As if teachers fear innovation and change the fact that leads them in most circumstances to keep the traditional methods of teaching. They usually worry that EFL learners may not be interactive with such new learning methods. Still, other teachers prefer quiet classrooms pretending that group work may provoke uncontrolled noise. Finally, some teachers lack knowledge and training about cooperative learning as an innovative method. So, they apply any teaching method they think is appropriate.

4.8. Teachers' Role in Cooperative Learning

In cooperative learning, teachers play a pivotal role as facilitators, guides, and organizers. Their roles may include the following: To start with, teachers need to establish clear learning objectives for the group activities. These objectives should be communicated to students, so they understand the purpose and expectations of the task.

Then, teachers should carefully form groups, considering factors such as students' abilities, personalities, and learning styles. Heterogeneous groups often work well in cooperative learning, as they encourage peer tutoring and diverse perspectives.

Moreover, teachers should provide explicit instruction on the task at hand, including any necessary background knowledge or skills. Modeling cooperative behaviors and demonstrating how to effectively collaborate can be beneficial for students, especially if they're new to working in groups.

Besides, and during group work, teachers should circulate the classroom, monitor progress, and provide support as needed. They can offer guidance, answer questions, and clarify concepts to ensure that all students are actively engaged and on track.

Also, teachers play a crucial role in providing feedback on both individual and group performance. They can assess students' contributions to the group, as well as the overall effectiveness of the collaboration. Feedback should be constructive, specific, and focused on both academic content and teamwork skills.

In addition, conflict is a natural part of group work, and teachers should be prepared to address it when it arises. They can facilitate discussions to resolve conflicts, encourage active listening and empathy, and teach conflict-resolution strategies that promote positive interactions among students.

Finally, after completing a cooperative learning activity, teachers should provide opportunities for students to reflect on their experiences. Reflective discussions or written reflections can help students identify what they learned, what strategies were effective, and how they can improve their collaboration skills in the future.

In brief, teachers serve as guides and facilitators in cooperative learning environments, fostering a supportive atmosphere where students can learn from each other, develop essential teamwork skills, and achieve academic success.

4.9. EFL Learners' Readiness for Cooperative Learning

Preparing EFL learners and ensuring their readiness for language learning involves several key aspects: Before beginning any language learning program, it's essential to assess learners' current proficiency levels in English. This assessment can help determine learners' strengths, weaknesses, and specific areas that need improvement.

Teachers and learners should work together to set realistic and achievable language learning goals. These goals should be specific, measurable, attainable, relevant, and time-bound (SMART), taking into account learners' motivations, interests, and learning contexts.

Establishing a positive and supportive learning environment is crucial for EFL learners. Teachers can foster a safe and inclusive classroom atmosphere where learners feel comfortable taking risks, making mistakes, and expressing themselves in English.

EFL learners should be equipped with effective language learning strategies that help them actively engage with the language and develop their skills independently. These strategies may include vocabulary acquisition techniques, reading and listening comprehension strategies, speaking and writing practice methods, and self-assessment tools.

Language learning is closely intertwined with cultural understanding. EFL learners should be exposed to various aspects of English-speaking cultures to develop cultural awareness and sensitivity. This exposure can help learners navigate intercultural communication and better understand the cultural contexts in which English is used.

Incorporating authentic materials, such as real-life texts, audio recordings, videos, and multimedia resources, can enhance EFL learners' language learning experiences. Authentic materials expose learners to natural language use and cultural nuances, making their learning more meaningful and relevant.

Continuous assessment of learners' progress is essential for tracking their development and adjusting instruction accordingly. Teachers should provide timely and constructive feedback to help learners identify areas for improvement and celebrate their achievements along the way.

EFL learners should be encouraged to take ownership of their learning process and develop autonomy and self-regulation skills. Teachers can guide learners in setting learning goals, monitoring their progress, seeking out resources, and reflecting on their learning experiences.

By addressing these aspects of preparation and readiness, educators can better support EFL learners in their language learning journey and help them achieve their language proficiency goals.

As the EFL learners strive together to understand the assignments given and write good papers, they deepen their research knowledge and skills as they encourage their group peers to do the same. Effective implementation of the cooperative learning method in any EFL class requires teachers to have important background knowledge of the main elements of cooperation or group work. The positive outcomes of this method were thoroughly explained in so many researches before.

In Algerian Universities, EFL teachers still do not use cooperative learning in the EFL classrooms at all, let alone if it is concerned with written expression. Accordingly, it is advisable that syllabus designers integrate cooperative learning tasks in English Language class work, and enough may be devoted to the class practices to let EFL learners function and participate well in any selected activity.

On the other side, EFL teachers may be trained on a learner-centered strategy instead of relying on traditional language instruction or a teacher-centered approach. The integration of cooperative learning needs a change in the instructors' role and the syllabus too. Firstly, it is necessary to move from teacher-centered instruction to a learner-centered classroom where EFL learners are engaged in group tasks. Secondly, for the syllabus in terms of course content and time allocation because in cooperative learning situations, EFL learners need enough time to learn and practice teamwork activities.

Nowadays, EFL teachers have access to various materials sources in teaching writing to achieve effective teaching and to allow learners to gain essential writing skills. Moreover, they attempt to make use of a lot of authentic materials. They even focus more on.

The use of such materials. They are aware of the appropriate learning situation yet they miss the savoir-faire to do things. Teachers are left without any assistance or training to teach. They stand by themselves.

4.10. Teachers' Cooperative Writing Procedure

To make things less abstract, the researcher suggests some steps that EFL teachers may embark on for the effective implementation of a cooperative learning writing task. Proceeding with a cooperative or group writing activity involves several steps to ensure effective collaboration and productivity:

Firstly, clearly define the purpose and objectives of the writing activity to the group. Explain what needs to be accomplished, such as writing a report, a story, or a paragraph, and specify any guidelines or requirements.

Secondly, divide the students into groups based on factors such as their writing proficiency, interests, or assigned topics. Aim for heterogeneous groups to encourage peer learning and diverse perspectives.

Thirdly, assign specific roles or responsibilities to each group member to ensure equal participation and accountability. Roles may include writer, editor, researcher, and proofreader. Rotate roles periodically to give everyone a chance to contribute in different ways.

Fourthly, equip groups with the necessary resources, such as reference materials, writing prompts, brainstorming tools, or writing templates, to support their writing process. Ensure access to technology if needed for research or drafting.

Fifthly, encourage groups to brainstorm ideas collectively, discussing potential topics, key points, arguments, or story elements. Use techniques like mind mapping, group discussions, or structured brainstorming exercises to stimulate creativity and generate ideas.

Sixthly, guide groups in creating an outline or plan for their writing project. Help them organize their ideas logically, establish a structure for their writing, and allocate tasks among group members.

Seventhly, circulate among the groups to monitor their progress, answer questions, and provide guidance as needed. Keep track of each group's development and intervene if any issues arise, such as lack of focus, conflicts, or misunderstandings.

Eighthly, foster collaboration and teamwork within the groups by promoting active listening, constructive feedback, and respectful communication. Encourage group members to support each other, share ideas, and collaborate on writing tasks.

Ninthly, guide groups in reviewing and revising their writing drafts collaboratively. Encourage them to provide feedback to each other, identify areas for improvement, and make revisions based on peer suggestions.

Tenthly, facilitate the finalization of the writing projects and encourage groups to prepare their work for presentation or sharing with the class. Provide opportunities for groups to showcase their writing, receive feedback from their peers, and reflect on their collaborative writing experience.

By following these steps, teachers might effectively facilitate cooperative writing activities that engage students, promote collaboration, and enhance writing skills.

4.11. Students' Duties during Cooperative Writing

And because the students' roles are as important as the teachers', the researcher proposes the following cooperative writing activity road map to be the learner's GPS. When engaging in cooperative or group writing activities, students can follow these steps to effectively collaborate and produce quality work:

To start with, students may ensure all group members have a clear understanding of the writing task, including its objectives, requirements, and deadlines. Clarify any ambiguities before proceeding.

Then, members may divide responsibilities among group members based on their strengths, interests, and expertise. Assign roles such as researcher, writer, editor, and coordinator to ensure efficient progress.

After that, learners can collaboratively brainstorm ideas, outline the structure of the writing piece, and decide on key points to be covered. Encourage open communication and active participation from all group members.

Next, group mates could allocate time for individual and group research to gather relevant information, data, and sources. Compile and organize the material in a shared document or platform for easy access and reference.

Subsequently, and depending on the agreed-upon structure, students can divide the writing task into sections or chapters and assign each group member to draft their assigned part. Emphasize the importance of maintaining consistency in style, tone, and formatting across the document.

Afterward, students can schedule regular group meetings to review each other's drafts, provide constructive feedback, and suggest improvements. Collaboratively revise the content to enhance clarity, coherence, and accuracy.

Later, learners may consolidate individual contributions into a cohesive and seamless writing piece. Ensure smooth transitions between sections and coherence in the overall narrative or argument.

Finally, they can conduct thorough editing and proofreading to correct errors in grammar, punctuation, spelling, and formatting. Use peer review and self-assessment strategies to identify and rectify any remaining issues.

By the end, and once the writing piece meets the desired quality standards, members may finalize the document and prepare it for submission. Ensure that all group members have contributed adequately and are satisfied with the final output.

Last but by no means least, they might reflect on the collaborative writing process, identifying strengths, challenges, and lessons learned. Evaluate the effectiveness of group dynamics, communication strategies, and time management techniques for future improvement.

By following these steps and fostering a collaborative mindset, students can successfully navigate cooperative writing activities and produce high-quality work collectively.

4.12. School Responsibilities in Cooperative Learning Development

The school administration plays a crucial role in developing and implementing cooperative learning strategies effectively. The following key aspects of the administration responsibilities are suggested by the research to accompany the implementation of a culture of community and cooperative language learning.

1. The administration can work with curriculum specialists to integrate cooperative learning into the curriculum. They can identify opportunities to incorporate cooperative learning methods across various subjects and grade levels.
2. The administration can provide professional development opportunities for teachers to learn about cooperative learning strategies, including workshops, seminars, and

Coaching sessions. They can also offer ongoing support and resources to help teachers implement these strategies effectively in their classrooms.

3. The administration can allocate resources such as funding, time, and materials to support the implementation of cooperative learning. This may include providing access to technology, collaborative workspaces, and instructional materials designed for cooperative learning activities.
4. Administrators can conduct classroom observations to assess the implementation of cooperative learning strategies and provide feedback to teachers. They can offer constructive feedback, identify areas for improvement, and recognize effective practices.
5. The administration plays a key role in fostering a school culture that values collaboration and teamwork. They can promote the benefits of cooperative learning among students, parents, and staff and create opportunities for collaboration outside the classroom, such as through extracurricular activities and school-wide projects.
6. Administrators can monitor the progress of cooperative learning initiatives and evaluate their effectiveness in improving student outcomes. They can collect data on student achievement, engagement, and collaboration skills to inform decision-making and continuous improvement efforts.
7. The administration can collaborate with community organizations, businesses, and other educational institutions to enhance cooperative learning opportunities for students. They can facilitate partnerships that provide real-world contexts for collaborative projects and connect students with mentors and resources outside the school.
8. Administrators can develop policies and guidelines that support the implementation of cooperative learning, such as guidelines for group work, assessment practices, and

Equitable participation. They can ensure that policies align with the school's mission, vision, and values and promote inclusive and supportive learning environments.

By taking an active role in developing and implementing cooperative learning initiatives, the school administration can create a positive and enriching educational experience that prepares students for success in a collaborative and interconnected world.

4.13. Syllabus Design Significance to Cooperative Learning

In turn, syllabus design plays a crucial role in implementing cooperative English learning effectively for many reasons that can be summarized as follows:

The syllabus outlines the learning objectives and goals for the English course. By incorporating cooperative learning activities into the syllabus, educators can ensure that students have ample opportunities to practice English language skills collaboratively, such as speaking, listening, reading, and writing.

A well-designed syllabus provides a framework for integrating cooperative learning activities into the curriculum in a structured and meaningful way. Educators can strategically plan when and how to incorporate cooperative learning experiences to maximize their effectiveness and relevance to course content.

A diverse range of cooperative learning activities can be included in the syllabus to cater to different learning preferences and styles. By offering a variety of collaborative tasks, such as group discussions, peer editing, role-playing, and collaborative projects, educators can keep students engaged and motivated to participate actively in their English learning journey.

Cooperative learning activities promote the development of communication skills, which are essential for language acquisition and proficiency. By working collaboratively with their peers, students have opportunities to practice expressing their ideas and negotiating.

Meaning, and providing feedback in English, thereby enhancing their communication abilities.

Many cooperative learning activities require students to think critically, analyze information, and solve problems collaboratively. By engaging in tasks such as group debates, problem-solving activities, and collaborative research projects, students develop higher-order thinking skills while using English as a means of communication.

Cooperative learning encourages teamwork, cooperation, and empathy among students. By working together towards common goals and learning objectives, students develop social and emotional skills such as leadership, empathy, conflict resolution, and interpersonal communication, which are valuable both inside and outside the classroom.

The syllabus should outline how cooperative learning activities will be assessed and provide guidelines for providing feedback to students. Educators can incorporate peer assessment, self-assessment, and teacher feedback mechanisms to evaluate students' collaborative skills, language proficiency, and contributions to group work.

A well-designed syllabus ensures that cooperative learning activities are inclusive and accessible to all students, regardless of their language proficiency level, learning needs, or background. Educators can differentiate instruction, provide scaffolding, and create opportunities for peer support to ensure that every student can participate actively and meaningfully in collaborative learning experiences.

In summary, syllabus design is essential for implementing cooperative English learning effectively as it provides a structured framework for integrating collaborative activities, promoting language development, fostering critical thinking and problem-solving skills, and supporting the social and emotional growth of students.

4.14. General Discussion of the Findings

One of the key findings of the present research work might be that cooperative learning significantly enhances writing skills among students. Through collaborative writing activities, students have the opportunity to receive immediate feedback, learn from their peers, and engage in meaningful discussions about their writing, leading to improvements in the clarity, coherence, and organization of their written work.

Moreover, the thesis sheds light on how cooperative learning increases student motivation and engagement in writing tasks. By working together with their peers, students feel a sense of ownership and responsibility for their writing projects, leading to greater investment in the writing process and a willingness to take risks and explore creative ideas.

Furthermore, it is revealed that cooperative learning fosters the development of critical thinking skills necessary for effective writing. Through collaborative discussions and peer review activities, students learn to evaluate their writing and provide constructive feedback to their peers, leading to deeper insights into the writing process and improved analytical skills.

Besides, the study explored how cooperative learning accommodates cultural and linguistic diversity in the classroom. By working collaboratively with peers from different backgrounds and language proficiency levels, students gain exposure to diverse perspectives and language usage, leading to greater appreciation for cultural differences and improved intercultural communication skills.

In addition, cooperative learning promotes the development of social and emotional skills essential for successful writing. Through collaborative writing activities, students learn.

To communicate effectively, resolve conflicts, and work collaboratively towards common goals, leading to improved teamwork, empathy, and self-regulation skills.

Also, the current investigation examined the long-term impact of cooperative learning on writing proficiency. Research findings may suggest that students who engage in cooperative writing activities demonstrate sustained improvements in their writing skills over time, leading to greater success in academic and professional settings.

Finally, the survey exposed the roles of teachers and peers in facilitating cooperative learning for writing skills. Findings may suggest that effective teacher guidance and peer interactions are essential for creating a supportive learning environment where students feel comfortable sharing their ideas, giving and receiving feedback, and collaborating on writing projects.

The finding of this study has also revealed that: First, there is a high correlation between cooperative learning and writing skills in foreign language classes. Second, the same high positive relation also exists between cooperative learning and writing styles or genres, particularly descriptive, narrative, and persuasive texts. Third, this study confirmed the impacts of cooperative learning on the 6+1 traits of writing (ideas, organization, word choice, sentence fluency, conventions, structure, and presentation). Fourth, based on the results obtained through the statistical analysis of the gathered data, it can be safely confirmed that there is a significant difference between the writing skill performance and achievement of those EFL learners who were taught through cooperative learning and others. Fifth, the important achievement of the EFL learners' language accuracy and proficiency resulted from the fact that, brainstorming, and exchanging ideas in a group rather than individually. Sixth, the findings proved the integration of cooperative learning in the writing skills of foreign language classes for descriptive, narrative, and persuasive genres.

Produced significantly positive outcomes. Seventh, teachers who have never used cooperative learning in their foreign language writing class are advised to move and use this method gradually rather than trying a full-scale implementation on their first attempt. Eighth, the study divulged the positive effects of cooperative learning an innovative method, on the achievement of the EFL learners' language learning in terms of writing skills and the close link between cooperative learning and the writing styles and aspects.

On the other hand, whether or not the use of well-planned cooperative writing tasks could over time make a measurable difference to EFL learners' competence as writers will need to be the subject of different and much longer future studies. From the EFL learners' evaluation of the entire procedure, it can be concluded that cooperative learning can have a positive impact on EFL learners' writing skills if practiced properly.

Also, cooperative learning can help EFL learners to have richer content. Since they would be aware of errors, and they would be more carefully organized. The teachers can narrow the features of the writing process that are not beneficial and make necessary modifications to the syllabus's design. If the teacher does not take into consideration group building and preparation during the activities, the EFL learners will face several difficulties. For instance, most learners prefer to work alone (individually) and they refuse to work together in groups. So, the teacher has the responsibility to explain to his learners the importance and benefits of working together.

Based on the teachers' responses and EFL learners' opinions towards the implementation of cooperative learning of writing skills, it was revealed that this learning model has its strengths and weaknesses. So, cooperative learning is useful in making the EFL learners actively participate in the learning process, reducing learners' nervousness, raising learners' motivation and self-confidence, and helping learners easily share and express

Their ideas, and making them more responsible in their learning activities. In general, this method makes the learning process funny, easier, and enjoyable for EFL learners. Those results are to be taken into account by both teachers and EFL learners while thinking, preparing, integrating, using, and evaluating cooperative learning as an innovative method of written expression. In addition, teachers should be creative in implementing multi-pedagogical attempts since it can help learners promote their English Language and specifically writing skills.

Based on the explanation previously exposed, it can be concluded that applying the cooperative learning method is very useful in increasing the EFL learners' performance and ability in writing skills; because they can exchange ideas freely, and then organize their ideas. As a result, they can accomplish their assignments. All learners are responsible for doing their tasks and all group members are concerned. This learning situation directs EFL learners to have positive interdependence, group building, individual accountability, social skills, and group processing.

Moreover, the investigation confirmed that cooperative learning as an innovative method boosts the EFL learners' writing skills in the case study of the first-year LMD system, at Mustapha Stambouli University of Mascara in Algeria. While cooperative learning method uses learning together in a cooperative learning model to help EFL learners to master better writing skills.

Also, before cooperative learning was implemented in the written expression lectures the EFL learners obtained low scores for the different text types such as; descriptive, narrative, and persuasive. However, after the incorporation of cooperative learning for eight weeks (one semester) during the academic year, the EFL learners achieved significantly better in their paragraph writing.

Based on the findings of the thesis that were analyzed, the results obtained are in line with the previous findings of studies and research that were conducted in the field and contribute to the existing literature regarding the impact of cooperative learning on EFL learners' writing skill which can be supported by many previous studies results showing that cooperative learning can contribute to the improvement of the EFL learners' language proficiency and accuracy.

Finally, it can be mentioned that group work and cooperative learning methods are important for EFL learners to develop the different aspects of writing skills. Moreover, group work may allow learners to use their high-order cognitive competencies such as synthesizing, comparing, critical thinking, binary thinking, and so on. However, the low-intermediate groups needed more monitoring at first, but gradually they mastered different English language writing skills. Teachers must first establish an environment of mutual trust and respect among the group members inside the classroom. It became clear from the EFL learners questionnaire, the teacher's semi-structured interview, and the learners' tests that several aspects need to be considered when embarking on cooperative tasks. Finally, this survey proved that learners performed between the composite scores and the 6+1 traits of writing after the implementation of cooperative learning in written expression. However, they also enjoyed working with their peers in exchanging ideas, knowledge, and information.

All in all, the findings of the present work highlight the importance of cooperative learning for developing writing skills, emphasizing its role in enhancing writing proficiency, fostering critical thinking and social-emotional learning, accommodating diversity, and promoting long-term academic success.

4.15. Conclusion

In conclusion, the research work on the positive impacts of cooperative learning on EFL learners' writing skills highlights several significant findings.

Cooperative learning has been found to significantly enhance EFL learners' writing proficiency. Through collaborative writing activities, students have the opportunity to engage in meaningful interactions, receive immediate feedback, and learn from their peers, leading to improvements in the clarity, coherence, and organization of their written work.

Cooperative learning fosters a sense of motivation and engagement among EFL learners in writing tasks. By working together with their peers, students feel a greater sense of ownership and responsibility for their writing projects, leading to increased investment in the writing process and a willingness to explore creative ideas and take risks.

Cooperative learning promotes the development of critical thinking skills essential for effective writing. Through collaborative discussions, peer review activities, and group projects, students learn to evaluate their writing and provide constructive feedback to their peers, leading to improved analytical skills and a deeper understanding of the writing process.

Cooperative learning accommodates cultural and linguistic diversity in the EFL classroom. By working collaboratively with peers from different backgrounds and language proficiency levels, students gain exposure to diverse perspectives and language usage, leading to greater cultural awareness, empathy, and intercultural communication skills.

Cooperative learning contributes to the development of social and emotional skills essential for successful writing. Through collaborative writing activities, students learn to

Communicate effectively, resolve conflicts, and work collaboratively towards common goals, leading to improved teamwork, empathy, and self-regulation skills.

Research suggests that the positive impacts of cooperative learning on EFL learners' writing skills are sustained over time. Students who engage in cooperative writing activities demonstrate continued improvements in their writing proficiency, leading to greater success in academic and professional contexts.

In a nutshell, the research findings support the effectiveness of cooperative learning in enhancing EFL learners' writing skills. By providing opportunities for collaborative writing, fostering motivation and engagement, developing critical thinking and social-emotional skills, accommodating diversity, and promoting long-term academic success, cooperative learning emerges as a valuable pedagogical approach for EFL writing instruction.

General Conclusion

Writing proficiency stands as a fundamental skill essential for effective communication and academic success. However, many EFL learners encountered challenges in acquiring and mastering this skill due to various linguistic, cultural, and pedagogical factors. Traditional instructional approaches often focus on individualized learning, which may not fully capitalize on the potential benefits of collaborative learning experiences. Cooperative learning, characterized by interactive group dynamics and shared learning goals presents a promising avenue for addressing the shortcomings of conventional writing instruction.

Accordingly, the present research work investigated the influence of cooperative learning methods on EFL learners' writing proficiency. The study explored the potential benefits of collaborative learning environments in enhancing writing skills among EFL learners. By employing both quantitative and qualitative research methods, this research aimed to provide a comprehensive understanding of how cooperative learning strategies contribute to the development of writing abilities in EFL contexts. Through empirical analysis and theoretical frameworks, the thesis shed light on the pedagogical implications and practical applications for educators seeking to optimize writing instruction in EFL settings.

The rationale behind this research stems from the growing interest in exploring innovative pedagogical strategies to enhance EFL learners' writing competencies. Cooperative learning, grounded in social constructivist theories, emphasizes the importance of peer interaction, negotiation of meaning, and collaborative problem-solving. By examining the impacts of cooperative learning methodologies on EFL writing outcomes, this study sought to fill gaps in existing literature and provided empirical evidence to inform instructional practices in EFL classrooms. The primary objective of this research was to investigate the effects of cooperative learning on EFL learners' writing skills. Specifically, the study aimed to(1)

Assess the comparative writing performance of EFL learners exposed to cooperative learning versus those receiving traditional instruction, (2) to explore the perceptions and experiences of EFL learners and instructors regarding the effectiveness of cooperative learning in improving writing proficiency, (3) to identify the key factors influencing the implementation and efficacy of cooperative learning strategies in EFL writing classrooms, and (4) to provide pedagogical recommendations and practical insights for educators to optimize the integration of cooperative learning approaches in EFL writing instruction.

As far as the methodology is concerned, this research employed a mixed-methods approach, combining quantitative analysis of writing samples and pre/post-assessments with qualitative investigation through surveys, interviews, and pre and post-tests. The participants included EFL learners and instructors from diverse linguistic and cultural backgrounds, engaged in both experimental and control groups. By triangulating data from multiple sources, this study aimed to provide a comprehensive understanding of the complex interplay between cooperative learning and EFL writing development.

The findings of the present research were expected to contribute to both theoretical understanding and practical applications in the field of EFL education. By elucidating the impacts of cooperative learning on writing skills, educators can make informed decisions regarding instructional methodologies and curriculum design. Ultimately, this research endeavored to empower EFL learners to become proficient and confident writers capable of navigating diverse communicative contexts in the globalized world.

The findings of this research have demonstrated several significant contributions of cooperative learning to EFL writing development. Firstly, cooperative learning environments fostered collaborative interactions and peer support, enabling learners to engage in meaningful dialogue, exchange feedback, and co-construct knowledge. Such social interactions facilitated the development of writing skills by promoting critical thinking, problem-solving, and linguistic creativity.

Moreover, the results indicated that cooperative learning approaches positively influenced EFL learners' writing outcomes, as evidenced by improvements in writing quality, accuracy, fluency, and complexity. By working collaboratively on writing tasks, learners were able to scaffold their learning, address individual weaknesses, and capitalize on collective strengths. The supportive group dynamics and shared learning goals inherent in cooperative learning settings contributed to increased motivation, confidence, and self-efficacy among EFL writers.

Furthermore, the perceptions and experiences of both learners and instructors highlighted the value of cooperative learning in promoting active engagement, autonomy, and reflective practices. Participants reported enhanced metacognitive awareness, as they gained insights into their writing processes, identified areas for improvement, and experimented with different writing strategies. Additionally, instructors acknowledged the role of cooperation.

Learning fosters a learner-centered approach to writing instruction, where learners take ownership of their learning and become active participants in the learning process.

However, it is essential to recognize the challenges and limitations associated with implementing cooperative learning in EFL writing classrooms. Factors such as group dynamics, individual differences, and time constraints may influence the effectiveness of cooperative learning strategies. Moreover, the generalizability of findings may be limited by contextual factors, such as institutional policies, cultural norms, and proficiency levels of learners.

In light of these findings, several pedagogical implications and recommendations emerged for educators seeking to integrate cooperative learning approaches into EFL writing instruction. Educators should provide adequate training and support to both learners and instructors to facilitate the successful implementation of cooperative learning methodologies. Additionally, curriculum designers should design writing tasks that promote collaboration, communication, and critical thinking skills within authentic communicative contexts.

To sum up, the current study emphasized the importance of adopting innovative pedagogical strategies, such as cooperative learning, to enhance EFL writing education. By fostering collaborative interactions, promoting learner autonomy, and scaffolding writing development, cooperative learning holds great potential for empowering EFL learners to become proficient and confident writers capable of communicating effectively in diverse contexts. As the field of EFL continues to evolve, further research is warranted to explore the nuanced dynamics of cooperative learning and its long-term impacts on EFL writing proficiency. Through continued investigation and reflection, educators can continue to refine their instructional practices and optimize learning experiences for EFL learners worldwide.

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Appendices

Appendix A

EFL Teachers' Semi Structured Interview

Section One

- What teaching approach to writing do you usually embark on to develop your EFL learners' teaching skills?
- What writing type do you usually focus on?
- Does reading comprehension assist the development of writing skills? How?

Section Two

- Do EFL learners perform better when a sense of competition is implemented?
- Do you think that cooperative learning is an effective method?
- How can cooperative learning assist EFL learners boost their writing skills?

Section Three

- Have you ever received any training on implementing CL?
- Does the CL method help learners develop social skills?
- Is timing an issue when implementing cooperative work?
- Does CL method allow all learners to participate effectively in classroom activities?
- Do you think that quick learners dominate the group during CL?

Section Four

- Do cooperative learning activities have any effect on:
 - The organizational aspect of writing skills?
 - Voice component of writing skill?
 - Word choice trait of writing skill?
 - Sentence fluency aspect of writing skill?
 - Writing conventions component of writing skill?
 - Learning the English spelling?
 - Learning punctuation and capitalization?
 - Learning grammar and structure?
 - Learners' brainstorming and generating ideas?
- What writing aspects do you usually focus on when assessing your EFL learners' written expression?

Appendix B

EFL Learners' Questionnaire

This is an investigating instrument of a university work aiming at identifying both EFL student's and teachers' perceptions about the use of cooperative learning to boost EFL learners' writing skills as opposed to individual work. You are kindly invited to leave your print by providing answers to the following questions.

- Do you prefer individual or group class activities? Individual/Group
- How much do you learn from group work? Very much/Much/Little/ Nothing
- What do you think is more efficient to help EFL learners write successfully?
Cooperative learning/ Individualistic learning/Competitive learning
- Have you ever worked in groups during a writing class ?Yes/No
- Do you think that working in a group helps you develop your English writing?
- Does reading comprehension assist your written expression learning? Yes/No
- Do you prefer arranging group members accordingly? Gender/Randomly/Proficiency
- Why?.....
- Does your teacher interact with you inside the group work?
Always Often Sometimes Seldom Never
- Does your teacher control the group? Yes/No
- Do you face any impediments during cooperative learning?Yes/No
- If yes, mention some examples.....
- Do cooperative learners perform better than individual learners during writing activities? Always /Often / Sometimes/Seldom /Never
- Does integrating cooperative learning require a great deal of efforts?
Always Often Sometimes Seldom Never
- How do you feel when writing cooperatively ? Veryuseful/ Useful/Useless

Appendix C

Pre-test topics

Topic One

In a coherent paragraph write about the most important qualities or characteristics that make a good friend.

Topic Two

Everyone has days that they will always remember as being very special. Think about a special day that you have had. Write a paragraph telling why it was so special.

Appendix D

Post-test topics

Topic one

Imagine that time travel to the past was possible. Think of where and when you would like to go for a visit. Write a paragraph telling where and when you would go in the past and explain why you chose to go there.

Topic Two

Imagine that you had no TV, computer, or video games for one week. Think of some activities that you can do instead to keep you busy and out of trouble. Write a paragraph to explain what you can do to keep occupied in a week of no TV, computer, or video games.

الملخص

يُعد التعلم التعاوني استراتيجية تدرّيس فعّالة تعتمد على عمل المتعلمين ضمن مجموعات صغيرة، حيث يُبنى نجاح الفرد على نجاح المجموعة ككل، ويهدف هذا النوع من التعلم إلى تحقيق أهداف مشتركة أو إتمام مهام تعليمية داخل أو خارج الفصل الدراسي، وقد ثبت أنه يعزز التنشئة الاجتماعية، ويزيد من دافعية الطلاب، ويخلق بيئة تعلم متناغمة، مع ذلك، لا يُمارس التعلم التعاوني بشكل واسع في الجامعات الجزائرية، باستثناء بعض المشاريع أو العروض التقديمية، التي غالبًا ما تكون غير فعّالة، و بناءً عليه تُهدف هذه الأطروحة إلى دراسة فعّالية التعلم التعاوني كوسيلة مبتكرة لتحسين مهارة كتابة المقال لدى طلبة السنة الأولى تخصص لغة إنجليزية كلغة أجنبية في جامعة مصطفى سطمبولي بمعسكر

تم اقتراح إستراتيجية تدرّيس/تعلم تقوم على الكتابة التعاونية، وقد نُفذت ضمن بحث عملي باستخدام نهج الطريقة المختلطة. تم جمع البيانات من خلال اختبارات قبلية وبعديّة، واستبيانات موجهة للطلبة، ومقابلات شبه منظمة مع مدرسي اللغة الإنجليزية.

تشير النتائج إلى أن التعلم التعاوني يمكن أن يؤثر بشكل إيجابي على مهارات الكتابة لدى الطلبة، ويساعدهم على التغلب على الحواجز النفسية مثل الخوف، الخجل والقلق، كما يُمكن أن يعزز من فعّالية التعلم، ويطوّر التفكير النقدي مقارنة بالتعليم التقليدي، بالإضافة إلى ذلك أظهر العديد من الطلبة رغبة في المشاركة والاستمتاع بالتعاون، مما يزيد من التفاعل داخل حصة الكتابة، وأخيرًا يُعد التعاون مهارة أساسية في سوق العمل، ويمكن أن يسهم في تنمية روح العمل الجماعي وتقبّل الآخر لدى الطلبة.

Summary

Through small-group collaboration, cooperative learning entails having each member's success rely on the group's success. Moreover, cooperative learning aims to attain common objectives or finish assignments both inside and outside of the classroom. It is well known as an effective teaching method that fosters community building inside the learning class, increases student motivation, and encourages socialization and learning. Nonetheless, the Algerian University does not often use cooperative learning, except for a few poor projects and presentations. Consequently, the current thesis explores how cooperative learning is used at Mustapha Stambouli University of Mascara as a novel approach to improving the writing proficiency of first-year EFL students. Furthermore, it suggests an effective pedagogical approach to enhance paragraph composition by incorporating collaborative writing assignments. Using first-year EFL students at the aforementioned university, the recommended approach is tested through action research. The mixed-method approach is employed to establish the research. Data are gathered via semi-structured interviews with teachers, pre-and post-tests, and questionnaires for EFL learners. According to the findings, implementing cooperative learning can positively impact the writing abilities of EFL students. Initially, learners can get past psychological obstacles like timidity, fear, and nervousness. In addition, compared to students in traditional lecture settings, cooperative learning may enable students to learn far more efficiently and strengthen their critical-thinking abilities. Third, a lot of students appear to enjoy working in groups, so they are more likely to show up and participate in the writing session. Finally, but certainly not least, cooperation is a critical future employment requirement. Students may acquire the sense and ability to cooperate and accept others through cooperative learning.

Résumé

L'apprentissage coopératif implique que les apprenants travaillent ensemble en petits groupes de telle manière que la réussite de chaque membre dépend de la réussite du groupe. En outre, l'apprentissage coopératif vise à atteindre des objectifs communs ou à accomplir des tâches d'apprentissage à l'intérieur et à l'extérieur du contexte de la classe. Elle est largement reconnue comme une stratégie pédagogique qui favorise la socialisation et l'apprentissage, stimule la motivation des élèves et fait de la classe d'apprentissage une communauté harmonisée. Cependant, l'apprentissage coopératif n'est pas une pratique courante dans l'Université algérienne sauf en cas de projets et de présentations inefficaces. En conséquence, la présente thèse étudie la mise en œuvre de l'apprentissage coopératif en tant que méthode innovante pour améliorer les compétences rédactionnelles des apprenants EFL de première année à l'Université Mustapha Stambouli de Mascara. En outre, il propose une méthode d'enseignement/apprentissage utile pour améliorer la rédaction d'essais grâce à l'intégration de tâches d'écriture coopérative. La stratégie suggérée est menée sous la forme d'une recherche-action auprès des apprenants d'EFL de première année à l'université mentionnée ci-dessus. Pour mettre en place la recherche, l'approche à méthodes mixtes est utilisée. Les données sont collectées au moyen de pré et post-tests, d'un questionnaire destiné aux apprenants d'EFL et d'entretiens semi-structurés avec les enseignants d'EFL. Les résultats montrent que la mise en œuvre de l'apprentissage coopératif peut avoir un impact positif sur les compétences rédactionnelles des apprenants d'EFL. Premièrement, les élèves peuvent surmonter certaines barrières psychologiques telles que la peur, la timidité et l'anxiété. Deuxièmement, en participant à un apprentissage coopératif, les étudiants peuvent apprendre beaucoup plus efficacement et développer de meilleures capacités de pensée critique que leurs homologues des cours magistraux traditionnels. Troisièmement, de nombreux étudiants semblent apprécier la coopération, ils sont donc plus susceptibles d'assister et d'interagir pendant le cours d'écriture. Enfin et surtout, être coopératif est une condition préalable importante pour un futur emploi. L'apprentissage coopératif peut développer chez les élèves le sens et la capacité de travailler et d'accepter l'autre.