Ministry of Higher Education and Scientific Research

Dr Yahia Fares University of Medea

Faculty of Letters and Languages

Department of Foreign Languagess

Section of English

The Effect of Cooperative Language Learning on English as a Foreign Language Learners' Writing Skill Enhancement

A Case Study of Third Year High School Students of Ahmed Orwa

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of Master in English

Option: Applied Linguistics

Submitted by:

Hanane Gasmi

Manel Tchikou

Supervised by:

Mrs Amira Metidji

Board of Examiners:

Mrs Sanaa Zirari	Dr Yahia Fares University of Medea	Chairperson
Mrs Amira Metidji	Dr Yahia Fares University of Medea	Supervisor
Mrs Asma Melouah	Dr Yahia Fares University of Medea	Examiner

Academic Year
2018/2019

The Effect of Cooperative Language Learning on EFL Learners' Writing Skill Enhancement

A Case Study of Third Year High School Students of Ahmed Orwa

DEDICATION

I would like to dedicate this work to the most precious people to my heart and to the ones, who gave meaning to my life,

my dearest and loving parents.

To my gentle husband Sofiane, who has encouraged me and supported me all the way through

To my beloved brother Mohammed Seddik

To all my relatives and family in law and those who supported me to finish this work

To all my respectful teachers

Thanks for everything

Manel Tchikou

To the most precious people to my heart; to the ones who gave birth and meaning to my life, to the persons who gave me strength and hope those who encourage me: To my dear mother and beloved father I dedicate this work.

To my dear husband Walid for his endless support.

To my sisters Imen, Sihem, Lilia and, my brother Mohamed. To my best friends who have always been a source of motivation: Samah, Kouki, Amel. Thank you for representing friendship perfectly... To all my relatives and to my family in law and all those who made this research possible

Hanane Gasmi

ACKNOWLEGMENT

It is our proud privilege to release the feelings of our gratitude to Allah the Almighty for lighting our path and helping us to complete this work

We would like to express our special thanks to our supervisor Mrs. Metidji for her help and support.

We are extremely thankful to our families for their endless encouragement, without forgetting our teachers and friends who have more or less contributed in this work

ABSTRACT

The present experimental study seeks to investigate the effect of Cooperative Language Learning as a method to enhance third year high school students' writing skill while learning English as a foreign language, because students, sometimes, face some difficulties when it comes to write individually. As a solution, researchers proposed group work to enhance students' writing skill. The study sample consists of 41 students who are divided into two groups; the experimental group and the control group. In the process of collecting the research data, two research tools were used. First, an experiment was conducted by implementing a cooperative learning technique, Jigsaw. This study is based on a pre and a post-test, in addition to a questionnaire which was oriented to students in order to check their interests towards writing and cooperative learning. The findings of the study have confirmed the research question that the students' writing skill is enhanced through the use of Cooperative Language Learning. Thus, this pinpoints that Cooperative Language Learning is really effective, under the CBA, in developing better results for the improvement of EFL learners' writing skill.

Key words: Cooperative Language Learning, writing skill, Competency Based Approach, cooperative learning, English as a foreign language, EFL learners.

ملخص

الدراسة الجارية هي دراسة استقصائية أجريت بهدف معاينة مدى فعالية تطبيق العمل التعاوني في تعزيز التحصيل الكتابي لطلاب السنة الثالثة ثانوي في إطار النهج القائم على الكفاءة. تتكون عينة الدراسة التي تلقت التجربة من 41 طالبا مقسمين إلى مجموعتين. مجموعة شاهدة و مجموعة تجريبية. جمعت بيانات البحث باستخدام أداتين للبحث. أولا، تجربة تعتمد على اختبار أولي و نهائي. ثانياً، تم توجيه استبيان مطبوع للطلاب من أجل التحقق من اهتمامهم بالكتابة والعمل التعاوني. نتائج الدراسة تظهر تحسنا على مستوى التحصيل الكتابي لدى طلاب الفئة التجريبية مقارنة بطلاب الفئة الشاهدة و ذلك من خلال تطبيق العمل التعاوني.

الكلمات المفتاحية : تطبيق العمل التعاوني ، مهارة الكتابة ، النهج القائم على الكفاءة ، العمل التعاوني ، اللغة الانجليزية كلغة أجنبية ، متعامي اللغة الانجليزية كلغة أجنبية.

List of Abbreviations

AEF Algerian English Framework

BAC Baccalauréat

BEM Brevet de l'enseignement moyen

CBA Competency Based Approach

CLL Cooperative Language Learning

CTR Control group

EFL English as a Foreign Language

EXP Experimental group

MS1 Middle School, year 1

SE1 Secondary Education, year 1

List of Figures

Figures **page**

Figure 01: Results of the Pre-test Obtained by both Groups (EXP and CTR)……..30

Figure 02: Students' Interest in Writing……...31

Figure 03: Students' Opinion about the Importance of Writing……...32

Figure 04: Students' Writing Process……...33

Figure 05: Students' Awareness about Paragraph's Components……34

Figure 06: Students' Writing Problems……36

Figure 07: Students' Preference of writing Process……..37

Figure 08: Amount of Benefits from Group Work……...38

Figure 09: Students' Opinion towards Group Work…….39

Figure 10: Students' Opinion about Group Work…….40

Figure 11: Disadvantages of Cooperative Learning……..41

Figure 12: Teacher's Frequency of Implementing Group Work……..42

List of Tables

Table **page**

Table 01: Results of the Pre-test of both Groups (EXP and CTR)……...30

Table 02: Students' Interest in Writing…….31

Table 03: Students' Opinion about the Importance of Writing…….32

Table 04: Students' Writing Process…….33

Table 05: Students' Awareness about Paragraph's Components……..34

Table 06: Students' Writing Problems……..35

Table 07: Students' Preference of Writing Process……..36

Table 08: Amount of Benefits from Group Work…….37

Table 09: Students' Opinion towards Group Work……..38

Table 10: Students' Opinion about Group Work……..39

Table 11: Disadvantages of Cooperative Learning……...40

Table 12: Teacher's Frequency of Implementing Group Work……41

Table 13: Results of the Post-test Obtained by the EXP Group……...43

Table 14: Results of the Post-test Obtained by the CTR Group……...44

Table 15: Results Obtained by the EXP Group in the Pre-test and Post-test……49

Table 16: Results Obtained by the CTR Group in the Pre-test and Post-test……..50

Table of Contents

Content **Page**

Dedication……...……...I

Acknowledgement……..……..II

Abstract.....III

ملخص VI

List of Abbreviations.....V

List of Figures.....VI

List of Tables.....VII

General Introduction

1. Background and Motivation for the Study……..……....1
2. Research Objectives……....….....2
3. Research Questions…….....2
4. Research Hypotheses…….....3
5. Research Methodology…….....3
6. Structure of the Thesis…….....4

Chapter One: Literature Review

1. Introduction…….....5
2. Definition of Cooperative Learning……...……6
3. Theoretical Framework of Cooperative Learning Strategy…….…….....7

3.1. Cognitivism's Perspective…….....7

3.1.1. Vygotsky's View……...……7

4. Benefits of Cooperative Learning……..8
5. Elements of Cooperative Learning…….....9
5.1. Positive Interdependence…….9
5.2. Individual Accountability…….....10
5.3. Face-to-Face Interaction……..11
5.4. Social Skills……....….12
5.5. Group Processing…….....12
6. Cooperative Language Learning Activities……....13
6.1. Think/ Pair/ Share……...13
6.2. Jigsaw…….…….14
6.3. Round Table…….…...15
6.4. Learning Together…….…..16
7. Cooperative Learning under the CBA…….…....16
7.1. CBA: Background and Definition……...16
7.2. Characteristics of CBA……...….17
7.3. The Implementation of CBA in the Algerian English Class…….....18
7.3.1. Guidelines to Implement the CBA in English Class……19
8. Definition of Writing ……...19
9. Approaches to Teaching Writing……..20
9.1. The Product Approach……....20
9.2. The Process Approach……....21
10. Importance of Writing……..22
11. Writing Problems ……....…….23
Conclusion……....……...……24

Chapter Two: Research Methodology and Representation of Results

1. Introduction……..….....25

2. Research Design…….....25

3. Research Participants…….....26

4. Experimental Implementation…….....26

4.1. Pre-test……..26

4.2. Description of the Treatment Sessions……..27

4.2.1. First Teaching Session……...……..27

4.2.2. Second Teaching Session ……..….....28

4.3. Post-test…….....28

4.4. Students' Questionnaire…….....28

5. Representation of the Results…….....29

5.1. Pre-test's Results…….....29

5.2. Results of the Students' Questionnaire…….....31

5.2.1. Section One: Students' Attitudes toward Writing…….....31

5.2.2. Section Two: Student's Attitudes toward Cooperative Learning……...36

5.3. Post-test's Results…….....….42

5.3.1. Post-test's Results of the Experimental Group……...….43

5.3.2. Post-test's Results of the Control Group…….…....44

Conclusion…….……....44

Chapter Three: Discussion of the Results and Pedagogical Implications

1. Introduction ……46

2. Discussion of the Findings…….…….46

2.1. Reconnecting Findings to the Research Question…….46

2.2. Reconnecting Findings to Theory…….48

3. Summary of the Findings……49

3.1. Discussion of the Pre-Test and Post-Test Results……49

3.2. Comparison between The Experimental and The Control Group Results……50

3.3. Discussion of The Experimental Work Finding……51

3.4. General Discussion of the Questionnaire Findings……...51

4. Pedagogical Implications and Recommendations……...53

5. Limitations of the Study……..54

6. Suggestions for Further Studies……...56

Conclusion……...56

General Conclusion…….58

Bibliography…….60

Appendices……...63

1 .Background and Motivation for the Study

In English learning classrooms, teachers aim at developing the four skills of EFL learners' ability to listen and understand, to speak, to read and to write. In the Algerian EFL classrooms, the focus was, then, on the effective teaching practice of the mastering of the four language skills.

Writing, which is viewed as the most complex activity, occupies the last place in the language skills' order, and it is one of the four skills that must be given emphasis in language learning. For that, to facilitate this activity, nowadays EFL teachers are using many strategies that seek to develop this skill; one of these strategies is Cooperative Language Learning (CLL). This strategy is acknowledged as a set of pedagogical practices in which groups of students are encouraged to work together to facilitate active participation in discussing different perspectives on a common topic (Chapman, 2006). Therefore, group work in cooperative learning provides more opportunities to participate in hands-on activities (kreie, Headrick ,& Steiner, 2007). It has, therefore, been argued (Brown, 2008) that Cooperative Language Learning is an effective instructional strategy for use in EFL writing classes because it promotes confidence, self- esteem and enhances academic achievements among limited proficiency students.

The challenging issue of writing is to write in a foreign language, and as a solution to improve students' writing, this study proposes and emphasizes the implementation of Cooperative Language Learning in our Algerian EFL high school classes for it has been noticed that students come across many difficulties when it comes to practise the language in its written form, especially during their university studies.

In Writing classes, students are, in fact, expected to write paragraphs in group work from now and then. However, they may be unable to do so in the first instance because simply

they did not experience such an activity when they were at high schools. As a consequence, high school students are daunted to be engaged in interactions, thus, they do not help themselves develop their communicative and writing skills. As a solution, this research work proposes the implementation of Cooperative Language Learning under the Competency Based Approach.

2. Research Objectives

The aim of this research is:

- To highlight the correlation between well structured group work and the development of students' writing skill.
- This research is an attempt to make teachers aware about Cooperative Language Learning as a strategy that motivates learners to write.
- To shed light on the importance of CBA as an approach that seeks to attain highly developed capacities of producing the written form of the foreign language.

1. Research Questions

In order to inform the previously mentioned objectives of this study, the following main research question and sub-questions are addressed:

- To what extent is Cooperative Language Learning effective in developing students' writing skill?

This dissertation also raises the following sub-questions:

1. How could CLL be implemented within the CBA?
2. How is Jigsaw model implemented in EFL/ESL classes in order to improve students' writing skill?

4. Research Hypotheses

To address the aforementioned questions, the following hypotheses are put forward:

- Implementing CLL EFL classes would likely be effective in enhancing students' writing skill.
- CLL under the CBA basics would enhance students' writing skill only if teachers recognize its principles in EFL classes.

5. Research Methodology

To examine the preceding hypotheses and answer the main research question and sub-questions, this study carried out an experimental work through which the researchers implemented CLL in teaching English as a foreign language. This study aims to test whether the implementation of CLL betters students' written production, or not. Therefore, this strategy is applied on third year high school students of Ahmad Orwa, where two random groups are chosen; the first one as an experimental (EXP) group whilst the second one as a control (CTR) group. Moreover, this dissertation employs two research methods of data collection: A questionnaire for students in addition to a pre-test and a post- test. These research tools are administered to both groups, the questionnaire was giving to students before the start of the treatment sessions. At the end of the experiment, a post-test was given in order to check the level of development in students' written production.

Finally, this study follows the mixed method; data are going to be gathered and analyzed quantitatively based on statistical technique, and qualitatively based on textual description. The aim behind this mixed method is to strengthen the understanding of the research problem.

6. Structure of the Thesis

This work consists of three main chapters. The first chapter is entitled "Literature Review". It deals with theoretical framework of Cooperative Language Learning insight of a number of theorists. Then, it discusses the benefits of CLL, its elements and its major learning strategies as well. In addition to that, the researches discuss the implementation of the Cooperative Language Learning under the CBA in Algerian high schooling. Moreover, it investigates writing skill, starting by defining what writing really is. Then, it discusses the main approaches that are used in teaching writing. Finally, it represents the writing skill importance, in addition to the problems that encounter the students during their writing process.

The second chapter, entitled "Research Methodology and Procedures", represents the research methodology and procedures used to conduct this study. It starts with the representation of the research design, the research participants and the target population. In addition, it gives a detailed description of the instruments and procedures used in this study. Therefore, this chapter presents the research tools which include the experiment and the students' questionnaire. Furthermore, it tackles the procedures that are used to implement this experiment. Finally, this chapter describes all the results obtained in this research.

Under the title of "Discussion of the Results and Pedagogical Implications," the third and last chapter is devoted for the discussion of the findings obtained in this work. It starts with reconnecting the experimental work's findings with the research main question and sub-questions. It also reconnects the research findings with the theory regarding the topic of the study. In addition, it discusses the results of both the experimental work and the questionnaire. Moreover, this chapter suggests some pedagogical implications and recommendations. Finally, the limitations of the study are discussed with some suggestions for further studies.

1. Introduction

Cooperative learning plays a key role in education because it is one of the most important area of FL education and learning. The term cooperative learning refers to instructional methods used by teachers in order to organize students into small groups on specific activities, with everyone being required to interact actively to accomplish common learning goals. Over the previous ten years, Cooperative Language Learning (CLL) has surfaced as one of the learner-centered of language teaching (Richards & Rodgers, 2001). For that, teaching through cooperative learning method would be exciting and efficient for both teacher and learner as this strategy enables learners to engage and assist each other in the classroom unlike traditional method where the teacher plays a significant part in the classroom. Besides, this technique helps students to develop their communicative skills. One of these skills is the writing skill.

According to Nunan (1989), writing is a way of communication in which writers express their feelings or convey their messages to readers. So, writing is both a mental and physical activity in which ideas, feelings and thoughts are organized into statements and paragraphs that would be invested by the reader. For that, Writing is regarded as the most important and difficult skill when learning and teaching a language. However, promoting this important skill requires considerable effort and practice from learners to reach an acceptable level of writing. Thus, cooperative learning, in this study, is implemented under the Competency Based Approach which is the appropriate approach that focuses on group work.

This chapter reviews the literature in regard to foreign language learning and teaching developments. It begins with providing definitions of cooperative learning and exploring its theoretical background. Then, this chapter sheds light on some of the benefits of cooperative learning, moving to its major elements, its implementation in teaching and learning

classroom. After that, it represents common cooperative learning strategies. Moreover, chapter one discusses the Competency Based Approach and its characteristics moving towards its implementation in the Algerian English Class. Then, it deals with the writing skill, starting by its different definitions, discussing its approaches and its importance as well. Finally, this chapter concludes with common problems that students face during their writing.

2. Definition of Cooperative Learning

According to Johnson et al. (1991), cooperative learning is an educational tool in which small groups of students work together to increase individual, as well as, group member learning. Therefore, the definitions for the term cooperative learning diverge. Cooperative learning according to Johnson & Johnson (1991:69) is "the instructional use of small groups so that students work together to maximize their own and one another's learning". It can be defined also as the "instructional methods in which teachers organize students into smaller groups which then work together to help one another learn academic content" Slavin (1995). These demonstrate that cooperative learning is one of the teaching methods, and the key element is that teachers can group and help students work together. Olsen & Kagan (1992) show that cooperative learning is one of the learning strategies for managing study groups that are affected by exchange of information between students pursuing the same goal. This makes progress of both group and individual that illustrate the role of cooperative learning in motivating participation.

Cooperative learning is not a limited method by group working, however, it is more than that. It includes conscious thought, which can be beneficial to all the group members, and shared objectives. This point of view is supported by Artz & Newman (1990:445) who claimed that "cooperative learning is working together as a term to solve a problem, complete

a task or accomplish a common goal". In other words, improving learning in groups by making the cooperation and interdependence of a student is the main feature of this method.

3. Theoretical Framework of Cooperative Learning Strategy

Cooperative learning is shaped from a range of theories. Each one of them tries to deliver positive impacts of using cooperative learning to student's accomplishment. Slavin(1996) considers these theoretical perspectives as "..relevant dimensions that contribute to our understanding of the effects of cooperative learning" (cited in Hoon, 2004:42-43). One of these theories is the cognitive perspective theory which offer insight about how to direct a research on cooperative learning.

3.1. Cognitivism's Perspective

The cognitive theorists are investigating the learning process and its relationship with the human mind. They see that cognitive perspective is characterized by the development of knowledge processing and mutual interaction among students. Cohen et al (2004:168) states that "the cognitive theory view learning as a process of constructing knowledge through cognitive process like reflective, abstraction, recognition and so on". However Tran (2013:106) refers to the cognitive theory as a process of thinking and learning that occurs by taking into account the inside of the human mind. In other words, the cognitive perspective of mutual interaction leads to better learning and accomplishment. Therefore, within this cognitive perspective, there are two main views

3.1.1. Vygotsky's View

The Vygotsky's theory's main concept is to develop the social nature of learning through interaction, which plays a major role in cognitive growth. According to Vygotsky (1978) "functions are first formed in the collective in the form of relations among children

and then become mental functions for the individual… Research shows that reflection is spawned from argument"(p.47). Vygotsky's works, based on the approximate zone, are defined as " the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p.86). In addition, he emphasizes the importance of identifying the gap between the learners who work individually and those who can work with the help of others to become more competent. "what a child can do today in co-operating, tomorrow he will be able to do on his own" (Vygotsky, 1978:86).To this end, the notion of Vygotsky creates a solid foundation for modern trends in teaching and learning practice. So, this theory emphasizes reciprocal learning interaction, making the learning environment more natural and interactive (Beck & Chizhik,2008)

4. Benefits of Cooperative Learning

Cooperative learning is well recognized as a pedagogical practice that promotes learning, higher level thinking and greater understanding of children with diverse learning, social and adjustment needs (Cohen 1994 cited in Gilles & Ashma, 2003). Cooperative learning is, therefore, seen as an efficient technique for enhancing the process of teaching and learning that enables learners to perceive, retain thoughts and improve their abilities. Researchers recognized countless advantages from applying cooperative learning teaching, including positive interdependence, high performance, and better motivation, etc. Kagan & Kagan (2009:52) summarized these advantages into the following points:

- It encourages the result, efficiency and accomplishment of organizations and people.
- It enhances academic achievement for learners.
- It increases self-esteem and decreases anxiety

- It creates a relaxed atmosphere of learning
- It generates beneficial individual relationships
- It offers more possibilities for meaning negotiation and more understandable input
- It offers possibilities for cooperative thinking, instant feedback and thought regulation. Students can convey their thoughts and evaluate the thinking of others.

5. Elements of Cooperative Learning

Cooperative learning is a method of encouraging learning, rather than competition, through the cooperation of students. It is a technique of effectively using groups of learners in a classroom. Cooperative attempts can only be anticipated to be more productive under certain conditions than competitive and individualistic attempts. In order to establish a formal cooperative learning strategy, educators need to take into account five basic elements. These elements are: positive interdependence, individual accountability, face-to-face interaction, social skills, and group processing. These five elements are presented as follows:

5.1. Positive Interdependence

The first essential element of cooperative learning is positive interdependence. According to (Johnson & Johnson, 2009), learning situations are not cooperative if students are organized into groups without positive interdependence. The latter means that learners are needed to work together as a cohesive group in cooperative learning situations to attain mutual learning goals (Yager, 2000; Jensen, Moore & Hatch, 2002). In addition, Slavin (2011), states that students must be responsible for their own learning and for the success of learning from other group members. In other words, learners must guarantee that the duties are completed by other members in their group and attain the educational results.

Besides, according to (Ballantine & Larres, 2007), if group members are not dependent on each other and have no shared interest in working together to fulfill the duties, the group's achievement will be reduced. In other words, if one group member fails to finish the learning assignment, all other group members will suffer as a result of the bad performance of that member. In particular, the group's success relies on each member's accomplishment (Kose, Sahin, Ergun, & Gezer, 2010). All group members must be cooperative in learning operations and be responsible for each member in their group's success or failure (Jensen et al., 2002). Therefore, in cooperative learning groups, positive interdependence requires to be built to assist learners work and learn together.

5.2. Individual Accountability

The second element of cooperative learning is individual accountability. The latter implies that learners ask for help, present their thoughts, take their duties seriously, help the group to function well, and take care of one another (Johnson, 2009). Positive interdependence is acknowledged as creating "responsibility forces" that boost group members' individual accountability for shared work and facilitate the work of other group members (Johnson & Johnson, 2008). Individual accountability is regarded as the degree to which the group's accomplishment depends on all group members' individual learning. If there is no individual accountability, all the work may be done by one or two group members while others do nothing. According to Slavin (1996), if the group's accomplishment depends on the individual learning of each member of the group, group members are encouraged to guarantee that all group members master the studied material.

Moreover, in an examination of cooperative learning about student learning, Hooper, Ward, Hannafin & Clark(1989) discovered that cooperation resulted in greater accomplishment when individual accountability was structured rather than when it was not

and argued that the absence of individual accountability could decrease private responsibility emotions. Besides, according to (Johnson & Johnson, 1994), the smaller the group size, the higher the accountability of the person. As the group size decreases, group members tend to interact more frequently, which can boost the quantity of information used to reach a decision (Gerard, Wilhelmy & Conolley, 1965; Messick & Brewer, 1983). On the other hand, as the group becomes bigger, members are less likely to see their own private contribution to the group as significant to the chances of success of the group (Kerr, 1989).

5.3. Face-to-Face Interaction

The third element of cooperative learning is face-to-face interaction. This element is fostered by the positive interdependence element. Johnson & Johnson (1987) defined this element as facilitating, supporting and encouraging individuals to assist the efforts of each other. According to Slavin, students encourage each other's achievement in this activity by explaining how to address issues, teaching one's knowledge to others, checking comprehension, debating learning ideas, linking the present with past learning (qtd. In Keskes78).

In cooperative learning groups, students are needed to communicate verbally with each other on learning assignments (Johnson & Johnson, 2008),in addition to exchanging views, clarifying things, educating others and presenting their knowledge (Ballantine & Laress,2007). The quality of communication relies on the size of the group and the frequency of cooperation between learners on their learning duties (Johnson & Johnson, 1989). Therefore, groups should be small when learners start learning together in order to help them develop cooperative learning abilities. Additionally, the quality of group interactions relies on educational level of all group members.

The beneficial impacts of face-to-face interaction in cooperative learning classrooms are characterized by many research studies; it enables students to exchange information and materials with others, offers feedback to help them enhance their performance efficiently, challenges each member's findings which helps to enhance the quality of decision making, promotes strong motivation for students and reduces levels of anxiety and stress.

5.4. Social Skills

The fourth significant element of effective cooperative learning is using the appropriate social skills. Students can effectively learn together when they understand and trust each other, interact correctly, assist each other, resolve disputes, and effectively fix issues (Johnson & Johnson, 1991). However, if learners do not learn the relevant interpersonal skills, the cooperative learning approach will not be used correctly and efficiently.

The function of educators is, therefore, to explain the social skills they need for their cooperative learning communities to their learners, abilities such as leadership, conflict management, trust building and decision making (Johnson & Johnson, 1989, 1999, 2003). The more socially skilled collaborators, the more feedback they receive or provide on this skill, the greater will be cooperative learning group's achievement (Graham, 2005).

5.5. Group Processing

The fifth essential element of cooperative learning is group processing. Group processing is defined as reflecting on a group session to help learners define what member activities have been helpful and helpless, and decide what activities to proceed or alter (Johnson et al., 1994, p.33). This aspect is a reflection on cooperative learning sessions to determine whether the group members' activities are helpful or if some modifications need to be made.

In addition, educators at this point have an important role to play in helping learners attain effective cooperative learning groups. For instance, student observations are a useful way to find out if learners comprehend all of the cooperative structures, information, and strategies (Graham, 2005). Therefore, group processing is essential because it provides students the chance to assess and retain their social skills and obtain some feedback during the sessions on their exercise

6. Cooperative Language Learning Activities

There are several cooperative learning strategies to be implemented in the classroom to enhance learners of distinct levels so that they work together and help each other learn academic content. Johnson et al (1991:03) asserted that "*Cooperative learning is actually a generic term that refers to numerous methods for organizing and conducting classroom instruction. Almost any teacher can find a way to use cooperative learning that is congruent with his or her philosophies and practices*". The following are some cooperative strategies that have been effectively implemented in the classroom:

6.1. Think/ Pair/ Share

Think/ pair/ share is an effective method suggested by Lyman (1981), which highlighted the level of cognitive development. This learning technique enables learners to discuss and examine their thoughts before sharing with a whole group. According to Mccafferty, Jacobs, Dasilva, think/pair/share is a great way to involve learners and engage with confidence. This activity also enables learners to believe for a while about formulating a reply, listing the reaction of their partners and using it as a model for their own reaction and one-on-one sharing with a partner. This technique is made up of three primary steps. The learners think for themselves in the first step with a lot of time on the teacher's issue. The learners operate

in pairs during the second step to discuss their issue with each other. Finally, the learners share their answers with other patterns or with the whole class (Kagen, 1994).

6.2. Jigsaw

The jigsaw method was first developed by Elliot Aronson (1971). Jigsaw is a cooperative learning strategy that makes learners dependent on each other and requires them to work together in order to master an area of knowledge. The following are the main steps of the basic jigsaw:

- The first step is to divide students into groups of 4 to 6 people per group; Jigsaw works best when there is the same number of students in each team
- The second step is to divide the content into 4 to 6 chunks; It is important to divide the content into the same number of chunks as the number of students in each group. Therefore, if there is 6 students per group, the content has to be divided into 6 chunks.
- The third step is to assign one chunk of content to each person in the jigsaw group; Each group has one person responsible for chunk of a content. That person would be expected to teach that chunk to the rest of the group. At this point, student do not really interact with other group members, however, they just read and study their own chunk of content independently.
- The fourth step is to have students meet in expert groups; After each student has studied his/her chunk independently, they gather with all other students who have been assigned to the same chunk. These are called expert groups. Within each expert group, students compare their ideas and work together to prepare a presentation to give to their Jigsaw group. During this time, gaps and individual student's knowledge can be filled, misconception can be cleared-up, and important concepts can be reinforced.

- The fifth step is to have students return to the Jigsaw groups; Student now have studied their chunks in their expert group, they return to their original Jigsaw group; where each student takes a turn presenting their chunk of information. Meanwhile, the other students listen carefully, take notes and ask lots of questions. Once the first expert has finished, the others take their turns and each expert teaches their chunk of content and the others of the group are learning it.
- The sixth step is to assess all the students on all the content; The assessment can be a simple quiz to make sure all students got a basic understanding of all the material. It is highly recommended to include all the content in the quiz.

Jigsaw II is a variation on the basic structure of Jigsaw. It was developed by Robert Slavin in 1986. Jigsaw II makes one significant turn to the basic Jigsaw. The difference is in how the assessment is treated. In Jigsaw I, students are assessed individually and they receive just one score. However, in Jigsaw II, quiz scores are given once to individual students than each group scores averaged to generate a group score. This builds a competition between groups and encourages students to work harder and helping each other learn the material well.

6.3. Round Table

Round table is another cooperative strategy where learners take turns to work together to produce and share information. Kagan (1994) states that the teacher asks a question in a round table that has various responses, each student writes a reply or part of a reply. After writing their reply, they give the paper to the next individual. The round table can be done with one piece of paper per group or with one piece of paper per group member (cited in Al-Yaseen, 2014:94). It is a structure that helps students improve their writing by using brainstorming, reviewing, predicting, or practicing. It is also a reflective way to solve writing issues.

6.4. Learning Together

The cooperative learning model learning together, was developed by Johnson &Johnson (1994). The main aspect of his model is to make learners work together interdependently to attain the objectives of the group and to demonstrate that they mastered the material separately. In addition, Johnson & Johnson (1987) showed that this technique of learning includes five basic elements: Positive interdependence, face-to-face interaction, interpersonal and small group skills, individual accountability, and group processing. In the group, these elements form an efficient cooperative task defined by motivation and interaction.

Cooperative language learning is implemented within the framework of Competency Based Approach as the most relevant approach.

7. Cooperative Learning under the CBA

7.1. CBA: Background and Definition

Competency Based Approach is an approach to teaching that focuses on outcomes of learning. The CBA addresses what the learners are expected to do rather than what they are expected to learn about. As its name suggests, it seeks to establish competencies in learners so as they can put in practice what has been acquired in school, in other extra school setting. So it comes in an attempt to bridge the gap between school and real life situations. In other words, with CBA, knowledge of the learners will be measured because they are expected to know the real function of a language in daily life settings of communication (The Inspector Manual: English as a foreign Language, 2010). So when they talk and think in English, they will be able to solve their problems. As Slavin (1995) who views that “if a student can fill in blanks on a language arts test but cannot write a clear letter to a friend or a prospective employer, or can multiply with decimals and percents on a math test but cannot figure sales

tax, then that student's education has been sadly misdirected». For Slavin if a student is unable to apply what has been obtained in school, in extra school context, then his education is needless and needs reconsideration.

The first application of the CBA was in USA military field, and then it proved its value when it extended to the professional training domain. Then, it extended to the USA educational system as a reaction to the weaknesses this field has witnesses. As Tuxworth says that "the 60's were confused times in education in USA". As a result, CBA came as a reform that time that resolves around three main key notions which are competence, transfer of knowledge and problem situation. Competence is defined in the Oxford Learner's Dictionary as the ability to do something; it involves the integration of knowledge, skills and capacities. Problem situation deals with obstacle that learners need to overcome or problem to solve. Transfer of language is le use of what has been learnt in other contexts.

7.2. Characteristics of CBA

According to There is a set of features that characterize the competency based approach in teaching and learning. First, learners should use a range of skills and knowledge in a real life situation that might be different from the situation in which the skills and knowledge were learned. In addition to that, learners should be actively involved in all aspects of the lesson; they regularly speak, read, write and listen within communicative situations in order to exchange ideas, information or messages (creative Associates Internationals, 2010).

Second, teacher should support learners in taking active roles in the classroom by providing them with experiences that meet their interests and needs. Besides, they are mainly responsible for facilitating what happens in the classroom in terms of Creating a comfortable, supportive and collaborative environment where learners can work actively, free from fear of

making mistakes, and where they want to use language and have a real purpose in using it. Moreover, they present language so that learners can figure out the rules and patterns and learn from their mistakes (creative Associates Internationals, 2010).

Finally, the types of tasks used in competency-based instruction are focused on the communicative purpose. They require learners to take an active role by thinking about the language, thinking about the situations and using strategies to aid communication.

7.3. The Implementation of CBA in the Algerian English Class

The AEF was designed by a group of Algerian teachers, inspectors and ministry officials in collaboration with US consultants from the school for international training. It is organized around competencies that correspond to the common European Framework of Reference for Language. The competencies describe students' abilities from the level of basic language learner (MS1-MS3) to more independent user (in levels MS4-SE3). As of June, 2010, the AEF has not yet been adopted by the Ministry of National Education, but it is one of the major components of the Algerian education reform in English language teaching. It is expected to be adopted and used to create the new textbooks and the BEM and BAC exams. According to (creative Associates Internationals, 2010) the AEF is not linked to the textbooks or the exams. However, it is still useful as an example of the kinds of competencies Algerian students can work toward.

The purpose of the AEF is to provide a guide for teaching and assessing students. In one hand, the competencies describe expected learner achievement for each year. On the other hand, because the competencies all describe how learners will be able to use English, the document tells teachers that teaching needs to provide learners with a lot of practice using and thinking about the language (creative Associates Internationals, 2010).

7.3.1. Guidelines to Implement the CBA in English Class

There are several ways to implement CBA in the class such as using the AEF to get a clear idea of the kinds of competencies students could work toward. The CBA also creates clear communicative objectives that focus on how the learner will speak, listen, read and write to interact in, interpret or produce English in order to express or exchange ideas or information. Moreover, teachers in their process of implementing CBA in class, they are trying to include more communicative activities in their class. In another word, they make the students talking to each other to exchange new and interesting information and ideas that their partner(s) do not know. Besides, they adapt activities in the textbook so that in every class learners can use grammar, vocabulary and pronunciation in contexts or situations that are similar to real life (creative Associates Internationals, 2010).

Within the Competency Based Approach, the present study aims at implementing a CLL strategy to prove whether it is effective for enhancing the learners' writing skill. As a result, the next part provides space for discussing writing as a skill. In doing so, definition of writing is of a great importance in this dissertation.

8. Definition of Writing

There are two categories of language skills, either productive or receptive. One of the productive skills that should be mastered in using a language is writing skill. Definitions of writing skill are numerously stated by experts. Brown, (2001:336) argued that writing is a mental process, he stated that writing can be planned with an infinite number of revisions before it release. Moreover, according to white and Arndt (1988), "writing is far from being a simple matter of transcribing language into written symbols: it is a thinking process in its own

right. It demands conscious intellectual effort which usually has to be sustained over a considerable effort of time".

In addition to that, Nunan (1989) defined writing by many definitions. First, writing is not just a paper and pen, actually it is a complex mental activity that represents what we think; learners have to figure out the meaning of their thoughts and put them into language. Second, final drafts are the process, while what the audience can see is the product. Third, writing has two goals, to express and impress. The writer provides two masters: himself, who wants to express ideas and values and readers who want ideas expressed in a good form of writing.

Far from the above definitions, Heaton (1975:127) reveals that writing is a process in which students build grammatically correct sentences, constantly manipulating words in the form of a piece of continuous writing and successfully conveying the writer's ideas to a specific topic. Besides, Byrn also stated that writing involves the conventional arrangement of letters into words, and words into sentences that need to flow smoothly to form a coherent whole.

9. Approaches to Teaching Writing

In order to teach writing, many approaches are used such as the product approach and the process approach. According to Harmer (2001; 25), these two approaches focus on the product of the writing process and on the writing process itself.

9.1. The Product Approach

In this approach, the focus is on the final composition of what the writer is supposed to do by the end of his writing. This approach focuses on the correctness of the final production in which parts of texts like words and paragraphs are concerned, while ideas and meaning are

merely neglected (zamel 1985). It is concerned with grammatical structure and linguistic accuracy not on content (Brown 1989). According to Nunan (1999) this approach focuses on a coherent, free error final product.

The Product Approach is based on imitating texts that are given by the teacher or provided by textbooks as a framework to fellow, and they are called model texts, then, students are asked to give a piece of writing that would be collected and returned for further correction. Besides, Eschoiz says that this approach gives confidence to learners to use the model texts as a plan to fit different settings, especially when they are correctly integrated into the writing process content. Furthermore, White (1988) points out that this approach is insufficient in enhancing writing performance, also Murray (1980) indicates that using this approach reduce the creativity of learners, but this could be avoided if the teacher highlights their awareness of writing aspects like vocabulary and organization.

9.2. The Process Approach

The main concern in the process approach is on how ideas are constructed to establish meaning, and on how writers really do write who are regarded as dynamic thinkers passing through many stages to create and write a text, and according to Richard and Renandya (2002: 303) these stages are planning, drafting, revising and editing. Moreover, to Obrien (2004), these activities make writing viewed as the detection of ideas and meaning. Camplell also describes a series of steps as a chain of activities that EFL learners follow in their writing tasks. These steps are as follows:

- Pre-writing: Is a significant stage as (Parson , 1985) says “student who are encouraged to engage in an array of prewriting experiences have a greater chance for writing achievement than those enjoined to ‘get to work’ on their writing without this kind of preparation”. In the writing process, students are obliged to think about the topic they are

going to talk about and its purpose and this includes brainstorming, drawing, talking and note taking. As a prove, Nunan (1995) focuses on the importance of this stage saying that competent writers spend much time in prewriting while incompetent writers do not follow this stage.

- Drafting: In this stage, the writer is going to transform his ideas into sentences as a first draft without paying attention to grammar, punctuation and spelling.
- Revising: Is the crucial point in the writing process. The writer is expected to organize the previous draft in an appropriate way, from how well the different aspects of writing are achieved and to check if the sentences are written in a good sequence of order.
- Editing: Is the final stage, in which the main focus is to make sure that the text is grammatically correct, no spelling, punctuation and capitalization errors.

10. Importance of Writing

One of essential parts of education is teaching writing, it has a significant impact on language. As Carrol (1990) explains writing as the most valuable invention in human history. According to (Handle of Education, 2006) writing is very important because, first, it is a permanent communication tool that translates thoughts, ideas, and feelings into language. Second, it gives the chance to practice because it is an active process. Third, writing develops student's intellectual ability to explain a complex position to readers also helps to refine thinking when giving feedback. Fourth, it equips students with thinking and thoughtful way of communication. Then, it motivates students to improve reading comprehension, because the best writer is who reads more. Finally, Writing allows students to communicate within each other.

As long as writing is important for EFL learners, they undoubtedly face, in the writing process, a series of problems, some of which are addressed below.

11. Writing Problems

Writing is considered as the most complex language skill for EFL learners. Actually, many of them face problems during their writing process, and this is due to many factors. The first factor is grammar, teaching grammar is a central part in order to use correct language successfully, it is considered as a necessary element in the writing process. It is defined as a set of rules for selecting words; construct correct sentences and putting them together to make sense. As it is mentioned, grammar has an important role in writing success, but mastering it is not easy. As Widodo (2006) says that "without knowledge of grammar, students' language development will be severely limited". This requires the comprehension of rules and how to use them properly.

The absence of grammatical competence is a crucial difficulty in writing; EFL teachers have noticed that most of students' errors are at the level of sentence involving some syntactic features, namely noun modifiers, verbs, articles and prepositions. As Hui-mien Tan (2007) says that if the writer is unable to write simple sentences that are acceptable to the reader, and cannot cope with complex structures, it will be difficult to draw clear, fluent and logical paragraphs.

The second factor is vocabulary which has a significant impact on students understanding and it is recognized as an important aspect of language constructs. It is regarded as essential part for successful communication. The lack of this language feature led to the failure of in- depth word production which makes the student's composition full of unusual words that reflect the reader comprehension of the intended meaning. As Corona (1998:26) says "at any level, written communication is more effective when a depth of vocabulary and command of language is evident".

The third factor is punctuation, it a symbol system used in written language. It is a control for the reader to understand the mind's state of the writer. Besides, punctuation is one of student's problems because quality of the product is related to punctuation; if it is not used properly, reader will face negative impression in addition to understanding difficulties because its role is to make the text comprehensible to the reader. Finally, punctuation has a great role in writing, without it texts are just unstructured sentences, with an ambiguous meaning with a misinterpretation of content.

The last factor is spelling which is regarded as the most difficult element in writing skill because the spelling system of English language is based on meaning than on sound; any mistake in spelling will effect the product and led to misunderstanding. In addition, many spelling errors come as a result of sound analyses problem and sound problem that make the reader unable to understand what the writer mean.

Conclusion

The literature review attempted to investigate the effect of Cooperative Language Learning in enhancing students' writing skill in EFL classes. This strategy gained broad acceptance by many researchers because it offers many positive, affective features that encourage language learning that enables students to develop and promote writing skill. Hence, the best way towards enhancing EFL learners' writing skill could be accomplished through the implementation of CLL. This can be achieved through the adoption of CBA in EFL classes. In this chapter, researchers presented different models to enhance students' written production. Therefore, the following chapter will be devoted for the methodology used in this study including the research design, research instruments, and procedures followed for collecting and analyzing data.

1. Introduction

After accomplishing the theoretical framework of our study in the previous chapter, the current chapter will be a shift from a theoretical view to a practical one. The aim of this study is to investigate the effect of Cooperative Language Learning as a strategy to develop writing skill of third year high school student. Therefore, this chapter shows how to reach this aim using two main research tools. First, an experimental work divided into three steps, starting with a pre-test to evaluate the students writing skills, then treatment sessions that include the implementation of cooperative learning technique which is the Jigsaw model, and finally a post-test to investigate whether the student's writing skill has been enhanced after being exposed to the cooperative learning strategy. In addition to that, a questionnaire was given to students at the beginning of the study in order to collect data on the attitudes and perceptions of the learners towards cooperative writing. This chapter presents the research design used in this study as well as the research participants. Then, it gives an explanation of the procedures that were followed for the implementation of the experiment. Finally, chapter two describes all the results obtained in this research.

2. Research Design

The Quantitative method approach is used in this research in order to investigate the effect of CLL to develop students' writing skill. Data are gathered quantitatively based on statistical techniques. The aim behind method is to strengthen the understanding of the main research question as well as research sub-questions. Therefore, in order to collect information on the use of cooperative learning for enhancing the student's writing skill an experiment and a structured questionnaire were used.

3. Research Participants

The present study was carried out in Ahmed Orwa High School, during the academic year 2018-2019. The population required in this study is third year students, who are in the scientific branch. In order to investigate the effect of using cooperative learning technique in enhancing student's writing skill, we have selected to work on 41 students. The researchers randomly divided this group as follows: (20) students were considered as the experimental group, and (21) were considered as the control group.

4. Experimental Implementation

To investigate the effect of Cooperative Language Learning in enhancing students' writing skills in EFL classes, the researchers started their work with a pre-test, then they have organized two treatment sessions followed by a post-test. Additionally, a questionnaire is used as another research instrument in order to make the research more valid.

4.1. Pre-test

The pre-test is submitted to evaluate third year high school students. It consists of two parts. In the first part, a questionnaire was given to both groups in order to identify the students writing skills and the problems they face in class, as well as establishing their attitudes towards the use of cooperative learning. The. In the second part, the researcher asked both groups (the experimental group and the control group) to write a paragraph on a specific topic, and the task was done individually. This session lasted only 40 minutes. A total of 41 paragraphs were collected in order to evaluate the students writing abilities.

4.2. Description of the Treatment Sessions

After finishing with the pre-test with both groups, the researchers started with the treatment sessions that were devoted mainly for the experimental group. The experiment includes the implementation of cooperative learning technique which is the Jigsaw model (see chapter one p18). During two weeks, a series of two learning sessions were held. The reasons of selecting this cooperative learning method are that the Jigsaw method is an elaborate CL technique that is regarded to be the most suitable for writing activities, as well as an efficient method that enhances the learners writing skills. Therefore, the students were divided into four Jigsaw group members per group because Jigsaw works best when there is the same number of students in each team.

4.2.1. First Teaching Session

In the first teaching session of the present study, the students were given a sample topic of a descriptive paragraph entitled "The Beach in Hawaii" (see appendix A). Students were asked to read the text given and study it in order to raise their awareness of the various components of the topic: Topic sentence, supporting sentences, and concluding sentence. After that, students were asked to write a descriptive paragraph about a given topic which was "my favorite place". The allotted time was 20 minutes. Students worked in small groups and took advantage of 'paragraph writing' expert sheets. The procedure used in this process is the Jigsaw method procedure.

When the time allotted is over, each leader group was invited to read the paragraph in front of the class in order to assess the attempts of the group and ultimately reward the best work. The objectives behind this step are to promote and motivate learners and appreciate the efforts of the group.

4.2.2. Second Teaching Session

In the second teaching session of the present study, students were asked to write another descriptive paragraph about the following topic "your favorite food". The allotted time to write the paragraph was 20 minutes. Students have benefited from the distributed 'expert sheets', and followed the Jigsaw procedure as well.

4.3. Post-test

To finish the experimental work a post-test took place, aiming at investigating whether students' writing skill is enhanced through the implementation of cooperative learning technique. Therefore, students of the experimental group were formed into four member Jigsaw groups and were given expert sheets to benefit from them. The task given is to write a descriptive paragraph and the topic is "describe an Algerian traditional dish". The cooperative learning method of Jigsaw was effectively implemented in which the first 30 minutes were devoted to cooperative writing, and the other 20 minutes were devoted to writing paragraphs individually. A total of 20 paragraphs have been collected and corrected in order to verify whether cooperative learning had a positive influence and enhanced student's individual work.

On the other hand, students of the control group were asked to do the same task as the experimental group; to write a descriptive paragraph on the same topic, however, without implementing the cooperative learning technique; the Jigsaw method. The students are asked to do the task individually in 20 minutes. A total of 21 paragraphs were collected at the end of the session, and therefore corrected.

4.4. Students' Questionnaire

In this research, a questionnaire was used. The purpose behind using a questionnaire as a research tool is to collect data about the third year high school students, and to investigate

their attitudes and perceptions toward the use of cooperative learning activities to enhance their writing skill.

The questionnaire was provided to the learners at the beginning of the research. The questionnaire was split into two parts: part one is a set of 6 questions; to indicate the student's attitudes toward writing. The Second part is a set of 6 questions concerned with the attitudes and perceptions of students regarding cooperative learning as a way to enhance their writing.

The present experimental research concentrates on using the Jigsaw model of cooperative learning technique in EFL classes as an efficient approach to improve the writing skill of learners. Therefore, researchers are going to represent the results of the experimental work.

5. Representation of the Results

5.1. Pre-test's Results

As stated above, the pre-test consists of writing a descriptive paragraph on a specific topic. The pre-test involves both groups (the experimental and the control group). Students were measured on the following points: A: inclusion of the topic sentence, B: inclusion of the supporting sentences, and C: inclusion of the concluding sentence. Moreover, grammar mistakes are taken into consideration. A total of 41 paragraphs were collected. Therefore, the results of the pre-test are reported in table 01.

	EXP Group		CTR Group	
Options	**Participants**	**percentage**	**participants**	**Percentage**
A: inclusion of the topic sentence	14	70%	15	71,42%
B: inclusion of the supporting sentences	12	60%	13	61,90%
C: inclusion of the concluding sentence	10	50%	7	33,33%
	Total: 20		**Total**: 21	

Table 01: Results of the Pre-test of both Groups (EXP and CTR)

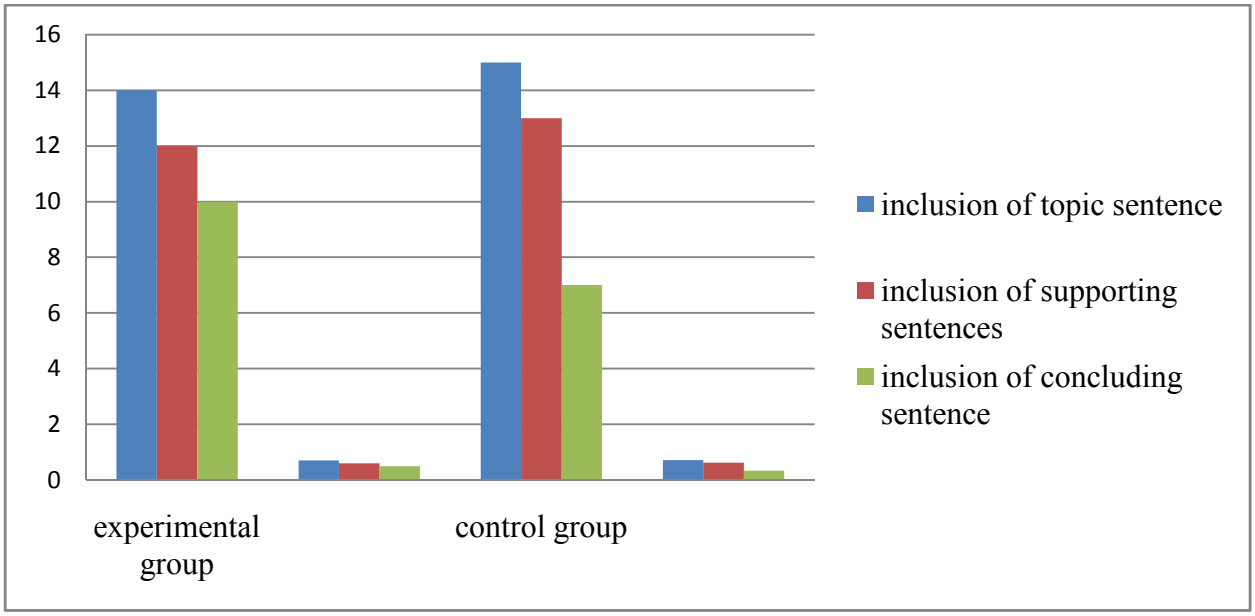


Figure 01: Results of the Pre-test Obtained by both Groups (EXP and CTR)

Table 01 shows that both of participants of the experimental group and control group give importance to the topic sentence (the EXP group 70%, the CTR group 71, 42%). Furthermore, it shows that 60% of students from EXP group include the supporting sentences, and 61, 90% of the CTR group do as well. However, when it comes to the concluding

sentence, most of students from both groups tend to forget about it (the EXP 50%, the CTR 33, 33%), in addition to punctuation and grammar mistakes.

5.2. Results of the Students' Questionnaire

In order to evaluate the third year high school students, a questionnaire was given to both experimental and control group. This questionnaire aims at identifying the students' writing skills and the problems they face in class, as well as establishing their attitudes towards cooperative learning.

5.2.1. Section One: Students' Attitudes toward Writing

Question 01: Do you like writing in English?

EXP Group

options	participants	Percentage
Yes	13	65%
No	0	0%
somehow	7	35%

CTR Group

options	Participants	percentage
Yes	16	76,19%
No	0	0%
Somehow	5	23,80%

Table 02: Students' Interest in Writing

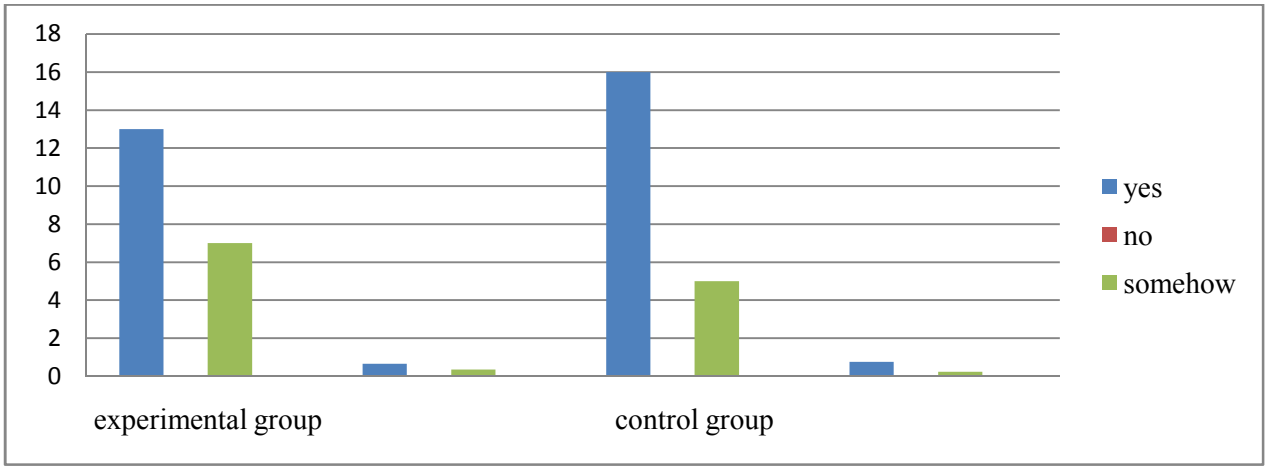


Figure 02: Students' Interest in Writing

Table 02 shows that most of the participants from both groups like to write in English (The EXP group 65%, the CTR group 76, 19%). In addition, 35% from the experimental group and 23, 80% from the control group who answered with somehow. However, no one answered with a no which shows that all students have an interest in writing.

Question 02: Do you think that learning to write is

- Important?
- Very important?
- Not important?

EXP Group			**CTR Group**		
options	**participants**	**Percentage**	**Options**	**Participants**	**Percentage**
Important	4	20%	Important	7	33,33%
Very important	16	80%	Very important	14	66,66%
Not important	0	0%	Not important	0	0%

Table 03: Students' Opinion about the Importance of Writing

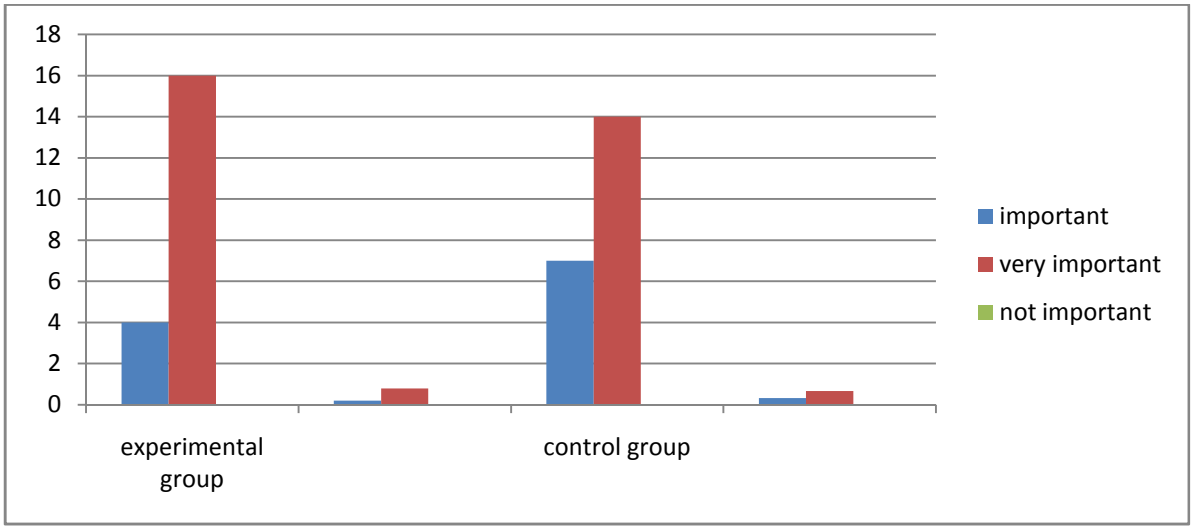


Figure 03: Students' Opinion about the Importance of Writing

The researchers asked question N°02 in order to find out the student's opinion about how important is to learn writing and most of them answered with 'very important'(the EXP 80%, the CTR 66,66%). In addition, only few who answered with 'important' (the EXP 20%, the CTR 33, 33%). However, no one states that writing is not important which means that the students are aware of the importance of writing skill

Question 03: Do you plan your topic by making an outline and writing down your ideas?

EXP Group

Options	participants	percentage
Yes	2	10%
No	12	60%
Somehow	6	30%

CTR Group

options	Participants	Percentage
Yes	0	0%
No	14	66,66%
somehow	7	33,33%

Table 04: Students' Writing Process

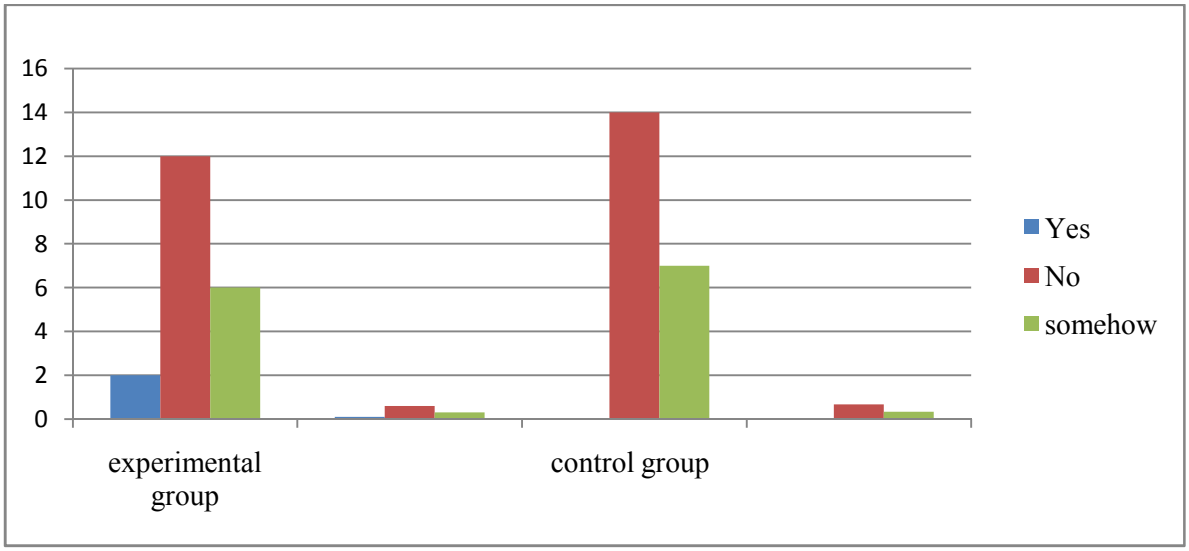


Figure 04: Students' Writing Process

The researchers asked students whether they make an outline before starting to write any piece of writing and table N ° 04 shows their responses; the majority of students answered with a 'no' which means that they start writing directly(the EXP group 60% , the CTR group 66,66%). There are some participants who answered with a 'somehow' (the EXP group 30%, the CTR group 33, 33%). However, only 10% from the EXP group who answered with a 'yes'.

Question 04: Do you have any idea about paragraph's components?

EXP Group

options	Participants	percentage
Yes	17	85%
No	3	15%

CTR Group

options	participants	Percentage
Yes	19	90,47%
no	2	9,52%

Table 05: Students' Awareness about Paragraph's Components

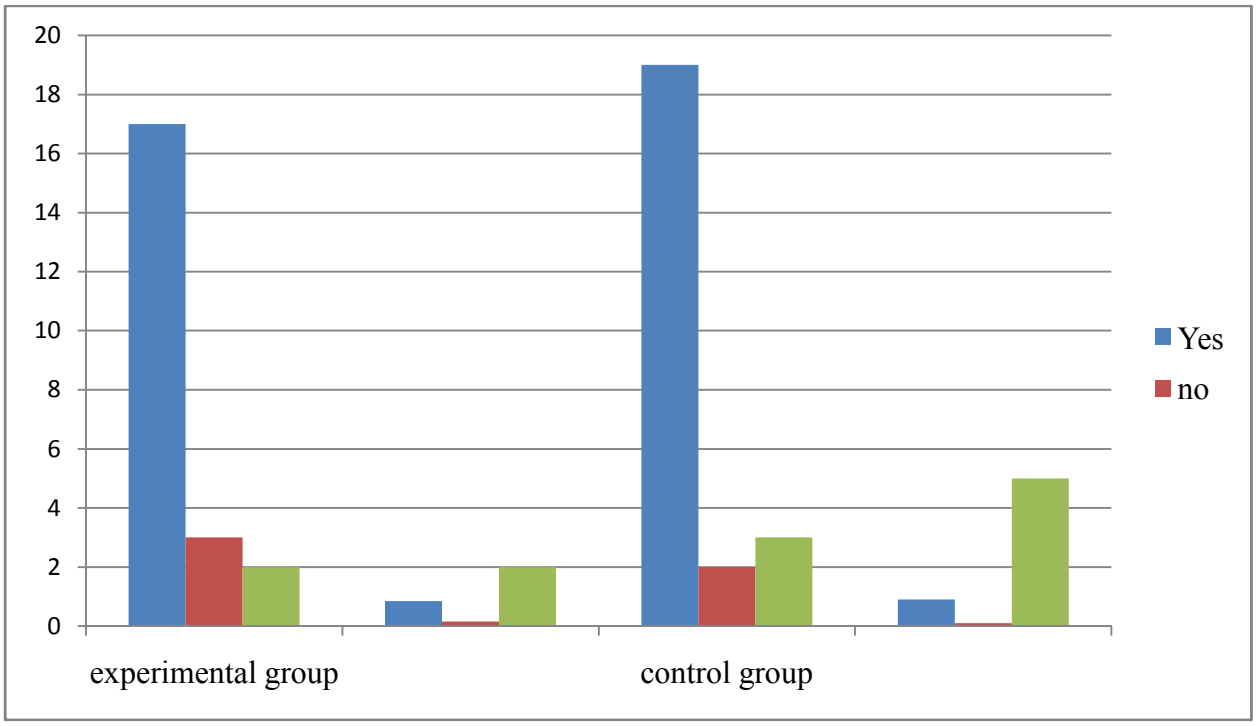


Figure 05: Students' Awareness about Paragraph's Components

The results of the firth question demonstrates that almost every students answered with a ‘yes’, which shows that student’s are totally aware about the components of a paragraph(the EXP group 85% , the CTR group 90,47%). Nevertheless, only 15% and 9,52% from both the experimental group and the control group answered with a ‘no’.

Question 05: If yes, mention them.

For the students who said yes, they mentioned the three components of the paragraph but they named them differently. There are ones who answered as follows: a- topic sentence b- supporting sentences, and c- concluding sentence, and others who answered this way: a- topic sentence, b- body sentences, and c- conclusion.

Question 06: Where do you find yourself facing problems in terms of?

- Grammar
- Vocabulary
- Spelling
-punctuation

EXP Group

Options	**participants**	**percentage**
Grammar	8	40%
spelling	11	55%
Vocabulary	12	60%
Punctuation	20	100%

CTR Group

Options	**participants**	**Percentage**
Grammar	11	52,38%
spelling	13	61,90%
Vocabulary	10	47,61%
Punctuation	19	90,47%

Table 06: Students’ Writing Problems

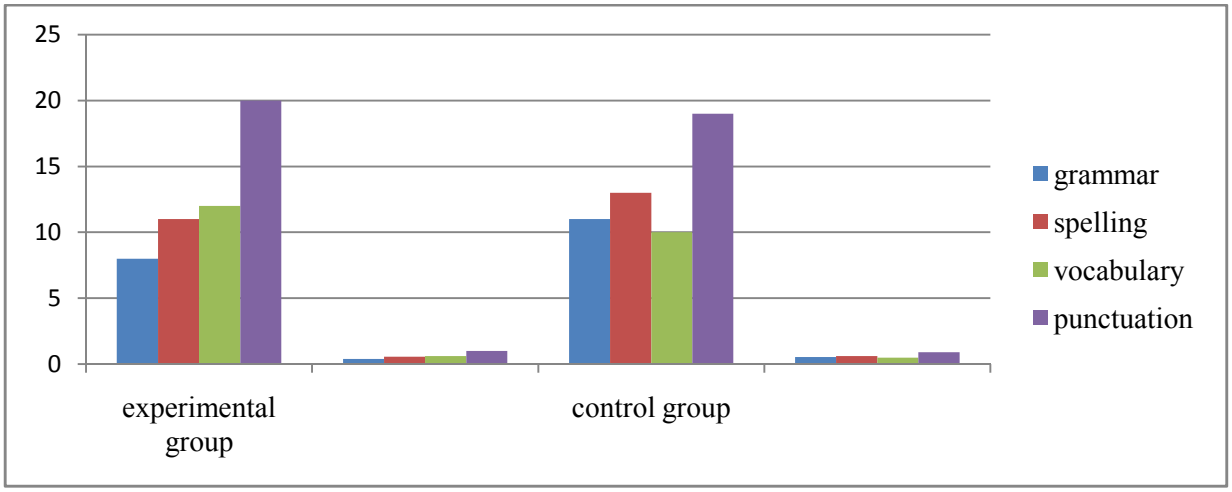


Figure 06: Students' Writing Problems

Table 06 shows that students face many writing problems. All the participants of the experimental group said that they face problems in terms of punctuation (i.e. 100%), 12 of them said that they have vocabulary problems (i.e. 60%), 11 of them (i.e. 55%) face problems in spelling, and 8 (i.e.40%) of them have grammar problems. Concerning the control group, 19 participant (i.e. 90,47%) face problems in terms of punctuation, 10 of them said that they have vocabulary problems (i.e. 47,61%), 13 participant face problems in spelling (i.e. 61,90%), and finally 11 (i.e. 52,38%) of them have grammar problems.

5.2.2. Section Two: Student's Attitudes toward Cooperative Learning

Question 01: Do you like to write?

EXP Group

Options	participants	Percentage
Individually	9	45%
in pairs	6	30%
in group	5	25%

CTR Group

Options	participants	Percentage
Individually	9	42,85%
in pairs	5	23,80%
in group	7	33,33%

Table 07: Students' Preference of Writing Process

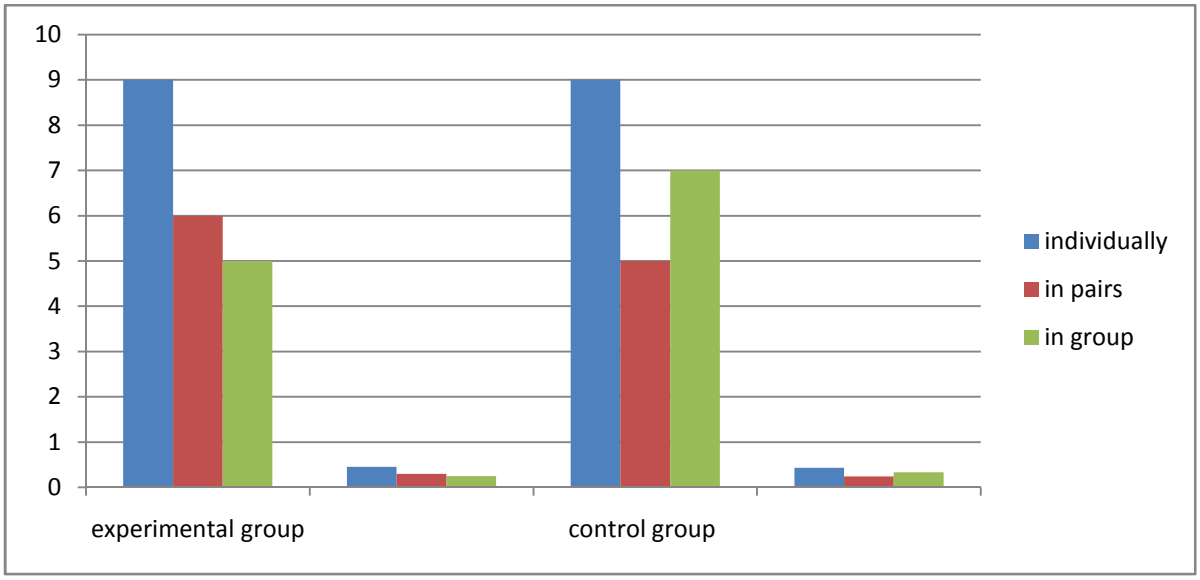


Figure 07: Students' Preference of writing Process

Table 07 demonstrates the type of instruction students prefer. Therefore, 5 participants from the experimental group and 7 from the control group indicate that they like working in group (i.e. 25% from the EXP group, 33, 33% from the CTR group). However, 6 students from the EXP and 5 from the CTR group prefer to work in pairs (i.e. 30% and 23, 80%), and 9 students from both groups prefer to work individually (i.e. the EXP group 45%, the CTR group 42, 85%).

Question 02: Have you benefited from others when you worked in groups?

EXP Group

options	participants	percentage
Lot	11	55%
little	9	45%
nothing	0	0%

CTR Group

options	Participants	Percentage
Lot	13	61,90%
little	7	33,33%
nothing	1	4,76%

Table 08: Amount of Benefits from Group Work

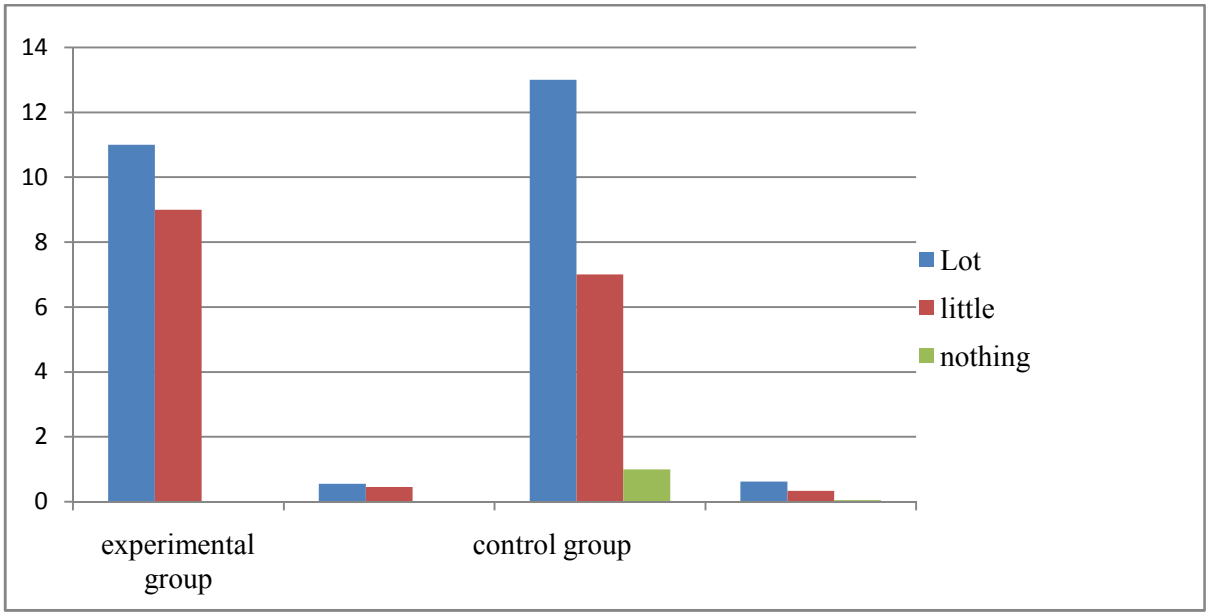


Figure 08: Amount of Benefits from Group Work

Table N°08 demonstrates the amount of benefit students can have from group work. The results show that 55% of students from the experimental group and 61, 90% from the control group do benefit from group work. There are some participants who said that they benefit a little from group work (the EXP group 45%, the CTR group 33, 33%). However, only 1 student from the control group stated that group work has no advantage or benefit.

Question 03: Do you think that working with other students motivates you?

EXP Group

options	participants	percentage
Yes	13	65%
No	2	10%
somehow	5	25%

CTR Group

options	participants	Percentage
Yes	12	57,14%
No	4	19,04%
somehow	3	14,28%

Table 09: Students' Opinion towards Group Work

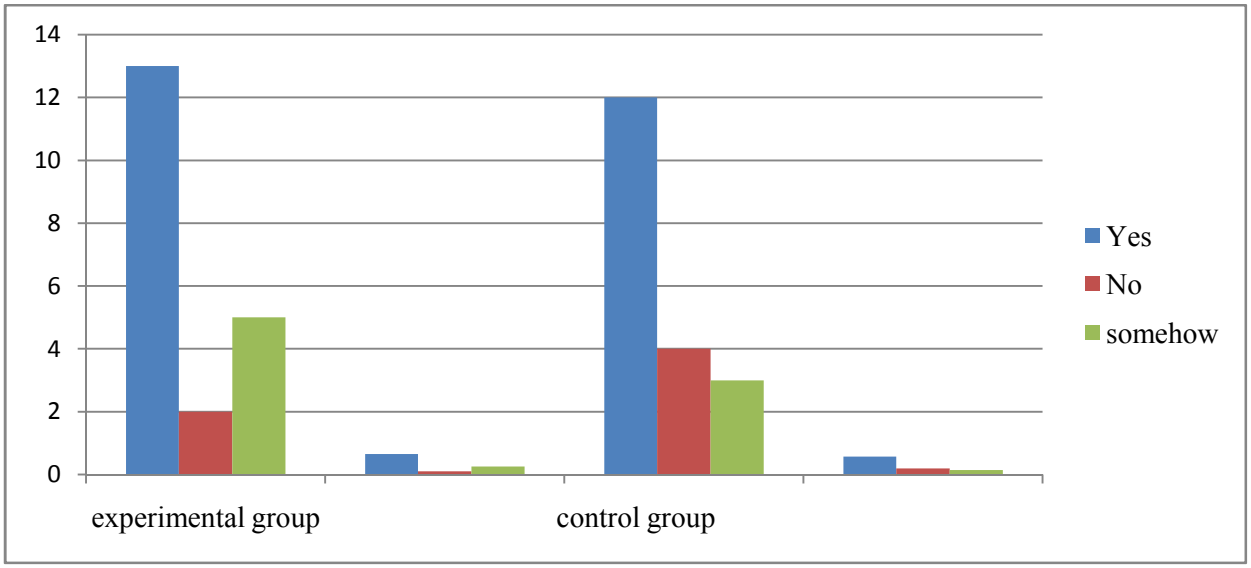


Figure 09: Students' Opinion towards Group Work

From the given answers, table N°09 shows that the majority of students have a positive view towards group work. Therefore, 65% from the experimental group and 57, 14% from the control group answered with a 'yes' which states that students are motivated while working together. 5 participants from the experimental group (25%) and 3 from the control group (14, 28%) answered with somehow. However, only 2 students (10%) from the experimental group and 4 students (19, 04) from the control group answered with a 'no'.

Question 04: Do you think that writing in group work is a good strategy to enhance your writing in classroom?

EXP Group

options	participants	percentage
Yes	12	60%
No	2	10%
somehow	6	30%

CTR Group

options	participants	Percentage
Yes	13	61,90%
No	4	19,04%
somehow	4	19,04%

Table 10: Students' Opinion about Group Work

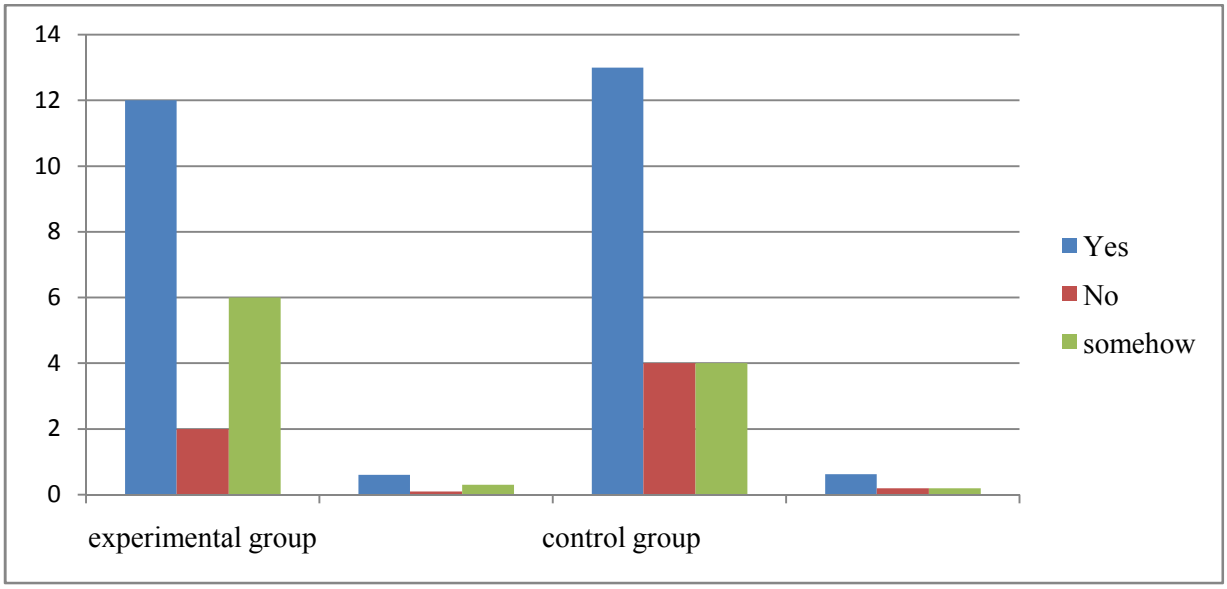


Figure 10: Students' Opinion about Group Work

Table 10 demonstrates that there are some participants who are totally aware about the importance of cooperative learning as a strategy to enhance their writing and there are some who think that it is not important. The results indicate the following: the ones who see it as a good strategy (60% from the EXP group and 61, 90% from the CTR group), the ones who answered with somehow (30% from the EXP group and 19, 04% from the CTR group), however, the ones who think that it is not a good strategy to enhance the writing skill (10% from the EXP group and 19, 04% from the CTR group).

Question 05: Do you think that there are disadvantages of working in groups?

EXP Group

options	participants	percentage
Yes	6	30%
No	14	70%

CTR Group

options	participants	Percentage
Yes	9	42,85%
no	12	57,14%

Table 11: Disadvantages of Cooperative Learning

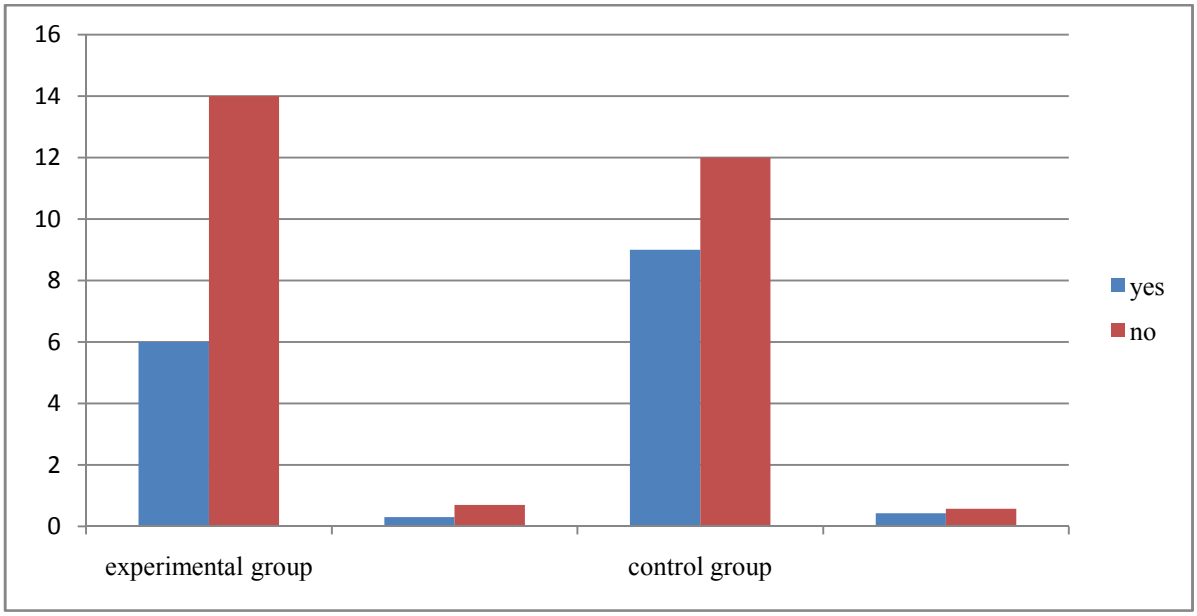


Figure 11: Disadvantages of Cooperative Learning

Table 11 above shows that (30% from the EXP group, 42, 85% from the CTR group) answered the question given with a 'yes' claiming that cooperative learning has disadvantages. However, (70% from the EXP group and 57, 14% from the CTR group) answered with a 'no' stating that cooperative learning has no disadvantages.

Question 06: How often does your teacher use group work in classroom?

EXP Group

options	participants	percentage
Never	0	0%
sometimes	9	45%
very often	11	55%
always	0	0%

CTR Group

options	participants	Percentage
Never	0	0%
sometimes	6	28,57%
very often	15	71,42%
always	0	0%

Table 12: Teacher's Frequency of Implementing Group Work

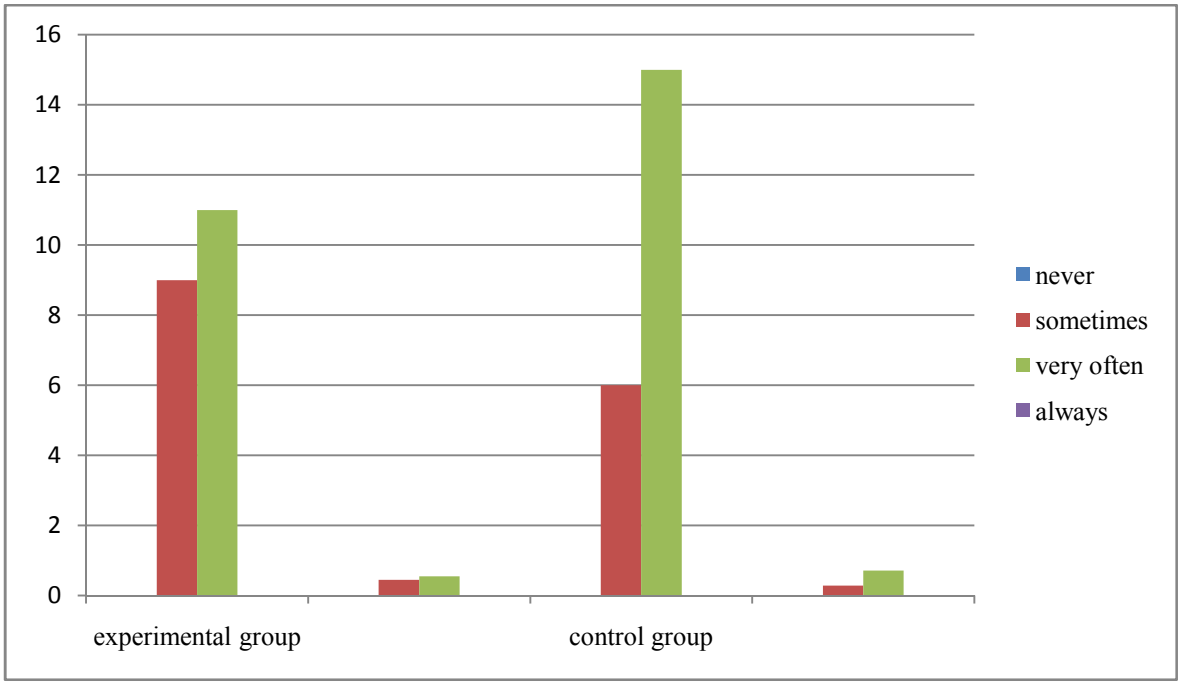


Figure 12: Teacher's Frequency of Implementing Group Work

Table 12 indicates that the teacher implement group work in the classroom activities very often; the majority of students (55% from the EXP group and 71, 42 % from the CTR group) claim that the implementation of group work in classroom activities tend to be very often. However, the rest of the participants (45% from the EXP group, 28, 57% from the CTR group) answered with 'sometimes'.

5.3. Post-test's Results

The post test aims at investigating whether student's writing skill is enhanced through the implementation of cooperative learning technique, which is the Jigsaw model. After the training sessions took place with the experimental group only, both groups (the experimental and the control group) were tested again in order to verify whether cooperative learning had a positive influence and enhanced student's individual work. 20 participants took the test in the experimental group, while 21 participants took the post-test in the control group. The results obtained of the post-test are displayed in the next part.

5.3.1. Post-test's Results of the Experimental Group

The post-test results of the experimental group are presented in the table below:

Options	**Participants**	**Percentage**
Inclusion of the topic sentence	20	100%
Inclusion of the supporting sentences	18	90%
Inclusion of the concluding sentences	19	95%

Table 13: Results of the Post-test Obtained by the EXP Group

Table 13 presents the performance of the experimental group. The researchers noticed that the student's performance has changed in comparison to the results obtained in the pre-test; all the participants succeeded to write the topic sentence in which they reached the highest percentage of 100% in comparison to the percentage of 70% in the pre-test. Moreover, 90% of the participants could include the supporting sentences in their writing in relation to the percentage of the pre-test which was 60%. Finally, the post-test results indicate that almost every student have learnt that any paragraph should be ended with a concluding sentence; therefore, 95% of the participants included the concluding sentence in comparison to the percentage of the pre-test which was 50%. Surprisingly, there were less grammar mistakes in their writing in comparison to the pre-test result.

5.3.2. Post-test's Results of the Control Group

The post-test results of the control group are presented in the table below:

Options	Participants	Percentage
Inclusion of the topic sentence	15	71,42%
Inclusion of the supporting sentences	14	66,66%
Inclusion of the concluding sentences	9	42,85%

Table 14: Results of the Post-test Obtained by the CTR Group

Table 14 presents the performance of the control group. The researchers noticed that there were no differences with the student's performance in relation to the pre-test results. The percentage of students that included the topic sentence was exactly the same as the pre-test which was (71, 42%). Moreover, (66, 66%) of the participants included the supporting sentences in their writing in comparison to the pre-test result which was (61, 90%). Finally, the inclusion of the concluding sentence in the post-test (42, 85%) which is higher in relation to the result obtained in the pre-test (33, 33%).

Conclusion

This chapter has covered a detailed description of both the research tools and the data collected to conduct the study. At the beginning, the researchers used different research tools in order to investigate the effect of Cooperative Language Learning in enhancing students' writing skills in EFL classes. Therefore, the experiment is divided into three steps, starting with a pre-test, then treatment sessions that include the implementation of a cooperative

learning technique which is the Jigsaw method, and finally a post-test. In addition, a questionnaire was administrated to students in order to collect data on the attitudes and perceptions of the learners towards cooperative writing.

Moreover, this chapter describes, in detail, the data collected in order to conduct the study. The researchers devoted this part to the presentation of the results gathered from the experimental study as well as the questionnaire's data. The main findings are presented in relation to the research questions addressed by this study. Therefore, the results of the participants of the experimental study, along with the questionnaire of both groups, will be discussed in the following chapter.

1. Introduction

The present study was conducted to determine whether implementing Cooperative Language Learning on third year high school students can develop students' writing skill in English. The attained results from this study were presented in the previous chapter.

This chapter opens with reconnecting the experimental work's findings with the research main question and sub-questions as well. It also reconnects the research findings with the theory regarding the topic of the study. Then, chapter three discusses the results of both the experimental work and the questionnaire. In addition, it suggests some pedagogical implications and recommendations drawn out of the obtained findings. Finally, it explains the limitations that faced the researchers and gives some suggestions for further research.

2. Discussion of the Findings

2.1. Reconnecting Findings to the Research Question

The results presented in the previous chapter revealed that the treatment sessions were the reason behind the high performance of the experimental group over the control group. Consequently, the researchers' hypothesis regarding the effect of implementing a Cooperative Language Learning strategy in enhancing the students' writing skill is supported through the results obtained from the experimental work.

Participants were tested in the first stage of the experiment to measure their writing abilities and the results obtained showed that students approximately have the same level in both groups. However, after the implementation of a Cooperative Language Learning strategy, which is the Jigsaw model, the researchers noticed that the student's performance has changed in comparison to the results obtained in the pre-test. Therefore, the results of the experimental group are clearly better than the results of the control group. This indicates that

after the treatment sessions, the writing ability of the experimental group has developed while the writing ability of the control group is still the same as before.

By testing our hypotheses, it is revealed that the participants' performance in the experimental group is clearly higher than the performance of the control group. This proves that the implantation of a Cooperative Language Learning strategy had a positive influence and enhanced the students' individual work. This conclusion helps us to answer the main research question and sub-questions addressed in this study.

1- To what extent is Cooperative Language Learning effective in developing students' writing skill?

Although the researchers of this work faced difficulties in extending the period of the experimental work due to time constraints, the implementation of Cooperative Language Learning proved its effect in enhancing the third year high school students' writing skill. Moreover, the Jigsaw strategy, a cooperative learning model, had a positive influence and enhanced students' individual work which confirms our hypotheses that implementing CLL and creating group work in class would be effective in enhancing students' writing skill.

- How could cooperative learning be implemented within the CBA?

Within the CBA, group work is a basic element that needs efforts of both teacher and learner. In this conducted study, the researchers tried to implement Cooperative Language Learning; to make students interact with each other by exchanging information and ideas. Consequently, this strategy allows students not only to work together, but also to be responsible for their learning as well as their peers learning. Moreover, the researchers of this

study played the role of facilitators and creators of a cooperative environment where learners could work actively.

- How are CLL activities implemented in EFL/ ESL classes in order to improve students' writing skill?

There are several Cooperative Language Learning models implemented in the classroom to improve learners of distinct levels to work together and to help each other learn academic content. The present study seeks to implement one of these models; the Jigsaw method. Moreover, while implementing this model in EFL/ESL classes; gaps and individual student's knowledge can be filled, misconception can be cleared-up, and important concepts can be reinforced. As a result, the implementation of the Jigsaw model, in this study, proved that the students' writing skill has been improved.

2.2. Reconnecting Findings to Theory

The findings of the experimental work show that the treatment sessions that were devoted to the EXP group were applications of Vygotsky's social cultural theory. The main assertion of the Vygotskyian theory is that the cognitive development of learners is advanced through social interaction with other people. The performance of the EXP group in the post test proves that students' interaction with each other developed their writing skill. Therefore, the evidence is that learning has its basis in interacting with other people. Moreover, once this has occurred, the information is, then, integrated on the individual level.

As a result, the implementation of Cooperative Language Learning under the CBA proves its effect in enhancing the third year high school students' writing skill. Accordingly, the students' performance confirmed our hypotheses that if students engage in group work, they will be able to enhance their writing skill.

3. Summary of the Findings

3.1.Discussion of the Pre-Test and Post-Test Results

EXP Group

Options	Pre-test	Post-test
Inclusion of the topic sentence	70%	100%
Inclusion of the supporting sentences	60%	90%
Inclusion of the concluding sentence	60%	90%

Table 15: Results Obtained by the EXP Group in the Pre-test and Post-test

Table 15 shows the percentages of the results obtained from the pre-test and post-test of the experimental group. In the pre-test, the results of students indicated that (70%) of the participants give importance to the topic sentence, (60%) included the supporting sentences and finally, (50%) of students included the concluding sentence.

However, in the post-test, the results obtained by the experimental group were higher in comparison to the results of the pre-test. Thus, this indicated that the level of the experimental group has developed after the implementation of the Cooperative Language Learning.

CTR Group

Options	Pre-test	Post-test
Inclusion of the topic sentence	71,42%	71,42%
Inclusion of the supporting sentences	61,90%	66,66%
Inclusion of the concluding sentence	33,33%	42,85%

Table 16: Results Obtained by the CTR Group in the Pre-test and Post-test

Table 16 focuses on showing the percentages of the results of the control group obtained from the pre-test and post-test. In the pre-test, the results of students indicated that (71, 42%) included the topic sentence, (61, 90%) of the participants mentioned the supporting sentences, and only (33, 33%) included the concluding sentence.

However, in the post test, the results obtained of the control group did not change in comparison to the pre-test results. This shows that the control group did not prove any significant process.

3.2. Comparison between The Experimental and The Control Group Results

In the pre-test, the results of students indicated that the student's productions in the experimental group were almost the same as the control group. However, the results obtained of the experimental group were higher in comparison to the results of the control group. Thus, this indicated that the level of the experimental group has developed after the

implementation of the Cooperative Language Learning, while the control group did not prove any significant progress.

3.3. Discussion of The Experimental Work Findings

The experimental work was based on a pre and post-tests that were conducted in order to investigate the effect of Cooperative Language Learning in developing third year high school students' writing skill. The aim behind the two tests is to evaluate the student's progress in their writing capacities. The results of the pre-test revealed that student's productions in the two groups were almost the same, students showed their weaknesses mostly in punctuation, grammar, spelling and vocabulary.

After implementing the Cooperative Language Learning strategy, the post test's results of the experimental group were, however, higher in comparison to the results of the control group. This indicated that the experimental group level has developed while the control group did not prove any significant progress. In addition to that, students' punctuation is also ameliorated.

3.4. General Discussion of the Questionnaire Findings

The results obtained from the student's questionnaire shows that third-year Ahmed Orwa high school students are aware and interested in writing in English because they are conscious of its importance not only by transferring their idea but also in developing other skills. Moreover, (80%) and (66, 66%) of the participants from both experimental and control groups declared that they find writing a very important skill to learn. However, they indicate that when they write they face some difficulties, which they classify in terms of grammar, vocabulary, punctuation and spelling. These difficulties can progressively disappear through practice and motivating students to write in the classroom.

Besides, the establishment of an appropriate learning environment by the teacher enables students to reduce their written weak points. In other words, we can say that group work encourages student's interaction without putting focus on errors. The majority of students agree to work in groups because they view that they have different levels in the group, helping them share information, ideas and correct each other's mistakes. While those who have chosen pair work, they said that pair work helps each other to achieve a good work, and only few of them claim that working individually is the best because they can evaluate their level and determine their weak points. In other words, we can say that group work encourages students' interaction with their group mates and develops intellectual abilities.

However, when it comes to writing process, (60% and 66, 66%) of the participants of both groups say that they do not make an outline and brain storm their ideas before they start writing, because they think that it wastes their time. While (10%) from the experimental group said that they follow this step.

In the analysis of the last section of the questionnaire, the student's answers indicate that most of the teachers seek to encourage the learners to work cooperatively in the classroom. This shows that the majority of students consider cooperative learning as an effective factor that motivates them to write.

According to the results obtained of the questionnaire, it is obvious that most of the students find that cooperative learning helps them to better their writing skill and get a good level. This indicates that the overwhelming majority of students are aware of the importance of using Cooperative Language Learning in teaching the writing skill. They confirm that group work is helpful to improve the learner's writing skill and overcome their writing difficulties in the classroom.

4. Pedagogical Implications and Recommendations

This research aims at providing a deep understanding of the relation between using Cooperative Language Learning and, developing the third year high school student's writing ability. According to the examined results, the following pedagogical implications and recommendations can be proposed.

- Using Cooperative Language Learning seems to have a positive effect on high school students in enhancing their writing skill. For that reason, a curriculum that fits the CLL technique must be established in each high school class.
- It would be beneficial for students if the high school's administration provide larger classes that fit the whole groups during the group work with some equipment such board papers and round tables.
- In the process of using CLL in writing, teachers should vary the types of topics they use in the classroom, in a way that assist divergence in ideas and vocabulary. The goal is to prepare learners for different interactional situations that they will encounter in real life.
- During the implementation of Cooperative Language Learning techniques, teachers should make students aware of the values of cooperative learning and that by stating the benefits and the effect of this strategy to promote learning and enhance students writing.
- In order to enhance the learner's motivation and interest to use CLL technique, teachers are required to know the way to facilitate the team work. In classroom, the teacher has to know how to integrate group written tasks; they shift their responsibility to their learners in order to perform the role of controllers. So, the intervention of the teacher has two considerations; either to assign the roles of group members, or to facilitate the written task. It depends on the pedagogical needs for the teacher. In addition to that, the teacher has to pay attention to the level of his learners, and to consider that certain groups may need orientation and guidance, and make students realize all the points in

the task. The teacher moves around the groups, in that way the members will look for the guidance and direction.

- The teacher's role is very important, when assigning written tasks to students. He may act as a controller, instructor, norm provider, and so on. So, having such a kind of flexibility among the classmates would develop their learning process and their reflection about their written task and make them feel responsible and motivate to do their best.
- Concerning the group's selection, the teacher requires his students to select new members after each completed written task, to stimulate interaction between all the students inside the classroom.
- Students need to be trained how to work collaboratively in groups. Without training, collaborative learning will not be beneficial. Students would not be able to share with each other in groups if their teachers did not give them practical training in how to work collaboratively. Teachers should therefore train their students to work in groups and also explain to them the importance and benefits of Cooperative Language Learning. Students should understand that cooperative learning means encouraging each other, sharing responsibility with each other, and communicating with and trusting each other.

5. Limitations of the Study

This research aimed to provide evidence on the effect of implementing the Cooperative Language Learning in enhancing third year high school students' writing skill. This was proved through the data collected from the two tests and the results of the questionnaire given to students. Researchers in this study face some limitations that must be considered in future research.

The first limitation that researchers faced is the administrative problems; the administration did not give us the approval that allows our access to high school in order to implement our experiment. Fortunately, the researchers managed to get access to the high school with the help of one of the relatives who works as a teacher in the same establishment, otherwise we could have ever never conducted this experimental research.

The second limitation is time constraints; longer period of time would help the researchers to use other research tools such as teacher's interview that would give the study more reliable results. And this short period of time of implementation seems to be not enough to enhance students' writing skill. Yet, it was sufficient to see a development, but if the researchers had more sessions, the results would be better. In addition to that, the time allotted to each session was insufficient; one hour per session was too limited to work on enhancing student's writing skill through Cooperative Language Learning. Finally, researchers were unable to add other models, they worked with Jigsaw model only because of time constraints.

The third limitation of this study is the small sample size of the participating students. The total number of the participants is 41 students which is a very limited number, making it difficult to generalize the findings to all high school students. It would be better if the setting included a larger number of students from different levels, not only third year ones.

The fourth limitation is concerned with classrooms size; Cooperative Language Learning strategies need large classes in order to form groups and work comfortably. Researchers found some difficulties when it comes to the division of groups, classes became very crowded and noisy.

Another limitation faced the researchers in this study that must be taken into consideration in further studies such as official exams period and lack of materials. In

addition, an interview or a questionnaire for teachers would have been added more value to the current study as they are concerned with the problem investigated as much as the students.

To conclude, it can be said that despite the above limitations, the present study provides the minimum contribution to the growing studies on the role of teaching Cooperative Language Learning as a strategy to enhance and develop the students writing skill.

6. Suggestions for Further Studies

The present study was conducted to check the effect of Cooperative Language Learning in enhancing the writing skill of third year high school students. As suggestions for further studies, researchers can investigate this topic by testing other levels not only third year because large sample size can give more reliable results.

Further studies can be also conducted in different high schools in order to generalize the results. Also extending the period of implementation can give better results; at least one trimester can be enough to give a noticeable development in students' writing skill. Therefore, long periods of the experiment provide better analysis of the implementation of Cooperative Language Learning and its effect in developing the writing skill through the use of more than one model; not only the Jigsaw model.

Conclusion

The present chapter covers a detailed discussion of the findings obtained in an attempt to answer the main research question of whether implementing Cooperative Language Learning strategy would enhance third year high school students' writing skill. In addition, it tackles the discussion of the findings in light of the theory.

The findings from the questionnaire showed that most of the students are aware about the importance of the writing skill, and they wanted to improve it by establishing group work

in class, because the majority of them argued that group work is beneficial to develop their writing abilities. The results of the experiment showed that in the pre-test, students' level of both groups is almost the same and, the results of the pre-test showed that the highest rates of developments are gained by the experimental group while the lowest are gained by the control group.

In short, despite many obstacles that the researchers faced, positive results were obtained in enhancing students' writing skill through the implementation of the Cooperative Language Learning. Hence, the results gathered helped the researchers to answer the main research question and sub-questions addressed in the present study.

Writing is the most prominent skill in teaching and learning. Despite its importance, students sometimes face difficulties when it comes to write an accurate piece of writing. They sometimes lack motivation, need others' help and need group work that may improve their level. The latter has been, however, neglected in their classes. As a suggestion, this study sought to test the effectiveness of implementing Cooperative Language Learning in enhancing third year high school students' writing skill.

Initially, this study started by reviewing the literature. The first chapter is devoted for introducing and defining Cooperative Language Learning, and exploring its theoretical background. Then, it sheds light on the benefits of cooperative learning, moving to its major elements and its common learning strategies. On the other hand, this chapter states the implementation of Cooperative Language Learning under the Competency Based Approach in Algerian high schooling. Eventually, it investigates the writing skill, its approaches, and problems that students face in writing.

The second chapter sheds light on the research design used in this study as well as the research participants. In addition, it embraces the target population, the sample and gives a detailed description of the instruments and procedures used to conduct this study. This chapter presents the research tools used including the experiment and the students' questionnaire. Then, it gives an explanation of the procedures that were followed for the implementation of the experiment. Finally, chapter two deals with the presentation of all the results obtained in this research.

The last chapter was devoted for the discussion of the research findings. It opens with reconnecting the experimental work's findings with the research main question and sub questions. It also reconnects the research findings with the theory regarding the topic of the study. In addition, it discusses the results of both the experimental work and the questionnaire.

Furthermore, this chapter suggests some pedagogical implications and recommendations for further research. Finally, it explains the limitations of this study.

In a nutshell, the results of this experimental work's findings showed that teaching writing skill through the implementation of Cooperative Language Learning is, indeed, beneficial in enhancing students' writing skill. The post-test's results of the experimental group were advanced in comparison to the results of the control group after implementing the cooperative learning method of Jigsaw. Besides, the results of the students' questionnaire revealed that students are aware about using cooperative activities in order to enhance their writing, and argued that cooperative writing is helpful to improve their writing skill and overcome their writing difficulties in the classroom. In brief, this study proved that Cooperative Language Learning is really effective in developing better results for improving EFL learners' writing skill. CLL helps third year students of Ahmed Orwa promote their written production whilst establishing competence in learners, making them able to solve their problems, take better decisions, as well as to improve their communicative achievements and interaction.

- Brown, H. (2001). Writing from Start to Finish: A Six-Step Guide. Australia: Griffin Press
- Chelli, S. (January, 2010). The Competency Based Approach in Algeria: A Necessity of Era of Globalization. *Magazine of Letters and Science of Languages*.
- Cohen, E. G. (2004). Restructuring the classroom: conditions for productive small groups. Review of Educational Research, 64, 1-35.
- Cooperative Learning (pp. 1-30). Englewood Cliffs, NJ: Prentice Hall Regents.
- Creswel.J. (n.d). Research Design: quantitative, qualitative and mixed method approaches. Nibraska University, Linclon.
- Deutsch, M. (1949). An experimental study of the effects of cooperation and competition upon group process, Human Relations, 2, 199-231.
- Harmer, G . (2001). Product, Process, and Genre: Approaches to Writing in EAP .*ETL Journal,* 54 (2), 153- 160.
- Harmer, J. (2001). How to Teach Writing. Edinburgh Gate: Pearson Education Limited, Longman.
- Heaton, J. (19). Introducing Writing .London: the Penguin Group.
- Johnson, D. W.,• & Johnson, R. T. (2009). An educational psychology success story: Social interdependence theory and cooperative learning. *Educational Researcher*, 38(5), 365-379.
- Johnson, D., Johnson, R., Holubec, E., & Roy, P. (1987). Circles of learning: Cooperation in the classroom. Alexandria, VA: Association for Supervision and Curriculum Development.
- Kagan S (1989) Cooperative learning resources for teachers. University of California, San Juan Capistrano.

- Kagan, S. (1989). The structural approach to cooperative learning. *Educational Leadership*, Dec 89/ Jan 90, 12-15.
- Kagan, S. (1994). Cooperative Learning, Resources for Teachers. San Juan Capistrano, CA: Kagan Cooperative Learning.
- Murray, D. M. (1980). Internal revision: a Process of writing. C.R. Cooper and L. Odell (Eds), *Research on Composing: Points of Departure*. (pp. 5-103).
- Nunan, D. (1989) *Designing tasks for the communicative classroom*, Cambridge University Press.
- Nunan, D. (1995) *Research methods in language learning*, Cambridge University press.
- Nunan, D. (1999) *Collaborative language learning and teaching*, Cambridge University Press.
- Orbien, L. (2004). *How to Write Great Essays.* 1st Ed. New York: Learning Express.
- Piaget, J. (1926). *The language and thought of the child* (1st ed.). New York: Harcourt Brace.
- Richard.M. (2000). A process genre approach to teaching writing. *ELT Journal*, 54(2), 153-160. doi:10.1093/elt/54.2.153.
- Slavin RE (1985) Cooperative learning: theory, research and practice. Allyn & Bacon, Boston.
- Slavin RE (1995) Cooperative learning: theory, research and practice, 2nd edn. Prentice Hall, Englewood Cliffs.
- Slavin RE (1996) Research on cooperative learning and achievement: what we know, what we need to know. *Contemporary Educational Psychology* 21:43–69.
- Slavin, R. E. (1991). Student team learning: a practical guide to cooperative learning. Washington, DC*: National Education Association.*

- Slavin, R.(1996).” Research for future: Research on Cooperative Learning and Achievement: What We Know, What We Need to Know,” *Contemporary Educational Psychology* vol 21, 43–69.
- Tran, M .B ., Jill, C. (2013). Cooperative Learning: Theory into practice. Wellington Institute of Technology: *Business Studies Conference Papers.*
- Vygotsky , L.(1978).*Mind in Society* . Cambridge: MA, Harvard University Press.
- Vygotsky LS (1986*) Thought and language*. The MIT Press, Cambridge.
- White, R. V. & Arndt, V. (1988) Process writing, London: Longman.
- Zamel, V. (1985) Writing: The process of discovering meaning, TESOL Quarterly, 16 (2), 195-209.

Appendix A

The Beach in Hawaii

A beach in Hawaii is like a paradise. To start with, the beach smells fresh like a new ocean air freshener. The sand is so hot that when you walk on it after the sea, you feel like you walk on a burning grill. Not far from the shore, you can see the palm trees. They sway in the air the strong wind. In a distance, there is a beautiful house by the water, so you can see the navy blue ocean every day. People are laughing and playing on the burning sand, and others are relaxing on the beach sunbathing. From a far distance the ocean is a deep navy bleu. At nights, you can only hear the waves of the ocean and the light wind which comes from the huge palm trees. To sum up, this beach is an amazing place for a perfect summer holiday.

Appendix B

My Favorite Food

I like pizza better than any other food. Let me tell you several reasons why I enjoy pizza too much. My first reason is that pizza is cheesy. Whenever I order it, there are piles of gooey cheese on top. The last time we went to Pizza Hut we had more cheese than ever before. It was so cheesy that strings of cheese stretched from the pizza to my mouth every time I took a bite.

In addition to this, pizza has crunchy crust. It is flaky and light as a potato chip. The crispy crust tastes perfect with the tomato paste. I like it when my pizza stays crunchy from the first bit to the last.

Appendix C

My Favorite Place

My favorite place to relax is a small café down the street from where I live. This café is on a small side street and as soon as you see it, you feel like going in. there are three windows on either side of the door, and each window has a small window box which brightly color flowers. There is a small wooden door that opens into the café, and as soon as you go in, you can see a dozen small tables around the room. I always like to sit at small table in the corner near the front windows. From here, I can look at the art work on the walls and that the pretty green plants hanging from the ceiling, with a strong cup of coffee and a good book, I feel very happy and relaxed in my favorite place.

Appendix D

Students' Questionnaire

Section One: student's attitudes toward writing

1. Do you like writing in English?

   Yes ☐ no ☐ somehow ☐

2. Do you think that learning to write is

   Important ☐ very important ☐ not important ☐

3. Do you plan your topic by making an outline and writing down your ideas?

   Yes ☐ no ☐ somehow ☐

4. Do you have any idea about the components of the paragraph?

   Yes ☐ no ☐

5. If yes, mention them

   ……..
   …….

6. Where do you find yourself facing problems in terms of

   Grammar ☐ spelling ☐ vocabulary ☐ punctuation ☐

Section Two: student's attitudes towards cooperative learning

1. Did you like to write

   Individually ☐ in pairs ☐ in group ☐

2. Do you benefit from others when you work in group?

   Lot ☐ little ☐ nothing ☐

3. Do you think that working with other students motivates you?

   Yes ☐ no ☐ somehow ☐

4. Do you think that writing in group work is good strategy to enhance your writing in classroom?

   Yes ☐ no ☐ somehow ☐

5. Do you think that there are disadvantages of working in group?

   Yes ☐ no ☐

6. How often does your teacher use group work in classroom?

   Never ☐ sometimes ☐ very often ☐ always ☐