



University of Zawia

Postgraduate Studies and Training Centre

Faculty of Arts

Department of English

Applied Linguistics

MA Program

Cooperative Learning for Improving EFL Students' Writing: Students' and Teachers' Attitudes

Submitted by: Dalal Asaber Saad Al-Sayah

Supervised by: Dr. Hamed Suwaed

**A Dissertation Submitted in Partial Fulfillment for the requirements of Master's
Degree of Arts in Applied Linguistics**

18/11/2025

Abstract

This study investigated the attitudes of students and teachers towards using Cooperative Learning (CL) for improving students' writing skill. It further explored the barriers which were encountered when CL was applied and the problems which hindered applying CL in Libyan universities. The data required for the study were collected through employing the quantitative approach embodied in closed-ended questionnaires given to students, and the qualitative semi-structured interviews for teachers. The findings of the study revealed that students and teachers have positive attitudes towards applying CL for improving students' writing skill. However, there were some obstacles to apply this strategy appropriately in Libyan setting; traditional teacher-centered methods were basically used for teaching writing compared with group activities. As a result, students had limited exposure to CL activities, and lacked prior experience working in CL groups. In some cooperative activities, the teachers noticed that unequal roles were performed, some students practiced a great deal of effort, while some others were reluctant to share work with their colleagues either because they lacked confidence or perhaps they were at a good level that they showed less interest to work in groups. Another obstacle, CL needed more time to be applied effectively. Based on the study findings, it is recommended to provide intensive training programs for teachers and students including the theoretical phase of CL followed by a practical training so as to enable EFL teachers and students to practice an authentic experience on CL.

Dedication

With deep love and great pleasure, I dedicate the fruit of my hard work to:

my compassionate mother and my great father.

To my husband, children and my sisters and brothers.

Acknowledgement

All the grace is to Allah, the Almighty who assisted me and granted me the willing to obtain my goals. My big thanks to everyone who offered me guidance and support during conducting the research. First, I extend my sincere thanks and gratitude to my supervisor (Dr. Hamed) for her valuable advice and patience. My thanks are also extended to the head of the English department and the dean of the Faculty of Education of Abu-Isa for their immediate support to obtain the necessary data for this study. I am also grateful to the heads of the other English departments where the study took place. Thank you to the participants for their time and efforts denoted for this research.

Contents

Abstract.....	i
Dedication.....	ii
Acknowledgement.....	iii
Contents.....	iv
Tables.....	vii
List of figures.....	viii
List of abbreviations.....	ix
Chapter I Introduction.....	1
1.1. Introduction.....	1
1.2. Background of the research.....	2
1.3. Statement of the problem.....	3
1.4. Aims of the research.....	3
1.5. Research questions.....	3
1.6. Significance of the study.....	4
1.7. Methodology.....	4
1.8. Organization of the dissertation.....	5
Chapter II Literature review.....	6
2.1. Introduction.....	6
2.2. Importance of writing.....	6
2.3. Cooperative Learning (CL).....	8
2.3.1. CL Definitions.....	10
2.3.2. Theories behind Cooperative Learning.....	11
2.3.3. Elements of Cooperative Learning.....	12
2.3.4. Strategies of Cooperative Learning.....	14
2.3.5. The role of teachers in CL.....	15
2.3.6. The role of students in CL.....	16
2.3.7. Applying Cooperative Learning in writing classroom.....	17
2.3.8. The advantages and the disadvantages of Cooperative Learning.....	17
2.3.9. Barriers to applying Cooperative Learning.....	19
2.4. The attitude.....	20
2.5. Previous studies.....	20

2.6. Summary of the chapter II.....	28
Chapter III The methodology of the study.....	29
3.1. Introduction.....	29
3.2. The design of the study.....	29
3.3. The setting.....	30
3.4. Sample of the study.....	30
3.5. Methods of data collection.....	31
3.5.1. The Questionnaire.....	31
3.5.2. The semi-structured interview.....	32
3.6. The ethical considerations.....	32
3.7. Pilot study.....	33
3.8. The procedures of data collection.....	344
3.9. Preparation for data analysis.....	34
3.10. Validity and reliability.....	35
3.11. Summary of the chapter.....	36
Chapter IV Data analysis and results.....	37
4.1. Introduction.....	37
4.2. Results of the questionnaire.....	37
4.2.1. Students' responses about experiencing learning in groups.....	37
4.2.2. Students' attitudes towards Cooperative Learning (q.3-10).....	38
4.2.3. Students' attitudes towards Cooperative Learning (q.11-15).....	39
4.3. Summary of the questionnaire findings.....	44
4.4. Results of the interviews.....	44
4.4.1. Improving students' writing skills through Cooperative Learning.....	45
4.4.2. Applying Cooperative Learning for teaching writing.....	46
4.4.3. Encouraging students to work in Cooperative Learning groups.....	47
4.4.4. Problems affecting Cooperative Learning application for teaching writing.....	48
4.4.5. Teachers' suggested solutions to the problems encountered.....	51
4.5. Summary of the interview findings.....	52
4.6. Summary of the chapter IV.....	52
Chapter V Discussion and Conclusion.....	53
5.1. Introduction.....	53
5.2. Discussion of the results of the responses to the research questions.....	53

5.2.1. Students' attitudes towards Cooperative Learning.....	53
5.2.2. Teachers' attitudes towards Cooperative Learning in their writing classrooms	54
5.2.3. Barriers hindered applying Cooperative Learning	55
5.3. Conclusion.....	56
5.4. Implications of the study	57
5.5. Recommendations	59
5.6. Limitation of the study	59
5.7. Suggestions for further research.....	60
References.....	61
Appendices.....	72
Appendix 1: Students' questionnaire	72
Appendix 2: A sample of answered questionnaires	75
Appendix 3: Teachers' interview	79
Appendix 4: a sample of conducted interviews	80
Appendix 5: Pilot study.....	82

Tables

Table 1: Students' responses about experiencing learning in groups.....	37
Table 2: Students' responses to questions (3-10).....	38

List of figures

Figure 1: Feeling when working in CL groups	40
Figure 2: Student's role preference in CL	41
Figure 3: Effective interactions for learning writing from the students' views	42
Figure 4: The most beneficial way for improving writing skill and overcoming its difficulties	43
Figure 5: Preference in sharing information	44

List of abbreviations

- CL Cooperative Learning
- EFL English as a foreign language
- TGT Teams Games Tournament
- STAD Student Team Achievement Division
- CLT Communicative language teaching

Chapter I

Introduction

1.1. Introduction

In the Libyan pedagogical context, the traditional outdated teacher-centered methods are essentially applied for teaching writing. This results in an isolation and loss of utility from the current worldwide developments in teaching and learning methods. Teacher-centered methods are no longer the heart core of pedagogy today (Mohammadjani and Tonkaboni, 2015) as they have been shifted with student-centered learning approaches (Eslit, 2023). Through continuous research studies in the field of pedagogy, modern methods of teaching have been developed for more sufficient and effective teaching and learning. One of these methods is the Cooperative Learning method (CL) in which students share learning in groups. In CL groups, students receive encouragement through mutual learning, help for solving learning problems and confidence as they experience the strength of the group work. Whereas, Traditional teaching methods are insufficient for improving the level of Libyan students (Suweekar, 2020). Particularly, at writing skill which involves effective learning and high abilities.

Writing skill is one of the basic skills in learning English language (Milad, et al., 2021). Among the other language skills (i.e. reading, speaking and listening), writing is considered as the most challenging and problematic for both learners and teachers (Kustati and Yuhardi, 2014). That is, "writing is a complicated process primarily because it requires a combination of skills" (Pablo and Lasaten, 2018:46). This includes a command over the level of sentence such as content, format, structure of sentence, a command over vocabulary, punctuation, formation of letters and spelling. In addition, it is necessary to have the ability for structuring and integrating information to be in the form of coherent

and cohesive paragraphs and texts(Nunan,1989).Writing also requires to brainstorm ideas, rearrange, edit and revise them(Alisha, et al.,2019).

1.2.Background of the research

According to several studies(such as Astarina,2011; Milawati,2015; Hertiki and Juliati,2019; Purba and Darsono,2023),CL has been proved positively effective in enhancing learning. This research was conducted based on the findings of such studies, and to keep pace with developments in teaching methods. This is especially pertinent as Libyan current state of teaching lacks such a modern method and this method has not been extensively studied in the Libyan context. Furthermore, Omar(2019) found out that one of the reasons why Libyan EFL teachers did not modify their teaching methods to be suitable to curriculum reforms made by Libyan Ministry of education in 2000, was that they were accustomed to the way they had been taught in the college level. Hence, the participants of this research were at the college level to deepen the importance of CL in supporting Learning. According to Omar(2019), teachers' ways of teaching are influenced by what they had been taught with when they were students.

Also, it was selected to explore the students' and teachers' attitudes about the issue of the research because the extent to which they accept to use any teaching methodology affects the effectiveness of that methodology(Abukhattala,2018). According to Niculescu and Dobre(2011), the very first Cooperative Learning theory have been drafted by May and Dobb after they found when people cooperate and work together to achieve shared goals become more effective and efficient in quantity and quality than those who are trying to achieve independently the same goals.

In 1980s, CL was used as a popular active pedagogical strategy continuing as a valuable learning method in academic institutions(Johnson, et al., 2007;Tsay and Brady,2010). It is

suitable for enhancing learning in any subject and skill. In CL context, students support each other' strengths and improve their weaknesses(Soviyah,2014).As they work together, they easily understand a concept of facts and effectively discuss learning problems (Silalahi&Hutauruk,2020).

1.3.Statement of the problem

In Libyan teaching/learning classrooms, CL was rarely used in teachers' practice and pair or group work activities were rarely conducted in few attempts(Omar,2019). As a previous undergraduate student in Libyan faculties, the researcher experienced very few group work activities. Even though such activities had positive effects on students' learning, CL was viewed as unserious teaching method. Long time learning and teaching through teacher-centered methods may affect applying active learning. Some other challenges may have been faced too. In addition, the attitudes of teachers and students affect the use of CL method. Therefore, the researcher viewed this issue as significant and was concerned with conducting this research.

1.4.Aims of the study

This research aims at investigating students' and teachers' attitudes towards using CL for improving students' writing skill. Furthermore, it aims at finding out the potential impediments to using CL.

1.5.Research questions

The study focuses on the following three research questions:

1. What are Libyan EFL students' attitudes towards Cooperative Learning?
2. What are Libyan EFL faculty teachers' attitudes towards applying Cooperative Learning in their writing classrooms?

3. What are the potential barriers to applying Cooperative Learning in Libyan writing classrooms?

1.6. Significance of the study

This study, theoretically, promotes the importance of applying CL for improving Libyan EFL students' writing skill. Further, the importance of students' and teachers' attitudes in an effective CL use. It also contributes to deepening and consolidating the concept of CL in the Libyan teaching and learning context. In practical terms, this study may guide conducting more extensive studies in Libya to find a strong basis for the realistic implementation of this modern strategy. Moreover, this study provides students and teachers with guidelines on using this method and utilizing its application in increasing academic achievement and learning in a different and effective way. Considering the obstacles identified by this research, this study provides insight in designing well-planned training programs to avoid such obstacles as much as possible.

1.7. Methodology

Mixed-methods approach was adopted to conduct this research study. The data were collected by using closed-ended questionnaires and the semi-structured interviews. The study took place at University of Zawia. The samples of students who received the questionnaires were selected by convenience sampling from departments of English at University of Zawia. The sample size was 125 students. For semi-structured interviews, 6 teachers were chosen to gain relative information. The teachers were selected according to purposive sampling. Only the teachers who taught writing skill participated in the interviews. The data gathered from questionnaires were analyzed in percentages and presented in tables and diagrams. As for semi-structured interviews, the thematic approach was used to analyze data collected from interviewees.

1.8.Organisation of the dissertation

This dissertation is organized and divided into five essential chapters, each of which illustrates a particular phase of the study as follows: the research introduction, plan and its aims, research questions and importance are all presented in chapter one, in addition to the statement of the problem and methodology. Chapter two is devoted to reviewing the literature relevant to the issue of the study starting from writing importance and including definitions of CL, elements, strategies, advantages and disadvantages. Also, the role of teachers and students in CL, how to apply CL in writing classroom and attitudes are discussed in this chapter. As for chapter three, it is concerned with the methodology. It illustrates in detail the process of data collection, the sampling methods and procedures, the study, in addition to the study setting, the pilot study, preparation for data analysis and validity and reliability. The results of the data collection through questionnaires and interviews are presented in chapter four. The findings are shown in numbers and percentages in tables and diagrams. Whereas, data gained from the interviews, were analyzed and presented in themes. The chapter five includes the discussion and conclusion of the study.

Chapter II

Literature Review

2.1.Introduction

The second chapter of this research is of two sections. The first section illustrates the theoretical framework of the research issue which encompasses the writing skill importance, the CL (introduction, definitions, elements and strategies), the role of the teacher and the role of the students in CL in addition to the advantages and the disadvantages of CL, how to apply CL in writing classroom, the attitudes definition and importance. And, finally, the barriers to applying CL. The second section deals with the relevant previous studies.

2.2. Importance of writing

Writing is crucial as a medium of learning and as a medium of communication. Learning writing skill is necessarily needed for EFL students as it is one of the basic abilities for learning language(Milad, et.al., 2021). Yet, learning writing involves having the ability to write texts with more advanced and complicated syntax and morphology, a bigger deal of vocabulary, and an enhanced command over conventional rhetorical forms(Cumming, 2001). In addition, the ability to express and transform ideas, information, opinions and points of view into a comprehensible written form are also required(Shanorra, et al., 2021).

In this context, Altabi(2020)mentions that writing practically contributes to consolidation of various language components such as vocabulary and syntax. According to her, students apply spontaneously observing, reading, listening and speaking while they learn

writing. Altabi illustrates the importance of writing for students as being helpful for enabling them to acquire useful techniques for effective writing, to grasp specific skills related to different forms of writing and to be aware of the common mistakes in writing.

Emphasizing the significance of writing, Baresh(2022) stated that students in most educational institutions are assessed by their ability to communicate through written examinations, reports, term paper, etc. In addition, Graham(2019) confirmed the importance of writing for students as it supports their performance and learning in other subjects. Hence, through writing students can retain information related to the subjects or material studied, and they can use it as a tool to record, connect, analyze, personalize, and manipulate apparently and continuously text key ideas(Graham & Hebert2011).

The authors here, just focused on the importance of writing in learning. Whereas, the impact of writing touches every small detail in our lives. It is one of the important communication means(Baresh,2022). Massive number of individuals from different cultures and backgrounds use writing to communicate. It is a medium of transformation and creation of knowledge (Ganaw,2017).Writing has several uses, it can be used for learning new ideas, persuading others, recording information, creating imaginary worlds, expressing feelings, entertaining others, healing psychological wounds, dating experiences and situations(Graham,2018). Also, writing is a medium by which personal links are maintained between members of family, friends and colleagues when they do not have the ability to be together. Moreover, it provides access to knowledge by gathering, keeping and transmitting information widely (Graham, et al., 2013).

Furthermore, writing "encompasses creative inspiration, problem-solving, reflection and revision that results in a completed manuscript"(Defazio,et al., 2010: 34). In addition, according to Graham and Perin(2007), writing enhances learning as students who are

poor at writing are less potential to use it for supporting and extending learning than their smarter (at writing) colleagues in content classrooms. The importance of writing is not only limited to be necessary for learning within educational institutions, but also to the fact that it benefits the individual later in his/her social and professional life (Ratnaningsih,2016).

However, learning to write is not an easy task if compared with other language skills (Miftah,2015). For instance, while speaking can be learned spontaneously through imitation since childhood, writing can be learned through systematic instructions in educational institutions; people can speak by nature but cannot write unless they learn writing through instruction(Graham,2019).

With regard to EFL Libyan students, learning to write is an essential part of learning English language. This issue has been of interest to many Libyan researchers such as (Ganaw,2017;Milad, et al.,2021;Gharnasa,2020;Baresh,2022 and Dredi,2022).The current research is concerned with exploring the attitudes of teachers and students towards using CL for improving students' writing skill. It is also concerned with exploring problems that may hinder utilizing CL method and applying it appropriately.

2.3.Cooperative Learning

Wide interest in CL started in the early 1980s(Gillies,2016), in spite of the fact that the historical roots of this method extends to the early 1900s when the social interdependence theory was first formulated by Koffka. He considered groups as dynamic integrities with varied interdependence among their members(Huddy,2012; Brame and Biel,2015). Koffka's notions were refined in 1920s and 1930s by one of his colleagues, Lewin, who mentioned that the interdependence, to achieve common goals, among members is the essence of the group resulting in the group as permanent functional entity. This means

that the group members are affected by each other's changes, and their movement towards achieving the desired common goals is motivated by a state of substantial tension inside the group(Johnson, et al., 2013).

The first CL theory was formulated in 1937 by Dobb and May when they discovered that group learning was more effective in learning than individual learning to achieve the same goals (Nicluscue & Dobre2011). The scholars Dobb and May focused on comparing CL activities with individual learning whereas, Lewin's and Deutsch's theorizing on cooperative and competitive situations in 1940s was the basis for subsequent research and discussion (Johnson, et al., 1991).CL has been successfully widespread and increasingly used and now it is applied in any subject area for any learning age group and in any discipline, and this success is based on the relationship among theory, research and practice(Johnson and Johnson 2009).

Regarding CL and individual learning, Slavin(1985) illustrates the need for CL as an alternative strategy for competitive individual learning and pointed that great individual differences may result from learning in competitive individual environment. In his views, low achieving students may not be expected to improve because it is unlikely that any effort may make them in the top of the class, since those students lost a lot of learning last years. Makarova(2014) stated that individual differences in traditional education in Russia are ignored leading to psychological problems regarding students of low performance and confirmed that the system of education should be student-centered together with creating conditions for individual learning styles. She obviously supports integrating CL with individual learning. In contradictory, psychologists such as Slavin and the Johnsons support using CL most of the time in classroom learning.

In Slavin's view (1985), CL provides better learning opportunities for all and helps low performing students to improve and develop since cooperative groups include students of different abilities to help and support each other. Besides, it offers equal chances for each student to participate in learning activities.

these views about CL are supported by Johnson and Johnson(2018) who praised the superiority of CL in raising academic achievements and increasing interaction among students cognitively, emotionally and socially which means higher learning outcomes.

2.3.1. Cooperative Learning Definitions

CL is a modern cultural transfer challenged by the concept of competitive classroom environment that students and teachers are habituated to, and it builds positive relationships which demands a long period of time, trust and deep affinity (keramati, & Gillies,2022). CL "refers to instructional methods in which teachers organize students into small groups, which then work together to help one another learn academic content" (Slavin,2016: 388). Johnson, et al,(1991: 5) define CL as " the instructional use of small groups so that students work together to maximize their own and each other's learning". These definitions confirm the use of cooperative instructional methods, the grouping and the positive interdependence among the group members. Each student reaches his/her learning goal when all the other members in learning groups reach their goals too. Students work together to obtain the outcomes that are beneficial to the whole group(Johnson and Johnson, 2016).

Based on the scholars' definitions and through study and research, the researcher defines CL as a method of learning in which students of different performance are divided into small groups to cooperate, support, encourage and assist each other to learn, and the

success of group depends on the success of each member in performing his part of the work.

2.3.2.Theories behind Cooperative Learning

Johnson, and Johnson(2018) stated that CL is established upon two theories: first, Structure-process-outcome theory which says that the structure of learning goals determines the process of interaction in which individuals engage in for completing learning tasks. Consequently, it determines the outcomes of this learning process. Thus, there is an indirect relationship between structure, process and outcomes of this process. This theory focuses on the way learning goals are structured for creating desired interaction processes among students and interactions between instructors and students, and consequently, automatically the outcomes will result when these processes occur. The learning goals may be structured to be cooperative, competitive, or individualistic. And upon the structure, the process of interaction is determined then the outcomes (Johnson, et al.,2013). The perspective of this theory is to structure the learning goal first to make a systematic learning process to achieve the desired outcomes.

The second theory is the social interdependence theory. Scholars such as Koffka, Lewin, Deutsch, Johnson and Johnson made significant contributions to develop this theory. It was established between 1900s and 1930s. Koffka suggested that the interdependence could be varied among group members and called the groups as dynamic wholes(Johnson and Johnson,2018). Lewin mentioned that the interdependence is the essence of the group. It is created by common goals among members who are united into dynamic wholes by the goal interdependence. The group members are affected by each other as they are linked together in groups and the inside state of tension within each member brings motivation to reach the group goals(Johnson & Johnson,2018).

Johnson, et al.(2013) stated that Deutsch divided the social interdependence into three types. First, the positive interdependence which occurs when CL is applied appropriately, The second type; is negative interdependence which occurs when competition between individuals leads to negative impact on each other. Finally, no interdependence type which occurs in individual learning

Two different perspectives about CL were dealt with through these two theories; the first theory considered three fundamental phases in learning context, the learning goal structure, the learning situation and the learning outcome. The reasoning of this theory is by specifying the learning goal, a desired outcome automatically can be achieved. As for the second theory, the interest is in framing the internal dynamics within the cooperative groups. Both these theories modify a highly structured framework for CL which in turn enables a reasonable practical application in learning classroom.

2.3.3. Elements of Cooperative Learning

Johnson and Johnson (1999) determined five basic elements that should be included in CL groups: positive interdependence; it is the perception that students are linked together in CL groups and each group member cannot succeed unless all members do; the work and efforts of each member benefit all the group members. The members in CL groups "are obliged to rely on one another to achieve their goal" (Singh and Agrawal,2011:4).

The second element, individual accountability, means each individual in the group is responsible for completing his/her own part of the work for the success of him/her and the whole group. Without individual accountability, members may experience unfair roles in the group work(Tran,2013). To ensure individual accountability, the teacher should encourage students through keeping the groups of small size, doing a test to each individual student, selecting randomly one student to examine him or her orally to

represent his or her group each time, observing the level of activity and contribution of the group members, and giving to each student to explain what is learned to another member of the group (Singh and Agrawal,2011).

The third element, face-to-face promotive interaction which occurs when students interact effectively facing each other, discussing subjects being learned, providing assistance, support, encouragement, compliment, and explaining how to find solutions to problems, in addition to teaching knowledge to group members and linking previous knowledge with the present learning. This positive interaction among group members enhances peer accountability, ability to affect each other's reasoning and conclusions, and provides social support(Johnson and Johnson,1999).The forth element, interpersonal and small group skills (social skills) such as leadership, decision making, building trust, communication, managing conflict and discussion, sharing opinions and critical thinking are as necessary as learning academic skills. CL develops these skills through students' cooperation and interaction in cooperative groups(Tuan,2010). The fifth element, group processing, refers to discussions, done at the end of each class, among students about how effectively they achieve their goals working together. Thus, effective performance and helpful actions are determined, and ineffective performance is identified in order to be stopped and excluded(Amedu & Gudi,2017).

Dividing students merely into groups and asking them to learn cooperatively without employing the five essential elements of CL does not guarantee its effectiveness (Gillies,2016).That is, learning in groups cannot be actually cooperative unless the five principles of CL are applied by these learning groups.

2.3.4. Techniques of Cooperative Learning

Slavin(2011)illustrated some CL techniques: one technique is Teams-Games-Tournament (TGT) which is a group of 4-5 members heterogeneous in race, sex, and ability level constituting a team. They prepare to do well in the tournament, and worksheets are given to the teams covering academic material. The tournament is held one time weekly and students are divided according to their performance in the past tournament.

In the second technique, Student-Teams-Achievement Divisions(STAD), the tournament is replaced by 15-minute quizzes after the students study in their teams; the students are quizzed individually and their scores are compared with their past performance. Then the points of scores are given to the whole team(Jamaludin and Mokhtar,2018). Achievement division is a system used in this technique in which the quiz scores are translated into team scores and the six students' highest scores in past performance are compared; the student with the top score gains eight points for his/her group, the second scorer gains six points and so on(Slavin,2011).

Regarding the third technique, the Jigsaw, the teams are divided as in TGT and STAD but the academic material is divided into parts or sections according to the members of the teams. The students who have the same sections study together then return to their original groups and teach them what they learned. The final procedure is that the team members all are quizzed on the whole unit. The scores of the individuals are not given to their entire groups but with the positive behavior of helping the other students learn the material sections, the team members help each other to gain scores. As for the Jigsaw II, all the material should be read but students focus on separate topics. The students who have the same topics discuss them together then return to their original groups to teach their colleagues these topics. The fourth technique, Small-Group Teaching, is a classroom

plan that is generally organized for learning through cooperative group inquiry in which students discuss and gather learning data. In this technique, a general topic is determined by the teacher then subtopics are selected by students within the general topic. The subtopics are further subdivided into individual tasks for the two to six student group to be performed and prepared to be presented for the entire class(Slavin,2011;Agnihotri & Ngorosha,2018).

2.3.5.The role of teachers in Cooperative Learning

The aim of CL, as a learner-centered method, is to make students the active elements in the classroom, who positively cooperate and interact, search and explore the knowledge. Accordingly, the role of the teacher is to facilitate, guide and assist students in cooperative groups; that is, when students work in an active way, more learning takes place than just passively listening and watching(Moges,2019).

Lv(2014) illustrated that the teachers should have thorough knowledge about CL. Their main role in CL is to guide and supervise students and help them to perform their roles and acquire social skills. Also, they should determine the purpose of CL and provide clear instructions about CL methods, activities and steps. They should have the ability to administrate the time for CL. Moreover, they should give the chance for students to present their achievements and give continuous feedback. Teachers should always have reflection on the learning process of CL and try to modify the learning strategies and reorganize contents of learning.

According to Johnson, et al., (2013), Smith(1996), Johnson, et al.(1991) and Johnson and Johnson (1984), there are five essential strategies to structure CL. The first strategy is to specify the lesson objectives and the second is to make decisions about how to divide students into groups before starting the lesson. The third strategy is to explain the task and

the cooperative goal structure to the students. The fourth strategy is to monitor the cooperative groups of students for their effectiveness and to intervene for providing content assistance or helping students with interpersonal and group skills. Finally, the fifth strategy is to evaluate the achievement of students and help them to assess the effectiveness of their cooperation.

2.3.6. The role of students in Cooperative Learning

Gillies(2014) guided the key success of CL in how learners act in cooperative groups in accordance with the five elements of CL; that is, through comprehensive perception of these elements, students can fulfill their roles in CL groups as she illustrated: students are required to work on their part as well as ensuring that their group members complete their parts too, and understanding that their success depends on the success of the whole group(Adl-Amini, et al.,2023). She added that students should accept the responsibility of fulfilling their work and encouraging their mates to do so as well. Learning the small group skills and the interpersonal skills necessary for managing interactions and behaviors in the group will assist students to work and cooperate better in the group. These skills include listening actively to each other during discussions, considering the ideas and the perspectives of others, accepting responsibility of each one for his/her own behavior, criticizing the others' ideas constructively, and sharing resources and taking turns(Liu, et al.,2018). The promotive interaction in CL requires students to encourage and facilitate the efforts of each other as they work in groups. So, when students work together, they attain promotive interaction by listening to each other, exchanging ideas and offering explanations to assist understanding, and providing feedback for improving performance on a task(Yusuf, et al.,2019). The group processing involved in CL allows students to make discussions about how well their goals are achieved, and ensures effective working relationships(Smith,1996; Chen and Wang, 2013).

2.3.7. Applying Cooperative Learning in writing classroom

Based on the principles of CL and the assigned roles for students and teachers according to this method, CL could be applied in writing classroom as follows: first, the teacher structures a CL plan. Students are divided into small groups. A topic is selected. A suitable technique is determined. For instance, in small group learning technique, the writing topic is subdivided into subtopics. Each student works on a subtopic. The writing task is also divided and the students each work on their part of the work. While working in groups, positive interactions are held where students share new ideas and concepts, learn how to create effective discussions about the writing topic. Together students assist and encourage each other, offer feedback and assessment. Through CL interactions, students may generate their ideas, organize and share them as well as consider the basic components of writing such as vocabulary, spelling, purpose...etc(Mahmoud,2014).

2.3.8. The advantages and the disadvantages of Cooperative Learning

A joint study by Keramati and Gillies(2022)was conducted in two different universities; one in Iran and the other in Australia, on the positives and challenges of CL. This study demonstrated various views about the issue by teachers and students who represented the study sample. Important points about the results are summed up as follows: The CL environment was interactive, safe and pleasant according to the classroom observations and the perceptions of participants. Also, the interactions through CL between teachers and students and between students as well were very positive and full of energy based on Keramati's and Gillies's observations in Iran. In addition, there were peace and harmony in classroom learning without stress exhibited by anyone. Group work was interesting as students mentioned that it exposed them to different views and ideas. In Australia, the circular facility of the seating arrangements promoted interactions which reached

consensus more than challenges. There was also high motivation and optimal use of the classroom available resources by teachers. According to the participants in the study, CL increases students' willingness and motivation to work together and exposes students to different perspectives and opportunities to tackle more complicated problems.

As for some theoretical perspectives on CL advantages, the cognitive development perspective consider that students who work together and engage in reciprocal interaction on academic tasks, develop knowledge of concepts and critical skills(Tran,2023). According to this perspective, CL enhances the mental developments of the group members. On the other hand, the motivational perspective assumes that the situation in cooperative structures motivates students to assist their group mates to work in order to succeed. This perspective views that motivation created by CL group work is the basis for all other learning processes(Slavin,2016).

Concerning the disadvantages or rather the challenges encountered while applying CL, Kagan(1999) states some drawbacks which may appear when applying CL such as:(1)lack of social skills; when students expose to interaction in groups, they experience deficiencies in some skills making them frustrated and unable to focus on the core of the learning;(2)group grades; while one student takes the responsibility for fulfilling most of the work, all of the group members receive the grade;(3)avoidance of failure; some students prefer not to participate to avoid being appeared as low-achieving members; and(4)lack of management strategies: during interaction, students may go far from the task that must be learned and the teacher may feel exhausted trying many times to keep students attention' on the lesson.

2.3.9.Barrieres to applying Cooperative Learning

According to Keramati and Gillies (2022), there are some barriers that teachers and students encounter while implementing CL. First, there is lack of time in terms of dealing with much syllabus, and "the inadequate timeframe assigned for the English class and the large number of students included within the classroom"(Alaziby,2018:65). Also, the reporting of the group is time consuming(Keramati and Gillies,2022). Second, the grading system and the nature of the usual competitive environment may make it complicated to apply CL; in this situation, it was difficult to evaluate team work. On the other hand, students are concerned about their grades. Third, the application of CL may not be appropriate to the inflexible rules approved by the administrations such as the grading system, the curriculum approved by the government and the university's request for students' grades. Forth, the seating arrangements were not designed to adapt to CL application which needed moving the chairs into a circular position. Consequently, this was noisy and unpleasant for students and it consumed time dedicated for learning. Other challenges that may be encountered while applying CL include lack of familiarity with CL, absence of students recorded to attend the class, losing control on classroom management and that some discussions raised were not related to learning. Also, individual differences between students resulted in some students talked more than their group mates(Allati,2016).In addition, there were shy students, and less motivated students who lack social skills (Gillies and Keramati,2022).According to Mahmoud(2014), the lack of motivation is due to students' weak level, fear of making mistakes and the fact that students of good level feel more competent than others. Also, the low level of some students in English language makes it difficult to use CL strategies (Ruiying,2021).

2.4. The attitude

An attitude towards a fact or a concept affects the desire and the motivation to deal with this fact or concept and the result of this deal. Whether positive or negative the attitude is an essential element in learning because it affects directly the learning process and its outcomes(Namjildagva, et al.,2024).

Bizer, et al.(2006:247) define the attitude as "a global and relatively enduring evaluation of a person, object, or issue". While Cetin(2006) views the attitude as an individual tendency of ideas, feelings and behaviours about a psychological object in an orderly manner. These views refer to a constant evaluation or a tendency towards objects or issues. And this surely affects the individuals' views and behaviors towards their contexts. In the learning context, the attitude affects the motivation of students and teachers either positively or negatively towards learning and teaching process. In this sense, Sen(2013) confirms that the level of comprehension of the nature of learning, the openness to learning, the expectation from learning process and the level of anxiety are all affected by the attitudes of the students. As for teachers' attitudes, one of the main reasons of the teachers' success in their teaching and learning classrooms is shaped by their attitudes towards using teaching methods particularly, CL. The key factor for appropriate CL application is the teachers' attitudes towards such method(Saborit, et al.,2016). The current study focused on the students' and the teachers' attitudes towards the research issue for their importance in applying effective CL in the learning classroom.

2.5.Previous studies

Through reviewing the literature, it is noted that there is a widespread interest in CL in different contexts. According to these contexts, the researcher classified the literature into

three themes: the foreign context studies, the Arabic context studies and the Libyan context studies.

2.5.1. The foreign context studies

The aim of Soviyah's(2014) study was to try to give a CL model for enhancing students' paragraph writing ability. The sample of the study included 29 students from semester II class I in the English Education Department at the University of Ahmad Dahlan in Yogyakarta. The research tools were interviews, questionnaires, observation sheets and written paragraphs of students. According to the findings, there was an indication of significant improvement in the mean of students' scores, which indicated that students' abilities in paragraph writing can be developed through using CL strategies.

Disran, et al.(2018) conducted a study to investigate using CL strategy of "think-pair-share" to improve university students' writing skill. The researchers used tests, observation and interviews as well as action research to collect relevant information. The study applied to 20 students at grade VIII-7 of SMP Negeri 1 Padangsidempuan. They concluded that after the implementation of CL, the students' writing skill was improved.

Munawar and Chaudhary's study (2019) was conducted to determine the impact of CL on the 7th class students' writing ability. The research sample was made of 68 students of seventh grade, elementary level in Government Girls High School Burj Attari, Sheikhpura. The instruments of the study were pre-tests, post-tests, experimental groups and control groups. The results indicated positive effects of CL on students' writing ability compared with grammar translation method.

Yusuf, et al.(2019) investigated the effects of CL on improving 9th grade students' writing skill in a middle school, Kuala Lumpur. This study used the quasi-experimental approach

represented in pre-test and post-test for the narrative essays. The participants were 30 students. The outcomes demonstrated that the writing scores of the students increased in the post-test compared to the pre-test scores after applying CL which indicated the positive effects of CL for improving the students' writing skill.

Phan (2023) carried out a study to review the perceptions of EFL learners about CL in writing skill. 14 junior non-English major students from the university in Mekong Delta participated in the study. The study reinforced CL advantages and disadvantages. Basically the participants acknowledged CL benefits. The atmosphere in CL was more dynamic, participative and exploratory. Weaker students did better when grouped with strong students. Regarding the disadvantages, students admitted the challenge of reaching a consensus point when learning in small groups.

Purba and Darsono' s research (2023) aimed at investigating the CL effectiveness for improving students' L2 willingness to write in creative writing. The research methods were classroom action research, pre-test and post-test. The study found out that the group's L2 willingness was improved significantly after the classroom action research cycle of CL. Hence, and according to the findings of the study, which support the effectiveness of CL in improving writing in creative writing, the CL is a promising approach to be incorporated into the language instruction for improving the skill of writing in L2 context.

Comparing the studies mentioned previously with the current study, one study(Munawar and Chaudhary 2019)was conducted with elementary level students. Another one(Yusuf, et al.,2019) took place in Secondary schools. The rest of the studies was carried out in University context. Concerning the studies samples, the numbers of participants were limited from 20 to 68. In one study(Phan,2023)the participants were only 14 students. All

these studies focused on students using either action research, pre-tests, post-tests, or quasi-experimental research with pre-tests and post-tests. Whereas teachers were excepted. In other words, these studies focused on one phase which is the effect of CL on students. Nevertheless, their findings proved the positive effect of CL on students' writing performance. The current study considered the students' and teachers' attitudes towards the research issue which is not covered by the previously mentioned studies.

2.5.2. The Arabic context studies

Azzioui (2015) carried out a study to evaluate the effects of the 'Learning Together' model of the CL and the teachers' feedback on second year EFL students' writing ability in University of Constantine, Algeria. This study employed the experimental groups, the control groups and the post-test tools. The outcomes demonstrated that students from experimental groups performed better than students who worked individually in control groups and the statistical results confirmed the effectiveness of the teachers' feedback and CL on the students' writing abilities.

Bourouina and Sayoud (2015) conducted research to explore the attitudes of teachers and students towards applying CL for enhancing writing skill. The tool of collecting data for this research included questionnaires distributed to 40 students of Belhouchet cherift secondary school, Algeria. Also, 20 teachers received questionnaires for data collection from five different secondary schools. The study found out that teachers and students have positive attitudes and perceptions towards CL application and its role in improving writing skill.

Allati(2016) tested the CL effectiveness in enhancing the secondary school students' writing skill. The study tools were 70 questionnaires applied to students in addition to 20 questionnaires to EFL teachers from different secondary schools. The research found out

that students enjoyed and benefited more from learning cooperatively. As for teachers, according to this study, they did their best to gain best learning results through CL and they appreciated learning in groups in spite of the problems being encountered.

In Palestine, Zayed(2019)conducted a research to identify the EFL learners' attitudes towards implementing the CL method in writing classes at the Arab American University. 179 students participated in the study and received questionnaires for data collection. The results demonstrated that EFL learners have positive attitudes towards the implementation of CL in writing classes.

Shammout (2020)conducted a study that aimed to enhance The university students' writing skill by applying CL strategies. The study were conducted on 30 students in the Arab International University, Syria. The study tools were questionnaires, quasi experimental design, pre-tests and post-tests. The results demonstrated positive effects of CL on enhancing students' writing skill. It was also found that this strategy assisted teachers to involve more students in activities and that the class environment was motivating and encouraging.

Bekhta and Amine (2021) carried out a study about the perceptions and attitudes of students towards the significance of CL for improving their writing skill. The data collection instruments were questionnaires given to the EFL students of 3rd year at the University of Naama in Algeria. The research findings confirmed the effectiveness of CL in improving students' writing skill and its positive effect on students' motivation.

Khalifeh, et al.(2022)conducted a study about the attitudes of students towards applying CL at Amman Arab University. The research instruments included questionnaires and interviews. Questionnaires were distributed to 600 students from all faculties and interviews were carried out with English teachers for the inquiry about the teaching

strategies used. The interviews findings were very positive and the interviewees preferred using cooperative strategies. The questionnaires results demonstrated that the attitudes of the students towards CL were very high.

The Arabic studies mentioned earlier focused generally on students' attitudes (Zayed,2019,Shammout,2020 and Bekhta and Amine,2021) and teachers' feedback (Azzioui,2015) and attitudes (Allat,2016, Khalifeh, et al.,2022, Bourouina and Sayoud, 2015)towards CL effect on writing. The questionnaires were mostly used for students and teachers. The quasi-experimental approach, pre-tests and post tests were used in one study(Shammout,2020). The number of participants in these studies ranged from 30 to 600 students. Whereas the teachers' sample were only 20. The setting of these studies were either secondary schools or universities. In comparison with the current study, the Arabic studies ignored the problems may be encountered when using CL. However, useful information were provided by these studies on CL positive effects on writing, students' and teachers' attitudes.

2.5.3. The Libyan context studies

Still, there is a wide use of the traditional teaching methods in Libyan educational system. Despite the global "growing interest in student-centered approaches to learning"(Lee and Branch, 2022: 298)and the "notable shift towards student-centered learning approaches in education"(Eslit,2023:3),the traditional approach is still prevalent in many Libyan foreign language classrooms"(Abukhattala,2018:8). However, in Libya, the idea of CL has not exceeded some workshops and individual attempts to try it in a simplified manner. CL was almost non-existent in Libyan teachers' practice and very few attempts were made to use pair or group work activities(Omar, 2019).

However, some studies took place recently. For example, Elwerfalli and Elbadri (2019) carried out a study to investigate the gender mixed groups effect on the interaction of students in reading comprehension and the effect of collaborative learning activities on the achievement of students. The study employed a pre-test and a post-test for 45 students from high school, Benghazi. The students were divided into three groups (group of girls, group of boys and mixed group). The groups were taught all by one instructor for five weeks. The instructional tasks used for teaching the groups were built on collaborative learning techniques. This study revealed that the girls group attained best results and there were a notable development in the learners' achievement through using collaborative learning.

The aim of Suweeker' study (2018) was to pursue the nature of communicative Language teaching (CLT) and CL since they are of the same or similar approach. Two classes, in two different universities in the west of Libya, of English language including 41 students were observed and experimented. The findings demonstrated that CL provides students with the necessary skills for communicative interactions, enhances their academic achievement and increases their positive feelings.

The study of Abuhabil and Aswese (2018) aimed at investigating the significance of using collaborative learning for enhancing EFL students' writing skills. 25 female students from two different secondary schools in Misurata participated in this study. Questionnaires and observation were the study tools for collecting information. This study showed that the students were mostly positive about collaborative learning in spite of the fact that some of them did not have the interest to engage in collaborative activities.

Alaziby (2018) conducted a study to explore secondary school English teachers' attitudes towards CL as a teaching English strategy and further expose the obstacles that hinder

teachers to integrate CL in teaching. The study took place in public secondary schools in Tripoli. The instruments for data collection were questionnaires and interviews. It was revealed that teachers have positive attitudes towards CL.

Al Jawad (2023) carried out a study to investigate the impact of CL strategy on improving the performance of EFL students in speaking skill in the University of Benghazi. This study used the quasi-experimental design with experimental group and control group, pre-test and post-test. The study sample included 50 students. The results of the study demonstrated that the performance of the students improved through using CL and the use of CL was effective in enhancing students' speaking skill.

In some Libyan studies, various phases were covered with CL such as the gender mixed groups effect on students' interactions and collaborative learning on students' achievements, the nature of Communicative language teaching (CLT) and CL in teaching. Most of the studies were carried out in secondary schools. One study took place in university context. The studies samples were from 25 to 45 participants. The studies used observation, experimentation, questionnaires, pre-tests and post-tests. Only one study investigated the teachers' attitudes towards CL and the obstacles hindered integrating CL in teaching. Yet this study excluded students who represent an important part in teaching/learning process. The current study compared with some Libyan studies focused directly on one issue which is CL to guide the research interest towards one issue, and took into consideration the importance of teachers' and students' attitudes. In addition, it employed the semi-structured interviews for teachers and questionnaires for students.

In conclusion, the CL methods are still not common in Libyan classrooms. Consequently, a few research studies have been conducted about it. Hence, this research aims to fill this

gap in the literature and provide insights about the Libyan teachers and students' attitudes towards the use of CL in writing classrooms.

2.6. Summary of the chapter

To sum up this chapter, its first section provided details about the importance of writing and CL as a learning strategy was clarified. Details were provided including CL definitions, elements, theories, advantages and disadvantages, roles of teachers and students in CL, how CL to be applied in writing classroom, the attitudes and barriers to CL application. In the second section, some previous studies in different nations as well as Libyan studies about the research issue were reviewed in themes.

Chapter III

The Methodology of the study

3.1. Introduction

In this chapter, details about the research methodology are provided. The research design, the population of the study, the samples or participants are included. In addition, the methods of data collection, procedures, the pilot study, preparation for data analysis and validity and reliability of the research tools are all covered in this chapter.

3.2. The design of the study

This study aims to investigate the teachers' and students' attitudes towards using Cooperative Learning for improving EFL students' writing skill. The descriptive quantitative (closed-ended questionnaires for students) and qualitative (semi-structured interviews for teachers) approaches are employed to obtain the relevant data. They are used together to investigate the issue from two different perspectives; the teachers' and the students' attitudes. In addition, the quantitative questionnaire is suitable for inferring percentages and the qualitative semi-structured interviews are convenient for generating themes. According to Amaratunga, et al.(2002) the qualitative and quantitative methods when used together can be very powerful for insights and results to be gained, and for inferences to be made and conclusions to be drawn. Also, the strengths of both qualitative and quantitative approaches can be utilized when they are mixed(Creswell, 2009).The combination of both qualitative and quantitative research rather than just using one by itself enables gaining more insight and expanding more understanding of research problems(Creswell, 2009).

3.3. The setting

The study took place in the University of Zawia in the academic year (2023) because the researcher is a teacher assistant and a postgraduate student at the same university. The researcher visited the faculties of the University of Zawia and carried out the study in the Faculty of Education (Alajilat), Faculty of Arts (Alajilat), the Faculty of Education (Abo-isa) and the Faculty of Arts (Zawia) because of the good relation between the researcher and some of the teaching staff and the assistance and accessibility offered by these faculties during the study.

3.4. Sample of the study

The research sample is "a finite part or subset of participants drawn from the target population" (Martinez-Mesa, et al., 2016:326). The students participated in this study were 125 students at the learning stages from the 1st to the 8th semester at the English departments in the faculties previously mentioned. All the students were undergraduates. They were selected by convenience sampling. In this type of sampling, participants are selected according to certain criteria, such as geographical proximity, availability at a certain time, easy accessibility, or the willingness to volunteer (Dornyei, 2007). That is, forced by practical constraints, the researchers use this type of sampling (Johnson and Christensen, 2014). Useful information for answering questions can be provided by this sampling (Creswell, 2012). Regarding the sample of the teachers, 6 participants were selected purposively due to their experience in teaching writing skill subject. When purposeful sampling is used in qualitative research, the individuals and sites for study are selected based on the concept that they can purposefully inform an understanding of the research problem and central phenomenon in the study (Creswell and Poth, 2018). In addition, Crossman (2020) says: "a purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study".

3.5. Methods of the data collection

The research methods used to conduct the study are the quantitative tool; the closed-ended questionnaire to collect data from students, and the qualitative instrument represented in the semi-structured interviews to gain information from the teachers.

3.5.1. The Questionnaire

The quantitative closed-ended questionnaire is selected in this study because it is suitable to investigate the students' attitudes towards the research issue, and to code and prepare responses for the analysis in percentages. The questionnaire is a tool used for collecting self-report data from participants and filled out as a part of a research study. Information about thoughts, feelings, beliefs, attitudes,...etc can be obtained by this instrument (Johnson and Christensen,2014). In the closed-ended questionnaire, the response options are provided and can be conveniently compared. The sensitive questions might be comfortably answered. The responses in closed-ended questions also can be coded and statistically analyzed(Creswell, 2012).

The questionnaire consists of two parts and 15 questions. They are based on the concept and the principles of CL. The first part asks about general information (such as age, gender and grade level) in order to confirm that participants are undergraduate students. And the second part was designed to explore students attitudes towards cooperation; whether they have the readiness to learn through cooperation and support each other, to share their information in cooperative groups rather than working individually, and whether they find cooperation helpful in improving their writing skill. The questions in part two are of two types, questions from 3 to 10 contain answers from (strongly agree) to (strongly disagree)on Likert scale. The questions from 11 to 15 are multiple choice questions.

3.5.2. The semi-structured interview

The semi-structured interview is used in this study because it provides deeper information about the research issue as it enables the researcher to investigate more complex answers rather than just the explicit answers. Through the flexibility of this instrument, responses about views, attitudes and opinions can be expressed, giving the opportunity to speak spontaneously as the researcher can gain in-depth and complex answers that can enrich the data needed for the research(Cohen, et al.,2007). And it is a conversation in which the interviewee shares his/her subjective experiences relevant to the theme presented by the researcher who explores these experiences to obtain more details, worthy for analysis(Datko,2015).

In this study, the semi-structured interview is employed to gain information about the teachers attitudes towards applying CL for improving students' writing skill, if they use this strategy and find it effective for enhancing writing, and the problems that may be encountered while using CL method. The interview questions are 10 starting with inquiry about interviewee qualifications and teaching experience and then moving to deep information about the research issue.

3.6. The ethical considerations

Considering ethics in research assures providing guidelines for conducting a responsible and a trustworthy research(Ederio, et al., 2023). The purpose of taking ethics into consideration while conducting a research is to confirm an ethical practice of a high level, to promote the aims of the research, to ensure accountability to the public and to gain public support for the research(Resnik,2020).

Taking ethics into consideration, the researcher, at the outset, took permission from the heads of the English departments in the faculties where the pilot study and the main study

were conducted. The students who received the questionnaires participated in the study out of their own consent. The teachers whom the researcher conducted the interview with were welcomed to participate in the study voluntarily. Both the groups of students and teachers were informed that their names were not required for the research and their responses will be only used for the research purposes. The research study was carried out with an official permission. All of the heads of the English departments in the faculties involved in the study, the teachers and the students were thanked for their contribution in providing the necessary information to conduct and complete the study.

3.7.Pilot study

The pilot study is used to test the validity of the research methodology before the actual application of the data collection tools(Salem,2020). The pilot study warns the researcher in advance about the possible failure in research, the probable protocols that may not be followed, or whether methods proposed are inconvenient or too complicated(Teijlingen & Hundley,2002).

The pilot study was carried out at the University of Sabratha, Faculty of Arts, English department. The permission was taken from the head of the English department before conducting the pilot study. For testing the questionnaire, four students participated voluntarily in answering the questionnaires, one was at the 1st semester and the other three were at the 2nd semester. Four questionnaire copies were distributed to the participants and given back answered to the researcher. For the semi-structured interview, one teacher participated in the pilot study. A permission was given by the teacher to record the interview. Based on the pilot study, significant information were provided in terms of the time needed for participants to complete the questionnaires and for conducting the interviews. And whether the questionnaire and interview questions

required revising or clarifying. Also, information about the recruitment of subjects for the main study.

3.8.The procedures of data collection

Before conducting the process of data collection, a permission was taken from the heads of the English departments in the Faculties where the study took place. The data was collected respectively in the Faculty of Education, Al-ajilat, the Faculty of Arts, Al-ajilat, the Faculty of Abu-isa, and the Faculty of Arts, Zawia. At first, the questionnaires were distributed after the students had finished their exams at each faculty. Instructions were given about the purpose of the study and how to provide responses to the questionnaires. The interviews were conducted after distributing the questionnaires in every faculty included in the study. After taking permission, all of the interviews were conducted face to face and recorded by phone except for one interview which was conducted through whatsapp.(according to the desire of the interviewed participant). The information provided through the interviews was recorded and reserved privately.

3.9.Preparation for data analysis

The questionnaires obtained from the participants were organized and only the ones with full answers were prepared for analysis. This is called cleaning or editing the data to make sure that they are free from incompleteness or inconsistencies(Kumar,2011). The preparation and the organization of the data in quantitative research is the first step in data analysis(Creswell,2012).The questionnaires were divided into three parts; the second part with its items was represented in a separate table. The third part of the questionnaire was also organized and the distribution of the frequencies of the students' responses to each item in the questionnaires were taken so as to be ready for analysis. The distribution of frequency refers to arranging data values systematically for ordering the ranks of data and

showing the frequencies of each unique data value(Johnson and Christensen,2014).Then, the data were ready for analysis in percentages. The interviews recorded via telephone were written literally in order to find out the basic themes that were relevant to the study(Kumar,2011). The researcher listened carefully many times to each interview and recorded down the transcripts of each of them. Transcription involves transforming audiotape recordings or field notes into text data which makes it in need of adequate time and a labor intensive process(Creswell,2012). The transcriptions of the interviews were read carefully to find out themes related to the research(Omar,2019). Since thematic analysis method was selected to analyze data collected from the interviews, the main themes emerged from the participants' responses were identified, then, the transcripts of the responses were classified under these themes and were used verbatim for keeping the feeling of the responses(Kumar,2011). Details about data analysis are provided in the next chapter.

3.10. Validity and reliability

According to Johnson and Christensen(2014),the research results are reliable when they are consistent, stable and repeatable; this means if the research study is carried out again, it will give the same results. As for validity, they maintained that the results of the study are valid when they yield correct and true inferences. Hence, before the process of gathering data, the questions in the research tools were carefully prepared in order to address the research questions and to ensure validity and reliability. They were checked by the supervisor and underwent revising and editing by the researcher based on the supervisor's advice.

The next step, the pilot study, was undertaken for the same purpose. After gathering data, as Gibbs(2007),and Creswell(2009) suggested for insuring validity and reliability, several

steps were taken. First, the frequencies of the students' responses to the questionnaire items were checked to confirm the accuracy of the results. Second, the transcripts of the interviews were examined to avoid mistakes in transcribing the teachers' responses. Moreover, the themes were checked and selected carefully from the transcripts. In addition, the participants' own words were provided verbatim under each theme to insure validity and reliability(Kumar,2011).

3.11. Summary of the chapter

This chapter was devoted to presenting the research methodology, the research tools and how they were conducted. The research setting and the research participants were also explained. The chapter also included details about the ethical considerations of the research, the pilot study, the process of data preparation for analysis, and, finally, the research validity and reliability. Detailed steps taken for the data analysis along with the approaches used for analyzing these data are provided in the next chapter.

Chapter IV

Data analysis and results

4.1.Introduction

In this chapter, the results of the study are provided in detail. The data collected from the questionnaires were represented in percentages and numbers in tables and illustrated in diagrams. As for the interviews, thematic analysis was employed to determine the basic issues which were related to the research study and obtained from the teachers' interviews.

4.2.Results of the questionnaire

The following tables include (1-10)questions statements of the questionnaires, the frequency of the students selecting each item of each question and their representation in percentages. The first two questions which ask about learning in groups are presented in separate table. Questions (3-10) which are designed on a Likert scale are included in another separate table describing the frequency of responses to the five options and the analyses of these frequencies in percentages. The responses to the questions (11-15) were analyzed in percentages and presented in diagrams. The questionnaires distributed to the sample of students who were 125 participants from the faculties of Zawia University.

4.2.1.Students' responses about experiencing learning in groups

Q1	Have you experienced learning in groups?	Yes		No	
		102	82%	23	18%
Q2	How was your experience?	A	positive	B	negative
		88	70%	14	11%

Table 1: Students' responses about experiencing learning in groups

According to the analysis of the data collected through questions(1) and (2), 82% of the students experienced learning in groups whereas 18% represented the students who did not practice learning in groups. 70% of the those who experienced learning in groups found it interesting and positive. However, 11% found it boring and frustrating.

4.2.2. Students' attitudes towards CL (q.3-10)

No.	Questions	Strongly agree		Agree		Uncertain		Disagree		Strongly disagree	
3	CL effectiveness	34	27%	72	58%	3	2%	9	7%	7	6%
4	CL preference	12	10%	70	56%	20	16%	18	14%	6	5%
5	Readiness to learn in groups	35	28%	54	43%	20	16%	11	9%	4	3%
6	Sharing information	57	46%	48	38%	9	7%	10	8%	2	2%
7	Psychological acceptance to communicate in groups	21	17%	50	40%	29	23%	20	16%	5	4%
8	Readiness to offer help	34	27%	53	42%	16	13%	20	16%	4	3%
9	Difficulty of learning writing individually	24	19%	46	37%	23	18%	20	16%	12	10%
10	Effectiveness of current teaching methods of writing	20	16%	47	38%	25	20%	28	22%	5	4%

Table 2: Students' responses to questions (3-10)

Comparing students' responses on a Likert scale from strongly agree to strongly disagree, the results indicated that students had positive attitudes towards CL. However, in comparison among these responses on questions from(3-10), the results of the analysis in percentages demonstrated somewhat varying answers as shown in table(2). Respondents gave the most rate of agreement to sharing information(q.6) with 46% strongly agree and 38% agree. While the least rate of agreement was given to difficulty of learning writing individually(q.9)with 19% strongly agree and 37% agree. For the rest of questions, the results were 27% strongly agreed and 58% agreed with CL effectiveness(q.3). While,

10% strongly agreed and 56% agreed with preferring CL rather than individual learning(q.4). Regarding readiness to learn in groups(q.5), the students who strongly agreed represented 28% and 43% agreed with question (5). While 17% strongly agreed and 40% agreed with psychological acceptance to communicate in groups. For readiness to offer help, the results indicated that 27% strongly agreed and 42% agreed with this question(8). Whereas,16% strongly agreed and 38% agreed that current teaching methods of writing were ineffective.

In terms of the disagreement which referred to students' negative attitudes, the results were generally low with (22%,16%) of students disagreed and (4%,10%) strongly disagreed in the top of disagreements for questions(10 and 9)respectively. The lowest rate of disagreement was (8%) disagree and (2%) strongly disagree for sharing information(q.6). The rest of the results were near in disagreement as shown in table(2) for questions(3,4,5,7,8). Uncertain responses ranged from only 2% of the respondents were unsure for CL effectiveness(q.3) to 23% of the students expressed uncertainty for psychological acceptance to communicate in groups(q.7).

4.2.3. Students' attitudes towards CL(q.11-15)

The second part of the questionnaire includes five multiple choice questions from question 11 to question 15. They are analyzed in percentages and presented in diagrams.

Q11-Feeling when working in CL groups

The participants were asked about their feelings when working in CL groups and given three choices: whether they felt motivated, interested and willing to work in cooperative groups, shy, confused and not willing to engage in face-to-face positive interactions, or

easily getting bored and not willing to keep track with other students in learning activities. The students responses were as follows:

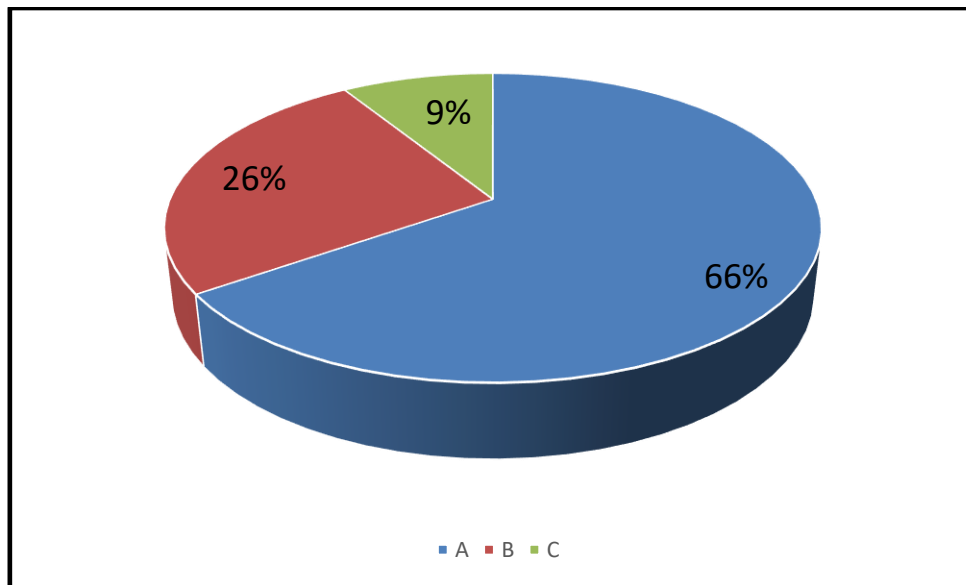


Figure1: Feeling when working in CL groups

As shown in figure (1), 66% of the students revealed that they felt much motivated, interested and desired to cooperate in groups. On the other hand, 26% of the students felt shy and confused. As a result, they were not willing to engage in face-to-face positive interactions. The rest of the students represented 9% who stated that they were easily getting bored and not willing to keep track with other students in learning activities.

Q12-Student's role preference in CL

For inquiring about the role preferred when working in cooperative groups, there were three choices: active and effective, inactive that was just sitting, listening then getting a free success or passive. The students' responses to this inquiry were as the following:

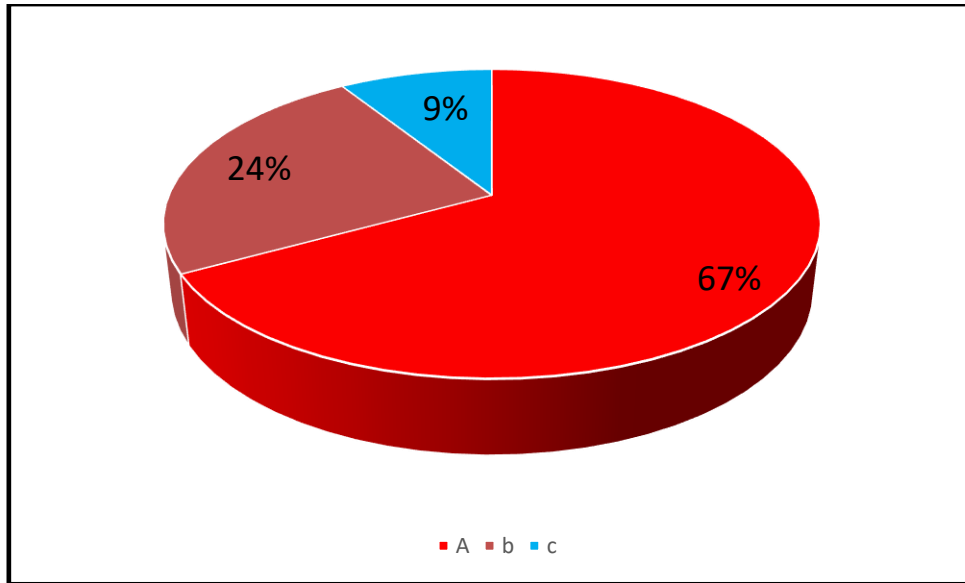


Figure2: Student's role preference in CL

The results shown in figure (2) demonstrated that 67% of the students desired their role to be active and effective, whereas 24% of them preferred to just sit and listen then gain free success. On the other hand, 9% of the students were passive.

Q13- Effective interactions for learning writing from the students' views

How the participants see which of these interactions was effective in learning writing, that was the inquiry of question(13). Students had four choices to select from: each student in a group plays his role and exerts his effort for his success and the success of his group, one or some of group members monopolize most of the learning activities and discussions, while others just sit and listen, then in the end every one gains the same grades, some students prefer not to or rarely participate in learning activities because they are shy or afraid of making mistakes in public or students do not achieve any progress especially low achieving students. The selections for these choices were presented as the following:

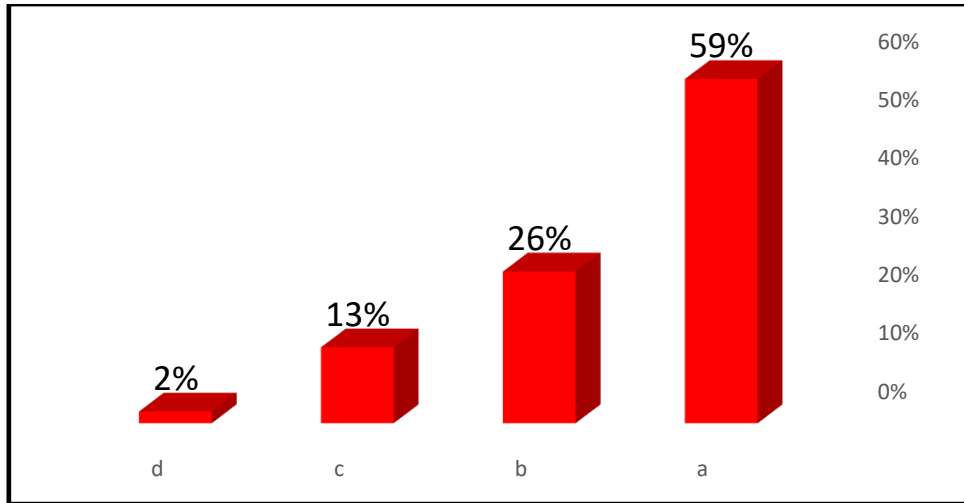


Figure3: Effective interactions for learning writing from the students' views

59% of the students revealed that the most effective interaction for learning writing is cooperation among students as each student plays his role for the success of all the group members. 26% of the student saw that they can learn writing even when some group members monopolize the learning activities. However, 13% believed they still can learn writing when some students rarely share learning with their classmates. There were only 2% of the students who preferred to agree with the point that learning writing is still effective even when low achieving students do not achieve any improvement. The results are shown in figure (3) above.

Q14-The most beneficial way for improving writing skill and overcoming its difficulties

When students were inquired about whether the most beneficial way for improving writing skill and overcoming its difficulties was to learn with another students in groups for help and support or to learn individually without getting help from another students.

They selected answers as follows:

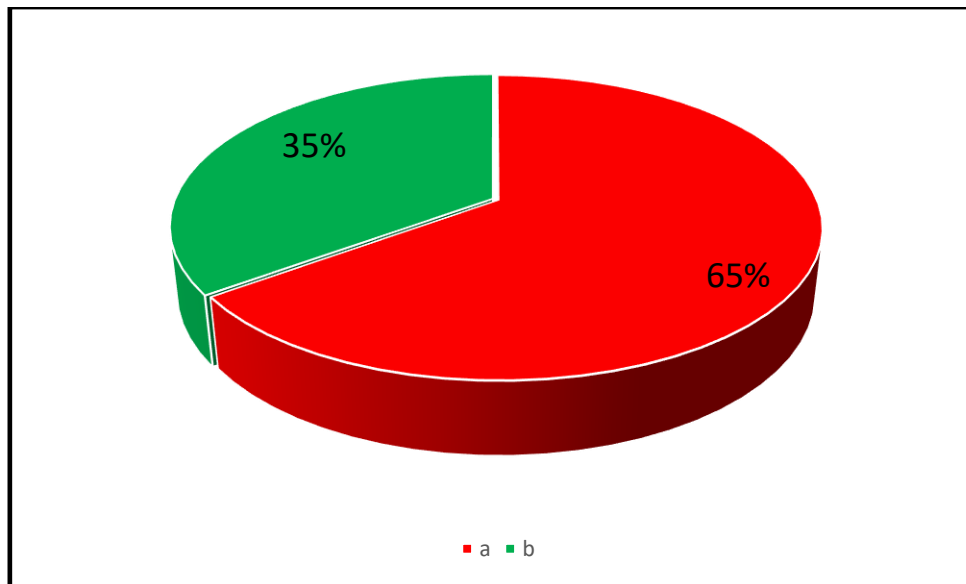


Figure4: The most beneficial way for improving writing skill and overcoming its difficulties

In figure (4), it is demonstrated that 65% of the students believed that the most beneficial way for improving writing and overcoming its difficulties is to learn with another students in groups for help and support. On the other hand, only 35% of the students stated that learning individually without getting help from other students is beneficial for improving and overcoming writing skill difficulties.

Q15-Preference in sharing information

This question inquired about what students did prefer regarding sharing information, whether to have interest in sharing their information about writing tasks with other students, or to keep their information only for themselves. The respondents replied to question 15 as follows:

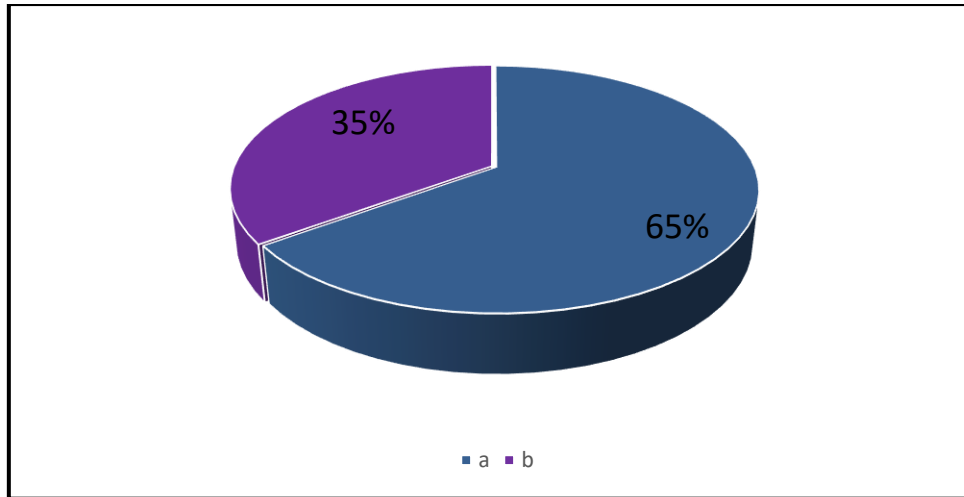


Figure5: Preference in sharing information

The results shown in figure (5) demonstrated that 65% of the students preferred to share their information about writing tasks with other students. The rest of the students representing 35% preferred to keep their learning information for themselves.

4.3. Summary of the questionnaire findings

The findings of the questionnaire used to collect data about the students' attitudes towards the research issue demonstrated that students had positive attitudes in these aspects: learning in cooperative groups was effective and preferred compared with individual learning. Students had the readiness to learn in groups, to share information, to communicate in groups, and to offer help to each other. Students had the motivation and interest to participate in cooperative activities. CL provided effective interactions among students for enhancing their writing skills. The traditional teaching methods and the individual learning context make learning writing more complicated.

4.4. Results of the interviews

The interviews were conducted to obtain information about the attitudes of six teachers towards using CL for improving students' writing skill. For gaining the interviews results, thematic analysis was selected to analyze the interviews and to determine their essential

themes. Thematic analysis is a qualitative analysis method involves to systematically identify, organize, and offer insight into meaning or themes patterns across data set(Braun and Clarke,2012). This type of analysis was used in this study because it was suitable for analyzing the data collected via qualitative semi-structured interviews to generate themes and to reach in-depth meanings which reflect the attitudes of teachers towards the research issue. The steps taken to carry out thematic analysis were first to prepare data for analysis by listening to interviews recordings, writing the transcripts, reading and rereading them carefully to extract themes(see 3.9). Then, the first step in thematic analysis was to identify initial codes to provide a label for the data features that were probably related to the research questions(Braun and Clarke,2012). the next step was to generate themes by organizing codes to make more abstract interpretation that links the data with the research questions(Naeem, et al.,2023). The themes were determined and the interviewees' responses were classified under each theme. The respondents to the interviews were given pseudonyms for each of them so as to make connections between their responses under each theme. They were named: T1, Amina, T2, Hind, T3, Monia, T4, Sana, T5, Farida and T6, Zahra. 5 themes were emerged from the data transcripts. They are clarified as follows:

4.4.1.Improving students' writing skills through Cooperative Learning

There was an agreement among all the teachers that Cooperative Learning can be effective for improving students' writing skill. Amina said "*I believe that when you learn with someone whose level is near from your level, that will help you improve more than just learning from the teacher; the teacher does his role, he illustrates and the students among themselves when they work together, they help each other*".

Hind confirmed *"absolutely Cooperative Learning and that is what we should actually involve. As the traditional way is absolutely useless and stereotype. And really old fashioned, also the outcomes absolutely considered to be poor"*.

Monia stated *"I think it is very effective to be a partner of your learning; I mean the student will participate with his colleagues and do some activities like to play games, to express his interests. For example, if he wants to find the meaning of a new word, he may work with his partners"*. But she added in a later context, that this depends on the level of students.

However, some interviewees expressed that it was not adequate to apply Cooperative Learning only without using other teaching methods. For instance, Sana said *"yes, but it is not enough you know. By the way, there are many other processes (teaching methods) they(teachers) have to use with Cooperative Learning to be improved(for students' writing skill)"*.

Zahra stated *"in order to get the appropriate learning even on writing courses, we shouldn't rely on one strategy. We have to differentiate the strategies used in teaching"*.

Teachers agreed with CL effectiveness for teaching/learning writing. Yet, they raised an important point which was integrating CL along with other teaching methods in order to obtain the best teaching and learning results.

4.4.2. Applying Cooperative Learning for teaching writing

Cooperative Learning was rarely used for teaching writing since traditional teacher-centered methods were involved mostly. Amina stated *"I start by revising the previous lesson, I provide them with the new lesson and then I give them time to practice"*.

Therefore, she depended on what she called as *"teacher oriented not learner-oriented practice"*.

Sana revealed *"it is the same process that teachers taught when I was a student. For example, they started to give a background about a new topic then they give us some examples..."*. Zahra indicated that she teaches writing *"by showing a model of a written piece then students do the same"*.

Nevertheless, some teachers indicated that they used Cooperative Learning in some activities. Monia said *"if I asked them to write about a specific topic, I make them to work in groups of three or more to share their ideas or to work on the new words that could be effective to write an essay or a paragraph"*.

Farida told that she put students to work in groups of different levels to benefit each other. When they finished their written pieces, the teacher asked them to look at each other's writings to check for mistakes, to give feedback to each other and to indicate things they liked in their classmates' paragraphs or essays.

Teachers viewed CL as an effective teaching method but in actual practice they stated that they usually applied teacher-centered methods in teaching writing. CL was somehow less applied.

4.4.3. Encouraging students to work in Cooperative Learning groups

Although traditional teacher-centered methods were often applied for teaching writing, the interviewees encouraged students to help each other in groups. Consequently, Amina revealed *"I put them to work in groups and I put one of the students who is stunning between them; more clever or better than the others. In that way, I find that one supports the others' thinking and helps the others"*.

Hind mentioned some activities she applied for students to learn together; *"let say, discussion groups are perfect and spread sheets as well.....and activities that cause to be let say combining two students and role plays or to imagine to be someone else and try to enrich yourself and to invest the business you have and so on. Give the students more confidence and free kind of participation as well"*.

Monia mentioned *"if I wanted them to write or asked them to write an outline about a specific topic, I make them to work in groups of three or more to have new ideas, to share their ideas or to work on the new words that could be effective to write an essay or a paragraph about a topic"*.

Sana maintained *"when I ask them to write an essay in the class, they have to write it in groups or in pairs but sometimes I have some issues about the clever students, the powerful students; they know; I need to write it by myself. But I try all the time to encourage them because I know it is fine for the clever students but the others it will be so hard"*.

Farida told that she asked students to give feedback to their classmates' writings, check for mistakes and what they liked about the written pieces of their classmates. Therefore, teachers indicated that they used CL and encouraged students to work in groups, to help each other search for new words, to check each other 's writings, to look for mistakes, and to give feedback. There was a positive spirit and real application to CL even though some problems have been faced as the teachers mentioned.

4.4.4.Problems affected Cooperative Learning application for teaching writing

The teachers who were interviewed, mentioned some problems that were encountered when CL was implemented.

4.4.4.1. Students were unaccustomed to Cooperative Learning as a teaching strategy

Teachers stated that students were unaccustomed to CL as a serious teaching method which used in some practice. In this regard, Hind revealed "*students are not used to be in an environment where Cooperative Learning is considered to be serious. They think it is kind of having fun, let's have a chart, let's do some activities...and that is it, so you need actually in the beginning to make them kind of accept this way of teaching ...*".

Amina stated "*generally all the orientations guided towards Active Learning; Collaborative Learning but in actual practice is not used. Not only not used, even if it is used, it is difficult to control the students to use it*".

Students considered CL as a kind of gaming rather than a serious teaching method. They worked without sense of commitment when taught by CL.

4.4.4.2. Students did not perform their roles as members in cooperative groups.

Students did not do their part of the work they were assumed to do in tasks and activities for many reasons as mentioned by teachers interviewed. Amina indicated "*you will find only one student who is active but the other students are only supporting him. Even not supporting him, they only want him to do the task; they do not participate with him*".

Zahra stated "*slow learners may not hit the point directly. They may rely on their colleagues, so they cannot improve in writing tasks*".

Sana, also, revealed "*for the other students who are of low levels; some of them, it seems like impossible mission. They just sit and watch high level students: they will do it better than me, so I will just sit without involvement*".

Monia added "*the psychological points for example, some shy students will not work in groups and some students are not interested to work in groups as well*".

Sana indicated another issue: "*students who have high levels are annoyed sharing their experience with students of low levels. Instead of using their abilities of writing, they are just explaining for the other students who are low levels. So they are wasting, for themselves(from their point of view), their time. Instead of writing, they explain for the others*".

According to Amina, Zahra and Sana, this meant that it was difficult for low level students to cope with CL activities and what actually happened was that they did not do their roles and consequently did not improve. Monia considered the students' psychological aspect; shyness and un-comfortableness when working in groups whereas Sana indicated that high level students felt upset that they shared their knowledge with other students and spent time helping them instead of learning for themselves.

4.4.4.3. The levels of the students

Some teachers mentioned that it was difficult to apply Cooperative Learning with students of different levels as Amina revealed "*the problem of students' levels are not equal ...the best one among them keeps trying to improve himself but the others no*". Monia indicated that improving students' writing skill through CL "*depends on the level of students*".

According to teachers Amina and Monia, the level of students had an effect on the utility of CL application which would result in uneven participation in CL activities.

4.4.4.4. Time convenience

Amina indicated that the cut to academic semester was one of the reasons that hindered effective use of CL. She mentioned "*the problem of time ...*". "*This semester is the first time I teach academic writing and because of the time we didn't even give full semester. We got nearly maybe 8 lectures because of the time of Ramadan....so we didn't get enough time I didn't notice any noticeable improvement*".

Incomplete semester lead to loss of some lectures, consequently losing some CL practice.

4.4.5. Teachers' suggested solutions to the problems encountered

To overcome some problems that maybe encountered while applying CL, the teachers interviewed suggested some solutions. Amina said "*I think by giving them more practice. We need more time*". Hind focused on how to deal with students as a teacher; "*be flexible and don't set boundaries. I mean, you know the students where they are coming from so basically you already know the kind of struggles they are going to face through (studying at) universities. I'm not expecting so much from them...However, I do overcome that by being encouraging and be kind of positive towards their work and efforts*". Monia suggested "*I think you will encourage your students to work in groups. Once students will find they will be more effective in sharing their ideas, they will have more information for the specific topics*". Sana stated some points to overcome the mentioned problems; "*most of time to be strict and most of time by mark....and sometimes by motivation. You know each student need to motivate them and all the time keep working through the class, and try to say; come onand try to make each one to involve(in learning activities) not just concentrating on the clever students and neglecting the others*".

Teachers mentioned some significant procedures that could assist applying more influencing CL. The more students practice learning in groups the more they develop cooperative skills and utilize CL. Teachers ought to know when to be strict when to be flexible at the time they might keep the general context encouraging and supporting. Also, they ought to keep always monitoring students in groups, help, push and intervene where necessary to control the working groups.

4.5. Summary of the interview findings

To sum up, the findings of the interviews conducted with teachers demonstrated that teachers agreed that CL could be effective for improving students' writing skill and encouraged students to cooperate in groups. Nevertheless, it was still not widely undertaken substantially as a teaching method in the Libyan pedagogical context. There were some barriers to apply CL effectively in Libyan teachers' classrooms: students were not much exposed to learning through CL groups and activities as fundamental teaching/ learning strategy. As a result, they were not habituated to work as members of an entire team with equal responsibilities. Also, some students monopolized most of the work while others did not participate effectively due to their low level or shyness. In addition, time of academic semesters was interrupted which influenced applying CL negatively.

4.6. Summary of the chapter

Detailed illustrations about the results of the study were provided in this chapter (Chapter IV). The results of the questionnaires were presented in tables and diagrams along with relevant explanations. The responses to the interviews were classified under themes (qualitative content analysis) with the interviewees' own responses and related illustrations. The results gained give responses to the research questions related to the attitudes of the teachers and students towards CL and the barriers to CL use.

Chapter V

Discussion and Conclusion

5.1. Introduction

The current research study aimed to investigate teachers' and students' attitudes towards applying CL for improving students' writing skill. This chapter encompasses discussing and interpreting the results obtained from this study. In addition, implications of the study, suggestions for further research and recommendations are given.

5.2. Discussion

The results of the study were discussed with reference to the research questions(see 1.5) and the related literature.

5.2.1. Students' attitudes towards Cooperative Learning

To address the research question no.1(see 1.5), the results demonstrated that students had positive attitudes towards CL. 85% of the students considered CL was more effective than individual learning and 66% of them preferred to learn in groups. In fact, 82% of the students had experienced learning in groups and 70% of them revealed that it was a positive experience. Regarding students' desire to share information, communicate in groups and have readiness to offer help, the results were:(46% and 38%,17% and 40%,27% and 42%) respectively. These research findings are in agreement with some studies in the literature review (see 2.5) such as khalifeh, et al.'s findings (2022), Bekhta and Amine's findings (2021) and Zayed's study results (2019) which indicated students' positive attitudes and preferences to learn in cooperative groups. In addition, many other studies proved the effectiveness of CL in improving students' writing skill such as the study conducted by Purba and darsono (2023) and the study conducted by Phan (2023).

Students' positive attitudes towards CL may be due to experiencing the strength of cooperation and the facilities that learning through groups may offer .i.e., the interest and motivation increased through CL enhance students' improvement. As a result, they develop positive attitudes (Phan,2023). This interpretation is supported by students' responses about questions (11-15) which revealed that 66% of the students felt motivated and had the willingness to cooperate in groups, 67% preferred to have active and effective roles when practicing learning in groups, 59% indicated that applying the principles of CL could be more effective for learning writing, and, finally, 65% of the students revealed that learning with other students in groups helped in improving their writing skill. These statistical findings confirm the effectiveness of CL in improving writing and students' high attitude to learn through cooperative groups.

On the other hand, students indicated a level of dissatisfaction about the effectiveness of the current traditional methods of teaching writing (38%) and the difficulty of learning writing individually (37%). However, (16%) and, (22%) of the students had opposite responses. Similarly, in the study of Balliu and Belshi (2017), it was found that students liked the teaching methods by which collaboration spirit was stimulated. Also, the findings of Mermelstein's research(2015) demonstrated students' clear preference for student-centered approaches. However, Vyas's study (2023) revealed that students preferred traditional methods.

5.2.2. Teachers' attitudes towards using Cooperative Learning in their writing Classroom

In reference to question no.2(see1.5), the results of the interviews indicated that teachers confirmed the effectiveness of CL for improving writing skill. However, some teachers indicated that CL instructions could be best benefited when applied with another teaching

method justifying that there was no specific method that could be said to be perfect. This can be interpreted that through combining different methods, we may utilize from the strengths of each method. These findings were similar to other studies, reviewed in the literature (see 2.5), conducted in the Libyan context on the teachers' positive attitudes towards CL despite differences. For example, Alaziby's study (2018) was conducted on Libyan teachers of secondary schools who taught general English in Tripoli and the study conducted by Bourouina and Sayoud (2015) which investigated secondary school teachers' and students' attitudes towards using CL to enhance writing skill in Algeria. Also, a study conducted by Mohammed (2016) focused on EFL teachers of English in preparatory schools.

The teachers' positive attitudes towards CL reflected their recognition of the effectiveness of CL in improving students' writing skill. However, they referred to some problems which may affect utilizing CL.

5.2.3. Barriers hindered applying Cooperative Learning

According to the results of the interviews, writing skill teachers faced the following challenges while applying CL:

Students were unfamiliar with CL as a teaching strategy, and consequently, they did not perform their roles as its principles required. Some students monopolized the activities whereas some others preferred not to join their classmates due to their shyness or low level. Some other students were uninterested in working in groups. This may be because students were less exposed to adequate practice about how to learn through CL principles, strategies and activities. This is similar to studies mentioned in the literature review (see 2.5) such as Keramati and Gillies's findings(2022) about students' lack of familiarity with CL because teachers mostly used the traditional teaching methods whereas CL still was

not undertaken seriously. Another problem was that the time dedicated to academic writing was interrupted which affected appropriate CL application. As demonstrated by some studies in the literature review, these barriers result in inappropriate CL applications. For instance, Alaziby's study (2018) indicated the problem of time, and the problem of controlling students in addition to the fact that students were not interested or motivated to work in groups and some of them were shy. However, Alaziby's study is different from the current study in that it was conducted in secondary schools and sought information from secondary school teachers. Also, the studies conducted by Rakasiwi(2020), Keramati and Gillies, (2022) and Gillies and Boyle, (2009) mentioned that some students had passive roles because they either lacked motivation or they were shy. In addition, a study conducted by Allati, (2016) stated some of the shortcomings of the CL. For example, some students monopolized the learning activities and some others did not perform their roles in the group.

Based on the discussion of the results, both students and teachers had positive attitudes towards the effectiveness of CL for improving students' writing skill. Nevertheless, some obstacles were encountered in practical experience due to insufficient applications, inadequate training for teachers and students, limitation of time and depending on traditional teaching methods mostly in addition to psychological and social reasons related to some students' feelings and interests.

5.3. Conclusion

CL effectiveness has been proved through several studies. This study aimed at investigating the attitudes of students and teachers towards using CL for improving students' writing skill. And the problems encountered while applying CL. The methodology used to collect data for the study was quantitative questionnaires and

qualitative semi-structured interviews. The sample of students and teachers was selected from the faculties of the university of Zawia. 125 students participated in the study. They were selected via convenience sampling. 6 teachers were selected via purposive sampling to participate in the study. The data gained from questionnaires were analyzed in percentages. The data gathered by semi-structured interviews were analyzed using thematic analysis. According to the data collected, students demonstrated their interest in learning cooperatively, sharing information, learning together and offering help, in addition to preferring to write in groups rather than writing individually. As for teachers' views, CL was effective in improving learners' writing skills but it was not thoroughly employed. Nevertheless, it was not totally neglected; it was used in some cases. Teachers who carried out CL activities, mentioned some problems that could affect utilizing CL. For example, some students were unfamiliar with working in groups. Consequently, some students monopolized the learning activities while some others felt shy or of low level and preferred not to cooperate with their classmates for learning. Also, some others were uninterested in working in groups, and the time was limited to apply effective CL tasks.

Based on the results, the learner-centered methods were narrowly used in Libyan universities. Nevertheless, students and teachers demonstrated positive attitudes towards applying CL in spite of some occurring obstacles. Therefore, receiving in-service and pre-service training for teachers is needed to enhance their teaching skills.

5.4. Implications of the study

The findings of this study have the following implications for the teachers, the students and the policy makers:

For teachers:

This study investigated the attitudes of the EFL teachers which reflected the importance of teachers' attitudes and the level of their readiness and interest to use CL for promoting students writing skill. In addition, the study raised teachers' awareness of the significance of using CL for teaching writing skill and its effectiveness for improving this skill. And, assisted teachers to overcome some obstacles to applying CL and suggested solutions for these obstacles. And this may remind teachers to examine other difficulties related to this issue. Teachers can use CL along with other teaching methods when it is difficult to abandon traditional teaching methods.

For students:

This study investigated the attitudes of students which implied the importance of their attitudes and motivation to learn writing in groups. The study further reminded students of the importance of working in groups with classmates for enhancing learning writing skill. The study reminded students of the positive impact of sharing information, gaining mutual assistance, support and encouragement for promoting thinking and insights about writing tasks. Also, the study raised students awareness of the effectiveness of the team work rather than learning individually.

For policy makers:

This study served as an orientation to consider CL in curriculum design, taking into account the need to implement plans that avoid the problems identified by this study. The study increased the potentials to incorporate CL along with other teaching methods since teachers and students had the aptitude to apply CL in teaching/learning. Furthermore, The study raised the awareness of the positive effect of adjusting student-centered approaches

for improving learning. In addition, the study revealed the need for carrying out an extensive training for teachers in order to acquire the competence to apply CL in teaching.

5.5.Recommendations

Based on the findings of the research, I recommend the following procedures to be executed by the policy makers:(1)-providing pre-service and in-service training to teachers including the following procedures:(a)-introducing and illustrating the five fundamental elements of CL, and how its strategies are appropriately conducted as well as its significance for improving students' writing skill and for learning English language as a whole.(b)-implementing intensive training to provide students and teachers with authentic experience in order to encourage them to practice and make it gradually a familiar learning and a teaching habit. Also, through real practice, it is possible to observe the shortcomings and problems which may occur to work on probable solutions and reduce the obstacles.(c)-after the adequate training, it is suitable to use CL as a teaching strategy in the pedagogical process in universities. However, it should be taken into consideration that it is necessary to prepare teaching and learning plans managed with available time and other possibilities.(2)-It is also recommended to encourage the development of curricula that incorporate CL in teaching.

5.6.Limitation of the study

There were limitations to the study. First, the focus of this study was on the importance of CL in relation to the academic part of students' abilities with less or no focus on the social phase of CL. Second, the process of collecting data was carried out during final term exams and in four distant colleges through convenience sampling due to "practical

criteria"(Dornyei,2007:99). Consequently, the study results cannot be generalized to the target population of Zawia University.

5.7. Suggestions for further research

CL is a broad issue. Wide area of research could be conducted about this issue. It is useful to conduct studies about the students' and teachers' attitudes towards utilizing CL for developing speaking, listening and reading skills. It is also suggested to use the experimental approach to conduct studies about the effect of strategies of CL on the aptitude and the level of achievement of students. Further research should be carried out about CL for secondary, preparatory and elementary learning stages since this strategy is suitable for several learning levels and ages. Finally, it is important to focus the research studies on the social and psychological phases of CL since CL is a social act which fosters social skills and based on acquiring social skills necessary for this teaching /learning method to be effective.

References

- Abuhabil, S. & Aswese, S.(2018). The importance of using Collaborative Learning strategy in learning English writing. *Faculty of Arts Journal. Issue: 12, 43-63 Dec.* Misurata University. Available at:<https://doi.org/10.36602/faj.2018.n.12.10www.journals.misuratau.edu.ly> [Accessed 16 Jul 2024]
- Abukhattala, I. (2018). The Communicative Approach in Libya: resistance and conflict. Faculty of Arts, Misurata University, *Faculty of Arts Journal*, 1(1), 8-21. .DOI: 10.36602/faj.2015.no4.10 Available at:<http://www.researchgate.net/publication/329352446> [Accessed 29 Nov 2024]
- Adl-Amini, K., Vollinger, V. & Eckart, A. (2023). Implementation quality of Cooperative Learning and teacher beliefs-a mixed methods study. *European Journal of Psychology of Education* Available at: <http://doi.org/10.1007/51021-023-00769-3springer> [Accessed 18 Apr 2025]
- Agnihotri, A.M. & Ngorosha, T. (2018). Small group teaching and Learning. *International Journal of Medical Update*, 13(1), 1-2, doi:10.4314/ijmu.v13i1.1 Available at: <http://www.akspublication.com/ijmuwww.ajol.info>[Accessed 14 Apr 2025]
- Al Jawad, A. (2023). The effects of using Cooperative Learning method in enhancing EFL students' performance in speaking skill in Libyan Universities : A case study of Benghazi University. *International Journal of Linguistics, literature and translation*, 6(6), 64-74. ISSN: 2617-0299(online); DOI:10.32996/ijllt Journal homepage: www.al-kindipublisher.com/index.php/ijllt. [Accessed 18 Jul 2024]
- Alaziby, S. (2018). *Investigating The Attitudes of Teachers of English Towards Cooperative Learning in Libyan Public Secondary Schools in Tripoli*. Master thesis. Department of English, Faculty of Languages, University of Tripoli. Tripoli, Libya. Download publication. Available at: Uot.edu.ly .[Accessed 27 Feb 2024]
- Alisha, F., Safitri, N., & Santoso, I. (2019). Students difficulties in writing EFL. *Professional Journal of English Education, PROJECT*, 2(1), 20-25, e-ISSN 2614-6258 . Available at: ofertaformativa.com.mx [Accessed 2 Apr 2025]
- Allati, F. (2016). *Cooperative Learning as a Strategy to Enhance the Writing Skill in EFL Learners: A Case Study on Second Year Students of Mohamed Abidi Secondary School in Zouite Kounta*. Master thesis. Department of English letters and Languages, Faculty of Letters and Languages, Ahmed Draia University, Adrar. Available at: dspace.uni-adrar.edu.dz[Accessed 6 Mar 2024]
- Al-tabi, A.(2020). What is writing?. Chapter 8, a week paper, MA. Study, department of English, College of Education/ Ibn Rushed for Human Sciences, University of Baghdad[Media type]Available at: <http://www.slideshare.net/Akram English/chapter-8-what-is-writing-akram-jabar-najim>. www.researchgate.net[Accessed 12 Dec 2022]

- Amaratunga, D., Baldry, D., Sarshar, M. & Newton, R. (2002). Quantitative and qualitative research in The built Environment : Application of "mixed" Research Approach. *Work Study*, 51(1), 2002 pp.17-31.ProQuest Central. Emerald. Available at: <http://www.emeraldinsight.com/researchregisters> , <http://www.emeraldinsight.com/0043-8022.htm> , www.academia.edu[Accessed 14 Aug 2023]
- Amedu, O.I. & Gudi, K.C. (2017). Attitude of students towards Cooperative Learning in some selected secondary schools in Nasarawa state. *Journal of Education and Practice*, 8(10), 29-34. Available at: www.iiste.org , files.eric.edu.gov [Accessed 17 Jan 2025]
- Astarina, A. (2011). *Improving writing skills through Cooperative Learning of science program students class XI of SMA kolombo Yogyakarta in academic year 2010/2011*. Master thesis, department of English, Faculty of Languages and Arts, State University of Yogyakarta, Indonesia. Available at: <http://e.prints.uny.ac.id>[Accessed 5 Dec 2022]
- Azzioui, A. (2015). The effect of LT Cooperative Learning Model and teacher's feedback on second-year EFL students' writing. *Revue Expressions*, pp.102-110, Faculty of Letters and Languages, University of Constantine 1. Available at: www.asjp.creist.d2 . <https://fac.umc.edu.dz>[Accessed 12 Jan 2023]
- Balliu, V.& Belshi, M. (2017). Modern teaching versus traditional teaching- Albanian Teachers between challenges and choices. *European Journal of Multidisciplinary studies*, 4(4), pp.20-26 . ISSN 2414-8385. Available at: www.researchgate.net [Accessed 16 Jan 2025]
- Baresh, E. (2022). Developing Libyan undergraduates' writing skills through reflective journaling: a critical literature review. *Journal of English Language Teaching and Learning (JELTL)*, 3(1), 27-35. Available at: <http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>[Accessed 26 Nov 2022]
- Bekhta, B. & Amine, B.(2021). Learner perceptions and attitudes of the effectiveness of Cooperative Learning strategy based instruction on their writing achievements. The case of third EFL students at Naama University Centre. *Ichkalat Journal*, 10(3), pp.1219-1239.University of Tamanghrasset- Algeria. Available at: www.academia.edu . [Accessed 14 Jul 2024]
- Bizer, G. Y. Barden, J. C. & Petty, R. E. (2006). Attitudes.
- Bourouina, M. and Sayoud, N. (2015). *Teachers' and Students' Attitudes Toward The Use of The Cooperative Learning Method in Enhancing The Writing Skill*. Master thesis, department of English, Faculty of Letters and Languages, Mohammed Seddik Ben Yahia University- Jijel, Algeria. Available at: bucket.theses-algerie.com[Accessed 27 Feb 2024]
- Brame, C.J. & Biel, R. (2015). Setting up and facilitating group work: using Cooperative Learning groups effectively. Vanderbilt University Center for teaching. Available at: <http://cft.vanderbilt.edu/guides-sub-pages/setting-up-and-facilitating-group-work-using-cooperative-learning-groups-effectively/> [Accessed 22 Dec 2024]
- Braun, V. & Clarke, V. (2012). Thematic analysis. In: H. Cooper, P.M. Camic, D. L. L. Long, A. T. Panter, D. Rindskopf, & K. J. Sher (eds.), *APA handbook of research methods in*

psychology, vol. 2: Research designs: quantitative, qualitative, neuropsychological, and biological / (pp. 57-71). Washington, DC: American Psychological Association

- Cetin, S. (2006). Establishment of the profession of teaching attitudes scale (the study for validity and confidence). *The journal of industrial arts*, vol. 18, pp.28-37 Available at: <http://www.scirp.org> [Accessed 26 Nov 2025]
- Chen, J. & Wang, Y. (2013). A study of Cooperative Learning in higher college English teaching. *Theory and practice in language studies*, 3(7), pp.1258-1263. Doi:10.4304/tpls.3.7. 1258-1263
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education*. Sixth ed., Routledge Taylor and Francis Group, London and New York, Britain. Available at: www.ebooksstore.tandf.co.uk , www.academia.edu [Accessed 22 Aug 2023]
- Creswell, J. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Fourth ed., Pearson, Boston, The USA. Available at: www.cecas.clemonson[Accessed 22 Oct 2024]
- Creswell, J. & Poth, Ch. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. Fourth ed. SAGE Publications. The USA. Available at: <https://pubhtml5.com> [Accessed 15 Oct 2024]
- Creswell, J. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Third ed., SAGE publications, The USA. Available at: www.Oscarjaramillo.clhttps://psycnet.apa.org [Accessed 29 Nov 2024]
- Crossman, A. (2020). Understanding purposive sampling. an overview of the methods and its applications. Available at: <http://www.thoughtco.com/purposive-sampling-3026727> [Accessed 12 Dec 2024]
- Cumming, A. (2001). Learning to write in a second language: two decades of research. Ontario Institute for Studies in Education of the University of Toronto, *IJES : International Journal of English Studies*, 1(2) pp.1-23 Available at: www.um.es/english/ijes[Accessed 27 Aug 2024]
- Datko, J. (2015).Semi-structured interview in language pedagogy research. *Journal of Language and Cultural Education*, 3(2), Issn1339-4045 Slovakedu. Available at: www.researchgate.net/publication/279195544 [Accessed 28 Aug 2023]
- Defazio, J., Jones, J., Tennant, F. & Hook, S. A. (2010). Academic literacy: the importance and impact of writing across the curriculum-a case study. *Journal of the Scholarship of Teaching and Learning*, 10(2), June. 2010, pp.34-47. Available at: <http://files.eric.ed.gov> [Accessed 14 Jan 2025]
- Disran, D., Zaim, M., & Rozimela, Y. (2018). *Improving Students' Writing Skill by Using Cooperative Learning (think, pair, share) Technique at Grade VIII-7 SMP Negeri 1 Padangsidempuan*. In: I. Ifdil, & Z. Ardi (eds.), PROCEEDING . ICESST . International Conferences on Education, Social Sciences and Technology Application in Digital Era

(pp.993-998). Padang: Fakultas Ilmu Pendidikan UNP. Available at: DOI: <http://doi.org/10.29210/20181143>. <http://icesst.fipunp.ac.id> [Accessed 22 Oct 2024]

Dornyei, Z. (2007). *Research methods in Applied Linguistics: quantitative, qualitative, and mixed methodologies*. Oxford University Press. Unigraf S.L. Spain. Available at: <http://vulms.vu.edu.pk> [Accessed 14 Jul 2025]

Dredi, I. (2022). Rethinking teaching approaches to creative writing as a means of enhancing English proficiency of Libyan University Students. University of Tripoli, Faculty of Languages, Department of English. *Journal of Alhadera*, volume 4. Available at: <http://alhadera.edu.ly> . www.researchgate.net [Accessed 28 Jan 2023]

Ederio, N. T., Inocian, E. P. Calaca, N. I. & Espiritu, J. G. M. (2023). Ethical research practices in educational institutions : a literature review. *International Journal of Current Science Research and Review*, 6(5), Issn: 2581-8341 Available at: www.ijcsrr.org [Accessed 29 Aug 2023]

Elwerfalli, I.O. & Elbadri, H.A. (2019). The effect of gender mixed groups and collaborative interaction on learners' achievements in reading comprehension. University of Benghazi. *Journal of Faculty of Arts* , issue:45, pp.313-323. ISSN:2523-1871. www.journals.uob.edu.ly . <http://search.mandumah.com> [Accessed 24 May 2023]

Ganaw, N. (2017). English for academic writing purposes: an empirical analysis of needs and wants that face Libyan EFL learners at tertiary levels. *Journal of Humanitarian, Scientific and Social Sciences*. 2(4), 1-10. Available at: <https://khsj.elmergib.edu.ly/index.php/jhas/article/view/60> [Accessed 28 Dec 2022]

Gharnasa, M.H. (2020). *An Analysis of English Academic Writing In A Libyan University*. Doctoral Thesis, Faculty of Education, University of the Western Cape, South Africa. Available at: <http://etd.uwc.ac.za/> [Accessed 28 Jan 2023]

Gibbs, G. R. (2007). *Analyzing qualitative data*. Great Britain. London. SAGE Publications. Available at: www.academia.edu [Accessed 14 May 2025]

Gillies, R. (2014). Cooperative Learning: developing in research. *IJEP International Journal of Educational Psychology*, 3(2), 125-140. Doi:10.4471/ijep.2014.08. Available at: <http://dx.doi.org/10.4471/ijep.2014.08> , www.hipatiapress.com www.scholar.google.com.ly [Accessed 26 Oct 2024]

Gillies, R. & Boyle, M. (2009). Teachers' reflections on Cooperative Learning: issues of implementation. *Teaching and Teacher Education*, 26(4), 933-940. Available at: www.researchgate.net . www.academia.edu [Accessed 22 Oct 2024]

Gillies, R.M. (2016). Cooperative Learning: review of research and practice. *Australian Journal of Teacher Education*, 41(3), 39-54. Available at: <https://doi.org/10.14221/ajte.2016v41n3.3> [Accessed 26 Dec 2024]

- Graham, S. (2018a). A revised writers(s)-within-community model of writing. *Educational Psychologist*, 53(4), 258-279. <https://doi.org/10.1080/00461520.2018.1481406> , www.researchgate.net[Accessed 23 Oct 2024]
- Graham, S.(2019). Changing how writing is taught. *Review of Research in Education*,43(1), pp.277-303.<https://doi.org/10.3102/0091732X18821125><http://www.researchgate.net> .[Accessed 26 Nov 2022]
- Graham, S. & Hebert, M. (2011). Writing to read: a meta-Analysis of the impact of writing and writing instruction on reading. *Harvard Educational Review*, 81(4), 710-744. Carnegie Corporation of New York. Available at: www.researchgate.net[Accessed 21 Jul 2024]
- Graham, S. & Perin, D.(2007). A meta-analysis of writing instruction for adolescent students. *Journal of Educational Psychology* ,99(3), 445-476. Carnegie Corporation of New York .doi:10.1037/0022-0663.99.3.445. Available at:www.bridgestolearning2009.pbworks.com [Accessed 22 Jul 2024]
- Graham, S., Gillespie, A. & Meckeown, D.(2013).Writing: importance, development and instruction. *Reading and Writing* 26(1),1-15, DOI: 10.1007/s11145-012-9395-2, www.researchgate.net [Accessed 26 Oct 2024]
- Hertiki, H. & Juliati, J. (2019). Improving students' writing skills using Cooperative Learning at SMPN 2 SUKODONO. (*JEASP*) *Journal of English for Academic and Specific Purposes*, 2(2), 36-56. Available at: www.ejournal.uim-malang.ac.id[Accessed 16 Jul 2024]
- Huddy, W.P. (2012). *A meta-analysis review of Cooperative Learning practices in higher education: A human communication perspectives*. Doctoral dissertation, University of Denver. Available at: <http://digitalcommons.du.edu/etd/297>[Accessed 22 Dec 2024]
- Jamaludin, M. & Mokhtar, M. F. (2018). Students team achievement division. *International Journal of Academic Research in Business and Social Sciences*, 8(2), 570-577, <http://dx.doi.org/10.6007/IJARBS/v8-i2/3966>www.academia.edu [Accessed 13 Apr 2025]
- Johnson, D. , Johnson, R. & Smith, K.(2013). Cooperative Learning: improving university instruction by basing practice on validated theory. *Journal on Excellence in University Teaching*, 25(3&4).Retrieved from URL. [Accessed 28 Jul 2024]
- Johnson, D. & Johnson, R. (1999) .Making Cooperative Learning work. *Theory Into Practice*. 38(2), Spring 1999. College of Education. The Ohio State University. Available at: <http://www.researchgate.net/publication/243775553> 2014 [Accessed 17 Feb 2023]
- Johnson, D. & Johnson, R. (2009). An educational psychology success story: social interdependence theory and Cooperative Learning. *Educational Researcher*, 38(5), pp.365-379, American Educational Research Association. Available at: <http://www.jstor.org/stable/20532563> [Accessed 28 Jul 2024]
- Johnson, D. & Johnson, R.(2018). Cooperative Learning : the foundation for active learning. Available at:www.Intechopen.comwww.researchgate.net[Accessed 6 Feb 2023]

- Johnson, D., Johnson, R. & Smith, K. (2007). The State of Cooperative Learning in Postsecondary and Professional Settings. *Educational Psychology Review*, 19(1),15-29, DOI:10.1007/s10648-006-9038-8. Springer Science and Business Media, LLC. Available at:www.researchgate.net [Accessed 23 Oct 2024]
- Johnson, D.W. , Johnson, R. T. & Smith, K. A.(1991). Cooperative Learning: increasing college faculty instructional productivity. ASHE.ERIC *Higher Education Report* , no.4 . Washington, D.C.: The George Washington University, School of Education and Human Development. Available at: <http://www.scrip.org> , [www.http://eric.ed.gov](http://eric.ed.gov)[Accessed 28 Jul 2024]
- Johnson, D.W. & Johnson, R.T. (2008). Cooperative Learning : successful integration of theory, research , and practice. *The Annual Report of Educational Psychology in Japan*, volume 47, 4-8. Available at: www.jstage.jst.go.jp [Accessed 28 Jul 2024]
- Johnson, D.W. & Johnson, R.T. (2016). Structuring groups for Cooperative Learning. *Journal of Management Education*, 9(4), 8-17. Pennsylvania State University.www.jme.sagepub.com [Accessed 17 Aug 2024]
- Johnson, R. & Christensen, L. (2014). *Educational Research : Quantitative, Qualitative, and Mixed Approaches*. Fifth ed. SAGE Publications, Inc. Printed in the United States of America. Library of Congress Cataloging –in-publication Data. Available at:<http://ismailsunny.files.wordpress.com>[Accessed 19 Aug 2023]
- Kagan, S.(1999). Cooperative Learning : seventeen pros and seventeen cons plus ten tips for success. *Kagan Online Magazine*. Winter 1999. Available at:www.kaganonline.com [16 May 2023]
- Kalifeh, A., Almousa, N. A., Ammari, R. M. & Jarrah, L. A. (2022). Students' attitudes towards applying Cooperative Learning strategy at Amman Arab University. *Journal of Language Teaching And Research*, 13(5) ,pp.997-1006. Available at:<http://doi.org/10.17507/jltr.1305.12jltr.academypublication.com> [Accessed 24 Feb 2024]
- Keramati, M.R. & Gillies, R.M. (2022). Advantages and challenges of Cooperative Learning in two different cultures. *Education Sciences*. 12(3), 1-14. Available at: <http://doi.org/10.3390/educsci12010003> [16 May 2023]
- Kumar, R. (2011). *Research Methodology: a Step by Step guide for Beginners*. Fourth ed. Great Britain. London: SAGE Publications . Available at: ratuterberg.employee.id.tue.nl [Accessed 14 may 2025]
- Kustati, M. & Yuhardi, (2014). The effect of the peer-review technique on students' writing ability. *Studies In English Language And Education*, 1(2), 71-81. P-ISSN 2355-2794. E-ISSN 2461-0275. Available at: <http://doi.org/10.24815/siele.vli2.2671> . www.academia.edu [Accessed 22 Oct 2024]
- Kvale, S.(2007). *Doing Interviews*. The Great Britain, SAGE Publications, The Cromwell Press Ltd. www.eclass.uoa.gr[Accessed 20 Oct 2024]

- Lee, S.J. & Branch, R.M. (2022) .Students' reactions to a Student-centered Learning environment in relation to their beliefs about teaching and learning. *International Journal of Teaching and Learning in Higher Education* . 33(3) , 298-305. ISSN:1812-9129. Available at: <http://www.isetl.org/ijtlhe/http://files.eric.ed.gov>[Accessed 1 Dec 2024]
- Liu, Z., Wang, Sh., & Chen, Y. (2018). Cooperative Learning theory and its positive effect in classroom teaching. *Advances in Social Sciences, Education and Humanities Research*, volume 221, pp.109-113, 1st International Conference on Contemporary Education and Economic development (CEED2018), Atlantis Press. <http://creativecommons.org/licenses/by-nc/4.0/> [Accessed 18 Apr 2025]
- Lv, Y. (2014) .Cooperative Learning : an effective approach to college English learning. *Theory and Practice in Language Studies*. 4(9), pp.1948-1953, Sep.2014. ACADEMY PUBLISHER. Available at: www.academypublication.com[Accessed 12 May 2023]
- Mahmoud, M.M.A. (2014). The effectiveness of using the Cooperative Language Learning Approach to enhance EFL writing skills among Saudi University students. *Journal of languages teaching and research*, 5(3),pp.616-625, doi:10.4304/jltr.5.3.616-625
- Makarova, E.A. (2014). Role of individual learning pathways in non-threatening teaching and learning environment development. *Universal Journal of Educational Research*, 2(5), 406-413. Available at: <http://www.hrpub.orghttp://Files.eric.ed.gov>[Accessed 21 Dec 2024]
- Martinez-Mesa, J., Gonzalez-Chica, DA., Duquia, RP., Bonamigo, RR. & Bastol, JL. (2016). Sampling: how to select participants in my research study. *An Bras Dermatol.*, 91(3), 326-330. DOI:10.1590/ab./1806-4841-20165254 www.ncbi.nlm.nih.gov[Accessed 16 Aug 2023]
- McLeish, K. (2009). *Attitude of Students Towards Cooperative Learning Methods at Knox Community: A descriptive Study*. Unpublished Master thesis. Faculty of Education and Liberal Studies: University of Technology, Jamaica. Available at: <http://files.eric.ed.gov>[Accessed 15 Oct 2024]
- Miftah, M.Z. (2015).Enhancing writing skill through writing process approach. *Journal on English as a Foreign Language*, 5(1), 9-24 . DOI:10.23971/jefl.v5i1.88. Available at: www.researchgate.net[31 Dec 2024]
- Mermelstein, A.D.(2015). Asian EFL university students' preference toward teaching approaches. National University of Kaohsiung, Taiwan , *The CATESOLJournal*27(2), 259-279. Available at: <http://files.eric.ed.gov>[Accessed 12 Jul 2024]
- Milad, R. M., Almalul, R. M., & Lawej, A. I. (2021). Academic writing difficulties faced by Libyan EFL Undergraduates at Elmergib University. *International Journal of research in Humanities, Arts and Literature(IMPACT: IJRHAL)* 9(11),15-24. ISSN(E):2321-8878. Available at: www.impactjournals.us [Accessed 26 Nov 2022]
- Milawati, K.(2015). Using Cooperative Learning to improve English writing skills of grade VIII students of SMPN1 Jogonalan Klaten. Yogyakarta State University. Available at:www.core.ac.uk [Accessed 16 Jul 2024]

- Moges, B. (2019). Practices and challenges of Cooperative Learning in selected college of Arsi University: as a motivational factor on enhancing students' learning. *Universal Journal of psychology*, 7(1), 1-17. DOI:10.13 189/ujp.2019.070101 <http://www.hrpub.org> [Accessed
- Mohammed, S. (2016). English Language teachers' attitudes towards Cooperative Learning. *International Journal of Advanced Research in Management And Social Sciences*, 5(2),123-136. Available at:www.garph.co.uk[Accessed 27 Feb 2024]
- Mohammadjani, F. & Tonkaboni, F. (2015). A comparison between the effect of Cooperative Learning teaching method on students' learning and satisfaction level. *International Education Studies*, 8(9),107-112,ISSN:1913-9020 E-ISSN 1913-9039 www.ccsent.org/ies [Accessed 17 Feb 2025]
- Munawar, S. & Chaudhary, A.H. (2019). Effect of Cooperative Learning on the writing skill at elementary level in the subject of English. *Bulletin of Education and Research*, 41(3), pp.35-44. Available at: <http://files.eric.ed.gov>[Accessed 1 Oct 2021]
- Naeem, M. Ozuem, W. Howell, K. & Ranfagni, S. (2023). A step-by-step process of thematic analysis to develop a conceptual model in qualitative research. *International journal of qualitative methods*, vol. 22, pp.1-18,
- Namjildagva, R. Tumentsetseg, B. Sarentana, O. & Bayarlakh, D. (2024). The attitudes of university students towards learning(on the example of students of some universities and colleges of Mongollia and inner Mongollia, China). In: H. Batmend and O. Ganbold (eds.), Proceedings of the conference on quality assurance in higher education: transforming education-new generation of learners(QAHE). Atlantis highlights in social sciences, education and humanities 18. Available at: http://doi.org/10.2991/978-94-6463-382-5_15 [Accessed 25 Nov 2025]
- Niculescu, C. & Dobre, I. (2011). *An overview of the online Cooperative Learning strategies and categories*. Research Institute for Artificial Intelligence, Romania Academy, Calea13 Septembrie no.13, Bucharest, Romania. The 7th International Scientific Conference eLearning and Software for Education . Bucharest, April:28-29, 2011. Available at:<http://www.researchgate.net>[Accessed 17 Sep 2021]
- Nunan, D.(1989). *Designing Tasks for the Communicative Classroom*. National Center for English Language Teaching and Research. Macquarie University , Sydney. Cambridge University press. Cambridge. Available at:www.academia.edu[Accessed 22 Jul2024]
- Omar, T.(2019). *From Curriculum Reform to Classroom Practice: Intentions, Perceptions, and Actual Implementation in English Secondary Schools in Libya*.Doctoral Dissertation, School of Education, College of Social Sciences, University of Glasgow. Available at:<http://theses.gla.ac.uk/78972/>[Accessed 14 Jul 2024]
- Pablo, J. Ch. I. & Lasaten, R. C. S. (2018). Writing difficulties and quality of academic essays of senior high school students. *Asia Pacific Journal of Multidisciplinary Research*, 6(4), 46-57, E-ISSN 2350-8442 www.apjmr.com [Accessed 2 Apr 2025]

- Phan, T.T.Q. (2023). EFL students' perceptions towards Cooperative Learning in writing skills at a university in the Mekong Delta. *International Journal of Language Instruction*, 2(3), 48-62. Doi: <http://doi.org/10.54855/ijli.23232www.i-ijli.org>[Accessed 16 Jul 2024]
- Purba, H. & Darsono, E. (2023). Cooperative Learning for improving students' L2 willingness to write in creative writing. *Linguistic English Education and Art (LEFA)Journal*, 7(1), e-Issn:2597-3819. Available at: <http://doi.org/10.31539/leea.v7i1.6603> , Journal.ipm2kpe.or.id [Accessed 17 Feb 2024]
- Rakasiwi, T. (2020). *Students' Attitudes Toward Cooperative Learning Strategy in English Classrooms*. Bachelor of Education Thesis, English Language Education Program, Faculty of Language and Literature, Satya Wacana Christian University Salatiga. Available at:repository.uksw.edu [Accessed 6 Mar 2024]
- Ratnaningsih, E. (2016). Improving students' writing ability through the use of digtogloss technique. *Transformatika Journal Bahasa, Sastra, dan Pengajarannya*, 12(2), 1-14. Available at: <https://jurnal.untidar.ac.id> [Accessed 25 Oct 2021]
- Resnik, D.B. (2020). What is ethics in research and why is it important?. National Institute of Environmental Health Science. Available at:www.neihs.nih.gov[Accessed 3 Dec 2024]
- Ruiying, Ch. (2021). A review of Cooperative Learning in EFL classroom. *Astan Pendidikan Journal*, 1(1), 1-9. Association of researcher of skills and vocational training, Malaysia <http://doi.org/10.53797/aspen.v1i1.1.2021> journalarvot.com [Accessed 8Apr 2025]
- Salem, H. (2020). *An Investigation into Some Libyan EFL University Instructors' and Students' Attitudes towards Using Group Work*. Master Dissertation, Department of English, University of Zawia. Zawia, Libya. Available at: dspace.zu.edu.ly[Accessed 20 Aug 2023]
- Saborit, J. A. P. Fernandez-Rio, J. Estrada, J. A. C. Mendez-Gimenez, A. & Alonso, D. M. (2016). Teachers' attitude and perception towards Cooperative Learning implementation: influence of continuing training. *Teaching and teacher education*, 59, pp.438-445 Available at: <http://dx.doi.org/10.1016/j.tate.2016.07.020> [Accessed 26 Nov 2025]
- Sen, H.S. (2013). The attitudes of university students towards learning. *Procedia-Social and Behavioral Sciences*, 83, pp.947-953 Available at: www.sciencedirect.com [Accessed 25 Nov 2025]
- Shammout, M. (2020). The effect of Cooperative Learning activities on enhancing the writing skill of Syrian EFL learners at Arab International University. *Theory and Practice in Language studies*, 10(7), pp.791-797, July, 2020. Available at: DOI: <http://dx.doi.org/10.17507/tpls.1007.10> www.semanticscholar.org , www.researchgate.net[Accessed 1 Oct 2021]
- Shanorra, T.T., Sofyan, R. & Sumbayak, D.M. (2021). A writing skill assessment of the first semester English department students of the Universitas Sumatera Utara. *Bahas*, 32(3), 181-198

- Singh, Y. & Agrawal (2011). Introduction to Cooperative Learning. *Indian Streams Research Journal*. 1(2), 2011. ISSN:2230-7850. Available at:www.researchgate.net[Accessed 18 Jan 2025]
- Slavin, R. (2014). Cooperative Learning and academic achievement: why does group work work?. *Anale de Psihologia*, 30(3),oct.785-791, Servicio de Publicaciones de la Universidad de Murcia, Murcia(Espana). Available at: <http://dx.doi.org/10.6018/analesps>[Accessed 27 Jul 2024]
- Slavin, R. (2016). Instruction based on Cooperative Learning. Chapter 18: 388-404. In R.E. Mayer & P.A. Alexander(eds.). *Handbook of Research on Learning and Instruction*.(ed., Chapter 18: 388-404) University of Geneva. Routledge. Available at:www.edunum.unige.ch[Accessed 15 Aug 2024]
- Slavin, R. (1985). *An Introduction to Cooperative Learning Research*. In: R., Slavin, Sh., Sharan, S., Kagan, R.H., Lazarowitz, C., Webb and R., Schmuck(eds.) *Learning To Cooperate, Cooperating To Learn*. Springer Scientific Business Media, New York, The USA. Pp.5-14.Available at: www.pdfdrive.com [1 Feb 2023]
- Slavin, R. (2006). *Cooperative Learning Methods*. Educational psychology , Theory and Practice. eightieth Ed., Pearson, INC. Available at:www.ims.pdesas.org[Accessed 28 Aug 2024]
- Slavin, R. (1980). Cooperative Learning. *Review of Educational Research*, 50 (2),pp.315-342. Available at: <http://www.researchgate.net/publication/258183246>[Accessed 30 Jan 2023]
- Smith, K. (1996). Cooperative Learning: Making "group work" work!. In C. Bonwell and T. Sutherlund, (eds.), *Active Learning: Lessons from practice and emerging issues*. *New Direction for Teaching and Learning*, volume 67, 71-82 . San Francisco: Jossey-Bass. Available at: [www.http://onlinelibrary.wiley.com](http://onlinelibrary.wiley.com)[www.http://karlsmithmn.org](http://karlsmithmn.org)[Accessed 2 Sep2024]
- Soviyah (2014). *Enhancing students' paragraph writing ability through Cooperative Learning : A classroom action research at the English Education Department*. Ahmed Dahlan University Yogyakarta', Teflin International Conference. The 61st , uns solo . Available at: <http://eprints.uns.ac.id>[Accessed 26 Feb 2022]
- Suweekar, N.(2018). Exploring the natural match between Communicative and Cooperative Learning strategies: an action research study on the impact of Cooperative Learning in fostering Libyan university students' outcomes. *Global Libyan Journal* , Issue:40, pp.1-24. Available at: www.journals.uob.edu.ly[Accessed 17 Jul 2024]
- Suweekar, N. (2020). Impact of Cooperative Learning in fostering Libyan university students' outcomes. In: Omar, Y. Z.(ed.). *Teaching and learning English as a foreign language in Libyan higher education setting*. Democratic Arab Center Strategic, Political & Economic Studies. Berlin, Germany. Pp.148-177
- Tsay, M. & Brady, M.(2010). A case study Cooperative Learning and communication pedagogy: Does working in teams make a difference?..*Journal of the scholarship of teaching and*

learning, 10(2), June 2010 pp.78-89. Available at:<http://eric.ed.gov>[Accessed 13 Oct 2021]

- Teijlingen, E.& Hundly, V. (2002) .The Importance of pilot studies. University of Surrey, Social Research Update, *Nursing Standard*, issue:35. Available at:
<http://www.researchgate.net/publication/111173521> [Accessed 22 Jun 2023]
- Tran, V.D. (2013). Theoretical perspectives underlying the application of Cooperative Learning in classrooms. *International Journal of Higher Education*, 2(4), 101-115. Retrieved from URL.
- Tuan, L.T. (2010). Infusing Cooperative Learning into an EFL classrooms. *English Language Teaching*, 3(2). Retrieved from URL.
- Vyas, M.N. (2023). Traditional Learning: Students' Insights. *Journal of Pharmaceutical Negative Results*, 13(7). Available at:
<http://www.researchgate.net/publication/373603187>[Accessed 10 Dec 2024]
- Yusuf, Q., Jusoh, Z. &Yusuf, Y. Q. (2019). Cooperative Learning strategies to enhance writing skills among second language learners. *International Journal of Instruction*, January 2019. 12(1), P-ISSN: 1694-609x, pp.1399-1412, e-ISSN: 1308-1470. Available at:www.e-iji.netwww.files.eric.ed.gov [Accessed 16 Jul 2024]
- Zayed, M.(2019). The Impact of Implementing The Cooperative Learning Method on Improving The Writing Skill as Perceived by EFL Learners at the Arab American University Palestine. *Global Advanced Research Journal of Educational Research and Review*. 8(2), 13-24.Available at:www.aaup.edu[Accessed 17 Feb 2024]

Appendices

Appendix 1: Students' questionnaire

Research questionnaire for students

DEAR STUDENT

This questionnaire is designed to collect data about the EFL students attitudes towards using Cooperative Learning for improving their writing skill. I will be very grateful if you answer the questions. Your answers indicate your attitude towards applying Cooperative Learning for improving writing skill. Your contribution is highly appreciated . Thank you in advance for your attention and support.

Part one: Background information

Please select the real answers of the following:

1-your age: 18-20 () 21-23 ()

.....

2-Your gender:

A)-Male

b)-Female

4-What is your grade level?

.....

Part two:

Please read the following questions carefully and provide the true answers which express your attitude towards using Cooperative Learning for improving writing skill:

1-Have you experienced learning in groups?

a-Yes()

b-No()

2-If the answer is yes to (Q1), how was your experience?

a-Interesting and positive()

b-Boring and frustrating()

3-Learning through cooperation among students is more effective than learning individually.

a-Strongly agree() b-Agree() c-Uncertain d-Disagree() e-strongly disagree ()

4-Do you prefer to learn with another students in groups rather than individual learning?

a-Strongly agree b-Agree() c-Uncertain() d-Disagree() e-Strongly disagree()

5-Are you willing to experience learning in groups in which students cooperate and support each other?

a-Strongly agree() b-Agree() c-Uncertain() d-Disagree() e-Strongly disagree()

6-Would you like to share your learning information with other students and help them learn?

a-Strongly agree() b-Agree() c-Uncertain() d-Disagree() e-Strongly disagree()

7-Do you feel at ease and comfortable when you talk in front of other students in groups?

a-Strongly agree() b-Agree() c-Uncertain() d-Disagree() e-Strongly disagree()

8-You do not mind helping and cooperating with students in groups for the success of all group members not just you:

a-Strongly agree() b-Agree() c-Uncertain() d-Disagree() e-Strongly disagree()

9-Learning writing skill individually is completely difficult duty:

a-Strongly agree() b-Agree() c-Uncertain() d-Disagree() e-Strongly disagree()

10-The current teaching methods are not effective enough for improving your writing skill:

a-Strongly agree() b-Agree() c-Uncertain() d-Disagree() e-Strongly disagree()

11-When you work with other students through Cooperative Learning groups, you feel:

a-Much motivated, interested and willing always to cooperate in groups()

b-Shy, confused and not willing to engage in face –to-face positive interactions()

c-Easily getting bored and not willing to keep track with other students in learning activities ()

12-How would you like your role or performance when you practice learning in groups?

a-Active and effective()

b-Just sitting, listening then getting a free success()

c-Passive ()

13-Which one of these interactions can be more effective for learning writing?

a-Each student in a group plays his role and exerts his effort for his success and the success of his group()

b-One or some of group members monopolize most of the learning activities and discussions, while others just sit and listen, then in the end, every one gains the same grades()

c-Some students prefer not to or rarely participate in learning activities because they are shy or afraid of making mistakes in public()

d-Students do not achieve any progress especially low achieving students()

14-What is, in your opinion, the most beneficial way to improve your writing skill and overcome its difficulties?

a-Learning with another students in groups for help and support()

b-Learning individually without getting help from another students()

15-What do you prefer?

a-To have interest in sharing your information about writing tasks with other students ()

b-To keep your information only for you()

Thank you very much for your time and effort, the information you provided will be only used for the research purposes.

Appendix 2: A sample of answered questionnaires

University of Azzawia
Graduate studies and training center
Postgraduate studies
Department of English
Research questionnaire for students

DEAR STUDENT

This questionnaire is designed to collect data about the EFL students attitudes towards using Cooperative Learning for improving their writing skill. I will be very grateful if you answer the questions. Your answers indicate your attitude towards applying Cooperative Learning for improving writing skill. Your contribution is highly appreciated . Thank you in advance for your attention and support.

Part one : Background information

Please select the real answers of the following:

1-your age: 18-20 () 21-23 ()

19

2-Your gender:

A)-Male

b)-Female



4-What is your grade level?

2

Part two:

Please read the following questions carefully and provide the true answers which express your attitude towards using Cooperative Learning for improving writing skill:

1-Have you experienced learning in groups ?

a-Yes (✓)

b-No ()

2-If the answer is yes to (Q1), how was your experience?

a-Interesting and positive (✓)

b-Boring and frustrating ()

3-Learning through cooperation among students is more effective than learning individually.

a-Strongly agree() b-Agree() c-Uncertain() d-Disagree() e-strongly disagree()

4- Do you prefer to learn with another students in groups rather than individual learning?

a-Strongly agree b-Agree() c-Uncertain() d-Disagree() e-Strongly disagree()

5-Are you willing to experience learning in groups in which students cooperate and support each other?

a-Strongly agree() b-Agree() c-Uncertain() d-Disagree() e-Strongly disagree()

6-Would you like to share your learning information with other students and help them learn?

a-Strongly agree() b-Agree() c-Uncertain() d-Disagree() e-Strongly disagree()

7-Do you feel at ease and comfortable when you talk in front of other students in groups?

a-Strongly agree() b-Agree() c-Uncertain() d-Disagree() e-Strongly disagree()

8-You do not mind helping and cooperating with students in groups for the success of all group members not just you:

a-Strongly agree() b-Agree() c-Uncertain() d-Disagree() e-Strongly disagree()

9-Learning writing skill individually is completely difficult duty:

a-Strongly agree() b-Agree() c-Uncertain() d-Disagree() e-Strongly disagree()

10-The current teaching methods are not effective enough for improving your writing skill:

a-Strongly agree() b-Agree() c-Uncertain() d-Disagree() e-Strongly disagree()

11-When you work with another students through Cooperative Learning groups, you feel:

a-Much motivated, interested and willing always to cooperate in groups()

b-Shy, confused and not willing to engage in face-to-face positive interactions()

c-Easily getting bored and not willing to keep track with other students in learning activities()

12-How would you like your role or performance when you practice learning in groups?

a-Active and effective()

b-Just sitting, listening then getting a free success(✓)

c-Passive ()

13-Which one of these interactions can be more effective for learning writing?

a-Each student in a group plays his role and exerts his effort for his success and the success of his group(✓)

b-One or some of group members monopolize most of the learning activities and discussions, while others just sit and listen, then in the end, every one gains the same grades()

c-Some students prefer not to or rarely participate in learning activities because they are shy or afraid of making mistakes in public()

d-Students do not achieve any progress especially low achieving students()

14-What is, in your opinion, the most beneficial way to improve your writing skill and overcome its difficulties?

(a) Learning with another students in groups for help and support()

b-Learning individually without getting help from another students()

15-What do you prefer?

a-To have interest in sharing your information about writing tasks with other students(✓)

b-To keep your information only for you()

Thank you very much for your time and effort, the information you provided will be only used for the research purposes.

Appendix 3: Teachers' interview

The research interview for teachers

- 1- What are your qualifications?
- 2- How many years of teaching experience do you have?
- 3- How do you see the contemporary pedagogical orientations towards Active Learning?
- 4- How do you teach writing?
- 5- Which strategies, in your opinion, are more effective for teaching writing; Cooperative Learning or traditional teaching methods?
- 6- Do you encourage Cooperative Learning activities among students? If yes, give an example of how you used Cooperation among students for learning writing?
- 7- Do you think students can improve in writing skill through applying Cooperative Learning? If yes how, If no, why?
- 8- Is there any improvement in students' writing skill through using Group work or Cooperative Learning?
- 9- What are the problems have you encountered while applying Cooperative Learning sessions?
- 10- In your opinions, how can you overcome these problems?

Appendix 4: a sample of conducted interviews

1- The researcher: what are your qualifications?

The participant: O.K. Master's degree.

2- The researcher: how many years of teaching experience do you have?

The participant: here in this college about two years, but totally, I've been teaching since 2016.

3- The researcher: how do you see the contemporary pedagogical orientations towards Active Learning?

The participant: generally, all the orientations guided towards these; active learning, collaborative learning, but in actual practice is not used. Not only not used even if it is used it is difficult to control the students to use it. They will find only one student who is active but the other students are only supporting him. Even not supporting him they only want him to do the task, they don't participate with him.

4- The researcher: how do you teach writing?

The participant: I start by givingusually I start by revising the previous lesson, I provide them with the new lesson and then I give them time to practice.

5- The researcher: which strategies, in your opinion, are more effective for teaching writing; Cooperative Learning or traditional teaching methods?

The participant: that depends on the type of the lesson, the students' level. Sometimes you find that students level don't help you to just make them participate. You have to lead them to be able to do the task that is you ask them

for. So, I think that for me I appreciate and I like collaborative learning and collaborative work especially in writing but it is difficult to practice it....

6- The researcher: do you encourage Cooperative Learning activities among students? If yes, give an example of how you used Cooperation among students for learning writing?

The participant: yeah, I do, I encourage it I try to help them to do that thing I put them to work in groups and I put one of the students who is stunning between them more clever or more better than the others. In that way, I find that one supports the others' thinking and helps the others.

7- The researcher: do you think students can improve in writing skill through applying Cooperative Learning? If yes, how? If no, why?

The participant: yes. How? I believe that when you learn from someone whose level is near from your level that will help him to improve more than when learning just from the teacher. The teacher does his role, he illustrates and the students among themselves when they work together, they help each other more than the teacher.

8- The researcher: is there any improvement in students' writing skill through using group work or Cooperative Learning?

The participant: I used it yeah, but I didn't know it is...I didn'tthat benefits, it's helpful. I didn't know (there was) any improvement. The good ones keep good but the others, don't work with them. The researcher: it needs time you think? The participant: yeah, more time to practice, yeah with other students. This semester is the first time I teach Academic Writing and because of the time we didn't even

give a full semester. We get nearly maybe eight lectures because of the time of Ramadan(fasting month) or whatever...so we didn't get enough time. I didn't notice any noticeable improvement.

9- The researcher: what are the problems have you encountered while applying Cooperative Learning sessions?

The participant: that is it, the problem of time, the problem of students' levels are not equal even not...The researcher: the idea of Cooperative Learning depends on dividing students to heterogeneous groups(students of different levels to help each other, you find each group with members of different levels). The participant: yes, one of them is better than the others so that they will help each other. But, what I find (is) that the better student; the best one among them keeps trying to improve himself (or herself) but the others no. They don't participate as much as that one(good student).

10- The researcher: In your opinion, how can you overcome these problems?

The participant: I think by giving them more practice, we need more time.

The researcher: practicing the strategies of Cooperative Learning, how they cooperate with the other students.

The participant: we need more practice.

Appendix 5: Pilot study

Pilot study

The pilot study is used to test the validity of the research methodology before the actual application of the data collection instruments. The importance of the pilot study is represented in offering an "advance warning about where the main research project could fail, where research protocols may not be followed, or whether proposed methods or instruments are inappropriate or too complicated".(Teijlingen, E. and Hundley, V. 2002; 2014) Hence, the researcher conducted the pilot study as the following:

The limitation of the pilot study

The pilot study has been carried out at the University of Sabratha, the College of Arts. The permission was taken from the head of the English department before conducting the pilot study.

The sample of the pilot study

The sample of the pilot study for testing the questionnaire, included Four students, one student was at the first semester and the three other students were at second semester. For the semi-structured interview, one teacher participated in the pilot study.

The procedures of the pilot study

The permission was taken from the head of the English department by phone because She was not there in the department on the day the pilot study was carried out. The pilot study was conducted on one day; the 20th of June, 2023. Four copies were distributed to four students after they completed their second lecture. The students responded to the questionnaire and gave back the answered copies of the questionnaire to the researcher. Regarding the interview, the researcher held one interview with one teacher since time was about to run out waiting for the head of the English department to come. Fortunately,

the researcher was familiar with one of the teaching staff who met her incidentally, and phoned the head of the department to take permission for applying the pilot study. Both the students and the teacher who participated in the sample of the pilot study welcomed the participation and offered assistance of their own free will without force or coercion. The interview was recorded after the agreement of the participant. The details of the participants' responses are illustrated as follows:

The respondents to the questionnaire

The student number one, aged (21-23), male. He has experienced learning in groups and his experience was interesting and positive. He agrees with the effectiveness of Cooperative Learning rather than individual learning and prefers to learn in groups more than learning individually. He is willing to cooperate with other students, support each other and share information with them. As a result, he feels comfortable when he talks in front of other students in groups and agrees that he does not refuse to offer help for the success of all group members. However, he does not see learning writing individually difficult but agrees that the current teaching methods are not effective enough for improving writing skill. During working in Cooperative learning groups he feels much motivated, interested and willing always to cooperate with students in groups and he prefers his role to be active and effective. Moreover, he sees when each student plays his role for the success of his group is helping action for learning writing. Also, according to him, the most beneficial way for improving writing and overcoming its difficulties is to learn with another students in groups. Only the 15th question left unanswered.

The second student, aged(18-20), second year, male. According to his answers, it is obvious that, Like the first student, he has a positive attitude towards using Cooperative

Learning for improving writing skill except one vague answer for question 12, that is " he likes his role or performance to be just sitting, listening then getting a free success".

The student number 3, aged(18-20), male, first semester. He is like the two previous students has a positive attitude towards Cooperative Learning. But he answered to the 7th question that he does not feel at ease when he talks in front of other students in groups.

The last student(number 4), aged(18-20), male, second semester. He, also, has a positive attitude towards applying Cooperative Learning except one answer that is to the question (8); he does mind helping and cooperating with other students in groups. (Perhaps he misunderstood the question since he agreed with all of the other points in the other questions).

The participant to the interview:

The interview was carried out with one teacher in a very friendly way and the teacher was very pleased and helpful. Also, she permitted to record the interview through the phone. The teacher responses were written down and mentioned here as the following:

The teacher qualifications are MA Applied linguistics. Her years of experience were 2014-2020 teaching in a primary school. Her experience of teaching in university is this academic year teaching second year.

The answer to question 3: (How do you see the contemporary pedagogical orientations towards Active Learning?)

The teacher: " To some point I agree, to some point I do not agree. The teacher should have a role in the class; should give them the general idea, e.g., the topic and let them work." The researcher explained that the active learning which implies Cooperative Learning doesn't basically neglect the role of the teacher but his role is as the facilitator,

the helper, and the supervisor..." She added " I see most of the teachers are using these ways of teaching now. I myself use them; I use group work, pair work; the students should work because students these days are lazy not like us we were active we want to learn, we want to study.... So you have to push them you have to put them inside the problem and they have to solve it. So, I use these strategies".

The response to the (Q4- how do you teach writing?)

The teacher: " I have not good(much) experience in teaching writing but I can give you my plans; I will use pair work, group work and some activities need individual work. They have to do the work; I will mix all of these strategies.

The answer to the 5th question (Which strategies, in your opinion, are more effective for teaching writing; Cooperative Learning or traditional teaching methods?)

The teacher: " I think Cooperative Learning (is more effective for teaching writing) because when you put students in a group or when they work in pairs they will learn from each other, they will help each other; learn new vocabularies, new rule, learn to use styles in writing...So I think Cooperative Learning is more effective..."

The answer to (Q6-do you encourage Cooperative learning activities among students? If yes, give an example of how you used cooperation among students for learning writing?)

The teacher: " yes, for example, let's start with teaching first year students. For example, I'm giving them a lesson about talking or writing about their families. This topic needs each student to write about his/her family alone (individual work). But if the topic is to talk(write) about social media; the advantages and the disadvantages of social media, I think when they work in groups they will learn from each other, each student will bring a point related to the topic, so they will bring perfect ideas about the topic".

The response to the (Q7-do you think students can improve in writing skill through applying Cooperative Learning? If yes how, if no why?)

The teacher: "yes, they can improve, as I told you, they learn from colleagues(group members) they will share their ideas, they will learn new knowledge from each other, new information from each other".

The answer to the (Q8-Is there any improvement in students' writing skill through using group work or Cooperative Learning?).

The teacher: " yes, there is".

The answer to the (Q9- What are the problems have you encountered while applying Cooperative Learning sessions?)

The teacher: " Some students tend to control the group. For example, if he is a good student(high achieving) has a good hand writing good ideas in his mind (can express himself through writing), so he will control the group; he will not let the others to do (perform) their roles; he will do the work himself and will not let the others share (learning) with him. And also, there are some lazy students, they depend on others they don't do anything(don't participate in learning activities). These are the most common problems".

The answer of Q10-In your opinion, how can you overcome these problems?)

The teacher: " the teacher can overcome these problems by giving them(the students) the right instructions of how to work in groups, he/she should divide the work between the group members; you are the leader, you are the writer, you are the note taker... .Each member has a role in the group, has a responsibility, has to do the job. So, all of them will

share the work together. And the teacher should observe everything happening in the group(keep an eye on students).