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Y EXTRANJEROS**

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**Author:**

Silva Rivera, Tanya Lizbeth

**Thesis tutor:**

MsC. María Dolores Avalos Obregon

**Riobamba, Ecuador. 2026**

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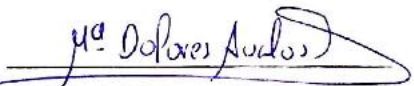
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C.I:0606105104

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C.I: 0602537847

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We, the undersigned professors appointed as members of the Degree Tribunal for the evaluation of the research work "The Impact of Cooperative Learning on the Development of Writing Skills in English Learning Classroom", presented by Tanya Lizbeth Silva Rivera, with identity number 0606105104, under the tutorship of Mgs. Maria Dolores Avalos Obregon; we certify that we recommend the APPROVAL of this work for degree purposes. The research work and the author have been previously evaluated, and the author has been heard, having no further comments to make.

In accordance with the applicable regulations, we sign, in Riobamba, June 16<sup>th</sup>, 2026.

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# CERTIFICACIÓN

Que, **SILVA RIVERA TANYA LIZBETH** con CC: **0606105104**, estudiante de la Carrera **PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**, Facultad de **CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS**; ha trabajado bajo mi tutoría el trabajo de investigación titulado "**THE IMPACT OF COOPERATIVE LEARNING ON THE DEVELOPMENT OF WRITING SKILLS IN THE ENGLISH LEARNING CLASSROOM**", cumple con el 6%, de acuerdo al reporte del sistema Anti plagio **COMPILATIO**, porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente autorizo continuar con el proceso.

Riobamba, 08 de Junio de 2026

Mgs. María Dolores Avalos Obregón  
**TUTORA**

## DEDICATORY

*I want to dedicate this work to my lovely mother, Sara Rivera, who is the fundamental pillar of my life. Everything I have and everything I am thanks to her. There is no way I could ever repay everything she has done. To my sister Lorena for always taking care of me like a second mother. To my brother, Omar who has been my inspiration to continue pursuing my career. To my sister Vero, for the advice she gave me. To my kids, Josselyn and Christopher, who have been like my little siblings. For their love and affection. To my favorite person in the world, K.S, for never leaving me alone since the day we met and for making even the simplest moments feel special. Finally, I dedicate this to everyone who has been with me on this long journey, even if life has taken us in different directions. I still think about you sometimes with gratitude.*

*Love u,  
Tanya Lizbeth Silva Rivera*

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## RESUMEN

El siguiente trabajo de investigación "The Impact of Cooperative Learning on the Development of Writing Skills in the English Learning Classroom" nace de una realidad en donde las habilidades de escritura se enseñan de forma tradicional y sin interacción real. Este estudio consistió en analizar el impacto del aprendizaje cooperativo en el desarrollo de las habilidades de escritura. Para retratar la realidad de los participantes, se empleó un diseño descriptivo e interpretativo y una perspectiva cualitativa. La población específicamente fueron dos maestros de inglés y los treinta estudiantes del 10mo año de EGB de la Unidad Educativa "Pedro Vicente Maldonado" en la ciudad de Riobamba. De acuerdo con los resultados, el aprendizaje cooperativo promueve la interacción y participación durante las actividades de escritura. En la misma línea, los estudiantes demostraron mejoras, como ser más confiados al escribir y elaborar textos más ordenados y coherentes. Por último, las sugerencias incluyen la planificación estructurada y el desarrollo de este tipo de estrategias.

**Palabras clave:** Aprendizaje Cooperativo, destreza de la escritura, interacción entre pares, inglés como lengua extranjera

## ABSTRACT

The following research, titled “The Impact of Cooperative Learning on the Development of Writing Skills in the English Language Classroom,” is based on the idea that writing skills are typically developed through traditional methods rather than interactive ones. The general objective was to analyze the impact of cooperative learning on the development of English writing skills. For this, the study adopts a qualitative approach with a descriptive and interpretive design to describe the participants’ reality. In this case, the population consists of two English teachers and 30 students from "10mo año de EGB" at "Unidad Educativa Pedro Vicente Maldonado" in Riobamba city. The most significant results demonstrate that the implementation of cooperative learning promotes interaction and active participation during writing activities. The positive effects were that the students displayed certain improvements, such as confidence in their ability to write and better organized and cohesive written texts. It is concluded that the impact of cooperative learning has been positive to developing student writing skills. However, recommendations include structured lesson planning and ongoing training in these types of strategies.

**Keywords:** Cooperative Learning, writing skills, peer interaction, English as a Foreign Language (EFL)

# CHAPTER I.

## 1.1 Introduction

In recent years, English language instruction has been a priority in the education system. Under this fact, teachers have been seeking teaching strategies to achieve an effective learning process, such as cooperative learning. The most important priority for English teachers is to get students to use the language through interaction. In this regard, this research study aims to explore how cooperative learning is implemented in the educational context of Riobamba, Ecuador, specifically in a public high school. It also examines the most important aspects of this process and its impact on the development of writing skills.

Moreover, according to Axrorova (2025), the cooperative learning method promotes effective language skill development, particularly in the writing process. In cooperative learning, students work together instead of writing individually, this results in the production of more coherent texts. This method is based on the idea that cooperative writing not only encourages active participation but also strengthens peer interaction. In this sense, cooperative learning is viewed as a method designed to improve writing skills through innovative group activities and with appropriate teacher guidance.

In this concern, the present research study focuses on analyzing the impact of the cooperative learning on the development of the writing skills among students of “Décimo Año de EGB” at “Unidad Educativa Pedro Vicente Maldonado” in the city of Riobamba, Chimborazo during the 2025–2026 academic period. In line with this, the study examines the different stages and implications of applying the cooperative learning method to a task involving writing, while keeping in mind the educational context in which it is implemented.

The following research has been organized into five chapters.

- **Chapter 1:** This section presents the referential framework. It contains the introduction, problem statement, problem formulation, justification, and the general and specific objectives.
- **Chapter 2:** This section presents the theoretical framework. It contains the theoretical background and foundation which supports the study.
- **Chapter 3:** This section presents the methodology framework. It provides the approach, modality and level of research. Additionally, it describes the techniques and instruments that helped to collect and analyze data in this study.
- **Chapter 4:** This section presents the analysis and interpretation of the results. It explains the most important findings achieved with the research.
- **Chapter 5:** Finally, this section presents the conclusions and recommendations. It describes some suggestions for developing writing skills through cooperative learning.

## **1.2 Problem statement**

In English as a Foreign Language (EFL), the first objective is to develop communicative ability. However, writing is very difficult, because it requires advanced cognitive skills. On this matter, Hyland (2019), writing is not just a matter of language, but also a social act that must be explicitly taught. As well, many of the traditional techniques used to teach writing provides few opportunities for interaction and participation, so students have little motivation to write.

Cooperative learning (CL) has been an effective way to overcome writing difficulties. Cooperative learning is a method in which students work in structured groups to achieve common academic goals. This method improves students' language production by providing an environment in which group members can negotiate meaning (Johnson et al., 2014). Regarding writing instruction, it gives students the opportunity to exchange ideas with one another and receive constructive feedback from their peers.

Although the use of cooperative learning in English as a Foreign Language class offers numerous advantages, many of these classes continue to assign individual, outcome-oriented writing task. On the other hand, teacher-centered techniques limit collaboration among students and the construction of knowledge as a group. Also, English teachers also lack the training and resources needed to implement cooperative learning in their classrooms (Johnson et al., 2014). As a result, there is a disconnect between theory and practice which has resulted barely written language development of EFL students.

Thus, there must be an investigation of how cooperative learning is experienced within a classroom context. In relation to this, to better understand how cooperative learning affects writing proficiency, a thorough examination of participant experiences is needed. In this case taking this into account, the following study population has been selected: “Décimo Año de BGU” of the “Unidad Educativa Pedro Vicente Maldonado” Riobamba, Chimborazo during the 2025–2026 academic period.

## **1.3 Problem formulation**

How does cooperative learning influence the development of writing skills on students at “Décimo Año de BGU” of the “Unidad Educativa Pedro Vicente Maldonado” Riobamba, Chimborazo during the 2025–2026 academic period?

## **1.4 Justification**

This research is justified from a pedagogical, academic and social perspective. It arises from the need to understand the role that cooperative learning plays in the development of writing skills. In many educational settings, English is taught in a very traditional style, which limits students' ability to engage in meaningful learning, stay motivated, and participate actively. For this reason, the purpose of this study is to observe and analyze the implementation of this method during the writing process.

From an academic perspective, the relevance of incorporating current student-centered teaching strategies is a way to improve language proficiency. Considering this,

cooperative learning demonstrates that students are not only capable of practicing writing but also of producing high-quality texts through group interaction. Consequently, this research provides evidence that this method does have a significant impact within the classroom and is not merely confined to theory.

Regarding the pertinence of this study, it considers the problems observed in the classroom, such as students' difficulties in developing their writing skills. Additionally, promoting the use of strategies such as cooperative learning is appropriate because it aligns with the needs of the students' educational context to improve their English proficiency by focusing on a specific skill.

Finally, the feasibility of conducting this study depends on human, technological, bibliographic, and economic resources. Concerning this, the immediate collaboration of the institution's administrators in providing resources and the assistance of English teachers and students are highlighted as fundamental elements in the implement of instruments to collect data such as classroom observations and interviews. Additionally, there is a lot of important theoretical information that supports this study.

## **1.5 Objectives**

### **1.5.1 General objective**

To analyze the impact of cooperative learning on the development of writing skills on students at “Décimo Año de BGU” of the “Unidad Educativa Pedro Vicente Maldonado” in the city of Riobamba during the 2025–2026 academic period.

### **1.5.2 Specific objectives**

- To identify how teachers implement cooperative learning during writing instruction.
- To examine observable effects of cooperative learning on students' writing skills.
- To explore English teachers' perceptions regarding the impact of cooperative learning regarding to writing skills.

## CHAPTER II. THEORETICAL FRAMEWORK

### 2.1 Theoretical Background

It is essential to review various resources before addressing a topic. In this case, cooperative learning and its relationship to writing skills have been the subject of discussion among several researchers. For this reason, numerous studies have examined its impact in the academic context.

Internationally, as reported by Alroomi (2023), in his study titled “The Impact of Cooperative Learning Activities on Developing the Writing Skills of Learners of English,” the study aimed to improve writing skills through cooperative learning as an active method for teaching a second language. To do this, a quantitative methodology with an experimental design was used. The study was conducted with students in an EFL context. The main results demonstrate that there is a positive effect from using cooperative learning in teaching, as students display a better attitude during the process. These results make a significant contribution to the present research because the two variables cooperative learning and writing skills and their impact were considered.

Similarly, in the study titled “The Impact of Using the Jigsaw II Cooperative Learning Method to Enhance Pupils' Composition Writing in English as a Foreign Language” conducted by Berbache (2024), the objective was to examine the effect of the Jigsaw method on students' composition writing. On this matter, a mixed-methods approach was used with an experimental design involving 22 third-year high school students as the sample. The most relevant results indicate that there were significant improvements in the development of writing skills such as organization and cohesion. This study is aligned with this research because it focuses on a cooperative learning structure such as the Jigsaw method and how it was applied to improve writing skills.

Additionally, Kondal and Tilwani (2021) in their study titled “Developing ESL Writing Skills through the Cooperative Language Learning Approach,” which aims to examine the effectiveness of cooperative learning in writing production through peer interaction. The methodology was quantitative with an experimental design. The population of this study consists of a group of 30 randomly selected third-year students. In order to do so, the techniques used were a pre-test, post-test, and a questionnaire. The main findings indicated that the scores on the post-test following the implementation of cooperative learning were higher than those on the pre-test. This means that it contributed to the development of writing skills. From a critical perspective, the study is useful because it applies cooperative learning at different stages of the writing process, even though it focuses primarily on just one aspect: peer interaction.

Meanwhile, Abheti and Beriso (2024) in their study titled “Cooperative Learning Approach in Teaching and Learning Writing Skills: Practices and Challenges,” aimed to describe the practices and challenges of applying cooperative learning to writing skills. The methodology was mixed, with a group of 11th-grade high school students selected at random form. The techniques used were a questionnaire and an interview. Based on this, the results

indicated that there are several difficulties in applying cooperative learning related to the context of the student, the teacher, and time. From a critical perspective, the study is useful because it focuses not only on best practices but also on the difficulties of this process, which also helps analyze its impact.

Nationally, there are studies such as the one by Troya (2023) titled “The Effectiveness of Cooperative Learning on EFL First-Year High School Students’ Writing Skills: Issues in Education,” which aimed to analyze the effectiveness of applying cooperative learning to writing skills. The methodology was mixed with an action research design. The population of this study were 35 first-year students from a public high school in Loja, Ecuador. Apart from this, for data collection, the techniques used were a pre-test and post-test, a mixed-type questionnaire, and field notes. The results indicated that, after the post-test, the areas that improved most significantly were vocabulary and the organization of ideas. It also helped to increase students' confidence, because the feedback came from their peers. From a critical perspective, this study is useful because it goes beyond the results in writing and offers a view of improvements in social skills, which play an equally fundamental role.

In the research by Chicaiza (2022) entitled “Peer feedback for the development of written English”, these two research variables were analyzed using various databases. The main objective of this study is to analyze the role of peer feedback in the development of written expression. In this regard, the methodology employed is qualitative, with a bibliographic-documentary design. Through a review of the literature, key information regarding the study variables was identified using databases such as Redalyc, Google Scholar, Scielo, Dialnet, and ERIC, based on data from the last 12 years. Consequently, the following results were found peer feedback helped students in areas such as repetitive word usage, accuracy in correction, and text organization. It also had an impact on factors such as confidence, motivation and critical thinking. These results demonstrate that this study is suitable for my research work because it reinforces the idea that peer feedback has magnificent results in improving students’ writing, not only in terms of grammar but also in how they feel during the process.

## **2.2 Theoretical Foundations**

### **2.2.1 Theoretical perspectives on Cooperative Learning**

#### **2.2.1.1 Constructivism**

In constructivism, learning is viewed as a process in which prior experiences and knowledge about a subject can be transformed into new and valuable knowledge. In accordance with Bruner (1996), learning begins when students actively participate in the classroom by generating ideas, questioning, organizing, and transforming not only to process information but also to construct meaning. Under this perspective, students appear to be a fundamental part of their own learning process.

Additionally, Fosnot (2013) makes a similar point, noting that learning starts from the learner's experience, reflection, and interaction with their environment. In this sense, it is important to realize that common aspects of learners such as doubt or fear of making mistakes serve as incentives that help them question and reconstruct meaning. This goes beyond methodological processes to how students perceive and understand the world through different situations.

In this context, cooperative learning is closely related to constructivism, because both use active participation through interaction. For example, in the classroom when working in cooperative task, students share ideas, filter important information, and build understanding together. It is also important for developing writing skills, because it provides the appropriate setting to benefit from the exchange of ideas and make the necessary adjustments to text production.

### **2.2.1.2 Socio-Cultural**

The sociocultural approach states that people develop learning through interaction with others within a cultural context. As evidenced by Vygotsky (1978), learning begins at the social level and then becomes part of the learner's mind. This is closely related to one of the most important concepts, known as the Zone of Proximal Development (ZPD), which emphasizes the distance between real level what the learner can do independently and potential level what can do cooperatively to learn.

In the context of cooperative learning and from a sociocultural perspective, it is important to form strategic groups. As Samsudin et al. (2006) mention, forming heterogeneous groups is a great idea, since bringing together students with diverse backgrounds, skills, and other characteristics allows their interaction to generate significant benefits. Learning occurs when students work together, they can support their peers' learning by sharing insights, offering suggestions, and providing scaffolding for understanding. This demonstrates that learning is most effective when every student has something to contribute.

At the same time, it is particularly important for the development of writing skills, as students derive certain benefits from a writing task, especially during the pre-writing stage since this is when they must share, filter, and organize information. In this case, grouping them allows them to reach their full potential and produce creative, high-quality written work, as each student brings their own perspective. For this reason, this approach goes hand in hand with cooperative learning in the context of tasks that develop writing skills.

### **2.2.1.3 Communicative Language Teaching (CLT)**

The Communicative Language Teaching approach is an educational method that stresses the importance of language usage for real social communication instead of only acquiring the grammar of the language. As Richards (2006) notes, CLT gives stress to particular aspects like interaction, communication, and competence in the language, which actually enable the students to learn English properly. Indeed, the approach certainly motivates students to utilize the language for sharing their experience in different activities.

Communicative Language Teaching is aligned with cooperative learning, as both rely on students' active participation and the skills they develop through interaction (Liu et al., 2018). The activities which involve cooperation create chances for students to apply English in practice as they can share opinions, negotiate and even solve problems. Even the instructor uses the target language while explaining the task (Azimova, 2019). Thus, these tasks help students acquire production skills. In this way, students improve the necessary competencies for real communication.

#### **2.2.1.4 Peer-Assisted Learning**

Peer-Assisted Learning is a method where students help each other learn by working together using different activities that are structured like peer tutoring, formative feedback or group projects. In accordance with Topping (2005), peer-assisted learning improves academic performance because it allows students to learn from other students through explanations, discussions, and support of each other in a horizontal type of education. Under the context of English writing instruction, this methodology plays a crucial role because improving students' communicative abilities due to creating a space for authentic dialogue.

The students become better able to understand linguistic conventions and appreciate the need for sensitivity to a real audience. Through peer evaluation, the students will be able to recognize different kinds of errors, make clear confusing expressions, and enhance the logical development of the text. As put forth by Falchikov (2001), peer interactions aid in the development of a student's academics is due to the opportunity for critical thinking to occur. That's why it contributes significantly to foster active participation and meaningful interaction among students.

### **2.2.2 Cooperative Learning**

#### **2.2.2.1 Conceptualizing**

Cooperative learning is an important of a valuable way to help students work together through structured group work, with an aim of achieving common learning objectives, based on fundamental principles for its development Johnson et al. (2014). Positive interdependence means that all the group members depend on one another: the individuals are responsible not only for their contributions to the group's success but also for their personal learning; and when the group members help one another out of a desire to support each other, all the students will learn more about the subject matter being covered.

Cooperative Learning gives students a lot of options for interacting, sharing, and support each other's development of language skills through social interaction. It builds a safe place and allows students to explore them in a new way without being afraid of making mistakes (Liu et al., 2018). It allows students to work together starting with the initial brainstorming to the final editing. Through these group activities, students can generate creative ideas, organize complex content, and revise their texts. So, it improves the overall level and their personal involvement in the task.

### **2.2.2.2 Elements of Cooperative Learning**

Cooperative learning involves several key features which determine whether it will be effective in a particular classroom setting by informing the way the process unfolds about interaction, participation, and involvement of students in group activities. According to Johnson et al. (2014), state, for the process of cooperative learning to take place, it should occur under certain conditions. Through creating such conditions, teachers can turn any grouping into an instructional approach.

Positive interdependence is one of the essential components since it shows that students are interdependent to help them all accomplish a common objective. In other words, each of the members must perform his or her role to ensure the success of the entire group (Liu et al., 2018). Thus, students will have to assist each other as well as actively collaborate to reach this aim. One of the key components in this regard refers to the significance of personal responsibility on the part of each student in learning new things as well as making their contribution to the work performed by the entire group (Liu et al., 2018). In this way, the individual is empowered within the collective process, which contributes to the development of ownership regarding the result obtained. Moreover, the significance of face-to-face interactions should be mentioned as they involve cooperation and motivation (Azorín Abellán, 2018). Social skills are indispensable when it comes to cooperative learning because one must learn how to listen actively, show respect for others, and criticize ideas rather than individuals (Fernández, 2017). Group processing is an activity that enables learners to evaluate their own progress in learning, behavior, interactions, attitudes, and skills (Azorín Abellán, 2018). In the context of writing development, these elements support students in generating ideas, organizing, and revising texts together.

### **2.2.2.3 Types of Cooperative Learning**

Cooperative Learning can be classified into different types. It can depend on its purpose in the classroom. These classifications help teachers understand how to apply this method effectively.

In terms of Johnson et al. (1999), there are three main types of Cooperative Learning.

First, formal cooperative learning that refers to structured group work. That is to say that lasts from one class period to several weeks. Here students work together to achieve shared academic goals, while they navigate complex assignments. Then, informal cooperative learning that it is short-term and is typically used during a lesson to break up long periods of teacher instruction. It helps students focus, process information, and maintain attention. Lastly, cooperative base groups that are long-term, heterogeneous groups that provide support and stability. These groups are essential because students do not feel isolated throughout the academic term.

#### **2.2.2.4 Structures for implementing Cooperative Learning**

It is important to have a well-planned structure for implementing this method is a key factor in producing meaningful results. Teachers have a responsibility to choose the appropriate structure in line with the learning objectives they wish to achieve.

The following structures are established:

To start with, the Jigsaw helps to achieve active student participation and collaboration. This structure organizes students into small groups where everyone within the group has a role in learning and teaching certain aspects of the content. Learners first meet in “expert groups” to discuss their assigned content and then return to their original groups to share knowledge. It is a good idea for students show more interaction, responsibility, and understanding (Hedeen, 2003).

Another important structure, Think–Pair–Share that involves three stages: individual thinking, discussion in pairs, and sharing ideas with the whole group. It permits students to process information in individual way before engaging in collaborative discussion. It works especially well when building the self-confidence of students before they have to share their views with other people (Agustina & AI Haqiqy, 2025).

Similarly, Round Table where each student contributes ideas in turn, promoting equal participation and preventing more dominant students from overshadowing others. This structure makes students work in small groups, taking turns writing responses on a shared paper or orally. In this stage, each participant adds knowledge regarding to the topic step by step (Kagan & Kagan, 1994).

Lastly, Numbered Heads Together, which ensures individual accountability within the group. In other words, every student is responsible for being able to represent their team. Under this method, learners are grouped into small teams, where they will be allocated numbers and tasked to work out something. Then, the teacher chooses a random number from the group and asks the relevant learner to answer. For that reason, all the learners participate in learning (Pardede & Herman, 2020).

### **2.2.3 Theoretical perspectives on writing**

#### **2.2.3.1 Process Writing Theory**

Process Writing Theory views the act of composing not as a single event, but as a dynamic and recursive journey. In the words of Flower and Hayes (1981), writing involves phases in the process including, among others, planning, drafting, and revision. This process is characterized by recursion, which means that writers can repeatedly return to previous phases when they feel the need to modify or improve upon their thoughts. It can be viewed as an authentic representation of how good writers think.

In addition, Rakhimova (2025) explains that effective writing development requires consistent guidance and scaffolding during each phase. This structured support enables students to organize their ideas clearly and improve their texts. In the context of EFL classroom, this theory makes the writing process emphasis instead of simply concentrating

on the marks obtained. Furthermore, it works effectively well with the idea of cooperative learning where learners can brainstorm together as well as engage in peer editing and hence create a joint effort at the end.

### **2.2.3.2 Genre Analysis Theory**

Genre Analysis Theory shifts the focus toward the conventional structures and communicative purposes of different text types. Based on the ideas of Swales (1990), a genre consists of a class of communicative events with shared purposes and a predictable set of structures. This implies that every text, for instance an essay, a letter, or a report has its own structure, which should be unraveled by students to succeed. The students can acquire the language resources needed to satisfy the requirements of different audiences.

Similarly, Hyland (2004) notes that writing has a significant amount of social and contextual influence. This has relevance because students need to adjust their writing styles based on the audience and purpose for writing. In the English classroom, this perspective helps students become more purposeful writers. For instance, when it is integrated with cooperative strategies, they can analyze model texts and try to apply these structural frameworks collaboratively. This ensures that their writing is not only grammatically correct but also socially appropriate.

## **2.2.4 The Nature of Writing Skills**

### **2.2.4.1 English Language Skills**

English language implies the holistic development four main skills: listening, speaking, reading, and writing. These are commonly divided into two functional groups: receptive skills and productive skills. Based on Hyland (2019), the receptive ones are focused on the ability to understand and extract meaning from language, and the ones that have productive functions are focused, for example, on the ability to generate and transmit messages. This distinction is important for educators because it facilitates the design of lessons involving the correct distribution of cognitive load to balance the absorption of new knowledge and the creation of new ones.

To continue, in a comprehensive approach to language learning, receptive skills include listening and reading, and productive skills include speaking and writing are not simply distinct categories but are best viewed as intrinsically linked, requiring a highly integrated approach that is mutually reinforcing to achieve true effective communication (Brown & Lee, 2025). In practice, the ability of the student to produce accurately written statements depends on their previous exposure to high-quality input. This creates a never-ending cycle of linguistic development.

#### **2.2.4.2 Writing as a Productive Skill**

Writing is considered a productive skill because it requires learners to actively utilize language for expression of their thoughts and ideas. On the other hand, receptive skills involve mainly interpretation of external stimuli, writing demands learners to produce language to make up for the distance that exists between their thoughts and the audience. In the words of Golkova and Hubackova (2014), writing allows learners to communicate meaning by organizing their ideas into coherent, structured, and linguistic texts. Similarly, Munir and Yavuz (2024) states that writing is a complex cognitive activity that goes beyond linguistic knowledge and requires substantial mental effort. Additionally, the acquisition of such a skill is highly possible if the process of cooperation learning is adopted strategically. A good example could be when students come up with different ideas, organization of content, and providing feedback immediately is done through group efforts.

#### **2.2.4.3 Components of Writing Skills**

For one thing, writing consists of components that allow students to develop a coherent, professional, and intentional piece of writing. In other words, it implies that components involve a complex blend of linguistic competence that should work in harmony. According to Hyland (2019), effective writing requires proper interactions between various components like grammar, vocabulary, and structure.

One fundamental component is organization. In this perspective, students must organize their thoughts in an appropriate manner in order to create logical movement of the text starting from the introduction, moving on to details and finishing with a summary. With a well-organized text, the reader will easily comprehend the content. Another important aspect, the organization of ideas that plays a very significant role when it comes to writing well-structured texts (Nation, 2013). Besides, the strong organizational framework enables the writer to organize their thoughts appropriately, emphasizing the critical points.

Another significant point here is that of the interdependency of coherence and cohesion. Whereas coherence concerns the logical arrangement of information contained in the text, cohesion focuses on the use of transition devices in the text. The employment of such transition devices contributes to establishing a connection between different sentences and paragraphs within the text, which facilitates understanding (Nation, 2013). In this case, these two elements help to create a cohesive whole rather than a few unrelated sentences.

In addition, grammar and lexis are fundamental aspects of writing skills. Now, at this stage, students need to apply grammatically correct forms and appropriate vocabularies. Advanced grammar and lexical use conveniently convey communication and evade any potential misunderstanding resulting from vague expression (Hyland, 2019). Competent writers utilize both elements' complexities to create writing that is interesting.

Lastly, after examining issues of spelling, punctuation and capitalization from a professional standpoint, we can see that they substantially affect the clarity and accuracy of one's written work. In EFL classrooms, it helps make one's text clear and correct immediately. It is quite complicated for many students to develop all of the mentioned skills

simultaneously (Hyland, 2019). Finally, cooperation techniques will prove to be of great assistance because students will cooperate and make changes to their texts.

#### 2.2.4.4 Classification of Writing Types

There are many different kinds of writing each of which fulfills a different purpose, is intended for a different group of people and has a different structure. For example, according to (Corbacho, 2006), there are such kinds of writing as:

- **Narrative writing.** - This kind of writing aims at depicting a story and a process of unfolding the event. Here, the chronology and other crucial elements such as characters and the plot come to play.
- **Descriptive writing.** - This writing type is aimed at painting a picture about a person, a place, or an object described in this kind of writing. Here, the usage of a vast array of adjectives helps students paint the most vivid and tangible pictures possible.
- **Expository writing.** - Such writing type serves the purpose of explaining something to the readers. Here, the tone is more formalized because of the necessity of presenting the matter objectively.
- **Argumentative writing.** - This kind of writing presupposes the expression of one's point of view and arguments to support it.

#### 2.2.4.5 Writing process

The writing process describes a series of stages involved in producing meaningful writing pieces. As highlighted by Madrigal Abarca (2008), productive writing follows a sequence of steps that facilitate the development of the text from the beginning stage of brainstorming to the concluding stage of revising.

The first stage is planning, which is also referred to as prewriting, and is the first step in the writing process. At this stage, students brainstorm and organize ideas for their text.

This is followed by the drafting process where the first draft is written. Here, the major consideration is the expression of thoughts without being excessively concerned with the accurate language used.

After drafting, the next process comes at the revision stage, which gives students an excellent chance of improving their ideas and making important changes to their work.

Ultimately, the editing stage takes account of the technical aspects of writing such as issues related to grammar, spelling, and punctuation. These steps ensure that the message is conveyed in an accurate and professional way to achieve success in academics (Betancur, 2008).

## **2.2.5 Relationship between Cooperative Learning and Writing Development**

### **2.2.5.1 Integration of Cooperative Learning in Writing Tasks**

Teachers need to properly prepare for and train their students with cooperative learning. This allows students not to only passively receive but be active learners, share different perspectives and construct together in a social way. In accordance with Johnson et al. (2014), students that participate in cooperative learning will have a greater degree of interactivity and responsibility among themselves. As a result, teachers can assist their students in working through language difficulty with the support of all people in the classroom.

Cooperative learning can be used across the composing process, during each stage to help support students' learning through scaffolding. At the planning stage, students may collaborate to generate creative ideas before outlining the desired arguments and organizing their thoughts; thus, helping each other gain a deeper level of understanding, and aiding them in clearing up any confusion with the concepts that they are using to compose their text. At the drafting stage, students may compose texts together or contribute to their larger group assignment or project (Berbache, 2024). This method will help the learners participate in the class actively and share their thoughts. Then, at the next revising stage, peer feedback is an essential resource, regarding to Slavin (2015), students can offer suggestions on how to improve one another's writing through reviewing each other's assignments. Through this repeated process, the writing will become clearer, more cohesive, and written correctly according to rhetorical standards.

In concern about this, cooperative learning establishes a warm environment for learners. In this space they become much more willing to express their thoughts freely. This social atmosphere helps to lower affective filters and anxiety in performance, which usually hinder learner involvement in any activity. Thus, the inclusion of cooperative learning in writing activities is not limited to the development of writing competence alone but goes further into creating interactions and collaborative learning experiences.

### **2.2.5.2 Peer Interaction and Feedback in Writing Process**

Writing skills and development are greatly influenced by peer interactions and feedback because these connections link individual thinking to the social act of communicating. As stated by Hyland (2019), receiving peer feedback allows learners to gain a great deal of awareness regarding their writing choices, and encourages them to think critically about their language use. Raising student awareness is an essential early step in aiding them in looking at their own work from an outsider's perspective.

Similarly, Lundstrom and Baker (2009) argue that the dual process of exchanging feedback is mutually advantageous to the two parties involved in a unique way. For instance, when students evaluate the work done by other students, they not only acquire vital critical thinking skills but also enhance their writing abilities. On the other hand, through feedback

they can identify where exactly they made errors that they could easily overlook in self-editing. Thus, in this case, evaluating others turns into an asset to them as well.

In the writing process, peer interaction is crucial for revising as it moves from idea creation to refining a message. In peer interaction students can share drafts of their work, provide suggestions for structural changes to their writing, support each other in enhancing their overall organization, cohere, and clarify their writing as well. Peer interaction can also be an important affective component of this process as it reduces the level of anxiety associated with performing (Lundstrom & Baker, 2009). Students often feel much more comfortable when they receive suggestions from classmates than from a teacher because the power dynamic is more balanced and less intimidating.

### **2.2.5.3 Roles of Teacher and Students**

Teachers and students play both active and complementary roles in cooperative learning, both of which are vital to the success of this type of learning. There is a shift from an individual approach to a collaborative and student-centered approach. According to Slavin (2014), writes that in cooperative learning, teachers must guide and structure activities effectively, and students must also contribute to such an effort and interactively assist other students.

Teaching role transforms, becoming a facilitator and a strategic organizer, besides providing content, the teacher designed the tasks, organized diverse groups and made clear instructions needed to be able to work with high level of accuracy. Besides, the teacher follows the students' process with real-time monitoring with scaffolding, with minor intervention. Teachers also takes a crucial role in ensuring all participants are equally involved, thus the group dynamic (Alarcón & Reguero, 2018). This process allows the teacher to adapt to each student's needs, while giving group the opportunity to solve problems with own abilities.

Meanwhile, the student takes a major and active role in their education, they aren't only an observer but their own ability to create their own ideas, tackle intricate task, and a deep cooperation with other students, this complex responsibility includes collaboration by sharing information, giving constructive feedback, and assisting others to understand complicated concepts (Medina, 2021). These continuous social interactions help students to develop their academics' skills and essential life skills like empathetic communication or effective teamwork.

When we consider the development of writing skills, this transformation becomes very significant indeed. The teacher takes up the role of a mentor whose responsibility lies in guiding the whole process of writing and providing the required resources, whereas the students work together in the stages of planning, drafting, and revising.

#### **2.2.5.4 Benefits and Challenges of implementing CL during writing instruction**

Cooperative learning offers a wide array of transformative benefits for students within the English language classroom. At the same time, there are some challenges to implement this method correctly.

The main benefit of cooperative learning is the increased communicative competence of students. In a cooperative learning environment, students have numerous opportunities to demonstrate their understanding and ability to use the language while sharing their ideas in real time (Slavin, 2014). In the same line, learners are motivated by this method because they feel they have contributed while working with a supportive group of individuals toward a common goal (Slavin, 2015). This collaboration fosters an inclusive environment for learning, which considerably improves the likelihood of participation by those students that lack interest or confidence (Temprado, 2009). In particular, the use of cooperative learning promotes the development of writing through collaboration between peers. For instance, brainstorming to generate concepts, structuring and organizing complicated material, and revising their drafts. The result will generally have a higher degree of coherence, clarity and rhetorical precision compared with purely individual solutions.

However, there are many benefits to using cooperative learning, but there are also some practical challenges when using this method to assist students. One challenge is that some students may dominate the activity and thereby overshadow others, while others will not participate at all, or "free ride" on the work being done by the other group members. Another major challenge is managing group work. Teachers need to create groups from students and keep track of group dynamics as well as remaining aware of whether students are staying on task within their groups. This requires significant time and careful strategic planning. Moreover, some students may experience difficulties such as limited basic social skills or insufficient personal confidence in language use (Escobedo, 2025). Recognizing these hurdles is the first step toward creating a more resilient cooperative framework.

## **CHAPTER III. METHODOLOGY**

### **3.1 Research Approach**

This study favors a qualitative approach, which is ideal for analyzing phenomena based on what participants experience and perceive in their own environment. In this sense, rather than measuring variables in isolation, the intention is to explore deeper the meaning of social processes and understand reality through interpretation (Ugwu & Eze, 2023). Applied to education, this approach is key to examining pedagogical practices, as it allows us to see up close how teaching flows and the real response of students to it.

As mentioned by Hernández-Sampieri and Mendoza Torres (2018), qualitative research draws on the natural environment and real interaction. This perspective makes the qualitative approach perfectly suited to the purpose of this study: to analyze how cooperative learning influences English writing skills. This approach allows them to closely observe the strategies applied in the classroom and capture teachers' views on their students' performance.

### **3.2 Research Modality**

Field research is selected as the modality for this study to collect main data within the natural educational context during the teaching and learning process. It is part of the qualitative approach, as it involves a direct observation form and interviews addressed to the population related to the impact of Cooperative Learning on developing of students writing skills in English learning classroom. In the view of Burgess (2003), in a field study, the most important tool for gathering information is the researcher, who is in direct contact with the study participants. Thus, it helps to supplement and enrich the research with relevant and accurate information.

### **3.3 Level or type of research**

For this research a descriptive and interpretative level is established to gain a deeper understanding of the phenomenon under study. The descriptive nature of the information supports this point because it highlights the specific characteristics of the phenomena being studied including situation, custom and overall attitude of those involved in the situations being studied (Guevara et al., 2020). This information must be accurate, precise, and systematic to be properly analyzed. This study aims to identify and describe how students employ their writing skills collaboratively in the English classroom.

Complementary, it is interpretative because it focuses on getting an extensive analysis of the participants' experiences. According to Pulla and Carter (2018), the perspective of the concept of reality is subjective and influenced by the perspective of the individual as an individual and as part of the context. Thus, the purpose of this is to interpret that has significance to someone, based on the individual's perceptions and experiences of

their daily lives. In this context, it is aligned with this research to understand teachers' perceptions and classroom practices according to the cooperative learning on writing skills.

### **3.4 Study population**

The study population for this research consisted of 2 English teachers and 30 students from Decimo Año de Educación General Básica, class "E" at "*Unidad Educativa Pedro Vicente Maldonado*" in Riobamba. The sample was selected based on how often two of the classroom teachers use cooperative learning as part of their classroom instruction. Therefore, this group was chosen because they regularly participated in English writing activities.

### **3.5 Sample Size**

It was not necessary to select a sample because the number of participants was relatively small.

### **3.6 Techniques and instruments for collecting data**

For the data collection in this study, the following techniques and instruments were used to achieve specific objectives.

**Observation:** For the first and second specific objectives, the observation technique was used to gather information about the implementation of cooperative learning and its effects on the development of students' writing skills during a writing task. As described by Kawulich (2005), observation allows one to immerse oneself in a situation and examine nonverbal expressions, that is, the level of attention, interaction among individuals, and the time taken for certain activities. For that reason, the instrument used is classroom observation guides. This makes the process more professional and helps achieve research objectives.

**Interview:** To achieve the third specific objective, an interview was carried out. This interview was conducted in a face-to-face way with English teachers to explore their ideas, perceptions, and experiences regarding the impact of cooperative learning on the development of students' writing skills. This type of interview is commonly used in qualitative studies and allows for the collection of detailed information on participants' perceptions, attitudes, values, feelings, and beliefs (Díaz-Bravo et al., 2013). Lastly, the semi-structured interview consisted of two icebreaker questions, eight focus questions, and one projection question.

### **3.7 Techniques for analyzing and interpreting results**

This study employed data triangulation as an effective technique for analyzing and interpreting results. As Leech and Onwuegbuzie (2007) notes, data triangulation allows results to be corroborated through various analytical tools using the same data. In other terms, the results obtained from one analytical approach are examined alongside results from another analytical approach. This technique aligns with the qualitative approach, as observations and interviews were the primary sources of data collection.

## **CHAPTER IV. RESULTS AND DISCUSSION**

### **4.1 Results**

This chapter presents the most relevant results of the research. The results presented are aligned with the research objectives. First, it describes how cooperative learning is implemented during writing instruction. Then, it examines the effects of applying this kind of method for developing writing skills. Finally, it interprets teachers' perceptions of how students' writing skills develop through cooperative learning. These results are supported by theoretical references, direct evidence, and analysis to provide a clear understanding of the issues identified.

#### **Cooperative Learning in the Writing Classroom**

The application of cooperative learning, as stated by Johnson et al. (1999), is guided by structured planning and consistent pedagogical intervention. The observed writing class had a solid structure for the most part; however, there were a few moments during the class when several limitations emerged that could have affected fundamental components. The following analysis has been divided into three key sections:

This first section is based on the beginning of the class, focusing on how the teacher starts the class, explains the activity, and organizes the work groups. The teacher started by activating students' prior knowledge. Later, the teacher gave specific instructions to the students to ensure that the activity was developed correctly. It is important to emphasize that she made sure all students could understand the cooperative activity. Additionally, the teacher created heterogeneous groups to make each team stronger. As Samsudin et al. (2006) note, it is essential to create this type of inclusive group that contributes based on their respective strengths.

The following section emphasizes that most of the elements of cooperative learning were applied during the writing activity. In line with this, a key finding emerged regarding the assignment of roles within each group, because in most cases only one leader was designated. Related to this, (Medina, 2021), mentions that it is important for each group member to have a specific role and to actively participate in the activities carried out within the group. Fortunately, this situation did not affect individual responsibility, because in most groups the members worked to move the task forward. On the other hand, positive interdependence was developed in this context. It was particularly observed that in each group, the leader encouraged members to contribute to the task. This highlights that the students demonstrated great commitment to working together, which is a significant challenge: moving from superficial group work to true cooperative learning.

The final section explains how the teacher acted as a facilitator and describes the interaction between students during the process. In terms of the teacher's role, during the editing stage of their written work, the teacher provided final supportive feedback to each group. It should be noted, as a negative point, that some interactions were more significant

in some groups than in others. However, the students' written texts produced good results. On the other hand, students demonstrated the most interaction during the planning, drafting, and the revision stages. It is important to emphasize the revision stage because that is where students made the final adjustments to their text. This allowed students to transform writing into something beyond a product-oriented task and toward a process-oriented social development.

### **Effects on Writing Development**

Interaction plays a key role in developing writing skills because it allows for deep language processing (Falchikov, 2001). In other words, sharing strengths and weaknesses in language use with others could improve linguistic quality. Keeping this in mind, to understand the effects of applying cooperative learning to a writing task in an English classroom, several observations were made. Overall, the results obtained were very positive, as a positive and multidimensional impact was observed. That's why the following results have been divided into three key points:

One of the most important points noted relates to Promotive Interaction and Negotiation of Meaning. These aspects align with Lundstrom and Baker (2009), who note that in the process of facilitative interaction, meanings are negotiated by asking for clarifications, reformulating ideas, and correcting errors. A significant factor was that the topic provided by the teacher was of interest to the students. For this reason, they appeared more engaged throughout the process. The students demonstrated positive interaction, where they all supported each other to complete the writing assignment. Occasionally, they were observed debating the meaning of a new word or the structure of a specific verb tense. Consequently, the students not only shared ideas but also actively discussed the sentences contributed by each member.

Another important aspect is individual responsibility and the collaborative construction of the text. It is important to note that individual responsibility does not simply involve dividing up the work and then piecing the parts together. This means that every member of the group must be willing to contribute meaningfully to the work (Slavin, 2014). In this regard, a finding particularly observed at a certain stage was that in most groups, each member worked collaboratively. However, in other groups, it was noted that they distributed the activity. One student simply wrote what the others contributed. Additionally, most groups focused on developing their text in an organized manner and according to the parameters of a quality text. On the other hand, in a few groups the reality was different because it was evident that peer correction was not always accurate. As a result, students had to ask the teacher for help to resolve some questions.

Finally, this section is based on the idea that cooperative learning connects the student's emotional side to the process of constructing a text with structural quality. The students felt more relaxed when faced with writing tasks in a cooperative setting, as this eliminated their fear of being strictly judged (Temprado, 2009). This type of interaction led evidence of increased confidence and reduced anxiety among students during the writing process. It is key that, before the final review by the teacher, all group members act as the

first filter. Then it was observed that most of the texts presented by the students had a more organized structure. This was also due to the structure of the activity, which included brainstorming and group planning sessions.

### **Writing as a Shared Process: Teachers' Perceptions on Cooperative Learning**

The teachers interviewed shared key information, as English teachers, regarding the impact of cooperative learning on students' writing skills. In this regard, when discussing writing, the participants emphasized the main mistakes that students make in this process. These mistakes were particularly related to grammar, limited vocabulary, and organization. However, the teachers interpreted this as part of a "normal" process given the current educational context, one that can be positively improved through the use of collaborative methods.

In this vein, from an educational perspective, all teachers indicated that they have implemented cooperative learning specifically for writing assignments, though to different degrees structures and intentions. Bajaan (2026, interview) explicitly states that she uses structured techniques such as "group brainstorming," "peer review workshops," "jigsaw paragraphs," and "feedback circles," where students construct texts and evaluate them collaboratively. In contrast, Lucero (2026, interviewed) mentions she prefers more flexible, context-dependent cooperative activities, such as "chain writing" and "collaborative summaries." In view of this, he indicates that its application depends heavily on each teacher's preparation and methodological approach. These results align with Johnson et al. (1999), who state that cooperative learning is a structured process based on effective interaction between participants.

Regarding student response, teachers report that cooperative learning improves motivation, engagement, and participation. In the words of Bajaan (2026, interview), students "get more involved in these types of activities, share ideas, and are more motivated". On the other hand, according to Lucero (2026, interview), students "feel relaxed when working in groups, but in a positive way," creating a dynamic classroom environment. These results support the view of Slavin (2015), who mentions that learning occurs through social interaction helps students to participate actively and demonstrate engagement during an activity. This means that incorporating cooperative learning specifically for writing tasks provides students more opportunities to practice writing not just to complete assignments but because they want to.

In addition to writing performance, teachers observed significant improvements when cooperative strategies were systematically applied. Bajaan (2026, interview) stated that students "will become better at constructing sentences... will enrich their vocabulary, and will make fewer grammatical errors," while Lucero (2026, interview) emphasized that there is an improvement in writing tasks when "the activities are meaningful and related to the students' interests, making them feel good about their assignments." Under these circumstances, cooperative learning allows for the development of other skills that go hand in hand with writing, such as critical thinking and self-editing; it is here that students review and refine their own assignment and that of others. Finally, these aspects align with Hyland

(2004), who argues that writing skills are developed through effective feedback and peer interaction.

Teachers also shared their views on the challenges of implementing cooperative learning and how these issues could hinder its development. Bajaan (2026, interview) pointed out the “problems of managing groups and getting everyone to participate in the activity”; this can cause conflicts within the group since “students with stronger writing skills do more than those with weaker skills.” On the other hand, Lucero (2026, interview) focused on issues such as contextual limitations including class size and insufficient resources noting that “we don’t have internet... and classes are traditional.” She also mentions that a change in the curriculum is necessary, since this is where a problem arises related to writing content. In this sense, a gap is identified between the potential of cooperative learning and its practical application. This is supported by Slavin (2015), who explains that cooperative learning does not achieve the expected results without an appropriate structure and conditions.

Continuing with another important finding, peer support during cooperative writing tasks is a key component. The teachers interviewed agreed with this premise and emphasized that, for the most part, students support one another when they take into account feedback, ideas, and collaborative revisions. For example, Bajaan (2026, interview) explained that students “first notice others’ mistakes and then their own.” In addition, she emphasizes that “stronger students tend to support the weaker ones” fostering peer-assisted learning. On the other side, Lucero (2026, interview) noted something similar, observing that students “support one another... and the final result of the activity is good.” This is supported by Vygotsky (1978) regarding the Zone of Proximal Development, which focuses on the benefits students experience when working cooperatively with someone more experienced who acts as guide, reinforcing both cognitive and social skills.

Beyond what the teachers reported, these results highlighted important recommendations regarding the application of cooperative learning method, which significantly improved writing skills. Bajaan (2026, interview) suggested assigning clear roles within groups, stating that “one will be the writer... another the editor... another the presenter,” and emphasized the importance of using assessment criteria and fostering respectful interaction. Likewise, emphasis was placed on the need for innovation and adaptation on the part of teachers. Lucero (2026, interview) notes that “it is very important for teachers to change their perspective, as it is not enough to simply teach grammar.” Teachers should update their methodologies in accordance with current realities.

To sum up, from teachers' perceptions, there is a positive impact of cooperative learning on students' writing skills. They feel relaxed and motivated to participate in these kinds of writing activities because when they interact with their peers, they can share ideas or experiences, discuss them, support one another, and put each member’s knowledge into practice. Therefore, students improve their competence in a comfortable way. In that sense, teachers play an important role because they must present students with innovative and appropriate activities, making the process successful for every student.

## 4.2 Discussion

The first specific objective was to identify how the teacher implements cooperative learning when teaching writing on students at “Décimo Año” in English lessons. In association with this, the results showed that the teacher organized the activity, gave clear instructions and formed the groups. However, the distribution of roles was poor because only one leader was assigned to each group. On the other hand, the students interacted during the writing activity, but a lack of individual accountability was occasionally observed.

From a theoretical perspective, the most relevant elements of cooperative learning proposed by Johnson are key to the effective application of this method. For example, positive interdependence, which highlights that all members depend on one another to achieve a common goal. Then, individual accountability, where each group member takes charge of their own learning (Liu et al., 2018). Finally, face-to-face interaction, where they help one another to improve their skills (Azorín Abellán, 2018).

With regard to the background studied, Abheti and Beriso (2024) mention that cooperative learning has good results but, in some cases, tends to lead to unbalanced participation. For this reason, proper implementation is crucial. On the other hand, Berbache (2023) in his study demonstrate that structures such as the jigsaw method are the best option for the development of writing skills. This method improves the organization of the activity and gives better results.

Given this, cooperative learning was applied with relatively good results in writing, despite several setbacks in its implementation. One might consider applying elements consistent with cooperative learning and structures that inherently require order, such as the Jigsaw structure.

Regarding the second specific objective, the study aimed to identify the effects of interaction on the development of students’ writing skills. The findings indicated that interaction had a positive effect on improving writing skills and, indeed, social skills. This boosted students’ confidence and motivation during the activity, resulting in more coherent and better-organized texts. Although the results were positive, in a few groups there was evidence of incorrect role distribution.

Concerning the opinion of theorists including Madrigal Abarca (2008), who notes that the writing process involves certain stages, such as planning, drafting, revising and editing to develop quality texts; Berbache (2024) argues that cooperative learning can be meaningfully integrated during each of these stages, especially in revision stage. In this stage, Topping mentions that students interact closely and can review each other’s work to suggest improvements through explanation, discussion, and mutual support.

Meanwhile, the literature reviewed, such as the study by Troya-Sánchez (2023), shows that cooperative learning improved students’ performance in writing tasks, particularly in terms of vocabulary. This finding is supported by Tilwani and Kondal (2021), who observed improvements in grammar, vocabulary and coherence of ideas. Similar to this, Chicaiza (2022) notes that peer feedback is important to improve writing structure and motivation.

The validity of the results obtained in this study was confirmed. Positive effects on the development of writing skills were observed. Although a number of limitations were noted, these did not cause any serious problems for most of the groups. Previous studies are consistent with the findings of this study, revealing not only academic but also emotional improvement, according to the students' confidence and motivation.

In line with the third specific objective, the study explored English teachers' perceptions of the impact of cooperative learning on writing. The discussion was based on the following findings: Teachers mentioned that cooperative learning is a very effective method for developing English language communication skills in general. They indicated that finding topics of interest to students generally improves active participation and builds self-confidence and trust in others.

In theory, as proposed by constructivism of Bruner (1996), interaction plays a key role in learning. Here, the student not only receives information but also constructs meaning. Concerning this, Slavin (2014) agrees that cooperative learning fosters a student-centered environment in which students demonstrate active participation. On the contrary, Escobedo (2025) notes that there are some limitations to cooperative learning, particularly in the context of writing. He highlights the lack of training for teachers in structured planning. In addition, there is a risk that some students may be left behind if the method is not applied correctly.

These findings are consistent with the existing literature. As indicated by Troya (2023), their study reported several benefits, such as improvements in both writing and social skills. Conversely, Abheti and Beriso (2024) described some disadvantages they found in their study. In connection with this, the lack of knowledge on how to manage a group depending on its size stands out. Another disadvantage is that teachers must ensure that students work equally within each group.

This highlights the relevance of this study, given that interaction was significant. In general, teachers recognize the value of cooperative learning in writing instruction. However, they also acknowledge that its success depends on proper planning and effective classroom management.

## **CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Conclusions**

In accordance with the analysis and interpretation of the data, the following conclusions are presented, aligned with the specific objectives of this research:

It was determined that the implementation of cooperative learning significantly influences the English writing process. This means that the teacher's application of this method was successful in promoting meaningful interaction. This type of method created opportunities for students to demonstrate all their skills without fear. It should be emphasized that, despite certain difficulties, the objective was achieved. Cooperative learning offers advantages when used appropriately.

Positive effects on the development of writing skills were observed through cooperative learning. The most significant were improved text organization and reduced anxiety resulting from interaction with peers. In this regard, cooperative revision played an important role, as it helped students become aware of the mistakes they make when writing. At the same time, they negotiate meanings with peers without any pressure. Certainly, the way cooperative learning is implemented is key to the true development of writing skills.

It was found that teachers perceive cooperative learning as a pedagogical tool that provides a suitable environment for language production. In line with this, there is a positive impact on student participation, allowing them to develop their skills in a supportive learning environment. Although some challenges associated with this method were also identified, its implementation depends heavily on how it is planned and on the teacher's ability to manage an interactive class.

### **5.2 Recommendations**

Based on the conclusions of this research, the following recommendations are presented:

It is recommended that teachers implement a well-structured plan for cooperative learning in writing. This involves assigning specific roles to ensure that individual responsibility is more than just a concept. Additionally, the activity should prioritize the final written product being the result of both collective efforts.

It is recommended that teachers provide explicit guidance for peer feedback. The incorporation of tools that guide students on how to offer constructive corrections can help achieve this. It is also important that each stage of the writing process be integrated at the appropriate time to ensure better organization and quality in the texts.

It is recommended that educational institutions offer specific training on cooperative dynamics. This training should focus on how to supervise groups without excessive intervention and how to maintain balanced participation. Consequently, this will enable teachers to fully leverage the benefits of cooperative writing.

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## ANNEXES

### Annex 1. Instruments for Collecting Information



UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y

EXTRANJEROS

#### OBSERVATION GUIDE

**Description:** This observation guide was designed according to the theoretical framework. It aims to collect information about how cooperative learning strategies are implemented during writing instruction in the English classroom.

**Author:** Tanya Lizbeth Silva Rivera

**Objective 1:** To describe the teacher implementation of cooperative learning during writing instruction in the English classroom.

INDICATORS	Observed	Particularly Observed	Not observed	Notes
The teacher explains the cooperative writing task at the beginning.				
The teacher organizes students into heterogeneous groups to conduct writing activities.				
The teacher assigns specific roles to facilitate group organization.				
The teacher structures the activity to guarantee positive interdependence.				

The teacher observes and manages the overall procedure.				
The teacher uses cooperative learning at a particular step in the writing process (planning, drafting, editing, revision).				



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**EXTRANJEROS**

**OBSERVATION GUIDE**

**Description:** This observation guide was designed to collect information on the observable effects on students’ performance in written expression when cooperative learning strategies are implemented in English classes.

**Author:** Tanya Lizbeth Silva Rivera

<b>Objective 2:</b> To identify observable effects of cooperative learning on students’ writing development during classroom activities.				
<b>INDICATORS</b>	<b>Observed</b>	<b>Particularly Observed</b>	<b>Not observed</b>	<b>Notes</b>
Students collaborate in a constructive interaction, sharing ideas before and during the writing process.				
Students demonstrate individual responsibility by contributing their personal sections to the group text.				
Students' writing pieces show an organized structure through brainstorming or group planning.				
Brainstorming and group planning lead to an organized structure of writing for students.				

Peer review and editing of rough drafts allow for incorporation of peer input prior to final submission.				
When sharing written work with the group, students demonstrate increased confidence or less fear.				



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**EXTRANJEROS**

**SEMI-STRUCTURED INTERVIEW**

**Objective:** To explore teachers' perceptions regarding the impact of cooperative learning on students' writing skills in the English learning classroom.

**Author:** Tanya Lizbeth Silva Rivera

**Objective 3.-** To explore teachers' perceptions regarding the impact of cooperative learning on students' writing skills.

**Ice-breaker Questions**

- When did you get into teaching English? What levels of students do you currently teach?
- From your viewpoint, what types of difficulties do students encounter when focusing on writing improvement?

**Focus Questions**

- When do you include cooperative strategies into the lessons based on your teacher's responsibilities? What do you find are typically used instructional strategies in these sessions?
- Are there any specific cooperative instructional strategies you utilize more than others when planning writing lessons?
- How do students generally respond to cooperating in large group settings as opposed to working individually on their written assignments?
- When reviewing your students' written work; have you noticed any differences or progress in their written products after working cooperatively as a group?

- In your opinion, how does group work contribute to increasing engagement during the writing process?
- In your opinion, what benefits would you identify as resulting from using cooperative learning to improve students' writing ability?
- What has been the hardest part to conduct these collaborative writing experiences?
- In what ways do you observe students supporting each other while completing these tasks?

### **Projection Question**

- What suggestions would you make based on your experience to improve/adjust your collaborative learning as a means of increasing written expression skills?

## Annex 2. Expert Evaluation Matrix

### EXPERT EVALUATION MATRIX

<b>Title of the research:</b>	The Impact of Cooperative Learning on the development of Writing Skills in the English Learning Classroom.
<b>Line of research:</b>	Educación superior y formación profesional.
<b>Research objectives:</b>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>To analyze the impact of Cooperative Learning on the development of writing skills in the English Learning Classroom.</li> </ul> <p><b>Specifics:</b></p> <ul style="list-style-type: none"> <li>To describe the implementation of cooperative learning strategies during writing instruction in the English Classroom.</li> <li>To identify observable effects of cooperative learning on students' writing development during classroom activities.</li> <li>To explore teachers' perceptions regarding the impact of Cooperative Learning on students' writing skills.</li> </ul>
<b>The measurement instrument belongs to the variable:</b>	Observation Guide
<b>Author:</b>	Tanya Lizbeth Silva Rivera

This matrix validates the observable guide indicators related to the implementation of Cooperative Learning in the English Learning classroom. You have the faculty to evaluate each one of the questions by marking with an "X" in the YES or NO columns. Likewise, we urge you to correct the items, indicating your observations and/or suggestions, to enhance the coherence of the questions related to the variable under study.

Items	Questions	Appreciates		Observations
		YES	NO	
1	Is the design of the guide instrument appropriate for the type of study being conducted?	X		
2	Does the guide content align with the research topic and objectives?	X		
3	Are the guide indicators directly related to the study variables (Independent: Cooperative learning; Dependent: writing skills)?	X		
4	Do the indicators gather information to reach the research objectives?	X		
6	Are the indicators clearly written, coherent, and free from bias?	X		
7	Will the guide facilitate deep and meaningful data collection for analysis?	X		
8	Are the indicators appropriate and easy to understand during the observation process?	X		
9	Is the observation guide practical to apply within the specific educational context of the study?	X		
10	Is the observation guide valid and relevant for collecting information required for the research?	X		

**Suggestions:**

Full name: *Mónica Noemí Codena Figueroa.*

I.D.: *0602935926*

Degree: *Magister*



### EXPERT EVALUATION MATRIX

<b>Title of the research:</b>	The Impact of Cooperative Learning on the development of Writing Skills in the English Learning Classroom.
<b>Line of research:</b>	Educación superior y formación profesional.
<b>Research objectives:</b>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>To analyze the impact of Cooperative Learning on the development of writing skills in the English Learning Classroom.</li> </ul> <p><b>Specifics</b></p> <ul style="list-style-type: none"> <li>To describe the implementation of cooperative learning strategies during writing instruction in the English Classroom.</li> <li>To identify observable effects of cooperative learning on students' writing development during classroom activities.</li> <li>To explore teachers' perceptions regarding the impact of Cooperative Learning on students' writing skills.</li> </ul>
<b>The measurement instrument belongs to the variable:</b>	Observation Guide
<b>Author:</b>	Tanya Lizbeth Silva Rivera

This matrix validates the observable guide indicators related to the implementation of Cooperative Learning in the English Learning classroom. You have the faculty to evaluate each one of the questions by marking with an "X" in the YES or NO columns. Likewise, we urge you to correct the items, indicating your observations and/or suggestions, to enhance the coherence of the questions related to the variable under study.

Items	Questions	Appreciates		Observations
		YES	NO	
1	Is the design of the guide instrument appropriate for the type of study being conducted?	X		
2	Does the guide content align with the research topic and objectives?	X		
3	Are the guide indicators directly related to the study variables (Independent: Cooperative learning; Dependent: writing skills)?	X		
4	Do the indicators gather information to reach the research objectives?	X		
6	Are the indicators clearly written, coherent, and free from bias?	X		
7	Will the guide facilitate deep and meaningful data collection for analysis?	X		
8	Are the indicators appropriate and easy to understand during the observation process?	X		
9	Is the observation guide practical to apply within the specific educational context of the study?	X		
10	Is the observation guide valid and relevant for collecting information required for the research?	X		

**Suggestions:**

Full name: *Monica Noemi Codena Figueroa.*

I.D.: *0602935926*

Degree: *Magister*



**EXPERT EVALUATION MATRIX**

<b>Title of the research:</b>	The Impact of Cooperative Learning on the development of Writing Skills in the English Learning Classroom.
<b>Line of research:</b>	Educación superior y formación profesional.
<b>Research objectives:</b>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>To analyze the impact of Cooperative Learning on the development of writing skills in the English Learning Classroom.</li> </ul> <p><b>Specifics</b></p> <ul style="list-style-type: none"> <li>To describe the implementation of cooperative learning strategies during writing instruction in the English Classroom.</li> <li>To identify observable effects of cooperative learning on students' writing development during classroom activities.</li> <li>To explore teachers' perceptions regarding the impact of Cooperative Learning on students' writing skills</li> </ul>
<b>The measurement instrument belongs to the variable:</b>	Semi-structured Interview for the English Teacher.
<b>Author:</b>	Tanya Lizbeth Silva Rivera

This matrix validates the semi-structured interview questions related to teachers' perceptions regarding the impact of Cooperative Learning. You have the faculty to evaluate each one of the questions by marking with an "X" in the YES or NO columns. Likewise, we urge you to correct the items, indicating your observations and/or suggestions, to enhance the coherence of the questions related to the variable under study.

Items	Questions	Appreciates		Observations
		YES	NO	
1	Is the design of the interview instrument appropriate for the type of study being conducted?	X		
2	Does the interview content align with the research topic and objectives?	X		
3	Are the interview questions directly related to the study variables (Independent: Cooperative learning; Dependent: writing skills)?	X		
4	Do the questions allow gathering information to reach the research objectives?	X		
6	Are the questions clearly written, coherent, and free from bias?	X		
7	Will the interview facilitate deep and meaningful data collection for analysis?	X		
8	Are the questions appropriate and understandable for the teacher being interviewed?	X		
9	Is the interview accessible and feasible to apply within the specific educational context of the study?	X		
10	Is the interview valid and relevant for collecting information required for the research?	X		

**Suggestions:**

**Full name:** Mónica Naomi Cadena Figueroa

**I.D.:** 0602935926

**Degree:** Magister



### EXPERT EVALUATION MATRIX

<b>Title of the research:</b>	The Impact of Cooperative Learning on the development of Writing Skills in the English Learning Classroom.
<b>Line of research:</b>	Educación superior y formación profesional.
<b>Research objectives:</b>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>To analyze the impact of Cooperative Learning on the development of writing skills in the English Learning Classroom.</li> </ul> <p><b>Specifics:</b></p> <ul style="list-style-type: none"> <li>To describe the implementation of cooperative learning strategies during writing instruction in the English Classroom.</li> <li>To identify observable effects of cooperative learning on students' writing development during classroom activities.</li> <li>To explore teachers' perceptions regarding the impact of Cooperative Learning on students' writing skills.</li> </ul>
<b>The measurement instrument belongs to the variable:</b>	Observation Guide
<b>Author:</b>	Tanya Lizbeth Silva Rivera

This matrix validates the observable guide indicators related to the implementation of Cooperative Learning in the English Learning classroom. You have the faculty to evaluate each one of the questions by marking with an "X" in the YES or NO columns. Likewise, we urge you to correct the items, indicating your observations and/or suggestions, to enhance the coherence of the questions related to the variable under study.

Ítems	Questions	Appreciates		Observations
		YES	NO	
1	Is the design of the guide appropriate instrument for the type of study being conducted?	X		
2	Does the guide content align with the research topic and objectives?	X		
3	Are the guide indicators directly related to the study variables (Independent: Cooperative learning: Dependent: writing skills)?	X		
4	Do the indicators gather information to reach the research objectives?	X		
6	Are the indicators clearly written, coherent, and free from bias?	X		
7	Will the guide facilitate deep and meaningful data collection for analysis?	X		
8	Are the indicators appropriate and easy to understand during the observation process?	X		
9	Is the observation guide practical to apply within the specific educational context of the study?	X		
10	Is the observation guide valid and relevant for collecting information required for the research?	X		

**Suggestions:** It is recommended to use more adverbs of frequency in the scale, not only three, it may be used "always and usually" for example.

**Full name:** Magdalena Ullauri Moreno

**I.D.:** 0602162224

**Degree:** Doctor in Education, Ph.D



### EXPERT EVALUATION MATRIX

<b>Title of the research:</b>	The Impact of Cooperative Learning on the development of Writing Skills in the English Learning Classroom.
<b>Line of research:</b>	Educación superior y formación profesional.
<b>Research objectives:</b>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>To analyze the impact of Cooperative Learning on the development of writing skills in the English Learning Classroom.</li> </ul> <p><b>Specifics:</b></p> <ul style="list-style-type: none"> <li>To describe the implementation of cooperative learning strategies during writing instruction in the English Classroom.</li> <li>To identify observable effects of cooperative learning on students' writing development during classroom activities.</li> <li>To explore teachers' perceptions regarding the impact of Cooperative Learning on students' writing skills.</li> </ul>
<b>The measurement instrument belongs to the variable:</b>	Observation Guide
<b>Author:</b>	Tanya Lizbeth Silva Rivera

This matrix validates the observable guide indicators related to the implementation of Cooperative Learning in the English Learning classroom. You have the faculty to evaluate each one of the questions by marking with an "X" in the YES or NO columns. Likewise, we urge you to correct the items, indicating your observations and/or suggestions, to enhance the coherence of the questions related to the variable under study.

Ítems	Questions	Appreciates		Observations
		YES	NO	
1	Is the design of the guide appropriate instrument for the type of study being conducted?	X		
2	Does the guide content align with the research topic and objectives?	X		
3	Are the guide indicators directly related to the study variables (Independent: Cooperative learning: Dependent: writing skills)?	X		
4	Do the indicators gather information to reach the research objectives?	X		
6	Are the indicators clearly written, coherent, and free from bias?	X		
7	Will the guide facilitate deep and meaningful data collection for analysis?	X		
8	Are the indicators appropriate and easy to understand during the observation process?	X		
9	Is the observation guide practical to apply within the specific educational context of the study?	X		
10	Is the observation guide valid and relevant for collecting information required for the research?	X		

**Suggestions:** It is recommended to use more adverbs of frequency in the scale, not only three, it may be used "always and usually" for example.

**Full name:** Magdalena Ullauri Moreno

**I.D.:** 0602162224

**Degree:** Doctor in Education, Ph.D



**EXPERT EVALUATION MATRIX**

<b>Title of the research:</b>	The Impact of Cooperative Learning on the development of Writing Skills in the English Learning Classroom.
<b>Line of research:</b>	Educación superior y formación profesional.
<b>Research objectives:</b>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>To analyze the impact of Cooperative Learning on the development of writing skills in the English Learning Classroom.</li> </ul> <p><b>Specifics:</b></p> <ul style="list-style-type: none"> <li>To describe the implementation of cooperative learning strategies during writing instruction in the English Classroom.</li> <li>To identify observable effects of cooperative learning on students' writing development during classroom activities.</li> <li>To explore teachers' perceptions regarding the impact of Cooperative Learning on students' writing skills.</li> </ul>
<b>The measurement instrument belongs to the variable:</b>	Semi-structured Interview for the English Teacher.
<b>Author:</b>	Tanya Lizbeth Silva Rivera

This matrix validates the semi-structured interview questions related to teachers' perceptions regarding the impact of Cooperative Learning. You have the faculty to evaluate each one of the questions by marking with an "X" in the YES or NO columns. Likewise, we urge you to correct the items, indicating your observations and/or suggestions, to enhance the coherence of the questions related to the variable under study.

Ítems	Questions	Appreciates		Observations
		YES	NO	
1	Is the design of the interview instrument appropriate for the type of study being conducted?	X		
2	Does the interview content align with the research topic and objectives?	X		
3	Are the interview questions directly related to the study variables (Independent: Cooperative learning; Dependent: writing skills)?	X		
4	Do the questions allow gathering information to reach the research objectives?	X		
6	Are the questions clearly written, coherent, and free from bias?	X		
7	Will the interview facilitate deep and meaningful data collection for analysis?	X		
8	Are the questions appropriate and understandable for the teacher being interviewed?	X		
9	Is the interview accessible and feasible to apply within the specific educational context of the study?	X		
10	Is the interview valid and relevant for collecting information required for the research?	X		

**Suggestions:** It is recommended to use more adverbs of frequency in the scale, not only three, it may be used "always and usually" for example.

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### Annex 3. Photographs documenting the application of the research instruments.

#### Class observation



#### Interview with English teachers

