

ABSTRACT

The present study focuses on applying Cooperative Learning on second year students of English at Biskra University, and scrutinizes the effectiveness of cooperative learning as a technique to foster students' writing performance.

The dissertation is divided into two parts. Part one consists of three chapters. It covers the major notions of the writing skill and presents some key approaches to teach writing skill.

This research work aims also at bringing teachers' awareness to use CL to teach the writing skill, some general notions and different approaches for teaching the writing skills have to be presented. Aspects of some categories of CL activities and their application to language learning. To evaluate this, we conduct a descriptive approach. Students and teachers had been given questionnaires to be answered.

The obtained results are found to be highly significant. This leads us to confirm that if teachers are aware of the advantages of CL as stated in the hypothesis, students may overcome some of their inability to write.