A Cooperative Learning-Based Strategy for Developing Reflective Writing Skills Among EFL students' Faculty of Arts and Science

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Abstract:

The current study was an attempt to overcome the shortcomings in teaching reflective writing skills. Besides, it emphasized the importance of providing EFL university students with the cooperative learning strategy to improve their reflective writing, as it helped students understand how to plan, monitor and evaluate their learning. The present study adopted the one group pre/post test design. A group of 60 students were randomly selected EFL department from Wadi Aldawasir Faculty of Arts and Science, to be the experimental and control groups. The experimental group received training throughout a proposed strategy for developing reflective writing skills A pre/post test was given to the experimental and control groups before and after the implementation.

Based on these skills, a pre post/test was developed and used. The proposed study was developed in the light of the cooperative learning strategy. The strategy was taught over a period of one month (two periods per week)

The study showed that:

There were statistically significant differences between the mean scores of experimental group in their performance in reflective writing skills of the pre and post application of the reflective writing test as a whole and its subskills favoring the post application.

There were statistically significant differences between the mean scores of experimental group and control group in their performance of the post application of the reflective writing test as a whole and its subskills favoring the experimental group.

The cooperative learning strategy was effective in developing reflective writing skills. It was concluded that the proposed strategy proved to be effective in developing the necessary reflective writing skills among the experimental group students. A set of recommendations were presented together with suggestions for further research.
Introduction:

Reflective writing is a little different to normal academic writing. The main difference is that it is very focused on yourself, your experiences, your behavior and your feelings, and is written in the first person (i.e. using lots of ‘I’s – I saw, I did, I felt) rather than the third person. Reflective writing also tends to work best if you focus your reflections on a particular experience (e.g. doing a particular presentation, rather than ‘doing presentations’ in general).

Commonly reflective writing on a particular experience will follow a number of stages:

1) Description: what happened?
2) Feelings: what were you thinking and feeling?
3) Evaluation: what was good and bad about the experience?
4) Analysis: what sense can you make of the experience?
5) Conclusion: what else could you have done?
6) Action Plan: if a similar situation arose again what would you do?

Rowling (2000) assured that reflective writing provides an opportunity for you to gain further insights from your work through deeper reflection on your experiences, and through further consideration of other perspectives from people and theory. Through reflection we can deepen the learning from work.

Maughan, C. and Webb, J. (2001) argued that reflective writing is evidence of reflective thinking. In an academic context, reflective thinking usually involves:

1. Looking back at something (often an event i.e. something that happened, but could also be an idea or object)
2. Analyzing the event or idea (thinking in depth and from different perspective, and trying to explain, often with reference to a model or theory from your subject)
3. Thinking carefully about what the event or idea means for you and your ongoing progress as a learner and/or practicing professional.

Moon, J. (2001) revealed that it is not sufficient simply to have an experience in order to learn. Without reflecting upon this experience it may quickly be forgotten, or its learning potential lost. It is from the feelings and thoughts emerging from this reflection that generalizations or
concepts can be generated. And it is generalizations that allow new situations to be tackled effectively. You might want to or be asked to reflect on:

- how to choose a subject for your dissertation,
- how to approach your dissertation,
- what your essay title means,
- how you are going to approach the essay,
- how well you wrote a piece of work,
- how you prepared for a lecture,
- how you listened to a lecture,
- how you undertook a reading assignment,
- how you performed in a recent examination,
- how you contributed to some group work,
- how others reacted,
- how you did in a practical situation,
- what experiences you gained in some part-time or voluntary work you did,
- how you solved a particular problem,
- how you can improve your study.

Rodgers (2002), draws attention that reflection is both complex and takes time to do well, and the importance of promoting 'reflection on reflection'. There is an emphasis on the encouragement of meta-reflection over a longer period of time. The model above implies a simple loop where errors are corrected or solutions to immediate problems are based on existing assumptions.

To shed light on the importance of the reflective writing skills needed to English department students of the faculty of Arts and Science, the researcher designed reflective writing skills checklist and administered to the Jury members to specify the important of reflective writing skills needed to English Department. After that the researcher administered reflective writing test before and after studying a cooperative learning strategy as a pilot study to identify the difficult facing our EFL students at the faculty of arts and science. It was concluded that, the EFL students
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seem to be lacking the importance of reflective writing skills necessary for their academic progress, the percentage of the students' response were less than 50% no one of the students reached the percentage of the mastery 85% in passing the test. Supported by these results, the cooperative learning could be used with those students. It could be concluded that is useful for a motivating factor for learning. This strategy is believed to enhance students’ performance and achievement in various subjects and aspects of the language and producing positive social outcomes.

Formal cooperative learning consists of students working together, for one class period to several weeks, to achieve shared learning goals and complete jointly specific tasks and assignments (such as decision making or problem solving, completing a curriculum unit, writing a report, conducting a survey or experiment, reading a chapter or reference book, learning vocabulary, or answering questions at the end of the chapter) (Johnson et al., 2008).

The use of cooperative learning groups creates certain opportunities that do not exist when students work competitively or individually. In cooperative groups, students can engage in discussions in which they construct and extend conceptual understanding of what is being learned and develop shared mental models of complex phenomena. Group members can hold students accountable to learn, provide feedback on how well they are doing, and give support and encouragement for further attempts to learn. Students can observe the most outstanding group members as behavioral models to be emulated. It is through discussions in small groups that students acquire attitudes and values (such as the need for continuous improvement). Finally, it is within cooperative groups that students establish a shared identity as members of the university. These, and many other opportunities, are lacking when students learn competitively or individualistically (Smith, 2011).

Cooperative learning techniques are associated with higher retention of knowledge and improved student learning as reflected in the Learning Pyramid below (Pascarella, E. and Terenzini, P.T., 2005).
They explained that we learn from lecture 5%, reading 10%, Audio-visual 20%, Demonstration 30%, discussion group 50%, practice by doing 75%, teach others/immediate use of learning 90%.

(Fleder, 2001)

Quiz Studies Show that We Learn:

- 10% of what we READ
- 20% of what we HEAR
- 30% of what we SEE
- 70% of what is DISCUSSED with others
- 80% of what we EXPERIENCE personally
- 90% of what we TEACH

Also he assured that the strategy of cooperative learning consist of the following Strategies:

1. **Carousel Brainstorming**: Post charts on the wall with key questions or ideas at the top Groups are formed and one person scribes for the group and adds to the chart as they brainstorm. Groups move to a new chart,
read other groups’ responses and then add to the chart. Teams may use a different color of felt pen.

2. **Card Sort:** Students or teacher can prepare cards with terms on one color and definitions on the other. Students work in teams to find matches.

3. **Circle the Sage:** The teacher polls the class to see which students have special knowledge to share on a topic. Those students become the sages stand and spread out in the room. The teacher divides the remaining students evenly into teams and teams send members to different sages, (so no two members of the same team going to the same sage). The sage explains what they know while the classmates listen, ask questions, and take notes. All students then return to their teams. Each in turn, explains what they learned from their sage.

4. **Four Corners:** Teacher poses a question and gives four potential responses and points to a corner for each one. Students decide which they agree with or would like to discuss move to that corner. They discuss the topic with those who also move to that corner.

5. **Gallery Walk:** After teams have generated ideas on a topic using a piece of chart paper, they appoint a “docent” to stay with their work. Teams rotate around examining other team’s ideas and ask questions of the docent. Teams then meet together to discuss and add to their information so the docent also can learn from other teams.

6. **Graffiti** – Groups receive a large piece of paper and felt pens of different colors. Students generate ideas in the form of graffiti. Groups can move to other papers and discuss/add to the ideas.

7. **Human Continuum:** Teacher poses a question or problem and students line up according to their opinion on the answer.

8. **Jigsaw:** “Home groups” with a small number students are formed. Each group member is assigned a number. Students move to an “expert group” containing others who have the same number. They work on the same sub-section get together to decide what is important and how to teach it. After practice in these "experts" return to the home group and each expert teaches their section of material

9. **Inside/Outside Circle:** Divide class in half. One group forms a circle facing outward, the others find one person in the circle to stand opposite, so there are two circles of people facing each other. Information can be
shared and reviewed, and outer circle can move easily to generate more responses or discuss new information.

10. **Number Heads Together:** Students sit in groups and each group member is given a number. The teacher poses a problem and all four students discuss. The teacher calls a number and that student is responsible for sharing for the group.

11. **Pass a Problem:** Teacher creates problems for teams to solve and writes or attaches them to envelopes. Teams read the problems, place their solutions in the envelope and then exchange with another team to check their solution and to determine if they solved the problem in a different way.

12. **Round Robin Brainstorming:** Class is divided into small groups with one person appointed as the recorder. An open-ended question is posed and students are given time to think about answers individually. Next, members of the team share responses with one another, round robin style. The recorder writes down the answers of the group members.

13. **Say and Switch:** Partners take turns responding to topics at signaled times. The times will be unpredictable and the person listening must pick up from their partner’s train of thought before adding new ideas.

14. **Send a Problem:** Students write a review problem on a card and ask teammates to solve their problem. Teammates solve and the question-writer determines if they have come up with a good solution. Other team members repeat the process.

15. **Talking Chips:** Each student is given a certain number of chips. Each time they talk they must submit a chip, but once their chips are gone they may no longer talk. Students must use all their chips.

16. **Team-Pair-Solo:** Students do problems first as a team, then with a partner, and finally on their own. By allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help.

17. **Think Pad Brainstorming:** Requires students to individually brainstorm and write down their answers on a sheet of paper. Once they are all done they are to share their information with a partner or team.

18. **Three-minute Pause:** Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, and to ask clarifying questions.
19. **Three Stay, One Stray:** In a group of four (or could be more), students solve a problem. While they work, they send one member to “stray” to another group to compare teams’ solutions.

20. **Three-Step Interview:** Partners interview each other then share what they have learned with another team of two.

21. **Think-Pair-Share:** First, individuals think silently about a question posed by the teacher. Individuals pair up and exchange thoughts. Finally, the pairs share their responses with the whole class.

22. **Think-Pair-Square:** The same process as think-pair-share, except that partners share with another set of partners before the whole-class discussion.

23. **Two Facts and a Fib:** Students or the teacher write down two facts and one fib, the job of the team is to identify which is which.

24. **Visible Quiz:** Teacher poses questions with multiple choices responses and students sit in teams and discuss the responses. When the teacher asks, they hold up their answers and may be called on to explain their team’s reasoning. *Smyth, (2004)*, reflection, in the cooperative education literature, is thus judged to be presented as a conceptual framework rather than a theory. A conceptual framework can be judged, for example, in terms of its scope, its logical characteristics and whether or not it stimulates further work based on its concepts. On these criteria, reflection is deemed a success as it continues to successfully scaffold a large body of research and generate ongoing enquiry.

*Rarieya, (2005)* reflection, by supporting learners to make sense and meaning from their experience is a valuable tool for learning through cooperative education and, at its most critical, may contribute to transformative learning.

According to *Hang, (2010)* cooperative learning strategies have been proven through research to increase student achievement and content literacy in the classroom. When cooperative learning techniques are applied to the classroom setting, the structure of the group becomes important to the overall success of the group. Simply placing students in a group does not constitute a cooperative learning strategy.

**Statement of the problem:**

In the light of the previous discussion, it can be concluded that the majority of the EFL students are inefficient in the reflective writing skills;
the study is an attempt to form through the twenty four strategies, a cooperative learning strategy based on teaching English to investigate the effectiveness of cooperative learning in developing the EFL students' reflective writing.

The problem of this study can be stated in the following main question:-

What is **The Effect of a strategy based on Cooperative Learning in teaching English on the development of the EFL students reflective writing skills?**

This main question can be sub-divided into the following questions:-

1- To what extent are those students proficient in reflective writing skills?

2- What is the strategy that will be used in developing reflective writing?

3- Strategy based on Cooperative Learning is effectiveness in developing reflective writing skills?

**Hypotheses of Study:**

1- There are statistically significant differences between the mean scores of the experimental group in their performance of the pre and post application of the reflective writing skills test as a whole and its sub skills favoring the post application.

2- There are statistically significant differences between the mean scores of the experimental group and control group in their performance of the post application of the reflective writing skills test as a whole and its sub skills favoring the experimental group.

3- The cooperative learning is effective in developing EFL students' reflective writing skills.

**Subjects of the study:**

1- A group of 60 EFL students were randomly selected from Prince Sattam Bin Abdulaziz University, Faculty of Arts and Science, to be the control group and the experimental group. In order to make sure that the improvement of students' reflective writing skills is attributed to the effect of teaching by using the suggested cooperative learning, the research attempted to control some variables in order to make sure that both the experimental and control group were equivalent. The variables include:

The learners' age ranged from 19 to 20 years old, all these learners were in English department.
Limitations of the study:
This study is limited to:

1- The EFL students at the Faculty of Arts and Science for two reasons:

   (A) The students were chosen in order to develop their motivation in learning and their language proficiency can be enhanced and ongoing for their later study academic years.

   (B) The EFL students at the Faculty of Arts and Science are usually prepared to be teachers in various schools, and so they want to know that English is an art and a tool for expressing oneself and cooperating with others.

2- Students will be better prepared for the use of language because of the need to perform in school and public. The preparation process and performance will facilitate an integrated use of the four language skills especially their writing and speaking skills.

Significance of the study:
The results of this study are hopefully expected to be useful to:

   1- **The student:** Students' motivation in learning can be raised and thus their language proficiency can be enhanced. It is more interesting to learn and use English in different roles.

   2- **The teacher:** It may provide teachers with systematic and practical procedures to develop their methods of teaching English language.

Research procedures:
In an attempt to test the study hypotheses, the following will be conducted:

1- Reviewing relevant literature concerning:

   a- Teaching reflective writing skills necessary for EFL university students.

   b- The importance of cooperative learning to establish the theoretical formwork of the study.

2- Preparing The EFL Reflective Writing Skills Checklist and give it to Jury members.

3- Preparing The EFL Reflective Writing test and give it to EFL students.
4- Choosing the study participants from the faculty of Arts and Science and dividing them into experimental and control groups.

5- Administering the test before teaching the cooperative learning.

6- Teaching the experimental group by the cooperative learning.

7- Administering the test after teaching the suggested cooperative learning strategy on the study group.

8- Comparing the pre to the post results of the experimental group to conclude the study results.

9- Using a suitable statistical method to measure the effectiveness of cooperative learning in developing EFL students' reflective writing.

10- Crystallizing the study conclusions and recommendations to suggest extra related studies.

Definition of terms:

1- Reflective Writing:-

The operational definition: Most writing is creative writing, where you describe something that happened or you make up a story. Reflective writing gives the writer insights and can lead to further learning. It is like rewinding your life to a past event and then thinking about how it affected your life, what you could have done differently to change the outcome, or what came out of the event.

2- Cooperative Learning:-

The operational definition: in this study cooperative learning is defined as a method of instruction whereby students work cooperatively to perform a task or solve a problem presented by the teacher, emphasizes on four basic principles of cooperative learning which are positive interdependence, individual accountability, equal participation and simultaneous interaction. The absence of any of the elements will lead to a non-cooperative learning situation.
Appendix (1)

The Reflective Writing Skills (RWS) Checklist

Name:……………………………………

Date:……………………………………

Job:……………………………………

Dear Professor,

The researcher is conducting a research entitled "A Cooperative Learning-Based Strategy for Developing Reflective Writing Skills Among EFL students, Faculty of Arts and Science"

The aim of the research is developing EFL students' reflective writing skills using a cooperative learning-based strategy. Therefore, the researcher prepared the following checklist for identifying EFL reflective writing skills required for those students.

You are kindly requested to tick (✓) in front of each reflective writing skill in space provided to determine how far each one is important for the sample concerned. Your suggestions and comments are highly appreciated.

The researcher
# The EFL Reflective Writing Skills (RWS) Checklist

<table>
<thead>
<tr>
<th>RW Skills</th>
<th>RW sub-skills</th>
<th>Very Important</th>
<th>Important</th>
<th>Not Important</th>
</tr>
</thead>
</table>
| **Depth of Reflection** | Description  
1. Provide adequate description of an event/issue.  
Descriptive Reflection  
1. Express an event/issue from different points of view.  
2. Identify the purpose of an event/issue on which to reflect.  
Dialogue Reflection  
1. Draw conclusions based on the analysis of the event.  
Critical Reflection  
1. Articulate what has been learnt from the event.  
2. State what steps would be taken on the basis of what has been learnt. |               |           |              |
Appendix (2)

The EFL Reflective Writing Test

Dear student,

This test aims at assessing reflective writing before and after studying a cooperative learning-based strategy.

You are asked to write a reflective essay on "An important person in your life." Please read the topic carefully, then describe and reflect, in your writing, on what influence she/he has on your life.

In the enclosed answer sheet, you are kindly requested to write your essay accurately and reflectively.

Thank you for your cooperation in advance.

The researcher
The Results of The Study

To test the statistical significance between the mean scores of experimental group (NO.2) and control group(NO.1) in their performance of the pre application of the reflective writing test as a whole and its sub skills. One way (T-test) has been used to find out whether there are any significant differences.

Table (1): Experimental group (No.2) scores and control group (No.1) on the pre application of the reflective writing test as a whole and its sub skills

<table>
<thead>
<tr>
<th>Group</th>
<th>Measurement</th>
<th>N</th>
<th>Mean</th>
<th>Std.Deviation</th>
<th>T</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>pre test for control and experiment</td>
<td>0.00</td>
<td>30</td>
<td>14.333</td>
<td>3.12204</td>
<td>-1.029</td>
<td>.308</td>
</tr>
<tr>
<td></td>
<td>1.00</td>
<td>30</td>
<td>15.333</td>
<td>2.89748</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As table (1) shows that there are no statistically significant differences between the mean scores of the experimental group (No.2) and control group (No.1) in their performance of the pre application of the reflective writing test as a whole and its subskills. The result of the present study showed that a cooperative learning in this way proved to be effective.

Hypothesis one :

To test the first hypothesis of the study which states "There would be statistically significant differences between the mean scores of experimental group (No.2 taught through cooperative learning) in their performance of the pre and post application of the reflective writing test as a whole and its subskills favoring the post application". (T-test) has been used to find out whether there are any significant differences.

Table (2): Experimental group scores on the pre and post application of the reflective writing test as a whole and its subskills

<table>
<thead>
<tr>
<th>Group</th>
<th>Measurement</th>
<th>N</th>
<th>Mean</th>
<th>Std.Deviation</th>
<th>T</th>
<th>df</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>pre</td>
<td>30</td>
<td>14.333</td>
<td>3.12204</td>
<td></td>
<td>29</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>post</td>
<td>30</td>
<td>43.933</td>
<td>2.36254</td>
<td>45.316</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>pre</td>
<td>30</td>
<td>16.333</td>
<td>3.63255</td>
<td>-1.374</td>
<td>29</td>
<td>0.180</td>
</tr>
<tr>
<td></td>
<td>post</td>
<td>30</td>
<td>17.167</td>
<td>3.65856</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As Table (2) shows there are statistically significant differences at .00 between the mean scores of experimental group No.2 (taught through cooperative learning) in their performance of the pre and post application of the reflective writing test as a whole and its subskills favoring the post application. The result of the present study showed that the experimental group (taught through reflective writing cooperative learning) indicated much more improvement on the post application of the reflective writing test as a whole and its subskills compared to the pre-test. Hence, the significant differences which were found to be on the post- test in favoring the post application may be due to exposing such group to cooperative learning which in this way proved to be effective. This supports the first hypothesis.

**Hypothesis two:**

To test the second hypothesis of the study which states "There would be statistically significant differences between the mean scores of the experimental group (No.2) and control group (No.1) in their performance of the post application of the reflective writing test as a whole and its subskills favoring the experimental group". (T. Test) has been used to find out whether there are any significant differences.

**Table (3): Experimental group (No.2) and control group (No.1) scores on the post application of the reflective writing test as a whole and its subskills**

<table>
<thead>
<tr>
<th>Group</th>
<th>Measurement</th>
<th>N</th>
<th>Mean</th>
<th>Std.Deviation</th>
<th>T</th>
<th>df</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>post test for control and experiment</td>
<td>.00</td>
<td>30</td>
<td>43.9333</td>
<td>2.36254</td>
<td>33.664</td>
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<td>.000</td>
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<tr>
<td></td>
<td>1.00</td>
<td>30</td>
<td>17.1667</td>
<td>3.65856</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As Table (3) shows there are statistically significant differences at .000 between the mean scores of experimental group (No.2) and control group (No.1) in their performance of the post application of the reflective writing test as a whole and its sub skills favoring the post application. The result of the present study showed that the experimental group (taught through cooperative learning) outperformed the control one on the post application of the reflective writing test. Hence, the significant differences which were found to be on the post-test in favoring the experimental group may be due to exposing such group to the cooperative learning which in this way proved to be effective. This supports the second and the third hypothesis.
Recommendations:

In the light of the present study results, the following recommendations are made:

1- The cooperative learning should be used by English language teachers in teaching English language skills.

2- The cooperative learning should be looked at as an important strategy which can be used with subjects that provide a lot of information and require students to learn the material in depth.

3- It is recommended to implement the cooperative learning with other subjects such as sociology psychology and geology …… etc.

4- The proposed strategy is recommended to be implemented in courses of methodology and applied linguistics at the faculties of Education to EFL students.

5- Awareness of the importance of the cooperative learning whether for students or teachers should be raised among students and teachers of English.

6- Reflective writing should be taught in an integrated way using the cooperative learning.

7- Students should become the center of the learning process should share responsibilities in their learning. Hence, they should be offered opportunities to plan, monitor and evaluate their learning.

Suggestions for further research:

The following areas are recommended to be considered for further research:

1- Using cooperative learning strategy in developing students, reflective writing skills in preparatory and secondary stages.

2- Implementing cooperative learning strategy in developing other skills such as reading, listening and speaking and question formation.

3- Investigating the effectiveness of cooperative learning strategy in increasing students proficiency in English and improving their attitudes towards English language.

4- Building similar programs based on cooperative learning strategy for students at different stages (primary, preparatory, secondary and university) for developing English skills (reading, writing and speaking).

5- Investigating the effectiveness of some proposed programs based on cooperative learning strategy in the development cooperative learning teachers' writing efficiency.
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استراتيجية قائمة على التعلم التعاوني لتنمية مهارات الكتابة التأملية لدى طلاب كلية الآداب والعلوم

غادة طه ابراهيم، بهاء الدين النجار، هدى حسن ابراهيم
منى صلاح عثمان، داليا أحمد الامبابي

1. مدرس لغة انجليزية – كلية التربية النوعية – جامعة الزقازيق
2. استاذ متخصص وطرق تدريس اللغة الانجليزية – كلية التربية – جامعة الزقازيق
3. مدرس متخصص وطرق تدريس اللغة الانجليزية – كلية التربية النوعية – جامعة الزقازيق

الملخص العربي

الدراسة الحالية هي محاولة للتغلب على القصور في دريس مهارات الكتابة التأملية إلى جانب تأكيدها على أهمية دعم طلاب قسم اللغة الانجليزية بالجامعة بقاعدة التعلم التعاوني لتحسين كتابتهم التأملية ومساعتهم في طريقة فهم وتخطيط ومراقبة وتقديم تعلمهم.

أقيمت الدراسة الحالية مجموعة واحدة لتحصيص الاختيار القليل والبعدي وتم اختيارها عشوائياً وعددها ستون طلبة من قسم اللغة الانجليزية بكلية الآداب والعلوم بجامعة الزقازيق. تشمل المجموعة التدريبية: الكتابة التأملية في الاختيار القليل والبعدي الذي تم اعطائه لمجموعة الضابطة والتجريبية قبل وبعد التنفيذ.

بناءً على هذه المهارات تم تطوير الاختيار القليل البعدي المستخدم والدراسة المفترضة في ضوء استراتيجيات التعلم التعاوني التي تم تدريسها خلال شهر (مرتين في الأسبوع).

الدراسة اظهرت ان:

- توجد فروق ذات دلالة إحصائية بين الأداء في اختبار مهارات الكتابة التأملية لأفراد المجموعة التجريبية. أيضاً توجد فروق ذات دلالة إحصائية بين درجات الطلاب في مهارات الكتابة التأملية في القبض البعدي لأفراد المجموعتين الضابطة والتجريبية.

- كما أن استراتيجية التعلم التعاوني حققت فاعليّة في تنمية مهارات الكتابة التأملية لدى أفراد المجموعة التجريبية. وفقاً لتوتوصيات و المقترح المقدمة لبحوث أخرى.