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Title

**Investigating the Importance of Cooperative Learning Strategies to
Improve EFL Learners' Reading Comprehension Skill**

The case study of second-year EFL students at Mohamed Khider

University of Biskra

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Dedication

In the name of Allah, the most Gracious, the most Merciful.

This dissertation is dedicated to my parents, who have never failed to give me moral support.

I would like Also to dedicate this work to my dear brothers, "Issam and Larbi", who have been encouraging me for months, and to my beloved sisters, "Aya, Hanan, and Hana", who have been a wonderful support until my research was completed.

DECLARATION

I, Charif Roufida do hereby solemnly declare that the work I have presented in this dissertation is my own, and has not been submitted before to any other institution or university for a degree.

This work was carried out and completed at MOHAMED KHEIDER University of BISKRA, ALGERIA.

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Abstract

Reading comprehension is one of the crucial skills for EFL learners; hence, teachers are required to provide methods to encourage them to develop their level. To achieve this goal, they try to create a suitable environment in the classroom and organize it through cooperative learning techniques. Therefore, this study aims to investigate the importance of cooperative learning strategies to improve EFL learners' reading comprehension skills. It is addressed to the second-year students of the Language and English Literature department at Mohamed Kheider University of Biskra. While descriptive research was an appropriate method to validate our research hypotheses, we opted for a mixed-methods approach to collect and analyze data: a questionnaire was distributed to 45 second-year students from different groups, and an interview was administered to five EFL teachers who have taught the first and second years of the reading comprehension course. Overall, the results obtained from the data gathered proved that cooperative learning is effective and stimulating method to increase the level of students' reading comprehension and is a helpful strategy to enhance their proficiency.

Key terms: EFL Students, Reading, Reading Comprehension, Cooperative Learning Strategies, Proficiency.

List of Acronyms

L2: Second language

EFL: English as a foreign language

ER: Extensive reading

L1: First language

RC: Reading comprehension

CL: Cooperative learning

PLTL: Peer-led team learning

STAD: Student team achievement division

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General Introduction

Enhancing four fundamental language skills is the major objective of language learners. However, reading is a main skill that helps learners acquire other skills. Yet EFL learners face some difficulties in improving their reading comprehension skills. Cooperative learning is a method that relies on group work to motivate learners' to develop their reading comprehension level. Hence, the intention of this research is to shed light on the importance of using cooperative learning strategies in improving EFL learners' reading comprehension skills.

1 Statement of the Problem

Learning a second language focuses on improving four basic language skills (reading, writing, speaking, and listening). Reading skills are essential for academic studies because they help the students' to develop the other skills such as writing, speaking, and so on. In addition, it is the basic process for acquiring new information, developing their vocabulary, and enriching their knowledge. EFL learners still face some difficulties in improving their reading comprehension, which is caused by a number of factors, one of which is that the teaching strategies are not appropriate for the material. We can recommend cooperative learning as one of the main strategies that will help them improve their capacities. Second-year LMD students in the Department of English at Mohamed Khider University of Biskra have low comprehension when reading English texts, especially when they answer reading comprehension tests. In addition, they face many problems, such as ineffective teaching strategies and a lack of motivational activities. The present study seeks to answer the following question: Why

do second-year learners of English fail to comprehend the meaning of the texts when they read?

2 Significance of the Study

Cooperative learning has a positive effect on the performance of the learners in the English language, especially in reading comprehension skills. Cooperative learning strategies contribute to developing the reading comprehension skills that encourage and motivate the learners to interact in the classroom, participate, and share their ideas without shyness. These techniques build the self-confidence of the learners and encourage them to be interactional and active students who are responsive to success and achieve their goals in relation to the goals of all groups. Therefore, the teachers should be aware of the importance of these methods and use them in the reading comprehension course in the classroom because the learners increase their reading comprehension skills through them.

3 Research Aims

The primary goal of this research is to determine and focus on teachers' awareness of cooperative learning as an efficient technique to enhance learners' reading comprehension. It aims to investigate the needs of learners for group work in order to improve their abilities to master language through the understanding of meaning in the texts.

- Create an appropriate environment in the classroom for motivating learners.
- Determine the importance of cooperative learning in a reading comprehension course.

4 Research Questions

This dissertation relies on the following questions

RQ1: Do teachers of the reading module at Biskra University teach learners to understand and interpret texts?

RQ2: Do EFL learners have specific strategies for reading texts?

RQ3: What are the main strategies the teachers use in their sessions of the reading comprehension course?

5 Research Hypotheses

Three hypotheses that will be examined and proven form the basis of the current investigation.

RH 1: We hypothesize that the use of appropriate strategies in teaching reading in the classroom will make it easier to interpret and understand texts.

RH 2: We hypothesize that the lack of cooperative learning in the classroom decreases the learners' levels of understanding texts.

RH 3: We hypothesize that teachers of the reading comprehension course use cooperative learning in the classroom.

6 Limitations of the Study

Although the research has reached its aims, there are some limitations, which are:

- In the teachers' interview, I worked with two levels: first and second year, because the number of teachers in the second year was not enough for the validity and reliability of the research.
- Most of the students' refused to answer the questions that needed justification.
- This research have been better if the classroom observation had been used, but the time did not allow us to do that.

7 Structure of the Study

The overall structure of this dissertation is organized into three chapters, including a general introduction, recommendations, and a general conclusion. The first two chapters represent the theoretical part of the study; the third one represents the practical part of the research.

The first chapter focuses on the essential aspects concerning reading skills and reading comprehension and the main elements related to them, for example, approaches to reading and strategies for reading comprehension.

The second chapter deals with cooperative learning strategies. We give a general overview of some theories that advocate the use of this method in the classroom.

The last chapter concerned analyzing and interpreting the data collected in these tools: learners' questionnaires and teachers' interviews.

Chapter One: Reading and Reading Comprehension

Introduction

Reading is an essential skill in learning a second language (L2) because it will be the primary goal of learning in all academic subjects in the education program. The learner needs to master reading skills to improve their writing ability and other skills. Furthermore, we cannot say that the learners read if they do not understand what they read, so reading without comprehension is not enough for learners of English as a foreign language (EFL). In this chapter, we will introduce reading and reading comprehension skills, strategies for reading, and elements of reading comprehension.

1 Nature of Reading

1.1 Definition of Reading

Reading is one of the most basic abilities in language development. Johnson and Morrow (1987, p. 87) define reading as “the easiest and the cheapest way of getting information.” It means reading can help the reader comprehend any idea and facilitate their development of knowledge, which is necessary to open the mind to the new world. Comprehension is a way to facilitate contact between the learners, who benefit from each other's experiences to acquire new ideas. Reading is such a complex procedure that it creates compound abilities that contribute to the development of other skills (Karen, 2003, p. 2). Sari et al. (2020, p. 2) pointed out that reading enhances learners' language skills, which is a very useful process for anyone.

However, it has different advantages, such as the ability to acquire multiple vocabularies, and it raises the level of education through the discovery of many words required to comprehend a written text. If the learners do not read, they do not have any information.

1.2 Strategies of Reading

Reading strategy is a cognitive process that assists the reader in comprehending the text's ideas and developing their proficiency. Nadea et al. (2021, p.32) assume there are three main types of reading strategies: bottom-up or data-driven, top-down, and interactive models.

1.2.1 Bottom-up strategy

This strategy focuses on the linguistic structure, which draws the reader's interest to the written words, letters, and phrases for understanding the meaning of the text without relating to prior knowledge or experience. This focuses on the specific part of the word to move from sentences to trying to comprehend the whole text. It means the reader must read all the words in a phrase or sentence to be able to understand. Therefore, in a bottom-up model, the progression of means from narrow to broad components is necessary to comprehend the text because it is a decoding method between the reader and the text. Thus, this model focuses on the importance of understanding each single word for comprehension (Nadea et al., 2021).

Suraprajit (2019, p.455) supported the ideas of Nadea, who said “the readers in bottom-up begin with decoding letters, words, and syntactic features of a text, and then they build textual meaning, they work mainly from the text but ignore readers prior or background knowledge.”

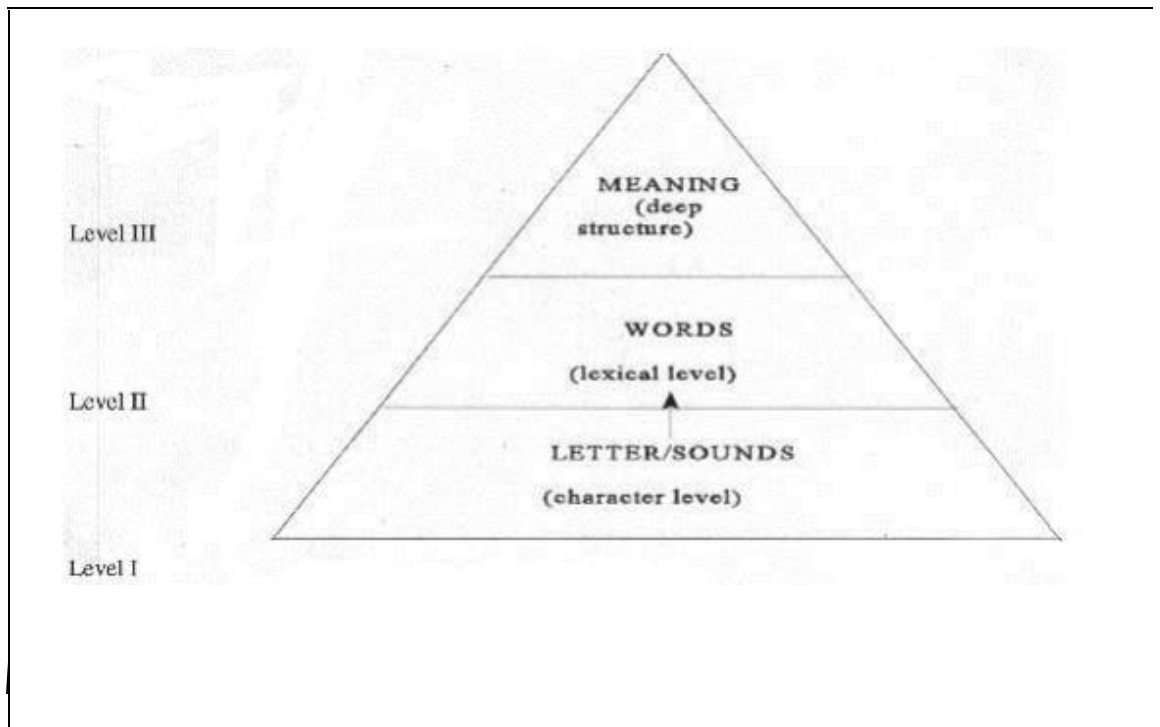


Figure 1.2.1: Data-driven or Bottom-up model (Zakaluk, 1982/96)

1.2.2 Top-down strategy

Top-down is an active technique for extracting meaning from a text by utilizing the readers' prior knowledge and experiences in learning. It means the background information of the reader makes it easier to comprehend the meaning. Readers in this model begin to look at the passage and then think about the idea of the passage based on their experience

of the topic. After reading the title, the reader continues to read until they get new information about the topic. The psycholinguistic guessing games that most characterize this strategy are designed to make the learners' active readers. In other words, language skills and an understanding of the reader are very important to interpreting the meaning of the text. Eventually, a top-down strategy starts with a general unit, uses previous knowledge, and then moves towards specific elements to understand what they read.

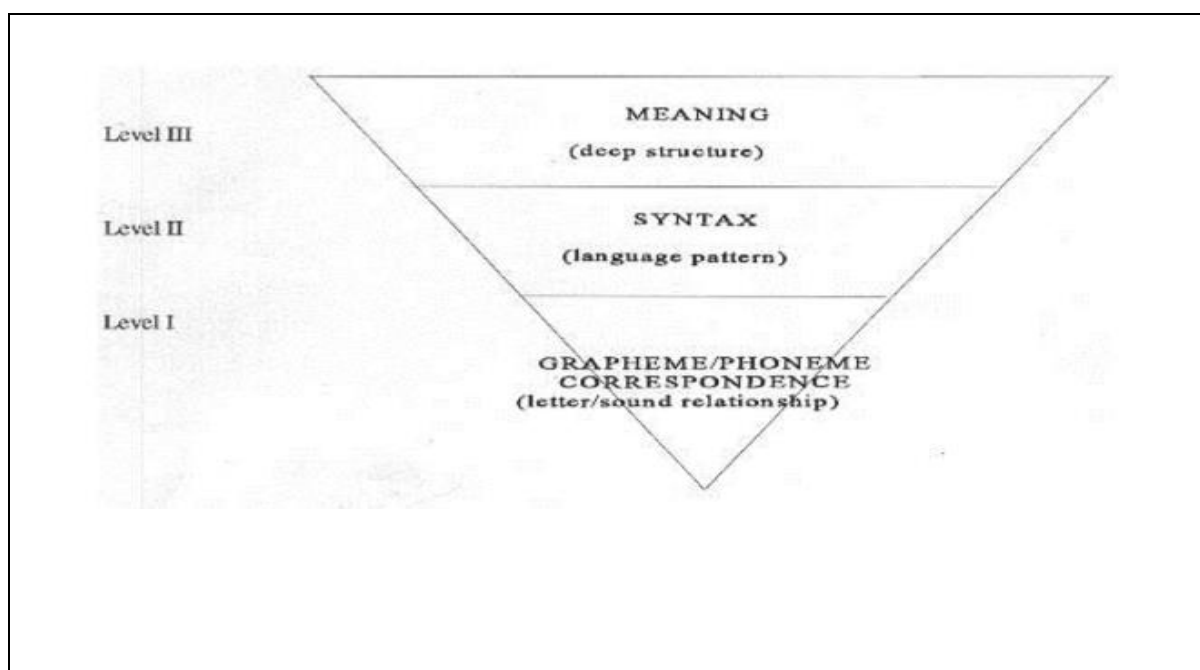


Figure 1.2.2: Hypothesis-test or top-down model (Zakaluk, 1996)

1.2.3 Interactive model

An interactive model is an accurate process for making a successful reader through

participation with the text to broaden the meaning. An efficient method that combines top-down and bottom-up reading methodologies is called an interactive model, when the reader uses strategies of orthographic linguistics, syntactic knowledge, and semantic knowledge to acquire information. Finally, all this process was related to gathering and completing the work. That means when the reader does not comprehend what they read, they can rely on both other models to understand the reading.

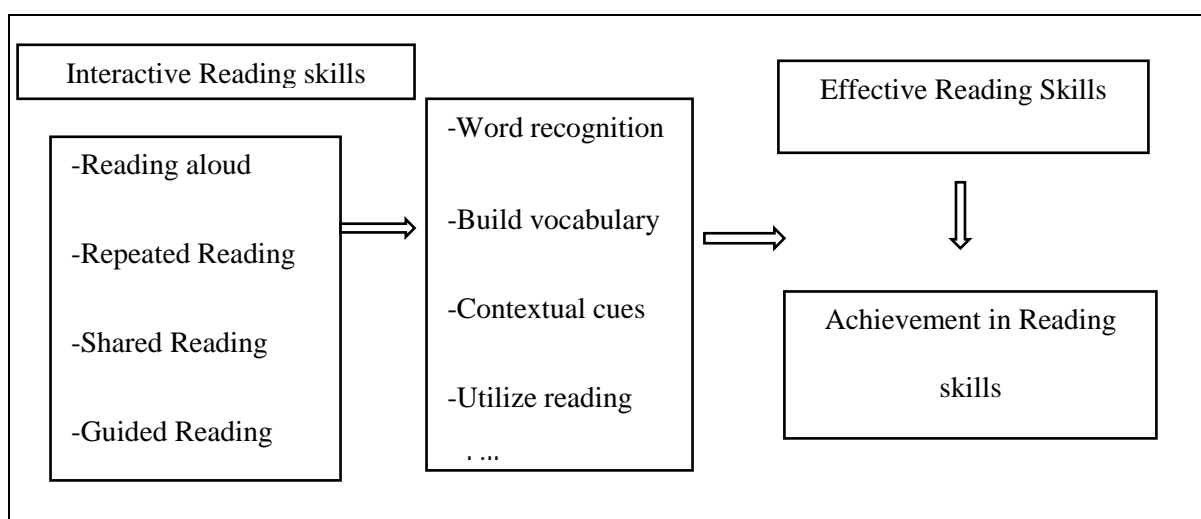


Figure 1.2.3: Relationship between interactive reading and reading skills (Kulo et al., 2019)

1.3 Approaches of Reading

English language teaching is based on two approaches to reading: extensive and intensive. Extensive reading is general comprehension of the text; it is not deep reading, as rapid reading is. Intensive reading is difficult reading; learners need to be read slowly and

any new words explained which they need to translate into their first language. Jacobs and Farrell (2012) state the differences between them.

1.3.1 Extensive Reading

Extensive reading (ER) is an easier approach; the learners' understanding of the reading materials regularly and in quantity means general comprehension. That encourages learners to enjoy reading more and motivates them to read without the aid of references or other assistance, thereby developing their self-responsibility to learn. In this case, it is not necessary to understand everything, but they can comprehend generally. ER aids the learners in increasing their vocabulary, grammar, speaking, writing, and listening skills. Unwilling readers do not read outside of the classroom. There, learners need more time to do that (Jacobs and Farrell, 2012).

Benettayeb (2010, p. 22) suggests that the reader should be motivated to read outside of the classroom because it is intended to collect inclusive ideas. More details are not required for a test, and extensive reading has many advantages for enhancing language learning. And this approach agrees with the idea of Grellet and Françoise (1981, p. 4): Extensive reading refers to reading lengthy literature for pleasure. This fluency exercise focuses mostly on global understanding.

1.3.2 Intensive Reading

Intensive reading is a difficult strategy; learners need to read deeply and slowly to understand the reading materials, and the level of the reader is really necessary to facilitate

the understanding of all the details of the materials. The learner needs assistance in this approach; for example, she or he might translate the difficult words into his first language (L1). (Jacobs and Farrell, 2012). Based on Grellet and Françoise (1981, p. 4),” intensive reading is reading shorter texts to extract specific information. This is more of an accuracy activity involving reading for detail”; hence, the small passage is to facilitate the comprehension of the text and get an exact idea.

Benettayeb (2010, p.21) believed that learners needed to open their minds and concentrate on the text while reading. Learners, on the other hand, should read carefully, word for word, to understand. The main goal of intensive reading is to increase the ability to analyze any message through syntactic and lexical clues.

Intensive reading		Extensive reading
Analysis of the language	Linguistic focus	Fluency, skill forming
Usually difficult	Difficulty	Very easy
Little	Amount	a book a week
Teacher selects	Selection	Learner selects
All learners study the same material	what material	All learners read different things (something interesting to them)
In class	Where	Mostly at home
Checked by specific questions	Comprehension	Checked by reports summaries

Table 1.3.3: Intensive and Extensive Reading Approaches (Mikeladze, 2014)

1.4 Definition of Reading Comprehension

Reading comprehension (RC) is considered a difficult process for learners of English as L2. So, referring to Grellet and Françoise (1981, p. 3),” understanding a written text means extracting the required information from it as efficiently as possible.” In addition, the reader can utilize the previous knowledge and ideas that are incorporated into the text. However, when learners read more, they will know many things, which means reading develops their perspective; if they read too much, it can increase their knowledge. According to (Sousa, 2005; Oakhill et al. 2014), reading comprehension is a method of gaining essential knowledge by comprehending the passages written in the text. Furthermore, understanding the meaning of the text is important for the reader in order to gain new ideas and expand their vocabulary, depending on the reader’s memory. This is the process that develops the readers’ abilities to produce sentences, remember the grammatical rules, and activate their memory.

1.4.1 Elements of Reading Comprehension Skills

Snow (2002, p. 11) suggests three elements of reading comprehension. They are the reader, the text, and the context, or the activity. Whereas, the three elements have strong connections; they are completed when the reader uses his or her mental abilities to comprehend the ambiguous idea in the text, and the context facilitates the understanding of the activities. The following elements have been clarified in the next figure:

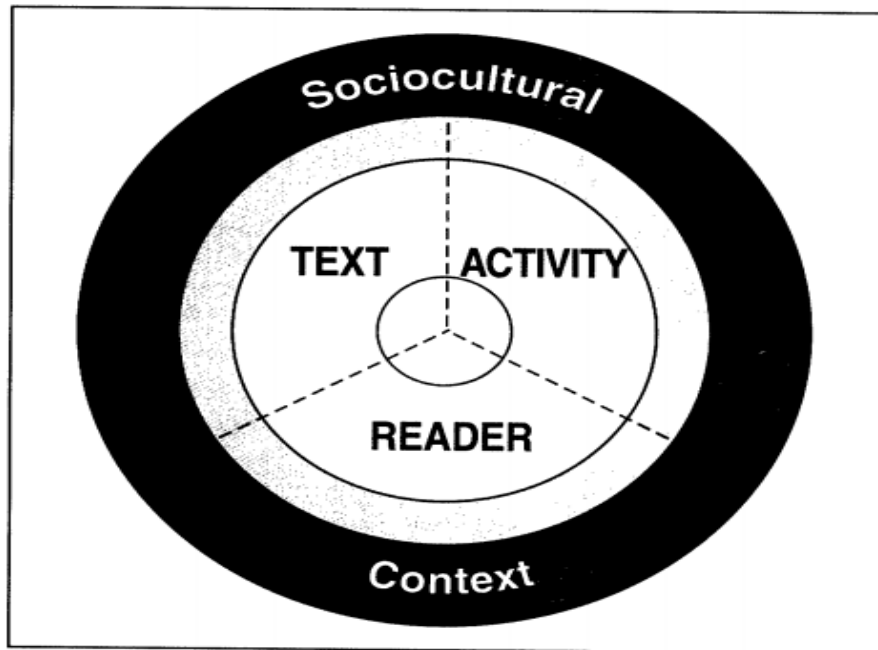


Figure 1.4: A Heuristic for Thinking about Reading Comprehension (Snow, 2002)

1.4.1.1 The reader

The reader applies various mental activities to read and comprehend what they read. This step focuses on the self-confidence of the reader to use appropriate abilities in reading, such as remembering and thinking. Through prior knowledge (vocabulary, linguistically), experience assists the reader in understanding the topic. These characteristics vary significantly among readers (inter-individual variances) and even within an individual reader, depending on the text and activity (intra-individual differences). Despite extensive research demonstrating that each of these characteristics is related to comprehension results, the education sector understands relatively little about how to most effectively improve those traits instructionally. Educators also do not know

how to minimize the specific obstacles that second-language readers face as a result of their restricted vocabulary and linguistic expertise, nor do they know how to improve those readers' L1 comprehension abilities (Snow, 2002, p. 13).

1.4.1.2 The text

Sweet and Snow (2003, p.5) The primary objective of comprehension is to assist the reader in learning any type of written text because the characteristics of the text have a large impact on understanding; the awful language of written text leads to difficult comprehension; the lack of cohesion and coherence also negatively influences the understanding of the text; the lack of vocabulary and poor written feedback are also due to the difficult understanding. Unluckily, most learners are assumed to learn from these characteristics; the complex written work causes difficulties in reading, so the organizational information helps the reader to comprehend the text, which the nature of the text makes important to facilitate the reader's understanding.

1.4.1.3 The context

The context is a set of comprehension activities; the first things that come to mind when thinking about the context of learning to read are the classroom and school. The context defines three aspects of the activities: The purpose of the reader's decision to read the text is the set of cognitive abilities that the reader employs to read. Finally, the consequence is a result of reading the text. There are many factors that influence the

context, including economic resources, ethnicity, and the classroom, all of which influence the development of comprehension skills (Snow, 2002, p. 16) .

1.5 Strategies of Reading Comprehension

Vaughn and Klingner (1999) proposed four reading comprehension strategies; each strategy has specific features to help learners improve their reading skills. Preview, click and clunk, get the gist, and wrap up are the main strategies. These strategies are explained as follows:

1.5.1 Preview

A "preview" is a process that assists learners in forming general thoughts about what they read and scan in a text to get general ideas about certain topics that require quick research, or read “the table of contents, the appendix, and the chapter and paragraph headings in order to find out where the required information is likely to be” (Grellet and Françoise, 1981, pp. 17-18).

In addition, it is a way of obtaining prior information about the text, which is a procedure to encourage and stimulate learners to concentrate on what they read by looking for the key components that require it. However, the main purposes of the preview are to generate important ideas for what they read and motivate their previous knowledge and experience; the teacher then gives some questions to the learners to tell them what they learned from previous reading. Furthermore, it is the first step in reading that students can

take to improve their ability to gather information for research (Vaughn and Klingner, 1999).

1.5.2 Click and clunk

This is the step in which they manipulate the meaning of the words they read; they define the unfamiliar vocabulary in order to understand the text. As a result, this technique assists students in becoming acquainted with difficult words, and the teachers use the fix-up strategy when they feel neglected in their understanding of the text (Flavell and Dickson, 1981).

1.5.3 Get the Gist

In this step, the learners learn how to define the principal ideas of the passage, determine the main information in the text, answer the head question of the teacher, and analyze the text. This step assists students in identifying key words and interesting ideas in the text; it can also be used for summarizing or paraphrasing within certain limitations of words to explain or rewrite the passage in their style for better understanding, so searching for fundamental information is very essential for reading comprehension.

1.5.4 Wrap-up

This strategy is similar to previewing; this method helps learners comprehend and remember what they learn by giving them the chance to check and review what they read. It is the last step in the reading process that confirms the comprehension of the text and

activates the mind to read easily.

1.6 Teaching Reading Comprehension

Teaching reading comprehension is a fundamental or basic task in learning a second language to enhance the learners' abilities and their performance in comprehension.

Teachers have an important role in the reading section, which teaches learners how to deal with text, for instance, by extracting the key ideas and skimming all the titles and subtitles of the text. In addition to that, good learners have the ability to select the appropriate strategy (scanning or skimming) to read each category of the text; for example, reading a newspaper is not like reading a story. Pre-reading, while reading, and post-reading are stages that contribute to easier reading comprehension, as suggested by several authors and described as follows:

1.6.1 Pre-reading stage

This is the most interesting step in teaching reading comprehension. In this case, teachers use different strategies to facilitate the way of reading. Harmer (1991) suggests some techniques, such as using pictures or visual materials related to the text that aid the learners in guessing the meaning. The next method is asking questions according to the topic and having learners learn new vocabulary and discuss it with teachers. This phase is a basic technique that helps learners understand the text. Therefore, the pre-reading stage relies on the prior- knowledge of the learners about the topic; in addition to that, the

learners expect the reading section. Richard and Didier (2012) state there are two components to pre-reading: reading the preview and skimming or scanning.

A. Reading preview

Learners, when they read, take notes, indicate expressions that really need it, acquire unfamiliar words, and recognize ideas they predict to read; but before starting their reading, they use some activities that assist them in being ready to read according to the topic, such as predicting, previewing vocabulary, thinking about the topic, or thinking about what they know.

B. Skimming or Scanning

There are exercises that inquire learners to ensure their expectations from the preview, recognize the attitude of the author, or make comparisons between the experiences of writers and their own. While there are skimming or scanning activities used in any reading to understand the main information by skimming or scanning the text to look for particular ideas, learners utilize these two activities before reading all the text.

1. 6.2 While reading stage

In this step, teachers play an important role as supervisors, which helps the learners understand a text. According to Richard (1990), in the while reading phase, teachers teach the learners different strategies of reading, for example, skimming and scanning. They also focus on the fact that when learners read the text silently, they learn new words and enrich their linguistic knowledge.

1.6.3 Post-reading stage

This is the last step; the teachers at this stage act as evaluators, which means they check the learners' understanding and organize their thoughts and information.

The post-reading step focuses on some activities to make the content more comprehensive and help the learners have a deeper understanding of what they have read, such as scanning, questioning, and summarizing. (The National Capital Language Resource Center, 2007), as cited in (Antoni, 2010). Richard and Didier (2012) also give her an idea that proposes four points in the post-reading stage: vocabulary study, relating reading to personal experience, reading strategy, and a comprehension check.

C. Vocabulary study

Learners identify words that have the same meaning and use contextual meaning. In others, this element assists learners understand a lot of the words that they find in the text.

D. Relating reading to personal experience

In this part, the learners can share their knowledge, ideas, and points of view in conversation or writing; additionally, it is an occasion to remember and utilize words that are presented in the text. Further, this part gives three open-ended questions that are related to the topic.

E. Reading strategy

There are different methods to assist learners, for example: making inferences,

information pronoun references, and summarizing , which benefit a deeper comprehension of the content material of the text and expand the vital techniques they will want to hire after they examine a person outside of the door of the classroom. The phase opens with a short clarification of the reading method and why it is so essential. Finally, reading strategy is an essential part of increasing the level of reading for learners.

F. Comprehension check

Learners should read more carefully to understand all the parts of the ideas in the text because, after that, they will be able to verify their comprehension of the key information and their understanding of the text.

1.7 Factors Affecting Reading Comprehension Skills

There are some factors influencing negatively to the RC that uneasy these skills to the learners as an obstacle to developing themselves. Dennis (2008) explored these problems in detail, such as anxiety, interest, and motivation; environmental conditions; word recognition speed; and the complexity of the text.

1.7.1 Anxiety

Anxiety is the main problem that faces the learners in reading tasks; that stress causes them to understand the instructions slowly or with a lack of comprehension. According to Dennis (2008), official or informal assessments like tests and quizzes might have a negative effect on readers. In this case, readers need some relaxation and positive thinking to answer and understand the question in an appropriate way.

However, approximately most of the learners have this feeling in their reading comprehension, which leads to poor understanding.

1.7.2 Interest and Motivation

They are the main concept in factors affecting RC: if there is no motivation, there are no good readers'. Especially in this generation, with the development of technology, learners all the time use mobile devices that have different applications that they enjoy, so in the classroom they also need that. For Dennis (2008), the teacher of a second language, stimulating learners through the use of authentic materials depends on the topic of reading, for example, pictures, videos, notebooks, and so on. Finally, interesting and motivating readers play an important role in developing and improving learners' reading comprehension skills.

1.7.3 Environmental Condition

Selection of the appropriate setting is very important to the success of the read; it means a controlled or organized place has many advantages for the reader that help them to concentrate and read carefully to better comprehend, in contrast to a noisy environment, which can perturb and disorder their minds and cause them to focus on the environment rather than what they are reading. At the end, for successful RC skills, you need to respect the environment's conditions.

1.7.4 Word Recognition Speed

Dennis (2008) confuses the vocabulary, which plays a vital role in understanding the

meaning and pronouncing the new words. Therefore, less experienced readers have difficulties comprehending the meaning of the text, and in addition, they read the unknown words very slowly, so they need to enrich their vocabularies to decode the new words.

1.7.5 Complexity of the text

This factor related to the knowledge of the readers and their information, whether the level of the learners' is very important to determine their performance in the reading comprehension of the complex text (for instance, there are several vocabularies and sometimes the same word has various meanings depending on the context), makes the comprehension capacity of the reader responsible for decoding any difficult passage or complex text in an easier way.

Regardless, most of the learners do not read in their lives; sometimes they read, but in L1, like newspapers, magazines, or stories before sleeping, so that is the main factor in finding difficulty with reading in the classroom. For that reason, reading comprehension is not an easy challenge for L2 teachers. Thus, teachers are changing the traditional method to cooperative learning to improve learners' RC because it motivates them to exchange information and encourages them to benefit each other.

Conclusion

This chapter has dealt with the review of the literature that sheds light on reading and reading comprehension. It has clarified the concepts of reading and reading comprehension and some related issues, like strategies and approaches to reading as well as elements and

stages of reading comprehension.

Reading is a basic and principal skill in language learning that learners need to enhance through the use of cooperative learning processes.

Chapter Two: Cooperative Learning Strategy

Introduction

This chapter focuses on research about the cooperative learning (CL) strategy, which refers to teaching systems that support the learners' ability to work together or in small groups and motivate them to participate and interact with each other to facilitate their understanding of what they read. Moreover, this chapter contains a theoretical framework for CL.

2.1 Origins of Cooperative Learning

Since the 1970s, cooperative learning has started to be accepted throughout the entire world as an alternative strategy for education purposes. Jacobs and Renandya (2019, p. 7) stated that the origins of cooperative learning are in both psychology and philosophy, among other domains.

Psychology scholars determine positive interdependence as an element of cooperative learning by discovering the interactions of individuals with others. Humanistic psychology and socio-cultural theories help to develop the CL.

Whereas, the humanistic psychology of Maslow (1968) focuses on the relationships between students and the importance of affect in learning. In addition to socio-cultural theory (Vygotsky, 1978), suppose that learning is a collective activity that reflects positively when learners use language in groups and encourage each other to learn. Many scholars have stated the origins of CL as a philosophy, e.g., Johnson and Johnson (2000) and Sharan and Sharan (1992). "Dewey saw schools as places where students not only prepare for active citizenship in democratic societies, but also as place

where students engage in democratic interactions with the goal of the common betterment.”

2.1.1 Definition of Cooperative Learning

Cooperative learning is one of the major techniques that it uses to help learners acquire information rapidly when they learn together. Richard and Roger (2001, p.192), as cited in Khori and Ahmed (2019, p.575), define “CL as an approach in teaching that maximizes the use of active activity involving pairs or small groups of learners in the class.” It implies that CL requires teamwork in the learning process, which is a successful method of knowledge sharing between learners. According to Balkcom (1992), Small groups of students with varied levels of aptitude participate in a variety of learning activities to strengthen their understanding of a particular subject through cooperative learning, an effective teaching method. On the other hand, learners motivate each other to learn and do their activities when they work together. One advantage of this technique is that it helps avoid shyness, anxiety, and inhibition in learning because there is encouragement of interaction in the activity between the team of learners to discuss ideas, and each one corrects the mistakes of the other and benefits from the experiences of the other. However, cooperative learning is a crucial method that supports learners to be responsible in their learning and develop their confidence through the contact with the members of the group work in classroom practices (Jacobs and Lee, 1997; Jolliffe, 2007; Li and Lam, 2013). Finally, this method produces higher achievement in teaching a second language.

2.2 Elements of Cooperative Learning

Based on Johnson’s (2017) use of cooperative learning in lectures, which is very

necessary for the learners, he mentions five essential elements: positive interdependence, face-to-face communication, individual accountability, social skills, and group processing.

2.2.1 Positive Interdependence

The objective of the group's fundamental idea before beginning the CL is that, this method stimulates groups of learners to interact in discussion, sharing their information and emotions. However, they help themselves to solve the problems in the right way, which all learners attach; to others, on the other hand, anyone cannot succeed if not the other learners of group success, as an example, when a teacher of math gives her learners a set of problems to solve. Learners work in groups of three to discuss the technique used to solve the problem and get the final answer; in this case, all the members of the group know how to find the answer. The idea of positive interdependence refers to (Agarwal 2010; Johnson, D., and Johnson, R., 2018) the success of individual accomplishments coming back to all the group members because they have the same purpose, which is the need to work collaboratively without selfishness. It means the advantages of labor for someone refer to the whole member group. Finally, positive interdependence creates a success objective. Each member of the team is responsible for the outcome's failure or success; they are all obligated to work to gather.

2.2.2 Face-to- face communication

This element helps and motivates learners to discuss, share the information, and assist each other in finding answers to the activity; so, face-to-face, it interprets the connection between present and past learning and determines the nature of the ideas and techniques being learned.

2.2.3 Individual accountability

The main idea in this element is to give an individual assessment of each learner and then randomly choose one learner to give the answers for the entire group, where the work of each individual has an effect on the group. In this case, avoid conflict between the people of the group, give each one a chance to work, and avoid the participation of just one learner (Johnson, 2017).

Holt (1993) added individual accountability, which is a very essential technique to achieve the objectives of the learners, as well as the fact that in this element the teacher can confirm the comprehension of all the learners after the answer to the assignment and evaluate the product of the English language and the proficiency of each learner.

2.2.4 Social skills

Social skills are the main element that encourages the learners and gives them positive emotions to acquire the English language and augment their level because, when learners work in polite groups, they can discuss and provide their ideas without any shyness or fear about their errors. Additionally, Holt (1993, p. 66) describes social skills as a safety skill, saying that “social skills are the skill of the week,” namely, the skill that the teacher focuses on using in all of the lectures as part of the session. Therefore, it is a facilitative way that helps the learners comprehend and produce the language so that they can obtain extra information or techniques through their number of groups, for example, how to summarize, paraphrase, and so on.

In the math lecture, the teacher focuses on the skills to confirm all learners comprehend social skills. Based on confidence among all members of the group, take a decision on the group (Johnson, 2017).

2.2.5 Group processing

Group work has positive effects on the learners, who transact knowledge through the interaction and collect new feedback. In this element, the groups answer two questions: “What is something each member did that was helpful for the group?” And what could each member do to make the group more balanced?” (Johnson, 2017, p. 4) .

Farmer (1999) clarifies the main points that are needed in any group session:

- Introduction and clarification of member roles.
- Restatement of assigned tasks.
- Open-ended discussion about the activity, possible problems, and related issues.
- Work toward goals (P. 5).

2.3 Four major theoretical perspectives on CL and achievement

CL has many advantages for developing student achievement and better learning, according to different groups of research (Slavin, 2014; Johnson et al., 1994), which identified four perspectives on CL: the motivational perspective, social interdependence theory, behavioral learning theory, and cognitive development theory.

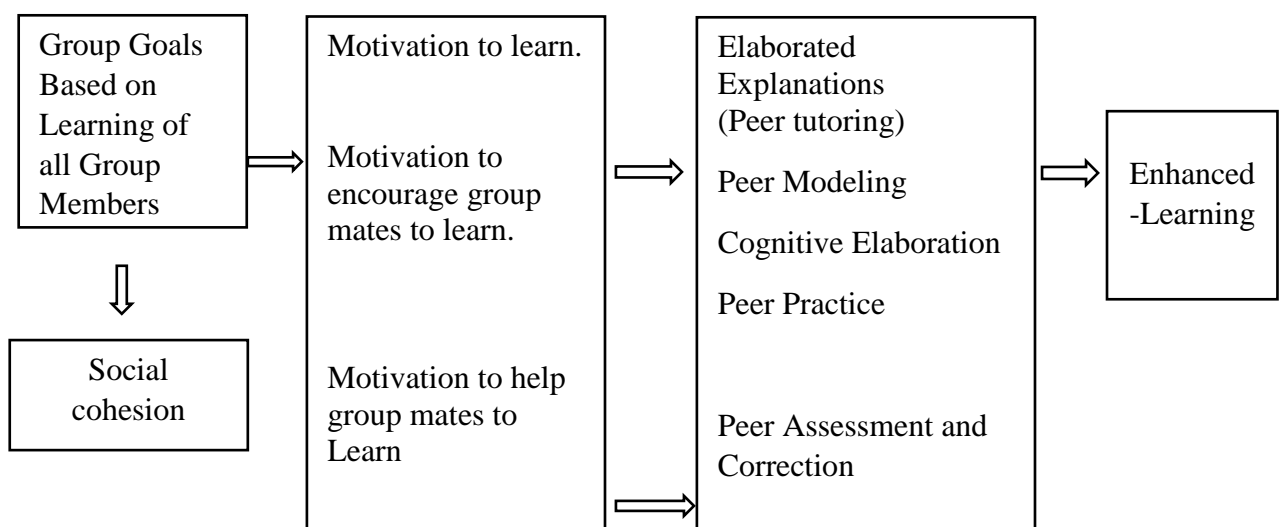


Figure 2.3: A Model of Cooperative Learning’s Effects on Learning (Slavin, 2014)

2.3.1 Motivational Perspective

According to Slavin (2014), motivational perception is the most essential process in CL. This process is based on goals and praise because each student needs support to work all the time, whereas this process encourages the students to work in groups to achieve success. In this case, students discover or explore all possibilities to arrive at their purpose and praise wherever they focus on group performance because group members' learning is stimulating and successful. From a motivational perspective, group mates achieve the aims of an individual and a group.

Salvin (2014) presents the opposing viewpoint of motivated perception to the traditional learning approach by praising the learners'. However, the ancient system is an informal technique that produces antithetical norms and non-pedagogical efforts; in this case, the possibility of success focuses just on one student; even this system is for dorks or stupid people; therefore, the work on a common purpose has academic norms to praise the students who are successful. In the end, motivational perspectives lead to reinforcement for positive learning.

2.3.2 Behavioral learning theory (perspective)

The behavioral learning perspective focuses on extrinsic group rewards; according to Johnson et al. (1994, p. 15), "behavioral theory assumes that cooperative efforts are powered by extrinsic motivation to achieve group rewards."

Refer to Skinner, Bandura, Homans, and Thribaut's behavioral learning theories, which emphasize group contingencies, the balance of incentives and costs in social transactions among interdependent people, as well as imitation. At the end, the effects

of group reinforcement and praise stimulate people to learn in cooperative learning groups. Behavioral theory in general focuses on repetition, reward, and praise.

2.3.3 Social Interdependence Perspective

This theory focuses on the interaction of people. Johnson divided social interdependence into two positions: positive interdependence (cooperation), in which the individuals working in collaboration help each other achieve effective results and motivate one another. Negative interdependence: here there is an absence of interaction; there is no help of effort; each one works alone and demotivates the others, a position such as competition. Whether, Social perspective is an impact of cooperative learning to achieve dynamic goals. Slavin (2014) focuses on the cohesion of the group in the classroom because the learners aid themselves in sharing ideas and knowledge while achieving high levels of interaction between them in session. Also, he states the jigsaw method as a strategy to support the team's work by discussing specific topics to benefit together. This theory is an effective technique to teach learners. Related to Johnson et al. (1994, p. 15), the perspective of social interconnectedness is how people act and what transpires between them. Cooperation is a quality that only exists between people, not within them.

2.3.4 Cognitive development theory

Cognitive theory based on Johnson's et al. (1994) cooperative work way to exchange ideas, which helps themselves find the feeble point and collaborate to comprehend each other's, means one who comprehends the topic well can explain that to others and comprehend them. (Disequilibrium, cognitive reorganization) It means this theory relates to a single person's and mental thinking. Therefore, the cognitive

development theory established by Piaget and Vygotsky is against the effect of the individual's cooperative environment. The clash of socio-cognitive factors appears to discover the cognitive disequilibrium necessary to motivate their perspective-taking capacity and cognitive development. Piaget confirms that in cooperative work, while the participant shares in conversation, in which the cognitive clash appears and is resolved logically, it is exposed and modified. Vygotsky also argues that knowledge is social and built on the cooperative effort of the learner to comprehend and solve problems.

D. Johnson and R. Johnson (1989) explain the cooperation in this circle for a better understanding of the relationship of positive interdependence with other factors.

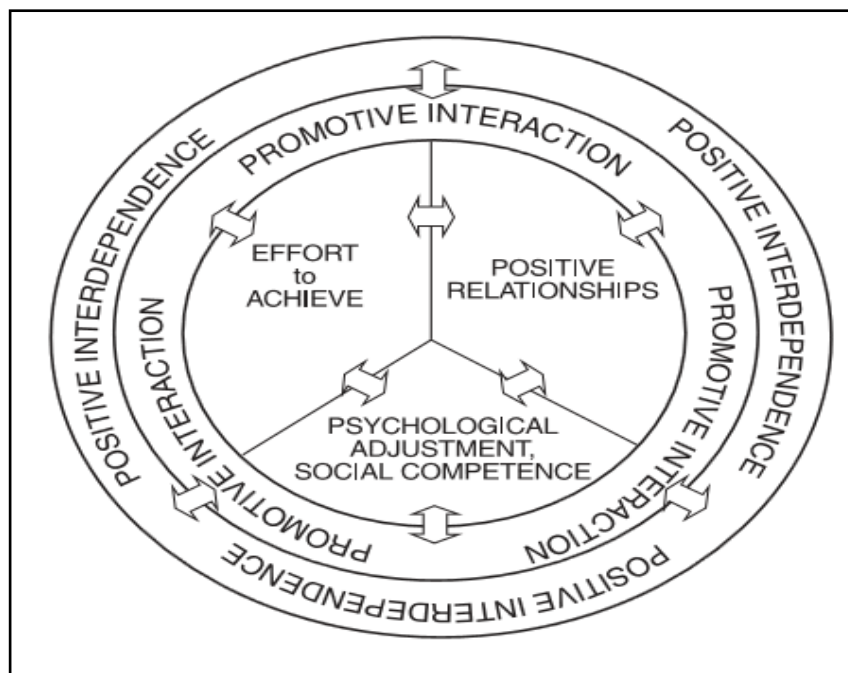


Figure 2.3.4: Outcomes of Cooperation (D.Johnson and R.Johnson, 1989)

2.4 Cooperative learning structure

Cooperative learning is a useful method in any activities that are given to learners in the classroom and has different structures for implementation; these structures are problem sets, laboratories and projects, jigsaws, peer editing, and peer-led team learning (Felder and Brent, 2007).

2.4.1 Problem sets

The team is made up of the names of learners whose work effectively brings a result to the activity. Because generally, learners finish their schoolwork in teams in which the learners who do not participate (hitchhikers) omit their names, they obtain the best marks without any effort, which in this case will be very sad for a zero. In the final, the team should be corporate in its work to evaluate the school work and graduate them depending on the performance of each learner.

CL is a process to confirm the responsibility of the individual through the fixing of the marks of the team for their performance in the group. Moreover, there are various causes to combine group and single work. For example, in the beginning of the course, do not present all the members in the classroom staying to stabilize the attendance and the full number of classrooms to make groups.

Felder and Brent (2007) advised learners to prepare by outlining the problem and thinking about it before meeting and to avoid trying and finishing the assessment together in the first meeting because, in this case, the collaboration in the work is not applicable, which lets the work be done just for one learner in the group when the others do not know how to solve the problem.

2.4.2 Laboratories and projects

In labs and projects, there is an absence of individual accountability, which means that the work is focused on some of the learners in the group, but not all the members of the group contribute to the assessment or comprehend anything about the assignment. The solution to this, in a fair manner, should be to give marks according to the performance of each learner, so the “hitchhiker” who does not comprehend anything or little should be punished.

2.4.3 Jigsaws

Jigsaws are an effective CL structure for group work that makes use of the learners' expertise in various subjects, such as laboratory activities. The proficiency field contains in the supplies calibration and empirical model and data analysis (which contain statistical error analysis) a discussion of the outcome of theory, and in the model assignment the field should be conceptual plan, procedure tools, security, environmental inference appraisal, and profitability analysis.

Felder and Brent (2007) suggest four fields are determined for a plan; learners work into groups of four, with each group responsible for each field; the proficiency of this field is being attempted; and this should provide printed matter to a learner in the same field or someone with an interest in the field of the question. Then work in groups and finish the assessment in the group. Each person works with their own proficiency; if the proficiency does not enrich their work, the quality of the result is not good. Whatever the case, when learners assess all their fields of proficiency, all learners comprehend that it means they take the responsibility to share their proficiency with all members of the group (positive interdependence).

(Millis, 2010; Kagan, 1989) present jigsaw as an easier structure to arrange the learning in teamwork, and it is a facilitative method to answer the compound trouble. In Jigsaw's cooperative reading strategy, all the groups read the text, then each one prepares questions to discuss, while the profession learners share their proficiency with their team and then with other teams (Hirsch and Supple, 1996).

2.4.4 Peer editing

Is one of the main structures in CL, used by pairs of teams to write lab reports or do oral presentations through the process of critiquing each other's work, the learners work as a pair and try to answer the practice, then, when finished, revise the answers to the question and give them to the educator to be checked and scored. Therefore, the use of peer editing in a written report is the best idea to assist learners in comprehending the needs of the educator and achieving the appropriate solution. Learners finish with the same grades as the educator when different rotations of peer editing are given and the educator gathers the title for the first one or two rotations.

2.4.5 Peer-led team learning (PLTL)

PLTL was advanced by a chemistry instructor in the 1990s, and it is the most distinguished team learning strategy in the chemistry field. In this structure, Felder mentions the elements of CL, for instance, face-to-face interaction and positive interdependence, which are easier for learners working in teams.

Based on Felder and Brent (2007,p. 4),“in peer-led team learning (PLTL), lectures are supplemented by weekly two-hour workshops in which students work in six- to eight-person groups to solve structured problems under the guidance of trained peer leaders.”

Peer leaders explain the objective and make it easier for the learners with supplies, and others also give support. Moreover, in PLTL, learners are challenged to solve problems according to assignment steps and lecture examinations; the teacher of the lecture produces troubles, and educational materials help with supervision by a peer director and verifying the advanced level of the workshops.

2.5 Cooperative assessment activities

Ghaith (2002) mentions several samples of cooperative checks, as it is supposed that CL gets to know easier language evaluation for the reason that it supplies probability for successive improvement and opportunities for assessing character and institution consequences in a supportive and stress decreased environment.

2.5.1 Correcting individual quizzes and homework

Most of the teachers use this activity as an appropriate and easier one to evaluate the level of the learners and their competencies in reading, listening, and understanding the information of the text; likewise, they can set the right answer, for example, language rules and techniques; the process of this practice is subsequent to:

- ❖ Organize heterogeneous groups of four for the learners.
- ❖ To finish the task, distribute some roles for each group to confirm the work of the whole team of learners; these roles are: (preciseness checker, runner, explainer, and reporter). Runner, provide the material; explainer, explain the method of solving the task; preciseness checker, ensure the preciseness of the explainer according to the main answers; then, the reporter collects the answers of the group and gives them marks for each group.

2.5.2 Observing students at work

The main contribution in this activity is the evolution and guidance of social skills; otherwise, in social skills, learners provide motivation and support to others, learn how to work in groups, and esteem others; hence, verifying comprehension, check if all the learners answer or not; As well, observing learners at work gives cherished knowledge depending on the important goals of the learners; observing students at work focuses on the behavior and customs of the learners (Ghaith,2002; Johnson, D., and Johnson, R., 2004). The process of this activity is explained by Ghaith (2002) as follows:

- ❖ Indicate what you need to observe in terms of occurrence, conduct, and movement, and then clarify them by making a series of verbal phrases and nonverbal actions that present the skills.
- ❖ Provide tasks to the learners and organize heterogeneous groups; for example, solving understanding tasks and exercising language rules.

2.5.3 Interview

Need to do with certain levels of learners related to their expertise in a foreign language to express themselves, which is not used in the first level of expertise; further, it is the most useful activity that utilizes to identify the level of learners in their problem-solving capacities and cognitive abilities. The process is explained as follows:

- ❖ Organize heterogeneous groups of four or five, and then deliver a series of tasks to them.
- ❖ Choose some learners to answer accidentally, and then give other questions to provide more ideas, and give other groups the chance to give their answers.
- ❖ Let the other learners answer several questions to complete the task.

2.5.4 Peer composition

This activity allows the learners to help each other produce thoughts to write and collect peer feedback to enhance their work. The process is explained as follows:

- ❖ Make learners work in pairs on CL, and then give them a writing task.
- ❖ Tell the learners to investigate the theme in single but you can help them see the materials that the colleague utilizes.

2.5.5 Oral presentation

Learners focus on cooperative presentations, in which they produce their submissions in small groups and evaluate their experts, which is not appropriate for the first level of proficiency. The procedure is explained as follows:

- ❖ For the presentations of all groups, give the learners enough time to prepare their presentations.
- ❖ Encourage each learner who has trouble with their presentation after assessing them with audience groups.

2.5.6 Group Project

All-levels appropriate group project activity that evaluates the group tasks.

- ❖ Make a heterogeneous group of three or four learners.
- ❖ Give projects to learners according to their levels, such as paraphrasing and producing a research paper.
- ❖ Learners introduce their work to the whole class.
- ❖ Assess the end of the group project by the criteria of the learners and select the excellent one.

2.6 Cooperative learning methods

Cooperative learning is a stimulation strategy to support learners interact and participate in any practice and improve their abilities, especially in English as a foreign language. Additionally, it assists EFL learners in enhancing their reading comprehension skills and gives them positive emotion, which contributes to improved performance in RC or solving problems in the classroom. For that, different authors explained the main methods that are used as follows by Lyman (1992), as cited in Richards (2006, p.98) and others.

2.6.1 Think-pair-share

This method has many advantages, which permit learners to share the ideas and meet with colleagues, hear the answers of the colleagues and use them as examples of their own answers, and also give them time to think before answering. However, think-pair-share became the most useful technique in CL used in all the classes ; hence, augmenting of speaking and vital listening, and learners emotions will be very relaxed to answer in front big number of group after they acted with a narrow group. Lyman (1992), as cited in Richards (2006, p.98), gives an example to provide more clarification of previous information: Give an activity to two learners to work on pairs; one is Spock and the other is krik, and gives this phrase: “Describe three things that you did on the weekend.”

Think: There is no conversation in thinking time; each learner tries to find the answer to the question in thirty seconds.

Pair: the two members share their answers; Spock begins answering while krik listens to the answer of the Spock, then krik starts answering because Spock finishes.

Share: Lyman said when all the pairs share their answering question, propose a volunteer to share it with the colleagues, then select the other learners randomly; when feel learners take enough time and more examples of others to respond.

Finally, it is an excellent strategy to make learners feel trust in them, where it used to present a new theme in the beginning and utilize it while illustrating a new thought.

2.6.2 Learning together

D.Johnson and R.Johnson (1999) improve this method and classify it as an important one. When the learners are separated into two small, heterogeneous sections, and in each group there are four or five learners, the first thing the members do is decide how they will work together and make an outline of the theme before starting to work together.

2.6.3 Pair read

Is an effective technique that helps learners understand any piece of writing, for instance, (paragraphs, articles..., etc.), the teacher divides the learners into pairs to read silently; when they finish, they have a small conversation about the topic, explain some expressions or unfamiliar words, and at the end they can discuss with all the other learners and the teacher ask a question.

Topping (2014, p.59) clarifies pair reading as a “straightforward and generally enjoyable way for more able readers to help less able readers develop better reading skills.” The teacher chooses the interests topics for the learners to motivate and encourage them.

2.6.4 Student Team Achievement Division (STAD)

Student team achievement division is one of the simplest techniques in cooperative learning; Richards (2006) states that there are five main components: (class presentation, team work, individual improvement scores, quizzes, and team recognition). He explained class presentations as components containing several types used in presentations that adapt to direct material or authentic material, such as audiovisual presentations and lecture discussion.

Next, teamwork in this component ensures all the group members learn the subject because the whole group learns and works; also they discuss any questions or difficulties they find as well as practice in heterogeneous groups for academic performance, behavior, and sex.

Then, individual improvement scores are calculated by comparing learners' marks with past performance to prize the members of groups' enhance their marks. Further, this component focuses on providing learners with an achievement objective that can improve their achievement more than past performance.

Fourth one quizzes: in this component, give the responsibility to each learner a lawn, the test do it individually without assisting each other's, and any single learner is responsible to inform the subject and assist their friends that know it in the group.

The last one is team recognition. In this component, confirm the improvement of the average and calculate it to prize the group that enhances marks and give them a certificate.

According to Kulkarni (2020), the STAD technique is based on the development of the student's performance and raising their level, and then relies on the diversity of the learners' capacities, which are divided into 4 or 5 groups.

Conclusion

Cooperative learning is an important process that helps develop EFL learners' reading comprehension skills. It should have uses in other skills.

To sum up, this chapter has dealt with a review of the literature that shows the origins of cooperative learning and the main cooperative activities that it uses to casting light on its significant role in reading comprehension. It also illustrates different concepts and some related issues, as well as the structures and methods of cooperative learning.

Chapter Three: Field work

Introduction

This chapter presents the research methodology of the study, describes the method of analysis, and collects data about the investigation of the importance of cooperative learning strategies to improve learners' reading comprehension skills. We use two tools in this research: an interview designed for teachers and a questionnaire designed for students.

3.1 Overview of the Research Methodology

Research methodology is a way to identify, select, and analyze the information about the topic, which the methodology promises the reader will use to assess the research's validity and reliability, as well as the process of finding an answer to the research problem (Kothari, 2017).

3.1.1 Research approach: it based on mixed-methods research (qualitative and quantitative).

3.1.1.1 Mixed-Methods

Mixed-methods research involves the combination of two research methodologies: quantitative and qualitative. It is used in this study because it gives more proof for the research question, and the two methodologies assist themselves in finding answers to the questions on association when they cannot find each one alone (Creswell et al., 2017); So, the quantitative method is used to analyze the results obtained from the closed-ended questions that will be shown in tables and diagrams. As for the qualitative

method, it is used to describe and interpret the results of the open-ended questions in the questionnaire.

3.1.1.2 Sample of the study

Sample refers to choosing the population from which they will gather data for their study. In this research, we selected two groups of 45 students of second-year LMD and five teachers of the reading course of the year (2022-2023) to the Department of English at Biskra University.

3.1.2 Types of research

3.2.1.1 Descriptive research

It aims to describe a fact, a population, or a situation through phenomenon studies; based on (Daniel and Sam, 2011), we chose it because the research needs to describe and provide facts.

3.1.2.2 Data collection methods

They are the research instruments used to evaluate the results. Considering the type of research being conducted, they should be carefully chosen. The following is the research topic we have settled on:

3.1.2.3 Interview

Connaway and Powell (2010) determine an interview as "critical that the researcher establish trust and rapport with the interviewee" (p. 38). However, the interview is a kind of academic report that needs a conversation between the interviewer and interviewee to obtain reliable and valid measures, and a good conversation can change

the direction of discussion and collect new ideas that cannot be predicted. Before starting, they need to make a plan for the work. For example:

- Select the appropriate person who needs to work and contact them.
- Make direct, simple, and short questions to ensure the teacher answers them.

3.1.2.4 Questionnaire

A questionnaire is a list of items or inquiries used to collect information from participants (Kumar, 2011). And it has two types of questions: open-ended and closed-ended, to collect more information about the topic of the research.

3.2 Data analysis and results

This chapter investigates the importance of cooperative learning strategies in improving learners' reading comprehension skills. The research was carried out with second-year learners' at the Department of English at Mohamed Khieder University of Biskra. It tries to improve learners' reading comprehension through incentives and determine whether or not they work by evaluating the collected data.

Section1: Interview Findings

3.2.1 Description of the teachers' interview data analysis

The interview was devoted to five teachers of the reading module (first and second years) at Mohamed Khider University of Biskra in the Department of English. The interview is face-to-face because we need to know the individual's opinion about CL, which contains nine questions.

3.2.1.1 Analysis of the Teachers' Interview Data

Item 1: How many years have you been teaching English at the university? How do you find it?

Q1/T1: “Although I have been teaching at the university for more than ten years, teaching is not an easy process. Teachers are expected to adapt and modify their instructions, and this requires a thorough analysis and evaluation of the university’s English as a foreign language students’; needs, attitudes, motivation levels, proficiency levels, and cognitive capacities and abilities. We are also expected to be critically intellectual in dealing with the complexities of the teaching and learning processes.”

Q1/T2: “I have been teaching English at the university since 2009. It is an interesting experience since I love teaching.”

Q1/T3: “I have been teaching English at the university for ten years. Teaching at a university can be a fulfilling and challenging career path, but it requires a lot of dedication and a genuine passion for teaching and learning.”

Q1/T4: “I have been teaching English at the university for sixty years.”

Q1/T5: “This is my fourth year, and I find it kind of challenging, not difficult. Besides, easy experience, easy courses, easy new teaching experience teaches you something new.”

From these answers, we can deduce that the majority of teachers are qualified enough to teach the grade levels under investigation. As regards their teaching experience, it means the teachers have a long career in teaching at the university, during which they taught English language. They find it a challenging career to adapt to new instruction in learning and teaching, but other teachers find it easy and love to teach it.

Item 2: How do you consider teaching reading in relation to teaching other skills (writing and speaking) and what kind of difficulties do you face when teaching it?

Q2/T1: “Reading is a stimulating skill to speak and write clearly, accurately, and precisely. Reading allows students to notice the language system (i.e., grammar and vocabulary) and understand, analyze, and evaluate the writer’s thoughts. Nevertheless, the majority of my first-year LMD students had a negative attitude toward reading at the beginning of the academic year. This is due to their poor proficiency level in English, which distracts them from understanding the author’s thoughts, while others believe that reading is a tiring and boring task.”

Q2/T2: “Teaching reading is as important as teaching all language skills. It is difficult to teach reading for certain reasons like the lack of a well-elaborated syllabus with all the details and references. I think that time allocated to reading is not adequate as it is 90 minutes/week only.”

Q2/T3: “Teaching reading is a foundation and critical skill that sets the stage for learning in many other subject areas. Without the ability to read fluently and comprehend written text, students struggle to grasp concepts and ideas in other subject areas. Therefore, teaching reading should be considered an essential module to teach students. The difficulties include meeting the needs of diverse learners, limited time for teaching due to other demands on their schedule, managing a large class size, finding it difficult to give individual attention to each student and provide personalized feedback, and addressing reading difficulties: some students may struggle with reading due to learning disabilities.”

Q2/T4: “Reading is a very important skill to teach because it helps learners develop an excellent sense for choosing appropriate words while writing or speaking (rich background knowledge enables learners to improve their writing or speaking skills). The main difficulties are over-crowded classes, the absence of teaching facilities, the lack of students’ motivation, the difficulty of the reading material, etc.”

Q2/T5: “I consider it very important, and they must be taught together, and that is what I do, actually. It is peach reading, integrating all the skills, and I found no difficulty at all, and students enjoy that.”

Reading is an essential skill in teaching because it is fundamental to other skills or enhances writing and speaking skills. But there are some difficulties that face teachers of the reading module, such as crowded classes and allocated time.

Item 3: What are the main difficulties that your students face when reading texts?

Q3/T1: “The main difficulties that poor students with low averages face while reading include understanding the purpose of the text, making inferences, etc.”

Q3/T2: “Mostly, they are not interested in the module itself. Some students are not motivated to study at the university, and they think that it is useless.”

Q3/T3: “There are many difficulties that students may face when reading texts, particularly if they may struggle with the vocabulary in the text, particularly if it contains words that are unfamiliar or technical in nature; comprehension: the difficulties of understanding the main idea of the key points of the text; attention span: students may struggle to maintain their focus and concentration while reading and are easily distracted; reading speed: students may read very slowly, which can make it

difficult to keep up with the material or complete assignments on time; and reading level: it is hard for students to understand the text and can be discouraging.”

Q3/T4: “The main difficulties are: the difficulty of the vocabulary used in texts; the complexity of the grammar used; the lack of motivation; and texts in breach with their socio-cultural milieu.”

Q3/T5: “Some problems are related to reading fluency, vocabulary comprehension, and critical reading which all students have.”

In these answers, we find several difficulties facing the students when reading a text, for example, a text that is in breach with their socio-cultural milieu, the difficulty of the vocabulary used in the text, and the complexity of the grammar used.

Item 4: Do you teach learners to understand and interpret texts?

Q4/T1: “Yes, of course.”

Q4/T2: “Yes, do. We are having lectures about comprehension techniques and how to use them.”

Q4/T3: “Yes, I certainly do. Understanding and interpreting text can be a complex process, but there are a few key strategies and techniques that can help learners improve their skills: preview the text, read actively, I identify the main idea, and supporting details and evaluate the author’s tone and purpose.”

Q4/T4: “Yes, I do.”

Q4/T5: “Yes, I always insist that they have to understand and interpret the text and get the message behind it, not just read for the sake of reading only. They must have a critical eye.”

The answers indicate that the teachers teach learners to understand and interpret texts, not just read for pleasure but to know the main ideas in the text and understand exactly the message behind it, according to some strategies that help them improve their skills.

Item 5: When assigning an activity what are the main types of cooperative learning that you use (individual, pair work, or group work)?

Q5/T1: “Using a dictionary (i.e., individual task), class discussion (i.e., text’s information), and peer evaluation (i.e., students’ evaluation of each other’s answers).”

Q5/T2: “The main type of cooperative learning that you use when assigning an activity is pair work.”

Q5/T3: “The main type that uses it is group work.”

Q5/T4: “I use group work.”

Q5/T5: “Most of the time, I use pair or group work.”

All the teachers use pair or group work when assigning an activity because working collaboratively facilitates the understanding of the activity and allows all the students to answer it because each one can give their ideas or opinions about it.

Item 6: What are your thoughts on the collaborative learning technique?

Q6/T1: “Cooperative learning boosts motivation and a positive attitude toward reading.”

Q6/T2: “It is making teaching easier, more flexible, and fruitful to some extent.”

Q6/T3: “Cooperative learning is a teaching strategy that involves students working together in small groups to achieve a common goal .This approach has been shown to have many benefits.”

Q6/T4: “CL is very important because it is an opportunity for learners to learn together in order to facilitate some difficulties. Some of them encounter, CL also; helps students share some of their strengths and improve some of their weaknesses.”

Q6/T5: “It is a beneficial one; students made progress working together in terms of language self-confidence.”

All the answers signify the importance of cooperative learning strategies for working with the students in small groups to achieve common goals, which motivate learners to read and make the teaching easier.

Item 7: Do you believe cooperative learning may improve students' reading abilities? Say why, please.

Q7/T1: “Cooperative learning decreases poor reading comprehension of various types of texts. This creates a positive learning atmosphere in the classroom for all to contribute to establishing an accurate and the most relevant understanding of the authors' thoughts.”

Q7/T2: “Yes, think so. It motivates learners to get over their fears.”

Q7/T3: “Yes, because I believe that cooperative learning can increase learners’ skills. Cooperative learning is a teaching method that involves students working together in small groups to achieve a common goal. This approach can be particularly effective for improving reading skills because it provides opportunities for students to engage in active and collaborative learning, builds confidence, provides opportunities for practice, and encourages active engagement.”

Q7/T4: “Yes, of course; CL creates a cooperative atmosphere where all students find themselves involved to the reading task and try to contribute in developing their reading skills.”

Q7/T5: “It depends on the activity itself. If cooperative learning is used for reading purposes for sure, it will.”

The teachers agree with the idea that CL can increase learners’ reading skills because it creates a positive atmosphere in the classroom, builds the students’ confidence, and encourages them to overcome their fears.

Item 8: Are you interested in using this technique (CL) in the classroom? Do you feel that learner will be affected positively by this technique?

Q8/T1: “Yes, of course.”

Q8/T2: “Yes, I am. And learners are going to be affected positively thanks to this technique.”

Q8/T3: “Yes, I am interested in using this technique; yes, feel that learners will be affected positively.”

Q8/T4: “Yes, I am interested to use it; yes it affected positively.”

Q8/T5: “Yes, sure.”

All the teachers are aware of the importance of the cooperative learning strategy and have an interest in using this strategy in the classroom which has a positive effect on the students’ reading skills.

Item 9: If you have any additional comments or suggestions, please state them.

Q9/T3: “I believe that cooperative learning can have a positive impact on learners.

Cooperative learning involves students working together in small groups to achieve a common goal or complete a task. This approach allows learners to interact with each other and learn more. It is important to note that the effectiveness of cooperative learning can depend on a variety of factors, including the specific approach used.”

Q9/T5: “This strategy works better if used in the appropriate useful, the number of students in the class plays a major role; when it is small, the groups work in an excellent way, however, when the class is large, it becomes a bit land.”

Cooperative learning supports the learners’ ability to interact and learn; in addition, there are some necessary elements that need to be taken into consideration for the success of this technique, for instance, the class size and time.

Summary of the interview data analysis

Reading is a pivotal skill in learning English that helps to master the other skills (writing, speaking, listening); reading is a critical skill to teach ; it helps learners develop an excellent sense in choosing the appropriate words and teach learners to understand and interpret texts not just read; so, it is considered an essential module to teach to students because it enriches the background knowledge enables learners

enhance their writing or speaking skills; for that teachers need to create a collaborative atmosphere that motivates all students to be involved in reading tasks and improve their reading skills as well as effects positively the performance of each student; this technique is an active way to attract the attention of the students and support them to interact in the activity when working together.

Section 2: Questionnaire Findings

3.2.2 Description of participants' questionnaire data analysis

3.2.2.1 Analysis of the Participants' Questionnaire Data

These questions are distributed to the few percent of population of the second-year English students and divided into two sections: the first section is about general information for the learners', and the second section is about the learners' opinions about reading comprehension and cooperative learning.

Section one: general information

Item1: Could you please specify your gender?

Table 3.1: Participants' gender distribution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	12	26,7	26,7	26,7
	female	33	73,3	73,3	100,0
	Total	45	100,0	100,0	

The first item is about the gender of the students in the English language department at the university. The majority of the thirty-three students are females (73.3%) In contrast, males (26.7%) are few percent compared to females

Item 2: To which baccalaureate stream do you belong? The scientific stream, foreign language stream, or literary stream.

Table3.2: Participants' Baccalaureate Stream

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	the scientific stream	24	53,3	53,3	53,3
	Foreign language stream	12	26,7	26,7	80,0
	the literary stream	9	20,0	20,0	100,0
	Total	45	100,0	100,0	

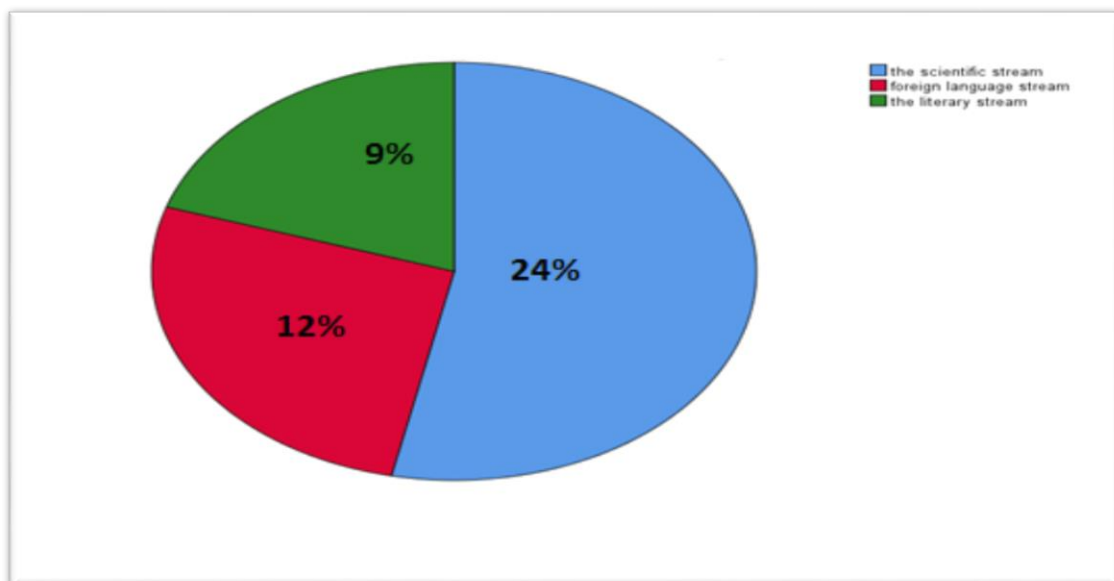


Figure3.1: Participants' Baccalaureate stream

As it can be seen in the above table, concerning the baccalaureate stream of the students, the highest percentage, and i.e. the percentage of students with a scientific stream in their baccalaureate is 53.3%, and only 26.7% or 12 students are enrolled in a foreign language program and 20% of them were literary stream. From this, one can deduce that the majority of students had a scientific stream but are stimulated to learn the English language at university, and of course they love it and had enough knowledge and background about it to make that choice, because they can choose another scientific field such as technology, or biology, etc.

Item 3: Did you study English in university? Your own decision, forced on you, or Someone else's suggestion?

Table 3.3: Participants' attitudes towards learning English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Your own decision	36	80,0	80,0	80,0
	Forced on you	3	6,7	6,7	86,7
	Someone else's suggestion	6	13,3	13,3	100,0
	Total	45	100,0	100,0	

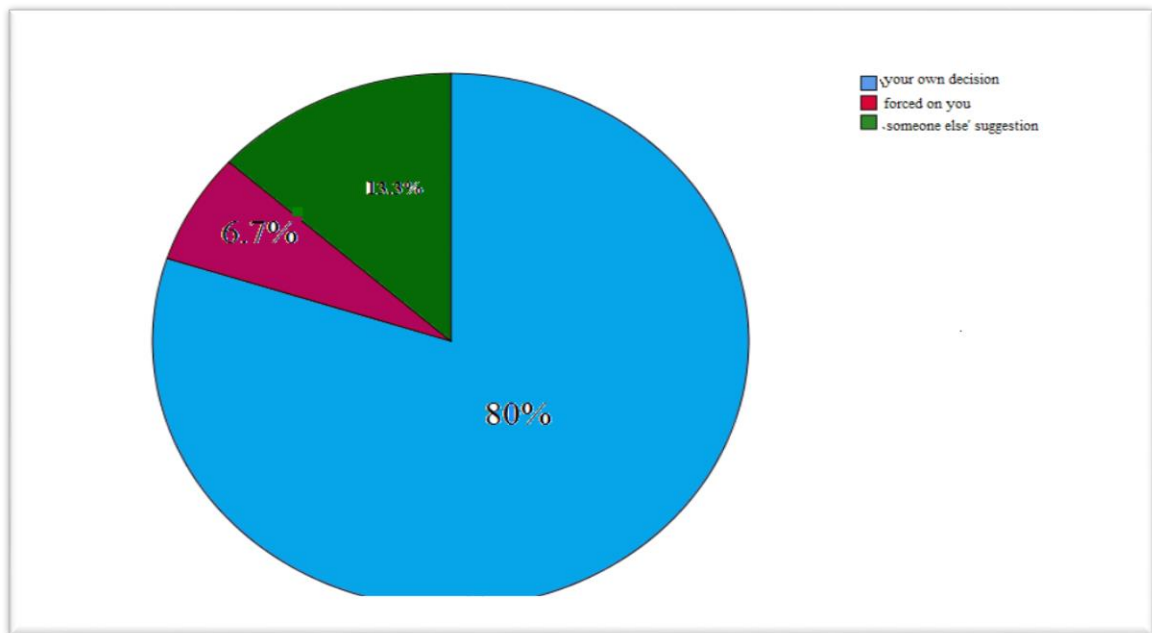


Figure 3.2: Participants' attitudes towards learning English

The result shows that thirty-six students (80%) chose or decide to study English alone at university. While 13.3% of the students agreed with someone else's suggestion because, based on their baccalaureate exam average, there was no other option, the rest (6.7%) were forced to study it. When students learn or study their favorites, they will be successful in their domains.

Item 4: How would you evaluate your English proficiency?

Table 3.4: Evaluation of the Participants' Proficiency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	acceptable	9	20,0	20,0	20,0
	good	32	71,1	71,1	91,1
	very good	4	8,9	8,9	100,0
	Total	45	100,0	100,0	

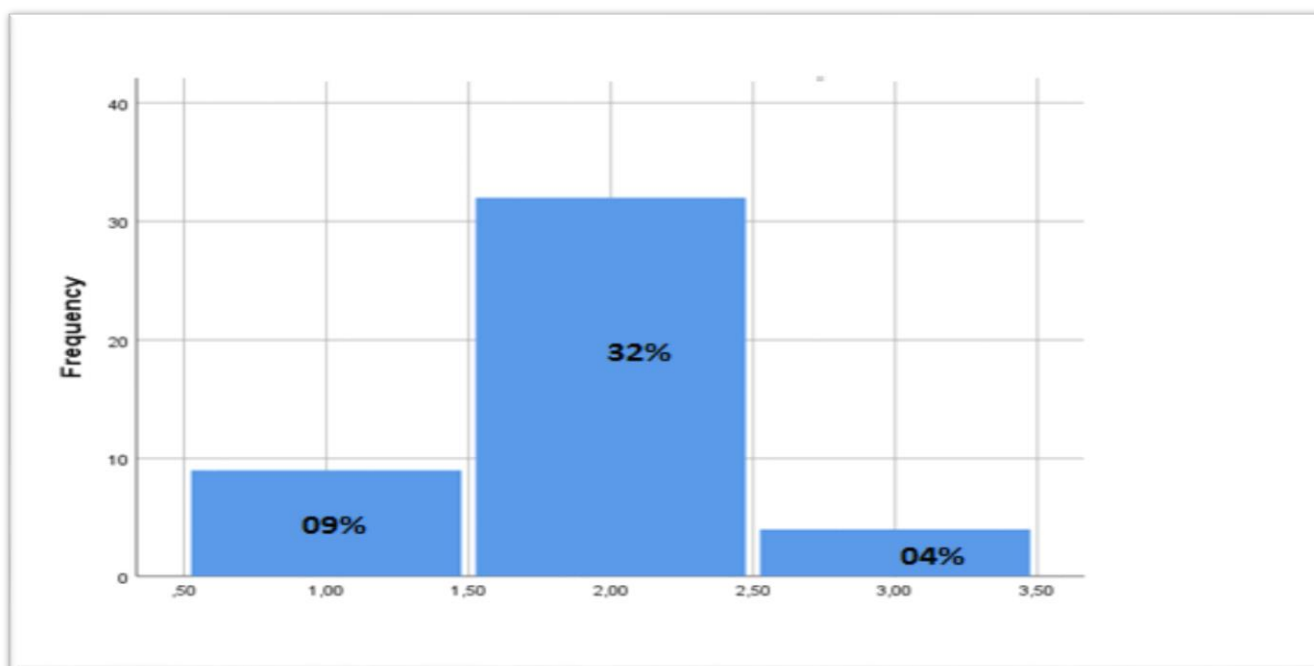


Figure 3.3: Evaluation of the Participants' Proficiency

When we asked students about their proficiency in English, we found that 32 of them (71.1%) answered that they had a good level of English, and nine of them (20%) said that they had an acceptable level. We have only four students (8.9%) who have a very good level of English.

Section two: learners' opinions about reading comprehension and cooperative learning.

Item 5: Do you find the reading module enjoyable?

Table 3.5: Reading an enjoyable module to the participants'

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	34	75,6	75,6	75,6
	no	11	24,4	24,4	100,0
	Total	45	100,0	100,0	

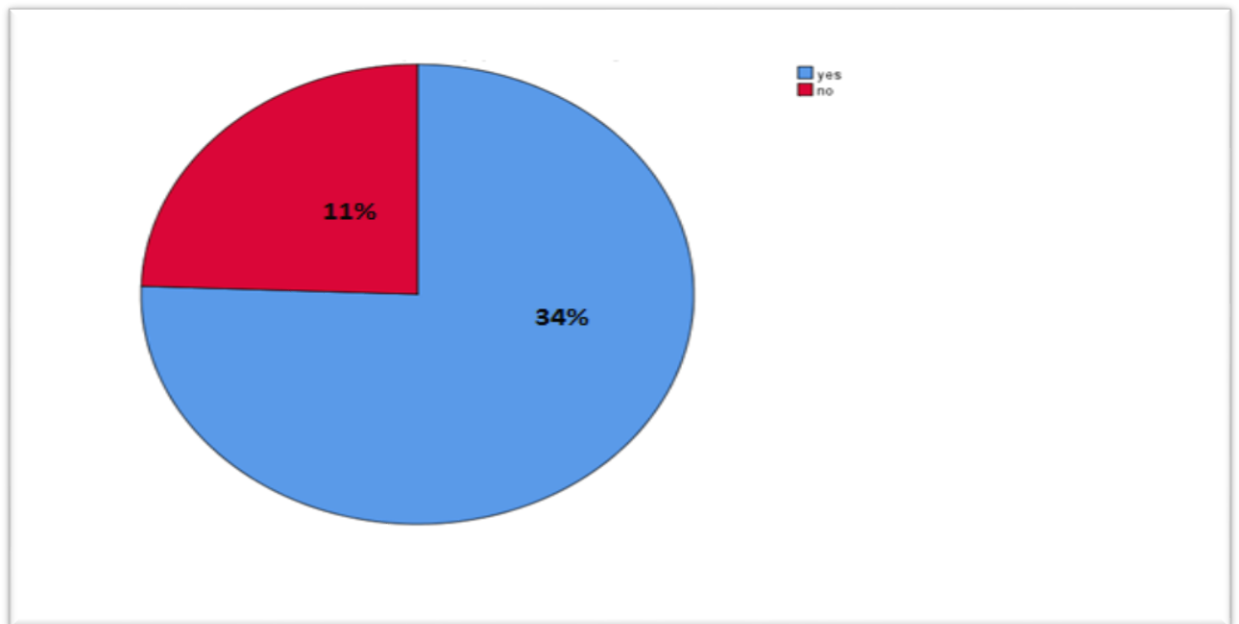


Figure 3.4: Reading an enjoyable module to the participants'

Through this question, we intended to know whether the students enjoyed the reading module or not. Thirty-four students (75.6%) say yes, they find the reading module enjoyable. Whereas eleven students (about 24.4%) say they do not enjoy the reading module.

Item 6: Is reading necessary for English learning?

Table 3.6: Participants' opinions about the importance of reading in learning English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	44	97,8	97,8	97,8
	no	1	2,2	2,2	100,0
	Total	45	100,0	100,0	

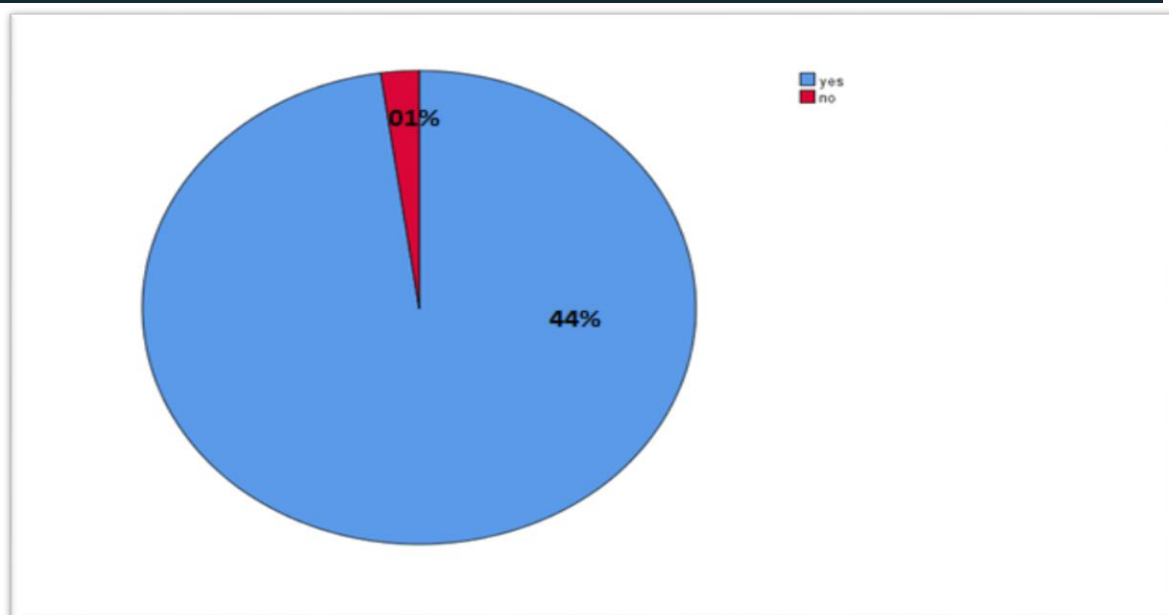


Figure 3.5: Participants' opinions about the importance of reading in learning English

Almost all the students claim that reading sessions are necessary for English learning. Which the majority of students (97.8%) said yes, reading is necessary for learning English. One student (2.2%) selected no, saying it was not important. Our EFL students believe in the importance of reading when learning English. Here are some participants' comments:

- It expands our vocabulary.
- It improves our pronunciation.

- Reading helps the students get more information and knowledge in any domain.
- It is a basic skill that helps the students develop other skills (writing and speaking).
- Reading is an important skill because when we read, we learn more; for example, we acquire new expressions and help the students to participate in several modules, such as using different words in oral and written expression.
- It helps the students know the spelling of the words.
- Reading helps the student learn new words and be able to define unfamiliar ones.
- Reading is the key to learning new things.
- It reinforces our language.

Other answers focus on the development of vocabulary.

Item 7: Have you faced any difficulties while interpreting and understanding texts?

Table 3.7: Participants' difficulties in interpreting and understanding texts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	2,2	2,2	2,2
	rarely	14	31,1	31,1	33,3
	sometimes	28	62,2	62,2	95,6
	often	1	2,2	2,2	97,8
	always	1	2,2	2,2	100,0
	Total	45	100,0	100,0	

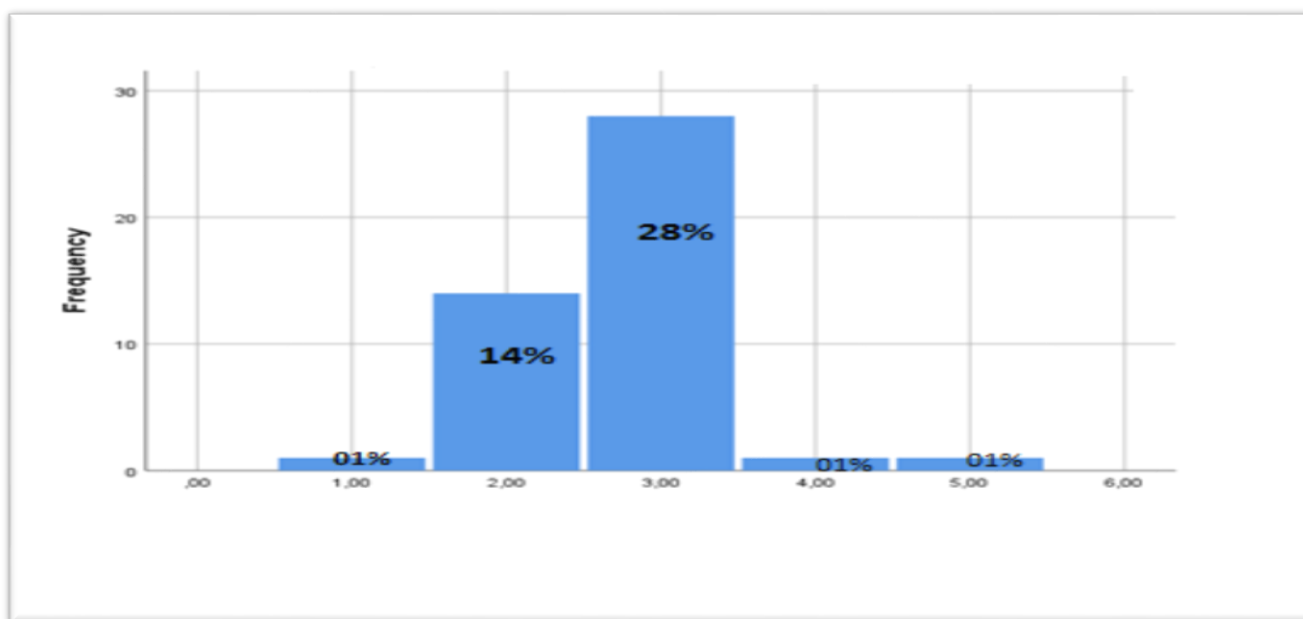


Figure 3.6: Participants' difficulties in interpreting and understanding texts

This answer shows if the students faced any difficulties while interpreting and understanding texts. The findings demonstrate that the responses differ in nature and that almost every student has an answer. There are twenty-eight students (62.2%) who say that they sometimes face difficulties. Then, at the same time, fourteen (31.1%) students said rarely, while the other respondents' answers were equal between never, often, and always (2.2%).

Item 8: How do you work in the classroom exercises for the reading module?

Table 3.8: Participants' work in the classroom exercises for the reading module

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	individual	6	13,3	13,3	13,3
	pair work	21	46,7	46,7	60,0
	group work	18	40,0	40,0	100,0
	Total	45	100,0	100,0	

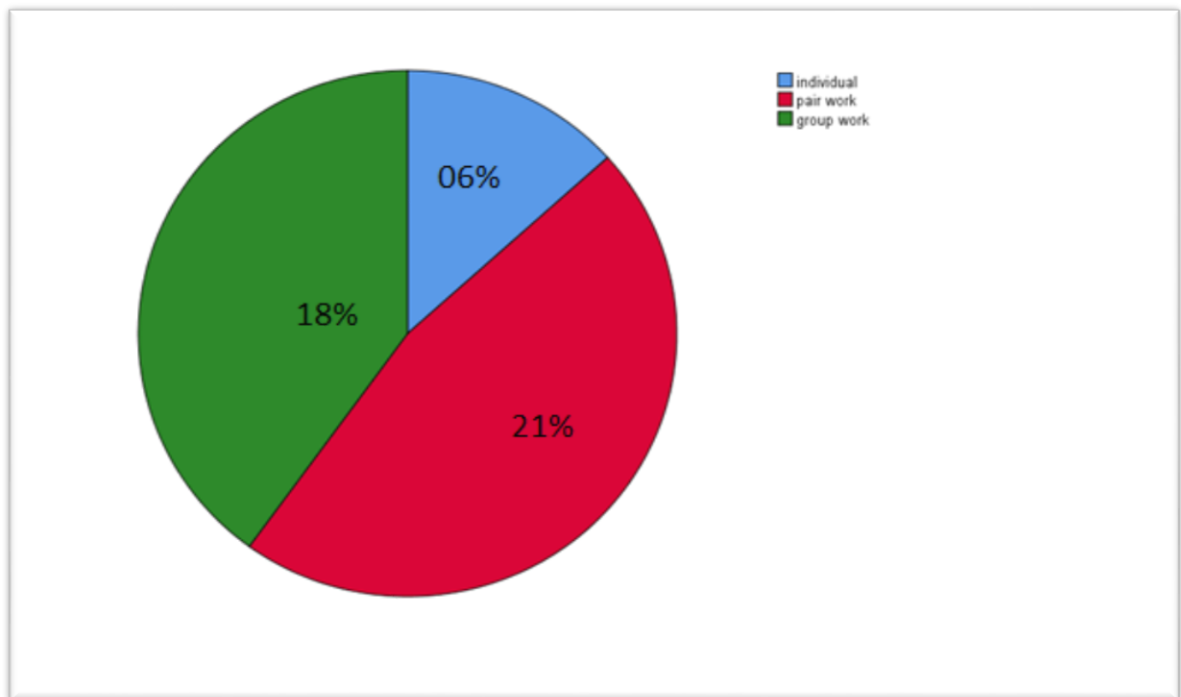


Figure 3.7: Participants' work in the classroom exercises for the reading module

From the results, it has been perceived that the larger part of the participants (46.7%) assert that they use pair work in the reading module for classroom activities. While there is a portion of 40% who use group work in classroom activities in the reading module, the students need to work in pairs and groups because they can discuss and share their knowledge and gather answers. On the other hand, very few percent (13.3%) prefer to work individually because they need to be responsible for their answers.

Item 9: To what extent does group work help you develop your reading skills?

Table 3.9: Participants' views about the role of group work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very helpful	23	51,1	51,1	51,1
	somehow helpful	19	42,2	42,2	93,3
	not helpful	3	6,7	6,7	100,0
	Total	45	100,0	100,0	

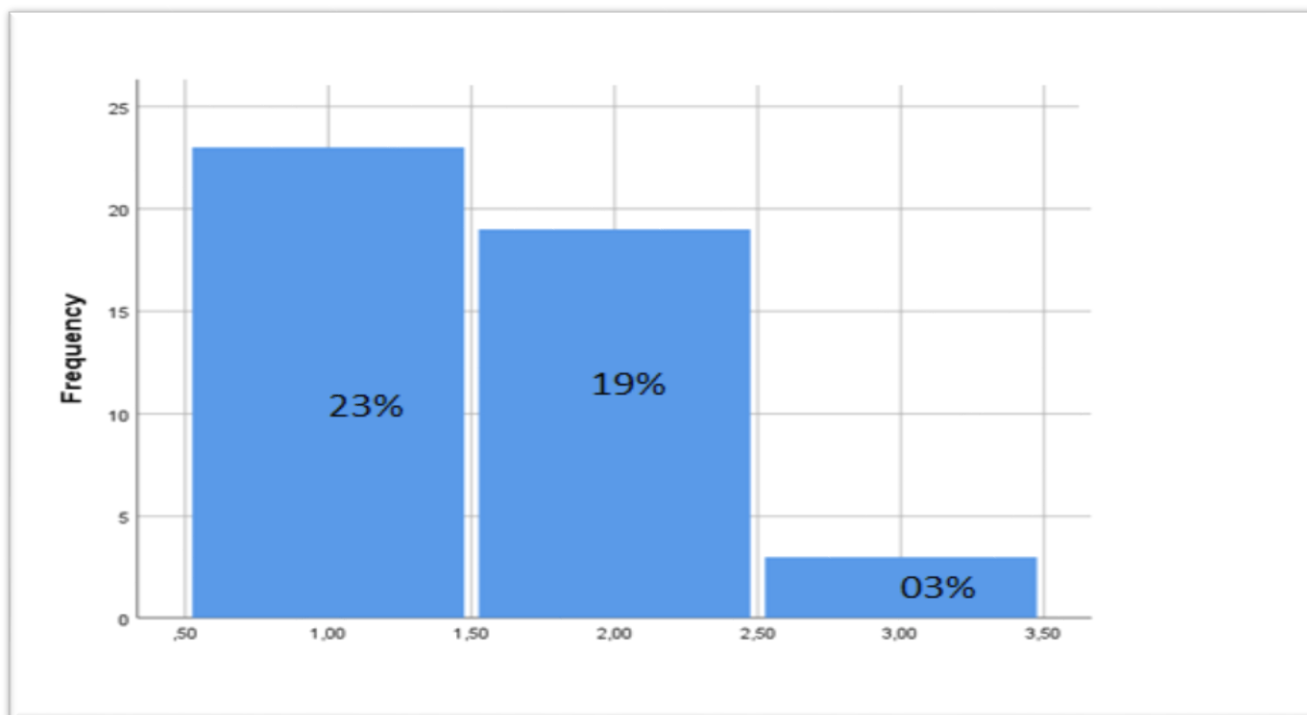


Figure 3.8: Participants' views about the role of group work

The result shows that almost all the students affirm that group work is helpful to develop reading skills. Some other students assert that group work is very helpful to develop their reading skills, while there are three students who say that is not helpful.

Item10: Do you find difficulties when you work in groups?

Table 3.10: Participants' attitudes towards working in groups

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	19	42,2	42,2	42,2
	no	26	57,8	57,8	100,0
	Total	45	100,0	100,0	

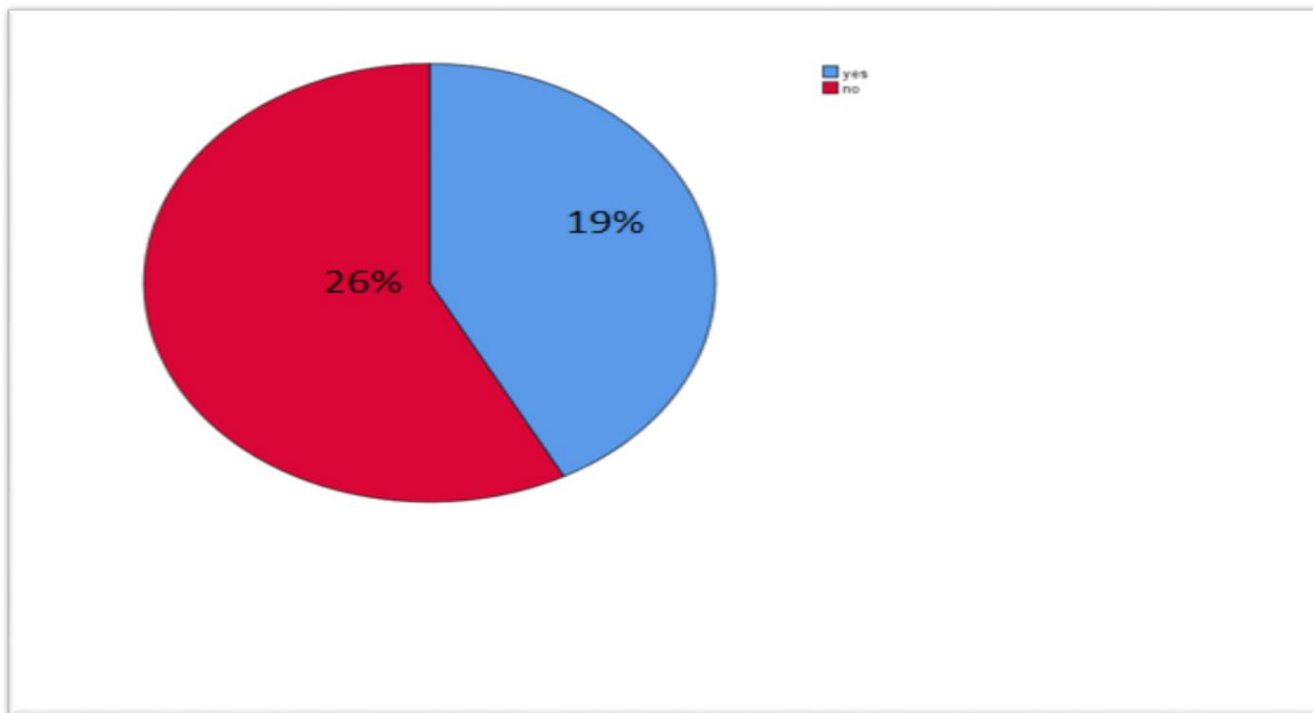


Figure 3.9: Participants' attitudes towards working in groups

A majority of students (57.8%) affirm that they do not find difficulties when working in groups. (42.2%) of them say they find difficulties. The students confirm answers with some justifications.

- Justification for the students who answered yes, they found difficulties when working in groups.
- The group work creates conflict between group members because there are different opinions.
- In group work, there is no responsibility between the students, and they do not share their ideas.
- Our levels are not the same.
- Justification of the students who answered that they do not find difficulties when working in groups.
- When we work in groups, everyone will share their ideas with the others.
- Working in groups always tends to involve doing our work in a way where all members contribute equally.
- Actually, I have not faced difficulties working in groups, which make us exchange our ideas and help to develop our communication skills.
- This method helps me to understand the difficult information because sometimes we do not understand the explanation of the teacher, but when we work with the college to make it an easy explanation, we understand the lecture and can be prepared to answer the activity.
- In group work, there can be taking many recommendations.
- When we work in groups, we have a variety of background information about what we study.

Item11: As an EFL learners', how do you reflect when you are assigned a reading comprehension text or activity in a small group?

Table 3.11: Feelings of the Participants' When Working in a Small Group.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Share your thoughts and learn from one another.	42	93,3	93,3	93,3
	You have no interaction with them.	3	6,7	6,7	100,0
	Total	45	100,0	100,0	

Forty-two students, or (93.3%), said they share your thoughts and learn from one another, while three students (6.7%) state that they do not interact with them because they shy so they cannot work or interact with group number.

Item12: In your opinion, cooperative learning strategies help you to enhance your reading comprehension of the meaning of texts in the classroom?

Table 3.12: Participants' responses about cooperative learning's in enhancing reading comprehension

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	43	95,6	95,6	95,6
	no	2	4,4	4,4	100,0
	Total	45	100,0	100,0	

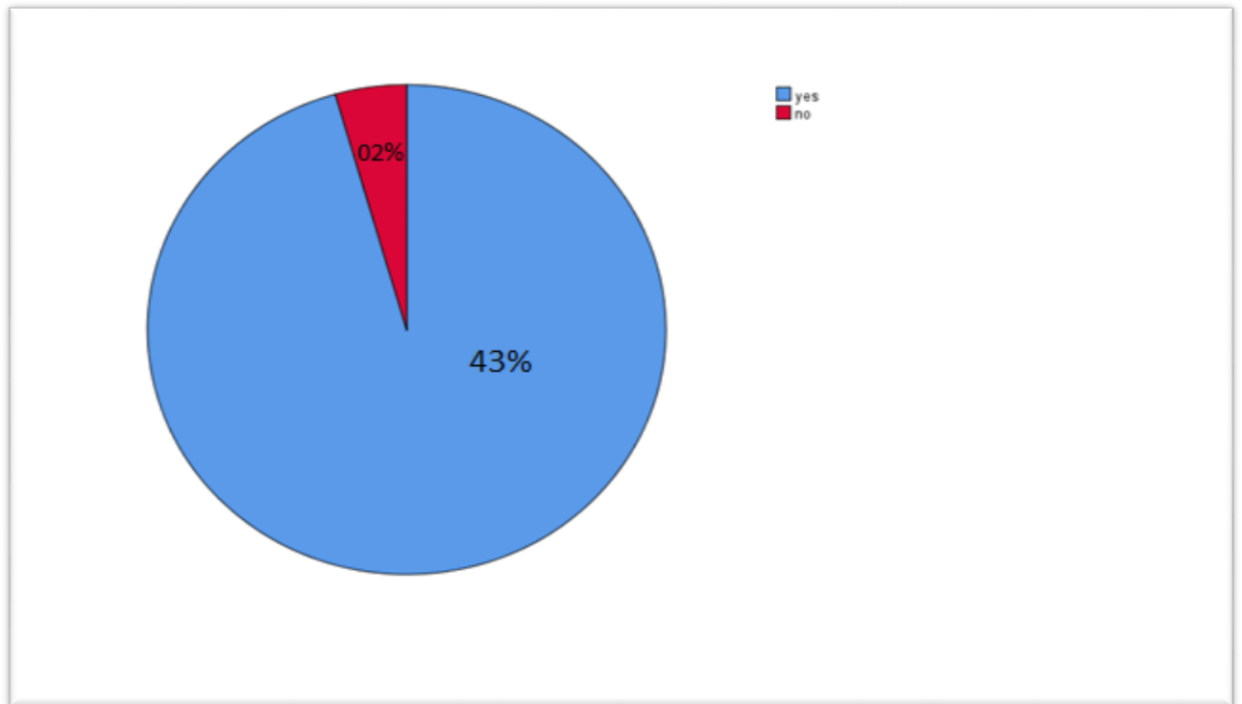


Figure3.10: Participants' responses about cooperative learning's in enhancing reading comprehension

As it is demonstrated in this diagram, most of the respondents (95.6%) say that cooperative learning strategies help to enhance their reading comprehension of the meaning of the texts in the classroom. In contrast, only 4.4% of them assert that they do not help.

Item13: In your view, teachers of the reading module encourage you to improve your reading comprehension skills?

Table 3.13: Participants' opinions about the role of the teachers in improving their skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	40	88,9	88,9	88,9
	no	5	11,1	11,1	100,0
	Total	45	100,0	100,0	

Concerning the view of students as to whether the teachers encourage them to improve their reading comprehension skills, the table (13) shows that the majority of the respondents (88.9%) have answered yes, meaning they try to help them. Regarding its occurring frequency, five of the students (11.1%) have said that they do not encourage it.

Item 14: collection of answers:

How do reading teachers encourage you to enhance your reading ability?

- Motivate the students to read more by reading short stories and articles.
- Propose the appropriate texts, books, and novels that help us.
- He may do group games to make all the students participate.
- Use puzzle games to learn and acquire new vocabulary.
- Encourage the students to apply what they read by summarizing.

Summary of the questionnaire data analysis

On the basis of the results obtained through this question, most of the respondents are conscious of the vital role that cooperative learning plays in helping them develop and improve their reading comprehension skills. The participants are aware of the importance of reading skills in learning English as a foreign language to develop other skills. The students are motivated and encouraged to read and enhance their skills when they discuss, work together, collaborate, and share ideas in groups to help those collect new experiences and benefit from others' contributions. We attempt to shed light on the importance of cooperative learning strategies to improve students' reading comprehension skills.

Section 3: Discussion of the Results in Relation to the Questions and Hypotheses

Below, there is a brief discussion of the results in relation to the questions and hypotheses.

Question one: Do teachers of the reading module at Biskra University teach learners to understand and interpret texts?

Hypothesis one: We hypothesize that the use of appropriate strategies in teaching reading in the classroom will make it easier to interpret and understand texts.

The answers to this question are discussed in the interview with item 4. The teachers' focus is on teaching learners to understand and interpret texts through the use of C L to identify the main idea and support details and evaluate the author's tone and purpose.

For that, we can notice in question 7 that most of the time the students did not find difficulties in understanding and interpreting the texts because it was related to the nature of the text and the method of the teachers.

Question two: Do EFL learners have specific strategies for reading texts?

Hypothesis two: We hypothesize that the lack of cooperative learning in the classroom decreases the learners' levels of understanding texts.

The answers to the second question are found in items 7 and 8, 12 questions. The respondents identified the main strategy that is used in the classroom and clarified the benefits of cooperative learning (group work, pair work) for improving their reading comprehension competency. As well, all teachers think that cooperative learning approaches are popular techniques for increasing learners' levels of text comprehension.

Question three: What are the main strategies the teachers use in their sessions of the reading comprehension course?

Hypothesis three: We hypothesize that teachers of the reading comprehension course use cooperative learning in the classroom.

The common answer to this question relies on interview items 5 and 8, in which all the teachers of the reading module confirmed that they use this strategy in the classroom because it affects students positively and increases their level. The students are also ensuring the uses in question 8, which lead to enjoyment in the session of reading module.

Conclusion

As a brief conclusion to this section, based on Chapter Three, the discussion of the results that were found through the questionnaire and interview, which were designed to verify the hypotheses, the researchers in this dissertation confirmed the hypotheses because each answer to the question agreed with the corresponding hypothesis.

Recommendations

Based on the theoretical part and the field work of the dissertation, we suggest some recommendations and solutions to these problems encountered by second-year students in reading comprehension. As for the teachers, they are also invited to consider the recommendations in bottom.

- Size the groups for maximum effectiveness at different levels.
- Reward the successful group after some challenges between them.
- Change the types of CL (group work, pair work, etc.) in each session.
- Choose interesting topics related to the culture of the learners that will attract them to read.
- Stimulate learners' participation in the classroom in order to develop their reading comprehension skills.
- The teachers have to adopt motivational methods in order to improve the learners' ability to read without inhibition.
- The administration should add some additional sessions to the reading module to help students practice this skill more.
- The teachers should create an appropriate atmosphere in the classroom to support the interaction of the learners.
- The teacher should create a good relationship with their learners to know if their method is having a positive effect or not.

General conclusion

The present study casts light on one of the most core strategies that is used in learning in the classroom, especially in the reading module, which is cooperative learning. This research focuses on investigating the importance of cooperative learning strategies to improve learners reading comprehension skills of second-year learners at the University of Biskra. In this research, we concentrate on two main points: reading and the method that helps improve learners' comprehension.

To verify the hypothesis and answer the research questions, we used a mixed-methods approach: qualitative and quantitative, related to two tools. Using a questionnaire to forty-five (45) second-year students and an interview with seven (05) teachers of the reading module, we use two tools to fully convince ourselves of the hypothesis, collect more data and ideas related to the importance of CL in reading comprehension skills, and provide facilities to assist the students' in interpreting and understanding the text.

The answers to the teachers' interview ensure the importance of reading skills and the beneficial effect of other skills, which they try to develop and ameliorate the level of the students through using the new strategy that helps them and makes it easier to master this skill. Cooperative learning is one of the most suitable methods in the reading module because it encourages students to participate, interact in the classroom, and motivate them to acquire new information.

As a result of the finding, the respondents also favor using the cooperative learning in the reading module; indeed, that confirms the hypothesis. Cooperative learning is an

appropriate strategy that assists students in reading, comprehending, and interpreting the text.

Finally, cooperative learning methods contribute to enhancing learners' reading comprehension skills.

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Appendices

Appendix 1: Teachers' interview

Investigating the importance of cooperative learning strategies to improve learners' reading comprehension skill.

Dear teachers,

The following questions are part of the research work, which attempts to investigate the importance of cooperative learning in reading to improve learners reading comprehension skills .You are kindly requested to answer these questions; your answers will be very helpful to accomplish this work. Thank you in advance.

1 How many years have you been teaching English at the university? How do you find it?

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2 How do you consider teaching reading in relation to teaching other skills (writing and speaking) and what kind of difficulties do you face when teaching it ?.

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3 What are the main difficulties that your students face when reading texts?

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4 Do you teach learners to understand and interpret texts?

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5 When assigning an activity, what are the main types of cooperative learning that you use? (Individual, pair work, or group work)?

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6 What are your thoughts on the collaborative learning approach?

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7 Do you believe cooperative learning may improve students' reading abilities? Say why, please.

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8 Are you interested in using this technique (CL) in the classroom? Do you feel that

learners will be affected positively by this technique?

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9 If you have any additional comments or suggestions, please state them.

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We appreciate your assistance and time

Appendix 2: Students' questionnaire

Investigating the importance of cooperative learning strategies to improve learners' reading comprehension skill.

Dear second year students,

You are kindly invited to answer the following questionnaire, which aim to gather data to investigate the importance of cooperative learning strategies to improve learners reading comprehension skills. The information collected via this questionnaire will be used only for research purposes. Please, read the questionnaire items carefully then answer them. We appreciate your participation.

Section one: General Information

1 Could you please specify your gender?

a/ Male b/ Female

2 To which baccalaureate stream do you belong?

a/ The scientific stream b/Foreign languages stream c/ The literary stream

3 Did you study English in university?

a/ Your own decision b/ Forced on you c/Someone else's suggestion

4 How would you evaluate your English proficiency?

a/ Acceptable b/Good c/ Very good

Section two: learners' opinions about reading comprehension and cooperative learning.

5 Do you find the reading module enjoyable?

a/ Yes b/No

6 Is reading necessary for English learning?

a/ Yes b/No please, justify your answer

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.....

7 Have you faced any difficulties while interpreting and understanding texts?

a/ Never b/Rarely c/ Sometimes d/ Often e/ Always

8 How do you work in the classroom exercises for the reading module?

a/ Individual b/Pair work c/ Group work

9 To what extent does group work help you develop your reading skills?

a/ Very helpful b/Somehow helpful c/Not helpful

10 Do you find difficulties when you work in groups?

a/ Yes b/No please, justify your answer

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.....

11 As an EFL learner, how do you reflect when you are assigned a reading comprehension text or activity in a small group?

a/ Share your thoughts and learn from one another

b /You have no interaction with them

12 In your opinion, cooperative learning strategies help you to enhance your reading comprehension of the meaning of texts in the classroom?

a/ Yes b/No

13 In your view, teachers of the reading module encourage you to improve your reading comprehension skills?

a/ yes b/ No

14 How do reading teachers encourage you to enhance your reading ability?

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Thank you for your assistance

المخلص

تعتبر القراءة من اهم ركائز تطور اللغة والمستوى الفكري لدى الطالب وخاصة اذا كانت قراءة معمقة مما يعني فهم مجريات النص ، افكار الكاتب و التعرف على مصطلحات جديدة ، ومن خلال هذا المنطلق قرر الاساتذة اختيار استراتيجية او طريقة مناسبة تساعد الطلاب على تطوير هذه المهارة ، ومنه اعتبروا Cooperative learning الطريقة الامثل لذلك في ما تساهم في توفير الجوالملائم داخل القسم من خلال تحفيز الطلاب على تبادل الافكار والمعلومات والاستفادة من خبرات بعضهم البعض . للتحقق من ذلك تطرقنا لاختيار السنة الثانية ليسانس شعبة اللغة الانجليزية بجامعة محمد خيضر- بسكرة- لمعرفة مدى اهتمام الطلبة و الاساتذة بهذه الطريقة في القراءة وما مدى تأثيرها كما اتبعنا المنهج الوصفي للبحث من خلال اجراء مقابلة مع اساتذة مادة القراءة للسنتين الاولى و الثانية واستبيان موزع على طلبة السنة الثانية من اجل الوصول الى الهدف المرغوب فيه ، ومنه اثبتت النتائج ان القراءة التعاونية لها دور فعال و ايجابي في تطور مستوى القراءة لدى الطلاب.