

## Enhancing L2 Writing Accuracy through Cooperative Learning: An Action Research Approach

HBH Pravini<sup>1#</sup>

<sup>1</sup>Department of English Language Teaching, University of Kelaniya, Sri Lanka

<sup>#</sup>hirushikapraveeni1997@gmail.com

In Sri Lanka's exam-focused education system, the General Certificate of Education (Ordinary Level) and Advanced Level exams predominantly assess reading and writing skills. Despite this emphasis, many students demonstrate inadequate proficiency in second language (L2) writing, attributed to mismatches between curriculum demands and students' actual language skills. Therefore, this action research, involving 54 male students in a Ship Cook course, explores the potential of cooperative learning to improve L2 writing accuracy. Grounded in holistic ethnographic method and sociocultural theory, the study included a pilot intervention with pre- and post-tests comparing the impact of cooperative versus individual writing tasks. Qualitative data collection involved classroom observations, recording of students' metatalk and collection of students' reflective writings on their cooperative writing experience. Quantitative results revealed significant improvements in writing accuracy through cooperative tasks, while qualitative data highlighted the value of collaborative interactions in language development and scaffolding. The findings suggest that structured cooperative tasks, incorporating L1 use and collaborative problem-solving, effectively support L2 writing in heterogeneous classroom settings. This study advocates for integrating cooperative learning into English as a Second Language (ESL) teaching to foster cognitive, metacognitive, and social-affective strategies in students.

**Keywords:** *cooperative learning, language accuracy, writing, metatalk, learner interaction*