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Teachers' and Students' Attitudes toward the Use of the Cooperative Learning Method in Enhancing the Writing Skill

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Teachers' and Students' Attitudes toward the Use of the Cooperative Learning Method

in Enhancing the Writing Skill

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ABSTRACT

The foremost target behind conducting this study is to investigate students' and teachers' attitudes and perspectives towards the use and implementation of the cooperative learning method in enhancing the writing skill, and to determine whether the writing skill can be enhanced through the use of the cooperative learning method. Accordingly, the dissertation in hand exposes general issues related to cooperative learning and the writing skill. For the purpose of verifying the validity of the research hypothesis which states that learners and teachers would report more positive attitudes and perspectives if they appropriately used cooperative writing tasks, a descriptive research design was implemented in which two questionnaires were administered. The first questionnaire was directed to forty second year students at Belhouchet Cherif secondary school. While the second one was delivered to twenty teachers of English from five various secondary schools. The obtained results confirmed the research's hypothesis and demonstrated that both teachers and students have positive attitudes and perceptions toward the use of cooperative learning groups and consider it as an effective method that enhances the writing skill.

key words: cooperative learning, writing skill, teachers' and students' attitudes.

DEDICATION

In the Name of God the Most Merciful, Most Compassionate

I dedicate this work to:

To the most precious people to my heart: my dear mother and my beloved father who guided me in every step, and provided me with their endless love, help, and support.

My brothers and my sisters especially: Ahlam, Lokmane and Abderrahmane.

To all of my family

My friends: Souad, Najia, Aziza.

Meriem Bourouina

I dedicate this work to:

 To my mother and father for their endless love and support;

To my dearest brothers: Hamza and Ammar;

To my dearest sisters;

To my friends: Hayat, Faiza, Yasmin, Meriem.

Nabila Sayoud

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LIST OF ABBREVIATIONS AND SYMBOLS

%: Percentage

CL: Cooperative Learning

CLL: Cooperative Language Learning

EFL: English as a Foreign Language

ESL: English as a Second Language

Q: Question

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1. Statement of the Problem

In early years, competitive and individualistic learning were the dominant instructional procedures, i.e., students worked against each other or they worked by themselves to accomplish learning goals. Recently, there has been a shift in interest and focus on cooperative learning [CL] which is highly advocated and supported by many researchers as an effective method of teaching because of its positive effects on students; they work in groups or in pairs to achieve common learning goal. For this reason, it has been used by foreign language teachers to teach the writing skill. The latter is considered to be one of the four basic language skills that are given emphasis in second and foreign language learning. Therefore, the research in hand intends to investigate teachers' and students' attitudes about CL and if the writing skill is, indeed, enhanced through implementing such type of learning.

 2. Aim of the Study

This piece of research is conducted for the purpose of identifying teachers' as well as students' perceptions and attitudes about CL and to determine whether such type of learning helps learners to improve their writing skill. Specifically, this study looks at secondary school teachers' and students' perspectives of how much the use of CL enhances and promotes the writing skill.

3. Research Questions

This piece of research in hand raises the following questions:

1. Can the writing skill be enhanced through the use of CL ?

2. What perceptions and attitudes do teachers and students of secondary school have about Cooperative language learning to teach writing?

3. Does CL create a relaxed learning environment?

4. Assumptions and Hypothesis

Enhancing the writing skill is one of the primary goals with which both teachers and learners are concerned. This study tries to investigate whether Cooperative language learning [CLL] improves students' writing skills or not. In the light of these research questions, the piece of research in hand assumes that:

− We also hypothesize that learners and teachers would report more positive attitudes and perspectives about CL if they appropriately used cooperative writing tasks.

5. Research Method and Tools

Any researcher has a number of methods; he/she should opt for the right method. The one which is appropriate to the nature of study: descriptive, experimental, comparative, etc. Since the topic of the present dissertation is about teachers' and students' attitudes toward the practice of the cooperative learning in enhancing the writing skill, then, the most appropriate study or procedure to be adopted in conducting this piece of research is the descriptive study through using the questionnaire as a tool by which we gather the adequate data for the study. The aim of the current piece of work is simply to know the attitudes of the participants towards the use and implementation of CL method in teaching/learning writing. Accordingly, the most adequate design is the descriptive one in which the qualitative data are more needed than the quantitative ones.

For the needs of the present study, two forms of questionnaires are used; the first questionnaire is delivered to second year students at Belhouchet Cherif secondary school -Kaous-Jijel. The second one is administered to teachers of English from 5 various secondary schools. The two questionnaires aim at investigating teachers' and students' attitudes and their evaluation of CL as an effective method to promote the writing skill.

6. Structure of the Study

    This study is a descriptive research work: it is divided into three main chapters; the first and second chapters are devoted to the theoretical framework of the study, and the third one is concerned with the practical part of the study.

    Chapter one is devoted to discuss the issue of CL. It provides the definition of CL, the distinction with other traditional methods, its basic theoretical perspectives and principles, roles of both the teacher and the learner in CL, the main cooperative activities, followed by its advantages and shortcomings and finally the practice of CL in English as a foreign language (EFL) or English as a second language (ESL) classroom.

    Chapter two presents a review of some theoretical issues on writing which include the definition of writing, its components, the difference between writing and speaking, the connection between writing and reading, the process of writing and the approaches to teaching writing. It also covers writing under the CL method with a particular reference to teachers' and learners' roles. Finally it deals with writing activities as well as the assessment of writing.

    The last chapter is based on the analysis of the data collected and the discussion of the teachers' and students' questionnaires. It also exposes some pedagogical recommendations and suggestions for further future research.

Chapter One: Cooperative Learning

Introduction

The field of language teaching and learning has witnessed the development of recent teaching methods, often recognized as being learner-centered methods. Cooperative language learning is a new method in this field where the learner is responsible for the learning process, whereas the teacher is merely a facilitator or a guide. Therefore, this chapter is devoted for explaining CL method, starting by a definition of CL. Then, comparing it with competitive, individualistic, and collaborative learning. It also explores the major theoretical perspectives underlying CL, its components as well as the teacher's and student's roles in applying this method. Furthermore, the chapter in hand, deals with the practice of CL in ESL/EFL classroom. It also presents the most important activities which can be implemented in the classroom setting. Finally, the advantages and shortcomings of CL are elucidated in the light of this chapter.

1.1. Definition of Cooperative Learning

Cooperative learning is a new method of teaching that has emerged in recent years and it is based on the idea that students learn better and achieve good results when they study in groups. For Mandal (2009) "The concept of cooperative learning refers to instructional methods and techniques in which students work in small groups and are rewarded in some way for performance as a group" (p. 96). Similarly, Johnson, Johnson, and Smith (2013) define CL as "the instructional use of small groups so that students work together to maximize their own and each other's learning"
(p. 3). On the other hand, Richards and Rodgers (2001) consider CL as an approach when they state that "Cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom"
(p. 192).

Accordingly, CL involves students working together in groups to accomplish shared learning goals. More precisely, students are engaged in active discussions among each other and in a real exchange of information to achieve a specific learning outcome. Thus, classroom interaction is a key element of CL. Macpherson (2000) gives a definition to CL and refers to the role of interaction when he says that:

Cooperative learning is a part of a group Teaching/Learning techniques where students interact with each other to acquire and practice the elements of a subject matter and to meet common learning goals. It is much more than just putting students into groups and hoping for the best. Cooperative learning is a very formal way of structuring activities in a learning environment that includes specific elements intended to increase the potential for rich and deep learning by participation (p. 1)

In CL, students are accountable not just for their success, but also for their mates' success; they tend to teach and help each other to understand a task when they work on it. Hence, cooperative learning requires all group members to share information and to aid each other just like a 'team' whose players work cooperatively to achieve successful goals (Brown, 2000, p. 47). Similarly, Johnson, Johnson, and Smith (1998) emphasize this fact when they state that:

Students can work together cooperatively to accomplish shared learning goals, each student achieves his or her learning goal if and only if the other group members achieve theirs. Students work together in small group to ensure that all group members achieve up to a present criterion when all group members reach criteria, each member may receive bonus points. (p. 2)

Thus, students who are engaged in CL seek to enhance their learning and that of others. They care for their mates' success and they cannot succeed unless all the group members understand the material being learned.

For Richards and Rodgers (2001) CL is characterised by learner-centeredness and has many advantages over teacher-centered classroom (p. 193). In that, learners are responsible for their own learning and construct their own knowledge by themselves.

1.1.1. The Difference between Cooperative, Competitive, and Individualistic Learning

There are three ways through which teachers can organize their classroom setting which are: competitive, cooperative, and individualistic structure.

Competition is the way of learning in which students work against each other. Each student's achievement is compared with that of others. Johnson, Johnson, and Stanne (2000) define competitive learning as the presence of negative goal interdependence. Accordingly, participants work to achieve their goals alone with less interaction between them and they are rewarded according to a norm-referenced basis. The best student is the one who achieves better in relation to other students (p. 5).

Since this type of learning encourages competition between students, it also creates uncomfortable atmosphere for learning. Johnson et al. (1998) criticize competitive learning and propose individualistic learning as a good alternative and they claim that:

> This norm-referenced approach to student evaluation requires students to compete
> with each other for grades which have many unfortunate consequences for
> academic life. Many professors seek to avoid the pitfalls of such competition by
> using an individualistic approach to instruction. Each student's efforts are evaluated
> on a criterion referenced basis. Yet students are expected to work individually to
> accomplish learning goals unrelated to those of other students. (p. 2)

In the individualistic approach, learners work in isolation to achieve learning outcomes that are different from each other. Basically, they are independent from one another and their performances are not compared with one another but rather to a set-criteria. Each student has to reach certain criteria that are different from his/her mates; and the success or failure of other students does not affect his/her grades or scores (Johnson & Johnson, 2002, p. 1). In the same respect, Johnson et al. (2013) argue that individualistic learning is characterized by the lack of social interdependence and interaction between participants. That is to say, there is no correlation between participants' goals attainments so that each student believes that he/she can achieve his/her own goal even though other individuals do not attain their goals (p. 4).

As opposed to competitive and individualistic approach, cooperative approach requires the collaboration of many students in the process of learning, they all have the same goal and they all need to contribute in achieving it. "In a cooperative learning situation, interaction is characterized by positive goal interdependence with individual accountability, positive goal interdependence requires acceptance by a group that they 'sink or swim together' " (Johnson & Johnson, 2002, p. 1). It means that members of the group are linked in a way which makes them responsible for the success or failure of each other. If one member of the group fails to complete his/her task, the whole group will suffer from this failure.

1.1.2. Cooperative Versus Collaborative Learning

For Damon and Phelps (1988), CL refers to groups of students working together on a task in which the members divide the work so it can be completed individually; collaborative learning is organized around learners working and learning together through face-to-face interaction (as cited in Bailey, 1996, p. 261).

CL and collaborative learning are often used interchangeably (Larsen-Freeman & Anderson, 2011, p. 186). However, according to some other researchers, there is a difference between the two terms. For Panitz (1997), the distinction between them lies on the level of structure; CL is considered to be the most structured approach to learning in groups while collaborative learning is less structured (as cited in McWhaw, Schanackenberg, Scalter, & Abrami, 2003, p. 71). CL is more organized and entails many principles to be implemented, in this approach students work together to achieve a specific learning goal through interaction. On the other hand, Abrami et al. (1995) suggest that collaborative learning is a philosophy of interaction in which students have more power and freedom over their learning than in traditional instruction (as cited in McWhaw et al., 2003, p. 71). In the same regard, Oxford (1997) argues that "[CL] is more structured, more prescriptive to teachers about classroom techniques, more directive to students about how to work together in group [than collaborative learning]"
(as cited in Brown, 2000, p. 47). In addition to that, Bruffee (1995) proposes that collaborative learning is best used with elementary school children while CL fits more students in college and universities (as cited in McWhaw et al., 2003,
(p. 71). Moreover, McWhaw et al. (1995) suggest that elementary school children lack the social skills which are present in CL approach unlike adults who already have the social skills and motivation to achieve their learning goals (as cited in Mcwhaw et al., 2003, p. 71).

1.2. Theoretical Foundation of Cooperative Learning

CL could be traced to the twentieth century. Many theories have focused on CL because of its positive effects in enhancing learning. It is based on Piaget, Vykotsky as well as the Interdependence theory.

One of the prominent theoretical perspectives of CL is based on Piaget's (1932) Cognitive Developmental theory. This theory views cooperation as a necessary prerequisite for cognitive growth and development (Johnson et al., 1998, p. 3). It promotes active learning in which each person constructs his/her own understanding of the world through experiencing a state of disequilibrium that stimulates them by a need to make sense of the surrounding environment (McCafferty, Jacobs, & Dasilva Iddings, 2006, p. 10). Therefore, the learning process is seen as something the learner does by activating already existing cognitive structures or by constructing new structures that accommodate new input. In this theory, Slavin (1995) argues that Piaget supports classroom environment in which students are considered as active participants and constructors of their own understanding of the world as they are involved in real or at least realistic tasks (as cited in McCafferty et al., 2006, p. 11). According to this perspective, "learners are more receptive to their peers' ideas than to those of their teachers because peers' ideas are seen as more personal and less threatening" (as cited in Gillies & Ashman, 2003, p.12). Therefore, teachers should provide students with activities that help to develop their learning and assessing their current cognitive states.

Another theoretical perspective on the achievement effects of CL was presented by the Russian psychologist Lev Vykotsky (1978) in his Socio-constructivism theory. A central premise of this theory is that CL efforts to learn, understand, and solve problems are essential for constructing knowledge and transforming this knowledge into internal mental functioning (Johnson et al., 1998, p. 3). Vykotsky believes that learning is a natural social act in which the child interacts with others who have different cultural background, knowledge, and experience. (McCafferty et al., 2006, p. 11). In other words, interaction is seen as a primary vehicle for human cognitive and intellectual growth. He introduces the concept of Zone of Proximal Development which "...distinguishes between what a child

can do on her/his own cognitively, and what he/she can do in conjunction with an adult or more capable peer" (McCafferty et al., 2006,

pp. 11-12). Accordingly, Zone of Proximal Development describes the difference between tasks that a child cannot do alone but could be with assistance of more competent peers or adults.

Piaget's and Vykotsky's theories may be seen as complementary not as exclusive alternative. Both of them stress the central role of working cooperatively with more capable peers and instructors for the cognitive development and intellectual growth of the learner.

Social interdependence Theory is another supportive theory for CL. It explains the significant role of interdependence among students in facilitating the achievement of the groups' goals. For this theory, social interdependence exists when the accomplishment of each individual's goal is affected by others' actions as claimed by Johnson and Johnson (1998). A central premise of this theory is that the way social interdependence is structured, determines how individuals interact which in turn determines outcomes. For Johnson and Johnson (1998), there are two types of social interdependence: *Positive Interdependence* (cooperation) exists when individuals believe that they cannot reach their goals unless other individuals with whom they are working cooperatively realize the goals. Whereas *Negative Interdependence* (competition) exists when learners work against each other and obstruct others' efforts to achieve the goals (Gillies & Ashman, 2003, p. 142).

1.3. Components of Cooperative Learning

The success of CL is crucially dependent on the nature and the organization of the group work. It requires a structured programme of learning carefully implemented so that learners interact with each other and they are motivated to increase each others' learning (Richards & Rodgers, 2001, p. 196). According to Johnson and Johnson (1999), planning

or designing productive cooperative groups in the classroom is not an easy task. For CL to work effectively, certain key elements need to be present to increase the learning achievements of participants (as cited in Gillies and Ashman, 2003, p.40).

1.3.1. Positive interdependence

The first and most important element of CL is positive interdependence. It is created when group members feel that what helps one member helps all and what hurts one member hurts all (Richards & Rodgers, 2001, p. 196). In the same regard, Jolliffe (2007) argues that positive interdependence provides the feeling of one for all and all for one (p. 3). According to her, it exists when students believe that they sink or swim together and when the members of the group perceive that they cannot succeed only if everyone does in the group (Jolliffe, 2007, p. 40) .

Larsen-Freeman and Anderson (2011) maintain that positive interdependence helps students to think cooperatively and in terms of the group to maximize their own and each others' learning rather than working individually or competitively (p. 189). Additionally, Johnson and Johnson (1990) argue that positive interdependence works when students believe that they are linked with the group mates in a way that they cannot succeed unless others do the same. They must coordinate their efforts with the effort of others to complete a task and when positive interdependence is understood each group members' efforts are required and indispensable for the group success (as cited in Gillies & Ashman, 2003, p. 37).

Jolliffe (2007) states some techniques the teacher may use to promote the feeling of positive interdependence in CL groups:

– *Goal Interdependence*: It exists when everyone on a team is working for the same end. In other words, it occurs when the group's members think that they can only reach success if and only if the whole group does.

– *Resource Interdependence*: It is concerned with the materials, resources, information and other necessary items the learners may need to complete the assignment.

– *Reward interdependence*: Students will receive bonus points if all the group's members obtain the group's goal. This can be achieved by giving scores and bonus points when students are tested.

– *Role Interdependence:* It can be accomplished by assigning roles for each student, dividing labor and specifying responsibilities to reach the shared goals (p. 40).

1.3.2. Face-to-Face Promotive Interaction

Face-to-Face promotive interaction means that students encourage and facilitate each other's efforts to achieve the group's learning goal (Johnson & Johnson, 2002, p. 3). According to Johnson et al. (2013), in this activity, students promote each other's success through a lot of cognitive processes which are: explaining how to solve problems, discussing the concept being learned, teaching one's knowledge to the other classmates, checking understanding and connecting present with past learning (p. 6). For Johnson and Johnson (2002), "promotive interaction is characterized by individuals providing each other with efficient and effective help and assistance" (p. 3). In other words, students try as much as they can to learn from each other in the group.

1.3.3. Individual Accountability

The second essential element of CL is individual accountability. According to Jolliffe (2007), individual accountability means that each member of the group must be accountable for his own learning and for achieving goals. Otherwise, the success of the

group will be in danger (p. 40). It can be described in terms of 'No hitch-hiking' which means that no one 'hitch-hikes' on the work of others (Jolliffe, 2007, p. 3). Each student is held responsible by group mates for contributing his/her share of the work. Johnson (1990) suggests that individual accountability can be structured in two different ways: through structuring for positive interdependence among group members so that they feel responsible for facilitating each others' effort. The second way is through the teachers establishing requirements for individual accountability so that each student is responsible for completing the assigned work (as cited in Gillies & Ashman, 2003, p. 38).

Johnson and Johnson (2002) list some strategies to foster individual accountability among students in group work:

1. Keeping the size of the group small. The smaller the size of the group is, the greater the individual accountability may be.

2. Giving an individual test to each student.

3. Observing each group and recording the frequency with which members contribute to the group's work.

4. Assigning one student in each group the role of checker; the checker asks other group members, explain the reasoning and the rationale underlying group answers.

5. Having students teach what they learned to someone else (p. 4).

1.3.4. Interpersonal and Small Group Skills

The third significant component of CL is teaching the required interpersonal and small group skills to learners. In CL groups, students are required to learn academic subject matters as well as to learn communicative and interactive skills. Larsen-freeman and Anderson (2011) argue that social skills should be explicitly taught "In CL, teachers teach students collaborative and social skills so that they can work together more effectively" (p. 186). Moreover, Richards and Rodgers (2001) relate social skills to the way

students interact with each other with some explicit instruction needed to ensure effective interaction.

Jolliffe (2007) agrees on this point when she reports that pupils do not come to school with social skills they need to cooperate successfully with others. Therefore, communication, leadership, trust-building, and conflict management skills should be explicitly taught to the students so that they can function properly and effectively in groups (p. 40).

Here are some interpersonal skills that facilitate communication according to Johnson and Johnson (1990):

- Considering the other person's perspective on issues.

- Stating ideas freely without fear of derogatory comments.

- Being responsible for one's own behaviour.

- Constructively critiquing the ideas presented.

The small group skills that facilitate participation in CL include:

- Sharing tasks equally among group members

- Resolving differences of opinion and conflict

- Ensuring decisions that affect the group are decided democratically.(as cited in Gillies & Ashman, 2003, p. 39).

1.3.5. Group Processing (Formation)

The implementation of CL requires creating groups. It is an important factor in promoting positive interdependence. "Processing means giving students time and procedures to analyze how well their groups are functioning and using the necessary skills" (Jolliffe, 2007, p. 40). Additionally, Johnson and Johnson (1990) argue that group processing involves members determining what they have done well and what they will need to do to meet the group's goals (as cited in Gillies & Ashman, 2003, p. 39). Then, CL

requires students to work together in groups for a given period of time for better learning in which the teacher assigns them to groups which are mixed of males and females, different ethnic groups, different proficiency levels (Larsen-Freeman & Anderson, 2011, p. 189). Richards and Rodgers (2001) state some factors need to be taken into account while setting up groups:

1. Deciding the size of the group: the number of students in each group depends on the task, the learners' age, and the allocated time for the task. The perfect size of the group is from 2 to 4.

2. Assigning students to groups: groups can be selected randomly by the teacher or by the students themselves; they have the right to choose the partners with whom they prefer to work.

3. Students' roles in groups: each group member has a particular role to play in a group such as noise-monitor, turn-taker monitor, recorder or summarizer (p. 196).

On the other hand, group work is not effective in promoting learning when the group is large than it should be as Cohen et al. (1989) claim that the group size is one factor that moderates students' achievement; the smaller the cooperative groups are in the classroom, the more students are likely to talk and to work together. On the other hand, when the group is too large, some students will be overlooked while others will benefit at the expense of the workers (as cited in Gillies & Ashman, 2003, p. 41).

The use of these elements in a carefully well-organized way is at the very heart of CL and without them it will not process effectively.

1.4. Teachers' and Learners' Roles in Cooperative Learning Classroom

In cooperative classroom setting, teachers and learners have specific roles to perform which are completely different from those played in traditional language teaching classroom. These roles are well explained subsequently.

1.4.1. Teacher's Roles

In traditional classroom, the teacher is the transmitter of knowledge to the empty s learners and he/she is expected to stand at the front controlling affairs, moving around the class, and helping students when needed (Harmer, 2001, p. 56). Teachers' role in CL is completely different from that in teacher-centered instruction. In CL, the teacher is often described as being ' a guide on the side, not as a sage on the stage' (Jolliffe, 2007, p. 47). In other words, teachers are facilitators who should guide their learners for better learning, thus better results rather than simply standing at the front of the classroom and giving comments. Johnson and Johnson (2002) argue that the teacher has to create a well-organized learning environment in the classroom, setting goals, structuring tasks, assigning learners to groups and roles and selecting the suitable materials, resources, and time. Additionally, the teacher observes the group, analyzes the problems, and gives feedback to each group on how well they are working together (p. 5)

Harel (1992) describes the teacher's role in CL classroom as follow:

During this time the teacher interacts, teaches, refocuses, questions, clarifies, supports, expands, celebrates, empathizes. Depending on what problems evolve, the following supportive behaviors are utilized. Facilitators are giving feedback redirecting the group with questions, encouraging the group to solve its own problems, extending activity, encouraging thinking, managing conflict, observing students, and supplying resources. (as cited in Richards & Rodgers, 2001, p. 199)

Brown (2000) claims that the good teacher tends to circulate among the groups, listens to students and offers suggestions and criticism (p. 181). Furthermore, Johnson et al. (1998) specify the following roles which the teacher may perform in cooperative learning activities:

1. The teacher has to decide on the academic and social-skills objectives, the size of the groups, the method of assigning students to groups, roles students will be assigned, the materials needed to conduct the lesson and the way the room will be arranged.

2. The teacher explains to the students the task and the concept of positive interdependence, defines the assignments, and teaches the required concepts and strategies.

3. The teacher monitors students learning and intervenes to assist them with tasks or with interpersonal and group skills. He systematically observes and collects data on each group as students working together.

4. The teacher assesses and evaluates students learning so that students' learning is carefully assessed and the performance of each individual is evaluated (pp. 10-11).

Shortly, the most outstanding function of the instructor is to facilitate and provide opportunities for interaction between all classroom participants. learners also have another range of roles to be accomplished in CL classroom.

1.4.2. Learners' Roles

Through the use of CL, there is a remarkable shift in authority in the classroom setting. It is totally changed from a traditional teacher-centered classroom to a more learner-centered one where the learners' needs and experiences play a central role in the educational process (Harmer, 2001, p. 56).

The learner, thus becomes a central and an active member in the learning process. she/he must negotiate, interact, and cooperate with other participants. Richards and Rodgers (2001) point out that learners have to learn team work and must work collaboratively on tasks with other group members. They are also directors of their own learning and they are taught how to plan, monitor, and evaluate their own learning. Inside the group, each student has a specific role to play such as noise monitor, turn-taker, monitor recorder or summarizer (p. 199).

According to Jacobs (2006), five major roles can be assigned to students in cooperative learning activity:

1. Facilitator: is the member who coordinates group's works.

2. Recorder: takes the responsibility of recording and writing down what the group has accomplished.

3. Reporter: tells others about the group's work.

4. Timekeeper: helps the group to be aware of time constraints, keeps the group on tasks and fills in for missing group members.

5. Observer: observer of collaborative skills checks if group members are using a particular collaborative skill, deemed important to the group's interaction (as cited in Al-Yaseen, 2014, p. 96).

1.5. The Practice of Cooperative Learning in ESL/EFL Classroom

CL can be used as an effective strategy in teaching a foreign or a second language and it has great benefits for language learners. Therefore, many researchers acknowledge its significant role when it is implemented in second or foreign language classroom as Liang, Mohan, and Early (1998) claim that "...the existing body of research seems to

support the belief that CL offers second language learners more opportunities for

interaction in L2 and helps them improve second language

proficiency" (p.1). Kagan (2002) carried out a lot of researches to prove the played role of

CL in second language and he concluded his research by stating the advantages of CL for

learners of English which are:

1. Greater comprehensible input: students adjust their speech to the level of their partner

because they are working together.

2. Natural context: language is used in real-life, functional interaction, reducing problems

of transference.

3. Negotiating of meaning: students have the opportunity to adjust their language output to

make sure they understand each other.

4. Lowered affective filter: whereas it is frightening to speak out in front of the whole

class, it is easy for the student to talk with a supportive team mate.

5. Peer support: students encourage and support each other in language use.

6. Enhanced motivation: because the structures are engaging interaction sequences and

students need to understand each other, there is high motivation to speak and listen for

understanding.

7. Greater language use: using a pair structure such as Think-Pair- Share, it takes but two

minutes to give every student in the class a full minute of language output opportunity

(p. 12).

According to Hill and Flynn (2006), most educators found that cooperative learning

fosters second language acquisition better than whole class instruction. For them CL

provides more opportunities for English language learners to speak the language (p. 56).

Moreover, they suggest four classroom recommendations that teachers may take into account when implementing CL in the classroom.

1. Teachers should use a variety of criteria for grouping students: Heterogeneous students teams are good for intercultural communication and increase possibilities for peer tutoring. Also, English language learners can be grouped according to the instructional goals or objectives. On the other hand, homogeneous grouping may be best used with early stages of language acquisition since cognitive processes are taking place in the learner's head, this type of grouping stimulates discussion and clarification of content.

2. There are several types of cooperative learning groups that will help you vary group make up: formal groups, informal groups, which last long enough for students to complete an academic assignment, and base groups which are long term and provide members with support throughout a semester or a year.

 3. Teacher should manage group size: small groups are better than large groups because they increase talk time.

4- Combine CL groups with other types of classroom instruction: CL groups should be used intermittently along with other types of lessons (p. 58).

1.6. Cooperative Learning Activities

        CL has various activities that promote interaction between learners and increase participation in the classroom. Therefore, It is important for teachers to implement them during the process of learning. Some of the most important cooperative activities are summarized in the following paragraphs:

1.6.1. Jigsaw

The Jigsaw was developed by Aaronson and Colleagues. It is the most known CLL activity that aims to encourage classroom communication and creates 'information gap' (Crandall, 1999, p. 230).

Slavin (2006) considers Jigsaw as a cooperative method, For him, learners, in this method, are divided into teams of six members to work on academic material which is broken into sections and each student has a particular section to do. After that, learners who have the same section discuss it with each other, later they return to their teams and teach their teammates about the section (p. 259).

1.6.2. Roundtable/Roundrobin

Students, in that activity, take turns in teams to respond to a teacher's question orally or in writing (Jolliffe, 2007).

"In both [Roundtable and Rounrobin] students offer written contribution, sharing one piece of paper and pencil and passing them so that each student provides a written contribution. In Roundrobin, the contribution is spoken. In both, turns continue until everyone has run out of ideas or time is called" (Crandall, 1999, p. 230).

Mandal(2009) argues that Roundrobin is primarily a brainstorming technique in which students generate ideas but do not elaborate, explain, evaluate, or question the ideas (p. 99).

1.6.3. Numbered Heads Together

At the beginning, students count off in groups. Then, the teacher asks a question to all students. Next, team members discuss the question and also help each other to understand; they have to make sure that everyone in the team knows the answer. After that,

the teacher may call any number and the student with that number is expected to answer (Crandall,1999, p. 231).

1.6.4. Group Investigation

Group investigation was developed by Sharan and Sharan in (1992) as Crandall (1999) claimes. Slavin (2006) considers group investigation as a cooperative method when he states that:

> In this method, students from their own two-to six- member group, after choosing subtopics from a unit that the entire class is studying, the group break their subtopics into individual tasks and carry out the activities that are necessary to prepare group reports, each group then makes a presentation or display to communicate its findings to the entire class. (p. 259)

When students do this activity, they are involved in a variety of socio-affective, cognitive and meta-cognitive strategies. Also, they engage in academic language development. Hence, the learner becomes more responsible and moves from dependence on teacher to interdependence on each other, and from interdependence to autonomy (Crandall, 1999, p. 231)

1.6.5. Think-Pair-Share

It is an activity that contains three steps. Firstly, the teacher asks a question to the whole classroom. Secondly, students think about the response, they work individually in that step. Thirdly, students discuss their responses with a partner. Finally, the students report and share their partners' responses with all students (Richards & Rodgers, 2001, pp. 198-199).

1.7. Advantages of Cooperative Learning Method

CL involves groups of learners working together to solve problems and complete tasks. It has received a considerable attention over the past several years because of its central role in promoting students' achievements.

1.7.1. Academic Achievements

Many studies demonstrate that CL has significant positive effects on students' achievement (Slavin, 1981, p. 656). Felder and Brent (2007) argue that a rapidly growing body of research proves the effective role of CL in higher education than in other traditional methods which are teacher-centered such as competitive and individualistic. Students who participate in CL exhibit higher academic achievement and greater persistence through graduation. In addition to that, active discussions among learners about the subject matter lead them to better high-level reasoning, critical thinking skill, and deeper understanding of the learned material (p. 1). "Over 500 research studies back the conclusion that cooperative learning produces gains across all content areas, all grade levels, and among all types of students including special needs, high achieving, gifted, urban, rural, and all ethnic and racial groups"(Kagan,1999). CL gives equal chance to learners who are members of the same group to participate in the process of learning for the purpose of attaining a common learning goal. They exchange ideas, listen to each other as well as criticize themselves. by doing so, learners will develop a high-level of thinking.

Accordingly, Haynes (2007) indicates that interaction among English language learners who use CL have access to comprehensible input and output that are important for second language acquisition i.e, learners who are actively involved in interaction adapt and explain difficult speeches to their peers' need so that it becomes easier for him/her to understand it . Moreover, CL activities provide opportunities for oral practice and

negotiation of meaning. Consequently, when learners are carrying out tasks; they negotiate, discuss with each other, and receive immediate feedback from their peers (p. 6).

1.7.2. Social and Interpersonal Outcomes

There are many advantages of using CL on the social and interpersonal relationships. For Slavin (1981), CL builds positive relationships among students and make them feel better about themselves (p. 658). "Students in classrooms in which there is cooperative learning feel accepted, liked, and cared for. Again, these feelings are realistic as in fact cooperative learning results in more mutual acceptance and caring among students. They have more friends" (Kagan, 1999).

Cooperation in the classroom setting creates a positive relationship between learners. In fact, students tend to forget about irrelevant matters such as: racism, prejudice, and feeling of hatred, when they strive to achieve a mutual learning goal. That is to say, they learn to respect and appreciate each other's thinking. Slavin (1981) emphasizes this point when he argues that schools with racially or ethically mixed population do not necessarily have better intergroup relations based solely on student proximity. However, when dis-similar students work together in small groups toward a common goal and allowed to contribute equally, they learn to like and respect one another (p. 659).

For Jolliffe (2007) the effects of CL in improving interpersonal relationships are shown through:

− Promoting the development of caring and committed relationships.

− Establishing and maintaining friendship between peers.

− A greater sense of belonging and mutual support.

− Improved moral (p. 6).

1.7.3. Affective Outcomes

Research on the effects of CL on learning achievement has yielded many advantages especially on the affective side such as: high self-esteem, increased confidence, stronger language learning motivation, and better student and teacher satisfaction (Oxford, 1990, p. 147). Usually learners who participate in CL develop positive attitudes toward learning and school in particular more than others who are not learning together. In that they have the advantage of interacting with each other and also understand their points of view (Slavin, 1981, p. 659). CL provides a relaxing and comfortable atmosphere for learning. In the same regard, Crandall (1999) claims that CL improves the affective factors of second language learning which are reducing anxiety, increasing motivation and developing positive attitudes toward learning (p. 233). Similarly, Long and Porter (1985) claim that cooperative learning, like other group works, creates a more positive affective climate in the classroom, while it also individualizes instruction (as cited in Crandall, 1999, p. 233).

 1.7.3.1. Anxiety

Fear of failure is a present threat to any language learner especially when the teacher asks questions that most of the students cannot answer. However, this overwhelming anxiety can be reduced when learners try with each other to find answers or solutions before they are being called by the teacher (Crandall, 1999, p. 233). Accordingly, Crandall acknowledges the effective role of CL when she states that "time to think, opportunities to rehearse and receive feedback, and the greater likelihood of success reduce anxiety and can result in increased participation and language learning" (p. 223).

1.7.3.2. Motivation

There is a strong relationship between motivation and second language acquisition. The more students are motivated, the more they achieve better results. Therefore, various

ways of increasing motivation should be implemented. Oxford (1990) explains the role of cooperative learning in increasing students' motivation. According to her, CL creates "better student and teacher satisfaction, stronger language learning motivation, more language practice opportunities, more feedback about language errors" (p. 147).

1.7.3.3. Self-esteem

Having high self-esteem is another important benefit of CL. Kagan (1999) stresses the fact that CL enhances student's self-esteem when he states "students in cooperative learning teams increase in feelings social and academic esteem. These increases in self-esteem are realistic as the students, in fact, do better academically and are accepted more by their peers". Working together in groups for a long period of time helps students to report positive feelings about their personal abilities and to have high self-esteem.

1.8. Shortcomings of Cooperative Learning Method

CL is among the instructional procedures which is widely accepted and highly recommended for language teaching and learning, but it is evident that CL, like all other teaching methods, has its own limitations and drawbacks that must be known to be avoided for the successfulness of this method.

Not all students are willing to work with others, some students are reluctant and they refuse to cooperate with others. Brown (2000) points out that there are some students who prefer to work alone because it is the way they have operated since they started going to the school (p. 181). Secondly, low achieving students will have little to contribute to the groups' efforts and that bright achievers will resent this and under-estimate the contribution of low achievers (Slavin, 1981, p. 656).

There is no doubt that CL requires giving some control to the students. However, some teachers are afraid of the group work, they feel that they will lose control over the

class. Moreover, the whole class feeling may totally change when the class is divided into small entities (Harmer, 2001, p. 118). Additionally, the use of the students' mother tongue is another problem of CL; students may return to their first language when they are interacting and discussing various topics with other members of the group. Another obstacle of CL lies on the fact that a teacher cannot monitor all the groups at once and they will not have the opportunity to correct students' errors (Brown, 2000, p. 181).

Harmer (2005) argues that students may not like the people they are grouped with and some students will take advantage while others stay silent (p. 21). Also, in group work, students tend to be more disruptive than they would be in the whole class setting. Furthermore, Oxford (1990) states that skills of working cooperatively have to be explicitly taught; Language learners have to be trained on how to cooperate with others when she argues that "The research shows that on their own, with no special training or encouragement, language learners do not typically report a natural preference of cooperative strategies" (p. 146).

Conclusion

As opposed to traditional methods and approaches of teaching a second or a foreign language, CLL has attracted attention during the last few years because of its active role to enhance academic achievements and provide more opportunities for interaction among students. This chapter presented a general overview about the major theories underlying CL, its basic definition, and its distinction from other traditional methods which were explained in the frame of this chapter. It also covered the main elements, the practice of CL in ESL/EFL classroom, activities as well as teachers' and learners' major roles when learners are working cooperatively in groups. Finally, some advantages and shortcomings of the CL method were plainly explained at the end of the chapter in hand.

Chapter Two: The Writing Skill

Introduction

Language, be it written or spoken, is the main means of communication. A language learner has to master the four language skills: listening, speaking, reading, and writing. This latter plays a crucial role in foreign language learning and it is of considerable importance for consolidating learning in all language skills areas. In fact, most students find it difficult to indulge in the task of writing. This chapter presents to the reader an overview about the writing skill in general starting by providing some definitions, the components of writing as well as a distinction between other language skills namely speaking and reading. It also deals with the different stages of developing a piece of writing starting from planning to editing and the major approaches concerned with the practice of the writing skill. Then, it sheds light on writing under the cooperative method with a particular reference to the teacher' and learner's role. The chapter in hand also exposes writing activities as well as writing assessment. Finally, it discusses the affective factors that inhibit learners from good writing.

2.1. Definition of the Writing Skill

Writing is a means of communication like speech that is widely used by people to express their feelings and transmit their messages to others. Indeed, it represents speech in symbols and graphs. The Cambridge Dictionary (2015) defines writing as "The skill or activity of producing words on a surface''. On the other hand, the written text is not just a random production of graphic symbols; words and sentences should adhere to specific conventions in order to produce a well structured text. Byrne (1988) states that the writing skill is the conventional arrangement of letters into words and words into sentences which in turn need to be well organized to form a coherent whole (p. 1). Hyland (2003) agrees on

this fact when he says "…control over surface feature is crucial, and students need an understanding of how words, sentences, and larger discourse structures can shape and express the meanings they want to convey" (p. 5). Also, the writing skill has an important social role. For Hamp-lyons and kroll (1997), writing is seen as "an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience" (as cited in Weigle, 2002, p. 19). So, any written message aims to deliver a specific goal to a particular audience. For example, it may be sent to inform or convince the others.

For some researchers, the writing skill is thought to be the most difficult and hardest skill even for non-native speakers. It is a complex process where the learner shows his/her mastery over the grammatical, semantic, and syntactic aspects of the language. Any learner should be aware of the linguistic knowledge, vocabulary choice, and cohesive devices in order to build a text (Hyland, 2003, p. 3). Additionally, Richards and Renandya (2002) explain the difficulty of writing not only in generating ideas, but also in the ability of creating readable text, writers have to focus more on planning and organizing as well as spelling, punctuation, word choice, and so on (p. 303). Thus, writing is an art that requires mental effort and serious work.

Writing is at the very heart of academic life and a fundamental right as Chris Tribble (n. d) says "to be deprived of the opportunity to learn to write …to be excluded from a wide range of social roles, including those which the majority of people in industrialised societies associate with power and prestige" (as cited in Harmer, 2004, p. 3). Hence, it is very important for students to master the writing skill in order to be successful. Furthermore, writing is a process that should be learned and not acquired naturally. Richards (1990) agrees on this idea when he says "the rules of written discourse are largely learned through instruction and practice" (p. 101).

In short, writing is the act of translating one's ideas and thoughts into words and sentences. Moreover, learning to write especially in a second or foreign language is not an easy matter; it has a complicated system of rules and conventions.

2.2. Components of the Writing Skill

Writing as a skill consists of some elements that writers should take into consideration while they are writing for the sake of creating an effective written communication. Raimes (1983) views that content is a significant element that writers have to deal with as they attempt to produce a piece of writing. This latter has to be relevant, logic, and clear. One way to achieve this purpose is that writers should have full command of grammatical, syntactic, and lexical knowledge; grammar refers to the rules that govern a language and lexical knowledge relates to all the words of language, whereas syntax refers to the ways in which these words and phrases are put together. According to him, writing as the other skills has its mechanical devices which include handwriting, spelling, and punctuation (p. 6). In the same respect, Harmer (2004) points out that writing similarly to other language skills, has its own mechanical components. Handwriting which is a difficult aspect of writing, some students find troubles with it. According to him, the difficulty of writing lies not only on the shape of letters, but also in the size. Moreover, spelling which is difficult for students because of the absence of the spelling sound connection; the correspondence between the sounds of a word and the way it is spelt is not always obvious. Finally, punctuation is thought to be an important skill and a criterion that many people rely on to judge the effectiveness of the written product. Whreas, the misuse of punctuation provides a negative impression of the work and prevents readers from understanding the conveyed message (pp. 44-49).

In addition to the aforementioned components of writing, there exist other main constituents that any writer has to think about when writing. Firstly, the purpose or the

reason of writing. Secondly, the audience which represents the reader or a group of readers for whom the learner is writing. Thirdly, the process that relates to different steps of writing (Raimes, 1983, p. 6).

2.3. Writing and the Other Language Skills

Language is a whole of four basic skills that any learner has to master in order to learn a language successfully. These skills are divided into two types: *receptive skills* which refer to reading and listening and *productive skill* which relate to speaking and writing.

2.3.1. Writing Versus Speaking

Writing and speaking are two main skills in teaching and learning a language. They are productive by nature. However, the two skills are viewed differently from one researcher to another. Some researchers regard speaking as being more important than writing. Raimes (1991) suggests the view that "speech was primary"; in the sense that writing serves a subservient role and written texts are created to reinforce oral patterns of language (as cited in Waasaf & Marcovechio, 2001, p. 15).

The two productive skills are basically different in various ways. They are different in terms of context since writing is often thought to be decontextualized. In delivering any message, writers are often distant in both time and place from the readers they wish to interact with. Consequently, writers have to select the appropriate words needed to draw the audience's attention (Nunan, 1991, p. 86). On the other hand, Harmer (2004) argues that both speaking and writing have their facilitating signs and devices which will do a lot for the transmission of the conveyed meaning. In face-to-face interaction, speakers and listeners use gestures, facial expressions, stress and intonation. In contrast to speaking, writing as a process has fewer signs and symbols to be used. Another significant difference

lies on the nature of the product; speakers can constantly change and reformulate the message being given out. However, writing is usually regarded as a permanent product in which errors are not tolerated (pp. 7-8).

Writing is not a natural and spontaneous activity as speaking, it rather implies schooling and practice. Harmer (2001) supports this idea when he says "spoken language of a child is acquired naturally as a result of being exposed to it, whereas the ability to write has to be consciously learned" (p. 3).

The writing and Speaking skill are different from each other in many points that are summarized in the following table.

Speech	Writing
1- Takes place in a context, which often make references clear (e. g. ˙that thing over there˙).	1- Creates its own context and therefore Has To be fully explicit.
2- Creates its own context and therefore has To be fully explicit.	2- Reader not present and no interaction Possible.
3- Usually persons addresses is specific.	3- Reader not necessarily known to writer.
4- Immediate feedback given and expected (a) Verbal: questions, comments,... Murmures and grun (b) Non-verbal: facial expressions	4- No immediate feedback possible writer may try to anticipate reader's reactions incorporate them into text.

5- speech is transitory intended to be understood immediately. If not, listener expected to interact.	5- Writing is permanent. Can be reread as Often as necessary and at own speed.
6- sentences often incomplete and sometimes ungrammatical. Hesitation and pauses common and Usually some redundancy and repetition.	6- Sentences expected to be carefully constructed, and linked and organized to form a text.
7- Range of devices (stress, intonation, Pitch, speed) to help convey meaning. Facial expressions, body movements, Also used for this purpose.	7- Devices to help convey meaning are Punctuations, capitals, and underlining (For emphasis). Sentences boundaries clearly indicated.

Table 1:The Difference between Speaking and Writing

(Byrne, 1988, p. 3)

2.3.2. The Connection between the Writing and the Reading Skill

Despite the fact that writing is a productive skill and reading is a receptive one, they relate to each other as Harmer (2001) states that "The teaching of productive skills is closely bound up with receptive skill work and the two feed off each other in various ways" (p. 250). They cannot be taught in isolation from each other and there exists a supplementary relationship between writing as a productive skill and reading as a receptive one. Krashen (1993) points out that second language writing proficiency cannot be acquired successfully unless it is supported with extensive reading. (as cited in Hyland, 2003, p.17). Therefore, reading has been shown to have a positive influence on the

composing skill and may provide writers with input, structures, and vocabulary they need to activate during the writing process. Kroll (1990) reports that:

> Reading in the writing classroom is understood as the appropriate input for acquisition of writing skills because it is generally assumed that reading passages will somehow function as primary models from which writing skill can be learned, or at least inferred. (p. 88)

Reading serves as a facilitating factor in the process of writing. For Krashen (n. d) the writing competence will be developed due to self-motivate reading for interest and pleasure (as cited in Kroll, 1990, p. 20).

2.4. The Stages of the Process of Writing

The writing process has stages that learners have to follow in order to produce a well-structured and coherent text. They are planning, drafting, revising, and editing as suggested by Seow (2002). More precisely, Brown (2000) tries to summarize the stages of the written product as follow:

> Written products are often the result of thinking, drafting, and revising procedures that require specialized skills…The upshot of the compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product. (p. 335)

Hence, writing or learning to write especially in a second language is not simply a matter of writing ideas down into paper without prior thinking and planning. Learners who want to write, need to focus more on the process of writing rather than on the

outcome product because writing step by step will certainly prevent them from being misled.

Most skillful writers tend to prepare what they want to write before actually writing it. In addition to this, following the writing process, provides writers with the opportunity to control both the content and the form of what they actually write (Richards, 1990, p. 109).

2.4.1. Planning (Prewriting)

Planning can be also referred to as pre-writing (Richards, 1990). It is the stage where the writer searches for ideas and thoughts in his/her brain as well as writing down any relevant idea that may cross his/her mind. More particularly, Seow (2002) supports this when he points out that "pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from facing a blank page toward generating tentative ideas and gathering information for writing" (p. 316). For Richards (1990) prewriting means to think about a topic, find ideas about it and then organize them (pp. 108-109). Moreover, it represents an outline of the main points and sub-points for what the written piece will be about.

During this step, finding ideas is much more important than making them neat or correct (Fulwiler, 2002, p. 17). Thus, planning is like an enquiry research, the learner collects data from different sources to become the most knowledgeable writer about the subject "when you write, you explore your memory, texts, neighborhoods, the news, the internet and the library" (Fulwiler, 2002, p. 16). In addition to that, some writing activities may be provided to support the learning experience. According to Seow (2002), at the planning stage, teachers can help students to generate ideas, through such activities of group brainstorming, clustering, rapid free thinking, and WH-questions (p. 316).

Determining for whom, what and how you write is important in the planning process. Therefore, planning involves the consideration of three main issues; the purpose which allows the learner to be aware of the choice of language that he/she should use; The audience which specifies the type of style whether it is formal or informal, and content structure that is the organization of ideas (Harmer, 2004, pp. 4-5). In the same regard, Hedge (2005) stresses the importance of the reader when he states that "the reader may be an individual, one you know well, or a group of colleagues, an institution, an examiner, or a tutor. Thinking about the eventual reader (s) helps the writer to select what to say and how to present it in the most appropriate style; formal, friendly, serious or tentative"

(p. 52). For example, writing for academic purposes is a sophisticated task, it obliges the writer to adhere to certain conventions, whereas writing for a friend is a simple activity.

2.4.2. Drafting

It refers to the first version of a piece of writing (Harmer, 2004, p. 5). That is to say, it is the stage in which the writer puts pen into paper and starts really writing, he/she develops the main ideas which are written in the planning stage into sentences and paragraphs. Brown and Hood (1989) try to define it as "Drafting is where you really begin writing, it is not the time to worry about spelling, grammar, punctuation or best wording" (p. 14). In the drafting stage, the learners focus more on content and forget about language and its aspects as grammar, punctuation, and spelling. They need just to let ideas come out and do not interrupt the flow of ideas. Furthermore, skillful writers concentrate on the content first and later they correct grammatical details (Hedge, 2005, p. 53).

In brief, the first rough draft does not need to be perfect because what really matters in this stage for a writer is the communication of information according to the points in the outlines (Oshima & Hogue, 1998, p. 11). So, fluency is emphasized over accuracy.

2.4.3. Revising (Reviewing)

Revising (Reviewing) comes after writing the rough draft. It is examining what is written with fresh eyes and ears for the purpose of making it better. In other words, it is the evaluation of text in terms of coherence, unity, content, and organization. Also, whenever there is something wrong, the learner has to modify it; he/she can omit, adjust, or add. All of these is for delivering a clear and appropriate text (Oshima & Hogue, 1998, p. 11). Hence, revision involves checking whether the content and purpose are clear for the reader; that is to say, to make sure you have said what you intend to say (Brown & Hood, 1989, p. 20). For Brown and Hood (1989), this is the last stage because, according to them, the writing process comprises only three main stages preparing to write, drafting, and revising.

2.4.4. Editing

It is the final stage or it is simply the stage where the last draft needs to look perfect. Learners read the whole text carefully then correct any mistake of grammar, spelling, and punctuation. It is considered to be very important because it is where the piece of writing which the writer has been working on for a given period of time appears neat and correct. In other words, it is the last chance for him/her to make necessary changes. Fulwiler (2002) gives a definition for editing as follow "you edit in the later stages of writing to recheck your whole text, to make sure it reads as you intend it to read, you want to see that everything works, from the clarity of ideas to the logic of the paragraphs, the validity of sentences, the precision of words, and the correctness and accuracy of everything, from facts and references to spelling and punctuation" (p. 21).

Figure 1. The Process Wheel (Harmer, 2004, p.6)

As figure one shows, the process of writing is not linear but rather recursive. This means that writers can move backwards and forwards at any of these stages. The whole work can be reviewed, evaluated, and revised even before any text has been produced in its final version.

2.5. Approaches to Teaching Writing

In the last few decades, great attention was placed on writing as an essential element of education. Therefore, a number of approaches have emerged for the purpose of enhancing its teaching. The main approaches to the practice of writing are*: product approach, process approach, and genre-based approach.*

2.5.1. The Product Approach

For many years, teachers were mostly concerned with the final product of writing. According to Nunan (1991), The product approach can be defined as "...a product approach, as its name indicates, focuses on the end result of the learning process-What it is that learner is expected to be able to do as fluent and competent user of the language"

(p. 86). Then, the primary goal of the product approach is to help learners to become competent users of language especially when they are asked to write a particular piece of writing. This approach strongly supports classroom activities where the learner should imitate, copy, and transform models of correct language. It is mainly concerned with sentence structure and grammar (Nunan, 1991, p. 86).

Hyland (2003) points out that writing under this approach is seen as a product constructed from the writer's control over grammatical and lexical rules and writing development is the result of imitating and manipulating models supplied by the teacher (p. 3). In a like manner, Brown (2000) argues that the product approach views writing as a means to reinforce language structures (p. 335). Accuracy is considered to be the main criteria of good writing and mistakes are seen as being inhibited features that have to be removed from the final product of writing.

The product approach has received a lot of criticism. Silva (1990) claims that product approach neither fostered the writer's thoughts and expressions, nor adequately described the various steps involved in producing a relevant and coherent piece of writing (as cited in Kroll, 1990, p. 6). Additionally, the constant demanding for accuracy may result in the lack of motivation on the part of the learners. In other words, it hinders the students from developing their own writing beyond the sentence and limits their creativity and imagination since it is based on models.

In short, the product approach to teaching writing regards writing as a purely linguistic phenomenon and writing development as being the result of students' exposure to a variety of models and texts of language provided by the instructor. However, its weakness lies on the fact that it ignores the role of stages required in the writing process.

2.5.2. The Process Approach

The process approach was developed as opposed to the product approach. It was presented to overcome the shortcomings of the product approach where the most important thing is the final product, whereas the intangible writing process with its various stages was totally overlooked. The major concern of the process approach is to describe what writers do when they actually write. i.e., the different stages writers go through to create a coherent text. Applebee (1986) states that "process approach provides a way to think about writing in terms of what the writer does, (planning, revising and the like) instead of what the final product looks like" (as cited in Kroll, 1990, p. 8). The process approach favours the different classroom activities which contribute to the development of skilled language use as argued by Nunan (1991, p. 86). Then, this approach aims to get students to the heart of the various steps and skills that should be used when writing rather than concentrating on the texts produced by students and giving comments on them (Harmer, 2001, p. 257).

For Zamel (1983), in this approach, writing is viewed as being "non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning" (as cited in Hyland, 2003, p. 11). In other words, writers have the opportunity to move backwards and forwards at any particular stage to make necessary changes before any text have been produced at all. Nunan (1991) defines the primary emphasis of process approach in terms of quantity rather than quality; the most important thing is to help students to write as much as possible ideas without being anxious about making mistakes. The process approach encourages cooperation among students through giving and receiving comments from other colleagues at any point of writing process. This may have positive influence on their motivation and help them to build positive attitudes towards writing (Nunan, 1991, p. 87). Therefore, writing will certainly become an enjoyable and a pleasant experience that students can not deprive themselves

of. Then, one of the significant tasks of the teacher under this approach is to motivate students and enthusing them about the value of the task, being available to help them overcome difficulties they may encounter.

Here are some characteristics of the process approach summarized by Brown (2000):

- Focus on the process of writing which leads to the final product.

- Help students/writers to understand their own composition process.

- Give the students time to think to write and rewrite.

- Encourage feedback from both instructors and peers.

- Help students to build repertoire of strategies for prewriting, drafting and rewriting.

- Place central importance on the process of revision.

- Let students discover what they want to say as they write .

- Give students feedback throughout the composing process

- Include individual conference between teachers and students during the process of composition. (pp. 335-336)

The Process approach is advantageous for students because by focusing on the writing process, learners come to understand themselves better and find how to work in order to fit the targeting outcome. Subsequently, it encourages them to feel free and motivated by giving them sufficient time and opportunity to cooperate with other mates. Despite the benefits of process approach, it still has some limitations; as it is claimed by Rodrigues (1985) "writing without structures accomplishes a little as writing as a mock structure" (as cited in Nunan, 1989, p. 87). It was also criticized for being time-consuming because writers tend to take a lot of time to complete a piece of writing.

2.5.3. The Genre-based Approach

This Approach, as its name indicates, aims to teach students particular genre of texts that they may use later in their life to achieve successful communication. For Nunan (1991), the term genre refers to :

> A purposeful, socially-constructed, communicative event. Most such events result in texts (that is piece of oral or written communication), For example, political speeches, nursery rhymes, church sermons, casual conversation and so on. These are all different types of text which have different communicative functions. (p. 44)

This means that different texts are built upon certain social conventions to fit some purposes. In a like way, Martin (1992) defines genre as "goal-oriented, staged social process" (as cited in Hyland, 2003, p. 19). In other words, genres are natural social processes, they are goal-oriented because they are generated to convey a purpose or to achieve things and staged because the written message involves many steps to communicate the intended goal.

Writing under this approach is truly a communicative act in which writers have to take into account the purpose and the reader of the text when they are writing it. Hyland (2003) suggests that teachers in this approach need to teach students how to use the written language to accomplish coherent and purposeful prose (p. 18) Therefore, they are supposed to provide different types of text to the learners who need to analyze and imitate them. Accordingly, language is seen as a vehicle of meaning through which learners express their purposes and intentions.

As the other approaches were criticized, genre-based approach also receives criticism. It is believed that the over emphasis on analyzing various genres may contribute to 'genre trap' which means that the effort to teach writing will become more prescriptive

rather than descriptive. i.e., students may think that the only way to write a text is to imitate models given by the teacher (Harmer, 2004, p. 29). Thus, sticking to the same genre of texts may hinder their creativity. Moreover, the dissertation in hand aims to investigate the role of cooperative language learning in enhancing students' writing skill. Then, the following items will be about writing as a cooperative activity.

2.6. Writing under the Cooperative Learning Method

In the classroom setting, writing is viewed as a challenging skill to be developed especially when students work on their own. However, teachers and students will benefit from each other to make writing a cooperative activity with great advantages to all participants (Harmer, 2001, p. 260).

This type of learning can be referred to as cooperative learning. Olsen and Kagan (1992) define it as the following:

> Cooperative learning is group learning activity organized so that learning is dependent on the social structured exchange of information between learners in groups and in which each learner is held accountable for his/her own learning being motivated to increase the learning being motivated to increase the learning of others. (as cited in Richards and Rodgers, 2001, p. 192)

CL involves students working together to perform a task or to solve a problem presented by the teacher. Harmer (2001) believes that cooperative writing is an effective method in both the process and the genre based approach, it can be a motivational factor for students in reformulating ideas, negotiating meaning, exchanging their drafts of papers and receiving feedback from their peers. For him, writing abilities are greatly enhanced by having more than one person working on a particular piece of writing (p. 260). Hedge (2005) agrees on this idea when he suggests that writing in groups is beneficial for both

teachers and students. Since students are working in small groups, the teacher has few pieces of writing to monitor and to correct and students may gain support from each other, also the discussion that involves several people ensures revision before any text is produced (p.130). Additionally, Ur (1991) argues that group work promotes learner's responsibility and interdependence by allowing students to make their decision in the group without being told to do by the teacher (p. 232).

It is indicated that group work improves learning outcomes. That is to say, writing in groups does not only promote the students writing abilities but it also creates a supportive atmosphere in the classroom. However, many teachers fear that there may be too much noise and they may lose control over the class.

Since CL is based on the idea that students achieve better results when they work in groups. Thus, teachers apply CL in their classroom as an effective procedure to teach the writing skill.

2.6.1. The Teacher's Role during the Process of Writing in Cooperative Learning Method

Teachers who adopt CL as a method of teaching the writing skill have a crucial role which is totally different from that in traditional classroom. They are no longer the only source of information, students can learn from each other through group work. Williams (2003) refers to the teacher role in group work as a 'coach' or a 'facilitator'. That is to say, he/she monitors the writing process, gives students advice, and guides them when they write. Moreover, Williams (2003) gives some roles that the teacher may perform in the writing process which are:

- Circulating among the groups and revising students' drafts.

- Intervention from the teacher whenever he/ she sees that a group needs help.

- Teachers may add their own suggestions about the work.

- The teacher has to give students the right to call him/her for advice.

For him teacher's role is to evaluate the groups' works when they are writing and make improvement on the student's piece of writing. For example, when the teacher sees that a sentence or a paragraph is wrong; he/she needs to draw the students' attention to it and also show them how to correct the mistakes rather than just letting them alone in the correction (p. 148).

2.6.2. The Learner's Role during the Process of Writing in Cooperative Learning Method

Cooperative writing has many advantages for students; they have more opportunities for revision and reviewing, and they can also generate more ideas when they work in groups (Harmer, 2001, p. 260). Hence, Learners are assumed to have many roles in cooperative writing. So, every member in the group has to contribute in the production of the final written product. As Harmer (2004) states "the main objective of writing activities done in groups or pairs is to involve everyone in the creation of written text, whoever does the actual writing" (p. 77). In group writing, all group members share the responsibility of the work (Fulwiler, 2002, p. 209). Furthermore, students support and work with each other during the process of writing; they discuss, share and exchange ideas for the purpose of a better understanding of the topic. That is to say, they put all their minds together to produce a good piece of writing. Williams (2003) points out that "real writers simply do not produce in vacuum; they receive assistance from people whose contributions serve to make the finished piece better that it would have been otherwise"
(p. 148).

For Gustavsson and Hedlund (2011), The group's work during the writing process should comprise the following:

− Determine the task and define the subject.

- Discuss what data needs to be collected and distribute the collected tasks amongst the group members.

- Sift the collected data.

- Discuss how the planned text should be organized and distribute the task of formulating proposals for different sections of the text to different group members.

- Rework, i.e. discuss the proposed texts written by the group members and decide how the final text should look.

- Polish, i.e. make sure that the completed text has a pleasing appearance (p. 9)

Additionally, learners can correct and check errors and mistakes before handling the paper to the teacher. As Hedge (2005) claims "the students can gain support from each other. Discussion by several people ensures revision at the stage of putting the section together" (p. 130).

At the end, when students work together, they exchange drafts; they correct their mistakes, and give feedback on each other's work. Thus, peer feedback is an important element of cooperative learning.

2.6.3. Peer Feedback in the Writing Process

It is believed that giving comments and reactions on the performance of students was the job of teachers. Students and peers can also react to each other's work with the aim of bringing about improvement.

Peer feedback plays an important role in the writing process. It provides an idea about the quality of students' work through the eyes of their mates. Sometimes, it is referred to as peer response, peer review, peer assessment, or peer editing. Hyland (2003) argues that:

Feedback is central to learning to write in a second language. Not only can it

provide writers with a sense of audience and sensitize them to the needs of readers,

but it offers additional layers of scaffolding to extend writing skill, promote

accuracy and clear ideas, and develop understanding of written genres. (p. 207)

Harmer (2004) suggests that peer feedback provides a good alternative to teachers'
feedback which is thought to be 'Authoritarian'. According to him, it is an effective means
for students because it encourages them to work collaboratively with the intention of
diagnosing problems in their own production. Additionally, it helps them to get
information if they have been successful in communicating the conveyed meaning. peer
review allows students to work and interact independently without teacher's guidance. This
leads to promoting learners' interdependence (p. 115). This step can be an enjoyable
experience and a fascinating adventure for students. "Learners can gain a greater sense of
audience with several readers (i.e., readers other than the teacher). The reader learns more
about writing through critically reading others' papers" (Keh. 1990. p. 296).

At the end, peers can contribute to the success of the final product. However, the
students will need guidance from their teacher so that they know what areas to look at
when they read their classmates' work.

2.7. Writing Activities

There is no better way for learning writing than practice. Everyday writing will
inevitably help the learner to become a better writer or at least a writer who makes less
mistakes than he used to do. For this reason, the teacher has to provide series of various
writing activities in the classroom. Moreover, he/ she has to vary the type of activities to
keep the students all the time motivated.

Ur (1991), in his book, "A Course in Language Teaching" proposes fifteen tasks that can stimulate writing:

1- Book report: it is a routine activity that is used by the teacher to check whether his/her students read a book rather than for the sake of writing.

2- Book Review: it is the same as book report but it is more purposeful, audience-oriented and also interesting for the students. It requires some preliminary guidance.

3- Instructional sheet: it is much easier; students find it more interesting to do and a little easier than the previous tasks (1) and (2). In this task, students write an instructional sheet on something they can do it well. For example, a preparation of particular type of food.

4- Narrative: students write a narrative based on a series of pictures. Moreover, this activity can be adopted for many levels and the teacher has to prepare in advance the pictures.

5- Personal Stories: it is the kind of writing in which students write about their own experiences and stories.

6- Describe a view: it is a short activity which requires the learners to describe a view. For example, a view across the window or a familiar view for them.

7- Describe someone: an easy and straightforward task. A description of a person.

8- Describe people: it is almost like task (7) but it demands more imagination.

9- Answer a letter: a highly motivating task with a particular audience and purpose. So, the teacher prepares the original letter and students write reply or they can write letters of complaint and later answer each other's letters.

10- Job application: some conventions about letters like this will need to be taught.

11- Propose change: advanced writing. Involving the organized and convincing presentation. In other words, it is the type of writing activities where the teacher suggests a

change he would like to see such as a change in his/her country, home, community, or place of work. Also, on the basis of that change students write recommendations to the authorities explaining why this change is desirable and what effects it may have.

12- News report: this is a clear 'model-imitation writing'. Learners read a newspaper article reporting the piece of news and notice the kind of information provided. Then, they write a similar article on an imaginary event.

13- Ideal school: it is a task which is interesting and relevant for school children. Students imagine their ideal school and describe it.

14- Describe process: a task which is suitable for learners in science or technology, it requires precise and orderly representation of information. For instance, learners may describe the steps of a process which is presented in a diagram.

15- Film music: it is a stimulating, fun task for imaginative learners. They listen to a piece of music and then describe the plot and atmosphere of the film that is going to be accompanied by the music. (pp. 165-166)

2.8. Writing Assessment

The evaluation of students' performance is an important element of the language teaching process. It gives teachers a good chance to determine how successfully the learners have performed.

In evaluating students' written work, teachers do not only concentrate on the accuracy of the performance. But, in fact, they are also concerned with content and the design of their piece of writing (Harmer, 2004, p. 108). Brown (2000) views that there are some general aspects that language teachers should take into consideration when they are involved in the process of evaluating students' performance. These aspects include content which is mainly concerned with the development of ideas; organization which refers to the

effectiveness of introduction, logical sequence of ideas and conclusion; discourse which represents topics, paragraph unity, transition and cohesion; vocabulary which deals with words' choice; and finally mechanics which relate to punctuation, neatness and appearance (p. 357).

Additionally, Seow (2002) claims that "in order to be effective, the criteria of evaluation should be made known to students in advance. They should include overall interpretation of the task, sense of audience, relevance development and organization of ideas, format or layout, grammar and structure, spelling and punctuation, range, appropriateness of vocabulary, and clarity of communication". According to him, numerical scores or grades can be assigned. More precisely, scoring may be analytical when it focuses on some specific aspects of writing ability, or holistic when it is based on global interpretation of the effectiveness of the written work (p. 318).

By focusing on mechanics, grammar, and vocabulary in the students' written composition while little attention is given to the content, this may result in students' dislike for writing. However, if the evaluation is done in an effective way, this may lead the improvement of students' written work and make the writing activity interesting, challenging, and enjoyable (Peñaflorida, 2002, p. 331).

In short, the assessment of students' performance is mostly done by the teacher. However, it is very important to encourage students to monitor each other's work or to evaluate their own work successfully. Thus, students' writing performance will be greatly enhanced as their own awareness of the learning process will certainly increase.

2.9. Affective Factors Inhibiting EFL/ESL Learners from Good Writing

Writing in second or foreign language is an acknowledged difficulty for the majority of English language learners. This difficulty may not only result from the cognitive aspects

of language, but also from the affective ones. As stated by Brown (2000), language is not

an independent system that writers can take without the involvement of their feelings and

emotions (p. 144). Then, affective factors are very significant in determining learner's

success or failure.

Anxiety is a negative feeling that prevents the writer from being successful in his or

her writing. There are many reasons that increase the students' anxiety during writing. For

Byrne (1989) when writing, most of the time, we write on our own and "without the

possibility of interaction and the benefits of feedback, in itself makes the act of writing

difficult" (p. 4). Additionally, Harmer (2004) reports that some students are reluctant to

write because of the anxiety they have toward writing and this anxiety can be the result of

many factors. The first reason behind such negative feeling is the lack of practice even if in

the mother tongue. Having nothing to say is another influential reason that can contribute

to writing anxiety (p. 61).

Motivation, on the other hand, is another affective factor that has a strong impact on

students' ESL/EFL learning. Brown (2000) considers motivation as one of the most

complicated problems of second language learning and teaching. If students are motivated,

they will write better; and if not, they will certainly fail to accomplish the writing task

successfully (p. 72). Accordingly, it is the responsibility of teachers to make students feel

comfortable when they attempt to write in the English language by choosing the

appropriate type of activity and providing enough language and information to complete

the writing task properly (Harmer, 2004, p. 61).

Conclusion

To end up this chapter, writing and learning to write in a foreign language or a second language is more demanding than writing in one's mother tongue. Therefore, teachers assume the responsibility of creating a motivated atmosphere for learning and providing activities that promote students' writing abilities. This chapter discussed definitions, components of the writing skill as well as its distinction with other language skills. It also exposed the main important approaches to teaching writing. In addition, it presented writing under CL method with a particular reference to the teacher's and the student's roles. The chapter in hand explained the writing activities that students could be supplied with. Finally, it discussed the affective factors that may inhibit learners from good writing.

Chapter Three: Research Methodology and Data Analysis

Introduction

This study aims at investigating teachers' and students' attitudes towards the use of CLL in enhancing the writing skills. The previous two chapters were devoted for reviewing the theoretical framework of the study. This chapter, however, is practical in nature. For the purpose of data collection, two questionnaires are handed out. The first questionnaire is directed to secondary school learners, namely second year foreign language class. However, the second one is given to English teachers, belonging to five secondary schools from different districts in Jijel city to identify and investigate their attitudes about CL in enhancing the writing skill.

3.1. Rationale for Research Design

As long as our research aim is to describe teachers' and students' attitudes toward the use of CLL in enhancing the writing skill. Then, the suitable method is the descriptive one. Glass & Hopkins (1984) argue that descriptive research involves gathering data that describes events and then organizes, tabulates, depicts, and describes the data collection. That is to say, it is the nature of the data that makes the researcher to decide about the adopted process and method of his data gathering and collection. Hence, since the dissertation in hand aims at eliciting information about teachers' and learners' attitudes and perspectives about the implementation of CL method in teaching writing, the appropriate tool used to gather the adequate data for the current study is the questionnaire. Nunan (1992) says that "a questionnaire is an instrument for collecting data, usually in written form consisting of open and/or closed questions and other probes requiring a response from subjects" (p. 231). Therefore, the questionnaire is the appropriate means of collecting reliable and relevant data as far as the issue under investigation is concerned.

3.2. Students' Questionnaire

The student's questionnaire was directed to forty students in the secondary school of Belhouchet Cherif in order to gather data about their attitudes toward the use of CLL in improving their writing skill. They are requested to describe their feelings, preference, and satisfaction from using CLL.

3.2.1. Aims of the Questionnaire

The questionnaire was addressed to students in order to identify and explore their attitudes about the use of CLL as a method to enhance the writing skill. And also to discover whether CLL is an effective method in enhancing the writing skill.

3.2.2. Administration of the Questionnaire

The questionnaire was given directly to 40 second year foreign language students at Belhouchet Cherif secondary school in the third term of the academic year 2014-2015. It was designed to this particular class because they study English for 5 hours. Particularly, students have a lot of group work sessions in the writing activity. We were present when the questionnaire was distributed and it was collected immediately.

 3.2.3. Description of the Questionnaire

Students' questionnaire includes many closed questions and only one open-ended question. Through the closed questions, the students were requested to answer by "yes"or "no" or to tick one or more answer (s) from a number of suggestions. The questions were translated into Arabic for better understanding from the part of the learners. This questionnaire is wholly made up of 16 questions. These questions, in turn, are grouped into three main sections and each section focuses on a particular aspect.

Section One: Students' Attitudes about the Writing Skill (Q1-Q3)

This section contains three questions investigating students' attitudes about the writing skill. Students were asked about the importance of learning writing in the English language and their interest in writing. Question 3 deals with anxiety that can prevail when students actually write.

Section Two: Students' Perceptions of Teachers' Practices in Teaching the Writing Skill (Q4-Q9).

This section involves six main questions. It aims at gathering information about students' perceptions of teachers' practices to teach the writing skill. The first question seeks information about the frequency of working cooperatively. The second one is about teachers' major tasks when students are writing in groups. Then, students were asked about their preference of how the writing task is carried out. As for question7, it investigates factors according to which students are grouped. In addition, some of teachers' techniques to raise student's awareness of the value of CL and some problems that students may encounter when working with peers were also dealt with.

Section Three: Students' Perceptions about Using Cooperative Group Work (Q10-Q16)

Section three is meant for exploring students' perceptions about the use of cooperative group work. It is extremely an important part of the questionnaire because it tends to identify the affective, social and academic outcomes the students may gain when working in groups. It also deals with students' reactions toward CL as a strategy to enhance their writing skills.

3.3. Teachers' Questionnaire

The teacher's questionnaire was directed to twenty teachers from 5 secondary schools in the districts of Jijel. It aims to gather data about teachers' attitudes and perspectives toward the use of CLL in enhancing the students' writing skill.

3.3.1. Aims of the Questionnaire

The questionnaire was conducted to explore and identify teachers' attitudes towards the use of CLL in enhancing the writing skills. It also aims at investigating teachers' evaluation of CL when teaching writing.

3.3.2. Administration of the Questionnaire

The questionnaire was administered to 20 English teachers at five secondary schools from different districts in Jijel city. The involved secondary schools in this piece of research were: Belhouchet Cherif, El-Zin Mohamed Ben Rabah, Mati Ahcene, Abd El Hamid Ben Badis, and finally Terkhouch Ahmed. Some teachers were given a period of one day to answer the questionnaire, but some of them took from one to three days simply because they wanted to concentrate more when answering.

3.3.3. Description of the Questionnaire

This questionnaire is a whole of 19 items which are grouped into three main sections. The questions are a mixture of closed questions where the teachers were requested to answer by "Yes" or "No" or to tick the answers from a number of choices, and an open-ended questions where the teachers were asked to give other suggestions when necessary.

Section One: Teachers' Attitudes of the Writing Skill (Q1-Q5)

Questions from (1) to (5) which are included in this section are about the writing skill. It tends to elicit information about teachers' perceptions toward the writing skill in general: the importance of writing, the affective filter of the learner when writing and the possible ways teachers may employ to create a relaxed atmosphere for learning. Question (4) investigates how teachers generally responded to students' written errors. Finally,

question (5), in turn, sheds light on the main elements the teachers may focus on in the writing process.

Section Two: Teachers' Incorporation of Cooperative Learning Elements (Q6-Q15)

Concerning this section, it is all about teachers' incorporation of CL elements. Questions (6) to (9) are designed to see how teachers implement group work. That is to say, the frequency, the type, and size of group work. Question (10) determines teacher's role in cooperative class. Moreover, questions (11) to (13) were asked to know if teachers find problems in engaging students to work in groups and what the possible solutions to solve such problems are. Question (14) investigates teachers' awareness of CL elements as well as the distinction between cooperative learning and group work.

Section Three: Teachers' Evaluation of Cooperative Language Learning (Q16-Q19)

Section three is devoted for teachers' evaluation of CLL. Questions (16) to (17) are addressed to identify the benefits of CLL, while question (18) tends to know the commonly used type of CL activities the teacher may engage students in while practising writing. The last question explores whether CLL enhances students' writing skill or not, the second part of this question is an open-ended one where teachers are requested to explain how CLL enhances students' writing skill.

3.4. The Analysis and Interpretation of the Data

3.4.1. Analysis and Interpretation of Students' Questionnaire

Q1. When learning the English language, do you think that learning writing is

Table 2

The Value of Learning Writing

Options	Subjects	%
Very much important	23	57,5%
Important	10	25%
Little	3	7.5%
Not important	4	10%
Total	40	100%

The question explores the importance of learning writing for foreign language learners. Students were asked to indicate whether writing is "very much important", "important"," little", or "not important" when learning the English language. From the table above, we can deduce that the majority of the students (57.5%) thought that writing is very much important. 10 of the students representing (25%) answered that learning writing is important. Then, 7.5% of the subject said that writing has little importance in learning the English language, and only 10% of them thought writing is not important. The obtained results from the above table demonstrate that the majority of learners are well-conscious of the importance of learning writing in the English language. To them, achieving a good level in writing is a primary goal.

Q2. Do you think learning writing can be:

Table 3

Students' Interest in Writing

Options	Subjects	%
An interesting activity	17	42.5%
An obligatory activity	16	40%
A boring activity	7	17.5%
Total	40	100%

Concerning this question, students were requested to put a "tick" in the appropriate box. This question aimed at investigating whether learning writing can be an "interesting activity", "an obligatory activity", or a "boring one". 17students representing (42.5%) thought that writing could be an interesting activity, 40% saw it as an obligatory activity. Whereas, 7 of them representing (17.5%) stated that learning writing was a boring activity. The got answers from this question indicate that almost half of the pupils involved in this piece of study are motivated to practice writing activities. Yet, having a percentage of 40% claiming that writing is an obligatory task and this may simply means that writing to them is not an exciting process. Hence, this in way or another affects their outcome, as far as the writing skill is concerned.

Q3. Do you feel anxious to write?

Table 4

Students' Anxiety in Writing

Options	Subjects	%
Yes	29	72.5%
No	11	27.5%
Total	40	100%

It is obvious from the table above that the highest percentage opted for "yes". That is to say, 72.5% from the whole population revealed that they felt anxious to write in the English language. While 11 of the students representing (27.5%) indicated that they did not experience such state when they write. Accordingly, it is very obvious that the vast majority of the learners involved in piece of research were exposed to the negative effects of ' the affective filter' which, with no room of discussion, decrease learner' outcome as far as the writing skill is concerned.

-If yes, is it because:

Table 5

Students' Problems in Writing

Options	Subjects	%
a. worry about making mistakes	3	10.34%
b. Have few words and ideas	6	20.69%
c. Fear teachers' negative feedback	2	6.90%
a+b	5	17.24%
a+c	7	24.13%
All of them	6	20.69 %
Total	29	100%

The results obtained from this table revealed that the lack of ideas and words about a particular topic can make students anxious to write with a percentage of (20.69%). Fear and worry about making mistakes was another factor that made students anxious to write with a percentage of 10.34%, only 2 of the students representing (6.90%) stated that they felt anxious to write because they feared teachers' negative reactions and comments on the written piece. The remaining of the students' answers are divided into multiple choices represented as follow: (a+b; 17.27%), (a+c; 24.13%), and 20.69% opted for all of them. To end up, anxiety is, then, a negative feeling that writers may endure when they attempt to produce ideas and words which, in turn, can have negative impact on learners by reducing participation and creating overt avoidance of the writing.

Q4. How often does your teacher ask you to work in groups?

Table 6

The Frequency of Group Work

Options	Subjects	%
Always	0	0
Often	8	20%
Sometimes	32	80%
Rarely	0	0
Never	0	0
Total	40	100%

This question was directed to students in order to gather information about the frequency of working in groups. The results above showed that 80% from the whole population declared that they sometimes worked in groups, and only 8 of the subjects representing (20%) stated that they often worked in groups. Having a percentage of (80%) stating that they sometimes worked in groups means that the frequency of group work assignment is not sufficient.

Q5. When working in groups, does your Teacher:

Table 7

The Teachers' Tasks when Working in Groups

Options	Subjects	%
a. Control the groups	15	37.5%
b. Make sure that all students are on task	20	50%
a+b	5	12.5%
Total	40	100%

The fifth question was asked to investigate teachers' tasks when working cooperatively. 50% of the students' answers revealed that the teacher made sure that all students were involved in the task. 15 students representing (37.5%) indicated that the teacher controlled the groups. While 12.5% opted for (a+b). That is to say, when working in groups, the teacher both monitors the groups and makes sure that all students are on the task. Moreover, she/he systematically observes, collects data on each group as students are indulged in the writing activity, and intervenes when the need arises.

Q6. When writing in class, do you prefer:

Table 8

Students' Preference of Writing Techniques

Options	Subjects	%
To work individually	8	20%
To work in pair	12	30%
To work in groups	20	50%
Total	40	100%

As shown in the table, students were asked to provide information about their preferable class work type for practising writing. 50 % of the respondents answered this question by choosing group work and about 30% of them argued that they preferred to work in pairs, while 20% of them demonstrated their resistance to work cooperatively and they preferred to work individually. To conclude, the students who prefer to work in groups are more social than those who prefer individual work.

Q7. Do you prefer setting the groups on the basis of:

Table 9

Factors of Group Setting

Options	Subjects	%
Sex	3	7.5%
Proficiency	3	7.5%
Preferences	8	20%
Randomly	26	65%
Total	40	100%

As shown in the table above, setting the groups in random way seemed to be preferable for great number of students representing a percentage of 65%. Moreover, 20% of the students reported that they chose the partner with whom they prefer to work without being selected by the teacher, and only 7.5% of the participants opted for sex and proficiency as a basis for setting groups.

Q8. Does your teacher help you see the importance of cooperative learning?

Table 10

Students' Perceptions of the Value of Cooperative Group Work

Options	Subjects	%
Yes	20	50%
No	20	50%
Total	40	100%

In this question, students were supposed to answer by "Yes" or "No" in order to know if their teachers help them see the importance of CL or not. The statistics related to this question showed that 20 students representing (50%) said the teacher raised their awareness toward CL. Similarly, 50% of the respondents answered by "No". That is to say, the teacher did not help them to see the value of CL and did not try to make them aware of the advantages and benefits of such type of learning. 65% of the learners express their preference of setting the group without any systematic consideration of the previous factors . Students do not like neither to put more proficient students to work with less proficient nor to have freedom of choosing their partners.

-If yes, does he/she:

Table 11

Teachers' Techniques of Raising Learners' Awareness of Cooperative Group Work Value

Options	Subjects	%
a. Simply explain how he/she implements group work	8	40%
b. Showing the positive effects of group work	10	50%
a+b	2	10%
Total	20	100%

The results in the table showed that one of the teachers' ways of making students aware of the importance of CL was through showing and talking to them about the advantages and the positive effects of cooperative learning representing a percentage of (50%) of the subjects. Then, 40% of them stated that the teacher simply explained how she/he implemented cooperative learning and only 10% opted for (a+b) as an answer. Hence, having a percentage of (50%) and other of (40%) clearly show that the teacher raises student's awareness toward the value of group work learning by explaining its positive effects and its effectiveness for consolidating learning in all skill areas.

Q9. Do you have problems in working with your peers?

Table 12

Students' Perceptions of Group Work Problems

Options	Subjects	%
Yes	26	65%
No	14	35%
Total	40	100%

This question was intended to ask students if they find problems when working with their peers. The majority of students representing (65%) confirmed that they encountered problems when working cooperatively with others. Whereas, 14 of students representing (35%) indicated that they did not find problems. Thus, group work is not the perfect way of learning, it has its own problems.

-If yes, is it because:

Table 13

Students' Problems when Working in Groups

Options	Subjects	%
a.You find it difficult to express your ideas to other members	0	0
b. You do not like others to correct your mistakes	6	23.07%
c. Some students do not want to work with others	5	19.23%
d. Some students try to impose their points of view.	4	15.39%
a+b	4	15.39%
a+b+d	3	11.53%
All of them	4	15.39%
Total	26	100%

The data of this table clearly showed that the highest percentage was given to option "b". 23.07% of the subjects said that they did not like others to correct their mistakes, 5 students representing (19.23%) indicated that they did not like to cooperate with others. Moreover, 15.39% reported that they faced problems with their peers because some students tried to impose their ideas and points of view over the others, and only 15.39% of the respondents opted for (a+b). While 11.53% agreed for (a+b+d). This means that the majority of students find problems to indulge in group work which, inevitably, may make learners less keen and reluctant to cooperate with other peers and if these problem are not solved, then students attitudes toward group work is likely to be more and more negative.

Q10. Do you like to work in groups?

Table 14

Students' Reaction to Group Work

Options	Subjects	%
Yes	30	75%
No	10	25%
Total	40	100%

Concerning this question, students were asked to say whether they liked group work as a learning strategy in the classroom or not. The majority of the students (75.5%) opted for "Yes" .That is to say, they liked to work in groups, and only 10 of the subjects representing (25%) liked to work individually. Interestingly, the results got from this question clearly show that the pupils involved in this study are quite interested to work cooperatively and this would boost their academic achievement and namely the writing skill.

Q11. When you work in group/pair:

Table 15

Students' Feelings when Working Cooperatively

Options	Subjects	%
a. You are satisfied with yourself	3	7.5%
b. You are not shy to make mistakes	2	5%
c. You are more confident	2	5%
d. You are highly motivated	16	40%
e. You are not good at all	1	2.5%
b+d	4	10%
c+d	5	12.5%
All of them	7	17.5%
Total	40	100%

This question aimed at investigating students' feelings when they worked in group/pair. 40% of the students claimed that they were highly motivated, 7.5% felt satisfied of themselves, 2 of the students representing (5%) felt more confident when they were involved in group work and only one student said that he/she was not good at all. The rest answers were represented as follow (b+d; 10%), (c+d; 12.5%), and finally (a+b+c+d+e; 17.5%). Hence, it is clear from the yielded results of this question that pupils were motivated and had more positive attitudes toward group work. Furthermore, being motivated to work cooperatively is imperative because learners would do their best when

being motivated. Motivation, then, is the engine that might boost learners' outcomes and performance.

Q12. This way of learning helps you to:

Table 16

Students' Social Benefits from Cooperative Group Work

Options	Subjects	%
a. Learn to respect different ideas and opinions	0	0
b. Learn social skills for getting along with others	6	15%
c. Ask and respond to more questions	0	0
d. Learn new information from others	5	12.5%
a+d	6	15%
b+d	10	25%
a+b+d	6	15%
All of them	7	17.5%
Total	40	100%

This question investigated the effects of group work on the sociological side of students. 15% of the respondents stated that group work helped them to learn social skills for getting along with others. 12.5% argued that this way of learning also helped them to learn new information from their peers. However, the remaining students answered by (a+d; 15%), and only 17.5% of the subjects opted for all of the suggestions. The collected results obviously reflect that learners are interested in group work and find it of great

importance in developing communicative and interactive skills they need to get along with others.

Q13. How much do you learn from group work?

Table 17

Students' Amount of Learning from Group Work

Options	Subjects	%
Very much	10	25
Much	20	50
Little	8	20
Nothing	2	5
Total	40	100

This question aimed at investigating how much did students learn from group work. Half of the population representing (50%) reported that they learnt much from group work. 25% of them answered that they learnt very much from group work than working individually, 20% of the students stated that they learnt little and only 2 students representing (5%) admitted that they learnt nothing. Hence, having a percentage of 50% and other 25% considering group work helpful in the process of learning is a very considerable result. It signifies that the majority of learners are well-conscious about the significance and the valuable role of CL.

Q14. Group work as opposed to individual work is:

Table 18

Students' Evaluation of Group Work

Options	Subjects	%
Satisfactory	3	7.5%
Poor	2	5%
Good	23	57.5%
Very good	8	20%
Excellent	4	10%
Total	40	100%

Concerning this question, 57.5% of students considered group work good if it was compared to individual work. 8 of the students representing (20%) reported that they thought group work a very good strategy, 10% of them said that group work in comparison to individual work was excellent. While 3 students (7.5%) reported that group work was satisfactory, and only 2 students said that it was poor. Hence, most of learners who are involved in this piece of research consider group work as either a very good strategy or a good strategy. This means that learners are keen and interested in group work and have positive attitudes toward the use of group work in learning English as a foreign language.

Q15. Do you think that writing in groups is a good method to enhance your writing in classroom?

Table 19

Students' Perceptions about Group Work as a Strategy to Enhance Writing

Options	Subjects	%
Yes	34	85%
No	6	15%
Total	40	100%

In this question, students were asked to indicate if they considered group work as a good strategy in enhancing their writing skill. The table above revealed that the majority of students 34 representing (85%) answered by "yes". Whereas15% opted for "No". Hence, from the obtained results, it is quite obvious that, for the majority of learners CL is of paramount significance to develop their writing skill.

If yes, is it because:

Table 20

Students' Reasons of Writing Cooperatively

Options	Subjects	%
a. You have a chance to share and exchange ideas	22	64.70%
b. The possibility of receiving feedback from your peers	5	14.70%
a+b	7	20.59%
Total	34	100%

Most of the students claimed that group work provided them with the opportunity to share and exchange ideas representing a percentage of 64.70%. That is to say, in group work learners presented and defended ideas, exchanged diverse beliefs toward the topic. 5 of the subjects reported that group work enabled them to receive feedback from peers with the aim of bringing about improvement and only 20.59% opted for (a+b). To conclude, most of the learners are aware of effects of CL on learning outcomes especially the writing skill. Thus, CL is an effective way of learning that has an important role in enhancing students writing proficiency in English.

Q16. If any others please specify?

Students in the last question were asked to provide other causes for considering group work as a good strategy to enhance writing skills. Some students reported that they felt comfortable and secure when writing in groups. Group work helped them to generate higher quantity of ideas, to get new information, to revise, and correct each others' mistakes. Concerning this question, most of the students provided the same suggestions we mentioned in table (20).

3.4.1.1. Discussion of Students' Questionnaire Results

The learners who were involved in this piece of research thought that writing was very important and worthy in learning English as a foreign language. Consequently, writing was considered to be at the very heart of academic life and one of the four basic language skills that foreign language learners need to master in order to learn a language successfully and properly. However, there were certain affective factors that might prevent students from being successful in their writing; and made them feel uncomfortable and unsecure when they attempted to produce ideas and texts such as anxiety.

From the analysis of students' questionnaire, it was noticed that working in groups seemed to be a preferable way of learning for the majority of learners, since it provided them with an opportunity to get new ideas, share ones' ideas with other peers, and to correct each other's mistakes. However, some students were reluctant and they refused to work with others. For them, working individually was appropriate because such type of learning enabled them to express ideas freely without any intervention from other students, helped them to discover their real level and to avoid disagreement with others.

Concerning teacher's roles when students were working cooperatively, the teacher considered that his/her role should be a facilitator and a guide in the learning process. Then, he/she controlled what was going on in the classroom, observed, analysed, and solved problems encountered by students. Moreover, she/he made sure that all students were involved and that each member of the group was participating and doing his/her share of the work. Hence, the teacher does not only control and observe students, but he/she also enthuses them with the value of CLL by showing the positive effects on academic, social, and psychological side of the learners.

CLL as stated by learners involved in this study facilitated the acquisition of academic skills by the active involvement of students in the learning process. Moreover, students' feelings were also improved by the use of such type of learning. Students exhibited higher self-esteem, better self-satisfaction, stronger language learning motivation to remain on task and lower anxiety by developing interdependent relationships with other classmates to succeed in achieving goals. Additionally, CLL promoted more positive attitudes towards the educational experience including teachers, students as well as school. CLL did not only promote academic and affective outcomes, but it also developed interpersonal and social skills and fostered a supportive environment within which students learnt the skills necessary to cooperate with others.

The learners involved in this study considered CLL as a good strategy to enhance their writing skill in the English language because it helped them to clarify ideas through discussion and debate, to exchange knowledge and information with peers and provided them with an opportunity to correct mistakes. Despite the fact that CLL had great advantages for students, it has its own drawbacks. Some students ended up feeling overlooked and unappreciated while others would take control and did not allow others to share their knowledge. Moreover, in CLL students, would be more disruptive and the level of noise might automatically increase.

3.4.2. The Analysis and Interpretation of Teachers' Questionnaire

Q1. Do you think learning to write in the English language is:

Table 21

The Degree of the Importance of Writing Skill for Teachers

Options	Subjects	%
Very much important	14	70%
Important	6	30%
Little	0	0%
Not important	0	0%
Total	20	100%

The first question aimed at eliciting information about the degree of importance of the writing skill for teachers. As the table indicated, the majority of them 70% said that writing was "very important"; the rest 6 teachers representing a percentage of 30% reported that it was an "important skill". So, all of them admitted that writing is an important skill

which had a crucial role in learning the English language. Hence, it is quite evident that the

teachers involved in the study in hand are well-knowledgeable of the paramount

importance of the writing skill in the learning process of English as a foreign language.

Q2. Do you feel that your students are anxious about writing in the English language?

Table 22

Teachers' Perceptions of Students' Anxiety about Writing.

Options	Subjects	%
Yes	17	85%
No	3	15%
Total	20	100%

Teachers were asked about their perceptions toward the students' feelings when they

attempted to write, particularly anxiety which inhibited them from being good writers.

Almost all of teachers 85% reported that students were anxious about writing, while 15%

said that students were not anxious. From the results, we can deduce that students are not

comfortable when they write in the English language and writing is a difficult task to be

indulged in.

-If yes, is it because they:

Table 23

Major Reasons for Students' Anxiety Toward the Writing skill

Options	Subjects	%
a. Worry about making mistakes.	1	5.88%
b. Have few or no ideas	4	23.52%
c. Find it a difficult task	8	47.05%
a+c	3	17.64%
b+c	1	5.88%
Total	17	100%

From the second part of the question, we intended to uncover the reasons behind the students' anxiety toward writing, therefore, we gave teachers three choices that we thought to be the most important ones. 47.05 % of teachers answered that students felt anxious to write because writing was a difficult task which reflected what we said in the first chapter that writing was a complicated process and required learners to take into consideration many aspects (format, content, grammar) at the same time. Furthermore, 23.52% referred to the lack of ideas, and one teacher to the fear of making mistakes. Others 17.64% opted for both (a+c). That is to say, the fear of making mistakes as well as the difficulty of writing skill are the main two reasons. Only, one teacher opted for (b+c).

Q3. What do you do to establish a relaxed atmosphere in the classroom?

Table 24

Teachers' Techniques of Creating a Good Learning Atmosphere

Options	Subjects	%
a. Praise students	1	5%
b. Acknowledge what students can do	1	5%
c. Establish a good relationship with students	2	10%
d. Put students into groups	5	25%
e. Others	1	5%
a+b+d	1	5%
a+b+c+d	2	10%
a+c+d	2	10%
b+d	1	5%
b+e	1	5%
c+d+e	1	5%
c+d	1	5%
c+e	1	5%
Total	20	100%

The purpose of this question was to figure out the strategies teachers used to establish a relaxed atmosphere in the classroom. As the table clearly indicated that 25% of teachers put students into groups and also most of teachers who chose two answers

admitted the role of grouping students in creating a comfortable atmosphere for learning. The rest of teachers opted for the other choices, 5% praised students, 5% acknowledged what students can do to raise the students' confidence which led to better learning. In other words, they encouraged their students by reminding them of their capacities as a way of making them more self-confident. 10% established a good relationship with their students, in that case learners will like the teacher, thus, like what they were being taught. Moreover, some teachers adopted for more than one way to establish an effective learning context. For example, two teachers opted for (a+b+c+d) and other two teachers for (a+c+d).

In the second part of this question, teachers were requested to provide additional ways of creating a good learning atmosphere. These suggestions were: asking students to write even though they made mistakes, doing a warm up about the topic, making the topic more interesting and asking students to write about their personal experiences.

Q4. How do you generally respond to learners' written errors:

Table 25

Teachers' Reactions to Learners' Errors

Options	Subjects	%
a. You encourage peer feedback	6	30%
b. You encourage self-correction	6	30%
c. You supply them with the correct form	0	0
d. You ignore the errors	0	0
a+b+c	1	5%
a+b	3	15%
b+c	4	20%
Total	20	100%

Generally, teachers responded to learners' errors in many different ways, therefore, this question was directed to investigate teachers' reactions toward learners' written errors. The data on table (25) showed that 30% of teachers encouraged self-correction. Equally, 30% encouraged peer feedback and 20% of respondents chose (b+c), they encouraged self-correction then supplied students with the correct form. However, no one opted for "ignore the errors" option. This implies that teachers do not give the correction directly or ignore the errors, rather they give a chance for student to think about the correction. They encourage learner to correct their errors by themselves or by receiving feedback from each other. Hence, peer feedback is an essential elements and an important aspect of cooperative learning.

Q5. What do you consider important in the writing process:

Table 26

Elements of the Writing Process

Options	Subjects	%
a. The content	0	0
b. Language aspects (grammar, punctuation, spelling)	1	5%
c. The format	0	0
d. All of them	18	90%
a+b	1	5%
Total	20	100%

Teachers were requested to specify the elements they considered the most important in the writing process. 90% of teachers took into consideration all elements: the content; format; language aspects (grammar, punctuation, and spelling). They were all of considerable importance for them. One single teacher opted for content and the other one for both (a+b), the content and language aspects. From the results, we can infer that teachers do not focus on one element at the expense of others. Instead, they pay attention to all of them because writing constitutes of ideas, words, and the knowledge of putting them together according to a conventional system which comprises grammar, punctuation and spelling.

Q6: How often do you give students opportunities for group work?

Table 27

Frequency of Group Work in the Writing Classes

Options	Subjects	%
Always	2	10%
Often	10	50%
Sometimes	8	40%
Rarely	0	0
Never	0	0
Total	20	100%

Teachers were requested to indicate the frequency of using group work in the classroom. The analysis of the results illustrated that all teachers applied group work in their classes, in the sense that only 2 teachers were consistent in their use of group work, they use it always. While 50% used it often and 40% used it sometimes. Hence, half of the respondents implemented CL often and that seems to be very interesting and valuable.

Q7: What type of classroom work do you prefer engaging your students in :

Table 28

Teachers' Organization of Students in a Given Activity

Options	Subjects	%
a. Group work	4	20%
b. pair work	10	50%
c. Individual work	2	10%
a+b	4	20%
Total	20	100%

This item sought to know the type of classroom work teachers preferred to engage their students in. 50% of teachers stated that when they gave an activity to the students they asked them to work in pairs, while 20% engaged their students in group work, and just 10% asked them to work individually. Furthermore, 20% preferred to vary the type of work, they used both (a+b) group work and pair work. Hence, it is very clear that unlike the previously given answers by teachers about their positive attitude toward the implementation of CL, only four teachers from out of twenty teachers did really arrange their learners to work cooperatively.

Q8. What do you think is an appropriate size for practicing writing:

Table 29

The Appropriate Group Size for Writing Activity

Options	Subjects	%
Pairs	6	30%
Small groups (3-4)	14	70%
Large group (5 and more)	0	0
Total	20	100%

From this question, we wanted to figure out the appropriate size of practising writing. The majority of teachers 70% claimed that small group (3-4) was the typical size, while 30% opted for pairs. In other words, they preferred to put less than 4 students in the group which provided students with the opportunity of exchanging drafts and correcting errors. However, no one opted for large group (5 and more). Simply because they fear to lose control. As it is clear from the results, the majority of teachers 70% are aware of the appropriate number of students in each group, for them the small group which contains from three to four students is the perfect group. They probably believe that the smaller the group is; the more successful the task would be and the more the students are likely to talk and work together. On the other hand, no one chose the large group which may mean that teachers fear to lose control over the class because the level of noise increases when there are large groups.

Q9. On what basis do you set up the groups?

Table 30

Factors for Setting up the Groups

Options	Subjects	%
a. Sex	0	0
b. Proficiency	9	45%
c. Students preferences	3	15%
d. Randomly	8	40%
Total	20	100%

This question aimed at investigating the factors according to which groups were formed. Each teacher reported his/ her own preferable way. 45% of teachers considered proficiency as the best criterion to form the group, by proficiency we mean more proficient students work together with weak students so that they could provide assistance and help for them. Then 40% said that they set up the groups randomly. Putting the groups randomly without any systematic consideration of the organization of the groups indicates that teachers do not care about the benefits of the structure of the group. Only 15% gave the opportunity for students to choose the partners with whom they wanted to work. Hence, teachers involved in this piece of research consider proficiency as a basis for setting the groups. This simply means that these teachers aim at establishing a supportive environment where good students influence positively weak ones and help them feel motivated and interested in learning.

Q10. Do you consider your role in cooperative language classroom is:

Table 31

Teachers' Role in Cooperative Language Classroom

Options	Subjects	%
a. A guide and a facilitator of learning	13	65%
b. A controller	1	5%
c. A source of knowledge	0	0
d. An assessor	0	0
a+c	2	10%
a+b+c+d	1	5%
a+d	1	5%
b+d	1	5%
a+b	1	5%
Total	20	100%

Teachers were asked to identify their role in cooperative classroom. 65% of the subjects preferred to act as a guide and a facilitator of learning, 5% as a controller, also 10% opted for (a+c). However, no one opted for just a source of knowledge or an assessor alone; rather they chose them with another role. Hence, this means that they are aware of their major roles in CL classroom which are facilitators and controllers during the process of learning not as sources of knowledge.

Q11: Do you generally find problems in engaging students to work with peers?

Table 32

Teachers' View of Students' Problem in Group

Options	Subjects	%
Yes	14	70%
No	6	30%
Total	20	100%

By this question, we intended to find out if teachers found problems in engaging students to work with peers. 70% of teachers stated that they faced problems in engaging students to work in groups. Yet, 30% of teachers claimed that they did not encounter any problem when students worked together. This, in a way or another, may hinder the teachers from applying effectively CL method in their classes.

- If yes, have you encountered these problems:

Table 33

Problems Encountered by Teachers during Group Work

Options	Subjects	%
a. Unequal participation of learners	3	21.42%
b. The use of mother tongue	2	14.28%
c. Increase noise in the classroom	2	14.28%
d. Social skill problems	0	0
a+c	3	21.42%
a+b+c	3	21.42%
a+b	1	7.14%
Total	14	100%

The problems encountered during group work varied from one teacher to another. 21.42% considered unequal participation as being the main problem, 14.28% to the use of mother tongue, 14.28% to the high level of noise in the classroom. Concerning those who chose two options, they referred to the first and to the third choice. The percentage of 21.42% was given to (a+c), 21.42% to (a+b+c), and 7.14 % to (a+b). This implies that all teachers were afraid from unequal participation of learners where good students might do the entire job whereas the weak ones might do nothing. Moreover, teachers were afraid of the noise that might have increased in the classroom during the practice of CL.

Q12. If any others can you specify please?

Above the aforementioned problems, teachers were asked to specify other problems. In fact, most of their answers fell in the same scope; they all agreed on the dependence of

weak students on the good ones, the less-able students were slow in learning and did not try to make efforts. For another teacher, the weak students seemed to be less motivated and careless.

Q13. How do you try to solve such problems?

Table 34

The Possible Solutions for Group Work Problems

Options	Subjects	%
a. Grading students individually	1	7.14
b. putting share reward	4	28.57
c. Dividing the work between the group members	8	57.14
a+c	1	7.14
Total	14	100%

Accordingly, teachers were requested to mention the possible ways they adopted to solve such problems. In the data illustrated in table (34), the majority of teachers representing 57,14% claimed that they divided the work between the group members. Then, 28.57% put share reward. While 7.14% graded students individually. The obtained results demonstrate that more than half of the teachers tried to solve group work problems by dividing the work between the group members and making each student responsible for completing his/her part of the work. That is to say, they tried to engage all students in the completing of the task and that is the essence of CL which is based on the contribution of all group members for achieving the common learning goal.

Q14. Are you aware of cooperative learning elements?

Table 35

Teachers' Awareness of Cooperative Learning Elements

Options	Subjects	%
Yes	16	80%
No	4	20%
Total	20	%

This question was addressed to explore whether teachers were aware of cooperative learning elements or not. The results showed that, 80% of teachers were aware of them and 20% were not aware of them. From the results got, it is expected that the teachers are well-informed about cooperative learning components and elements.

-If yes, which one you are mostly aware of:

Table 36

Elements of Cooperative Learning

Options	Subjects	%
a. positive interdependence	5	31.25%
b. Face-to-Face promotive interaction	2	12.5%
c. Individual accountability	1	6.25%
d. Interpersonal and small group skills	3	18.75%
e. group processing	2	12.5%
a+c	1	6.25%
a+b	1	6.25%
a+b+c+d+e	1	6.25%
Total	16	100%

This item was designed to explore which elements of CL teachers were mostly aware of. As it was shown in the results, 31.25% of teachers claimed that they knew positive interdependence, 18.75% said that they were aware of interpersonal and small group skills and two teachers opted for face-to-face promotive interaction with a percentage of 12.5%, and 12.5% opted for group processing. Only one teacher opted for most elements (a+b+c+d+e). Despite the fact that some teachers are aware of one or two elements, the majority of teachers are unaware of all elements that must be present when planning effective CL environment. Accordingly, ignoring the real elements of CL may not bring

the sought results because all of the elements are of paramount importance and the absence of a single one would, in a way or another, effect the implementation of CL as it was reviewed in the theoretical chapters.

Q15. Do you consider cooperative learning and group work the same?

Table 37

Teachers' Distinction between Cooperative Learning and Group Work

Options	Subjects	%
Yes	10	58.82%
No	7	41.17%
Total	17	100%

As the results indicated, 58.82% of teachers claimed that CL and group work were the same. 41.17% claimed that they were different from each other. However, 3 teachers were neutral; they did not answer this question which may imply that they were not aware of the difference between both types of learning.

Teachers gave various explanations for their choices. Those who considered CL and group work as being the same reported the following justifications:

- Two teachers claimed that, in both CL and group work students cooperated in doing the task, shared their knowledge and corrected their mistakes;
- For another teacher, CL could be concrete only through group work. In both types CL and group work, students interacted as it was said by another teacher
- The last one considered CL and group work the same because they had the same objective, but the way differed.

On the other hand, only two teachers who differentiated between CL and group work answered:

- The first one considered CL as a broad term in which group work was included.

- The other one said that cooperation could be between two students not just in groups.

- The rest of teachers did not provide any justification.

Q16. If CLL is implemented in the classroom, does it:

Table 38

Advantages of Cooperative Learning

Options	Subjects	%
a. Create a relaxed atmosphere	2	10%
b. Promote academic achievement	1	5%
c. Develop social skills	2	10%
d. Help students to build positive attitudes toward learning	0	0
e. Lead to greater motivation for learning	3	15%
a+c	1	5%
a+b+c	1	5%
a+c+d+e	2	10%
a+b+c+d+e	4	20%
b+d	1	5%
d+e	1	5%
c+e	1	5%
c+d+e	1	5%
Total	20	100%

This item was set to investigate the advantages of CLL. Therefore, teachers were supplied with multiple choices from which they chose the appropriate ones. For 15% of teachers, CLL led to greater motivation for learning. 10% of the subjects stated that CLL created a relaxed atmosphere in the classroom, similarly, 10% of teachers argued that it helped students to develop social skills they needed to interact with each other. Moreover, 10% of teachers opted for (a+c+d+e). That is to say, CLL creates conducive atmosphere, develops social skills, helps students to build positive attitudes towards, and increases their motivation to learn. 4 teachers representing 20% acknowledged the effectiveness of CLL on the affective, social, and academic side of students when they opted for (a+b+c+d+e). To conclude, it seems that the respondent teachers are aware of the importance of CLL.

-If there are other benefits from working in group/pair, please specify?

Concerning this question, teachers were asked to provide further suggestions about other benefits of CL. Some of them stated that CL increased self-confidence, motivation, and gave students a chance to exchange ideas, knowledge, and to correct each others' mistakes. For others, such type of learning increased learners' interdependence and helped them to interact and to establish good relationships with others. And only one teacher said that CL was advantageous because it helped shy students to get rid of their shyness and motivated them to be involved in the given task.

Q17. When using cooperative learning, do you think your students are:

Table 39

Teachers' View of Students' Motivation

Options	Subjects	%
Highly motivated	19	95%
Less motivated	1	5%
Not motivated	0	0
Total	20	100%

Since motivation is a key element of success, this question was devoted for investigating teachers' opinions about the student's motivation in learning cooperatively. As it was noted in table (39), almost all teachers except for one who reported that their students were highly motivated when they worked in groups. Only one teacher reported that his students were less motivated. Hence, from the teachers' perspectives, it is very evident that CL increases students' motivation for learning.

Q18: Which of the following cooperative learning activities do you mostly implement when teaching writing?

Table 40

Teachers' Preference of Cooperative Learning Activities Used for Practising Writing

Options	Subjects	%
a. Jigsaw	3	15%
b. Think-Pair-Share	12	60%
c. Roundtable/Roundrobin	2	10%
d. Numbered Heads Together	0	0
a+b	1	5%
b+c	2	10%
Total	20	100%

There are various CL activities teachers adopted when teaching writing. 60% of the answers were given to Think-Pair-Share, followed by 15% were given to Jigsaw, and 10% for Roundtable/Roundrobin. The remaining teachers with a percentage of 10% opted for (b+c). That is to say, they preferred to use both Think-Pair-Share and Roundtable/Roundrobin when they asked students to write. And only one teacher opted for (a+b). This implies that Think-Pair-Share is the most well-known and the frequently used cooperative learning activity for practising writing in the classroom.

Q19. Do you think that CLL enhances students' writing skill?

Table 41

The Role of CLL in Enhancing Students' Writing Skills

Options	Subjects	%
Yes	15	83.33%
No	3	16.66%
Total	18	100%

This question was designed to explore if CLL enhances students' writing skills or not. It is obvious that the majority of teachers (83.33%) stated that CLL enhanced students writing skill. The rest of teachers (16.66%) denied any benefit from CLL in making students' writing skill enhanced, while two teachers did not answer this question. this means that most teachers are aware of the significant role of CLL in promoting students' writing skill in the English language.

-If yes, explain how please.

This question was addressed to ask the teachers to provide explanations on how CLL enhances students' writing skill since they are much closed to students. Teachers' answers about this question can be grouped into two categories: affective and academic advantages.

Concerning the affective side, CLL as suggested by teachers, enhanced the writing skill because students felt free to express their ideas and themselves; they felt more secure and safe when working with their peers. As far as students' motivation is concerned, CLL encouraged and motivated students to do the writing task. Moreover, CLL was the best solution to deal with shy students, it encouraged them to work and express their points of

view. In other words, CLL gave a chance to shy and lazy pupils to work freely and securely with their classmates.

For the academic side, students might explain and facilitate the instruction to one another when they worked in groups. It is obvious that in CLL learners generated more ideas and made fewer mistakes. In addition to that, students could share ideas and look for more words and their spelling. Thus, they would learn new words and vocabulary. Moreover, peer assessment was another great advantage of CLL, in that students exchanged ideas and corrected each others' mistakes.

To sum up, CLL was less stressful and learners could work or learn at ease. They could learn language material through interaction and correcting each other's mistakes. One teacher illustrated this fact by saying that students learnt from each other better than working individually.

3.4.2.1. Discussion of the Teachers' Questionnaire Results

Writing was considered to be an important skill in learning the English language at the secondary school. And from teachers' perspectives, most students were anxious while writing because it is basically a difficult task. For this reason, teachers were responsible for creating a relaxed atmosphere for learning through the use of a variety of techniques, and among these techniques putting students into groups in which he/she acted as a guide and a facilitator of the learning process. In CLL groups, the teacher minimally intervened rather than he/she gave students a chance to learn from each other. In case students made errors, the teacher did not correct them immediately; he/she encouraged self-correction and peer feedback before supplying them with the correction.

The findings show that the majority of teachers were satisfied with the use of CLL in the classroom because it brought many benefits for the students. It created a relaxed

atmosphere for learning, promoted academic achievements, developed social skills, and led to greater motivation for learning. From the teachers' answers we can also deduce that students were highly motivated and comfortable in cooperative learning groups. That is to say, they were interested in group work and had positive attitudes toward the use of CLL.

Another point that is worth mentioning is that CLL promoted academic achievement particularly the writing skill. Students had the opportunity to generate more ideas and to correct each other's errors when they worked in groups; they learnt from each other. Thus, CLL was an effective method to enhance the student's writing skill.

Concerning the disadvantages of CLL as stated by the involved teachers in this piece of study, it increased noise in the classroom. It is obvious that when students were engaged in group learning, the level of noise had increased. Moreover, teachers were also afraid from the unequal contribution of group members; when students worked in groups only some group members did the activity while the others did little or nothing.

Not all teachers were aware of the cooperative learning elements and also the majority of them did not differentiate between group work and cooperative learning and they considered them as being the same. For them CLL was the engagement of students to work in groups. In fact, CLL is more organized and have certain elements that should be present in order to be successful whereas group work is just having students working together in groups.

For a successful cooperative learning situation, there should be an accepted common learning goal on which the group is rewarded for its achievement. However, dividing students into groups does not necessarily gain cooperative relationship; it has to be structured and managed by the teacher.

3.5. Limitations of the Study

The present study aims at investigating teachers' and students' perceptions towards CLL in enhancing the writing skill. Throughout the course of conducting this piece of research, several limitations were encountered which made it a difficult task for us to accomplish the required work appropriately.

Time Constraint:

Time constraint was the major faced problem because there was not enough time to deal with a large sample of students and teachers. That is to say, if time had been sufficient, a larger population would have certainly been involved in the research in hand to have more reliable and representative results. Moreover, the results of this study cannot be generalized because we are just describing teachers' and students' attitudes toward the use of CLL in enhancing the writing skill.

The short time allocated for undertaking this research prevented us from designing an experiment that would have certainly backed up the data generated from the questionnaires and would have positively confirmed the set hypothesis of this piece of research. Moreover, the strike that most of the Algerian secondary schools went on this year prevented us from adopting classroom observation as another tool of data gathering. Since the majority of teachers were on strike, we did not have the chance to attend some sessions to take notes about the process of working cooperatively in classrooms when learners are assigned to write. In doing so, we could have had the opportunity to observe to what extent cooperative learning tasks as the *Think, Pair, Share* were arranged and to what extend the teachers were really practising the five elements of cooperative learning method in their classroom. Classroom observation, could have been of great help for us to see the roles of teachers and learners as well while working cooperatively.

Questionnaires Limitations

Even though questionnaires are easy to complete, to code, and to analyze, they have some limitations. The first one is that respondents may not be sincere and do not always demonstrate their real attitudes. The second one is about handing back the questionnaires; some teachers took more than 3 days to answer the questionnaire and other did not give them back at all. Another limitation of teachers' questionnaire was that most of teachers did not answer some questions especially the open ended ones which were of paramount value in analyzing the results.

3.6. Pedagogical Recommendations and Suggestions for Further Future Research

As indicated in the results of the present study, implementing CLL in EFL/ESL classroom contributes to the development of students' writing skill, in addition to the potential benefits that characterize CLL in terms of enhancing the learners' affective and social skill. Therefore, the subsequent items are suggestions proposed for using cooperative learning effectively.

- Teachers should inform students about the significant role of the writing skill and they should encourage them to write even though they do not have enough ideas and words. Learners, on the other hand, should treat the writing skill as one of the primary goal and, thus, pay more attention to the practice of this skill outside the classroom confines.

- Teachers should raise students' awareness of the great importance and the valuable role of CLL by showing them its benefits and its effectiveness in promoting learning particularly the writing skill.

- Cooperative writing is of paramount importance for students in the classroom where they are provided with the opportunity to reformulate ideas, negotiate meaning, exchange drafts, and to receive feedback from peers.

- Teachers are not only required to teach the academic subject matters, but they should also teach students necessary communicative and interactive skills they need to cooperate with other peers in CLL.

- Teachers should be aware of the difference between cooperative leaning and group work. CLL is simply the division of students with varying levels in small groups in order to achieve a common learning goal. It is more than putting students to work in groups because it entails many principles that should be present to establish a successful cooperative learning environment. However, group work requires also several students working together. They may or may not be cooperating. To conclude, group work is the initial step toward planning CL.

- To be effective in the implementation of CLL method, teachers are in real need to be well trained about the actual practice of CLL method in teaching the writing skill. That is to say, all along the analysis and interpretation of the data of teachers' questionnaire, almost all the involved teachers who belonged to different high schools in Jijel district were not at all knowledgeable about the basic principles and components of the CLL, then, the ministry of education should arrange seminars and workshops for making teachers aware of the method of CLL to enable them practising it well with their learners.

In the light of all the stated issues, future studies may replicate the same research using another method; mainly the experimental one, which would be more appropriate and would bring out more reliable findings. What is more, future researchers may

select one of the activities and techniques of the method and work on it through an

experimental study to see its real effects on the learners' written output production.

Conclusion

This chapter was concerned with gathering data about teachers' and students'

attitudes and perspectives towards the implementation of CLL method in enhancing the

writing skill. The information was gathered through two questionnaires. The first

questionnaire was given to forty secondary school students. Whereas, the second one was

submitted to twenty English language teachers. Additionally, this chapter presented the

analysis and interpretation of teachers' and students' questionnaires which revealed that

students' writing skill would greatly be enhanced when CLL is effectively practised. Thus,

the obtained results appeared to be in the direction of the stated hypothesis. At the end of

the third chapter, some limitations that we encountered when conducting this piece of

research have been stated along with some suggestions for further future research.

GENERAL CONCLUSION

Improving the writing skill of the foreign and second language learners is a challenging task which requires considerable effort and practice form learners' part to reach an acceptable level in writing, and it also requires employing a variety of strategies and methods form the part of teachers to facilitate its instruction. For this reason, it seems that CL is one of the most appropriate methods that enhances the students' writing skill and motivates them to learn. Hence, the pivotal focus of this study is to explore teachers' and students' perceptions and attitudes towards the use of CLL in enhancing the writing skill.

The piece of research in hand is subdivided into three foremost chapters. The first two chapters exposed theoretical issues associated with CL and the writing skill. Whereas, the last chapter is practical in nature in which two questionnaires were delivered to second year students and teachers of secondary schools. It is mainly concerned with the analysis and discussion of the data obtained from both students' and teachers' questionnaires.

As for the research hypothesis which is about students' and teachers' attitudes towards CLL writing tasks, it is confirmed: both learners and teachers report more positive attitudes and perspectives towards the use of CLL in learning and teaching the writing skill. That is to say, students like to work in groups. Moreover, they feel comfortable to express their ideas freely and participate in the learning process. Teachers, on the other hand, are satisfied with implementing CLL as a method of teaching the writing skill. For them, CLL motivates learners to learn and gives them the chance to learn from each other which may certainly lead to better writing.

The findings gathered from this study demonstrate that the more foreign language learners worked in cooperative learning groups; the more their writing skill was enhanced. It is clear from the results that CLL improves students' writing skill; it allows learners to

negotiate meaning, to exchange ideas, and to receive feedback from each other. As far as the affective side of the learner is concerned, CLL created a relaxed atmosphere for learning. CL led to greater motivation for learning and lowers the level of anxiety. Accordingly, students' writing skill is, then, greatly improved when students are comfortable and motivated to write.

Other finding of this study unveiled the truth that most teachers did not know the difference between group work and cooperative learning. This latter is a method of teaching that makes use of group work to promote learning, but it is more than just grouping students to work on a given task. It rather requires certain principles to be taken into account when structuring cooperative learning groups.

From teachers' perspectives, CLL gives more opportunities for learning and provides assistance for low-achieving students. But despite the fact that CLL has many advantages, it main drawbacks might be the fact that it may lead to the increase of noise in the classroom as it may also lead to the dominance of good writer students on less ones while performing the writing task.

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APPENDICES

APPENDIX A: Teachers' Questionnaire

Dear teachers,

We would be so grateful if you could answer the following questions concerning your perceptions and attitudes towards the use of cooperative language learning in enhancing students' writing skill.

Please put a tick (✓) to choose the option you think appropriate; more than one answer is sometimes possible.

May I thank you in advance for your participation.

Section One: Teachers' Attitudes of The Writing Skill

1. Do you think that learning to write in the English language is:

    a. Very much important?   ☐

    b. Important?   ☐

    c. Little?   ☐

    d. Not important?   ☐

2. Do you feel that your students are anxious about writing in the English language?

    Yes   ☐

    No   ☐

If yes, is it because they:

    a. worry about making mistakes?   ☐

    b. Have few or no ideas?   ☐

    c. Find it a difficult task?   ☐

3. What do you do to establish a relaxed atmosphere in the classroom:

    a. Praise students?   ☐

    b. Acknowledge what students can do?   ☐

c. Establish a good relationship with students? ☐

d.   put students into groups? ☐

e. Others? ☐

Mention them please...

....

4. How do you generally respond to students' written errors:

a. You encourage peer feedback? ☐

b. You encourage self-correction? ☐

c. You supply them with the correct form? ☐

d. You ignore the errors? ☐

5. What do you consider important in the writing process:

a. The content? ☐

b. Language aspects (grammar, punctuation and spelling)? ☐

c. The format? ☐

d. All of them? ☐

Section Tow: Teachers' Incorporation of Cooperative Learning Elements

6. How often do you give students opportunities for cooperative group work?

a. Always ☐

b. Often ☐

c. Sometimes ☐

d. Rarely ☐

e. Never ☐

7. What type of classroom work do you prefer engaging your students in:

a. Group work? ☐

b. Pair work? ☐

c. Individual work? ☐

8. What do you think is an appropriate size for practising writing:

a. Pairs? ☐

b. Small groups (3-4)? ☐

c. Large groups (5 and more)? ☐

9. On what basis do you set up the groups:

a. Sex? ☐

b. Proficiency? ☐

c. Students' preferences? ☐

d. Randomly? ☐

10. Do you consider your role in cooperative classroom is :

a. A guide and a facilitator of learning? ☐

b. A controller? ☐

c. A source of knowledge? ☐

d. An assessor? ☐

11. Do you generally find problems in engaging students to work with their peers?

Yes ☐

No ☐

If yes, have you encountered these problems:

a. Unequal participation of learners? ☐

b. The use of mother tongue? ☐

c. Increase noise in the classroom? ☐

d. Social skills problems? ☐

12. If any others can you specify please?

....

....

13. How do you try to solve such problems:

    a. Grading students individually?   ☐

    b. Putting share reward?   ☐

    c. Dividing the work between the group members? ☐

14. Are you aware of cooperative learning elements?

    Yes ☐

    No ☐

If yes, which one you are mostly aware of:

    a. Positive interdependence? ☐

    b. Face-to-Face Promotive Interaction ☐

    c. Individual accountability? ☐

    d. Interpersonal and small group skill? ☐

    e. Group processing? ☐

15. Do you consider cooperative learning and group work the same?

    Yes ☐

    No ☐

Please, explain...

....

Section Three: Teachers' Evaluation of Cooperative Language Learning

16. If CLL is implemented in the classroom, does it:

    a. Create a relaxed atmosphere? ☐

    b. Promote academic achievement? ☐

c.   Develop social skills?   ☐

d.   Help students to build positive attitudes towards learning?   ☐

e.   Lead to greater motivation for learning?   ☐

If there are benefits from working in group/pair, please specify?

....

....

17. When using cooperative learning, do you think your students are:

a.   Highly motivated?   ☐

b.   Less motivated?   ☐

c.   Not motivated?   ☐

18. Which of the following cooperative learning activities do you mostly implement when teaching writing?

a. Jigsaw (the work is divided into parts and each student is responsible   ☐

for his/her own part)

b.   Think-Pair-Share (the student thinks about the response, then discusses   ☐

it with a partner, later he/she and his/her partner share their responses with the

others)

c.   Roundtable/Roundrobin (the student says or writes what he/she knows   ☐

about a topic and gives turn to his/her mate to say or write)

d.   Numbered Heads Together (the teacher calls a number and the student   ☐

with that number answers)

19. Do you think that CLL enhances students' writing skill?

Yes   ☐

No   ☐

If yes, explain how please.

....

....

....

Thanks for your cooperation

APPENDIX B: Students' Questionnaire

Students' Questionnaire

إستمارة التلاميذ

Dear students,

أعزائي التلاميذ,

We would be so grateful if you could answer the following questions about your perceptions and attitudes concerning learning writing through the use of cooperative language learning.

سنكون جد ممتنين لكم إذا أجبتم عن الأسئلة التالية حول آرائكم اتجاه استعمال تقنية العمل الجماعي التعاوني لتحسين قدراتكم الكتابية.

Please, put a tick (✓) to choose the option you think appropriate, more than one answer is sometimes possible.

من فضلك ضع علامة (✓) أمام الإختيار المناسب

ملاحظة: أكثر من إجابة واحدة ممكنة.

Section One: Students' Attitudes about the Writing Skill

الجزء الأول: آراء التلاميذ اتجاه التعبير الكتابي.

1. When learning the English language, do you think that learning to write is:

١. هل تعتقد أن تعلم التعبير الكتابي :

a. Very much important ☐   b. Important ☐   c. Little ☐

أ. هام جدا ☐   ب. هام ☐   ج. هام نسبيا ☐

d. Not important ☐

د. غير مهم ☐

2. Do you think learning writing can be:

a. An interesting activity? ☐   b. An obligatory activity? ☐

c. A boring activity? ☐

3. Do you feel anxious to write?

a. Yes ☐   b. No ☐

4. If yes, is it because you:

a. Worry about making mistakes? ☐

b. Have few words and ideas? ☐

c. Fear teachers' negative feedback? ☐

Section Two: Students' Perceptions of Teachers' Practices in Teaching the Writing Skill

5. How often does your teacher ask you to work in groups?

a. Always ☐ b. Often ☐ Sometimes ☐ d. Rarely ☐ e. Never ☐

6. When working in groups, does your teacher:

a. Control the group? ☐

2. هل تعتقد أن تعلم التعبير الكتابي باللغة الإنجليزية :

أ. نشاط مثير للإهتمام؟ ☐   ب. نشاط إجباري؟ ☐

ج. نشاط ممل؟ ☐

3. هل تشعر بالقلق و عدم الإرتياح عند الكتابة باللغة الإنجليزية؟

أ. نعم ☐   ب. لا ☐

4. إذا كانت إجابتك بنعم هل يعود سبب ذلك إلي:

أ. الخوف من إرتكاب الأخطاء؟ ☐

ب. نقص في المفردات و الأفكار؟ ☐

ج. الخوف من النقد السلبي للأستاذ؟ ☐

الجزء الثاني آراء التلاميذ اتجاه ممارسات الأساتذة في تعليم التعبير الكتابي باللغة الإنجليزية

5. كم مرة يسألك الأستاذ أن تؤدي عملا جماعيا ؟

أ. دائما ☐ ب. غالبا ☐ ج. أحيانا ☐ د. نادرا ☐ ه. أبدا ☐

6. خلال العمل الجماعي هل يقوم أستاذك ب :

أ. مراقبة جميع المجموعات؟ ☐

b. Make sure that all students are doing the task? ☐

ب. التأكد من أن جميع التلاميذ يقومون بدورهم؟ ☐

7. When writing in class, do you prefer:

7. أثناء الكتابة في القسم هل تفضل

a.To work individually? ☐   b. To work in pair? ☐

أ. أن تعمل بمفردك؟ ☐   ب. أن تعمل مع زميل لك؟ ☐

c.To work in group? ☐

ج. أن تعمل في مجموعات؟ ☐

8. Do you prefer setting the group on the basis of:

8. ما هي طريقتك المفضلة في تقسيم المجموعات ؟

a. Sex ☐ b. Proficiency ☐ c. Preference ☐ d. Randomly ☐

أ. علي حسب الجنس ☐   ب. المستوي الدراسي ☐   ج الأفضلية ☐   د. عشوائيا ☐

9. Does your teacher help you to see the importance of cooperative language learning?

9. هل يساعدك أستاذك في إدراك أهمية العمل الجماعي التعاوني ؟

a. Yes ☐   b. No ☐

أ. نعم ☐   ب. لا ☐

10. If yes, does he/she:

10. إذا كانت إجابتك بنعم هل:

a. Simply explain how he/she implements cooperative work? ☐

أ. يشرح كيفية تطبيق العمل الجماعي التعاوني؟ ☐

b. Showing you the positive effects of group work? ☐

ب. يحفز التلاميذ علي إيجابيات العمل الجماعي؟ ☐

11. Do you have problems in working with your peers?

11. هل تواجه مشاكل أثناء العمل مع زملائك خلال العمل الجماعي التعاوني؟

a. Yes ☐   b. No ☐

أ. نعم ☐   ب. لا ☐

12. If yes, is it because:

a. You find it difficult to express your ideas to the members of the

group? ☐

b. You do not like others to correct your mistakes? ☐

c. Some students do not want to work with others? ☐

d. Some students want to impose their point of view? ☐

Section Three: Students' Perceptions about Using Cooperative Group

Work

13. Do you like to work in group?

a. Yes ☐   b. No ☐

14. When you work in group/pair, do you feel that:

a. you are satisfied with yourself? ☐

b. You are not shy to make mistakes? ☐

c. You are more confident? ☐

e. You are highly motivated? ☐

d. You are not good at all? ☐

12. إذا كان إجابتك بنعم هل يعود سبب ذلك إلى:

أ. وجود صعوبا ت في التعبير عن أفكارك لأعضاء المجموعة؟ ☐

ب. لا تحب أن يصحح لك الآخرون أخطائك؟ ☐

ج. بعض التلا ميذ لا يحبون العمل مع الآخرين؟ ☐

د. بعض التلاميذ يحاولون فرض وجهات نظرهم؟ ☐

الجزء الثالث آراء التلاميذ حول تطبيق العمل الجماعي التعاوني

13. هل تحب العمل في مجموعات ؟

أ. نعم ☐   ب. لا ☐

14. عند العمل في مجموعات أو ثنائيات هل:

أ. تحس بأنك راض عن نفسك؟ ☐

ب. لا تشعر بالخجل عند إرتكاب الأخطاء؟ ☐

ج. تشعر بأنك واثق من نفسك؟ ☐

د. تشعر بأنك جد متحمس للعمل؟ ☐

ه. تحس بأنك لست في المستوي؟ ☐

15. This way of learning helps you to:

a. Learn to respect different ideas and opinions? ☐

b. Learn social skills for getting along with others? ☐

c. Ask and respond to more questions? ☐

e. Help you learn new information from others? ☐

16. How much do you learn from group work?

a. Very much ☐   b. Much ☐   c. Little ☐   d. Nothing ☐

17. Group work as opposed to individual work is:

a. Satisfactory ☐   b. Poor ☐   c. Good ☐   d. Very good ☐

e. Excellent ☐

18. Do you think that writing in group is a good strategy to enhance

your writing in classroom?

a. Yes ☐   b. No ☐

19. If yes, is it because

a. You have a chance to share and exchange ideas? ☐

b. The possibility of receiving feedback from your peers? ☐

15. هل العمل مع الآخرين يساعدك على:

أ. تعلم إحترام أفكار و آراء الآخرين؟ ☐

ب. تعلم المهارات الإجتماعية من أجل الإندماج مع الآخرين؟ ☐

ج. طرح الأسئلة, الاستفسار عنها, الإجابة عليها؟ ☐

د. تعلم معلومات جديدة من عند الآخرين؟ ☐

16. ما مقدار ما تعلمته من العمل الجماعي ؟

أ. كثيرا جدا ☐   ب. كثيرا ☐   ج. القليل ☐   د. لاشيء ☐

17. العمل الجماعي مقارنة مع العمل الفردي هو:

أ. مرضي ☐   ب.قليل ☐   ج. جيد ☐   د. جيد جدا ☐

ه. ممتاز ☐

18. هل تعتقد أن الكتابة في مجموعات هي تقنية جيدة لتحسين التعبير الكتابي في القسم

أ. نعم ☐   ب. لا ☐

19. إذا كان نعم لأن:

أ. لديك الفرصة لمشاركة و تبادل الأفكار؟ ☐

ب. إمكانية الحصول على تقييم عملك من عند زملائك؟ ☐

20. If any others, please specify?   20. إذا كانت هناك أسباب أخري, يرجي ذكرها ؟

....

....

....

Thank you for your cooperation   شكرا علي تعاونكم

Résumé

La première objective derrière la conduite de cette étude est d'enquêter sur les attitudes et les perspectives des étudiants et des enseignants à l'égard de l'utilisation et de la mise en œuvre de la méthode d'apprentissage coopérative dans l'amélioration de la compétence de l'écriture, et de déterminer si l'habileté d'écriture peut être améliorée par l'utilisation de la méthode de l'apprentissage coopérative. Par conséquence, cette recherche se focalise sur l'hypothèse que les étudiants et les enseignants feraient rapport des attitudes plus positives et des perspectives si elle est utilisée de manière appropriée les tâches d'écriture de l'apprentissage de la langue de coopération. Dans le but de vérifier la validité de cette hypothèse de recherche, une conception descriptive a été mise en œuvre dans laquelle deux questionnaires ont été administrés. Le premier questionnaire a été destiné aux quarante apprenants de deuxième année à l'école secondaire *Belhouchet Cherif-Koaus-JIJEL*. Alors que, le second a été remis à vingt enseignants de langue anglaise de différentes circonscriptions de la willaya de *JIJEl*. Les résultats obtenus ont confirmé l'hypothèse de la recherche et ont démontré que les enseignants et les étudiants ont des attitudes positives et les perceptions à l'égard des groupes d'apprentissage coopératif et le considèrent comme une méthode efficace pour améliore l'habileté d'écriture.

ملخص

الهدف من هذه الدراسة هو معرفة آراء و وجهات نظر التلاميذ و الأساتذة حول استخدام تقنية العمل الجماعي التعاوني لتحسين التعبير الكتابي و كذلك تحديد إذا ما كان تطبيق هذه الطريقة يساعد على تطوير المهارات الكتابية للطالب أم لا ٍ لاستكشاف ذلك، بنينا هذا البحث علي الفرضية التالية : أن الأساتذة و التلاميذ سوف تكون لديهم اتجاهات إيجابية اذا ما استخدموا تقنية العمل الجماعي التعاوني في الكتابة، ووفقا ذلك تناقش هذه الدراسة موضوع التعلم التعاوني و التعبير الكتابي . للتحقق من صحة الفرضية المعتمدة في هذه الدراسة تم استخدام استبيانين: الأول وزع على أربعين تلميذا في السنة الثانية قسم اللغات الأجنبية بثانوية بلهوشات الشريف مع ترجمته للغة العربية لمساعدتهم على استيعاب الأسئلة، و الثاني وجه إلى عشرين أستاذ في اللغة الإنجليزية بعدة مقاطعات بولاية جيجل و ذلك لمعرفة مواقفهم و آرائهم حول تطبيق العمل الجماعي التعاوني لتحسين المهارات الكتابية. النتائج المتحصل عليها وضحت أن العمل الجماعي التعاوني هو التقنية المناسبة لتطوير مهارات الطالب الكتابية الى جانب ذلك أثبتت النتائج صحة الفرضية الأساسية، و هذا يعني أن الطلبة والأساتذة لهم موقف ايجابي حول دور العمل الجماعي التعاوني في تطوير و تحسين التعبير الكتابي.

1. Statement of the Problem

2. Aim of the Study

3. Research Questions

4. Assumptions and Hypothesis

5. Research Method and Tools

5. Structure of the Study

Chapter One: Cooperative Learning

Introduction

1.1. Definition of Cooperative Learning.

    1.1.1. The Difference between Competitive, Individualistic, and Cooperative Learning

    1.1.2. Cooperative Learning versus Collaborative Learning

1.2. Theoretical Foundation of Cooperative Learning

1.3. Components of Cooperative Learning

    1.3.1. Positive Interdependence

    1.3.2. Face-to-Face Promotive Interaction

    1.3.3. Individual Accountability

    1.3.4. Interpersonal and Small Group Skills

    1.3.5. Group Processing (Formation)

1.4. Roles in Cooperative Learning Classroom

    1.4.1. Teacher's Roles

    1.4.2. Learner's Roles

1.5. The Practice of Cooperative Learning in ESL/EFL Classroom

1.6. Cooperative Learning Activities

    1.6.1. Jigsaw

    1.6.2. Roundtable/Roundrobin

    1.6.3. Numbered Heads Together

    1.6.4. Group Investigation

    1.6.5. Think-Pair-Share

1.7. Advantages of Cooperative Learning

    1.7.1. Academic Achievements

    1.7.2. Social and Interpersonal outcomes

Chapter Two: The Writing Skill

Introduction

2.1. Definition of the Writing Skill

2.2. Components of the Writing Skill

2.3. Writing and the Other Language Skills

    2.3.1. Writing versus Speaking

    2.3.2. The Connection between the Writing and the Reading Skill

2.4. The Stages of the Process of Writing

    2.4.1. Planning (Prewriting)

    2.4.2. Drafting

    2.4.3. Revision (Reviewing)

    2.4.4. Editing

2.5. Approaches to Teaching Writing

    2.5.1. The Product Approach

    2.5.2. The Process Approach

    2.5.3. The Genre-based Approach

2.6. Writing under the Cooperative Learning Method

    2.6.1. The Teacher's Role during the Process of Writing in Cooperative Learning Method

    2.6.2. The Learner's Role during the Process of Writing in Cooperative Learning Method

    2.6.3. Peer Feedback in the Writing Process

2.7. Writing Activities

2.8. Writing Assessment

2.9. Affective Factors Inhibiting EFL/ESL learners from good writing

Conclusion

Chapter Three: Research Methodology and Data Analysis

Introduction

3.1. Rational for Research Design

3.2. Students' Questionnaire

    3.2.1. Aims of the Questionnaire

    3.2.2. Administration of the Questionnaire

    3.2.3. Description of the Questionnaire

3.3. Teachers' Questionnaire

    3.3.1. Aims of the Questionnaire

    3.3.2. Administration of the Questionnaire

    3.3.3. Description of the Questionnaire

3.4. The Analysis and Interpretation of the Data

    3.4.1. Analysis and Interpretation of Students' Questionnaire

        3.4.1.1. Discussion of Students' Questionnaire Results

    3.4.2. The Analysis and Interpretation of Teachers' Questionnaire

        3.4.2.1. Discussion of Teachers' Questionnaire Results

3.5. Limitations of the Study

3.6. Pedagogical Recommendations and Suggestions for Further Future Research

Conclusion