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A Dissertation Submitted in Partial Fulfillment of the Requirements for the

**The Role of Cooperative Learning as a Technique in Enhancing Algerian
Students' Writing Skill**
**The Case of Second Year Students of English, Mohammed Seddik Ben-Yahia
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Master Degree in Language Sciences

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Dedication

This work is dedicated to:

The adorable memory of my aunt “Nassira”

My mother “Hafida”, who taught me that even the largest task can be accomplished if it is done step at a time

My father “Elsabti”, who taught me that the best kind of knowledge to have is that which is learned for its own sake

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And all those who love me

May God bless you all;

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Abstract

Writing is the productive skill in the written mode. It is more complicated than it might seem, and is often considered to be the hardest of the skills, even for native speakers. Besides, it is a very difficult skill; yet in a foreign language, for students because teachers do not implement correctly the up-to-date techniques in teaching. The fundamental problem that makes students weedy in mastering the writing skill is the weaknesses in both lexis and grammar. Consequently, they suffer from the lack of enthusiasm and willingness. Thus, they cannot construct an accurate piece of writing. The present study aims mainly at investigating the utility of cooperative learning as a technique in teaching the writing skill. The overarching aim then is to determine whether students' writing ability would be boosted through using cooperative learning among second year License students of English. This investigation is based on the assumption that the use of cooperative learning contributes largely to the development of students' written production as well as students' and teachers' approval of the feasibility and utility of Cooperative learning within their written expression course. To verify the validity of these assumptions, a descriptive study by the means of an interview and a questionnaire has been designed and administered to both teachers of written expression and second year License students of English at the Department of Foreign Languages at Mohammed Seddik Ben Yahia University, Jijel. The interview has been carried out with four written expression teachers at the same department in order to collect enough data about the pedagogical contribution of cooperative learning in writing classes. The questionnaire was administered to 40 students; among the total number of the second year License students' population (about 241 students), mainly to investigate their problems in the writing skill, the role and the importance of cooperative learning as a motivational technique to boost their writing development through creating a good climate in the classroom where they can participate without fear of making mistakes. Finally, this investigation has shown that cooperative learning has a great impact in enhancing Algerian students' writing skill. Hence, the research assumptions are confirmed.

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List of Abbreviations and Symbols

CL: Cooperative Learning

CLL: Cooperative Language Learning

CW: Collaborative Writing

EFL: English as a Foreign Language

Ibid: Citation is from the preceding reference

GW: Group Work

L2: Second Language

PC: Product Approach

Q: Question

N: Number

%: Percentage

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Résumé

General Introduction

Statement of the Problem

Writing is one of the most important skills in studying English. However, many students at university are not aware of its importance; as a result, there are a lot of mistakes in their written works. Most of foreign language learners prefer to work individually and this leads to individualistic and competitive learning which serves a small number of students only in mastering the writing skill. Hence, CL is a good technique for teachers to take care of the learners' weaknesses and increase their motivation in writing tasks.

In this study we are going to find out whether students and teachers approve of CL as a motivational technique that contributes to the improvement of the written production, and whether it has any effect on the motivation of second year License students at the Department of Languages at Mohamed Seddik Ben Yahia University. Also, and whether implementing a well-structured cooperative group work helps to enhance their writing skill.

Aims of the Study

The aim of this research is to show the importance of cooperative learning (CL) as a technique that is employed while teaching the writing skill in order to improve students' written production, minimize their difficulties, and motivate them to create a richer environment in learning writing.

Research Questions

The current research work attempts to answer the following questions:

- ✚ To what extent does CL help to create a supportive learning environment?

- ✚ Do students and teachers hold positive attitude towards CL within a writing course?

Research Assumptions

With the above questions in view, it is presumed that:

- ✚ The use of cooperative learning contributes largely to the development of EFL students' written production
- ✚ Students and teachers approve of the feasibility and usefulness of cooperative learning within the written expression course.

Research Tools

Because of the qualitative nature of the study, it seems appropriate to opt for a questionnaire and an interview as the main research tools. The former will be handed to a randomly -chosen sample of 40 second year students, while the latter will be held with some written expression teachers. The reason behind choosing the interview is to get as much information as possible since the interviewees are supposed to know a great deal about the students' writing level as well as the use of CL during the writing classes. As for the questionnaire, it is seen as a good way of data gathering within a reasonable period of time, not to mention the amenability of its results to straightforward analysis and interpretation.

Structure of the Study

This dissertation is divided into two parts, a theoretical part which is concerned with the literature review and a practical part which concerns the investigation and the analysis of the results. The theoretical part is composed of two chapters; the first

chapter sheds light on Cooperative Language Learning and discussed its usefulness as a source of motivation in enhancing students' learning in general and their writing skill in particular. The second chapter examines the teaching of the writing skill and highlights its main features including writing stages and some strategies for using cooperative learning and how it is applied in writing. The third chapter presents a detailed analysis of the results of both the students' questionnaire and the teachers' interview.

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Cooperative Learning as a Motivational Factor

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Chapter One

Cooperative Learning as a Motivational Factor

Introduction

Over the past decade, cooperative learning has emerged as the new leading approach to the classroom instruction because ESL/EFL teachers perceived that learners need more to acquire language in an interactional environment rather than in a traditional whole-class instruction so as to facilitate learning and foster the acquisition process. In this chapter cooperative learning will be approached as a general active method that can be applied successfully in teaching-learning-process. Starting with some definitions concerning cooperative learning. Then a distinction between the three concepts is going to be made. Furthermore, stating the types of cooperative learning, elements, activities, benefits, besides mentioning both teacher's and learner's role. Then shedding light on its limitations.

1.1. Conceptual Definition of Cooperative Language Learning

According to Gillies (2007), Cooperative learning involves students working together in small groups to accomplish shared goals. In other words, cooperative learning is a part of a group of teaching /learning techniques where students interact with each other to acquire and practise the elements of a subject matter and to meet common learning goals.

Jolliffe (2007) states that cooperative learning requires students to work together in small groups to support each other to improve their own learning and that of others. We can say that students work together to achieve shared goals in the way that all members of the group strive for all group members' success.

For Olsen & Kagan (1992), Cooperative learning is a group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others. That is to say, cooperative learning is a very formal way for establishing relationships between group members where students learn best when they can encourage and tutor each other, when they are held individually accountable, when they all participate equally, and when there is a great deal of active, interactive engagement in order to carry out and achieve the shared learning goal successfully.

Similarly, Johnson & Johnson (1994) emphasize the role of cooperation in enhancing learning and provide the following definition: Cooperation is working together to accomplish shared goals. Within cooperative situations, individuals seek outcomes beneficial to themselves and all other group members. Cooperative learning is the instructional use of small groups through which students work together to maximize their own and each other's learning. According to what has been mentioned, cooperative learning is merely related to

arranging students into groups and lessons are structured so that they work together to maximize their own and each other's learning.

1.2. Cooperative Learning, Collaborative Learning and Group Work

Some researchers have made a distinction between cooperation and collaboration, for instance Bruffee (1995) defines Collaborative learning (CL) as a personal philosophy, not just a classroom technique. In all situations where people come together in groups, it suggests a way of dealing with people which respects and highlights individual group members' abilities and contributions. There is a sharing of authority and acceptance of responsibility among group members for the groups actions, but Cooperative learning is defined by a set of processes which help people interact together in order to accomplish a specific goal or develop an end product which is usually content specific. It is more directive than a collaborative system of governance and closely controlled by the teacher.

Although, there are some differences between cooperative and collaborative learning, it seems to be so slight to be considered at all. Therefore, differentiating between them does not offer many benefits. For instance, Nunan (1992) uses the two terms interchangeably; he defined cooperative learning as collaborative learning which involves students working together to achieve common goals. For that reason, the two terms would be employed here to mean the same thing because both of them required interaction shared goals, the promotion of positive relations between learners.

Woolfolk (2004) argues that cooperation and group work do not imply the same thing because group work is simply several students working together. They may or may not be cooperating, and he claims that "Group work is the first step towards getting students to work cooperatively." (p. 492)

1.3. Elements of Cooperative Learning

To work effectively certain elements need to be in place. David W. Johnson, Roger T. Johnson, Edyth, J. Holubec et al. identify five basic elements of cooperative learning. These are known by acronym 'PIGS F': Positive interdependence, Individual accountability, Group processing, Small-Group- and interpersonal skills, and Face-to-face interaction.

1.3.1. Positive Interdependence

Johnson, Johnson, and Holubec (1998), believe that positive interdependence is the process of linking students together into groups that one member of each group cannot succeed unless all group members succeed. That is to say, group members must believe that each person's efforts benefit not only him- or herself, but all group members as well.

According to Slavin (1996), the success of each group depends on positive interdependence. The powerful positive interdependence enables students to recognize the need to cooperate. You will know when you have succeeded in structuring positive interdependence when students perceive that they "sink or swim together".

For Gillies, Ashman, and Terwel (2006), *Positive interdependence* exists when individuals perceive that they can reach their goals only if the other individuals with whom they are cooperatively linked also reach their goals. They therefore promote each other's efforts to achieve the goals.

1.3.2. Individual Accountability

Kagan (1990) believed that individual accountability was provided for each student. It was essential for a student to learn the material. All group members feel responsible of their own and their teammates' learning and actively contributing for attaining the team's goals. Thus there were no problems between group members. Therefore, everyone contributes.

Jacobs (2006) also defines individual accountability as; "the team's success depends on the individual learning of all team members." In other words, the essence of individual

accountability in cooperative learning is "students learn together, but perform alone." This ensures that no one can "hitch-hike" on the work of others. A lesson's goals must be clear enough that students would be able to measure whether: (a) the group is successful in achieving them, and (b) individual members are successful in achieving them as well.

1.3.3. Group Processing

According to Jolliffe (2007), processing means giving students time and procedures to analyze how well their groups are functioning and using the necessary skills. This reflection identifies group strengths and goals. It helps all group members achieve while maintaining effective working relationships among members. In other words, at the end of their working period the groups process their functioning by answering two questions: what did each member do that was helpful for the group? And what can each member do to make the group work better? The purpose of group processing is to clarify and improve the effectiveness with which members carry out the processes necessary to achieve the group's goals.

1.3.4. Small- Group and Interpersonal Skills

Foster (2012) argued that small-group and interpersonal skills are another essential component of cooperative learning structures. Cooperative learning is inherently more complex than competitive or individualistic learning because students have to engage simultaneously in learning academic subject matter or skills (task work) and functioning effectively as a group (team work).

According to Johnson and Johnson (1995), these social or collaborative skills need to be taught to students just as purposefully as academic skills. Leadership, decision-making, conflict resolution, establishing group goals and a group agenda, communication, analysis and distribution of work and other skills are needed to help groups manage both team work and the task of learning new material effectively. Teachers need to structure tasks and teach the social/team skills needed to engage successfully in those tasks. They need to consider: What

team skills are needed to accomplish this work? Do students have these skills? Do they need to be taught these skills? What tools would help them implement and monitor these skills?

In other words, in cooperative learning groups, students learn academic subject matter (task work) and also interpersonal and small group skills (teamwork). Thus, a group must know how to provide effective leadership, decision-making, trust-building, communication, and conflict management. Given the complexity of these skills, teachers can encourage much higher performance by teaching cooperative skill components within cooperative lessons. As students develop these skills, later group projects will probably run more smoothly and efficiently than early ones.

1.3.5. Face to Face Interaction

According to Arnold (1999), face to face interaction indicates eye-to-eye contact in a group. That is to say, students will be close enough so that they share a common material and their conversations could be heard to each member of the group. There are various ways to elevate face-to-face interaction in groups. One is to build the physical environment in the class by arranging the desks so that no one is seated on an elevated platform and no one is the head of the discussion.

Similarly, Jolliffe (2007) presumed that there are two aspects to face-to-face interaction: the first is the physical proximity needed for effective communication, or 'eye-to-eye and knee-to-knee'. The second is that it supports thinking skills by more active involvement with the task and greater discussion. Oral summarizing, giving and receiving explanations, and elaborating (relating what is being learned to previous learning) are important types of verbal interchanges. Accordingly, face-to-face interaction includes promoting each other's success by providing the oral explanation of how to solve problems, discussing the nature of the concepts being learned, and connecting present learning with past knowledge.

1.4. Cooperative Learning Activities

To be successful, cooperative learning tasks are designed by teachers so that students are required to depend on one another to complete the assigned tasks and to master content and skills. There are many cooperative learning activities that are designed to achieve different objectives. When these activities are used frequently and correctly, students will benefit from cooperative learning. Several cooperative learning activities are described below.

1.4.1. Think/Pair/Share

It is a structured technique developed by Frank T. Lyman (1981). It can be used before introducing new concepts. This activity allows students to contemplate a question or problem silently. Then they may write down thoughts or simply just brainstorm a concept individually and organize it on paper. Later on, they pair up and compile a list of their ideas and each pair will then share with the entire class until all ideas have been recorded and discussed. Generally, Think/Pair/Share involves three components. First, each student is prompted to complete a task or answer a question that requires them to think. Second, each student is prompted to pair up with another student to compare, contrast or confirm the product created during the thinking phase. Students are also prompted to adjust their product based on their conversation with their learning partner. Third, students are prompted to share with the rest of the class what they have learned during the entire activity. Think/Pair/Share usually involves more complicated activities than Turn-to-your -neighbour.

1.4.2. Jigsaw

It is a very useful technique in CLL classrooms. Crandall (1987) argued that “ it perhaps the most widely known cooperative language learning activity used to create a real ‘information gap’ in the classroom and encourage communication. ” In this activity, Students

are members of two groups: home group and expert group. In the heterogeneous home group, students are each assigned a different topic. Once a topic has been identified, students leave the home group and group with the other students with their assigned topic. In the new group, students learn the material together before returning to their home group. Once back in their home group, each student is accountable for teaching his or her assigned topic.

Aronson (1978, cited in Slavin, p.7) states that jigsaw was one of the earliest CL methods. In jigsaw, each student in a five- to six- member group is given unique information on a topic that the whole group is studying. After the students have read their sections, they meet in “expert groups” with their counterparts from other groups to discuss their information. Next, the students return to their groups and teach their teammates what they have learned. The entire class may take a test for individual grades at the end.

1.4.3. Student-Teams-Achievement Divisions

Slavin (1985) points out that in STAD, after the teacher presents a lesson, the students meet in four-to five-member teams to master a set of worksheets on the lesson. Then each student takes a quiz on the material. The scores that the student contributes to their teams are based on the degree to which the students have improved over their individual past averages. The teams with the highest scores are recognized in a weekly class newsletter. That is to say, students work together in teams to ensure that all members have mastered the objectives. Students then take individual tests on the material, and the scores are averaged for teams and compared with past scores, with teams rewarded for meeting certain criteria. According to what has been mentioned, STAD is useful in motivating students to do their best on quizzes taken individually.

1.4.4. Roundtable/Roundrobin

It is another process of cooperative learning. In this process, the class or the students are divided into groups. This is done to encourage group learning, team building and cooperative learning. According to Kagan (2001), roundtable and Roundrobin are two activities in which class is divided into small groups where students in pairs take turns speaking, generating an oral list. For example, students might take turns while they are performing a given task.

That is to say, the teacher divides the class into groups and asks a question, asks one student to write an answer on a paper and then passes the paper to the person beside him or her in the group. Every student has a turn at answering the question. The group with the most correct answers is recognized. Another way of doing these activities is to have all students' answers on paper and then have the group put all of their answers together with; again, the group with the right answers being recognized. At the end of the activity, review answers, strategies, and ways of improvement.

1.4.5. Numbered Heads Together

According to Kagan and Kagan (2009), numbered heads together is a way of reviewing information that has been previously presented through direct instruction or text. This kind of activity works well with unambiguous questions that allow students to come to consensus. In other words, the teacher divides the students into groups of four and have them number off from one to four. After the teacher asks a higher order thinking question, the groups huddle to determine the answer. The teacher calls a number and the student with that number respond and explain his or her team's answer. The teacher then has the others agree or disagree with thumbs up or thumbs down. Numbered heads together increases individual and team accountability along with team work.

1.4.6. Group Investigation

This activity developed by Sharan and Sharan in this technique, students form their own two to six member groups. After the teacher presents an introduction to the unit, the students discuss what they have learned and outline possible topics for further examination. From this list of student-generated topics, each learning group chooses one and determines sub-topics for each group member or team. Each student or group of students is responsible for researching his or her individual piece and preparing a brief report to bring back to the group. The group then designs a presentation i.e. discourage a strict lecture format and shares its findings with the entire class. Allow time for discussion at the end of the presentation. A class evaluation for each presentation can be an effective way of providing feedback to the groups.

1.5. Types of Cooperative Learning

According to Johnson and Johnson (2008), there are three commonly recognized types of cooperative learning groups. Each type of group has its own purpose and application.

1.5.1. Formal Cooperative Learning

Formal cooperative learning is students working together, from one class period to several weeks, to achieve shared learning goals by ensuring that they and their group mates successfully complete the learning task assigned (Johnson, Johnson & Holubec ; 2008). That is to say, groups are assembled for at least one class period and may stay together for several weeks working on extended projects. These groups are where students learn and become comfortable applying the different techniques of working together cooperatively to achieve shared learning goals and complete jointly specific tasks and assignments.

1.5.2. Informal Cooperative Learning

Informal cooperative learning consists of having students work together to achieve a joint learning goal in temporary groups that last from a few minutes to one class period. The students take part in focused discussions before and after the lesson and interspersing pair discussions throughout the lesson. Informal cooperative learning ensures that students are actively involved in understanding what is being presented. It is also useful to set a mood conducive to learning, help set expectations, provide closure to an instructional session and move the next session (Johnson, et al ; 2008). In other words, this type can be included in any lesson and principally involves the ‘turn to your partner’ type of activities. Hence, it can be used to focus student’s attention on the material to be learned, to set a mood conducive to learning, to help set expectations as to what will be covered in a class session, to ensure that students cognitively process the material being taught, and to provide closure to the instructional session.

1.5.3. Cooperative Base Groups

Cooperative base groups are long-term, heterogeneous cooperative learning groups with stable membership that last for at least a year and perhaps until all members are graduated. These groups provide students with permanent, committed relationships that allow group members to give each other the needed support, help, encouragement, and assistance to consistently work hard in school, make academic progress (attend class, complete all assignments, learn), and develop in cognitively and socially healthy ways (Johnson, Johnson, and Holubec 1992; Johnson, Johnson, and Smith 1991). Within this type, groups are long-term, lasting for at least a year and consist of heterogeneous learning groups with stable membership whose primary purpose is to allow members to give each other the support, help, encouragement, and assistance they need to succeed academically.

These three types of cooperative learning may be used together (Johnson, Johnson, & Holubec, 2008). A typical class session may begin with a base group meeting, which is followed by a short lecture in which informal cooperative learning is used. The lecture is followed by a formal cooperative learning lesson. Near the end of the class session another short lecture may be delivered with the use of informal cooperative learning. The class ends with a base group meeting.

1.6. Cooperative Learning as a Motivator

Cooperative Learning provides many advantages to teachers and learners. Many of these advantages arise from the intrinsic motivational strengths of CL and the extent to which CL fosters students' interest, behavioral and attitudinal change, and opportunities for success. As Keller demonstrates (1983) this set of outcomes results from the successful incorporation of motivational issues into instruction. Under this title we are going to demonstrate the positive outcomes of using cooperative learning in EFL classrooms. These benefits include: enhancing motivation, decreasing anxiety, increasing self-confidence and self-esteem, as well as encouraging interaction.

1.6.1. Enhancing Motivation

Cooperative learning is a powerful educational technique principally because of its contribution in enhancing students' motivation and achievement. It is reflected in the statement "we can do this if we try hard and work together." In a cooperative atmosphere, students are motivated out of a sense of obligation: one ought to try, contribute, and help satisfy group norms (Ames & Ames, 1984).

Jolliffe (2007) presumes that each member of the group must help others to do whatever is necessary to succeed in a team this means that everyone needs to put in maximum effort or

they will let their team down. In other words, students are motivated to learn and work hard to support their team.

Working cooperatively pushes students to be a part of a group, shares feelings, receives emotional support, and learns to see things from the other perspectives, besides it motivates them in learning a language very well and it avoids such problems: shyness, unwillingness, and fear. Dornyei (2001) states that "Cooperation is also motivating because the knowledge that one's unique contribution is required for the group to succeed increases one's effort." As it has been mentioned before, the role of CLL in enhancing students' motivation has proved to be a major one.

1.6.2. Decreasing Anxiety

When students work together, they feel at ease and their anxiety is significantly reduced (Johnson and Johnson 1989). Cooperative learning decreases classroom anxiety created by new and unfamiliar situations faced by students (Kessler, Price & Wortman 1985). In traditional classroom when a teacher calls upon a student, he/she becomes the focus of attention of the entire class. Any mistakes or incorrect answers become subject to scrutiny by the whole class. In contrast, in CL situation, when students work in a group, the focus of attention is diffused among the group. In addition, the group produces a product which its members can review prior to presenting it to the whole class, thus diminishing prospects that mistakes will occur at all (Slavin & Karweit 1981). When a mistake is made, it becomes a teaching tool instead of a public criticism of an individual student.

1.6.3. Increasing Self Confidence and Self Esteem

One of the benefits of Cooperative Learning is that it enhances students' self-esteem which in turn motivates students to participate in the learning process (Johnson & Johnson 1989). Students help each other and in doing so build a supportive community which raise the performance level of each member (Kagan 1986). Creating a positive environment, praising

students, and working in cooperative learning groups are other great ways to help build a student's self-esteem and confidence. Most important, students became more involved in class discussions, where they mentioned feeling good. They also demonstrate increased helpfulness, increased willingness to share and were visibly happier. This in turn leads to higher self-esteem in all students (Webb 1982).

Slavin (1985) argues that increasing self-esteem had been anticipated as an outcome of cooperative learning both because students in cooperative groups feel more liked by their classmates (which they usually are) and because they are likely to feel more successful academically (which they also usually are). Almost every cooperative learning study that included a self-esteem measure found significantly positive effects on this outcome.

1.6.4. Encouraging Interaction

Cooperative learning enhances social interaction, which is essential to meet the needs of at-risk students (Slavin, Karwelt, & Madden, 1989; Johnson, 1998). Within the framework of cooperative learning groups, students learn how to interact with their peers and increase involvement with the school community. Positive interactions do not always occur naturally and social skills instructions must precede and concur with the cooperative learning strategies. Social skills encompass communicating, building and maintaining trust, providing leadership, and managing conflicts (Goodwin 1999).

Woolfolk (2004) states that "communicating with others makes students use, test, and sometimes change their thinking abilities." In fact, interaction with other students can be beneficial for both skilled and less able learners. The latter would benefit through getting more information and knowledge, whereas good learners would explain to their peers with the result that they would rehearse that they already know. However, it should be noted that setting students in groups does not automatically result in interaction between members of the

group. Interaction occurs when group members behave in such a way as to influence one another. (Dörnyei & Malderez; cited in Arnold, 1999).

1.7. Teacher's Role

Johnson & Johnson (1994, cited in Richards & Rodgers, 2001, p.199) states that, in Cooperative Language Learning, the role of the teacher differs from the role of teachers in Traditional Teacher-Centered approaches. Mainly, the teacher has to create a highly structured and well organized learning environment in the classroom, setting goals, planning and structuring tasks, establishing the physical arrangement of the classroom, assigning students to groups and roles, and selecting materials and time.

Harrell (1992, as cited in Richards & Rodgers, *ibid.*) defines the role of the teacher:

“During this time the teacher interacts, teaches, refocuses, questions, clarifies, supports, expends, celebrates ,empathizes , depending on what problems evolves , the following supportive behaviors are utilized . Facilitators are giving feedback, redirecting the group with questions encouraging the group to solve its own problem, expending activity, encouraging thinking, managing conflict, observing students, supplying resources.”(p.199)

Simply, an important role for the teacher is that of facilitator of learning. In his or her role as a facilitator, the teacher must move around the class helping students and groups. He or she would constantly interacts with the students and is engaged in an ongoing cycle of observation, guidance, and assessment.

Johnson & Johnson (1999) ; Slavin et al. (2003) points out the essential principle to keep in mind is that the teacher as leader should maintain the link among the groups; what can be communicated to one group will inform or improve the performance in the other groups. In

Cooperative learning classes, the teacher's role changes from giving information to facilitating students' learning.

1.8. The Learner's Role

According to Dornyei (2001), learners have several roles when they work cooperatively: corrector, summarizer, and checker. For example, each member of the group should be responsible and accountable about the task. The primary role of the learner is as a member of a group who must work collaboratively on tasks with other group members. Learners have to learn teamwork skills. Learners are also directors of their own learning. They are taught to plan, monitor, and evaluate their own learning, which is viewed as a compilation of lifelong learning skills.

Thus learning is something that requires students' direct and active involvement and participation. Pair grouping is the most typical CLL format, ensuring the maximum amount of time both learners spend engaged on learning tasks. Pair tasks in which learners alternate roles involve partners in the role of tutors, checkers, recorders, and information sharers.

1.9. Limitations

Cooperative learning has some drawbacks that could cause the process to be more complicated than perceived. Sharan (2010) discusses the issue regarding the constant evolution of cooperative learning is discussed as a threat. Due to the fact that cooperative learning is constantly changing, there is the possibility that teachers may become confused and lack complete understanding of the method. Teacher's implementing cooperative learning may also be challenged with resistance and hostility from students who believe that they are being held back by their slower teammates or by students who are less confident and feel that they are being ignored or demeaned by their team.

Many researchers; like Harmer, Johnson, claim that true cooperative learning demands constant and continuous control from the teacher. In other words, if the teacher does not monitor the groups appropriately, cooperative learning will hinder rather than facilitate learning. For instance, students may not have equal participation thus "one student may dominate while the others stay silent." As stated by Harmer(2005).

Johnson, Johnson and Holubec (1984) argue that there will inevitably be initial failure and problems. Students may be unhappy about the change in the "system"; students will be unskilled in working collaboratively; materials maybe inappropriate; teachers and supervisors may have different definitions of cooperative learning; teachers cannot be expected to be perfect during the first week they try structuring lessons cooperatively.

An additional impediment facing the use of CLL is group formation. Harmer (ibid.) refers to this problem stating that "students may not like the people they are grouped or paired with." especially if they do not know each other (Dörnyei & Malderez, 1999). This can result in subsequent anxiety and lack of confidence (Mc collom, 1990b; cited in Dörnyei & Malderez, ibid.). In fact, to solve this problem, the teacher has to set up the groups on the basis of students' preference.

Conclusion

To sum up, it can be said that cooperative learning is an essential technique, in which students learn jointly for the purpose of achieving common goals. By developing a certain variety of learning activities, students will however get a better understanding of the subject. The teacher's role in CLL is vital for facilitating and monitoring the learning process. Indeed, CL and collaborative learning are two faces of the same coin; yet, they differ in theory and practice. Despite its implementation at all levels of education, CL is much more structured than collaborative learning. Moreover, researches on second language teaching and learning proved that CL is a powerful educational strategy principally because of its contribution in decreasing anxiety, increasing self-esteem and self-confidence, encouraging interaction, and strengthening motivation. Furthermore, CL can create a supportive learning environment in classrooms. Despite its potential benefits, CL has many disadvantages and problems that can impede the teaching learning process.

Chapter Two

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Chapter Two

Writing Skill and its Teaching

Introduction

In the process of language learning, there are four language skills that must be learned by the learners namely: listening, speaking, reading and writing. The latter is considered as one of the powerful learning experiences in which the student interacts with the target language, and through which he can demonstrate that he is, no longer, the recipient of knowledge, but rather an active agent in the process of knowledge construction. In fact, it is one of the most difficult skills that second language (L2) learners are expected to acquire.

This chapter intends to examine the nature of the writing skill through defining it, attempts to illustrate the relationship between writing and reading, and highlights both of the components and stages of the writing process. Also, it casts some light on the importance of writing and the difficulties that learners face in it. Last but not least, it looks at collaborative writing and demonstrates the teacher's role. The chapter concludes with some strategies for using cooperative learning and how it is applied on writing.

2.1. Definition of Writing Skill

Writing is an essential feature in learning a language and its meaning goes beyond the graphic symbols. Byrne (1991) clearly explains this stating that: "Writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences."(p.1)

Similarly, Crystal (2006) states that: "writing is a way of communicating which uses a system of visual marks made on some kind of surface. It is one kind of graphic expression." This implies that writing is a means of communication and a representation of speech and thought through various forms of sound images or graphs.

In this respect, Greenberg and Rath(1985; in Fulwiler, 1999) state that: "writing is a powerful instrument of thinking because it provides students with a way of gaining control over their thoughts. Writing shapes their perception of themselves and the world."(p.12). It means that writing is a sophisticated cognitive activity, through which a person can convey his /her thoughts, wishes, feelings and information in a written form.

Accordingly, Bell and Burnaby (1984, as cited in Nunan, 1989) explain:

"Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts." (p.36)

From the aforementioned definitions, writing is a very important tool which enables the person to communicate through graphic representation of ideas.

2.2. Writing and Reading

Harmer states that “Receptive skills (reading and listening) and productive skills (writing and speaking) feed off each other in a number of ways”. That is to say that writing is not an isolated skill and one of the best ways to improve it is by reading well-written texts. The first thing to be noticed is, despite their different characterizations, both complement each other, and one skill results in a proficient user of the other. This is better understood in Stosky’s (1983) quotation:

“Better writers tend to be better readers (of their own writing as well as of other reading material), that better writers tend to read more than poorer writers, and that better readers tend to produce more syntactically mature writing than poorer readers.” (p.636)

Manzo and Manzo (1995) describe the relationships between reading and writing as an interrelated treatment; they call this connection the "Two- way relationship between reading and writing" as it is illustrated in Table 1:

| <i>Reading to Write</i> | <i>Writing to Read</i> |
|--|--|
| <p>1-Reading increases the knowledge individuals have to write about.</p> <p>2-Reading instills knowledge of linguistic pattern and form.</p> <p>3-Reading builds vocabulary and familiarity with writer craft</p> | <p>1-Understanding of subjects, making subsequent reading easier.</p> <p>2-Writing helps one to read like a writer, hence, sparking insights into writer mechanism and enhancing comprehension.</p> <p>3-Revision in writing or making changes at various point in the process, involves many of the same high-order thinking strategies involved in critical reading.</p> |

Table1. Reading and Writing Connection (Manzo&Manzo, 1995, p.113)

As a final point, the connection between reading and writing has frequently been viewed in simple terms: Reading well results in well writing. That is good reading polishes and frames our writing to make it better and richer. So far the importance of reading flanking developing the writing skills has been stressed.

2.3. Components of the Writing Skill

Writing is a very complex task that requires considerable knowledge about some important criteria. For Starkey (2004) an effective piece of writing should include organization, coherence, clarity, with accurate language, and word choice.

2.3.1. Organization

Organization is the first step in the writing process. It is the internal structure of a piece of writing, the thread of central meaning, and the logical and sometimes appealing patterns of ideas. According to Swales and Feak (1994), information is presented to readers in a structured format. Even short pieces of writing have regular, predictable patterns of organization. You can take advantage of these patterns, so that readers can still follow, even if you make errors. Similarly, Starkey (2004) argues that information should be organized in a structured format to readers which help and guide the writing process. He extends to say that organization helps readers to show how points are linked together and how they support your thesis. This can be better understood in his quotation: “The direction and purpose you get from organization helps your reader to believe what you are saying and willingly follow your lead.” (p.2)

2.3.2. Clarity

Clarity is the essential part in writing. It is usually a matter of using a word or expression whose meaning is precise or definite. Murray and Hughes (2008) emphasize the importance of clarity as a fundamental element in making one’s writing easy to be read and accessible. According to them, the key to achieve clarity is to make sentences short and to the point, the learner/writer should be relevant, make every word count, and try not to express more than one idea in each sentence. In order to achieve clarity in writing, according to Starkey (2004), the learner should eliminate ambiguity by avoiding words or phrases that have more than one possible interpretation, use powerful, precise adjectives and adverbs. One way to accomplish clarity is to use powerful and specific adjectives and adverbs, last but not least he or she

should be concise, this means getting right to the point without unnecessary spinning around, worthless repetition or wordiness.

2.3.3. Coherence

Coherence means that the ideas have a logical flow i.e. the relationship between the sentences is clear and one idea connects to the next. One way to achieve coherence in a piece of writing is to use a pattern of organization, such as time order, spatial order, or order of importance. Harmer (ibid.) presumed that for a text to have coherence, it needs to have some kind of internal logic which the reader can follow with or without the use of prominent cohesive devices. When a text is coherent, the reader can understand at least two things:

- **The writer's purpose:** the reader should be able to understand what the writer's purpose is. Is it to give information, suggest a course of action, make a judgment on a book or play, or express an opinion about world events, for example? A coherent text will not mask the writer's purpose.
- **The writer's line of thought:** the reader should be able to follow the writer's line of reasoning if the text is a discursive piece. If, on the other hand, it is a narrative, the reader should be able to follow the story and not get confused by time jumps, or too many characters, etc.

2.3.4. Word Choice

Word choice is the use of rich colourful, precise language that communicates not just in a functional way, but also in a way that moves and enlightens the reader. According to Peha (1995), strong word choice refers to writers' selection of particular words and phrases to express ideas determined by a number of factors, including meaning (both denotative and connotative), specifically, level of diction, tone, and audience. Likewise, Starkey (ibid.)

suggests that there are two aspects the learner should consider while choosing the words to be used: denotation and connotation.

Denotation is the “literal meaning, of the word.” (Starkey, 2004) Learners should make sure of the correctness of their words. **Connotation**, in the other hand, involves emotions, cultural assumptions, and suggestions. Bear in mind that using a word without being aware of its implied meaning can irritate your reader or make your message unclear.

2.3.5. Mechanics

The word **mechanics** refers to the appearance of words, to how they are spelled or arranged on paper (Kane, 2000). In like manner, Harmer (2007) addressed that writing, like any other skill, has its ‘mechanical’ components. These include handwriting, spelling, punctuation, and the construction of well-formed sentences, paragraphs, and texts. Such things are the nuts and bolts of the writing skill and they need to be focused on at certain stages of learning to write in English. In other words, **Mechanics** are the conventions of print that do not exist in oral language, including spelling, punctuation, capitalization, and paragraphs. Because they do not exist in oral language, students have to consciously learn how mechanics function in written language.

For example, while speakers do not have to be conscious of the spellings of words, writers not only have to use standard spelling for each word but may even have to use different spellings for words that sound the same but have different meanings. The same holds true for punctuation: speakers do not have to think consciously about intonation and pauses, but writers have to decide where to use a period instead of a comma and how to indicate that they are quoting someone’s exact words.

2.4. Stages of the Writing Process

The Writing Process is a series of steps to help the student write a paper. It is like using a map to get to an unfamiliar place i.e. a road map through which students' thoughts and actions are monitored from the beginning of writing to the production of work (Tompkins, 2004). It involves the process-steps necessary to produce a good quality final piece of writing. The five stages of the writing process are: pre-writing, drafting, reviewing/ revising, editing, and publishing.

2.4.1. Prewriting

In this important first stage, students are given an opportunity to prepare to write and to collect their thoughts and ideas i.e. this stage is considered as a planning stage for writing. Planning is important because it allows the writers to organize their writing before they even begin. (Kapka and Oberman, 2001). The main principle behind this stage is to keep the ideas flow freely and smoothly without worrying about appropriateness, organization, grammar, and spelling because the focus is on quantity not quality.

During planning, students should choose a topic and recognize a purpose and audience i.e. they have to consider the purpose of their writing which can be influenced by what they wish to produce, the audience they are writing for since this will influence not only the shape of writing but also the choice of language, and the content structure of the piece that is, how best to show the facts, ideas or arguments which they have decided to include.

2.4.2. Drafting

In the draft stage, students are expected to put the arrangement they did in the planning stage on to paper. In this stage, spelling rules for the written text are ignored. The students primarily try to create the content (Marchisan and Alber, 2001).

In other words, the students write down all of their ideas. They do not worry about form or correctness or even the order. The objective is to get the ideas on paper as quickly as possible.

According to Hedge (2000), drafting should be repeated as many times as necessary until reaching a good draft in the view of the teacher who plays an important role by taking part in the writing process.

In drafting, Students use their planning tools to begin to compose sentences quickly and freely and take responsibility to write their ideas down. Also they are encouraged to work individually; however, group composition is a very important technique of drafting, especially for assisting students in writing, because we believe such a technique helps them to avoid such difficulties of writing through collaborative work where they are going to discuss structures and language uses.

2.4.3. Revising (Reviewing)

This stage consists of the students' review of the written draft, sharing the draft text with a writing group that was formed in the classroom, and rearranging the content according to the feedback from friends in the writing group. In this stage, the students might expand the text with new ideas or remove the parts that they think unnecessary. (Kapka and Oberman, 2001). That is to say, students seek responses to what they have written from the teacher during individual conferences. They receive feedback from peers in response groups and when presenting their work from the author's chair. And this kind of feedback; from these sources, supports student's revising. In this respect, the initial piece of writing is examined and reworked so that the ideas are logical and flow together.

2.4.4. Editing

Up until this stage the focus is on the content. In this stage grammar, spelling rules and punctuation, which are called the mechanical aspects of writing, are checked. Before sharing what they have written with others, the students review the draft for the last time and make corrections for readability. Hedge (1988: 23; as cited in Tribble, 1996) considered revising as the stage which distinguishes good writers from poor writers when she said: “Good writers tend to concentrate on getting the content right first and leave details like correcting spelling, punctuation, and grammar until later.”(p. 115).

In this stage, students (with the help of their peers, teachers) proof-read their work to make sure that there are not any content errors or grammatical errors or spelling errors. Harris (1995) argues that when the decision is made that the draft is finished there remains the task of editing and publishing. Editing involves the careful checking of the text to ensure that there are no errors that impede communication errors of spelling and punctuation...etc.

2.4.5. Publishing

This is the last stage of the writing process. In this stage, the students share the text they have written with the readers they determined in the prewriting stage. What is important here is that the teacher makes writing meaningful for the student. It is stated that sharing what has been written is a good way for students both to recognize writing as an effective communication tool and motivate them to write (Lehr, 1995). In other words, this final stage emphasizes the product-the result of all of the previous steps and adheres to conventions of standard spelling and grammar.

However, one should bear in mind that these stages do not occur in a linear sequence i.e. during the writing process a stage may be skipped but can be returned to later.

2.5. The Importance of Writing

Learning how to write in EFL classes is one of the most challenging aspects in the process of language acquisition. Lately, writing becomes an essential feature of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentence pattern. Mandal (2009) states that: “it is an important tool, which enables man to communicate with other people in many ways.” In other words, the importance of writing is to express ideas, thoughts and to convey messages to the reader in a very correct spelling, punctuation, grammatical structure and selection of vocabulary.

Similarly, Harmer (2004) argues that:”Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts in their minds.” To phrase it differently, the importance of the writing skill differs from the teaching situations such as when students are writing for learning; so they write to develop their learning of the grammar and vocabulary of the language. In addition, he claims that learners rely on what they know in their minds and they may check dictionaries, grammar books, or other references. According to Toni Parkinson (2002), the aims of writing are:

- ✓ To inform, explain and describe.
- ✓ To argue, persuade and instruct.
- ✓ To explore, imagine and entertain.
- ✓ To analyze, review and comment.

2.6. The Difficulty of Writing

As far as the teaching of writing is concerned, the teacher should keep the nature of writing in mind. Writing always has become difficult to teach or to learn because it involves different kinds of mental processes. In other terms, writing is considered as a difficult task; people do

not have only difficulty in writing in a foreign language, but also in their native language. According to Richards and Renandya (2002) writing is the most difficult skill for learners to master; they see the difficulty not only in generating ideas but in translating these ideas to readable text.

The difficulty of writing is due to many factors. Byrne (1991) classified the writing problems under three categories: psychological, linguistic and cognitive. The first category is *psychological problems*, which include the lack of both interaction and feedback, he states: "the fact that we are required to write on our own and, without the possibility of interaction or the benefit of feedback, in it makes the act of writing difficult."(p.4). The second category is *linguistic problems*. In writing, the writer cannot use intonation or stress, and facial expression, gesture and body movement are denied. These disadvantages have to be compensated for by greater clarity and by the use of grammatical and stylistic techniques for focusing reader's attention. Byrne (1991) extends to say:

"In writing, people have to compensate for the absence of these features ,we have to keep the channel of communication open through our own efforts and to sentences are linked together and sequenced ,that the text we produce be interpreted on its own."(P.4)

The third category is *cognitive problems*. Byrne notes that " writing is learnt through a process of instruction: we have to master the written form of the language and to learn certain structures which are less used in speech."(p.5). Mainly, instruction requires making much more efforts to learn how to organize ideas in such a way to make it clear for the reader who has to understand what has been written without asking for clarification or relying on the writer's tone of voice or expression.

Within the writing process, the learner roles are closely related to the functions and status of the teacher. The role of the latter in writing classes does not go beyond providing guidance

and assistance to students. Mainly, when helping students to become better writers, teachers have a number of crucial tasks to perform. They act as coaches when they establish common goals and activities, build social bonds, and support students as they grow in their abilities.

Teachers establish trust, encourage risk taking, and treat mistakes as learning opportunities. Students become excited and motivated to reach their potential as writers. Besides, they play the role of planners i.e. they must balance many factors in planning for instruction. They must be knowledgeable about district and state requirements, which provide the foundation for the writing curriculum. They must also base writing plans on student needs as determined by assessments as well as plan how to modify instruction and provide support for students who perform at different skill levels. Another point to be considered in the teacher's role, Harmer (2004) purposed some tasks that the teachers must perform before, during, and after the process of writing. They are:

- a. Demonstrating:** It is a need for the students to be able to understand writing conventions and genre constraints of particular types of writing. As a result, the teacher has to be able to draw the two features to their attentions.
- b. Motivating:** It is difficult for some students to write in English. Besides, they sometimes have no idea of the words used to write their messages. In here the teacher helps them by provoking them to get the ideas and then persuading them to work on their writings.
- c. Supporting:** In the process of writing, teachers become the main supporters for the students when they are writing in classroom, especially when the students face difficulties. They must be available and well prepared to help them overcome the difficulties. Thus, the students will be motivated in doing their writings.
- d. Responding:** This kind of task refers to how the teachers react to the students' writing works. Content and construction are focused here. Harmer (1998) states that:

“correction helps students to clarify their understanding of the meaning and construction of language. It is a vital part of the teacher’s role, and something which the teacher is uniquely able to provide.” Thus, after looking at the writing works produced by the students; the teachers can give feedbacks or suggestions for the students’ improvement in writing.

- e. **Evaluating:** This task refers to how the teachers will evaluate the students’ writing works and then grade them. This is done by the teachers to see the students’ progress/achievement in writing.

As a conclusion, the teachers are required to be able to perform those tasks in the process of writing. This will enable the students to be better writers, especially when they are hesitant to express their ideas.

2.8. The Collaborative Writing

Collaborative writing is a motivational strategy in which students can work together in the writing tasks to achieve shared goals, and increase interactions between students as well as motivate them. Lowry et al. (2004) defines CW as: “ an interactive and social process that involves a team focused on a common objective that negotiates, coordinates, and communicates during the creation of a common document.”

Similarly, Ede & Lunsford (1986; as cited in Bekins & Merriam, 2004) state that writing is a process in which students collaborate in the sense that they interact and produce a product in teams. In other words, it refers to projects where written works are created by multiple people together (*collaboratively*) rather than individually.

Collaborative writing involves developing instructional arrangements whereby students work together to plan, draft, revise, and edit their compositions. It shows a strong impact on improving the quality of students’ writing. Generally, it involves peers writing as a team. For

instance, a higher achieving student is assigned to be the helper and a lower achieving student is assigned to be the writer.

Admittedly, collaborative writing is a successful technique which allows students to learn from each other. It gives each member of collaboration access to others 'mind and knowledge, and it imbues the task with the sense of shared goals which can be very motivating (Harmer; 2001).

There are many models that are used to teach writing skill cooperatively. Here are the models that offer more details pertaining to cooperative writing:

2.8.1. Writing Workshops

Williams (2003) defines workshops as classes in which students "share their work with one another and teachers intervene regularly as students develop compositions through several drafts." He presumes that workshop writing group embraces three to five students who help each other to complete a certain writing task. In this model the teacher is merely a facilitator and coach. Wynn & Cadet (1996) allege that workshops give students the opportunity for "generating ideas, providing feedback, responding to audience and composing papers, and thinking and writing critically."(p. 9). In other words, students are given opportunities to write a variety of genres i.e. they are given a chance to be active in learning, they are always busy talking, writing, thinking, researching unlike the traditional classroom.

2.8.2. Writing Conferences

Writing conferences is another model of cooperative writing. The teachers talk with their students about their writings and they talk with one or more students having the same problems. In conferences, students in order to understand what they are doing they should have enough time to talk. Williams states that effective writing teachers should not draw

students' attention to all their errors, even though the paper has numerous problems (qtd.in Zourez 68).

One of the primary purposes of the writing conference is to help students take a deeper look at their writing and ask themselves questions such as, "What else do I want or need to say?" "What can I add?" "Does this make sense?" "How can I change this to make it better?" and "What kinds of questions will the reader ask?" Teachers, listening and asking questions during individual conferences, help students look at their own writing with a critical eye while also helping them begin to ask themselves these kinds of questions. Conferences can occur at any stage of the writing process. As a result, they can be an avenue for one-on-one instruction covering a wide range of writing skills, strategies, and concepts.

2.8.3. Sequential Writing Model

In this model of CW, group members do their work one after the other. That is to say, one group member writes at a time. More specifically, each group member is assigned a portion of the document, writes his or her portion and then passes the document onto the next group member. This model is very helpful because it organizes and improves coordination between the students. Each student in this model can read the previous students' work before making his contribution, and that can help improve coherence. Lowry et al. (2004) discusses the disadvantages of this model stating that students may not come to a consensus on every single point, and that they can change other students' ideas and structures.

2.8.4. Parallel Writing Model

Is the type of collaborative writing that occurs when a group divides the assignment or document into separate parts and all members work on their assigned part at the same

time. Unlike the sequential writing model, in this one every student in a team is assigned a role.

Alred et al. (2003) listed the sequence of steps in parallel writing model as follow:

1. Designate one person as the team coordinator.
2. Collectively identify the audience, purpose and project scope.
3. Create a working outline of the document.
4. Assign segments or tasks to each team member.
5. Establish a schedule: due dates for drafts, revisions, and final documents.
6. Agree on a standard reference guide for style and format.
7. Research and write drafts of document segments.
8. Exchange segments for team member reviews.
9. Revise segments as needed.
10. Meet your established goals (qtd.in Zourez 70).

2.9. Approaches to Teaching Writing

The Writing skill is deemed to be difficult for EFL students in language learning (Richards, 1990). Hence, teaching writing has seen numerous approaches and methods crossing its way since the early eighties.

2.9.1. The Product Approach

The product approach is one the most practiced approaches in schools around the world. This writing approach encourages students to produce an end product which may be likened to a model essay or the essay normally provided by teachers. According to Pincas (1982), the main aim of the approach is to provide some linguistic knowledge about the language.

Writers explain that in this type of writing approach, for instance, students are expected to have knowledge about the language. As a result, they merely imitate some simple sentences to get familiarity with the content. They also copy and finally transform the models into a new essay to be as perfect as the one that they have imitated by focusing on the correct language as instructed by the teacher. After that, they are required to submit their written essays to him to be marked and graded rather than evaluated. A typical process, in this approach, comprises four stages before students produce the final end-product for evaluation: the chart below depicts the stages involved:

Figure 9.1.1: Product Approach (PC) Model:

Stage 1: Familiarization

Stage 2: Controlled writing

Stage 3: Guided writing

Stage 4: Free writing

(This Product Model adopted from Steele's article (2004))

2.9.2. The Process Approach

Basically, process approach is a cyclical approach. In this approach, students are needed to move back and forth while going from one stage to another and taking part in the writing activities. During the activity, they may return to pre-writing activities even after reaching the revising stage (final stage). In this process, the focal point is the writer and the writing process. According to Badger and White (2000), the emphasis is on the linguistic skills of learners such as planning and drafting prior to linguistic knowledge like grammar and text structure. Similarly, Applebee (1986) (as cited in Kroll 1990) notes that the process approach provided a way to think about writing in terms of what the writer does (planning, revising,

and the like) instead of in terms of what the final product looks like (patterns of organization, spelling, grammar). (p.96)

Some of the researchers argue that in this type of writing, the writing development is expected to take place unconsciously. According to writers, in this writing approach, the role of the teachers is that of a facilitator who monitors the activities in various stages. In process writing approach, many steps are used, but there are four interrelated activities involved - generating, organizing, composing and revising. Basically a typical process writing approach comprises eight essential stages before the students produce the final evaluation from the teacher.

Figure 9.2.2: The Process Model:

Stage 1: Brainstorming

Stage 2: Planning

Stage 3: Mind mapping

Stage 4: First draft

Stage 5: Peer feedback

Stage 6: Editing

Stage 7: Final Draft

Stage 8: Evaluation

(This Process Model adopted from Steele's article (2004))

2.9.3. The Genre Approach

Martin (1992) (cited in Hyland 2003) defines Genre as a goal oriented, staged social process. Genres are social process because members of culture interact to achieve them; they are goal oriented because they have evolved to achieve things; and staged because meanings are made in steps and it usually takes writers more than one step to reach their goals. (p.19)

In the other hand, Swales (1990) referred to genre as “a class of communicative events, the members of which share some set of communicative purposes.” His definition offers the basic idea that there are certain conventions or rules which are generally associated with a writer’s purpose. For example, personal letters tell us about their writers’ private stories. Most genres use conventions related to communicative purposes; a personal letter starts with a cordial question in a friendly mood because its purpose is to maintain good relationships with friends, and an argument essay emphasizes its thesis since it aims at making an argument.

Therefore, the genre approach to teaching writing is mainly concerned, as the name indicates, on teaching particular genres that students need control of in order to succeed in particular situations. This might include an emphasis on the content of text as well as the context in which the text is produced.

2.10. Strategies for Implementing CLL in EFL Classes

Crandall (1999) states that: "If cooperative language learning is to be successful, both teachers and learners need to be adequately prepared and interesting, relevant topics and materials must be available". To phrase it differently, cooperative learning is to be successful; both of the teacher and learners have to prepare themselves and the materials that will be used in addition to numbers of strategies. As a result, he proposes four strategies for a better implementation of Cooperative language learning.

2.10.1. Preparing Learners for Cooperative Tasks

The teacher should prepare the students for the new approach of cooperative learning and he should provide a good learning atmosphere for them. Hence, the students have to be well prepared and well trained to cover some issues such as how to provide feedback or receive it and work cooperatively with the other members within the same group. In other words,

support and training should be provided with a well-organized programme of training sessions, with opportunities for practice and support from peers, ideally in a peer coaching situation.

2.10.2. Assigning Learners to Specific and Meaningful Tasks

Crandall states that (ibid.), “the quality of the task is central to the success of the cooperative activities.” To put differently, the quality of the task is very important for the cooperative learning activities. Thus, learners should be pertinent and motivated in order to be indulged in the tasks and show deep interest in them. In the other hand, teachers will wish to clarify instructions, review important procedures and strategies for completing the assignment, answer questions, and teach task skills as necessary.

2.10.3. Debriefing Learners on their Experiences with Cooperative Learning

It is another activity that implements CLL in EFL classes. It contributes in helping students to understand the social, cognitive or linguistic skill that are essential in cooperative learning. Also the students are given much time for debriefing and reflection not only on what was learned about the language or context, but also on what was learned about the social interaction and how it was learned. In this phase, problems are likely to arise because students up to this time accustomed to work individually and compete with each other. As a result, they need some time to cope with the new approach.

2.10.4. Involving Learners in Evaluating Individual and Group Contribution

Crandall (ibid.) points out that "Involving learners in assessment and evaluation can lead to a sense of shared responsibility for the learning in the classroom, but it is a new experience for many students and may not be fully appreciated at first." From what precedes, cooperative learning is more than just putting students in groups and asking them to complete a task

together. But it pushes them to consolidate the sense of shared responsibility. For that, they should be involved in the process to gain good results.

Conclusion

Summing this chapter up, we come to say that writing is a vital tool in learning. But at the same time it is not an easy skill, it needs more attention and knowledge from both teachers and learners. This chapter clarifies the nature of writing through defining it and presents how reading plays an important role in improving writing, in addition the close relationship between the two skills. Also it highlights what are the main components in the process of writing and the stages that all writers go through. Moreover, it sheds light on the importance of writing and the difficulties that learners may face. Last but not least, it looks at collaborative writing and demonstrates the teacher's role in it. The chapter concludes with some strategies for using cooperative learning and how it is applied on writing.

Chapter Three

Data Collection and Analysis

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Résumé

Introduction

The theoretical chapter of the present research was devoted to a literature review about the role of cooperative learning as a motivational technique in enhancing the students' writing skill. The present chapter deals with the practical study of the research and it is divided into two parts. As a first step, we start by introducing the research design, participants, instruments and procedures. Second, we describe, analyze and interpret both of the students' questionnaire and teachers' interview.

3.1. Data Collection

3.1.1. Methodology

The research methodology that will be used in this study is the descriptive method. This research will be conducted qualitatively through a questionnaire that will be submitted to a representative sample selected randomly that represents the Second year LMD students of English and an interview with four written expression teachers at the department of English – Mohamed Seddik Ben Yahia (Jijel). Our choice of the methodology is justified by the nature of the topic which implies a need for a description of the students' weaknesses in the writing skill and the role of CL as a motivational factor in enhancing writing in classrooms.

3.1.2. Research Instruments

Because of the qualitative nature of the study, it seems appropriate to opt for a questionnaire and an interview as the main research tools. It is necessary to gather teachers' and students' opinions about cooperative learning and its crucial role in enhancing the students' written production and at the same time develop teaching because both of the teachers and students are the variables of the study. For this purpose, a questionnaire was administered to students and an interview held with some teachers as the most appropriate

tool to investigate their opinions. It is considered as a good way of data gathering within a reasonable period of time and proves the set of assumptions.

The students' questionnaire aims at finding out the students' opinions about their weaknesses in the writing skill, the problems and challenges when dealing with this skill, the role and the importance of CL as a motivational factor to boost their EFL writing development.

The teachers' interview aims mainly at knowing the teachers' point of view about the students' main difficulties and how they can deal with these problems. In addition, it is intended to collect enough information about the pedagogical contribution of CL in writing classes.

3.1.3. The Students' Questionnaire

3.1.3.1. The Sample

Because of the difficulty to conduct the research on the whole population, the present questionnaire was administered to a sample which was selected randomly. The students who constitute the sample were chosen randomly among the total number of the second year License students' population (about 241 students). The questionnaire was given to 40 students from the department of English at Mohamed Seddik Ben Yahia University – Jijel. The only reason behind choosing this sample was based on the consideration that second year students have already spent a year at university, they have at least an idea about how to work in groups, in addition teachers of written expression have taught them the basic rules of writing. Besides, the majority of second year students face the same difficulties in writing since it is this year that they start to write compositions.

3.1.3.2. Description of the Questionnaire

The questionnaire is designed in accordance with the literature review in the first two chapters of the present dissertation. It consists of (19) questions divided into three different sections (see Appendix). Most questions are close-ended; learners are invited to tick the correct answer. There are some open-ended questions where the informants are asked to provide explanations or further alternatives. This questionnaire is made up of three sections.

The first section aims at investigating some aspects of writing. In the first place, students are asked about their level in writing (Q1). Question two (Q2) deals with the fear that can be generated in students when they write or not, and indicate the reason behind it. (Q3-Q4) seek information about students' frequency of reading and its impact on writing. Question (Q5) is designed to see the manner of the students' writing because each student has a certain way of writing. Then students in question (Q6) are requested to say whether they know the writing stages and which stages they are familiar with. Question (Q7) is made up for checking the teacher's role as a motivator in teaching the writing skill i.e. students are asked to identify how their teachers manage and make a good learning atmosphere. In the last question (Q8), students are required to give their opinions about their preferences on the way they like to work in written expression class.

The second section intends at gathering information about cooperative learning as a technique. In the first two questions (Q9-Q10) students are asked about their attitude toward working cooperatively during the writing task and whether CL improves their level of writing. Question (Q11) is given to students to see how often their teachers set them to work in groups. Questions (Q12-Q13) investigate whether working cooperatively motivates students to write or not with justifying their answers in either case. Simultaneously, checking whether their teachers use any kind of CL activities or not. In question (Q14), students are asked about

their attitude towards the use of CL in writing class letting for them the space to express their opinions freely.

The third section deals with the implementation of cooperative learning in writing classrooms. It begins with checking whether teachers explain the benefits of CL in the writing classes to the students (Q15). In questions (Q16-Q17), participants are asked about the degree of their motivation in cooperative group work and they were required to justify their answers. At the same time, they are asked to indicate the advantages of CL. Question (Q18) seeks to reveal the difficulties that they may face when they work with their classmates and illustrate them if there any. The last question (Q19) was about students' opinion towards pair/group work as compared to individual one.

3.1.4. The Teachers' Interview

1.4.1. Interview Procedure

The interview was piloted with an English teacher; with a temporary job, before conducting it with the whole population. The reason behind this is to have an idea about which questions to include besides providing us with in-depth understanding of the teachers' perceptions of the writing process, and their attitudes towards cooperative learning. Further to how long it will take. The interview is carried out and tape recorded during the period from the fifth to the eleventh, May 2016. For the reason that teachers had apologized for not taking part in the interview due to personal reasons, only four teachers accepted to make an interview. Each interview took an average of 15 to 20 minutes. During the interview, teachers can ask for any additional information or explanation so to ensure a fully understanding and provide us with an abundant answer.

1.4.2. Description of the Interview

This interview is a whole of 10 items. A total of four teachers were asked to answer ten open-ended questions related to their insights about the writing process, their attitudes towards cooperative learning, and their perception about implementing CL in the writing classes.

Question One, *‘to what extent do you think that your students value the importance of writing in learning a foreign language?’*

This question seeks to find out whether students give an importance to writing skill during the process of learning a foreign language.

Question Two, *‘do you think that your students are motivated during the writing class?’*

The aim behind asking such question is to see whether students are motivated during the writing task or not.

Question Three, *‘how do you try to raise and enhance self-esteem in your students during the writing task?’*

The purpose of this question is in line with the previous one in the sense that it seeks to show the teachers’ efforts to strength students’ motivation and build self-esteem in them during the writing class.

Question Four, *‘what do you know about Cooperative Learning?’*

This question seeks to make known the teachers’ knowledge about cooperative language learning.

Question Five, *‘how often do you ask your students to work cooperatively?’*

This question tends to explore how often the teachers ask their students to work cooperatively.

Question Six, *‘how do your students react to cooperative learning?’*

This question is posed to know the students’ reaction to cooperative learning.

Question Seven, *‘ does cooperative group work enhance students’ participation in the writing classes?’*

It was asked to investigate whether students’ participation would be enhanced or not by using cooperative group work.

Question eight, *‘do your students have problems working together? Which kind of problems?’*

Question Nine, *‘how do you try to solve such problems?’*

These two questions aim at knowing whether students have problems working in groups; and if there any, how they tackle these problems and try to solve them.

Question Ten, *‘do you use any kind of cooperative learning activities in your written expression course? If yes please list them?’*

This question aims at identifying whether written expression teachers apply any kind of CL activities during the writing course.

3.2. Data Analysis

3. 2.1. Analysis of Students' Questionnaire

Section One: the Writing Skill

Q1.*Do you think your level in writing is?*

| Options | N | % |
|-----------|----|-------|
| Excellent | 00 | 00% |
| Good | 19 | 47,5% |
| Average | 19 | 47,5% |
| Poor | 02 | 5% |
| Total | 40 | 100 |

Table 3.1: Students' Level in Writing

The table above shows the percentage of the students' level in writing. The majority of students are of average level. This is translated by (47, 5%). The same percentage of the students considered their level in writing as good. Only two students (05%) considered his/her level in writing as poor, and no one states that his/her level is excellent.

We notice that a considerable number of students need to develop their writing skill.

Q2.a.*Do you feel afraid to write?*

| Options | N | % |
|---------|----|-------|
| Yes | 23 | 57,5% |
| No | 17 | 42,5% |
| Total | 40 | 100 |

Table 3.2.a: Rate of Students' Fear in Writing

From the data provided in the table above, more than half percent of the students (57, 5%) have fear of writing. And; the rest that is, (42, 5%) stated that they are not afraid to write. The reasons behind this feeling are varied; one possible is that the informants are not motivated enough to write. Another cause is that they are not interested at all.

b.If yes, is it because you:

| Options | N | % |
|--|----|--------|
| a. Have few vocabulary/items/ideas | 15 | 65,21% |
| b. Fear teacher's negative feedback | 02 | 8,65% |
| c. Worry about making grammatical mistakes | 01 | 4,34% |
| d. Poor organization of ideas | 02 | 8,65% |
| a+c | 02 | 8,65% |
| a+d | 02 | 8,65% |
| Total | 23 | 100 |

Table 3.2.b: Causes of Students' Fear in Writing

As it is illustrated in the table above, (65, 21%) of students who answer question two with "Yes" argue that they have few vocabulary/items/ideas. This indicates that these students see that the lack of vocabulary discourage them because they think that the most important thing in writing is the content. Other students about (8, 65%) confessed that they fear teacher's negative feedback and this refrain them from writing. The same percentage of students (8,

65%) argued that they worry about making grammatical mistakes. This confirms that students care about the correct form and consider it essential for a good writing. While (8, 65%) were worried about their poor organization of ideas. The rest of students indicated two reasons equally such as (8, 65%) who choose (a+c), the same percentage 8, (65%) select (a+d). These students are afraid to write due to many factors.

Q3.How often do you read in your free time?

| Options | N | % |
|-----------|----|-------|
| Never | 04 | 10% |
| Rarely | 11 | 27,5% |
| Sometimes | 18 | 45% |
| Often | 06 | 15% |
| Always | 01 | 2,5% |
| Total | 40 | 100 |

Table 3.3: Frequency of Reading

As the table indicates, the majority of students are; somehow, active participants; they represent a percentage of (45%), they confessed that they read sometimes. 11students(27,5%) stated that they rarely read in their free time. 06students (15%) opt for 'often'. 04students (10%) opted for 'never' and only 01 student stated that he/she always read in his/her free time.

Q4.“Proficient readers are always proficient writers” to which extent do you think this statement is true?

In this question, students are inquired to state whether good readers are always good writers. A substantial percentage of students (65%) admitted that proficient readers are always

proficient writers. They back up their answer by putting forward many arguments; for instance, they declared that reading develops the students' writing performance, the ability to put the acquired knowledge into practice. And for them, the writing style is acquired through reading. Moreover, reading widens their knowledge, boosts creativity in their brain. While reading, they unconsciously absorb the grammar and improve the spelling. For them good writers tend to plan, draft and revise. Besides, reading exercises their imagination through text comprehension and grammar and this will lead to improve their critical thinking. Finally, they have stated that reading leads to positive writing attitudes. The rest of the informants (25%) did not answer the question; maybe, because they lack vocabulary to explain or they are careless and lack motivation.

Q5. During the writing task, what do you do?

| Options | N | % |
|---|----|-----|
| a. Start immediately to write | 00 | 00% |
| b. Take a moment and think about which ideas to include | 26 | 65% |
| c. Write down your ideas into sentences or phrases | 14 | 35% |
| Total | 40 | 100 |

Table 3.5: Students' Techniques in Writing

The results in the above table reflect that a great majority of students (65%) take a moment and think about which ideas to include. (35%) of students wrote down their ideas into sentences or phrases, and no one have opted for the first option that is starting immediately to write. These results suggest that a substantial percentage of students write down their ideas and organize them before starting actually to write; and this is the main point we advise them to do each time they write.

Q6.a. Do you know that writing is a developmental activity that contains different stages?

| Options | N | % |
|---------|----|-------|
| Yes | 37 | 92,5% |
| No | 03 | 7,5% |
| Total | 40 | 100 |

Table 3.6.a: Students' Knowledge about Writing as a Developmental Activity

The results mentioned in the table above suggest that a substantial percentage of students (92, 5%) stated that they know about the stages of writing. Only (7, 5%) of students declared that they do not know them. Consequently, the first rate means that most of the students are interested in the writing skill. On the other hand, the other students who said they do not know the stages perhaps because they do not care and maybe they lack knowledge.

b. If yes, which writing stages are you familiar with?

| Options | N | % |
|----------------|----|--------|
| a. Pre-writing | 20 | 54,05% |
| b. Drafting | 10 | 27,02% |
| c. Revising | 07 | 18,91% |
| d. Editing | 00 | 00% |
| Total | 40 | 100 |

Table 3.6.b: Students' Familiarity with the Stages of Writing

The statistics related to this question shows that half of the percentage (54, 05%) of students who answered question 6 with "Yes" stated that they are familiar with pre-writing (generating ideas, planning, etc). Only 10 students (27, 02%) declared that they are familiar with drafting. (18, 91%) of students opted for revising and no one choose editing.

Q7. What does your teacher do to create a good learning atmosphere in written expression classes?

| Options | N | % |
|--|----|-------|
| a. Establish a good relationship with students | 11 | 27,5% |
| b. Give students the opportunity to choose the topic and discuss it freely | 24 | 60% |
| a. Praise students | 00 | 00% |
| a. Check whether students are comfortable during the writing task or not | 02 | 5% |
| a+b | 01 | 0,25% |
| a+c | 01 | 0,25% |
| a+b+c+d | 01 | 0,25% |
| Total | 40 | 100 |

Table 3.7: Teachers' Techniques for Creating a Good Learning Atmosphere in Written Expression Classes

After considering the results of this question, we notice that (60%) of students claimed that their teachers create a good atmosphere by giving them the opportunity to choose the topic and discuss it freely. This indicates that students prefer to work on something they truly like. Another part of the students; which constitutes (27, 5%), stated that their teachers tend to establish a good relationship with their students. (5%) of students opted for checking whether students are comfortable during the writing task or not. The remaining students (0, 25%) selected more than one option, and no one states that teachers praise students.

Q8. In the writing class, how do you prefer to work?

| Options | N | % |
|--------------|----|-------|
| Individually | 21 | 52,5% |
| In pairs | 14 | 35% |
| In group | 05 | 12,5% |
| Total | 40 | 100 |

Table 3.8: Students' Preferences on the Way of Working on Writing Classes

As indicated in the table above, a substantial percentage of students (52, 5%) stated that they prefer to work individually. (35%) of students declared that they prefer to work in pairs. Only (12, 5%) of students opted for working in groups. These results indicate that the majority of students prefer to work individually in order to avoid the group work problems.

Section Two: Cooperative Learning

Q9. Do you think that working cooperatively is beneficial during the writing task?

| Options | N | % |
|---------|----|-----|
| Yes | 24 | 60% |
| No | 16 | 40% |
| Total | 40 | 100 |

Table 3.9: Students' attitude towards CL during the Writing Task

The students' responses to this question show that approximately the majority of students (60%) agreed that working cooperatively is beneficial during the writing task. However, (40%) of them confessed that they do not see it beneficial. These results reveal that most of the students admit that they benefit from each other in case they work cooperatively during the writing task.

Q10. Do you think that your writing skill is developing when you write cooperatively?

| Options | N | % |
|---------|----|-------|
| Yes | 29 | 72,5% |
| No | 11 | 27,5% |
| Total | 40 | 100 |

Table 3.10: Students' Opinion towards CL in Improving their Writing Skill

As it is shown in the table above, more than half of the percentage of the students (72, 5%) admitted that their writing skill is developed when they write cooperatively. The remaining percentage (27, 5%) stated that they are against this idea. The former, seem to be aware of its importance and consider CL as a motivating and effective strategy that helps students to ameliorate their level in writing. But the latter, prefer individual work through which they show their level and avoid group work problems.

Q11. How often does your teacher ask you to work cooperatively?

| Options | N | % |
|-----------|----|-------|
| Never | 02 | 5% |
| Seldom | 09 | 22,5% |
| Sometimes | 20 | 50% |
| Often | 07 | 17,5% |
| Always | 02 | 5% |
| Total | 40 | 100 |

Table 3.11: Frequency of Using Group Work

The results of this table point out that half of students (50%) stated that their teachers ask them to work cooperatively. However, (22, 5%) of them admitted that their teachers rarely ask them to work cooperatively. The other students opt for other choices with varying percentages 5% indicated that their teachers always ask them to work cooperatively and this reveals that these teachers are aware about the importance of cooperative learning in written expression classes. (5%) of the informants stated that, their teachers never ask them to work cooperatively. This implies that these teachers ignore this technique or simply they do not want to use it.

Q12. Does working cooperatively motivate you to write?

| Options | N | % |
|---------|----|-------|
| Yes | 23 | 62,5% |
| No | 17 | 37,5% |
| Total | 40 | 100 |

Table 3.12: Students' Opinion about CL as a Motivational Technique in Writing Class

The results of this question show that the majority of students; translated by (62, 5%), stated that working cooperatively motivates them to write. This means that these students see that group/pair work strengthens their motivation. On the other hand, there are (17) among the informants translated by (37, 5%) who felt unmotivated when they work cooperatively with their classmates. Those who choose “Yes” justify their answer by stating that they have an opportunity to learn from and to teach each other, quiet students mentioned that they have an opportunity to speak and be heard in small groups, share experiences and skills and to participate in unique ways; the latter, may provide new information and this makes the unit of the study challenging, interesting, motivating, engaging, and fun (for everyone). One of the informants stated that “more hands make for lighter work”. He/she extended to say that

working cooperatively help identify your own strengths and weaknesses; besides enhance self-awareness and strengthen motivation thus overcoming many problems. Those who opt for “No” state that working cooperatively demotivate them due to many reasons: some members may not respect the ideas of other group members, wasting time, and some people might take more than their share of the discussion by talking too often, asserting superiority; telling lengthy stories, or not letting others finish. Others may rarely speak because they have difficulty getting in the conversation. Sometimes some people rely on the others. All these will demotivate students and hinder their learning process.

Q13. During the writing task, does your teacher use any kind of cooperative learning activities in writing?

| Options | N | % |
|---------|----|-------|
| Yes | 23 | 57,5% |
| No | 17 | 42,5% |
| Total | 40 | 100 |

Table 3.13: Teachers’ Usage of Cooperative Learning Activities

From the data provided in the above table, the majority of students (57, 5%) opted for “Yes” indicating that their teachers use cooperative learning activities during the strategy and they want their students to benefit from each other during the learning process. The rest of students (42, 5%) have chosen “No” indicating that their teachers do not use any kind of CL activities and this can only be interpreted in terms that they want them to rely on themselves and work individually.

Q14. What is your attitude towards cooperative learning as a technique implemented in writing classrooms?

The purpose behind asking such a question is to see whether students liked this technique or not. More than half of the percentage of the students (70%) admitted that they like it. However, the remaining percentage; translated by, (30%) confessed that they see it as useless technique. The former; who mentioned their positive attitude towards CL, declared that they found Cooperative learning as a technique implemented in writing classrooms very useful because; according to them of course, when they work cooperatively in a given writing task, they help each other by:

- Better brainstorming
- Increasing retention
- Building self-esteem
- Motivate each other
- Classroom anxiety is significantly reduced
- Sharing ideas and this will improve their general knowledge
- Tasks can be split up to save time i.e. it is easier if the task is split up correctly (production increases)
- Catch and fix each others' mistakes and errors
- Accomplishing common goals in a specific time

All these will create positive writing attitudes. The latter; who stated that they have a negative attitude towards CL, considers that working cooperatively hinders their learning process because:

- Some members rely on the others i.e. depending on others finding solutions and the whole group will suffer.
- Difference of opinions

- Misunderstand other group members' intention or messages and this could hurt results
- Take a lot of time to accomplish a given task i.e. time lost (negotiating, organizing and communicating ideas) besides taking a long time taking decision
- You may not like the people you work with
- People either slack off and do nothing or become bossy and do everything
- You get the average of everybody's work (everyone gets the same grade despite the amount of work)

Section Three: Implementing Cooperative Learning in the Writing Classrooms

Q15. Does your teacher explain to you the benefits of cooperative learning?

| Options | N | % |
|---------|----|-------|
| Yes | 13 | 32,5% |
| No | 27 | 67,5% |
| Total | 40 | 100 |

Table3.15: Informing Students about the Benefits of Cooperative Learning

As it is illustrated in the above table, more than half percent of the students (67; 5%) confessed that their teachers do not help them to see the benefits of CL. Conversely, (32; 5%) of students admitted that their teachers help and explain for them the benefits of CL. From the results, we find that most of the teachers do not explain the benefits of Cooperative Learning.

Q16. When the teacher asks you to work in groups, how do you feel?

| Options | N | % |
|----------------|----|-------|
| Not motivated | 07 | 17,5% |
| Less motivated | 07 | 17,5% |
| Motivated | 18 | 45% |
| Very motivated | 08 | 20% |
| Total | 40 | 100 |

Table 3.16: Students' Attitudes toward Group Work

According to this table, the informants were asked how they feel when their teacher asks them to work in groups. The students provided different responses; most of them (45%) admitted that they feel motivated when they work in groups because they see it:

- More productive
- More resources i.e. having access to much more information and attain deeper understanding of the topic
- More reliable
- Learn things due to information exchange
- Encourage and supports each other
- Strengthen their motivation
- Boost creativity

However, the other students responses are varied between getting higher or less motivation, their responses were as follow: (17, 5%) are less motivated, (17, 5%) claim that they are not motivated at all, and (20%) are very motivated. Those who choose “Less motivated” and “Not motivated” state that working in groups will lead to:

- Unequal participation
- Quiet people may not feel comfortable
- The time spent talking about irrelevant topics (people might loaf around)
- Conflict
- Decision making take time
- Easy to avoid work
- Loss of creativity
- Time consuming

Q17. Do you think that learning cooperatively helps you in?

| Options | N | % |
|---|----|-------|
| a. Strengthening motivation | 2 | 5% |
| b. Decreasing anxiety | 4 | 10% |
| c. Increasing self confidence and self esteem | 4 | 10% |
| d. Encouraging interaction | 11 | 27,5% |
| a+b | 01 | 2,5% |
| a+c | 02 | 5% |
| a+d | 02 | 5% |
| a+c+d | 03 | 7,5% |
| b+c | 02 | 5% |
| b+d | 03 | 7,5% |
| c+d | 04 | 10% |
| a+b+c+d+ | 02 | 5% |
| Total | 40 | 100 |

Table 3.17: Advantages of Cooperative Learning

The analysis of the results shows that the most opted answer (27, 5%) is that cooperative learning helps them to interact with others. (5%) of students stated that learning cooperatively helps them strengthening their motivation. (10 %) of the informants, claimed that CL decreases their anxiety and fear. Other students (10%) declared that learning cooperatively helps them increasing their self-confidence and self-esteem. While the rest, opted for many options. These results indicated that learning cooperatively really helps students ameliorating their levels in writing.

Q18. Do you face difficulties during writing in group or in pairs? What are these difficulties?

A considerable percentage of the students (72, 5%) admitted that they face difficulties during writing with others; in group or in pairs, however, (20%) stated that they do not face any difficulties. (7, 5%) did not answer the question. Those who declare that they face difficulties provided us with different kind of difficulties such as:

- Greater conflict between students
- Decision-making takes more time
- Segregation of students can occur
- Reaching agreement can be difficult
- Things can get rowdy and out of hand
- People might loaf around
- Easy to avoid work
- Misunderstanding other members' intentions
- Some members depending on others finding solutions and this will hurt the results

Q19. According to you, group/pair work, if compare to individual work during the writing task, is?

| Options | N | % |
|-----------|----|-------|
| Poor | 07 | 17,5% |
| Good | 23 | 57,5% |
| Very good | 08 | 20% |
| Excellent | 02 | 5% |
| Total | 40 | 100 |

Table 3.19: Students' Evaluation of Group/Pair Work as Compared to Individual Work

When students are asked to compare group/pair work to the individual work, their responses are rather favorable in the sense that (57, 5%) admitted that this way of learning is good. (20%) of them declared that it is very good. Others (5%) confessed that it is an excellent way of leaning. The rest of them (17, 5%) stated that they see it poor because it hinders their learning process.

3.2.2. Interpretation of the Results

From the analysis of the students' questionnaire, it is confirmed that cooperative learning plays a crucial role in enhancing EFL students' writing skill. Besides, the students showed different views about the way they prefer the classroom arrangement to be i.e. they have preferred to work individually, but they have supported the way of learning in groups. For that, the teacher should choose the appropriate arrangement in order to provide students with a diversity of opportunities to interact with each other in the classroom. In addition to that the students confirm that group work (CW) has an important role in motivating and enhancing students' writing in classroom. They state that through group work, they will have the opportunity to exchange ideas, promote interaction and improve their language. Furthermore, this technique helps students to overcome a lot of problems. But some students show that

there are some problems come across group work such as unequal participation, loss of creativity and time consuming...

3.2.3. Analysis of Teachers' Interview

Q1. To what extent do you think that your students' value the importance of writing in learning a foreign language?

When the teachers were asked whether their students value the importance of writing in a foreign language, most of the respondents declared that the majority of their students do not value writing. Other stated that that their students; actually, value the importance of writing. One teacher said, "They think of it as useless and meaningless ... they do not like to write in English at all ... it is unnecessary for them." Other respondent shared the same opinion, "the big majority; let me say, 90% do no value writing." In the other hand, one of them said, "there are some students who are high achievers who; in fact, greatly value writing."

Another teacher confessed, "My students always put stress or emphasis on their writing skill, I always informs them that writing has to do with a lot of things (it is a daily practice). He extended to say that they consider writing as an important activity in EFL learning. Those respondents who said that students do not value writing; simply, because their level is poor, they lack vocabulary and commit many grammatical mistakes.

For the most part, the informants' answers show that teachers considers the majority of students; 70% percent, do not value the importance of writing.

Q2. Do you think that your students are motivated during the writing class?

Generally, the teachers' responses to this question reveal that most of the students are not motivated during the writing class. Two teachers agreed on the fact that students are motivated. One of them stated, "most of students are no longer productive that's why they are

not motivated i.e. they do not like to produce. And writing; actually, requires thinking. The other said, “The majority are not motivated at all; they are unmotivated.” While the other teachers revealed that; they cannot generalize, there are students who are attentive, they answer questions even pose questions. Another respondent stated that “when the teacher use useful strategies during the written expression classes, students; eventually, will be motivated to write i.e. they will practice writing in class.)

According to the answers, the majority of students are motivated while the minorities are not.

Q3. How do you try to build students’ self-esteem during the writing task?

The answers of the respondents were among those who mention that they build students’ self-esteem during the writing task. One of them confessed, “I encourage my students through rewards, sometimes I praise them, give them credits such as: thank you very much, you are on the right path, carry on, excellent, you have progressed, etc.) Another stated, “I always try to encourage them and build their confidence. Sometimes I give them topics of their interests in order to motivate them. I provide them; also, with some vocabulary items about the topic they are dealing with to write. I use expressions for those students who write good pieces to encourage them.” The other one shared the same answer, “checking students’ answers, praising them, giving them feedback to encourage them and push them to work harder and harder.” On the other hand, one teacher said, “I use the new technology to encourage my students and create a good atmosphere for them to let them feel at ease and write.”

As said by the respondents, almost all the teachers try to build self-esteem among their students and encourage them during the writing task.

Q4. What do you know about cooperative learning?

The respondents' answers were almost the same. One of them said, "cooperative learning is when students work together to accomplish a given task." Another declared, "Cooperative learning is a technique that most teachers use in their classes. We use it to encourage students to write i.e. work together to accomplish a given writing task. Most of the time we use pair work, group work, or class work. We use such activities to let students help each other, exchange ideas (information in general) because when they work together they will learn from each other besides correcting each others' mistakes and they to build their confidence and their autonomy as well."

Another teacher shared the same opinion, "cooperative learning is when you assign a particular exercise or homework. You divide your students into groups and then split the work between them. Throughout it we invite students to work together and benefit from each other through sharing ideas and this to break the gap between them i.e. contribute to achieve something. One of them affirmed, "Cooperative learning is one of the strategies that boost learning in general not only in foreign language. So it is a technique used for evaluating and promoting learning for assessing students."

According to the respondents' answers, we notice that most of them do not make the difference between group work and cooperative learning.

Q5. How often do you ask your students to work cooperatively?

The responses to this question were varied to each respondent; their answers were divided between asking students to work cooperatively and those who prefer the individual work. One teacher said, "Sometimes I do ask my students to work cooperatively (not all the time but sometimes). It depends on the type of essays am teaching. For example, in argumentative writing I attain this strategy because students argue, there is some sort of exchanging ideas,

they debate, opposing arguments, etc.” Another one declared, “every time I call them to work in small groups to accomplish a given task.” He extends to say, “I never asked them to work individually, sometimes I assign two students to work together i.e. pair work.”

On the other hand, one teacher confessed, “frankly speaking, rarely. Most of the time I prefer the individual work. Because once I have tried to apply this technique; mainly CL, but my students were not serious.” Another one shared the same view, “I assigned it once on the anticipation that when they work cooperatively they will benefit from each other especially those who are low achievers (less gifted students) they benefit from those who are good (or high) achievers but what I have discovered is that serious students were busy writing significant pieces while others are talking that’s why I decide after it ‘never to do it’ simply because some students exploit the opportunity just to speak about meaningless topics.”

In general, according to the teachers’ answers; even though it is a good technique that has a vital role to play, some students are not serious working cooperatively.

Q6. How do your students react to cooperative learning?

The answers of the respondents were among who see that students enjoy working cooperatively. That’s to say they like cooperative learning. One teacher affirmed, “They like it mainly when we have argumentation i.e. when the students start exchanging ideas and each group try to prove itself right and the other group is wrong. They enjoy it.” Another one shared the same attitude, “according to what I have already seen they like working cooperatively.” On the other hand, one of the respondents confessed, “they like cooperative learning but not to work i.e. to accomplish a piece of writing but rather to talk.”

Overall, consistent with the respondents’ answers, almost all of them reveal that students are comfortable when they work cooperatively and they like CL as a technique implemented

in written expression tasks even whether they are serious or not during the task prearranged to them.

Q7. Does cooperative group work enhance students' participation?

Generally, the teachers' answers were approximately the same, they stated that cooperative groups' work enhance students' participation. One teacher said, "I do believe students when they work together and exchange ideas about a given topic. This induces them to raise their own self-esteem. He extends to say that it is very helpful for them to enhance their participation." Another teacher shared the same opinion, "of course, because when students work together they will share ideas (information) and this will enhance their capacities i.e. enrich their vocabulary. Students will participate with no fear, they will feel at ease to answer questions and later on they will even ask questions."

Another on declared, "this strategy; mainly CL, is good as long as you push your students to reveal what is in their minds. Most of my students like it; they pose questions, answer questions and learn from each other." The other teacher affirmed, "They really like because it enhances their level."

Commonly, all teachers' answers were the same. We notice from their data that the big majority of students like working cooperatively because it boosts their participation.

Q8. Do your students have problems working together? Which kind of problems?

When the teachers were asked whether their students have problems working together, all the respondents admitted that their students face problems during the group work.

One teacher stated, "Sometimes there are some problems, usually you may find some personal troubles between students i.e. a difficulty to go along working with somebody else. Sometimes the excellent students want to work together (in order to accomplish the task as

soon as possible).” He extended to say, “As a teacher I have to make equilibrium in terms of putting some excellent students with those of average level.” Another teacher said, “yes of course, they have many problems:

-sometimes you will find some sort of disagreement between students i.e. what to include, what to omit, what to add, what to change ... etc.

-students with different levels will not feel comfortable working together and this will affect their performance i.e. demotivating students instead of encouraging them.

-some students will find it easy to avoid working.

-some students refuse to accept their peers’ comments for one reason or another

-other students insist that they have the best ideas and that they want to keep them for themselves.”

Another one shared the same view, “quiet students may not feel comfortable, and some students might loaf around.” Another teacher declared, “you may find difference in their critical thinking and their learning abilities.” On the other hand, one of them said, “ my students do not have problems working together.” Of course, this is just a relative answer. Sometimes, teachers do not pay attention to small details in the groups, which can hinder their learning process.

Generally speaking, the respondents’ answers reveal that the majority of students have problems when working together.

Q9. How do you try to solve such problems?

Generally, the teachers’ responses to this question disclose that all the teachers try to solve the problems that students face during the group work. One of them affirmed, “by asking and

checking whether they find themselves comfortable or not, also asking them to change the group and choose the ones who he or she feel comfortable with.” Another teacher declared, “I avoid such problems by choosing the good students and assign them together and those with average level and put them together, then I give them topics which are appropriate to their actual level in order to stay away from such problems like shyness, inequality participation ... etc.”

The other teacher confessed, “ I try to solve such problems by exhorting students to work harder and harder, sometimes I tell them stories about my personal experience to motivate them, from time to time highlighting the importance of the module, also I ask them to choose their partners in order to feel at ease and accomplish the task.”

Another one shared the same opinion, “If I see that there are problems; maybe, I will let them choose the people they want to work with in order to let them enjoy companionship and be more productive.”

Overall, the teachers’ answers display that all of them try to help students shun the problems they confront during the group work.

Q10. Do you use any kind of cooperative learning activities in your written expression course? If yes please list them?

Surprisingly, the teachers’ answers to this question reveal that teachers in the department of English, Jijel University, use cooperative learning in their teaching. However, it seems that they are not enlightened about this relatively new technique in the field of teaching. Simply because they do not know about CL activities.

One of them confessed, “Pair work and sometimes group work is the only technique I use in my written expression class.” Another one said, “My students are careless especially in the

module of written expression that's why I don't use such activities and most of the time I encourage the individual work because I see it more useful and beneficial for them.”

Only two teachers; and after the explanation provided by us i.e. about what we meant by CL activities, affirmed that they use the think/pair/share/ activity.

Generally speaking, the respondents' answers demonstrate; as we have mentioned earlier, that the majority of teachers do not make the difference between group work and cooperative learning. Since they have no knowledge about the theoretical background of CL, they could not provide us with the satisfactory answers.

3.2.4. Interpretation of the Results

On the basic of the analysis of the interview, provided by teachers at the department of English –Mohamed Seddiq Ben Yahia (Jijel). The analysis discloses these notes:

- Through the analysis of the teachers' responses, the majority of students do not value the importance of writing due to many reasons such as their poor level
- Teachers state that the majority of students are motivated during the writing class
- The findings show that all teachers adopt the method of building students' self-esteem during the writing task by providing them with necessary writing strategies. Also by motivating and offering them with some vocabulary items about the topic they are dealing with. Two teachers stated that their method is to give positive remarks and focus on the positive aspect of students' writing and give them remarks without offending them.
- It was found that the teachers do not know very much about cooperative learning, according to the analyses of their answers, they believe that cooperative learning has many advantages that help the students to achieve more in writing. So, the teachers have a positive attitude towards using cooperative learning.

- According to the analysis of the answers, we found out that the teachers do not employ the real cooperative structure that is due to their ignorance of its theoretical background. Consequently, without having sufficient knowledge of the theoretical background of the cooperative learning, there will be no effectual results that help the students to develop their writing.
- Finally, through the analyses of the teachers' responses, it was found that they do not apply the cooperative learning method due to the students' inattention.

3.3. Suggestions and Recommendations

In the light of the findings and conclusions of the present study, some recommendations are suggested:

- ✚ Teachers should explain the advantages of CLL to motivate students and let them benefit more i.e. trying to make students interested on the issues given and motivate them to engage in classroom activities.
- ✚ Teachers should not use cooperative learning in every task. It depends on the kind of the activity and it is better to keep it occasional but systematic i.e. simple tasks are better done individually whereas more complex ones are left to groups.
- ✚ The role of the teacher should be changed from being the main source of teaching process to that of facilitating, guiding, managing and encouraging.
- ✚ Cooperative learning strategies should be used in teaching writing in the different educational stages to enhance students' abilities in writing.
- ✚ Teachers should develop their students' writing skills by giving them enough time to interact with each other freely.
- ✚ Teachers are responsible to create a relaxed and friendly situation where learners feel more comfortable to write in English.

✚ Last but not least, it is important to take into account the time devoted to teach “Written Expression”. It appears that time is not enough in the classroom regarding what is expected from the students to learn and for mastering the writing skill.

3.4. Limitations

As it has been stated, the assumptions concerning the role of cooperative learning as a motivational technique in enhancing Algerian students’ writing skill are supported and strengthened by both the teachers and students. Nevertheless, this study has some limitations among which the time constraints and the number of the sample. To begin with, a time constraint in any research is the biggest challenge. Longer time makes the use of different tools possible and this helps the results to take different proportions. Secondly, the number of the sample cannot be literally generalized to the whole population that is to say that the more you have a large sample the most valid results are plus. It would be better if the setting included alarger number of students from different levels, not only second year ones. Also, sometimes the questionnaire does not reflect the respondents’ authentic attitudes because they do not provide you with their real point of view and sometimes the questionnaire is not fully answered.

Conclusion

After gathering and analyzing the students' questionnaire and the teachers' interview, we have found that teachers and students have shown a great interest towards cooperative learning as a motivational technique in teaching the writing skill. Although, students have preferred to work individually, they have supported the way of learning in groups. On the whole, the research assumption was confirmed; that is, the use of cooperative learning contributes largely to the development of EFL students' written production. Cooperative learning; indeed, is a useful technique that boosts students' writing skill.

General Conclusion

In learning a foreign language; mainly English, writing is an intricate and complex task; it is the most difficult of all the language abilities to acquire. In EFL classes, it is evident that writing is the biggest challenge for many students and that is mainly due to the adequate stock of English vocabulary and creativity in writing. Besides, the teachers' deficiency of using the necessary techniques that enables students to write without difficulties and create a good atmosphere for them to communicate and interact with each other in a successful way. For that it seems that CL is the right technique that enhances and motivates students to write.

In this study, we have three chapters, two chapters are theoretical; one concerning the review of literature and the second is for the practical part and we have two tools used: the questionnaire aimed at investigating the students' weaknesses in the writing skill, the role and the importance of CL as a motivational factor to bolster their EFL writing development through creating a good climate in the classroom where they can participate without fear of making mistakes. The interview included ten questions and it was carried out with four written expression teachers; and this, mainly to collect enough data from them about the pedagogical contribution of CL in EFL classes.

The findings gathered reveal that writing is not an easy task to learn, it is a challenging skill that most students find difficulties and obstacles and the most of them are afraid to write. Also, the results confirm that teachers are aware of students' motivation to learn by trying to decrease their anxiety and fear in writing and raise their confidence and self-esteem to make them more motivated to write accurately.

Concerning the use of cooperative learning, the results showed that both teachers and students have positive attitudes toward CL. Precisely, most of the students like to work in groups. Nevertheless, most of the teachers do not explain the benefits of CL for them. Although, they use group work sometimes they do not apply it effectively.

Generally speaking, the obtained results confirm the research assumption; that is, cooperative learning; indeed, has a motivational effects on students' successful side.

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Appendix

Students' Questionnaire

Dear students,

You are kindly requested to fill in this questionnaire to express your attitudes toward the use of cooperative learning in motivating students and improving their writing skill.

” Cooperative learning involves students working together in small groups to accomplish shared goals.”

Your answers are very important for the validity of this research and your cooperation is very helpful in our investigation, so please put (×) in the box which expresses your answer or complete sentences where necessary.

Section One: The Writing Skill

1. Do you think your level in writing is

- Excellent?
- Good?
- Average?
- Poor?

2. Do you feel afraid to write?

- Yes
- No

If yes, is it because you

- Have few vocabulary /items/ideas
- Fear teacher's negative feedback

➤ Worry about making grammatical mistakes

➤ Poor organization of ideas

3. How often do you read in your free time?

➤ Never

➤ Rarely

➤ Sometimes

➤ Often

➤ Always

4. "Proficient readers are always proficient writers" to which extent do you think this statement is true?

➤

5. During the writing task, what do you do?

➤ Start immediately to write

➤ Take a moment and think about which ideas to include

➤ Write down your ideas into sentences or phrases

6. Do you know that writing is a developmental activity that contains different stages?

➤ Yes

➤ No

If yes, which writing stages are you familiar with?

- Pre-writing (generating ideas, planning, etc.)
- Drafting
- Revising
- Editing

7. What does your teacher do to create a good learning atmosphere in written expression classes?

- Establish a good relationship with students
- Give students the opportunity to choose the topic and discuss it freely
- Praise students
- Check whether students are comfortable during the writing task or not

8. In the writing class, how do you prefer to work?

- Individually?
- In pairs?
- In group?

Section Two: Cooperative Learning

9. Do you think that working cooperatively is beneficial during the writing task?

- Yes
- No

10. Do you think that your writing skill is developing when you write cooperatively?

- Yes
- No

11. How often does your teacher ask you to work cooperatively?

- Never
- Seldom
- Sometimes
- Often
- Always

12. Does working cooperatively motivate you to write?

- Yes
- No

-please, justify in either case.

➤

13. During the writing course, does your teacher use any kind of cooperative learning activities?

- Yes
- No

14. What is your attitude towards cooperative learning as a technique implemented in writing classrooms?

➤

Section Three: Implementing Cooperative Learning in the Classrooms

15. Does your teacher explain to you the benefits of cooperative learning?

➤ Yes

➤ No

16. When the teacher asks you to work in groups, how do you feel?

➤ Not motivated

➤ Less motivated

➤ Motivated

➤ Very motivated

Whatever your answer is, please explain why?

➤

17. Do you think that learning cooperatively helps you in: (you may tick more than one answer)

➤ Strengthening motivation

➤ Decreasing anxiety

➤ Increasing self confidence and self esteem

➤ Encouraging interaction

18. Do you face difficulties during writing in group or in pairs? What are these difficulties?



19. According to you, group/pair work, if compared to individual work during the writing task, is

➤ Poor

➤ Good

➤ Very good

➤ Excellent

Thank you for your cooperation

The Teachers' interview

We would be so grateful if you could answer the following questions concerning the use of cooperative learning as a technique in the EFL classes and its usefulness in the writing skill. Your answers will be so helpful for this research.

Please answer the following questions:

1. To what extent do you think that your students value the importance of writing in learning a foreign language?



2. Do you think that your students are motivated during the writing class?



3. How do you try to build students' self-esteem during the writing task?



4. What do you know about Cooperative Learning?



5. How often do you ask your students to work cooperatively?



6. How do your students react to cooperative learning?



7. Does cooperative group work enhance students' participation?



8. Do your students have problems working together? Which kind of problems?



9. How do you try to solve such problems?



10. Do you use any kind of cooperative learning activities in your written expression course? If yes please list them?



Many thanks

Résumé

L'écriture c'est la compétence productive dans le mode écrite. Elle est le plus compliqué que cela puisse paraître, elle est souvent considérée comme le plus difficile des compétences pour les étudiants étrangères et même pour les locuteurs natifs. Parce que les enseignants n'appliquent pas correctement les techniques mises à jour dans l'enseignement. Le problème fondamental qui rend les étudiants incompetents dans la maîtrise d'écriture est la faiblesse dans lexis et la grammaire. Par conséquent, ils souffrent du manque d'enthousiasme et de volonté. Ainsi, ils ne peuvent pas construire un morceau précis d'écriture. Cette étude visant à étudier l'utilité de travail collectif comme une technique dans l'enseignement de l'écriture. Le but global est de déterminer si la capacité d'écriture des étudiants serait stimulée par l'utilisation de cette technique pour les étudiants de deuxième année LMD d'anglais à Mohammed Seddik Ben Yahia, Jijel. Cette enquête est basée sur l'hypothèse que l'utilisation de travail collectif contribue largement au développement de la production écrite. A cette fin, nous avons effectuée une étude descriptif par le biais une interview et un questionnaire adressé aux : l'enseignants « d'expression écrite » et les étudiants de deuxième année License d'anglais à la même université. L'interview a été réalisée avec quatre professeurs d'expression écrite dans le même département ; et ça, principalement pour recueillir suffisamment de données de leur part sur la contribution pédagogique de travail collectif dans les classes EFL. Le questionnaire a été remis à 40 étudiants de deuxième année License sur leur point faibles dans les compétences d'écriture, l'importance de travail collectif en tant que facteur de motivation pour soutenir leur développement par la création d'un climat préféré dans la classe d'expression écrite ou ils peuvent participer sans la peur de faire des erreurs. Enfin, l'analyse de cet instrument de recherche a révélé que le travail collectif a un grand impact sur l'amélioration de l'écriture d'élèves dans les classes EFL. Par conséquent, l'hypothèse de cette recherche est confirmée.

هي المهارة الإنتاجية و هي أكثر تعقيدا مما تبدو عليه و غالبا ما تعتبر من أصعب المهارات بالنسبة لكل من متحدثيها الأصليين و حتى لمتعلميها كلغة أجنبية لان المعلمين لا ينفذون بشكل صحيح التقنيات المحدثه في التدريس. المشكلة الأساسية التي تجعل الطلاب غير قادرين على إتقان مهارة الكتابة هي نقاط ضعفهم في كل من النحو و الصرف و بالتالي فإنهم يعانون من عدم وجود الحماس و الرغبة علاوة على ذلك فإنهم لا يستطيعون تركيب نص كتابي دقيق. هذه الدراسة تهدف تحقيق فائدة من العمل في تدريس مهارة الكتابة كذلك تهدف تحديد ما كان سيتم تحسين قدرة الكتابة لدى الطلاب من خلال استخدام هذه التقنية بين طلاب السنة الثانية في قسم اللغة الإنجليزية في جامعة محمد الصديق بن يحيى اجل. و يستند هذا التحقيق على فرضية انه استعملت هذه التقنية بطريقة صحيحة فهذا سيساهم بشكل كبير في تطوير مصداقية لهذه الدراسة قمنا دراسة و صافية باستعمال كل من المقابلة و الاستبيان موجهان لكل من معلمي التعبير الكتابي و الثاني طلاب السنة الثانية قسم اللغة الانجليزية. أجريت مدرسي التعبير الكتابي في نفس القسم و هذا لجمع البيانات الكافية منهم حول المساهمة التربوية لتقنية العمل الأجنبية هذا و تم تسليم الاستبيان 40 يق حول نقاط ضعفهم فيما يخص مهارة الكتابة و أهمية هذه التقنية كعامل تحفيزي لدعم و تطوير مهارتهم و ذلك من خلال خلق مناخ مناسب في أقسامهم حيث يمكنهم المشاركة دون خوف من الوقوع في . أخيرا كشف تحليل البحث تقنية العمل الجماعي لها تأثير كبير و دور ايجابي على مردود ا حصة التعبير الكتابي تأكيد فرضيات البحث.