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**Investigating The Algerian EFL Students' Attitudes Towards
The Use Of Collaborative Learning Strategy
To Enhance Their Argumentative Writing Skill**

The Case Study of Third Year Students At The Department of English.
Mohamed Seddik Ben Yahia – Jijel and Farhat Abbas University – Setif

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DEDICATION

In the name of Allah, most Gracious, most Mercial, all the praise is due to Allah, the Sustainer of the entire world.

I dedicate this simple work to:

To my parents ‘Razika’ and ‘Alarbi’ who have provided me with their encouragement and love.

To my brothers ‘Mohammed , salah’.

To my sisters; ‘Rima, Zineb,’ and my pretty prencess ‘Aya’

To my hasband who shown me what nobody else would never have , he provided me with support, encouragement, patient and love .

To my future baby

To my wonderful friends: Imene, Djazira, Meriem, Mina, Ibtissam, Nadia

To all my friends and family members without exception.

To every one who has been supported me even with a simple word.

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In the name of Allah, most Gracious, most Merciful, All the praise is due to Allah,, the Sustainer of the entire world.

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To all my friends and family members without exception.

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IMENE

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ABSTRACT

The present study attempts to examine the attitudes of Collaborative Learning Strategy (CLS) to enhance students' argumentative writing skills. It aims at investigating the CLS as powerful technique used by teachers of English as foreign language in the department of English at Mohammed Seddik Ben Yahia University of Jijel, and the department of English at Farhat Abass University of Setif. In this research, it is hypothesized that the use of collaborative learning strategy enhances the argumentative writing skills for Algerian EFL students. To verify the validity of this hypothesis, two tools are used. Firstly, the students' questionnaire has been administrated to investigate students' knowledge about using CLS and their attitudes towards it, the Questionnaire has been given to fifty (50) third-year students, twenty-five (25) participants in Jijel, and twenty-five (25) in Setif. Secondly, a teachers' interview has been conducted with five (5) teachers who have an experience of teaching Writing Expression. The results have shown that the use of collaborative learning strategy enhances students' argumentative writing skills. Students have confirmed that this technique helps them improve their argumentative writing for different reasons.

Key words: Collaborative Learning Strategy , Argumentative Writing, Students Attitudes.

List of Abbreviations and Symbols

=: Percent.

CL: Collaborative Learning.

CLA: Collaborative Learning Activities

CLS: Collaborative Learning Strategy.

FL: Foreign Language.

EFL: English as a Foreign Language.

Max.: Maximum.

P: Page.

Para : Paragraph.

Q: Question.

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General Introduction

1. Background of the Study

In foreign language teaching and learning , teachers faced a variety of learners' styles, consequently, they are obliged to adopt a range of strategies to progress in these two processes. Teaching the four skills is almost the issue of FL teachers, however, learners found writing most difficult skills, especially argumentative writing skills, because it is very significant in language teaching and learning. Teachers main concerns improving writing argumentative skills. EFL teachers use variety of strategies to facilitate a progress of learning process for learners.

Collaborative learning strategy is a technique that teachers implement in their classes, in order to improve their students writing skills, particularly, to enhance their argumentative writing skills. Collaboration in learning argumentative writing is crucial method which helps EFL students to improve their level in writing. Also, it will encourage them to behave in an instructional environment.

2. Statement of the Problem

Argumentative writing skills is almost the main fact of all foreign language learners, particularly, third years EFL students at Department of English University of Mohammed Seddik Ben Yahia Jijel, and University of Farhat Abbas, University of Setif. Students start writing argumentative essays by themselves, however, they find many difficulties while trying to develop their argumentative writing skills because of many reasons.

In order to solve this problem, collaborative learning strategy is the techniques that was proposed in this study.

3. Aims of the study

The present study, deals with EFL students attitudes towards the use of CLS to enhance students argumentative writing. It was planned with third years EFL students at Department of English at Mohammed Seddik Ben Yahia, Jijel University, and Farhat Abbas , Setif University. It aims at: first, showing the impact of collaborative learning strategy on argumentative writing skills and their effectiveness in EFL classes. Second, encouraging teachers to implement collaboration in teaching. Finally, showing the extent to which collaborative learning strategy improves EFL learners' poor writing.

4. Research Questions

In attempting to find whether or not collaborative learning strategy enhances EFL students' argumentative skills.

The present study poses a set of questions:

- ✚ Do EFL students prefer to write collaboratively?
- ✚ Do EFL teachers implement CLS in their classes?
- ✚ What are the EFL students' attitudes towards the use of CLS to enhance their argumentative writing skills?

5. Research Hypotheses

In order to give answers for the precedent questions of this study, it is hypothesized that:

- ✚ The use of collaborative learning strategy may enhances the argumentative writing skills of Algerian EFL students who show positive attitudes towards such strategy.

6. Means of Research

To confirm the previous hypotheses, which will be collect with the set aims of the present study. We select, Firstly, a questionnaire for EFL students, with a sample which consists of 50, third years students from both universities; Mohammed Seddik Ben Yahia, University of Jijel, and Farhat Abbas, University of Setif. It seeks to investigate EFL students' attitudes towards using CLS in their argumentative writing. Secondly, a teachers' interview was conducted with five EFL teachers who teach written expression to shed light on their implementation in EFL classes.

7. Structure of the Study

The present study contains two main chapters in addition to the general introduction and conclusion. The first chapter is the theoretical part, it is divided into two sections; the first is about, argumentative writing, and the second section is about, collaborative learning strategy and their application in argumentative writing. On the second chapter, is devoted to research methodology and design.

The first section in chapter one covers the definition and characteristics of argumentative writing. In addition, it deals with types of argumentative writing. It also includes argumentation, and evidence use in argumentative writing. Then, some problems faced EFL students in argumentative writing.

The second section in the same chapter includes the definition and characteristics of collaborative learning strategy. Moreover, it shows the aims of collaborative learning strategy, its elements as well as some examples of collaborative learning activities. In addition, the roles of the teacher and the learner are provided. The section also deals with the

implementation of collaborative learning strategy in EFL classes, as it closes with the impact of collaborative learning on EFL students' argumentative writing.

The second chapter is devoted to the research design, data analysis and the results from the analysis of different tools. This chapter describes and discusses how the research tools are administered. Then, an overall interpretation of the results of data collected is provided.

8. Significance of Study

The present research attempts to prove the usefulness of collaborative learning strategy and its potential influences on EFL students' argumentative writing skills. Hence, the study tends to motivate both EFL learners and teachers to develop their levels in learning and teaching the argumentative writing .

Section One: Argumentative Writing Skills

Introduction

writing is one of the main productive skills. That, is important for first and second language learners. It refers to the influence of thoughts or actions of others, an argument must be clearly present a position, and identify the issue related to that position. The study of argumentative writing is so complex, which seeks to determine what its object is, and how it should be approached.

This section is meant to offer a overview of argumentative writing and its various approaches. In the first place, it includes definition of argumentative writing, with the basic characteristics, and types of argumentative writing. Also, some fundamental concepts of argumentation and evidence. In the second place, it encompasses some problems faced by EFL students in argumentative writing.

1.1. Definition of Argumentative Writing

Reinking and Osten (2000, p. 269) stated that an argumentative or persuasive writing, basically, expresses an opinion. The writer, adopting this type, provided set of arguments as attempt to convince the reader (statistics, proof facts.). In argumentative writing, an argument should be logical, well structured evidence to reach your own information, that would to convince the reader to accept the claim.

In the writing process, when writers backup their products with the skills, and knowledge, they have, the products acquires an argumentative aspects. However, components of the writing process differ from one another in terms of cognitive models. In general writing, is considered a relatively stable that can be influenced by learning and its determine by the knowledge, and skills. Writers rely on, during the process of text production. In most

cognitive models of writing a distinction is being made between the different components of the writing process, such as generating and selecting content elements, organizing text structure, translating mental representations into linguistic forms and revising text . Osstam and Rijilaarsdam (2004).

Argumentation implies the fight for convincing. In writing, it is not meant to affirm or impose an opinion, it rather represents evidence that rise with the extent, and degree of the proofs that the writer includes in their products. The argumentation consists of products and scholars, and academics like: books and articles. It also includes statistics, facts and illustration . in other word, convincing argumentative writing does not assert an opinion, and presents an argument. It must be backed up by data , that persuade readers that their opinion is valid. The data consist of facts, statistics and examples which originate from readings article, books, interviews or even questionnaires. The students who write argumentative text should seek to use educated sources. They write with a reasonable tone, so they discuss the debatable topic fairly. They anticipate objections and make concessions that inspire confidence and show sincerity. (Saihi KihalL, n.d).

Moreover, Bazerman (1985) states that: “argumentative text is responding to a text, the conclusion might recall the original idea to which you are responding, reminding the reader exactly what you are agreeing or disagreeing.”

From the definition above, it is clear that, the results of argumentative writing text should be relating and corresponding, on the main idea or , the main products of the written text, thus, the aim is not only to give information, but, also to persuade the reader to argue, and believe of your point of view. Moreover, the content of argumentative writing have to be reasonable, and writer should be logical. (1985,p.108).

To sum up, argumentative writing is when you prove your opinion, theory or hypothesis, about an issue that is truthful than the others. In other hand, argumentative writing is required students to collect, generate, and develop a position on the topic given.

1.2. Characteristics of Argumentative Writing

Baker .J , Brize .A , and Angli. E stated: “argumentative writing assignments generally call for extensive research of literature or previously published material. Argumentative assignments may also require empirical research where the student collects data through interviews, surveys, observations, or experiments. Detailed research allows the student to learn about the topic and to understand different points of view regarding the topic so that she/he may choose a position and support it with the evidence collected during research. Regardless of the amount or type of research involved, argumentative writing must establish a clear thesis and follow sound reasoning”(Para 2, p.1).

Kathleen T .Mc Whorter characterized some important Characteristics’ points of argumentative writing as follow:

- ”Make a specific point, and determine what the purpose of your argumentative text is. Also, state that point in your thesis statement, or controlling idea, then, build upon it throughout the text, by using examples, stories, and other details that all relate back to the main idea”.
- “Involve readers in the story and create a visual picture by using dialogue and physical description, which is achieved through telling events that happened and presenting problems that arose. Also include specific descriptive details so that the reader can easily picture the scene in each of the events”.

- “Sequence events. Often this is done chronologically (the order in which events happened), but using flashbacks (writing the story from one point in time but then talking briefly about something that happened in the past) and foreshadowing (briefly talking about something that will happen in the future) can make the story more interesting”.
- “Decide which point of view, first-person (from the author’s point of view, using “I”) or third-person (using “he,” “she,” “them,” etc. instead of “I”), works best for your text”.

2.3. Types of Argumentative Writing

Argumentative writing tends to prove someone's opinion, idea, hypothesis, or an issue, and how presents each side particularly. All argumentative writing should discuss each side of the argument, there are several types of argumentative writing, which are practiced by learners to achieve certain purposes, and convey particular message. The following types are most common in argumentative writing includes: persuasive, research paper, analysis and personal essays;

2.3.1. Persuasive Texts

This type of argumentative writing, it means that when you present an argument, and try to persuade the reader that one side of the argument is better and true, than the others. This type of argumentative writing, it should start out by clearly definite point of views and should use the evidence to support that point of view throughout. The writer should refute these views in order to persuade the reader that his point of view is the right one. Next, use solid evidence to win the reader, in addition to, maintain the readers’ interest. Furthermore, be aware of your audience, how can you win them over to your side. This is the type of

argumentative writing where you try to convince the reader to adopt your position on an issue or point of view. (the Ped and the Pad team, para.2, p.1)

2.3.2. Research Papers

According to Zarefasky , D (2001a) said ‘‘Argumentative research papers rely heavily on external sources to make and support the main argument. When writing an argumentative research paper, it's important to take a balanced approach. Authors must try to cite roughly the same amount of sources for the differing points of view as for the main argument’’(pp. 33-37).

2.3.3. Analysis Reports

According to Zarefasky, D. (2001) said that ‘Argumentative analysis report focus on other argumentative writing. The purpose of this type is to analyze another author's argument. Major elements of analysis include persuasiveness, evidence, clarity of writing, presentation and style. Although this is an analysis text, it is also an argumentative writing, so the author must make a clear case about the quality and persuasiveness of the essay she is evaluating’(pp. 33-37)’.

2.3.4. Personal Reports

Zarefsky; D. (2001a) said about personal reports:

‘‘A personal argumentative text does not need to rely on research in order to make a case. This type is based on opinion and personal taste, so the author must make a compelling case based on his own subjective reasoning. The challenge inherent in this type of argumentative writing is convincing others to share a personal opinion. Research can and should still be utilized in a personal argumentative writing in order to make the main argument more

compelling. In addition, all sides of the issue should be considered in order to further validate the author's point and convince the reader that it has been well developed''(pp. 33-37)

2.4. Argumentation

According to AAAS (1993), defined argumentation ‘‘the collection of relevant evidence, the use of logical reasoning and the application of imagination in devising hypotheses and explanation to make sense of collect evidence’’. Argumentation is a key of aspect ,which is primarily concerned not only, with what knowledge one has gained, but also how the understanding came about thought evidence and clear logical reasoning which explains how the evidence supports the new knowledge claim (Dusch and Shouse , 2007). In other words, argumentation is the presentation of elaboration of arguments. It encourages the audience to think or write differently. The learner who write must support this\her thesis with meaningful arguments and strong evidence. As Berland and Reiser said that argumentation is a ‘‘constructing and defending scientific explanation’’. Also, Zanevsky (2001) considered argumentation ‘‘the study of reason given used by people to justify their beliefs and values and action of others. Its central concerns is with rationality or reasonableness of claims put for word in discourse’’(p. 33).

Similarly , Baker and Huntington stated that ‘‘argumentation is the art of producing in the mind of another person acceptance of ideas held true by a writer or speaker , and of including the other person , if necessary , to act in consequence of his acquired beliefs’’ (p. 7).

Eemeren, Grootendorst and Kruijer attempt that there are seven general features that mark language as argumentation. These are briefly sum as follow:

- ✚ The first feature is that the act of arguing is basically a social activity, which two or more participants express in their discourse by advancing arguments and reacting to them.
- ✚ The second feature is that argumentation is an intellectual activity essentially based on reason.
- ✚ The third feature is that argumentation must involve the use of language both in its spoken or written modes.
- ✚ The fourth feature is that argumentation pertains to a subject about which people hold colliding expressed opinions. Using a substantial analogy, difference of opinion is a “nucleus” around which arguments turn.
- ✚ The fifth feature is that argumentation has the objective of justifying or disproving an opinion.
- ✚ The sixth feature is that argumentation comprises a constellation of statements, or “arguments”, advanced to show that an opinion should be accepted or to demonstrate that an opinion ought to be withdrawn.
- ✚ The seventh feature is that argumentation seeks to convince an audience. Being convinced rests on judgment on the part of that audience since arguments themselves are based on reasonableness .

The authors, taking the seven features together, have come up with the following structural definition of argumentation: “Argumentation is a social [feature 1], intellectual [feature 2], verbal [feature 3] activity serving to justify or refute an opinion [features 4, 5], consisting of constellation of statements [feature 6] and directed towards obtaining the approbation of an audience [feature 7]” (p.7).

2.5. Evidence

In most papers, the writer's aim is to find a topic and make a claim about it. This claim is better known as the writer's argument. With it, the writer attempts to win the reader over to his/her view of the topic, or, at the very least, to show the reader a new perspective about the subject discussed. If the writer is going to make some headway with an argument, however, he/she must be able to give evidence to support the claims the paper will make. There are three main categories of evidence that are essential to gain the audience's confidence in the writer's assertions. These categories are fact, judgment, and testimony(Weaton College Center ,2009, para.1).

2.5.1.Facts

Facts are among the best tools to involve the reader in the argument. Since facts are indisputable, the writer automatically wins the reader's mutual agreement by utilizing them. A statement declaring, "On January 28, 1986, the shuttle Challenger exploded upon lift-off," must be accepted by the reader, since it is a historical certainty. Facts are used primarily to get the reader to stand on the writer's plane of reasoning. For instance, if a writer wanted to argue that smoking is a detriment to your health, he/she would begin by citing factual information about the large number of people who die every year from smoke-related diseases. This would then force the reader to agree with the writer on at least one point(para.2).

2.5.2. Judgment

Facts, however, cannot carry the entire argument. It is necessary for the writer to utilize Judgments as well. These are assumptions that the writer makes about his/her subject after carefully considering the facts. For example, a writer could start by presenting certain facts about the knowledge that scientists had regarding the condition of the Challenger prior to takeoff. From these facts, the writer concludes that the disaster could have been avoided if a

few scientists been willing to speak up about some unsettling findings. This would be a judgment on the writer's part. There is nothing in the history books or newspapers that can prove this assumption to be true. The success or failure of the entire argument rests on whether or not the writer can utilize adequate reasoning in coming to the right judgments (para. 3).

2.5.3. Testimony

The final type of evidence used in writing a convincing argument is Testimony. There are two types of testimony: firstly, the account of an eyewitness, and secondly the judgment of an expert who has had the chance to examine and interpret the facts. Both of these lend validity to an argument. The eyewitness can supply important facts for the writer to use, and the expert can provide valuable judgments in order to give strength to the argument. For instance, in the case of the Space Shuttle Challenger, the writer might use the testimony of one of the personnel who was present at NASA meetings before the launch. The writer might also use an astrophysicist's opinion about whether or not evidence existed before take-off that the Shuttle was not safe to launch (para. 4).

2.6. Problems Faced by EFL Students in Argumentative Writing

According to Neman writing is "a craft, an artistic process with techniques and conventions that can be learned; employing skills that can be improved"(1995; p.4). It means that writing is the act of putting ideas and thoughts into symbols of certain given language.

Writing also is a major tool for learning in addition to speaking, listening, and reading. It is an act to express ideas and taught into written form. According to Hairston, he stated that "writing is tool for discovery. People stimulate their thought process by do writing and tap into information".

Also, according to Z. B Younes and F. S Albalawi defines’’ argumentative writing is a fundamental writing style is required in higher education to compose various writing tasks. The goal of argumentative writing is to convince an audience, and it is done in a situation where there exists a conflict between the beliefs and attitudes of the writer, speaker and the reader’’. In order to explore the EFL students, many studies have been conducted to the problems they found during doing writing tasks, including argumentative writing.

According to Rahmatunisa, Younes and Albalawi , found kind of different major problems faced by the students in three ways, Further findings showed that there are several reasons contribute to students’’ weaknesses in essay writing based on record of their perspectives. These main problems that faced by EFL students in argumentative writing, are classified by Shoebottom (2014) as follow: Linguistics, cognitive and psychological problems.

2.6.1. Linguistic Problems

Linguistic problems of argumentative writing are the challenges that are faced by large number of learners in the writing process. which includes: spelling, usage, etc. First, spelling, during writing a lot of EFL learners make spelling mistakes as Shoebottom describes ‘’they do not usually prevent the reader from understanding what the writer is trying to say, but they can creates a negative impression’’(n. d; para. 1). Secondly, usage, it is a type of writing mistakes that is more concerned with EFL students. Basically, usage, unlike grammar mistakes, as Shoebottom said that is ‘’ word or string of words that native speaker would never use to express the practical meaning that EFL students is trying to convey’’(n.d ; para. 4).

2.6.2. Cognitive Problems

Cognitive problem relates to organization of ideas, by using punctuation, grammar problem, such as forget using tenses, or in using word classes. The majority of EFL students don't be aware of English punctuation for instance (the first letter in the first word in sentence, put comma and so on). Shoebottom said "these mistakes due to the lack of clear understanding of what a sentence is, and they result in fragments (incomplete sentence) or run-ons (sentences that do not end when they should)"(para.2). Next, grammar, the most occurring errors in writing by EFL students in making grammar mistakes. According to Shoebottom, grammar mistakes is because 'learner often do not choose the correct English verb tense for expressing an idea or do not use it in its correct form. They may fail to use the articles correctly, or place words in the wrong order in a sentence'"(para.3)

2.6.3. Psychological Problems

According to both Arnold, Brown, they claimed that "the various emotions effecting language learning are intertwined and interrelated in ways that make it impossible to isolate completely the influence of any one of them"(1999; p. 8). So, the most important psychological side is "emotion" that we should be aware about it. As psychological problem which faced EFL students we have "motivation", it indicates the mood that a learner has while accomplishing an activity or a given task in writing. According to psychological Campus motivation, "a critical components of learning"(n.d ; para. 1). It means that, when learner write, it need to be motivated, if they are asked to write about an unexciting or boring topic, they will faced problem in their writing. So, researcher suggest that, teacher should encourage the learner motivation to write as well as providing various supportive writing activities. The second problem is, anxiety, which related to education, anxiety usually defined as a feeling that students fear to write .

Similarly, Brown (2001) believed that anxiety occurs during writing, especially, if the piece of writing will be judge by the teacher, without the opportunity to change, replace or modify anything. Whether linguistics or psychological issues that affect students writing production, it is the teachers' responsibility undertake these issues through the implementation of different techniques and strategies to improve students argumentative writing skills.

Conclusion

Summing this section, it can be said that, argumentative writing is a vital tool in learning process, but at the same time it tends to be one of the most difficult task to do for EFL learners. Argumentative writing need more attention and knowledge from both teacher and learner. This section, clarified what argumentative writing is, in addition, characteristics of this type, moreover, it shed light on the main types of argumentative writing, and it put the main concern with the concept argumentation. Last but not least, it looks at evidence with clear explanation. Finally, it put main concerns on the problems faced EFL students in argumentative writing.

Section Two: Collaborative Learning Strategy and its Implementation on Argumentative Writing

Introduction

Collaborative learning strategy is the technique which gives large opportunities for students to understand and learn easily. Collaborative learning strategy as well improves the communicative skills in learners; reduce the stress and anxiety that students currently express when they participate in front of the whole classroom. So, teachers require to what the appropriate techniques is using for teaching it. Collaborative learning strategy is one of the most significant approaches of the instructional techniques. It aims is to have the learner's positive attitudes towards argumentative writing skills and helping them fostering collaborative learning skills to create new product in classroom, during writing skills.

In this section, collaborative learning strategy will be approached as a general active Method that can be applied successfully in writing. Firstly, started by definition of collaborative learning strategy, Then, essential characteristics of CLS, also some benefits of CLS, Furthermore, goals of this approach, and elements of CLS, Next, some examples of CLS activities, Then, shedding light on the role of teacher and the learner, Therefore, the implementation of CLS in EFL classes, finally, the impact of CLS on argumentative writing.

2.1. Definition of Collaborative Learning Strategy

Concerning the term Collaborative learning strategy there are a variety of definitions. One of the most famous definition, according to Johnson, Johnson, and Holbec defined CLS as “The instructional use of small group through which students work together to maximize their own and each other’ learning” (1998; p. 5). It means that collaborative learning strategy is a method where small groups students with different abilities work together, using a variety of learning abilities to complete a task, or to improve their understanding of a subject.

Jacobsen, Eggen and Kawchak (2002, p. 231) defined collaborative learning as “students working together in small groups on common goals” in the CL technique students are grouped in order to achieve a certain objective through solving problem or completing a task.

According to Johnson and Johnson (1999). Sutherland and Webby (2000).Sharma (2010) said that ‘students use and develop a variety of personal skills (i.e. communication, listening, collaboration) to accomplish shared learning goal set by the teacher\facilitator’.

Also, Smith and Mc Grrogr (1992) defined CL as “collaborative learning is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually students are working in groups of two or more, mutually searching for understanding, solutions or meanings, or creating a product”.

Simply, in collaborative learning strategy, students work together in the writing tasks to achieve shared goals and increase interaction between them as well as a way of motivation. In this approach, the learners are responsible of others work as well as their own. Therefore, the success of one learner can help the other learners to be successful as well. So, collaborative learning strategy is an educational approach to teaching and learning. It involves groups of learners to work together to solve problems, share ideas, and develop skills in a common goal.

2.2. Characteristics of Collaborative Learning Strategy

Collaborative learning distinct by three essential characteristics which are: group goals, individual accountability, and equal opportunities for success, started with;

- **Group goals:** learners worked in group to discuss the subject in well organized process. Also, it focuses on amity and harmony between learners, and shared learning tasks. Then, motivate students to help and support each other

in success. Group goals encourage students to explain content to teammates and provide help.

- **Individual accountability:** It means that in collaborative learning success depends on individual learning of each member of the group. And the failure of one member is the failure of the whole group. So, learners have to respect others ideas because success is based on member itself.
- **Equal opportunities for success:** In collaborative learning, learners with high and low level have the opportunity to work and participate together. For instance, when students' with low ability of learning, works in group with a student with high ability, this can help him to learn better and improve his\her level.

2.3. Goals of Collaborative Learning Strategy

Collaborative learning is one of the most motivational approach using EFL teachers in classroom, to help students worked together in groups for creating new product in written tasks. Collaborative learning aims to: teach academic, help different racial and ethnic groups together, promote student's self-confidence and help students develop oral communication skills.

- **Teach Academic**

It means that collaborative learning is new leading approach to the classroom instruction, because, EFL teachers perceived that learners need more to acquire language and improve skills in interactional environment rather than in traditional instruction to facilitate learning process. This interactional environment focus on developing basic skills of the learners, stimulate their level of thinking.

- **Help different racial and ethnic groups together**

In collaborative learning strategy, learners in different level and abilities are helping each other, and working together without any discrimination. In order to create good atmosphere in

groups, and make group work beneficial and effective. Learners have to behave in groups as group member, such as: being supportive, listening actively, respecting others ideas, and avoiding punishment (Wilhelm, 1997, p, 528).

- **Promote self esteem and self confidence**

Self esteem and self confidence are an important factor in successful of foreign language learning, Dorney (2005.87), said “ self esteem and self confidence are like the foundation of building, if they are not secure enough, even the best technology will be insufficient to build solid walls them), i.e. both are complete each other in the learning process. Confidence is a potential condition to be successful in writing. According to Brander (1969, p. 117), students with high self esteem generally be positive. For instance, students with high self-esteem most likely believe themselves to be significant. So, it is a beneficial for the group member and it deals with the group member easily. This process of learning promotes the importance part of the student’s personality which is self- esteem and self confidence.

- **Help students develop oral communication skills**

During the writing tasks, learners discuss the subject orally, and each one gives his\her own point of view and express their ideas in order to convince the others member. It is beneficial for the group member, and the member itself to develop, and improve their communication skills.

2.4. Elements of Collaborative Learning Strategy

Researchers identify five basic elements of collaborative learning. These are known by acronym 'PIGSF'; Positive interdependence, Individual accountability, Group processing, and Interpersonal skills (social skills development), and face –to-face interaction.

2.4.1. Positive Interdependence

According to Johnson. Johnson and Holbec (1998), stated that ‘positive interdependence is linking students together so one can’t ’successes unless all group members successes. Group members have to know that they sink or swim together’’. (1998; p.4:7). It means that groups member should believe that one persons ‘effort is not a benefit only for him\her, but for the entire group. So, all group member is responsible for their own success or failure in the given tasks.

2.4.2. Individual Accountability

According to Johnson. Johnson and Holbec (1998) individual accountability is ‘‘The measurement of whether or not each group member has achieved the group’s goal, assessing the quality and quantity of each members contributions and giving the results to all group members’’(p.4 ;17). Also, Jacobs defined individual accountability as ‘‘the team’s success depends on the individual learning of all team members ‘’. It means that every one contributes and learn with their own, and their teammates through collaboration.

Individual accountability ‘‘ Involves students’ understand that they will be held accountable for their individual contribution to the group that free-lauding will not be tolerated, and that everyone must contribute’’ (Gillies, 2007; p.5). So there are two levels of accountability, the first is that, the group in CL have to be responsible for the goals that have been realized. The second level concerns each group member needs to be responsible for his\her contribution. As a conclusion, the major goal of CL is to make learners learn by themselves.

2.4.3. Group Processing

According to Joliffe (2007), group processing is to give students time and procedures to analyze how well their groups are using the necessary skills. It needs to consider the following questions: How effective was the group work? Did everyone contribute equally?

The goals of group processing are to clarify and improve the effectiveness with members necessary to achieve the groups' goals.

2.4.4. Interpersonal Skills

As Foster stated that interpersonal skills are one of the most essential components of collaborative learning structures. Teachers in that component need to construct tasks and teach social\ team skills needed to engage to those tasks successfully. In those tasks. It needs to consider. Those students have these skills.

2.4.5. Face to Face Interaction

According to Wandberg, Rohwer stated "Students need to real work together in which they promote each others' success by sharing resources and helping, supporting, encouraging, and applauding each others' efforts to achieve"(2010, p.213). Also They said that " It is through promoting each other's learning face to face members become personally committed to each other as well as to their mutual goals "(Wandberg and Rohwer, 2010, p.215). It means that students are expected to help each other through explanation and share their previous knowledge about the subject matter. So, the real goal of CL is emphasized by the interaction between students.

2.5. Examples of Collaborative Learning Activities

Collaborative learning tasks or activities are designed by teachers. There are many collaborative learning activities that are implemented to achieve different objective, when these activities are used correctly, the students will benefit from these collaborative learning activities. There are many CLA which are: Think\Pair\Share, Team Jigsaw, Tea party Method, and Numbered Head Together.

2.5.1. Think\Pair\Share

Frank, Lyman (1981) is the one who developed Think\Pair\Share as structure techniques. This activity allows the teacher to poses a question to the whole group about the topic, it includes three steps. After the teacher posed the question, students get ‘‘think time ‘‘ to think about the topic on their own. Later on, the teacher divided the students into pairs (2_4 max) and share what they know about the topic. At the end, the teacher brings the whole class together and every one shares their ideas and present their knowledge about the topic. This is a useful technique in increasing classroom discussion.

2.5.2. Team Jigsaw

In collaborative learning classroom, Team Jigsaw is the most useful techniques. Aronson (1987, cited in Slavin, p7) states that Jigsaw was the earliest CL methods. In this activity, teacher pre-arranges class into small groups of 4, then, he assigns each group to a topic to discuss. Moreover, each student in the team has completed their tasks and assignment, and each students from the team leaving their group and move to another .Later on, students who have move to another group became the ‘‘the expert ‘‘in their new group. Then these expert students are supposed to return to their original groups to share what they have learned with their group members.

2.5.3. Numbered Head Together

According to Kagan and Kagan (2009), teacher numbers off each student in each team from 1 to 4 students. Then, teacher poses a question within a limit time. Next, students put their ‘Head together’, All the students called by the teacher must stand up and answer the question. The teacher can provide corrective feedback or response. So Numbered Head together increase individual and team accountability with the team work. And also creates inters about the learning process among learners.

2.5.4. Tea-Party Method

This kind of activities, students formed two lines facing each other, then, teacher poses a question related to the topic of the study. Next, students discuss the question posed by the teacher. After about max a minute, or less, one lines move to the left (or right). Then, students have a new partner and teacher poses a second question again for the group to discuss. All these strategies help the teacher in reducing time and involve students in the teaching learning process.

2.6. The Role of Teacher

The teacher role is an essential factor. In collaborative learning strategy, teacher does not regard themselves as the expert. He has to create a well-organized atmosphere of learning in the classroom; assigning students to groups, selecting materials, planning suitable tasks to their students.

Harrell (1992. As cited in Richard and Rodgers, *ibid*) defines the role of the teacher:

''During this time the teacher interacts, teaches, refocuses, questioning, clarifies, supports, expends, elaborates, empathize, depending on what problems involves, the following supportive behaviours are utilized. Facilitation are giving feedback, Redirecting the group with questions, encouraging thinking, managing conflict, observing students, supplying resources ''(p.199). Also, Brown (2001) claimed that ''the role of the teacher must be one of facilitator and coach, not an authoritative director and arbiter'' (p. 34.).

So, we can sum up the role of teacher is that teacher being a part of each group but does not means that the teacher shares equal power with group member. These just became a member of group to guide and facilitate learning. When students need help, the teacher move around

the classroom observe, creates interaction between students in cycle of observation and guidance.

2.7. The Role of the Learner

As the teacher has its role, learners also have their own role in collaborative learning. “Each group member has specific role to play in a group, such as noise monitor, turn-taker monitor, recorder or summarizer”. (Richard and Rodgers, 2001, p.197). Whereas Slavin assumed that learners “are expected to help each other, to discuss and argue with each other to assess each other’s current knowledge and fill in gaps in each other’s understanding”.(1995 ;p. 2).

Much has been said about the learner’s roles. They have various roles, according to Dorneyei (2001), corrector, summarizer, and checker.

Learners are summarizers, they have to summarize others ideas and information, and try to select the most important point to create new product. Checkers’, learners have to revised and examine the information. And choose the most appropriate one. Moreover, correctors, learners should correct errors and mistakes made by the group members and are careful to the small mistakes. Next, learners as a share information should exchange other’s member ideas, and give them their point of view about the tasks, and have to accept others ideas even they are wrong respectfully. And “to help to direct upon his or her own learning experiences” (Wilhelm, 1997, p.528).

2.8. The Implementation of CL in EFL Classes

To implement CLS successfully in EFL classes aims not only promoting the students ‘communicative skills; rather it aims for improving their foreign language. Both teachers and learners should be well prepared. Teachers must be select the appropriate materials which related to the subject has selected.

2.9. The Impact of CLS on Students' Argumentative Writing Skills

Collaborative learning strategy is the most effective technique in which it implemented in Algerian EFL classes. Students are expected to learn together, required, defined, understand as well as helped each other to product a well developed augmentative writing.

In argumentative writing, collaborative learning strategy enhance students to improve their writing abilities by share ideas, corrected mistakes, develop higher level thinking skills during discussion among groups, also CLS raise competition with group member to motivate students work harder in order to enrich their argumentative writing skill.

CLS has a positive impact on student's argumentative skills, Paniz (1999) divided CLS' benefits into three main categories: social, academic and psychological. It can be classified as the following :

2.9.1. Social

- ✓ Develop communication skills.
- ✓ Develop social interaction skills.
- ✓ Build a kind of diversity understanding among learners
- ✓ CLS enhances student's contribution during the learning process through social experiences (p.2).

2.9.2. Academic

- ✓ Promote a positive attitude towards the subject matter (argumentative writing).
- ✓ A means of students' motivation.
- ✓ Reinforce student's critical thinking skills.
- ✓ Increase students interaction.
- ✓ Create a well organized and appropriate intellectual atmosphere (p .3.4).

2.9.3. Psychological

- ✓ Decrease anxiety.
- ✓ Increase self confident and self esteem.
- ✓ Raising competition (p. 5).

To conclude, collaborative learning is the most beneficial strategy for the teachers and learners, the teacher benefits from CLS in monitoring the classroom, while, students benefits from enhance and improve their argumentative writing.

Conclusion

To sum up, it can be said that foreign language learning required using various strategy to foster EFL student's skills, especially argumentative writing skills. In order to develop this learners' skill, teachers have to implement essential techniques in which makes learning process easier.

So, collaborative learning strategy is powerful educational strategy which students learn in groups for the purpose of achieving common goals. CL is one of the appropriate strategies, where it is implemented in writing classes to get a better understanding of the subject matter for developing certain skills and enhancing EFL students writing. The teachers' role in collaborative strategy is controlling and monitoring the whole class during the argumentative writing tasks.

CLS as beneficial techniques, it creates an educational atmosphere because of its contribution in developing communicative skills, increasing high level thinking, encouraging interaction and the significant point is to enhance students argumentative writing skills.

Introduction

The purpose of the present research is to investigate the attitudes of EFL students towards the use of collaborative learning strategy to enhance their argumentative writing skills. In the previous chapter which contains two sections, we presented a theoretical part for both argumentative writing and collaborative learning strategy. However, the second chapter is devoted to the practical part of the research and sheds light on the results obtained from the research tools. To collect data, researcher used two main tools which are a students' questionnaire, and a teacher's interview. The questionnaire aims at gathering data about EFL students' attitudes towards collaborative learning strategy in argumentative writing while the interview aims to collect data about teachers' opinion vis-à-vis collaborative learning and its implementation in EFL classroom.

1. The Students' Questionnaire and Population

The questionnaire is considered one of the most essential tools of data collection in FL research. It involves a set of questions which vary between open, close and multiple choice questions. The Questionnaires are very common tools that are used in academia to collect data because they are easy to arrange and they can be implemented with large number of research areas. Moreover, information that is obtained is fairly easy to organize and examine (Richard, 2005, p. 60). To this regard, We opted for this type of questionnaire due to time constraints from one hand and due to a very obstructive research environment from another hand.

According to Marczyk, "It is useful to work with every number of the population. So, it is necessary to choose a representative group which displays the characteristics of the whole population". (Khaldoun, 2008,p.87). In the present study, our population is made up entirely of third year's students from two different universities and the sample we chose randomly a participants of 50 students from the population, 25 in Jijel and 25 in Setif.

1.1. The Administration and Aim of the Student's Questionnaire

The questionnaire of this project was randomly handed to third year LMD students at the English departments of both Mohammed Seddik Ben Yahia University in Jijel and Farhat Abbas University in Setif. The population was arbitrarily selected and the questionnaire was distributed to fifty participants: twenty-five in Jijel, and twenty-five in Setif. It is worth mentioning that the participants were given a quick introduction about our project and its objectives in addition to some instructions on how to appropriately answer the questions. We decided to advance direct and concise questions to the population in order to make them, the questions, easily understood and appropriately answered. The time spent on answering this questionnaire did not exceed twenty minutes and all the copies were returned.

The main aim of this questionnaire was to investigate the attitudes and perceptions of third year EFL students in Algeria towards the use of collaborative learning strategies to enhance their argumentative writing skills and to overcome the related difficulties. Since it is very essential to develop the student's critical thought and persuasive skills, this questionnaire tried to explore the ability of the students to refute and to counter argue the opponents when learning argumentative writing collaboratively.

1.2. Description of the Students' Questionnaire

The questionnaire is made up of fifteen (15) questions divided into three (3) sections as follows:

Section One

This section focuses mainly on argumentative writing skills. It contains six questions (from Q1 to Q6). We aim through this section to gather information about the students in general and their attitudes vis-à-vis argumentative writing. Firstly, how many years they have

been studying English and how they evaluate their level in written expression. Then, how they find argumentative writing classes in general. Also, we asked them if they feel afraid to write argumentative texts and which kind of evidence they use when they defend their stands. Finally, which problems they face in argumentative writing in general.

Section Two

Is about the collaborative learning strategy; it contains five questions (from Q7 to Q11) and seeks information about collaborative learning strategy. At the beginning, we asked them if they prefer to write individually or collaboratively when their teacher assigns a task. Then, how often do they work collaboratively on written tasks and whether they find this strategy beneficial to them or not with justification. In the next question, students were asked about the teacher's role during collaborative writing tasks and if their teachers explain to them the importance of the collaborative learning strategy.

Section Three

This section of the student's questionnaire was designed to investigate about the implementation of the collaborative learning strategy in argumentative writing tasks. The section encompasses four (4) questions (from Q12 to Q15) and is orchestrated to see whether CLS can enhance students' argumentative writing skills or not. It started by asking the students about their motivation towards argumentative writing assignments and then how they, the collaborative tasks, can help them develop other skills. Last but not least, the section asks the students also about their contributions during this type of tasks and about the potential advantages that the students may get.

2. Data Analysis

2.1. Analysis of the Students' Questionnaire

Section One: Argumentative Writing

Q1 :How many years did you study English at university ?

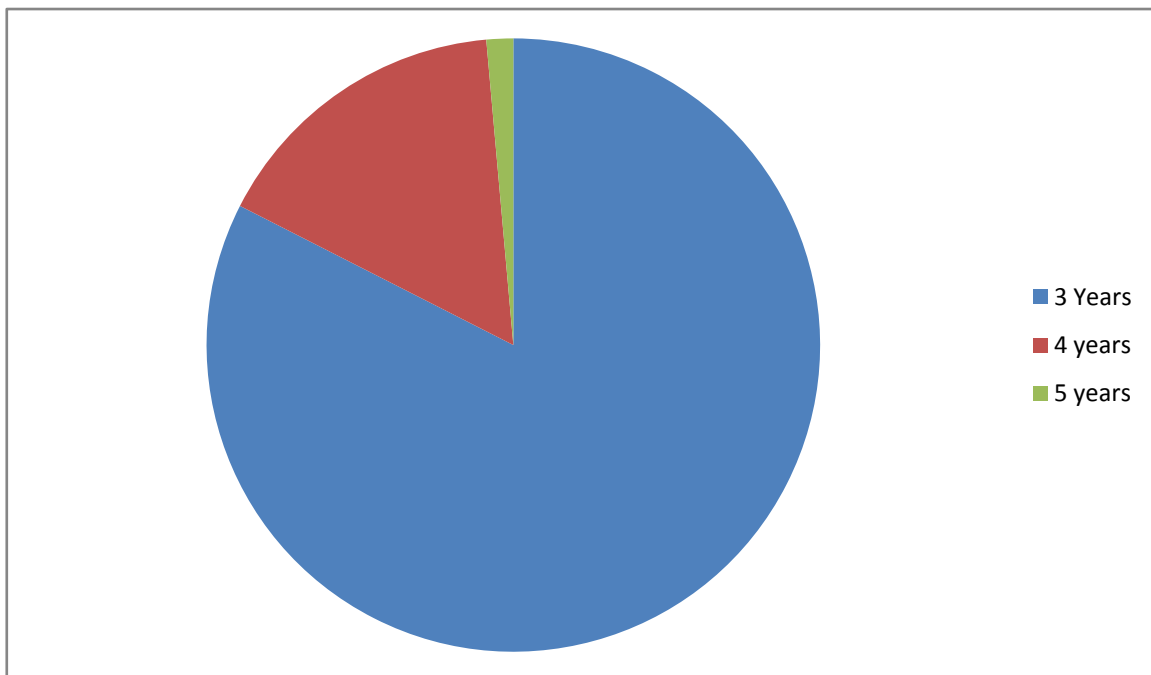


Fig.01: Years of Studying English

It is important to know how long learners have been exposed to the target language. As the answers show in the figure above, the majority of students have been studying English for 3 years 82%. For students who mentioned 4 years 16 %, and 5 years 2%, they have possibly repeated one and two years.

Q2 : How do you evaluate your level in written expression ?

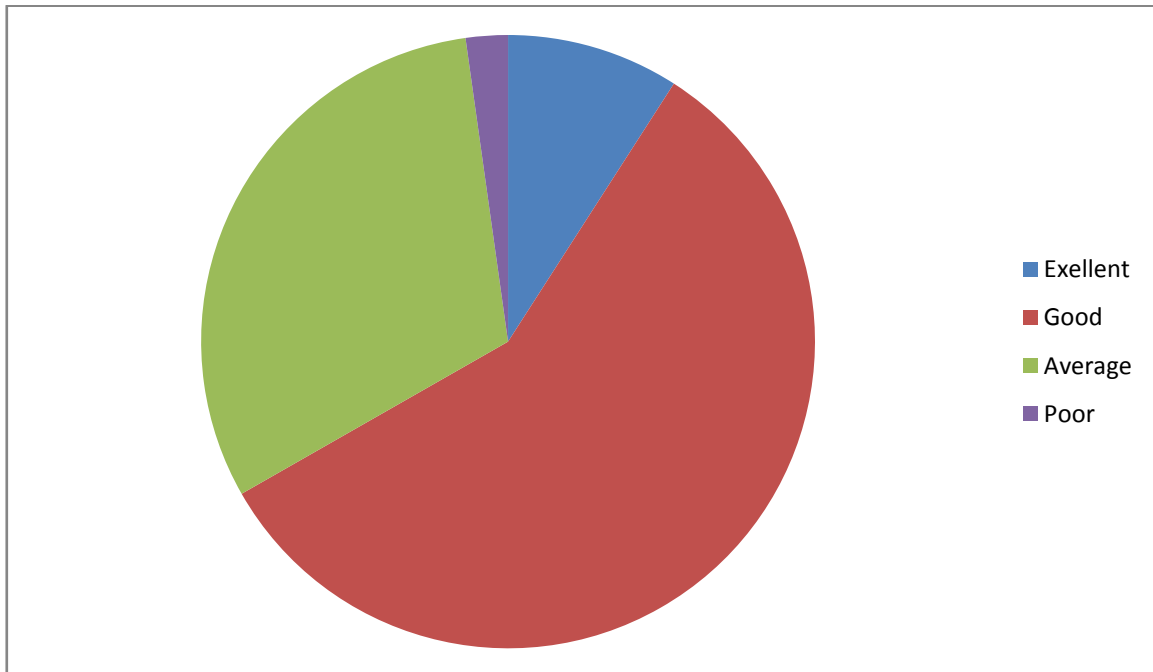


Fig.02: Students' level in English

According to the data in figure above more than half of the students 52% evaluate their level in writing as good. Approximately, 28% evaluate their level in writing as average. Then, 18% evaluate their level in writing as excellent. Furthermore, 2% evaluate their level in writing as poor. So, the majority of students have an acceptable level in writing.

Q3 : According to you, how do you find argumentative writing tasks ?

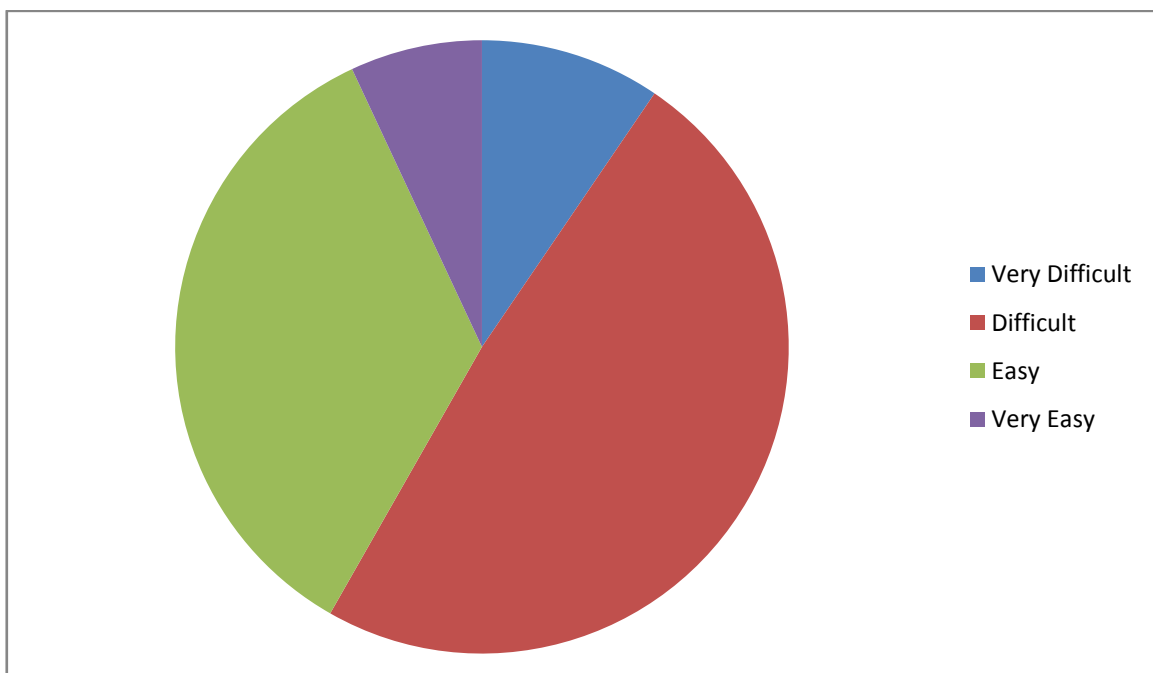


Fig.03: Students' View about Argumentative Writing

The figure above shows that, the majority of our correspondents 42% find that argumentative writing is difficult. However, 22% said that is very difficult. Also 30% see that argumentative writing is easy. The smallest number of students said that writing tasks is very easy 6%. So, we conclude that argumentative writing is difficult according to EFL students.

Q4 :Do you feel afraid to have an argumentative writing tasks ?

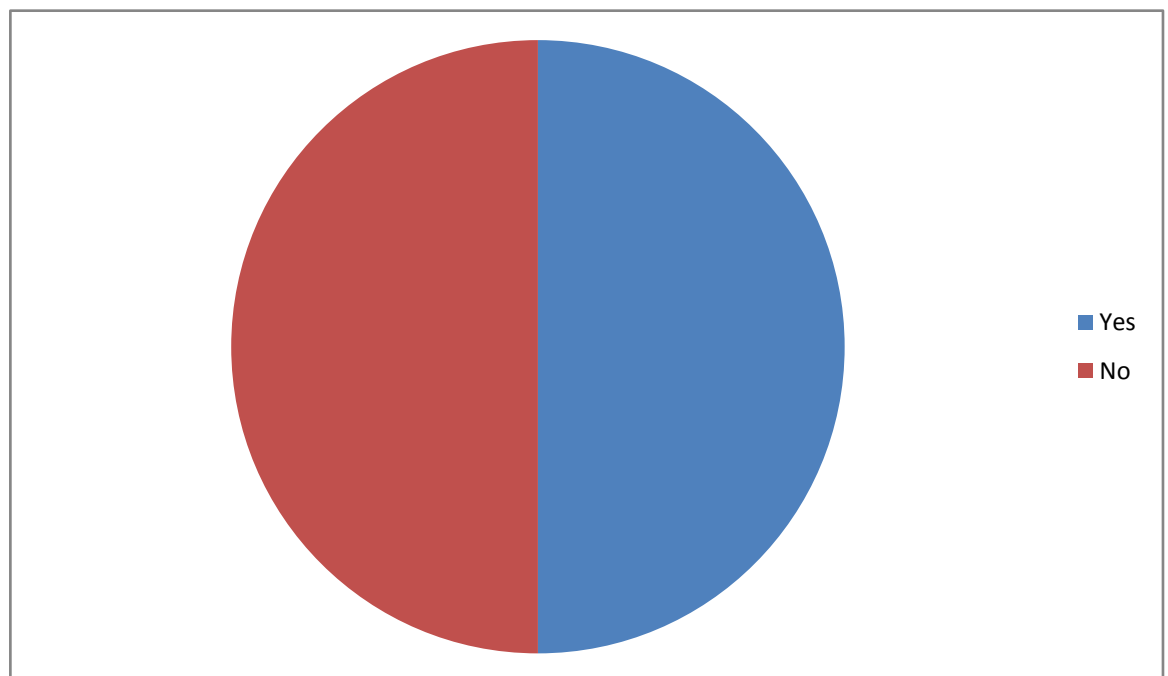


Fig.04.1: Students Feeling about Argumentative Writing Tasks

As it shown in the figure above, we notice that the number of the students saying 'yes' 50% is equal to the number of students saying 'no' 50%.

If yes, it is because of:

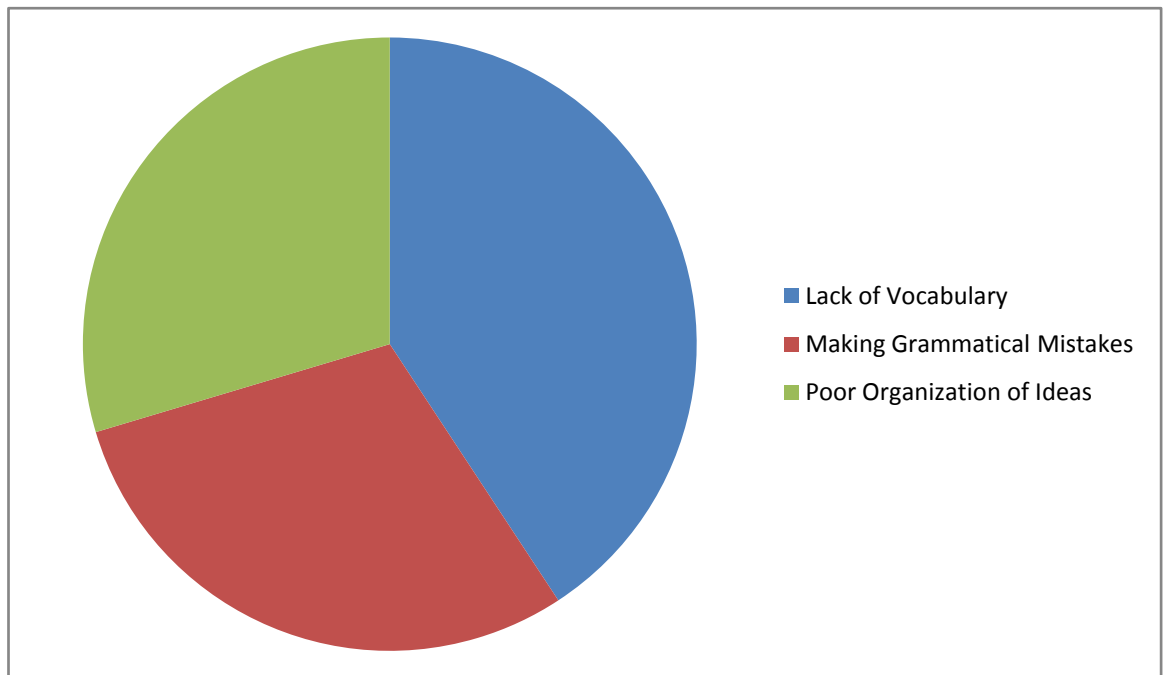


Fig.04.2: Reasons' of Students Feeling about Argumenative Writing

Students justify their answers because:44% said, it is lack of vocabulary, Also, 32% making grammatical mistakes. Then, 32% choose poor organization of ideas. So, the main reason is lack of vocabulary.

Q5:Which kinds of evidence do you use in your argumentative writing ?

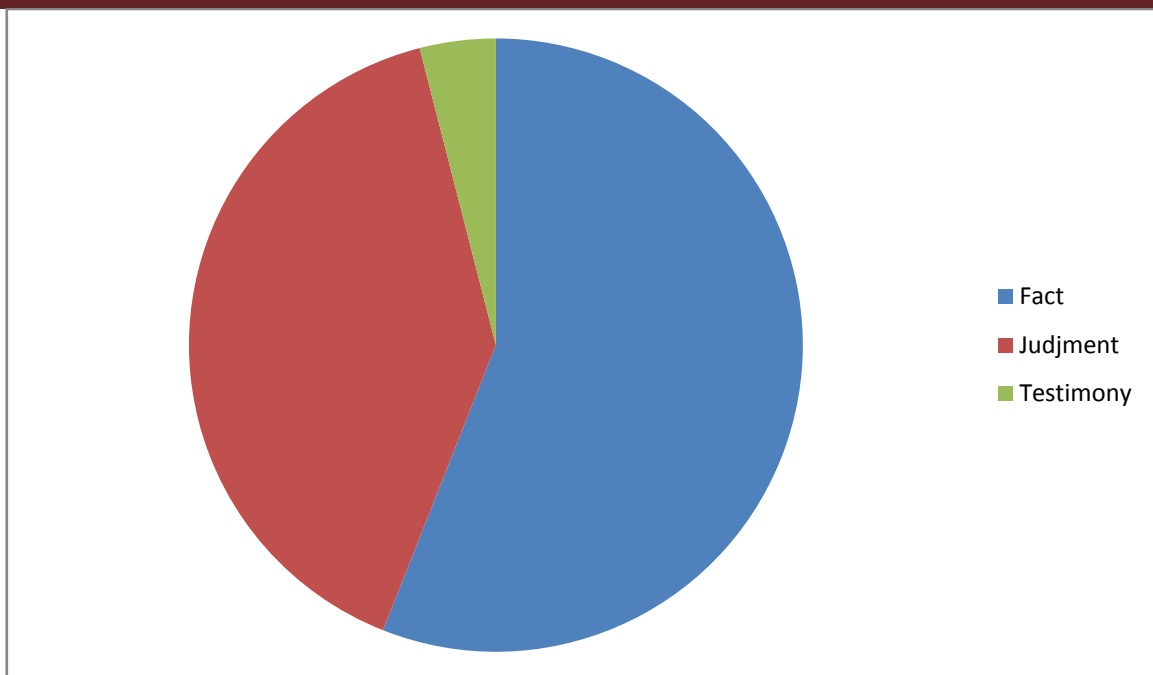


Fig.05: Kinds of Evidence are used by Students

From the data of the figure above, the majority of students 56% used facts in their argumentative writing. Then, 40% are used judgment. Furthermore, 4% are used testimony. So, fact are the most using by the majority of students in their argumentative writing.

Q6: Which Kinds of problems you faced, during argumentative writing tasks?

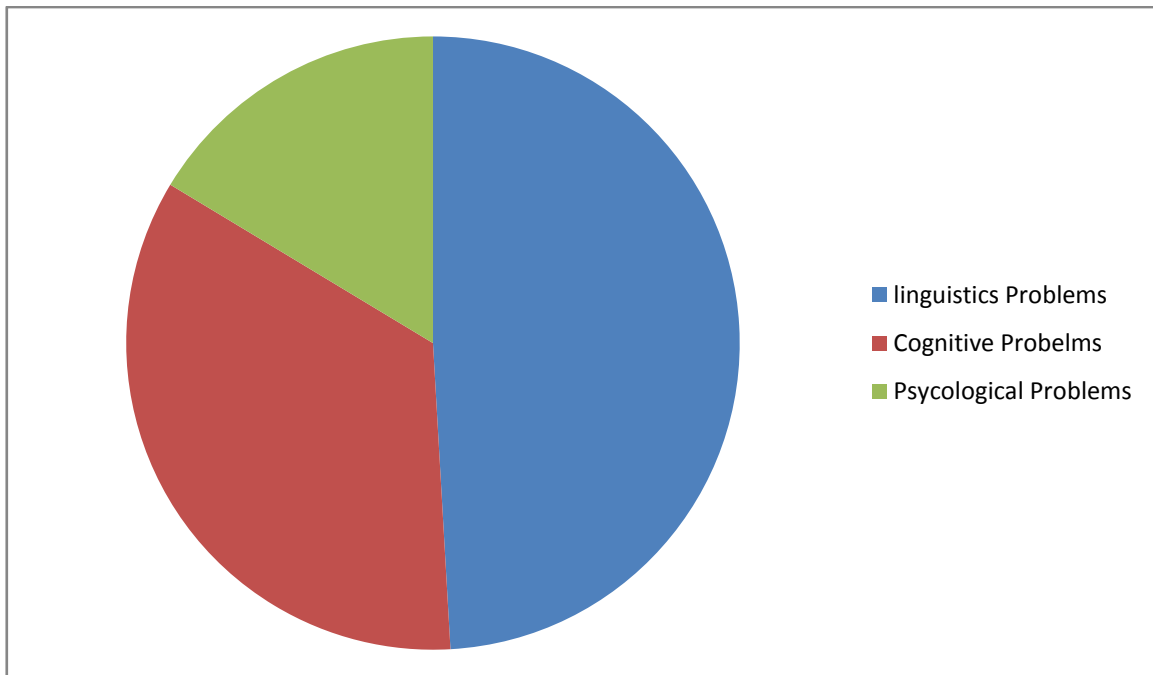


Fig.06: Kinds of Argumentative Problems

According to the data above,54% of students said that linguistics problems(tenses, word class..)posed problems for them.However,38% of students faced cognitive problems (punctuation..).Moreover,18% of students opted psychological problems. This result indicate that students have been faced linguistics problems than cognitive and psychological problems.

Section two: Collaborative Learning Strategy

Q7: When your teacher give you a written tasks, how do you prefer it to be done ?

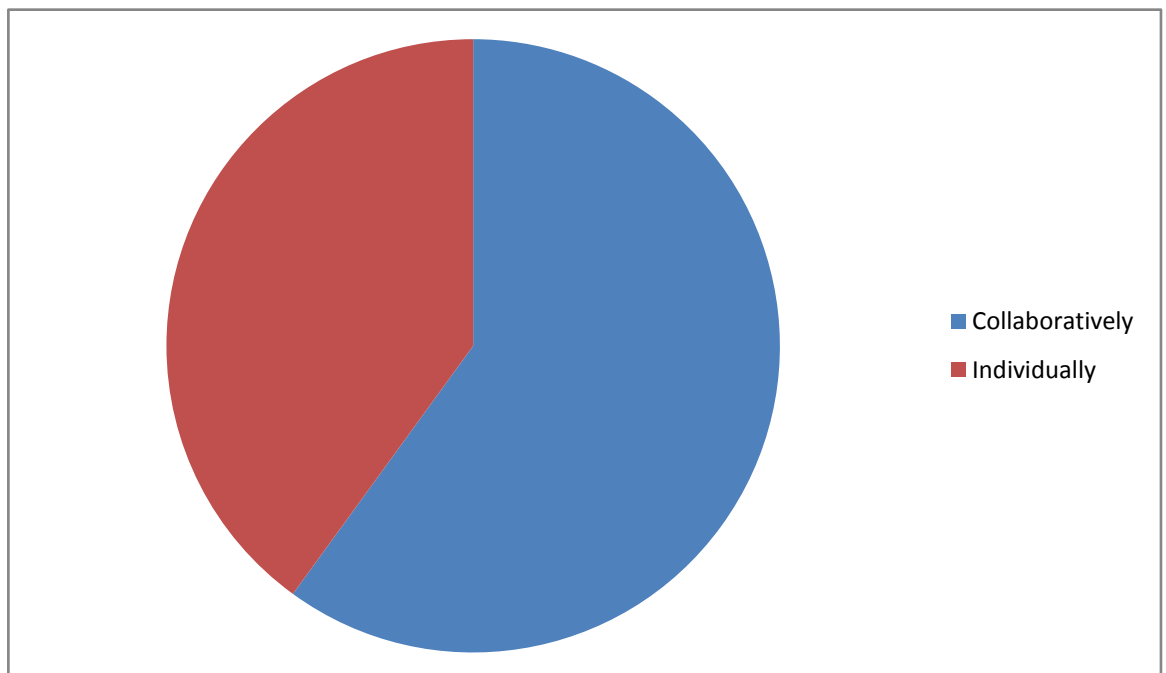


Fig.07: Students Performance of Working on Written Tasks

According to the figure above more than half of the students 60% favour working collaboratively, and the rest 40% prefer to work individually. So, working collaboratively is preference for the majority of students.

Q8 :How often do you work collaboratively on written tasks ?

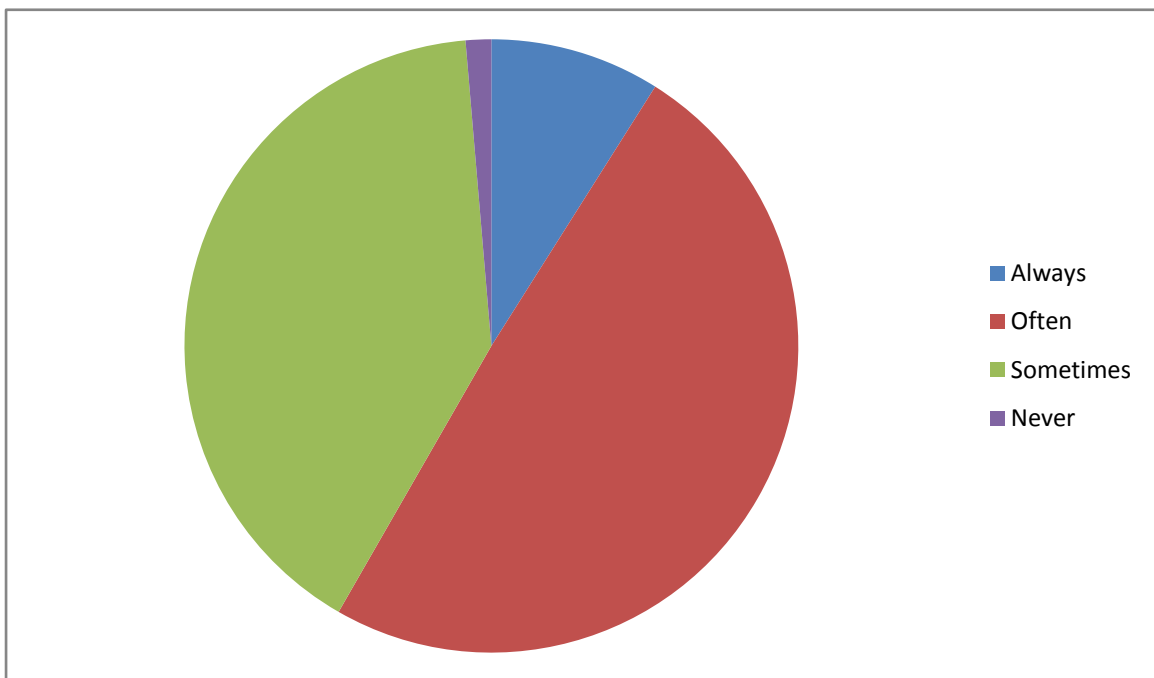


Fig.08: Students Time of Working Collaboratively

The results point out that the biggest proportion of students 44% write often collaboratively in written tasks, however, 36% claim that they “sometimes” work collaboratively in tasks. Whereas, 8% of students said they are “always” write collaboratively, furthermore, 12% of them said that they “never” write at all. These results show that students are familiar with collaborative learning in written tasks.

Q9 : Do you think that working collaboratively is beneficial during the writing tasks ?

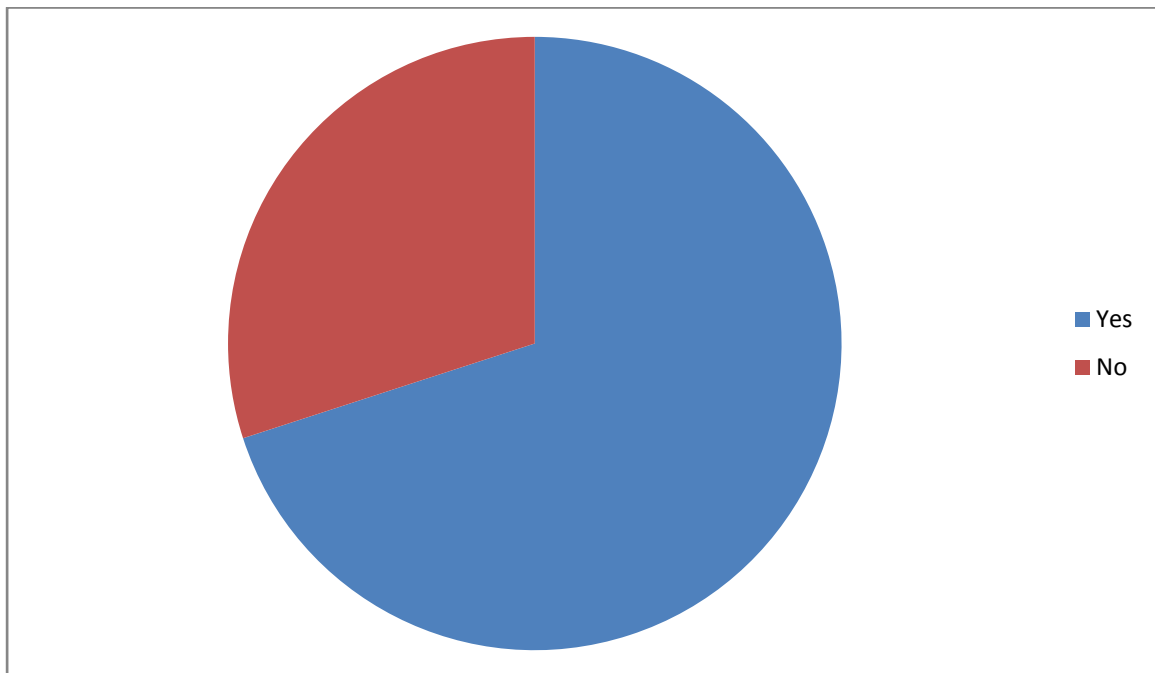


Fig.09: Students View about the Benefit of working Collaboratively

The result shown above, reveal that the majority of the students 70% agree that working collaboratively is beneficial during the writing tasks. In the other hand,30% of students think that is not. Consequently , it can be said that working collaboratively during the writing tasks for students. the students who answer with ‘yes’, justify their answer by :’yes, it is beneficial because we collect information from different members of the groups, so writing tasks will be rich’, other said ‘help to share ideas and correct mistakes to build a well developed writing’.

Q10: During the collaborative written tasks, your teacher is:

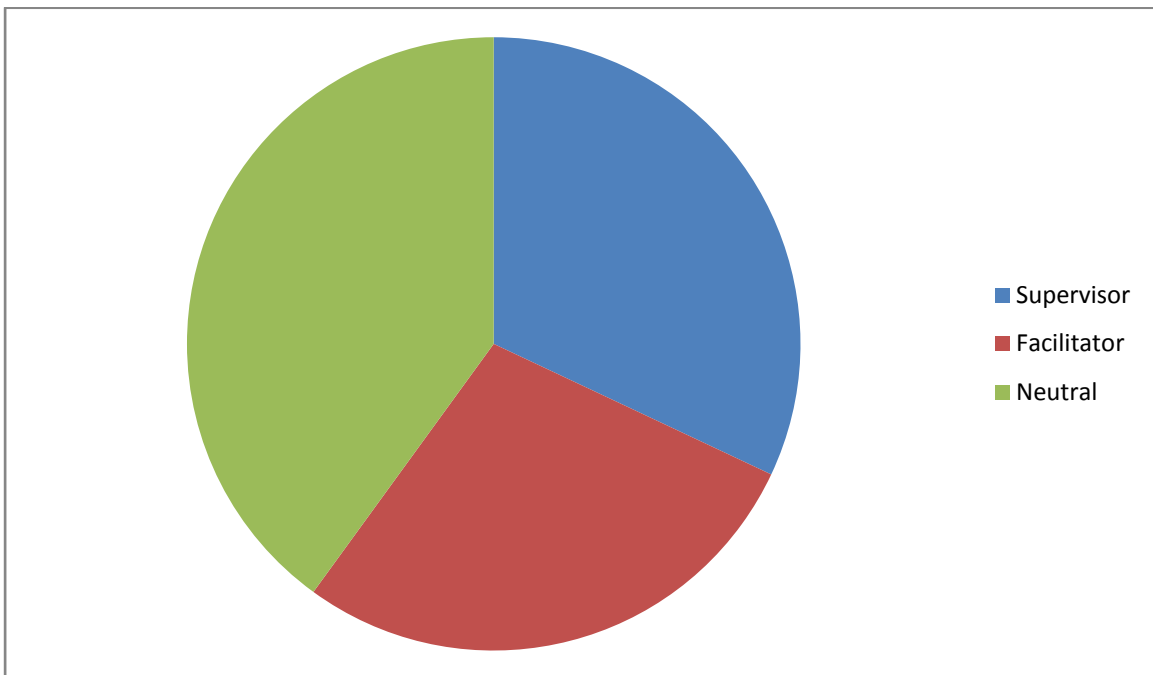


Fig.10: Teachers' Role

The figure above represent the role of the teacher during collaborative learning task. Most of the students 40% said that the teacher is neutral, while 32% find that the teacher is facilitator. Then, 28% see that he is supervisor. From this, we conclude in most cases the role of the teacher is neutral.

Q11: Does your teacher help you to understand the importance of collaborative learning ?

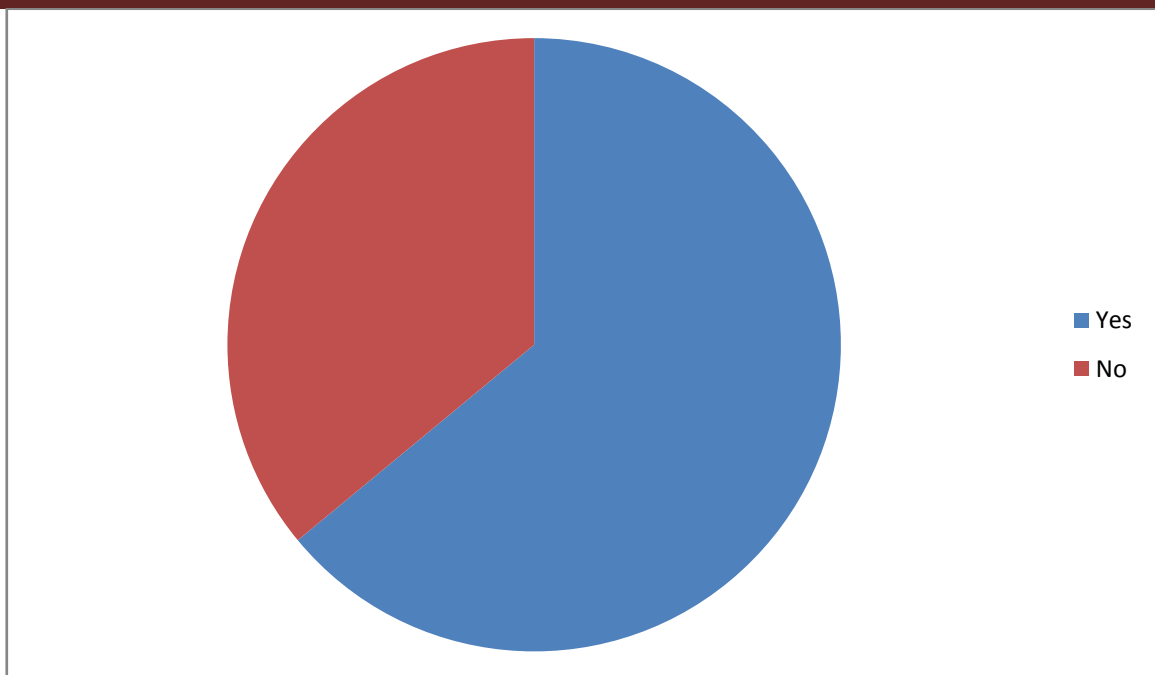


Fig.11: Students Views' about Teachers' Help

Significant number of students 64% said that the teacher help them to understand the importance of collaborative learning strategy. However 36% of students said the teacher did not help them. So we conclude that the majority of the teacher explain strategies that they implemented in classroom. Students need to understand the strategies implemented by the teacher.

Section Three: Implementation of collaborative Learning Strategy in Argumentative writing

Q12 : How do you feel, when your teacher ask you to write an argumentative essay collaboratively ?

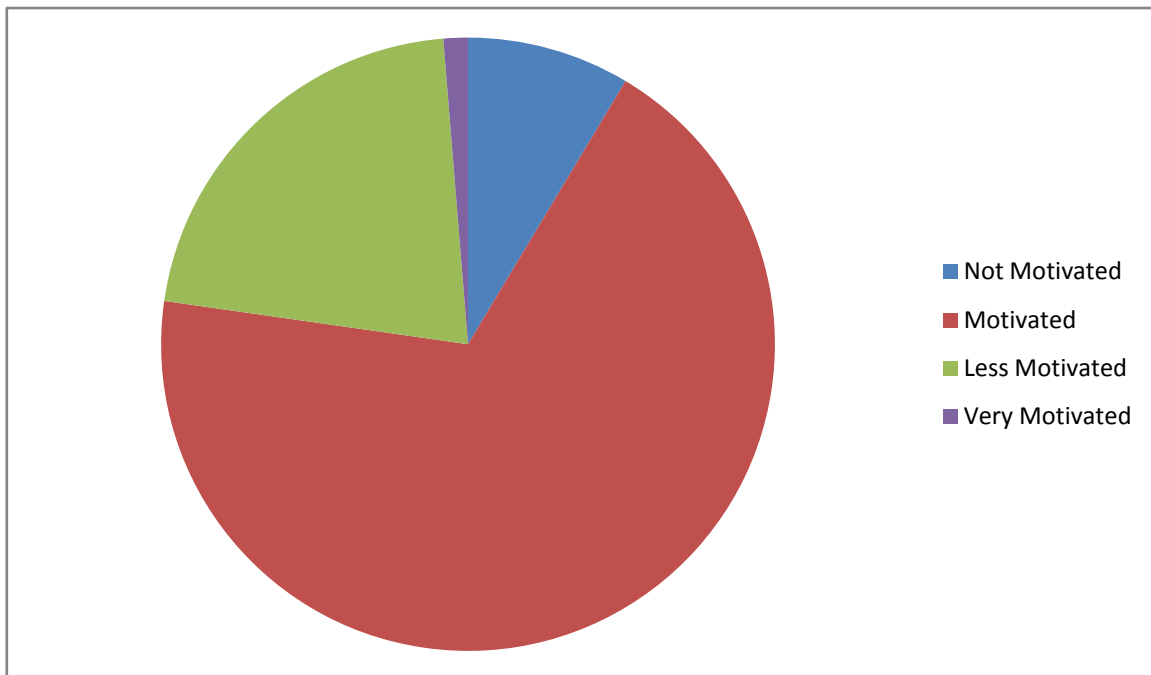


Fig.12: Students Views' about Motivation of Collaborative Learning

From the figure above, we noticed that the majority of students 64% Said that they are motivated when the teacher asked them to write argumentative essays collaboratively. Then ,20% of the students said that writing argumentative essay collaboratively is less motivated. Also, 8% opted that it is very motivated. However,8% see that collaborative writing is not motivated. This clearly indicate that the majority of students considered that writing collaboratively is helpful and motivational for improving their argumentative writing ability.

Q13 : When you write argumentation collaboratively, Does it help you to :

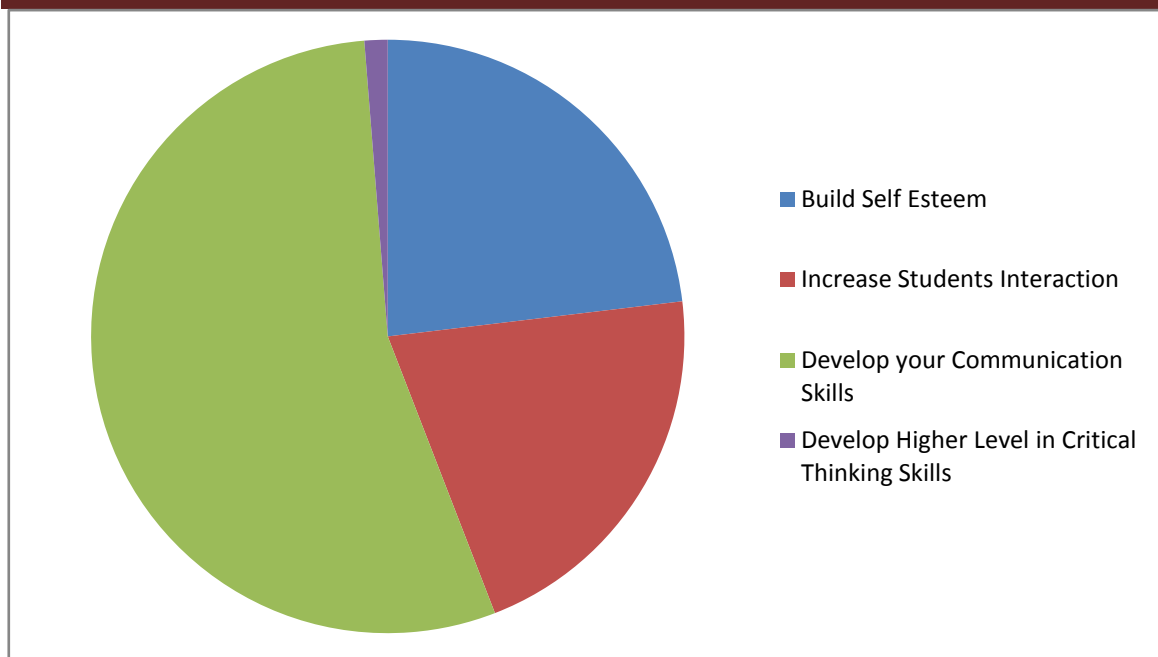


Fig.13: Benefits of Collaborative Learning

The data in the table above show that the majority of students 40% stated that collaborative learning help them to develop their communication skills, then, 20% of students said that it help them to develop higher level in critical thinking skills. Also,22% of students declared that collaborative learning builds self-esteem and self confident. However, the rest of students 18% stated that it increase students interaction. As result collaborative learning strategy in writing help the majority of students to improve their communication skills, so this technique has positive attitude toward students.

Q14 : What is your contribution in collaborative argumentative writing ?

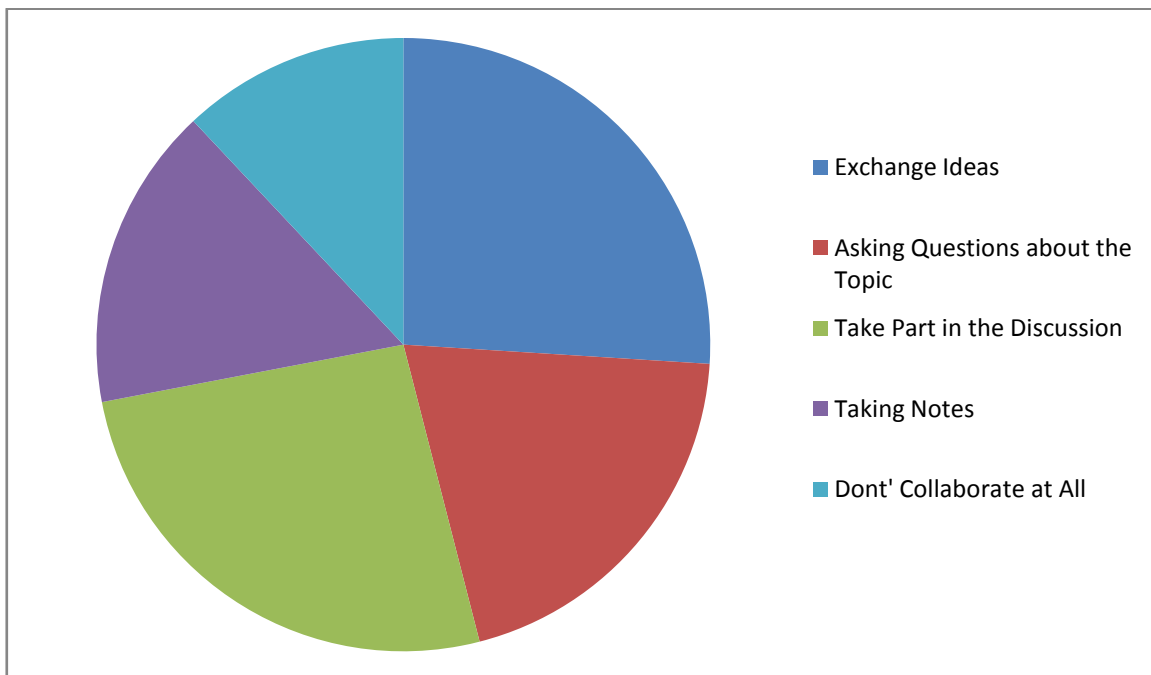


Fig.14: Students' Contribution

According to the data shown in the table above, during collaborative writing most students stated that they exchange ideas 28%. Also, 24% of them said that they take part of the discussion. Whether 20% of them claimed that they asking questions about the topic. Then 16% said that they taking notes. However, the rest 12% did not collaborate at all. We conclude that students take a part in the collaborative learning strategy by exchanging ideas, asking questions about the topic.

Q.15 : According to you, what are the advantages of writing collaboratively ?

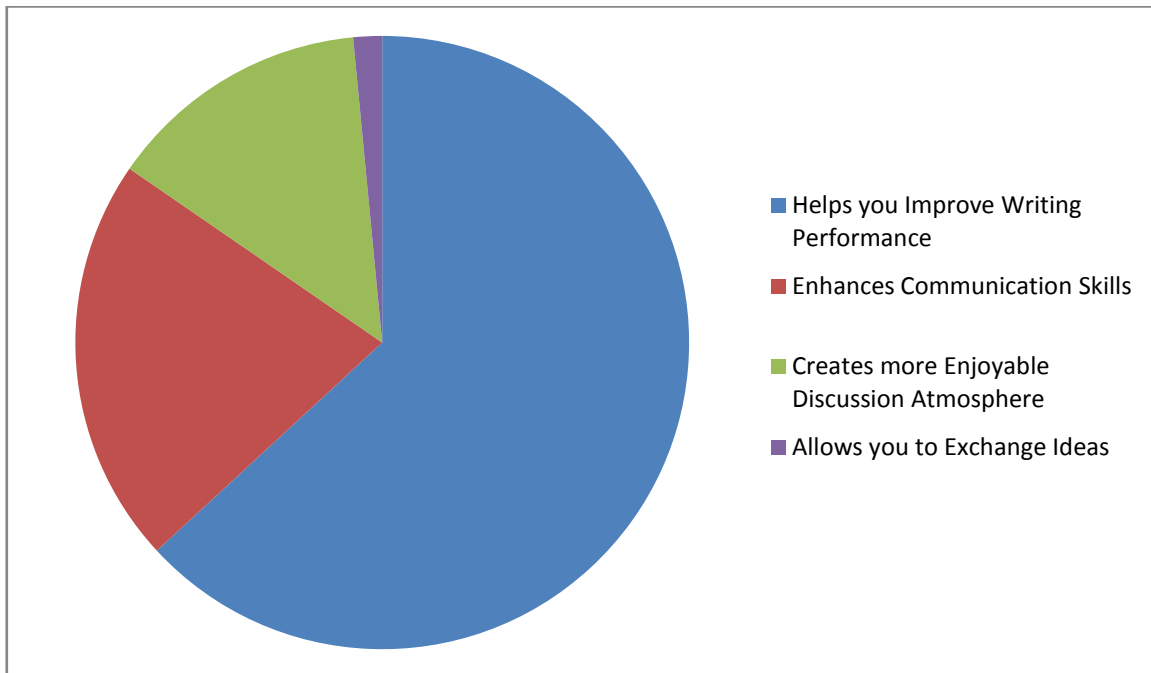


Fig.15: Advantages of Collaborative Learning

According to the data above. A High percentage of students 36% stated that improving the writing performance is the main benefit they can get from writing collaboratively, whereas, 30 % related the benefit of writing collaboratively to exchanging ideas. 22% of students referred to enhancing communication skills as an advantage of writing collaboratively , while 12% of them said that it helps in creating enjoyable discussing atmosphere. Overall, it can be said that students considered that writing collaboratively id helpful and beneficial in improving their writing skills.

2.2 Analysis of the Teachers’ Interview

Q1.How long have been teaching Written expression ?

Among five teachers who were interviewed, there three teachers has three years in the carrier of teaching written expression module. Also, two teachers has six years experience in teaching writing expression.

Q2.How can you evaluate your students' writing level ?

All the interviewees were responded. They said that the majority of their students did 't have a good level in writing. Most students did 't like may be writing session, they added students claimed that writing is difficult and boring module.

Q3.How often did you ask your students to work collaboratively ?

Teachers said that, they sometimes ask their students work collaboratively depends on the writing tasks taken ,because each time they vary the strategies which fits or suitable to the writing tasks. One teacher said that he avoid use collaborative learning in writing tasks for reasons that generally have to do with his teaching method and the belief that may led unequal participants of group member. So collaborative learning is not the only strategy that implemented in the classroom.

Q4.How did your students reacts to collaborative learning strategy during the writing task ?

They said that the majority of their students feel very motivated to working collaboratively during the writing tasks.

Q5. How did you evaluate your students, when working collaboratively and individually ?

All the fifth teachers answer that the majority of students 'marks is more better when they working collaboratively. Whereas, when working individually their marks are catastrophe in writing task. teachers explains, because, when students work or write collaboratively with different students 'level in the same group, it motivate them with sharing ideas, correct mistakes of each other so they foster them to learn more especially students with low writing abilities.

Q6. Did your students have problems working together? Justify your answer please

Teachers responded, their students have not problems working together. But, some of them have, those students prefer working individually, teachers did not explain more.

Q7. In what way, you think that collaborative learning strategy is helpful in enhancing students argumentative writing skills ?

They said that collaborative learning strategy is successful and significant strategy. Because, it makes their EFL students involved and engaged in the learning process, and it enhance their argumentative writing skills. They added, argumentative writing master their students to sharing different ideas, and correct mistakes to learn better, also it develop their level. In addition, teachers, claim that collaborative learning strategy help especially students with low level, because, it enhances their confident and encourage them to show their writing abilities and intellectual skills. It can be said, that collaborative learning strategy is a good technique for students writing skills to be active member in classroom.

3. Overall Analysis and Interpretation of the results

This part will shed light on the discussion and interpretation of the main results collected from the students' questionnaire and the teacher' interview. Regarding the stated hypotheses, the use of collaborative learning strategy may enhance the argumentative writing skills for EFL Algerian students. Consequently, it will check if this hypothesis accepted or rejected.

This study was carried out to investigate the students' attitudes towards the effectiveness of collaborative learning strategy to enhance students' argumentative writing skills, as well as to draw attention to CLS and its implementation in EFL argumentative classes. The findings are discussed in relation to the results aims as follow:

The results of the students' questionnaire, have shown that most of EFL students have positive attitudes towards the use of collaborative learning strategy to enhance their argumentative writing skills.

Regarding to the argumentative writing, students claim that is difficult, and they were afraid to write this such kind of essays. According to them, there are many difficulties faced them during argumentative writing such as ; lack of vocabulary, grammatical mistakes, poor organization of ideas, also they have some kind of problems ; linguistics problem(tenses, word class...) , cognitive problems (punctuation...) , psychological problems(anxiety...). The majority of students prefer to write collaboratively and feel motivated, because, collaborative learning strategy help them to build self-esteem, develop their communication skills, increase their interaction, and develop higher level in critical thinking. Moreover, students consider themselves active member, since they take part in the discussion and exchange ideas with each other. They have shown that all students' benefits from collaborative learning strategy during argumentative writing; help students improve their

writing performance, allows them to exchange ideas, enhances their communication skills, and creates a more enjoyable discussing atmosphere.

Moving to the interview result, it can say that teachers are varying different strategies in EFL classroom, but they shedding light on the crucial important of collaborative learning strategy. The majority of teachers observed that their students have problem with argumentative writing, so, they prefer to use this technique that help them to master and improve their writing, and specially increase students poor level in argumentative writing. The vast majority of teachers conclude that students with low level increase their argumentative writing, and their writing product became better than writing individually, teachers give a huge importance to collaborative learning strategy to teach argumentative writing skills , considering it as a crucial components of the EFL teaching.

The results of teachers' interview and students' questionnaire attitudes toward collaborative learning strategy in enhance students argumentative writing skills, sum that this strategy is helpful to EFL students to motivate and improve their argumentative writing, moreover, teachers, agree that collaborative learning strategy is significant and powerful technique to enhance EFL students' argumentative skills and have to implemented in EFL classes.

4. Recommendations

One of the main issue raising EFL students is about argumentative writing skills. Some points from this study may help both teachers and students:

- Teachers have to motivate EFL learners, and help them to improving their writing skills, because learners will motivate and write better when the teachers help him.
- Learners should collaborate with other group member in order to raise their writing level.

- Students and teachers have to learn about collaborative learning strategy and its important into argumentative writing.
- Teachers should vary their strategy and techniques during their writing session.
- Teachers should implement collaborative learning strategy to change class routine in enjoyable atmosphere.
- EFL learners have to write more in order to develop higher level in writing.

The present paper suggests to implement collaborative learning strategy in in EFL classes in order to enhance EFL students writing skills. What is found through the implementation of collaborative learning strategy in EFL classes is that this technique helps EFL learners improve their argumentative writing skills successfully. Yet, to achieve better results we suggest to test the research findings applicability on large population in order to generalize data. In the current study was implemented with third years University of Mohammed Seddik Ben Yahia Jijel and Farhat Abbas University of Setif, thus, we suggest use various universities to effective results, because our study conducted in short period of time.

5. Limitations of the Study

The present study was carried in Departemet of English University of Jijel, and University of Setif with 3 years EFL students. Our study has some limitations:

- One of these limitations is the time available to collact data was limited for both students ‘questionnaire and teachers ‘interview, because the research was conducted in the period of exams.
- Then, lack of Written Expression teachers.

- Students did not respond seriously to the questionnaire, they avoid justification to

Their answer.

Conclusion

This chapter represented the practical part of the current study. It is devoted to the description of the participants, and the data tools collection, and the analysis of the results. Also, it provided the results obtained from both students' questionnaire and teachers' interview. The results obtained from the present study lead to the conclusion that, the use of collaborative learning strategy is a significant strategy that can enhance EFL student's argumentative writing skills. Moreover, the majority of teachers confirmed that collaborative learning strategy is successful technique that may implement in EFL classes.

General Conclusion

The dissertation has been undertaken to explore and investigate the Algerian EFL students' attitudes towards the use of collaborative learning strategy in enhancing students' argumentative skills. In other words, it has mainly been concerned with showing the impact of collaborative learning strategy in enhancing EFL students who need more opportunities to learn collaboratively, and from each other. We can say that collaborative learning strategy is an effective strategy that should be implemented to EFL students.

The research enclosed two main chapters, starting with theoretical part in first chapter, ending with practical part in second chapter. The first chapter was divided into, two sections; the first one was devoted to the first variable; argumentative writing skills, presented in terms of definition, and its characteristics, next, types of argumentative writing was clarified, after that, some fundamental concepts: argumentation, evidence, finally, some major problems that face EFL students in argumentative writing were shown. The second section was devoted to the second variable, collaborative learning strategy and its implementation in argumentative writing, it includes definition of collaborative learning strategy, next, the characteristics of CLS was clarified, then, its main aims of CLS, next, it highlighted on the elements concerns CLS, after that, some examples of CLS activities. Moreover,, the main role of the teacher and the learner in CLS are discussed. Furthermorer, the implementation of CLS in EFL classes is explore, finally, the discussion explains, the impact of CLS in enhancing EFL argumentative skills is clarified.

The second chapter was devoted to the practical part. It dealt with presentation and analysis of data obtained through the present research. The analysis was concerned with two main tools; students questionnaire, and teachers' interview. The students' questionnaire was submitted to fifty third year EFL students, divided into two groups: twenty-five from

Mohammed Seddik Ben Yahia University of Jijel, and other twenty-five from Farhat Abbas University of Setif. The teachers' interview was conducted with five teachers who teach written expression. The main reason of opting for students' questionnaire is to provide enough information for learners' knowledge about argumentative writing skills, and collaborative learning strategy, its encounter problems during argumentative writing, and to know also, the influence of CLS in students argumentative writing skills, and its important. And for teachers' interview to see whether teachers are implements this strategy in EFL classes, and their attitudes toward use it.

These analyses will allow us to improve our hypotheses about, whether CLS enhances EFL students in argumentative writing. The two chapters in this research, contains the necessary information to gather basic results.

In the analyses of the field work, we found that, EFL students prefer writing collaboratively, because this strategy enhances them to write and improve their writing better and successfully. So, our hypotheses are confirmed. Teachers answers also indicate that they have good ideas about CLS to enhances their EFL students writing skills.

Finally, we can say that, collaborative learning strategy is a powerful and effective strategy, that enhance EFL students to improve their argumentative skills, and encourage them to write, in addition to motivate learners to improve themselves.

EFL students, and even teachers have positive attitudes towards use CLS in enhance EFL students writing skills, thus, it should be adopted and implemented in written expression especially during argumentative writing and should be aware about the importance of implemented CLS in EFL classes.

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APPENDICES

APPENDIX I

Students' Questionnaire

Dears student;

You are kindly requested to fill this questionnaire to express your attitudes towards the use of collaborative Learning strategy in argumentative writing skills.

« collaborative learning strategy is a method when students in small groups working together »

Your answers are very important for the validity of this research and your collaboration is very helpful in our investigation, so please put (×)in the box which express your answer.

Section One: Argumentative Writing

1..How many years have you been studying English at university ?

- 3years
- 4years
- 5years

2..How do you evaluate your level in written expression ?

- Excellent
- Good
- Average
- Poor

3.According to you, how do you find argumentative writing tasks ?

- Very difficult
- Difficult
- Very easy
- Easy

4. Do you feel afraid to have an argumentative writing task ?

- No
- Yes

if yes, is it because of :

- Lack of vocabulary
- Making grammatical mistakes
- Poor organization of ideas

5. Which kinds of evidence do you use in your argumentative writing ?

- Facts
- Judgement
- Testimony

6. Which kind of problems you faced, during argumentative writing tasks?

- Linguistics problems (tenses, word classes ...)
- Cognitive problems (punctuation...)
- Psychological problems (anxiety...)

Section Two : Collaborative Learning Strategy

7. When your teacher gives you a written tasks, how do you prefer them to be done?

- Collaboratively
- Individually

8. How often do you work collaboratively on written tasks?

- Always
- Often
- Sometimes
- Never

9. Do you think that working collaboratively is beneficial during the writing tasks?

- Yes
- No

Please, justify in either case

-

10. During the collaborative written task, your teachers:

- Supervisor
- facilitator
- Neutural

11. Does your teacher help you understand the importance of collaborative learning strategy ?

- Yes
- No

Section Three: The Implemntation of Collaborative Learning Strategy in Argumentative Writing

12. How do you feel, when the teacher asking you to write an argumentative essay collaboratively?

- Not motivated
- Motivated
- Less motivated
- Very motivated

13. When you write argumentation collaboratively, does it help you to?

- Build self_esteem
- Develop your communication skills
- Increase students interaction
- Develop higher level in critical thinking skills

Others.....
.....

14. what is your contribution in collaborative argumentative writing?

- Exchange ideas
- Take part in the discussion
- Asking questions about the topic
- Taking notes
- Do not collaborate at all

15. According to you, what are the advantages of writing collaboratively ?

- Helps you improve your writing performance
- Allows you to exchange ideas
- Enhances communication skills
- Creates more enjoyable discussing atmosphere

Others.....
.....

Thank you for your collaboration.

APPENDIX II

The Teachers' Interview

Dear teacher,

We would be so grateful if you could answer the following questions concerning the use of collaborative learning strategy in their argumentative writing skills. Your answer will be so helpful for this research.

1.How long have you been teaching written expression ?

.....
.....

2.How can you evaluate your students' writing level ?

.....
.....

3.How often did you ask your students to work collaboratively during the writing tasks ?

.....
.....

4.How did your students react to collaborative learning strategy ?

.....
.....

5.How did you evaluate your students, when they working individually and collaboratively ?

.....
.....

6.Do your students have problems working together ?justify your answer

.....
.....

7.In what way, you think that collaborative learning strategy is helpful in enhancing the students argumentative writing skill ?

.....
.....

Thank you

Resumé

Cette étude a pour but de tester la stratégie de promotion des compétences d'écriture d'apprentissage coopératif entre les étudiants périorbitaire .az vise à atteindre dans la stratégie d'apprentissage coopératif comme une technique puissante utilisée par l'anglais comme professeurs de langues étrangères dans le département de l'anglais Muhammad Siddiq Ben Yahia à l'Université de Jijel, Etat et Farhat Université Abbas Etat de Sétif

Cette recherche scientifique est basée sur l'hypothèse que l'utilisation de la stratégie d'apprentissage coopératif peut améliorer la compétence d'écrire des essais argumentatif en anglais comme langue étrangère pour les étudiants algériens.

Et pour assurer la validité de cette hypothèse, nous avons utilisé deux types de référendum, un questionnaire pour les étudiants qui, à son tour a repris l'enquête sur l'étendue des connaissances des élèves sur l'utilisation de la stratégie d'apprentissage coopératif et leur attitude envers cette stratégie. Ce référendum a été soumis à 50 participants de la troisième année, divisé en deux sections de 25 étudiants de l'Université de Jijel et 25 ans de l'université de Sétif.

Deuxièmement, une interview avec les professeurs, qui a été présentée à cinq professeurs ayant une expérience dans l'enseignement de l'expression écrite.

Le résultat est que nous les avons acquis que l'utilisation d'une stratégie d'apprentissage coopératif travaille pour améliorer les compétences périorbitaire des élèves à écrire . Les élèves a souligné que le meilleur pour eux dans la promotion des compétences en écriture. Et périorbitaire D'autre part, cette technique enseignants a approuvé une stratégie utile si elles sont correctement appliquées.

تهدف الدراسة الحالية إلى إستراتيجية التعلم المتعاون في تعزيز مهارة الكتابة الحجاجية لدى الطلبة، إذ تهدف إلى التي تحقيق في إستراتيجية التعلم المتعاون باعتبارها تقنية قوية تستعمل من طرف أساتذة اللغة الانجليزية كلغة أجنبية فيقسم اللغة الانجليزية بجامعة محمد الصديق بن يحي بولاية جيجل وجامعة فرحات عباس بولاية سطيف.

هذا البحث العلمي الذي يقوم على فرضية أن استعمال إستراتيجية التعلم المتعاون بإمكانها تعزيز مهارة الكتابية الحجاجية في اللغة الانجليزية كلغة أجنبية للطلبة الجزائريين، وللتأكيد من صحة هذه الفرضية استعملنا نوعان من الأدوات:

أولا استفتاء للطلبة والذي بدوره تولى التحقيق في مدى معرفة الطلبة حول استعمال إستراتيجية التعلم المتعاون مواقفهم اتجاه هذه الإستراتيجية، هذا الاستفتاء تم تقديمه إلى 50 مشارك من السنة الثالثة مقسمين إلى قسمين 25 طالب من جامعة جيجل و25 من جامعة سطيف.

ثانيا: حوار الأساتذة والذي قدم إلى 5 أساتذة لديهم الخبرة في التعبير الكتابي.

النتيجة التي تحصلنا عليها هي: أن استعمال إستراتيجية التعلم المتعاون تعمل على تعزيز مهارة الكتابة الحجاجية لدى الطلبة الذين أكدوا أن هذه التقنية أفضل لهم في تعزيز مهارة الكتابة الحجاجية، ومن ناحية أخرى أقر الأساتذة على أنها إستراتيجية مفيدة إذ طبقت على نحو ملائم.