

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohamed Kheider University of Biskra
Faculty of Arabic Language Arts and Foreign Languages
Department of Foreign Languages
Branch of English Studies



**Investigating the Effects of Group Work Learning Technique to
Enhance EFL Learners' Writing**

A Case Study of Third-Year Pupils at El-Modjahid Mouadaa El-Hachemi
Secondary School- Chetma-Biskra.

A Dissertation Submitted to the Department of English as Partial Fulfilment of Master's
Degree in Sciences of Language

Submitted by: Miss. GURGUET SAIDA

Supervised by: Dr. BACHER AHMED

Board of Examiners:

Dr. BACHER AHMED

(Mohamed Kheider, university of Biskra)

Dr. RABEHI AYACHE SALIMA

(Mohamed Kheider, university of Biskra)

Mrs. Hassina Kheiredin Nachoua

(Mohamed Kheider, university of Biskra)

2016-2017

DEDICATION

I dedicate this work to my family members whose assistance and encouragements have urged me to complete this work.

To my beloved parents: Guerguet Kaddour and Massouda

To my sisters and brothers

To my friends

To all people who cooperated with me

To everyone who knows me

Acknowledgements

My deep appreciation goes to my supervisor Dr AHMED BACHER who has kindly and patiently guided me throughout the process of the study. His insights, advice, support, and encouragement have made the process of the study not only precious but also a meaningful one.

I would like also to thank the jury members: Dr. BACHER AHMED, Dr RABEHI AYACHI SALIMA, and Mrs. HASSINA KHEIREDDIN NACHOUWA who spent their time to check this dissertation.

My special thanks go to Mrs. Noura BAHRI for her help and guidance.

I would like to thank all people who helped me at El-Modjahid Mouadaa El-Hachemi high school –Chetma- Biskra.

Abstract

Writing is considered one of the most significant language skills and learners of English as a foreign language necessitate adopting an appropriate technique to develop their writing competency. In this research, group work learning technique (GWLTL hence-forth) is proposed as one of the appropriate methods which may contribute to enhance the writing skill in English language teaching and learning. The aim of this study is to investigate the effects of group work learning technique to enhance EFL learners writing skill. It is important to address this issue by undertaking the two questions as follows: 1- what lies behind the difficulty of mastering the writing skill? 2- Will EFL learners' writing skill be enhanced when they work in groups? .It is hypothesized that if group work learning technique is adopted in English as a Foreign Language classes, learners will be able to overcome the writing obstacles such as writing mechanics, sentence structure, word choice, and cadence. The used method in this study is the descriptive method which is the appropriate method to provide the required description for the studied phenomenon by distributing two questionnaires as research tool to teachers of English language and pupils of third year at secondary school. The current research is made up of two parts that attempt to examine as well as test both variables: writing skill and group work learning while the last part undertakes to discuss the results of the field work. To answer the research questions and to achieve its aim two questionnaires are distributed to teachers of English (N=4) and thirty third-year pupils (N=30) from the scientific stream at El-modjahid Mouadaa EL-Hachemi secondary school –Chetma- Biskra. The results deduced from the field work data disclose that group work learning technique has several benefits and significantly contributes to the enhancement of English as a Foreign Language writing skill. Furthermore, it is interestingly amazing to notice that learners of English as a Foreign Language daunting challenges of writing skill will eventually decrease when they learn in small groups as different learning skills and knowledge come to be negotiated and acquired.

List of Abbreviations

EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
GW	Group Work
GWLT	Group Work Learning Technique
IA	Individual Assessment
NLS	New Literacy Studies
PBL	Problem-based learning
Q	Question
SMA	Same Mark Allocation
WMA	Weighted Mark Allocation

List of Tables

Table 1-1 Comparison between the product, genre, and process approaches	21
Table 2-2 Differences and similarities of cooperative and collaborative learning	26
Table 3-1 Teacher's opinion about the importance of writing skill	44
Table 3-2 Teachers' justification about the importance of writing skill in EFL	45
Table 3-3 Approaches teachers adopt in writing tasks	46
Table3-4 Teachers' focus when correcting learners' writing	47
Table3-5 Types of mistakes in learners' writings	48
Table 3-6 Teachers' use of writing activities after reading tasks	49
Table 3-7 Teachers opinion about the benefit of reading to improve learners' writing	49
Table 3-8 Teachers explanations about the benefit of reading to improve learners' writing	50
Table 3-9 classroom management	51
Table 3-10 Teachers' opinion about the benefit of group work learning	52
Table 3-11 Teachers' justifications about the benefit of group work learning	52
Table 3-12 Group work use in EFL classes	53
Table 3-13 types of groups in group work learning	54
Table 3-14 Teachers' role in group work learning	55
Table 3-15: Teachers' explanations about their roles in group work learning	55
Table 3-16 group work assessment	56
Table 3-17 options where pupils write better in EFL	56

Table3-18 Teachers’ suggestions to develop EFL learners’ writing skill	57
Table3-19 Pupils’ gender	59
Table 3-20 Pupils’ age and their ability to learn English as a foreign language	60
Table 3-21 Pupils’ opinion about the importance of writing skill	61
Table 3-22 Pupils’ level in writing skill	62
Table 3-23 Writing difficulties	63
Table 3-24 Reasons that lead to difficulties in English writing	64
Table 3-25 percentage of the practice of reading outside classroom	64
Table 3-26 reading during English classes	65
Table 3-27 Pupils’ opinions towards benefits of reading to develop writing skill	66
Table 3- 28 Pupils’ opinions towards benefits of reading to develop writing skill	67
Table 3- 29 Reading benefits	68
Table 3-30 Classroom management during writing tasks	69
Table 3- 31 Pupils preference of learning	70
Table 3-32 Pupils’ preferred technique in writing	71
Table 3-33 Pupils’ contribution in group work	72
Table 3-34 Pupils’ role(s) in group work	73
Table 3- 35 Pupils’ opinions about group work benefits	74
Table 3- 36 Group work learning benefits	77

List of figures

Figure 1-1 The process wheel	17
Figure 2-2 A Jigsaw Arrangement: Home and Expert Groups	30
Figure 2-3 Relative influence of stages of group work development	33
Figure 3-1 Teacher’s opinion about the importance of writing skill	44
Figure 3-2 approaches teachers adopt in writing tasks	46
Figure 3-3 Teachers’ focus when correcting learners’ writing	47
Figure 3-4 Types of mistakes in learners’ writings	48
Figure 3-5 Teachers’ use of writing after reading tasks	49
Figure 3-6 Teachers opinion about the benefit of reading to improve EFL learners’ Writing	50
Figure 3-7 classroom management	51
Figure 3-8 Teachers’ opinion about the benefit of group work learning	52
Figure 3-9 Group work use in EFL classes	53
Figure 3-10 Types of groups in group work learning	54
Figure 3-11 Teachers’ role in group work learning	55
Figure 3-12 options where pupils write better in EFL	57
Figure 3-13 Pupils’ gender	60
Figure 3-14 Pupils’ age and their ability to learn English as a foreign language	61
Figure 3-15 Pupils’ opinion about the importance of writing skill	61
Figure 3-16 Pupils’ level in writing skill	62
Figure 3-17 pupils’ opinions about the writing difficulties	63
Figure 3- 18 EFL pupils’ difficulties in English writing	64
Figure 3- 19 percentage of the practice of reading outside classroom	65
Figure 3-20 reading during English classes	66
Figure 3- 21 The practice of writing after reading tasks	67
Figure 3- 22 Pupils’ opinions towards benefits of reading to develop writing skill	68
Figure 3- 23 Reading benefits	69
Figure 3-24 Classroom management during writing tasks	70
Figure 3- 25 Pupils preference of learning	71
Figure 3- 26 Techniques in which pupils find their writings better	71
Figure 3-27 Pupils’ contribution in group work	72

Figure 3- 28 Pupils' role(s) in group work	73
Figure 3- 29 Pupils' opinions about group work benefits	74
Figure 3- 30 Group work learning benefits	75

List of Diagrams

Diagram 1-1 Hierarchy Reading Threads	11
Diagram 1-2 Robert Kaplan's Diagrams from "Cultural Thought Patterns in Intercultural Education"	16

Table of Contents

Dedication.....	II
Acknowledgements.....	III
Abstract.....	IV
List of Tables.....	V
List of Figures.....	VII
List of Diagrams.....	IX
List of Abbreviation.....	X
General Introduction.....	1
Background of the Study.....	1
Statement of the Problem.....	1
Significance of the Study.....	2
Aim of the Study.....	2
Research Questions.....	2
Research Hypothesis.....	3
Research Methodology.....	3
Population and sample.....	3
Research Tool.....	3
Delimitation of the Study.....	4
Limitations of the Study.....	4
Structure of the Study.....	4

Chapter One: The Writing Skill in EFL Classes

Introduction	7
1-1 Writing Definition	7
1-2 Importance of the Writing Skill.....	8
1-2-1 Writing and society.....	8
1-2-2 Writing and Language teaching	9
1-3 The Writing-Reading Connection.....	10
1-3-1 Reading definition.....	10
1-3-2 Relationship between writing and reading	12

1-4 Writing and Spelling.....	12
1-5-Writing and Grammar.....	13
1-6 Writing and Style.....	14
1-7 Writing Mechanics.....	14
1-8 Writing and Culture	15
1-9 Writing Process.....	16
1-9-1 Planning.....	17
1-9-2 Brainstorming.....	18
1-9-3 Drafting.....	18
1-9-4 Revising and Editing.....	18
1-9-5 Final Draft.....	19
1-1 Writing Approaches	19
1-1-1 Product Approach.....	19
1-1-2 Genre Approach.....	20
1-1-3 Process Approach	20
1-2 Writing Challenges for EFL/ ESL Learners.....	21
Conclusion.....	22

Chapter two: Group work Learning Technique

Introduction.....	24
2-1-Group Work Definition.....	24
2-2 Group work, Cooperative work, and Collaborative work.....	25
2-2-1 Cooperative Learning.....	25
2-2-2 Collaborative Learning.....	26
2-3 Types of Groups.....	27
2-3-1 Homogenous Group.....	27
2- 3-2 Heterogeneous Group.....	28
2-4 Group Work Learning Strategies.....	28
2-4-1 Jigsaw.....	29

2-4-2 Think/ Pair/ Share.....	30
2-4-3 Buzz Groups.....	31
2-4-4 Write Around.....	31
2-4-5 Round robin.....	31
2-4-6 Numbered Heads	32
2-5 Stages of group development.....	32
2-5-1 Forming.....	33
2-5-2 Storming.....	33
2-5-3 Norming.....	34
2-5-4 Performing.....	34
2-5-5 Ending (Informing)	34
2-6 Group Members' Roles in GWL.....	34
2-6-1 Leader.....	35
2-6-2 Researcher (ideas provider).....	35
2-6-3 Writer.....	35
2-7 Teacher's role in Group Work Learning.....	36
2-7-1 Controller.....	36
2-7-2 Facilitator	36
2-7-3 Assessor	36
2-8 Group Work Benefits.....	37
2-9 Group Work Assessment.....	38
2-8-1 Individual Assessment (IA).....	38
2-8-2 Same Mark Allocation (SMA).....	39
2-8-3 Weighted Mark Allocation (WMA).....	39
Conclusion.....	39

Chapter Three: Field Work and Data Analysis

Introduction.....	42
3.1. Population and sampling.....	42
3.2. Research tool.....	43

3.3. Data analysis procedures.....	43
3.4. Teachers' Questionnaire.....	43
3.4.1. Aim of the Teachers' Questionnaire.....	43
3.4.2. Structure of the Teachers' Questionnaire.....	43
3.4.3. Administration of the Teachers' Questionnaire.....	44
3.4.4. Analysis of the Teachers' Questionnaire.....	44
3.5. Pupils' Questionnaire.....	58
3.5.1. Aim of the Pupils' Questionnaire.....	58
3.5.2. Structure of the Pupils' Questionnaire.....	58
3.5.3. Administration of the Pupils' Questionnaire.....	59
3.5.4. Analysis of the Pupils' Questionnaire.....	59
3.6. Wrap-up of the Results.....	75
Conclusion.....	76
Recommendations	77
General Conclusion	78
List of References	80
Appendix	
المخلص	

General Introduction

Introduction

The English language spares a significant part in the educational field where it is taught as a second or foreign language. Although it has been taught in Algerian secondary schools as a foreign language for years, pupils still face difficulties mainly in acquiring the four skills. In this study the focus is on the writing skill because it is considered as an important means of communication especially inside the academic institutions. It remains the most significant language skill, and EFL/ ESL learners need to adopt the appropriate technique to be sufficiently and efficiently competent in their writings. In the context of Algerian schools, the teachers of English language also need to employ an appropriate method for the sake of ensuring that their learners perform better in writing tasks. In this study the group work learning technique is suggested to be an effective teaching and learning technique to enhance students' ability to write in a foreign language since they can solve different problems related to the writing tasks. By enhancing the writing skill, such problems will be minimized and pupils will find it easy to deal with more detailed writing tasks when they reach the university.

2-Background of the Study

As a matter of fact, English has become a universal language as it is widely used in various domains all over the world. The demand for learning this language has increased. Teaching English as a second or foreign language is a crucial issue that requires a deep and serious discussion in order to reach at a successful and beneficial teaching-learning process. Unfortunately, the weakness that non-native learners demonstrate as they learn English reflects the difficulties that impede them from mastering its skills particularly the writing skill. The writing deficiency is chosen as a topic for this study since EFL pupils are unable to perform correctly one hundred per cent when writing in English. In other words, the study intends to offer an effective and influential way that encourages secondary school pupils to write better.

3-Statement of the Problem

Writing in English is a challenging activity that is practiced in the Algerian educational communities, and learners of this language suffer to get a final, worthy and meaningful piece of writing. For that reason, the study tries to solve the problem of writing in English as a

foreign language that Algerian secondary school pupils face when they are assigned to an instruction. More specific, pupils find themselves bound by certain barriers while attempting to produce an expressive piece of writing. Therefore, the immediate research investigates the weaknesses of writing productions for third-year pupils at Mouadaa EL-Hachemi secondary school, and it proposes the group work learning technique to help them to enhance their writing.

4-Significance of the Study

It may be put to claim that it is a daunting task to deal with the topic of writing in English as a second or foreign language especially when shifting from theory to practice. Mastering this skill requires a language teaching and learning way that is helpful for preventing the writing obstacles. It is noticed in secondary school that the group work learning technique deserves much more positive implementation inside and outside the classroom. That is to say, the contribution of this research is to highlight the great role of learning in small groups to develop pupils written productions since they undoubtedly benefit more when they learn a foreign language cooperatively.

5-Aim of the Study

The current study under the title "Effect of Group Work Learning Technique on Enhancing EFL Learners Paragraph Writing" seeks to achieve the following objectives: first, to facilitate the comprehension of the writing instruction because most of the time pupils response in a wrong way when writing for they misunderstand the instruction. Then, to help pupils enhance their writing through group work learning. Finally, to proof the validity of group work learning as a pedagogical technique to promote the writing level.

6-Research Questions

Learning the English language is considered to be a challenge for learners whose native language is definitely dissimilar. There are many reasons that stand behind the difficulty of using this language correctly. Thus, in this research group work learning is suggested as one of the most effective techniques to help EFL learners promote their writing skill. To reveal the factors that causes the learning obstacles, and to examine the appropriateness of the group work technique, the next questions are stated:

1-What lies behind the difficulty of mastering the writing skill?

2-Will EFL pupils benefit when they work in groups?

7- Research Hypothesis

On the basis of the previous questions, it is hypothesized that:

If group work learning technique is properly implemented in EFL classes, pupils will be able to overcome the writing obstacles such as faulty grammar, loose and awkward style, writing mechanics, etc.) and, therefore they will write more effectively and persuasively.

8-Research Methodology

This research will be conducted through the descriptive method which is chosen as the appropriate one for the sake of describing the different elements that will be discussed. Also, it is suitable for the academic nature of this research. It is a useful way for investigating the hypothesis which states that using and designing appropriate small group tasks in EFL classes would help pupils to overcome the writing obstacles.

9-Population and sample

The population of this study is chosen from the secondary school of third year because at this level they are assigned to write more; as a result, they start building the basis of writing, and it is the appropriate time to provide them with a suitable background for practising this skill. Following the teachers' propositions at Chetma secondary school, pupils of the scientific stream are selected to be the population for this study (n=91), 57 are females (n=57), and 34 are males (n=34). This population will be represented by a sample which is formed by 30 pupils (n= 30), 10 are males (n=10) and 20 are females (n=20).

10-Research Tool

To answer the research questions data will be gathered through two questionnaires. On the one hand, the closed questionnaire will be prepared for third-year pupils at secondary school of Chetma in order to reach their real responses including the difficulties they face and the way in which they perform better while writing. On the other hand, the open-closed questionnaire will be distributed to the three teachers of English at Mouadaa EL-Hachem secondary school-

Chetma-to have an over view about teaching the writing skill cooperatively and to collect sufficient proofs about the effectiveness of group work learning as a pedagogical technique and its role in enhancing pupils writing.

11-Delimitation of the Study

The study will take place at El-MoudjahidMouadaa El-Hachemi secondary school - Chetma- Biskra, and it starts from October to May 2016-2017 . Moreover, the work will be carried out with third-year scientific stream pupils and three teachers of English in that establishment. Also, the questionnaire will be used as the suitable research tool in order to gain time and to do not bother teachers and pupils and to prevent boredom.

12-Limitations of the Study

Some obstacles are expected while conducting this research. For instance, because the sample is third-year pupils of secondary school level, they may concentrate on preparing themselves for the baccalaureate exam and refuse to answer the questionnaire .Also, the number of the questionnaires may not be returned back, or half of the questions will be answered, and the other half will be not. Unexpectedly, the English language teachers will be absent in the day of distributing the questionnaires; consequently, pupils will not answer as it is expected.

13- Preliminary Structure of the Study

As it is illustrated before that the aim of this research is to investigate the effect of group work learning to enhance EFL learners' writing skill. To achieve this aim, the research consists of three chapters that tackle various elements about both variables: the writing skill and group work learning in addition to the field work. The first chapter is about the writing skill and it is divided into the following titles: the writing skill and its definition, significance of writing in human life as well as in language teaching, the relationship that exists between both skills writing and reading, writing and grammar, writing and style, writing mechanics, writing and culture, deferent stages in writing process, some approaches to teach writing, and finally the difficulties that EFL learners face when writing in the foreign language. The second chapter is about the group work learning. It provides the next elements: definition of group work learning, cooperative work, and collaborative work and the differences that characterize these methods will be determined by explaining the nature of the three terms, types of groups (heterogeneous and homogeneous), group work strategies, roles of both group

members as well as teachers during GWL, the benefits of group work learning, and then the way in which group productions are assessed. The field work objective is to collect actual data through the two questionnaires for both EFL learners and teachers, and these data will be organized in tables and figures followed by reasonable interpretations.

Chapter One

The Writing Skill in EFL Classes

Chapter One: The Writing Skill in EFL Classes

Introduction

Language is the most effective means of communication among all human beings as Bacher (2013: 48) states “Language is vital to both individuals and societies. It is hard to imagine social cohesion or technological achievements without language”. It is necessary for the fulfilment of individual as well as social needs in all the fields. Compared to spoken form of the language the written form is more difficult to learn especially if it is the case of second or foreign language. For high school pupils, writing is a matter of necessity rather than option; however, pupils face various problems to fully master it. In this chapter the light is shed on the writing skill and its definition and significance in human life as well as in language teaching, definition of reading and the nature of relation between both skills, writing and spelling, writing and grammar, writing and style, writing mechanics, the connection between writing and culture, stages of the writing process, some approaches to teach writing, and finally the difficulties that EFL learners face when writing.

1-1 Writing Definition

Because of its complexity, giving a unique definition to writing seems to be impossible since it has been defined in sundry ways (Benedir, 2015). Writing is considered as a skill in its general meaning, but it differs when trying to give a detailed definition regarding various aspects such as: what message to be conveyed, to whom the text is produced, and for what reason. The variety in defining this ability is due to the context in which the written production is represented and to the objective the writer aims to achieve. In Oxford learner’s pocket dictionary (2008: 516) the verb ‘to write’ means “to mark letters or numbers on a surface, especially with a pen or pencil. Produce something in written form so that people can read, perform, or use it”. To write equals drawing letters and numbers to make them readable, meaningful, and useful for others.

Generally speaking writing is one of the pillars of the language. Widowson (1978: 62), defined writing as “the act of making up correct sentences and transmitting them through the visual medium as a mark on paper”(ibid.) It is the cognitive activity of expressing thoughts, knowledge, and experiences through the written form of the language. It also refers to the logical arrangement of words to form sentences and to link those sentences to build paragraphs and texts. It is the transmission of uttered and abstract communicated ideas into

concrete forms using a set of written symbols and following the language rules for the sake of producing a readable and understood piece of writing.

1-2 Importance of the Writing Skill

Historically speaking, it is known that the first usage of the language was oral, but later appeared the written form as a result of the development in different life aspects, and it occupied an equal importance. Harmer (2004: 3) corroborates

However long ago writing really started, it has remained for most of its history a minority occupation. This is in part because although almost all human beings grow up speaking their first language (and sometimes their second or third) as a matter of course, writing has to be taught.

Thus, in the past writing has given less consideration rather than speaking, and through time it becomes more, if not the most important skill to be learnt. Writing is considered a significant language skill in addition to other required communicative faculties. Children acquire the spoken language within their environment at the first place then they gradually become supposed to be trained to write. “Writing is a skill that is required in many contexts throughout life. For instance, you can write an email to a friend or reflect on what happened during the day in your personal diary”(Bowker, 2007: 2). Therefore, writing is considered in general sense as a means of communication that is used for the fulfilment of several and various purposes in human life. In one word, writing is required in almost life situations as, academic settings, the workplace, and the society in one way or in another.

1-2-1 Writing and Society

Writing is viewed as a human invention that gives people the chance to record their work and their thoughts as it has been claimed by many scholars. According to Carroll (1990 cited in Huy2015: 53)

The most important invention in human history is writing. It provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc. Writing allows us to share our communication not only with our contemporaries, but also with future generation.

Writing is a tool that creates a link between the past, the present, and the future since human beings record their historical events, cultures, arts, theories, and different sciences. It is the mirror that reflects the ancestors' lives.

Many people view writing as a simple, easy, and less important activity, but in fact it is much more difficult compared with reading, listening, and speaking. Hyland (2002) states "Working in the New Literacy Studies (NLS) has shown that writing is a complex human activity, always located in particular times and places and inductive of wider social forces and relationships" (p. 207). Writing occupies a significant part in the daily activities of human life. As it passes through a several and tough intellectual processes, József (2001) considers writing skill as one of the most elaborate human abilities. This means that writing is not limited to collecting words and sentences together, but it is a matter of intellectual processes that include a set of activities in the human brain. "When we write, we do so because we want, need, or have been required to create a fixed space for someone to receive and react to our ideas"(The writing Center, 2014). This cognitive activity is used to interact with other individuals among the speech community.

1-2-2Writing and Language Teaching

Teaching process cannot be separated from writing skill as Suleiman (2000: 155)states "writing is a central element of language, any reading and language arts program must consider the multidimensional nature of writing in instructional practices, assessment procedures, and language development."(Cited in Hosseini *et al* 2013:2) . It is possible to say that the language can be acquired orally; however, it is impossible to learn it without writing. Whatever the level is, learners find themselves obliged to write down the knowledge they receive from their teachers. Moreover, the mistakes that are made by EFL learners when writing provide an evidence of the writing complexity. Another proof about its difficulty is when learners do not give much importance to this activity, and they feel stressed when the teacher assigns them to a written task.

Writing is also considered as a means of assessment of the learners knowledge that are accumulated during the learning process as it is stated "In the context of education, it is also worth remembering that most exams, whether they are testing foreign language abilities or other skills, often rely on the students' writing proficiency in order to measure their knowledge". (*op.cit.*).The degree or the level of knowledge that learners have reached can be realised and measured through written tasks such as: exams, summaries, or homework. Also, writing is the most helpful tool which enables the teacher to assess his learners fairly because

the learning styles differ from one learner to another, and throughout the writing assignments all of them will have the chance to represent their abilities and understanding.

1-3 The Writing-Reading Connection

The nature of the relationship between writing skill and reading skill is stronger one, and a good reader is usually a good writer and vice versa. The practice of reading and writing allow language users and learners to develop the literacy skills.

1-3-1 Reading Definition

Although the reading skill has been defined by many scholars and studied in various ways, it has always been conceived as a human cognitive capacity. It is a process that contains mental and psychological sub-processes such as: word recognition and motivation (Leipzig, 2015). Starting by letters and word recognition Tennant (2016: 2) defines it:

At the most basic level reading is the recognition of words. From simple recognition of the individual letters and how these letters form a particular word to what each word means not just on an individual level, but as part of a text.

Reading is the conscious process of decoding tangible words of a text and extracting visual and abstract meanings.

Reading can be described as the act of looking into a written text and absorbing information from it, and here the definition of reading can also depend on the purpose of the readers whether they read for pleasure, conduct a research, or answer exam questions. A text for example is a combination of words that convey a message, and reading goes beyond the literal meaning of these words; subsequently, it makes the individual acquire such an ability of reading between the lines. Tankersley (2005) defines reading as a hierarchical and continuous process. For him literacy is the link between what is known and what is unknown, and reading is the ability of understanding and progressing with a real comprehension of what is read. He states that reading has no specific age to stop at. It is a linear process that enables learners to improve their skill and knowledge, and they frequently go back to the six levels of comprehension when they read.

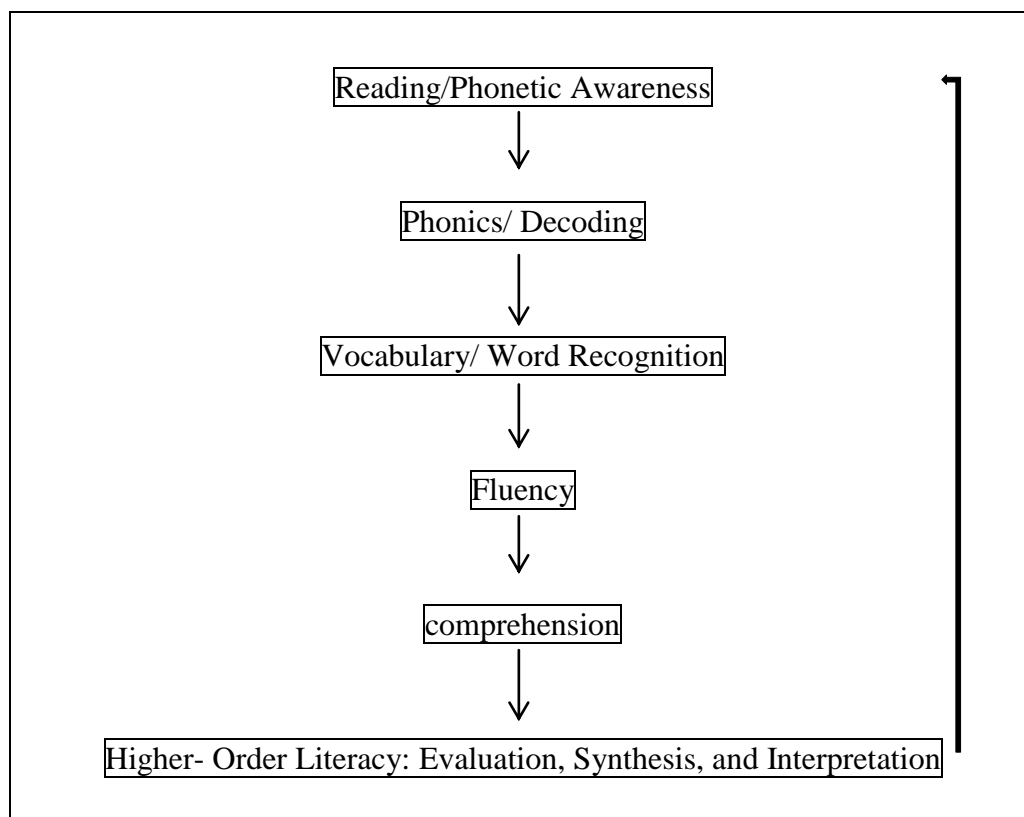


Figure 1-1 Hierarchy Reading Threads by Tankersley (2005)

The diagram represents the reading skill as a continuous process. Starting by the phonetic stage in which the reader notices and identifies the individual sounds in the words, and this awareness leads to the decoding stage where the reader starts extracting the meanings of words. The third phase is about vocabulary and word recognition. “There are three broad classes of theory about word identification: whole-word identification, letter-by-letter identification, and an intermediate position involving the identification of letter clusters, usually termed spelling patterns.”(*op.cit.*125). The learner first becomes familiar with letter-by- letter form, and then letter clusters to fully being aware of written words whether in isolation or in the text. The next level reader reaches is fluency.

The part of fluency comes after the previous phases where the learner acquires the ability to recognize sounds, letters, and vocabulary. Being fluent in reading is to pronounce the words of the text correctly. The comprehension stage refers to the understanding what is read, and extracting the meanings within the context of the text. According to Smith (*ibid.*) the term ‘comprehension’ is similar to ‘meaning identification’ where the recognition of isolated letters and words is the same and it allows the reader to understand the whole text. Higher-order literacy is the last stage in reading hierarchy. It is known that the term literacy denotes both skills reading and writing, and they influence each other. In this final stage, the readers

acquire the capacity of evaluating and interpreting what is read or writes. Readers also acquire such an ability of synthesizing, and they come to be capable to reproduce their own writing.

1-3-2 Relationship between Writing and Reading

Learning a language requires the mastery of its skills since they are interrelated, and they complete each other for reaching a successful communicative process. The combination of the receptive skill 'reading' and the productive skill 'writing' is called literacy. "The more learners read, the more their spelling will improve" (Nation, 2009). Writing and reading are extremely interrelated, and the most common thing is that reading plays a great role in developing writing. Harmer (2007: 99) states "Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing". Through reading, learners can build a background of knowledge to exploit it in writing, and it helps them to understand and react positively towards writing tasks.

When learners immerse themselves in reading, they become knowledgeable enough and their thinking will be enhanced; consequently, they can be creative writers as Smith (2004) claims that the activity of thinking and writing are closely connected with reading. It is also considered to be a helpful activity to be knowledgeable about the various language aspects concerning structure and content. "At different times we can encourage students to focus on vocabulary, grammar or punctuation. We can also use reading material to demonstrate the way we construct sentences, paragraphs and whole texts" Harmer (2007, p. 99) sustains. This allows the learners to be aware of the grammar rules spelling, and the various usages of words in order to express themselves correctly in different contexts. That is to say, language knowledge that is accumulated receptively comes into productive use.

The relationship between writing and reading is interchangeable for writing also has its role in improving reading. This is likely concerned with second or foreign language users since when people tend to write using the new language, they find reading easier. For example, EFL or ESL learners write about different subjects from various disciplines in their language classrooms, they will not suffer with specific terminology when they are in touch with several types of texts, and it is the case of examination.

1-4 Writing and Spelling

Writing and spelling are closely interrelated where writing is part of spelling and spelling is part of writing. The nature of the relationship between writing and spelling is very important, and EFL teachers as well as learners should focus on it.

The term spelling refers to the manner in which words are spelled orthography, or a group of letters representing a word. It is a very important and difficult language feature as Moats (2015) claims “Our society expects that any educated person can spell, yet literate adults commonly characterize themselves as poor spellers and make spelling mistakes”. Whatever the literacy level people reach, they fall into spelling mistakes especially when the used language is not their mother tongue. Galko (2001: 87) stated that: “Spelling does make a difference. Your teacher will probably take off points for misspelled words”. In all educational exams spelling has its marque, and all teachers confirm that it has a significant role in evaluating learner’s writings.

The meaning is influenced by the mistakes in spelling. Misspelling may not affect the structure or the general meaning of the written text, but it is possible to manipulate the reader’s judgement (*ibid*). Like other language obstacles that face EFL learners, spelling problems start with the beginning of language learning (International Dyslexia Association, 2015). EFL learners should be also knowledgeable about the phonological and the morphological aspects of the language because most of the time they write the word as it is pronounced. Aquilina (1999: 24-25) suggests a solution to prevent spelling problems “Students should be encouraged to use correct spelling automatically in first drafts”. During the drafting stage learners make spelling mistakes, and teachers should correct and train them to adapt the right one to avoid such mistakes later on.

1-5 Writing and Grammar

Grammar refers to the set of linguistic rules that govern the structure of any language, and these rules differ from one language to another. Wikoff (2012) defines grammar as: “Grammar refers to the way words are put together to make units of meaning”. It is how to link the deferent language units, for example word order, verb tense and subject-verb agreement, in order to convey meaningful oral or written messages. Using correct grammar means being aware of the relationship between the structure and the meaning.

Grammar is the systematic way in which the different units of the language are organized. “Language is systematically organized by its grammar which is inextricably linked to meaning and communication-we cannot make sense without shaping grammatical and linguistic structures” (DfEE: 7). Grammar is an essential and very influential element in the language that the writer must be aware of, and without grammatical rules language users fall into meaningless use of the language. In order to use correct grammar in their writings, learners should learn and practice grammatical activities as much as possible in deferent language tasks (Dovana, 2016). Mastering the grammatical rules can be a result of sufficient

practice. Chin (2000) claimed that mastering the oral skills and speaking the native language fluently are not enough since the effective writing requires also the mastery of grammatical basics. Grammar is considered one of the most important keys to use the native language in correct form.

1-6 Writing and Style

The term style includes the choice of various language aspects such as: vocabulary, tenses, and types of sentences that determine the purpose, the audience, and the type of writing itself. “Good style means good work” (Foster, 2008: 10). It reflects the content of the text. For example formality of the language is one of the most features of the academic writing style. Meddour (2017) states that academic language should be far away from everyday expressions; it comprises of clear and meaningful ideas, appropriate and correct structures. “Your writing style must conform to certain academic conventions, but it can still be lively, entertaining, and engaging. As its best, it will say what you want to say, in the way you want to say it” (Barker, 2013: 118). That is to say, academic style must be reasonable based on logical thoughts, and there is no space for emotions or poetry language. Therefore, the writer should keep the personal tone and to create space of interest in his style in order to communicate the ideas appropriately, and to prevent boredom.

1-7 Writing Mechanics

In its broadest meaning, the term writing process refers to a set of procedures that the writer follows when writing. When looking for further details, the process of writing is not just steps to be followed, but rather it is more complex as Sundem, (2006: 41) says: “In short, the writing process comprises the mechanics by which writers create publishable products”. Writers use certain mechanics when writing in order to make their writings stronger. Thus, the term mechanics refers to the technical aspects that give accuracy and power to the piece of writing. According to Cali “Mechanics are the conventions of print that do not exist in oral language, including spelling, punctuation, capitalization, and paragraphs” (2003). Good writing is characterized by the use of correct and suitable mechanical components such as: spelling, punctuation, and capitalization.

Punctuation refers to the several print marks that help the writers to organize their ideas such as: period, comma, and semi-colon. “Using punctuation properly is one of the most crucial elements in making the meaning of the sentence absolutely clear” (Time4Writing,

2016) .In English academic writing, punctuation is considered to be a very significant feature which enables both: the writer to separate the information and to order them appropriately, and the reader to better understand the intended meanings. When learners progress in their school career, they must consolidate rules for punctuation in the time of learning how to write. For instance, one of the manners to make the learners aware of punctuation functions is by attracting their attention during loud reading tasks and telling them about the reason of using these marks (*op.cit*).

Capitalization is another vital character that must be taken into consideration when writing academically. To write a letter in capital is to draw it in a big form like: (W-w, G-g). It is necessary to be knowledgeable about capitalization rules and to use them in the suitable place within the written text. “A capital is used for the first word in every sentence. It follows full stops, question and interrogation marks, is used at the opening of a quote if it begins a sentence, and also for months and days of the week” (*op.cit* 29-30). Some of the usages of capitalization are in the beginning of the sentence, beginning of quotation, days, weeks, and months.

1-8 Writing and Culture

Learning the foreign language is influenced by the first culture of the learner as it is claimed by Long et all (2011: 167) “Education is affected to a great extent by general cultural influences since pupils and staff bring their existing beliefs and values to schools”. Learners show the features of their culture in foreign language learning, and this impact appears in their behaviours within the school context.

In second language writing, the term ‘contrastive rhetoric’ has been introduced to refer to how the learner’s first language and culture affect the manner and content of writing in another language.

The whole notion of “contrastive rhetoric” began in 1966 with Robert Kaplan who, along with other writing instructors, discovered that the writing patterns of international students who had recently come to the United States were much different from the writing patterns of native writers. (Krampetz, 2005:14).

It seems that EFL learners demonstrate dissimilar characteristics in most of their writings. The notion was first initiated by Robert Kaplan in 1966 after his analysis of productions written by non-native learners. The noticed difference is about grammar, paragraph order, and structure (*ibid.*). Non-native students displayed some characters in their writings which are different

from those of native students. Kaplan’s theory of contrastive rhetoric is represented in the model of ‘contrastive rhetoric’.

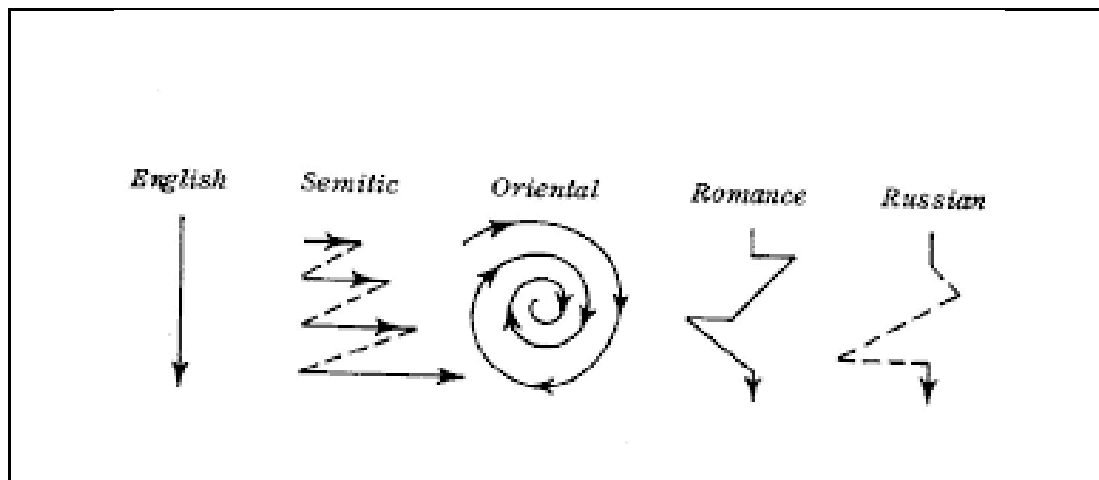


Diagram 1-2

Robert Kaplan's Diagrams from “Cultural Thought Patterns in Intercultural Education” .
 Language Learning 16.1 (1966): 15(cited in Liebman, 1988: 18)

Kaplan’s diagram denotes that students from different nationalities demonstrate that writing in a foreign or second language is affected by first language and culture. Some examples of this diagram are represented bellow:

Native speakers of English tend to tackle one specific topic in their writings. “Kaplan says that Orientals' writing is approached by indirection, which means the subject is focused from a variety of views, and it is never shown directly, which makes Americans think it is awkward and unnecessarily indirect”(*ibid.*). The main characteristic which makes Orientals’ writing distinctive from the Americans is its indirectness. It is merely based on different points of view. While Oriental writers show indirectness, Romance writers are direct in their styles although they demonstrate digression (*ibid.*). What makes Oriental and Romance writings different is that in the later form the writing production is direct. Even if there is a kind of digression in Romance style the writer goes directly to the point.

1-9 Writing Process

Most of the time writing has been defined as a process and the written production passes through certain steps whether it occurs consciously or unconsciously. Harmer (*ibid*) defines writing process as “the stages a writer goes through in order to produce something in its final written form”. It is impossible to find a standard form for the writing process since it has been

classified and divided into stages in quite difference by many researchers. Harmer also describes writing as a recursive process, and he represents the writing phases in what he calls ‘the process wheel’.

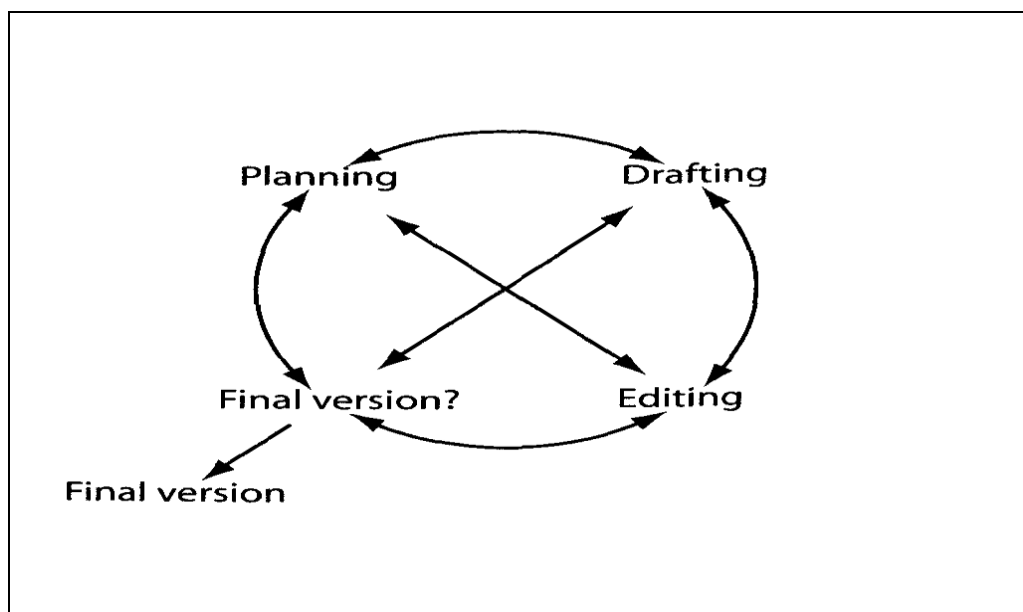


Figure 1-1

The process wheel by Harmer (2004:6)

The process wheel represented by Harmer summarizes the writing process and how this progression is recursive. As the writer passes through these stages from planning to final product, he can return to the previous phases from time to time. For instance, when starting the first draft the writer remembers a new idea, he may turn back to the first stage for changing the plan.

1-9-1 Planning

It is the first stage of writing which refers to the activity of thinking about the steps to be followed by listing and organising them. It generally includes setting the elements to be discussed, determining goals to be realized, and identifying time limits. Also, not all people plan in the same manner as Harmer says that the way of planning differs from one individual to another. During planning, the writer should also put in mind the audience for whom he writes. McWhorter (2010: 83) stated that: “Considering your audience- the people who read your essay - is an important part of the writing process. Many aspects of your writing - how you express yourself (the type of sentence structure you use, for example), which words you choose”, because this will influence the choice of language formal or informal, and the

sentence structure simple or complex. In addition, this stage facilitates the writing process since it represents the map that guides the writer to perform better.

1-9-2 Brainstorming

Galko (2002: 20) defines it as “Brainstorming is a way to come up with ideas either alone or in a group. The main principle behind brainstorming is to let your ideas flow without judging them”. In this stage, the learner writes down all what comes in the brain as background knowledge without organisation. The learner tries to gather sufficient information that are connected to the topic as Brandon and Brandon (2005) stated: brainstorming refers also to the words and phrases that are related or quite related to certain topic in a way or another. According to Folse, Muchmore-Vokoun, and Solomon (2010), the term brainstormed is named so because the brain contains a storm of ideas, and the writer writes these ideas quickly without caring about their correctness or appropriateness. Furthermore, Davis (2015) proposed a similar definition “Brainstorming is simply when you stop to think about the topic you will be writing about, then write down each idea or thought that comes to mind”.

1-9-3 Drafting

Drafting is the first version of the text. It is the third stage in which the writer applies the theoretical plan he prepared during the planning stage, and he puts the ideas he collected when brainstorming. Brown and Hood (1989: 14) said the following about drafting “The drafting stage is where you really begin writing. The most important thing here is to get words onto paper. It is not the time to worry about spelling, grammar, punctuation, or the best wording”. When drafting, structure mistakes are not much more stressful; it is just the starting point of writing, and gaps will be corrected during the coming phases. In this stage the focus is giving more to the content rather than the form, so that it is also called first draft which will be followed by edited drafts. This first draft sometimes becomes the final one like in examination.

1-9-4 Revising and Editing

From the two definitions of revising and editing represented by Bowker (2007), it is deduced that the difference between the two terms is that revising is broader and it occurs during drafting whereas editing occurs as a result of revising. Revising refers to the writer’s checking of his written work from time to time while writing because after the production is written down and read, mistakes concerning content and structure are found. Then, editing is to correct these mistakes. It includes modifying, adding, or omitting things in the text, and to

polish it to have a complete and good work. Also, the revising act is mostly done by the writer himself, but he may ask someone else to edit for him for instance the case when the teacher corrects the first exam draft as a final one, or others work like when it is a peer correction.

1-9-5 Final Draft

The final draft or the publishing stage refers to the last represented and readable piece of writing. Publishing involves presenting the text to its intended audience (*ibid*). In this stage the writing production can be represented in its complete and readable form. Compared with the first draft, the final one is modified and corrected. According to Harmer (*ibid*), the time students have edited their draft, they make necessary modifications which are considered to be, to invent their final version

1-1 Writing Approaches

Teaching writing is not an easy task since it was under discussion years ago and up till now. The main proposed question was ‘Which is the appropriate method to be used for teaching writing?’. “Usually, an approach which finds its way into widespread teaching practice is the result of research developments based upon a particular theory”(*ibid*: 8) Adopting certain approach can be a guide for a successful teaching; scholars and researchers attempted to investigate different theories in order to select the appropriate one. “It seems, however, that they can be reduced into three main approaches: product/text-oriented, process/cognitive-oriented and reader/genre-oriented” (Yi, 2009: 55).

1-1-1 Product Approach

The product approach is one of the approaches that is used in second language teaching and learning. The emphasis is given to the various elements of language structure, and It introduces the writing process as a final product. Product approach is one of the approaches that were used in ELT to teach writing until 1980s (Robbins, n.d.). It is one of the traditional approaches which is based on modelled writing where the focus is on the study and analysis of model text. The teacher provides learners with a text, and after discussion and analysis they find out the different features of the language. Robbins states that: “Normally each model text contains lots of examples of a specific type of language the teacher wants the students to focus on, e.g. cohesive devices (e.g. however, therefore, nevertheless, etc.), the past simple” (*ibid.*). One of the advantages of adopting this approach is that learners become aware of the text features and knowledgeable about the various basics of language.

1-1-2 Genre Approach

The genre approach to teaching writing is considered as an extension to the product approach where the teacher provides a sample model of a particular text genre. The focus is emphasized on the function of the language rather than the structure. “In teaching second language writers, experts suggest identifying the specific genres students will need for academic or occupational purposes”(Carolyn, Maria, Sara, Janet, Chad, Margaret, and, Erica, 2005, p. 35). It is important to provide ESL/EFL learners with the type of the text in order to make them familiar with its features to help them reproduce a similar one. “The Genre category refers to writing that accomplishes a particular task, such as persuading, critiquing, telling a story, presenting research, or explaining something”.(*ibid*). Adopting this approach in teaching EFL or ESL writing enable the learner to acquire such ability of analyzing the deferent kinds of texts, and to perform them easy. Aquilina(*op. cit.*) supports that: “Learning these genres, or text types, provided students with a writing repertoire which laid the foundation for successful writing in the more specialised contexts of the secondary school”(10). Teaching learners varieties of texts enable them to deal with more detailed tasks in writing, ant this helps them to understand the different contexts.

1-1-3 Process Approach

In contrast to the product approach, the process approach focuses on all the phases that writing goes through. This approach trains learners to organize and generate ideas and to design a plan rather than start writing randomly in order to produce a final written paper that communicate their own ideas efficiently, and to think of the purpose and audience. The writer surely benefits when following the process in his writing since the various parts are under control.

This approach is mainly based on the identification of the writing steps a writer goes through. Aquiline (*op.cit.*) states: “As its name suggests, the process approach taught students to go through a series of steps in order to refine and correct their writing, rather than rely on a one-shot draft”. Getting a good piece of writing does not work from the first drafting because the writer may not prevent mistakes from occurring, but by following the writing process these mistakes will be discovered and corrected. This approach concerns both learners as well as teachers; the responsibility is given to the learner to manipulate the writing task, and it also determines the role of the teacher in the process performance as a help provider (Hyland, K, 2003: 10).

Product approach	Genre approach	Process approach
-Emphasis on the final product -Language structure -One possible draft -Controlled writing(model text) -Linear process	-Emphasis on the final product -Language function -One possible draft -Controlled writing(model text) -Linear process	-Emphasis on all the writing stages -Both structure and function of the language -Several drafts -Free writing -Recursive process

Table 1-1

Comparison between the product, genre, and process approaches

The table represents a comparison between the product approach, the genre approach, and the process approach. Both approaches product and genre give less importance to the process of writing, and the emphasis is on the final product with one possible draft whereas the process approach shed the light on all the phases writing goes through with several drafts in addition to the final production. The second point is that for the product approach what is more important is the structure of the language and word-order, and the genre approach gives the priority to the function of the language whereas the process method focuses on both features structure and function of the language.

The controlled writing is found in product and genre approaches which means that learners are given a modelled text to be studied and analyzed to find out the features and to reproduce another parallel text, but in the process approach learners are free; they select the topic and they create a new text following the writing process. In product approach and genre approach writing is linear; learners start from the beginning till the end to have a final and similar text, and in the process approach if the writer reached the last step, he/ she can turn back to one of the previous stages.

1-2 Writing Challenges for EFL/ ESL Learners

Most of non-native language learners find writing in foreign language challenging task. Because writing is considered to be as one of the most difficult learning skills, learners face some obstacles when trying to produce good and expressive texts. The writing difficulty is mainly due to various aspects like: cognitive, linguistic, psycho-motor processes (Westwood,

2008). People do not have only difficulty in writing in a foreign language, but also in their native language. Writing problems that EFL/ESL learners challenge differ from one individual to another, and it includes form and content mistakes such as: vocabulary, ideas, punctuation, negative transfer, grammar, and spelling.

One of the serious problems EFL or ESL learners face is deficiency of vocabulary or at least how to use them appropriately within the right context, sometimes the learner may have ideas and information, but he /she cannot express them appropriately. Lack of ideas embarrasses learners to progress in writing tasks, and both problems of vocabulary and ideas can be a result of insufficient hours of reading in the foreign language. Grammatical mistakes are another obstacle that impedes learners to produce a good piece of writing which can be also a result of lack of practicing English grammar rules. EFL/ESL learners do not master the writing mechanics like: capitalization, spelling, and punctuation which creates a lack of balance in their writings. Moreover, most of EFL/ ESL learners are affected by their mother tongue because they think in their mother tongue and they write in English language which causes structural mistakes and contextual misunderstanding. Therefore, Non-native learners are affected by the negative transfer of mother tongue in their writings. Negative transfer occurs when moving from one language to another such as: word order and verb tense. According to Wang (2015:1) “Today language transfer refers to the influence resulting from the similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired”. The negative transfer is usually due to the similarities and differences that exist in the first and second language.

Conclusion

The act of writing does not seem easy even in native language, and when it comes to foreign or second language writing becomes even more difficult. This issue needs more attention and awareness from both teachers and learners in order to overcome this difficulty. This chapter has accounted for the concept of writing by exploring its significance, representing some definitions of this skill as it is seen by different researchers in addition to its relation with reading capacity. Then, various parameters have been discussed in the following order: writing and spelling, writing and grammar, writing and style, writing mechanics, the influence of first culture on second or foreign language. The rest elements concern the main steps in the process of writing, and some selected approaches for teaching it. Finally, it is mentioned that EFL/ESL learners face several difficulties when writing in English.

Chapter Two

Group work Learning Technique

Chapter Two: Group work Learning Technique

Introduction

It is noticed in EFL and ESL language learning context that learners appear to need more to acquire language in an interactional environment rather than in a traditional whole-class instruction. Recently, many researchers claimed that the appropriate method to motivate learners for engaging in the learning process is through GWT. Learning in groups is considered an effective method for developing language skills because it is a social feature for all learners. This chapter represents a set of definitions of group work learning. Then, the difference of the three concepts: group work, cooperative work, and collaborative work will be determined by explaining the nature of the three terms. It denotes the two types of groups: heterogeneous and homogenous followed by some strategies that can be used in GWT. The next element is about the stages of group development, and then roles of the group members, the teacher's role in group learning, also the benefits of learning in groups. Finally, the chapter is concluded by shedding light on some of the manners through which group work learning is assessed

2-1-Group Work Definition

The term group work refers to any work that is done by more than one individual including pair work, collaborative work, and cooperative work. It is a social feature that exists all over the world because human beings tend to live in groups, forming families, societies, and nations. In other words, grouping is a human nature where the group members share common things such as: religious, social, traditional, and cultural characteristics and these groups work in collaboration in their social life. Group work means that a group of learners work together for certain activity where the teacher does not fully contribute to their work. According to Crandall (1999), in language teaching the role of the teacher has gradually decreased where the learner is the responsible to improve the learning knowledge. Learning in small groups allows learners to acquire different language skills. The appropriate way to make learners active is by giving them the chance to work with less reliance to teacher's efforts.

Within group work leaning there is a kind of interaction among group members which helps them to acquire new knowledge successfully. Dörnyei and Malderez (1999: 156) conclude "In sum, a group- centred approach looks at what goes on ' between people' and, to a certain extent, how that affects what goes ' inside' them" . The most significant thing is to

create effective interaction among the group members. Group work or as it is also called 'team work' is a learning technique like other pedagogical activities in which learners form a group of three to five members to do a task. According to Chiriac "Group work is frequently used in higher education as a pedagogical mode in the classroom, and it is viewed as equivalent to any other pedagogical practice (i.e., whole class lesson or individual work)" (2014; 5). For her the term group work is a larger one, and it includes both methods: cooperation and collaboration work, and the three terms will be differentiated in the coming elements.

The term has also been defined in simple words by Ibnian (2012; 193) as "Group work refers to any classroom activity in which the whole class is divided up into pairs or larger groups". Group learning is a collection of individuals' efforts and contributions that lead them to benefit in their study, and in their social life since living in groups is a human nature before it becomes a technique. For example, if one of them has ideas in mind, but he cannot express them; he represents his thoughts to the group members in order to reformulate them appropriately. Frey, Fisher, and Everlove (2009) have suggested the term 'Productive Group Work' as one of the most suitable techniques for a successful teaching process with taking into consideration the role of the teacher. In group work learning the instructor is not isolated from the learning tasks, but his role is minimized where learners become active rather than passive.

The provided definitions meet in the point that in GWT represents a social feature which all learners share in their social life. It is a pedagogical teaching technique which is adopted frequently as other techniques. Also, some definitions do not deny the role of the teacher, but this role is only lessened.

2-2 Group work, Cooperative work, and Collaborative work

Most of the time the three concepts cooperation, collaboration, and group work have been used interchangeably to refer to the contribution of more than one individual within a team work to solve certain problem. There have been various points of view which distinguish the three terms, but in most occasions researchers and writers differentiate between two methods only. The term 'Group Work' can be considered the broadest one because in both methods 'Cooperation' and 'Collaboration' group learning is found.

2-2-1 Cooperative Learning

Cooperative learning is one method of group work learning. According to May and Doob (1937) cooperation is when learners seek to reach a common goal, and they work

cooperatively to attain it (cited in Gillies and Ashman, 2003). Cooperative learning takes place when there are goals and learners work together to achieve them. Clare (2015: n.p) defines cooperative learning as “Cooperative Learning is an instructional strategy that simultaneously addresses academic and social skill learning by students”. In cooperative learning, the emphasis is on accumulation of academic as well as social capacities where the group memberships acquire such skills that they need in both social and academic contexts.

2-2-2 Collaborative Learning

The difference between collaborative work and cooperative work depends on the teacher’s role. According to Rockwood (1995), the dissimilarity between cooperative work and collaborative work is that in cooperation the teacher has stronger role to play in the teaching-learning task whereas in collaboration this role is lessened, and learners are more responsible to do the task together (cited in: National Institute for Science Education, 1997). When the educator has more involvement, it is called cooperation and if he has less contribution it is called collaboration. “ Collaborative learning is commonly illustrated when groups of students work together to search for understanding, meaning, or solutions or to create an artifact or product of their learning” (*op.cit.*). The main objective in this method of learning is to work collaboratively in order to find or to create solutions to certain problem. To make a clear distinction between collaborative and cooperative learning, we has juxtaposed the characteristics of both methods in the following table.

Group Work	
Cooperative Work	Collaborative work
<ul style="list-style-type: none"> -The teacher is more involved as he observes, listens, and interferes when necessary. -Cooperative learning is based on creating solutions to certain problems. -Learners acquire academic and social skills. -Activities are structured with each student having a specific role. -Group members evaluate the other groups’ work in both ways individual and group performance 	<ul style="list-style-type: none"> -The teacher has less contribution in collaborative learning. -Group members collaborate to achieve common goals. -There is the belief that learners already have the social skills. -Activities are structured with each student having a specific role. -Group members evaluate the other groups’ work in both ways individual and group performance

Table 2-2 Differences and similarities of cooperative and collaborative learning

The table displays some characteristics of cooperation and collaboration in addition to some similarities where the previous methods meet. The first distinction between the two techniques is that in cooperative work the teacher does not contribute completely and he has less involvement whereas in collaborative work he has more things to do. The next variance is that in cooperation there is a creation of solutions, but in collaboration there is a shared goal to be realized. Also, when learners cooperate, they learn new social and academic skills. In collaborative learning it is believed that these skills are already existed. The likeness between both methods is that each member of the group has role to play. Also, learners of same group evaluate and correct another group's work as a whole and individual work.

2-3 Types of Groups

In language learning, groups can be heterogeneous or homogeneous. The format of the groups can depend on the teacher's instruction or on the learners themselves. The classification of heterogeneous and homogeneous learners is not necessarily a matter of gender, but it can be due to other various parameters such as: literacy level, age, social rank, beliefs, and intelligent.

2- 3-1 Homogenous Group

The term homogenous group signifies the way in which human beings form groups of same characters.

By nature, human beings choose to socialize with those around them with whom they are comfortable. Homogeneous groups, by definition, are comprised of participants who share similar characteristics or attitudes. The groups are likely to be consistent in terms of age, race, sex, socioeconomic status, or other important factors, though not all of these similarities may be present. (eNotes.com; 2017: n.p).

Homogenous grouping depends on numerous features such as: literacy level, age, gender, and social rank. In educational issues, homogenous groups are made up of learners who share similar abilities. "Mathews (1992) found that high-ability students prefer cooperative learning in homogeneous ability groups than heterogeneous ability groups"(cited in Sunarti, Jaya,

Nootan, 2006: 1). Competent learners favor being a member of group in which he can collaborate with skillful classmates.

2- 3-2 Heterogeneous Group

The broadest meaning of heterogeneous group is when the group members are both males and females. People think that heterogeneous group is made up of both genders males and females.

Heterogeneous groups, whether formed purposely or by chance, enjoy diversity in their membership. This diversity can encourage discussion of divergent views and cause group members to gain a much broader perspective than they would as members of a homogeneous group. (*ibid.*)

The main feature of Heterogeneous groups is that within the same group, members show a variety of characteristics. This multiplicity creates an interactive environment as well as it allows learners to benefit from each other's knowledge.

2-4 Group Work Learning Strategies

The organization of the group is not easy and it should be preceded by an effective and well prepared plan. "Groups often need to learn how to structure themselves, communicate with other groups, conduct work processes, make decisions, and put these decisions into action"(Sessa and London, 2008:3). According to Sessa and London, in group work learning there should be a kind of organization where the members are aware of the process and the way through which the task is going to be done within a communicating context.

Jaques and Salmon (2007:2) suggest three elements that should be taken into consideration when planning for group work activities:

In all human interactions there are three main ingredients - content, process and structure. Content relates to the subject matter or task on which people are working. Process refers to the dynamics (both emotional, intellectual and behavioural) of what is happening between those involved. Perhaps because content is more readily definable, or at least examinable, it commonly receives more attention from all concerned. Process, on the other hand, though rarely attended to, is usually what determines whether a group works effectively or not.

It very important to prepare an appropriate plan for successful group work . Teachers should take into account the content of the task itself, what should be included and what should be prevented. Also, each task has particular procedures to be followed which help both the instructor and learners to be organized. The process is another significant feature the teacher should focus on. It is necessary to confirm whether all group members are contributing.

These basics are useful for all kinds of writing activities, and the variance of these activities depends on different strategies. Some effective strategies that can be used in group work learning are proposed as follows:

2-4-1 Jigsaw

The jigsaw method is widely used in writing tasks as one of the methods to enhance writing capacity. According to Mandall (2009: 98)

Jigsaw: Groups with five students are set up. Each member is assigned some material to learn and to teach to his group members. The representative of the students working on the same topic gets together and discusses the important concepts and the ways to teach it to the whole class. After the practice in these “expert” groups the original groups get together and teach each other. Tests and assessments follow.

One associate of each ‘jigsaw’ group is asked to work on one separate section. Members of different groups who were working on the same section meet together in ‘expert groups’ to discuss their sections. Then they return to their first groups to explain their work to their group mates.

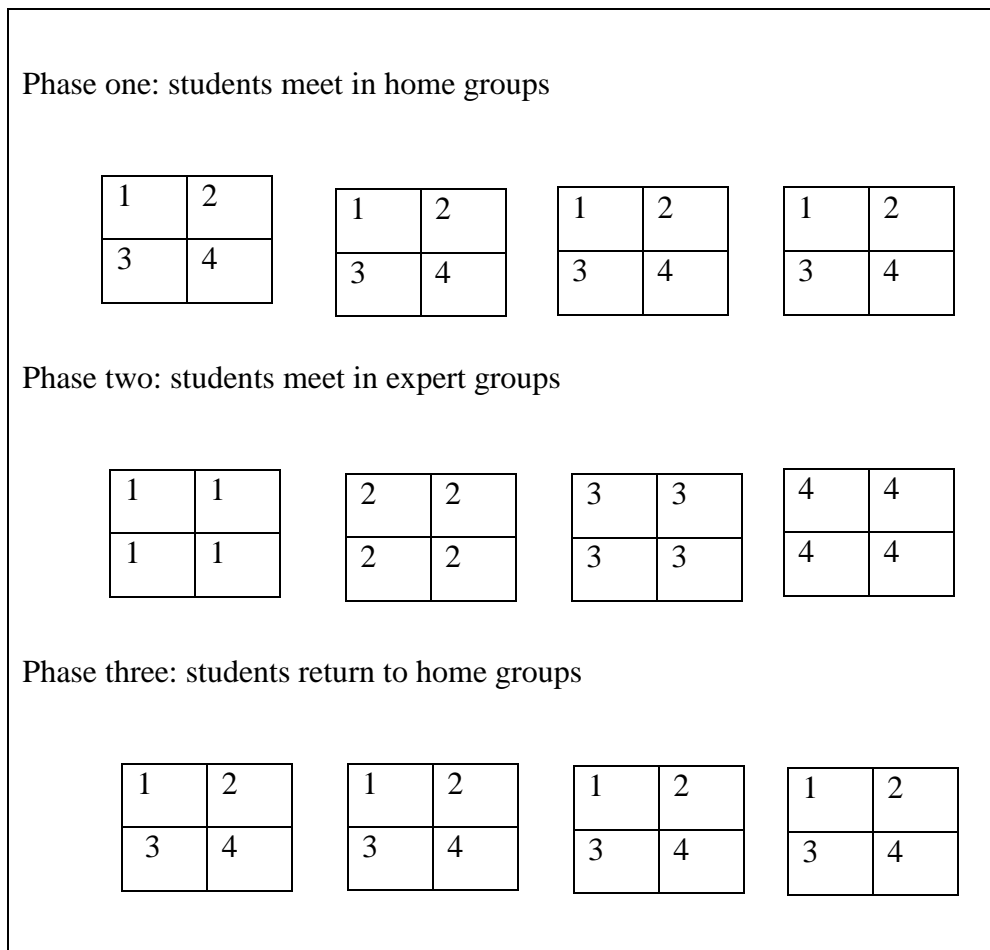


Figure 2-2A Jigsaw Arrangement: Home and Expert Groups (Frey, Fisher, and Everlove 2009:28).

The figure displays how groups are organized in the jigsaw technique. In the first phase, four or five learners work together in groups named home groups to discuss and accomplish the given task. The second stage is about expert groups where each home group is represented by one member to discuss the completed task. In the last phase, representative members return to their home groups to communicate what is learned in the expert groups.

Jigsaw strategy is helpful because group members become active, self-reliant, and knowledgeable about various topics. Group members discuss the issue in the first time with each other, then they change the group to discuss the same issue in different way and they learn new things by exchanging different points of view.

2-4-2 Think /Pair/Share

Think/ pair/ and share is a helpful and quick activity that allow teachers to gain time. According to Mandall (*op.ci.* 98-99) “This is a simple and quick technique; the instructor develops and poses questions, give the students a few minutes to think about a response, and

then asks students to share their ideas with a partner”. In this technique, learners are given a set of questions to think about and share them with partner. Mandall adds (*ibid.*) “This task gives them opportunity to collect and organize their thoughts”. Through this activity, learners become able and aware to think carefully, and they become knowledgeable about certain topics in short period of time.

This method is beneficial since it encourages learners to be able to compare their thoughts and to correct the mistakes with others before sharing them with whole class.

2-4-3 Buzz Groups

Buzz groups is one of the strategies that is used in cooperative learning. According to Mandall (*ibid.*) in this strategy, each group is made up of four to six students that are formed quickly in order to discuss a particular issue and to exchange ideas. Buzz Groups helps teachers to prepare their learners to whole class interaction. Such kind of quick activities helps also for generating ideas in a short period of time. Teachers can adopt this method at the beginning of the task in order to give learners the time to brainstorm their ideas.

2-4-4 Write Round

Write round is considered a warm-up activity to make learners think and use their imagination. Mandall(*ibid.*) describes ‘Write Round’ strategy as

For creative writing or summarizing, teachers could give a sentence starter (for e.g. If there were no plants on the earth----/ A man met an alien on the sea shore-----) then all students in each team have to finish the sentence. Then, they pass the paper to the right, read the one they receive, and add sentence to than one. After a few round, four great summaries or stories emerge.

Write round provide a chance for teachers to avoid boredom, and they may use variety of activities to make learners enjoy the task. For instance, giving them the initial events of a story and asking them to imagine the rest and the end. Write round is useful to make learners creative because they use their intelligence and produce new ideas and thoughts.

2-4-5 Round Robin

Round robin is a technique which is mostly used in group work learning, and in which all learners have a chance to work.

It is primarily a brainstorming technique in which students generate ideas but do not elaborate, explain, evaluate, or question the ideas. Group members take turns responding to a question with words, phrases, or short answers. The order of

responses is organized by proceeding from one student to another until all students have had an opportunity to speak (*ibid.*).

In Round Robin technique, group associates give their opinions and ideas directly without interpretation. In that way, all students have the chance to participate in the task and it is like 'Buzz Groups' technique where quick ideas are written down .

2-4-6 Numbered Heads

Numbered heads together is a group work technique where learners discuss together a task as one head to give one answer.

A team of four is established. Each member is given number 1, 2, 3 and four. Questions are asked of the group. Groups work together to answer the questions so that all can verbally answer the questions. Teacher calls out a number (three) and the number three in each group is asked to give the answer. This could be used for comprehension exercises. (*ibid.* 99) .

In this task and after groups are formed, the instructor numbers the members of each group. Then, the instructor poses the question to all groups, and learners discuss and approve on one answer. After some minutes, the teacher calls for the same number from each group to give the answer.

Teaching strategies that can be used in writing tasks are numerous and this variation is advantageous for both teachers and learners to prevent boredom and to create interactive context. Some of these strategies are jigsaw, think /pair/share, buzz groups, write round, round robin, and numbered heads. All of the mentioned strategies have diverse benefits that serve the learner in the first place and the teacher to achieve the task objective. Such strategies help learners to interact effectively and exchange knowledge with classmates in different ways as well as they use their intelligence to generate ideas and for example create ends of stories.

2-5 Stages of Group Development

Group development refers to the process in which the group work task is progressing. "Of the various schema that have been proposed, the following, based on Lawrence in Bligh (1986)"(*op. cit.*). According to them one of the appropriate schemas which provide a clear description to the development of group work activities is the one proposed by Lawrence.

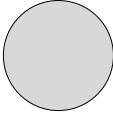


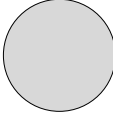
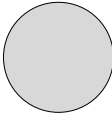


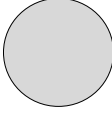



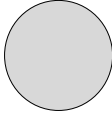



Stage of group Development	Individual needs	group needs	task needs
Forming			
Storming			
Norming			
Performing			
Ending			

Figure 2-3 Relative influence of stages of group work development (Lawrence in Bligh 1986, in Jaques and Salmon, 2007: 39)

Any group work passes through a set of procedures where the group members plan and organize the work. During these procedures there is a kind of influence among the members themselves which appears in their behaviours. This influence differs from one step to another as it is mentioned in the following stages.

2-5-1 Forming

The first stage is about naming the members and forming the groups. “When a number of people come together for the first time to form a group there is an initial concern with the nature of the task: what has to be done and by what time and with what resources?” (*ibid.*). Each Group members plan and decide about the content of the topic and the way in which the task will be completed. Individuals give different suggestions and discuss them to agree on one decision.

2-5-2 Storming

In storming stage members start giving their ideas, and they try to defend them. Jaques and Solmon states

Bennis, Benne and Chin (1985) describe it as a stage of counter-dependence on authority. Differences are asserted and seen as all or nothing, for or against. Issues of personal freedom versus the group authority and leaders of opposing arguments collect followers (*ibid.* 40).

In this stage individuals collect their ideas to share them with the rest associates, and these ideas and thoughts determine the differences among those individuals. Also the group leader tries to create a balance among his group members.

2-5-3 Norming

The individual storming issues disappear in norming phase. “Personal norms are replaced by group norms, common goals are agreed, ground rules may be established and a sense of open collaboration is created, but not without some compromise on the freedom experienced in Stage 2, and some negotiation” (*ibid.*). Individuals start thinking as one head and they try to discuss proposed idea together. They forget about personal interdependence and they find themselves engaged in collaborative norms.

2-5-4 Performing

Performing stage is when learners prepare the production and give it the final form. “Now members settle into, and are reasonably satisfied with, functional roles”(*ibid.*). In this step, members are completely aware of their roles where they share the same goal, and they work effectively to achieve it.

2-5-5 Ending (Informing)

Ending or as it is called informing phase is the final stage in group work development. Group members become ready to interact and discuss the task with others from different groups.

Any activity has some steps to follow in an organized way, and the group work stages are set in logical order. Starting by forming the groups and then storming ideas, getting engaged in cooperative sense, next step is performing the task, and finally the performing stage in which the task can be communicated outside the group.

2-6 Group Members role(s) in GWT

Everything that would be done in the group tasks should be determined in advance. According to Frey, Fisher, and Everlove

We all want to contribute something unique, to have an important role, to be valued by others, and students are no exception. If group work is designed to be interdependent, these needs are met, and the resulting positive atmosphere allows learning to take place (*op.cit.*).

Identifying the roles of group associates is very important in order to create balance within groups, and this helps all learners to be involved. Teachers are also responsible to provide their learners with appropriate activities that guarantee the involvement of all the members of same group. “To create positive interdependence within groups, the group task must be designed so that the participation of every member is necessary to its completion, and students must clearly understand their interdependence in accomplishing the task” (*op.cit.*). In other words, the teacher should prepare tasks that make all the group members get involved and responsible to their roles as group members.

2-6-1 Leader

The leader of the group is one of the group members who tries to organize things in his group. Rose (1998:31) states “Afterward, most of the major leadership functions were assumed by the members. The adult remained available at the centre and provided some guidance, supervision, and set limits for the members” (). The leader is responsible with his associates to plan for the work, and determine the procedures through which the work will be done. This member can also allocate the roles of the rest members.

2-6-2 Researcher (ideas provider)

Any writing activity needs ideas about the writing topic(s). In group learning all members can provide ideas and information to accomplish the task. When the roles are allocated, one of the members becomes the responsible to look for ideas and information and examples or statistics.

2-6-3 Writer

Final writing draft is the most important step in the writing process. It should be well organized, clear and clean, and written in a good way. In any group, there should be a member who is the writer of the group. This member can also participate in other roles from time to time like: giving ideas, proposing some additions, or correcting mistakes.

It is very important for all the group members to contribute in accomplishing the task and each member should play at least one role like: leader, researcher, or writer, and each role has its benefits which serves the task itself and the role player. The leader for example can be

considered the most important and effective participant because s/he organizes the roles of the rest members, set the procedures, and guide the work. This role allows the learners to become autonomous and responsible of himself/ herself and of others. The researcher is has also a significant part because s/he provides with the required information and ideas

2-7 Teachers' role in Group Work Learning

Although the role of the teacher in group work learning has decreased, it seems impossible to find an educational context without the teacher.

Once groups have been determined and their assignments have been explained, it's not wise to wait until the final product or solution appears before providing feedback. Not only do students sometimes need help interpreting assignments, often they need advice and encouragement at the outset, to reassure themselves that the path they are choosing leads in the right direction.(Davis, 1999: 3).

After forming groups, the teacher explains the instruction to the groups and during the progress of the work there should be a continuous guidance so as to confirm that the work in the satisfying mode. Learners do not need assistance only at the beginning and at the end of the activity, but also throughout the progress of the group work.

2-7-1 Controller

As he plays the role of controller, the teacher introduces and explains the instruction. He should determine the group size and sometimes the type according to nature of the task itself. Teacher also checks and ensures that all members are participating. The controller decides about the time limits during which the task should be done.

2-7-2 Facilitator

Educators seek to make their learners feel at ease when doing the task. They try to facilitate tough activities by providing further explanation and reformulation, and giving examples if necessary. In the case of teaching English as a foreign language, the teacher can provide his learners with contextual vocabulary to produce correct writings.

2-7-3 Assessor

Assessment is necessary in any teaching-learning process. Ross and Rolheiser (2003:119) states:

Student assessment in co-operative learning (CL) constitutes a substantial challenge for instructors. Teachers who have evaluated students as isolated learners have to figure out how to evaluate students working in groups, at a time when standards for appraisal are escalating.

Teachers should not focus only on individual assessment, but also on assessment of whole group work because learning with others in itself is a chance to improve individual skills.

2-8 Group Work Benefits

Group work learning has numerous benefits that serve the learners in the first place. As group members, learners acquire positive independency and being aware of both individual and group responsibility through their attempting to finish the group work. “When established successfully, positive interdependence results in students’ recognizing that their individual success is inextricably linked to the success of every other member of the group” (op. cit: 23). They become self-reliant and capable to deal with learning problems and they understand that the individual success is the condition of the whole group accomplishment. Group work enlarges the chances to practice the target language in an effective way, and it prevents mistakes to reach the teacher because there is feedback so that mistakes are corrected before the final draft submitted.

The group work learning technique is considered a supportive method for interactive environment. “To consolidate and build new understanding, groups need to have considerable face-to-face interaction” (op.cit. 17). When non-native learners communicate in the foreign language with group associates, they benefit more as they learn from each other. “Group interaction allows students to negotiate meanings, to express themselves in the language of the subject and to establish a more intimate and dialectical contact with academic and teaching staff than more formal methods permit” (ibid.1) When learners work and communicate in groups, they discuss different points and they share various views and ideas. They can reduce anxiety as they can communicate with their instructors using informal language.

Working with others allows EFL learners to accumulate lot of new vocabulary. In other words, each member expresses his thoughts in sundry ways, and then the rest members can get what is new for them. Another benefit of learning in groups which is developing communicative skills. Group participants learn from each other when work in collaboration as Jaques and Salmon (ibid.) claims that colleagues of same group impact each other as they are

influenced by others, and the result of this influence is that they reach their knowledge. Communication among learners themselves creates a kind of learning without relying only on the teacher's help. The act of grouping is first a human nature, and when it is applied in educational tasks learners become more satisfied and active rather than passive. Group work learning technique helps learners to be a social member and to acquire life skill which is collaboration. "Students need to get to know all of the members of the class in a more than-cursory way since they will be working with a broad spectrum of people upon graduation" (Hunzer, 2012: 55). Being involved in group activities increases socialization among group members .

2-9 Group Work Assessment

The fact that the teaching-learning process has moved from teacher-centred to learner-centred does not deny the role of the teacher completely. In many smallgroup teaching situations, the role of the teacher is that of facilitator, tutor, and assessor to ensure that small groups work well. Assessment refers to the process of measuring the level of knowledge that learners have reached, and to evaluate their performance in certain given task. "Evaluating a group is a difficult task and the instructor should have a clear idea of how he/she wants to evaluate the group work" (Burk, 2011: 92). Assessment is a very hard act which should be guided by plan in order to be well done.

The way of assessing the final product of groups may vary among instructors. "In general, there are three different assessment systems used to allocate a mark for group work. These are: 1) individual assessment, 2) same mark allocation, and 3) weighted mark allocation" (University of Technology Sydney, 2007: n.p). The most common manners to assess group work are: individual, same mark allocation, and weighted mark allocation. The diversity of assessing group work encourages learners to perform better. The same is presented in Assessment Resource Centre (2014) which is: individual mark, shared group mark, and combination of individual and group marks.

2-8-1 Individual Assessment (IA)

Individual assessment is a way of evaluating the work that is performed by a group of learners. In this method, the members of the group are assessed individually, and each learner is responsible of his or her portion of the complete group product (*ibid.*). According to Crocker (2015) there are ways by which the teacher can evaluate individuals in group work such as: assigning them to isolated tasks or by peer assessment. Teachers create methods to

make sure that all members of the group are contributing and making efforts in cooperation. “The assessment of individual members is an essential aspect of group work” (Rose, 1998:39) Assessing group members is necessary to ensure that all learners are participating and evaluated fairly. “In addition to evaluating the work of the group as a whole, hold individual members of the team accountable by including independent write-ups, weekly journal entries, or content quizzes” In order to be unbiased, it is important to assess group members independently because giving the same mark to all learners is not enough, and the teacher tries variety of ways to evaluate them individually.

2-8-2 Same Mark Allocation (SMA)

The second method to assess groups is ‘same mark allocation’. The same mark allocation is based on the distribution of similar mark of evaluation to all the members of the group (*op.cit*). In the same mark allocation all group members are evaluated equally and given parallel mark. The same mark allocation is also named shared group mark “Every student in the group receives the same mark” (*ibid.*). SMA is a useful technique that creates motivation among groups to work in cooperation because group members make efforts in order to receive the same mark from the instructor.

2-8-3 Weighted Mark Allocation (WMA)

Assessment through weighted mark allocation is the third type of assessment in which the instructor tries to be fair with his or her learners. “An increasing number of lecturers are using a weighted marking system to award marks to group members. In this system, members receive a mark comprised of both a shared and individual component” (*ibid.*). WMA is considered as the most used method of assessing because it gives the assessor the chance to be fair when giving the mark. “As teachers, our concern is that each student learns, and for this we need to create an accountability system that provides feedback to the individual learner as well as to the group” (*op.cit*: 18). Both individual and group efforts should be taking into consideration when giving the final evaluation.

Conclusion

Group work learning may be one of the most effective teaching and learning techniques. Group work learning is the broadest term which includes the two techniques: cooperative learning and collaborative learning, and there are several parameters that distinct both methods. In GW, groups can be homogeneous or heterogeneous, and this classification is not only a question of gender, but it can be also due to diverse factors. The next element indicates

the different strategies that can be used in GWT. When the group members are ready to work together, the next step is group work development, and the procedures each group passes through. After designing the plan, role of group associates is another act that must be taken into consideration. The distribution of roles provides the opportunity to all members to contribute in the task, and this contribution has various advantages like learning new skills and reducing anxiety. And then, in group work learning the teacher is present to play his role. Although the teacher's role is lessened in GW, s/he has to be present at the beginning, during, and at the end of the activity. The last thing the educator does is to assess his or her learners' group work, and the assessment can be individual, whole group, or both. The final part of the chapter is about the numerous benefits of learning in groups.

CHAPTER THREE:
FIELD WORK AND DATA ANALYSIS

Chapter Three: Field Work and Data Analysis

Introduction

3.1. Population and sampling

3.2. Research tool

3.3. Data analysis procedures

3.4. Teachers' Questionnaire

3.4.1. Aim of the Teachers' Questionnaire

3.4.2. Structure of the Teachers' Questionnaire

3.4.3. Administration of the Teachers' Questionnaire

3.4.4. Analysis of the Teachers' Questionnaire

3.5. Pupils' Questionnaire

3.5.1. Aim of the Pupils' Questionnaire

3.5.2. Structure of the Pupils' Questionnaire

3.5.3. Administration of the Pupils' Questionnaire

3.5.4. Analysis of the Pupils' Questionnaire

3.6. Wrap up of the Results

Conclusion

Introduction

Since writing is considered one of the most significant language skills, it is also important to find out an appropriate way to develop this skill. Using group work learning technique is a helpful method to enable EFL learners benefit from each other and to improve their writings. The two previous chapters discuss the different elements concerning writing skill in addition to the technique of learning in groups and its efficacy on writing. It is useful to ensure the effectiveness of group work learning to help learners write better in English as a foreign language. This is done through the administration of two questionnaires: one administered to the learners and the other to the teachers.

3.1. Population and sampling

The population of this study is selected from third year pupils of high school, and the sample is made up of thirty pupils from the scientific stream. Pupils respond to quantitative questionnaire which is consisted of 18 questions.

3.2. Research tool

The research tool used in this study is the questionnaire. The choice of this tool is due to some factors like time constraints and sample level. Two questionnaires are distributed to teachers and pupils.

3.3. Data analysis procedures

Qualitative questions are organized in tables followed by their analysis. Such questions are whether direct questions, justifications, or explanations of teachers. Data that are collected through quantitative questions are represented in tables and displayed in figures of pie chart format. Then, these figures are followed by interpretation and explanation of pupils' answers.

3-4 Teachers' Questionnaire

Questionnaire is a data gathering tool which can include both types of questions qualitative and quantitative. Using this tool can help researchers gain time and collect sufficient information about the studied topic.

3-1-1 Aim of the Questionnaire

Teachers' Questionnaire aims at finding out the teachers' attitudes towards the writing skill and the method used in teaching this skill. Also it is designed to gather information about how the implementation of group work learning technique helps the teachers to improve their pupils' writing skill.

3-1-2 Description of the Teachers' Questionnaire

The Teachers' questionnaire consists of 15 questions. The question- items are mix of both types close-ended and open-ended: teachers are invited to tick the correct answer and sometimes they are asked to provide justifications. It is divided into two main sections as follows:

Section One	First part is about the writingskill (from question 1 to 4). In the first place teachers are asked about their attitudes about the writing skill in EFL language learning.
Section Two	Second part is concerned with the group work learning technique in EFL classes and its impact on writing (from question 5 to 15).

3-1-3 Administration of the Questionnaire

The questionnaire was handed out to four teachers of English language at El-ModjahidMouaadaa El-Hachemi –at Chetma for the case study of third year pupils. Teachers spend one week to hand us back the treated questionnaires, and they kindly and honestly respond to this questionnaire.

3-1-4 Analysis of Questionnaire

Quantitative teachers' responses are displayed in tables followed by a figure for more clarification while qualitative data are represented in tables like direct questions or justifications.

Section One: Writing Skill

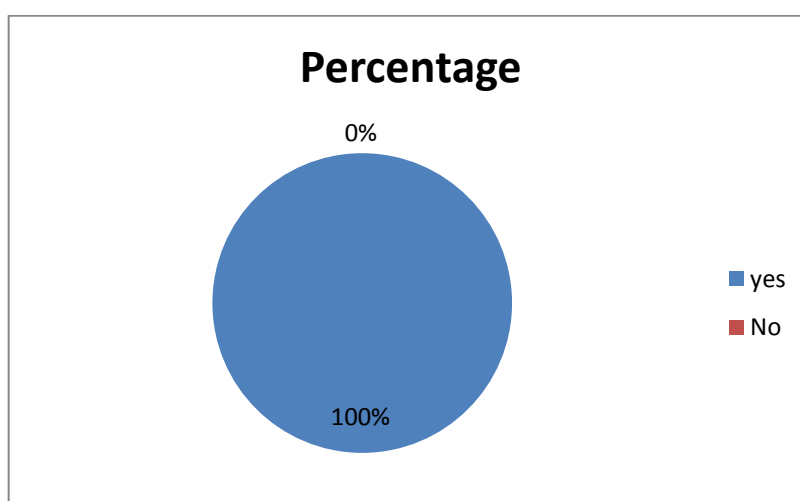
Q1: Do you think that writing is important in foreign language teaching?

- Yes

- No

options	yes	No
Percentage	100%	0%
number	4	0

Table 3-1- Teacher's opinion about the importance of writing skill



Graph 3-1 Teacher's opinion about the importance of writing skill

From the results shown in the Table, all teachers agree one hundred per cent that the writing skill in teaching English as a foreign language is important. For instance, as teachers, they need to evaluate their learners' attainment, and writing is considered one of the appropriate ways which enables them to do so.

Teacher 1	Because students put into practice what they have learned in the lesson. It is a productive skill (receptive skills: listening, reading/ productive skills: speaking and writing).
Teacher 2	Writing is the highest means of communication. It helps students express their opinions and feelings.
Teacher 3	Without writing foreign language teaching is meaningless. Teaching English is based on writing skill. Writing reflects the mastery of language (grammar, vocabulary...). Students can express their ideas in writing and if they know well how to write an essay, a letter or an e-mail, they will be more successful in real life.
Teacher 4	As the speaking skill, the writing skill is so important to accomplish the teaching-learning objective.

Table 3-2 Teachers' justification about the importance of writing skill in EFL

EFL teachers' justifications provide real evidence that the writing skill is very important in ELT. Learners accumulate knowledge during the learning progress, and they reveal this knowledge through writing which helps teachers to assess their them. They become able to communicate their thoughts and points of view. Writing is essential in foreign language teaching because it allow teachers to know whether their leaners master the basics of the language or not. It also helps students to learn different skills in real life situations. Through this capacity, teaching objectives can be achieved.

Q2: Which approach(s) do you adopt in writing tasks?

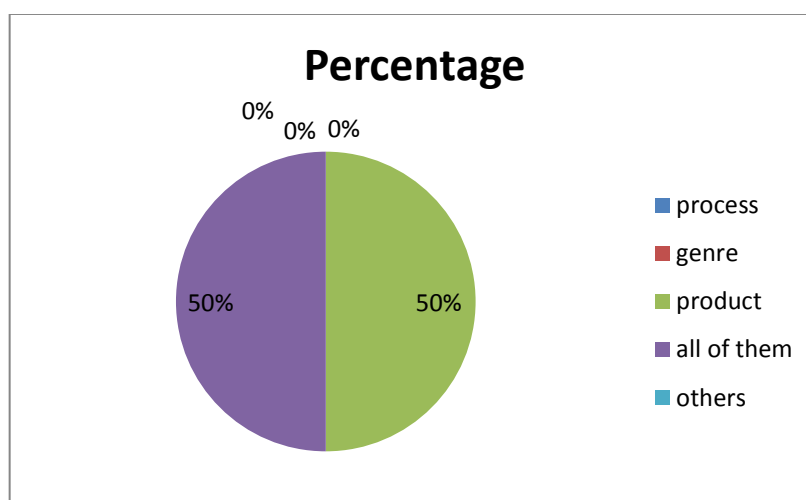
- Process
- Genre
- Product

- All of them

- Others

approach	process	genre	product	all of them	others
Percentage	0%	0%	50%	50%	0%
Number	0	0	2	2	0

Table 3-3 approaches teachers adopt in writing tasks



Graph 3-2 approaches teachers adopt in writing tasks

From the four options, only two are chosen. Two teachers have selected the product approach, and two teachers have selected all of the options. The results show that teachers of English as a foreign language implement all the approaches during writing tasks and with emphasis on using the product approach in order to make their learners familiar with different kinds of texts.

Q3: When you correct your pupils' writing, do you focus on:

- Grammar

- Spelling

- Punctuation

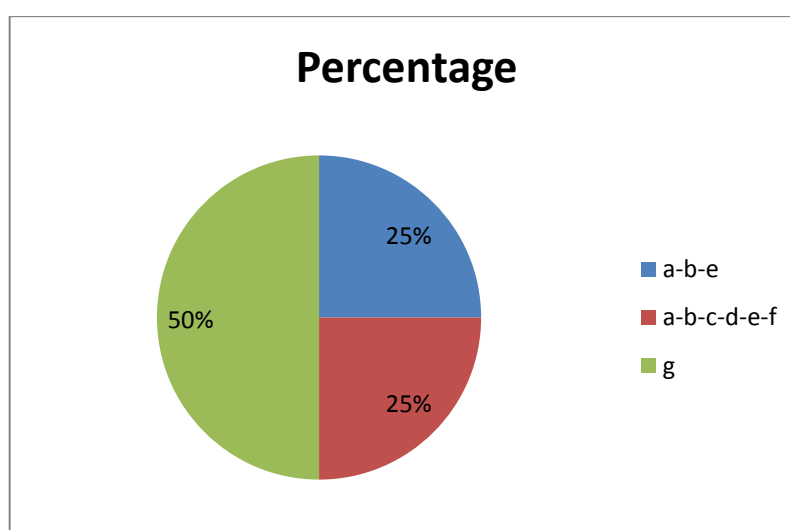
- Capitalization

- Ideas

- Vocabulary
- All of them

Options	a-b-e	a-b-c-d-e-f	g
Percentage	25%	25%	50%
Number	1	1	2

Table3-4 Teachers' focus when correcting learners' writing



Graph 3-3 Teachers' focus when correcting learners' writing

As it is revealed in the table above, most teachers focus on all the elements when correcting their pupils' writing. Each teacher has chosen more than one feature from the above list. This means that all these features (grammar, spelling, punctuation, capitalization, ideas, and vocabulary) are very important for foreign language learning because the integration of language skills may have better results.

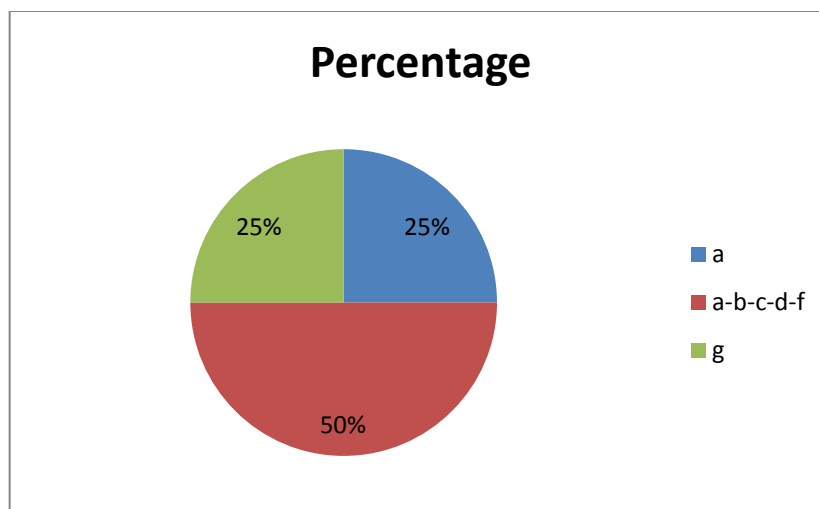
Q4: What kind of mistakes pupils usually make when they write in English?

- Grammar
- Spelling
- Punctuation
- Capitalization

- Ideas
- Vocabulary
- All of them

Options	a	a-b-c-d-f	g
Percentage	25%	50%	25%
Number	1	2	1

Table3-5 Types of mistakes in learners’ writings



Graph 3-4 Types of mistakes in learners’ writings

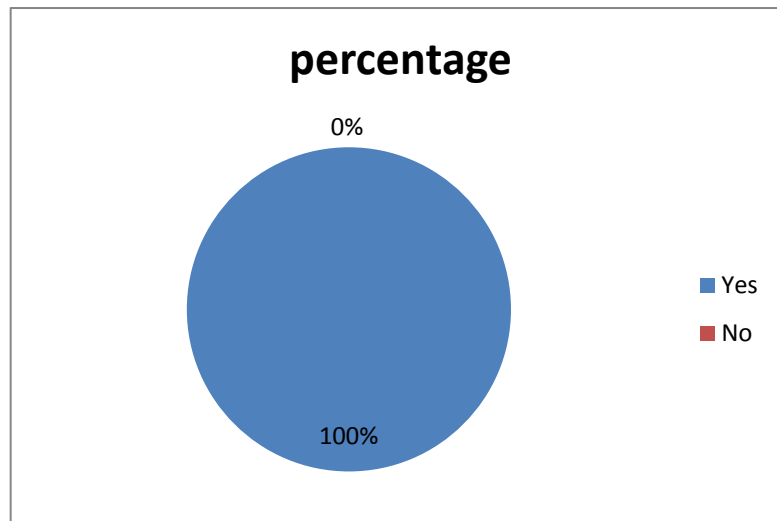
According to teachers’ selection, one learner can make more than one mistake in his or her writings. All teachers agree on the idea that learners have ideas and they are knowledgeable, but they face some difficulty in writing mainly in grammar, spelling, punctuation, capitalization, and vocabulary. Many factors stand behind such mistakes such as: lack of reading texts, and lack of practicing the target language. Sometimes the first language has a great influence on transferring grammar rules.

Q5: Do you ask your pupils to write a paragraph after reading tasks?

- Yes
- No

Options	Yes	No
percentage	100%	0%
Number	4	0

Table 3-6 Teachers' use of writing activities after reading tasks



Graph 3-5 Teachers' use of writing after reading tasks

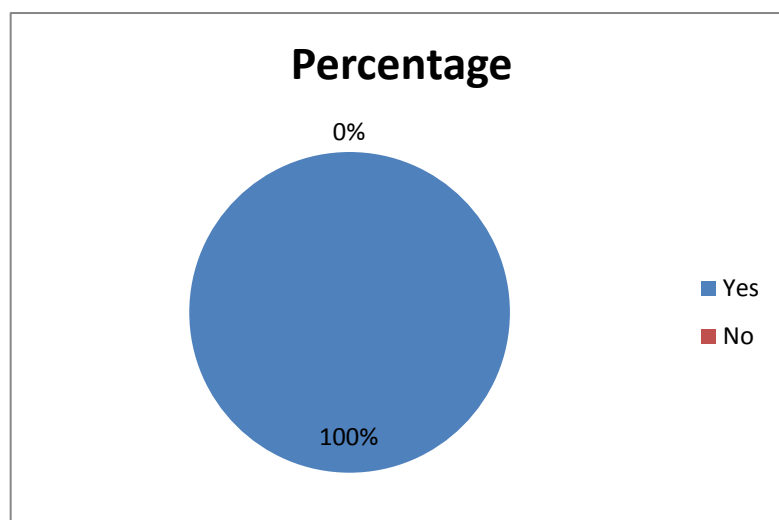
From the results, it is noticed that EFL teachers seek to help their pupils improve their writings by asking them to write at least a short paragraph after each reading task. When pupils deal with certain type of text, they can reproduce a similar one with taking into account the different features of the studied text.

Q6: If yes, do you notice any difference in their writings.

- Yes
- No
- Explain

Options	Yes	No
Percentage	100%	0%
Number	4	0

Table 3-7 Teachers opinion about the benefit of reading to improve learners' writing



Graph 3-6 Teachers opinion about the benefit of reading to improve learners' writing

For EFL teachers, reading various kinds of texts aids learners to develop their writing skill. As they read, learners can memorize grammar rules, they collect vocabulary, and they use words in appropriate context. Also, they become able to express themselves in different ways.

Explanations of teachers

Teacher 1	Of course, because each pupil has his different way of writing concerning ideas and use of the right vocabulary.
Teacher 2	After practicing writing both at home and in class, students will improve their writing skill.
Teacher 3	They can support their points with examples from the text, and organizing ideas in logical paragraphs.
Teacher 4	Students have got ideas, but they lack coherence and cohesion.

Table 3-8 Teachers explanations about the benefit of reading to improve learners' writing

EEL teachers agree that reading is a helpful skill which enable their learners improve their writing skill. From the read texts, learners can use examples when they write about a similar topic. Reading is a receptive skill, and its benefits appear in the learners’ writings.

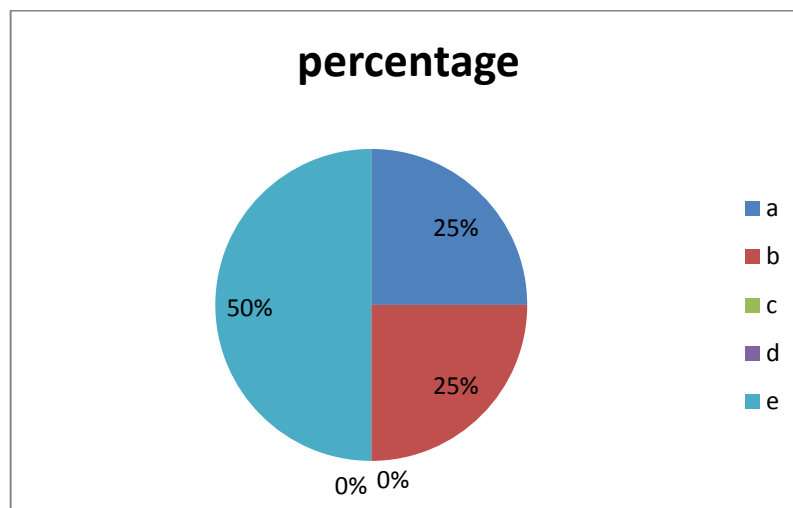
Section Two: Group Work

Q7: How do you manage your classroom?

- a- Individual work
- b- Pair work
- c- Group work
- d- Whole class interaction
- e- All of the techniques are used frequently

options	a	b	c	d	e
Percentage	25%	25%	0%	0%	50%
Number	1	1	0	0	2

Table 3-9 classroom management



Graph 3-7 classroom management

Classroom management differs from one teacher to another. Two teachers prefer to make their learners work individually or pair work and this mainly to avoid noise. The rest teachers (50%) use all the techniques frequently, and this helps them to prevent boredom. When they diversify the activities, learners can learn better, and in group work learning learners can acquire social and academic skills.

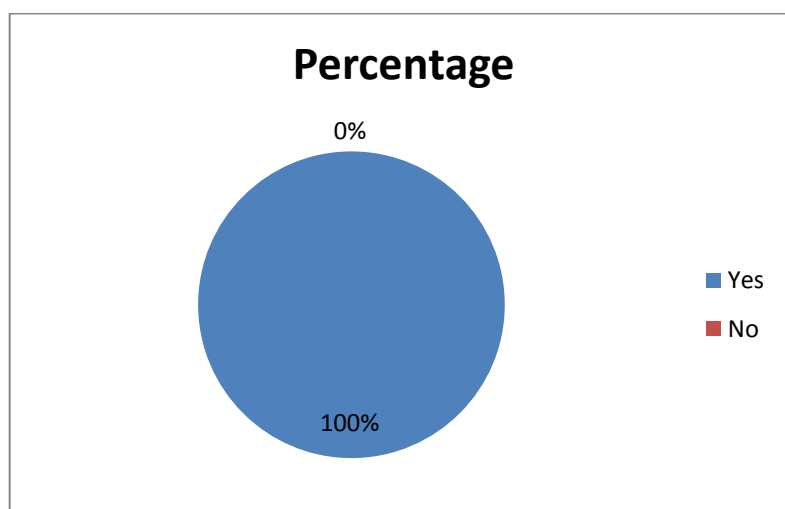
Q8: Do you think that group work learning is beneficial?

- Yes

- No

Options	Yes	No
Percentage	100%	0%
Number	4	0

Table 3-10 Teachers’ opinion about the benefit of group work learning



Graph 3-8 Teachers’ opinion about the benefit of group work learning

The four teachers support that group work leaning technique is beneficial in ELT. Learning with others in cooperation has numerous positives since learners have the chance to interact with each other and exchange knowledge.

Q9:If yes, please justify:

Teacher 1	Students will interact with each other within groups and this will help them develop a sense of mutual understanding.
-----------	---

Teacher 2	Team work or group work helps learners learn better. It is a chance for shy and isolated learners to share, participate, discuss, and give their opinions through interaction. They acquire self-confidence.
Teacher 3	Sometimes pupils learn from each other better than from the teacher him/herself.
Teacher 4	Students learn from each other, they get organized, they feel at ease, they control each other, they discuss the use of the language, and they practice the language.

Table 3-11 Teachers' justifications about the benefit of group work learning

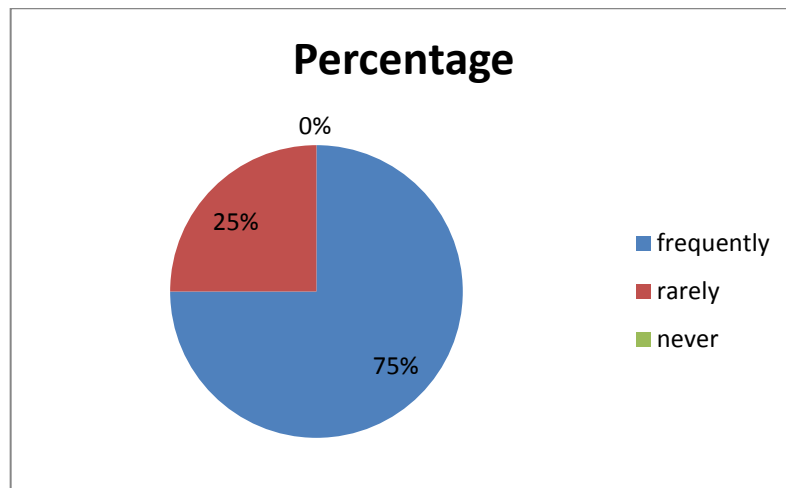
Justifications proposed by the teachers state a real proof that EFL learners benefit more when they work in groups. When the educator discusses the task with whole class, may be some learners cannot understand but if they do the activity together they can get the information in a simple way. Group work also reduces anxiety, and it helps learners to practice the target language.

Q10: How often do you use grouping in your classrooms?

- Frequently
- Rarely
- Never

Options	frequently	rarely	never
Percentage	75%	25%	0%
Number	3	1	0

Table 3-12 Group work use in EFL classes



Graph 3-9 Group work use in EFL classes

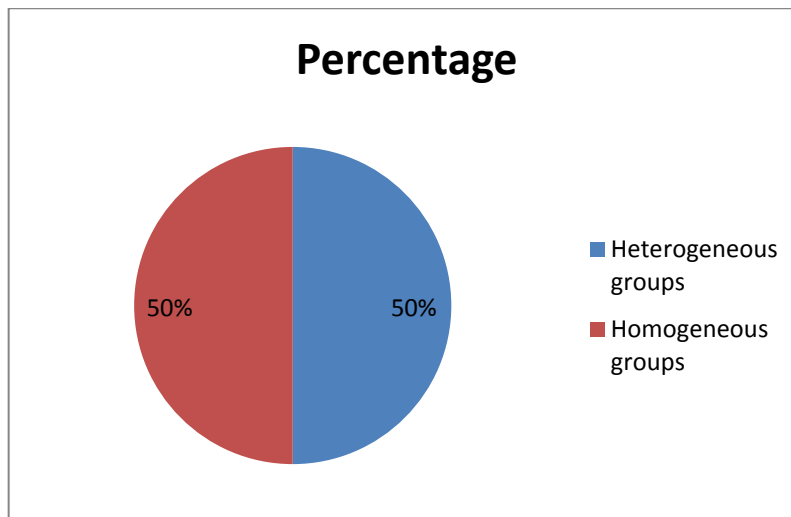
In foreign language teaching, most teachers use the group work learning technique in their classes. It is deduced that this technique gives the chance for EFL learners to be active rather than passive. Adopting this method prevents mistakes to reach the teacher, because among groups there is a positive discussion and learners try to correct these mistakes.

Q11: When asking pupils to work in groups, do they form:

- Heterogeneous groups
- Homogeneous groups

Options	Heterogeneous groups	Homogeneous groups
Percentage	50%	50%
Number	2	2

Table 3-13 types of groups in group work learning



Graph 3-10 Types of groups in group work learning

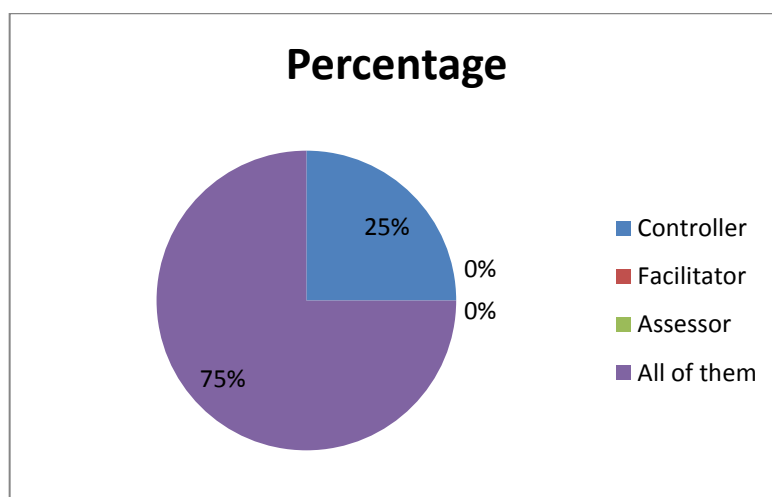
According to EFL teacher 50% of learners favour to be a member of same characters such as: gender, age, intelligence, or social status. The other half like to work with different learners. Both types of groups Heterogeneous and Homogeneous have some advantages. In homogenous groups, shy and weak learners can take their chance to improve their level and in Heterogeneous groups also they benefit from other learners of various characteristics.

Q12: What is your role when it is a group task? Whatever your choice is, please explain.

- Controller
- Facilitator
- Assessor
- All of them

Options	Controller	Facilitator	Assessor	All of them
Percentage	25%	0%	0%	75%
Number	1	0	0	3

Table 3-14 Teachers' role in group work learning



Graph 3-11 Teachers' role in group work learning

75% of teachers play all the roles of: controller, facilitator, and assessor. This means that the teacher's role is not completely denied when it is group work learning. Only one teacher prefers to play the role of controller, and this because of the huge number of learners which causes noise.

Teacher 1	Teachers should control students work, explain tough work, intervene to help, check, guide them, lead them, suggest, and motivate them.
Teacher 2	The teacher's role differs according to the learning situation.
Teacher 3	To play all these roles is the best way to make the production of the pupils better.
Teacher 4	There is no explanation.

Table 3-15 Teachers' explanations about their roles in group work learning

Most teachers argue that the teacher has a role to play in group tasks. The teacher should interfere even in group work learning since learners cannot do the task without their teacher's guide. Any educator should be a controller in order to make sure that all group members are involved, he should be a facilitator to explain the task and the difficult things, he also should assess his learners' work and provide them with the appropriate feed-back.

Q13: How often do you assess pupils' group work?

Teacher 1	Sometimes in writing and projects.
Teacher 2	Any work not assessed would not be worth of learning.

Teacher 3	I usually assess my students' work.
Teacher 4	I usually do/ correction of the whole group production.

Table 3-16 group work assessment

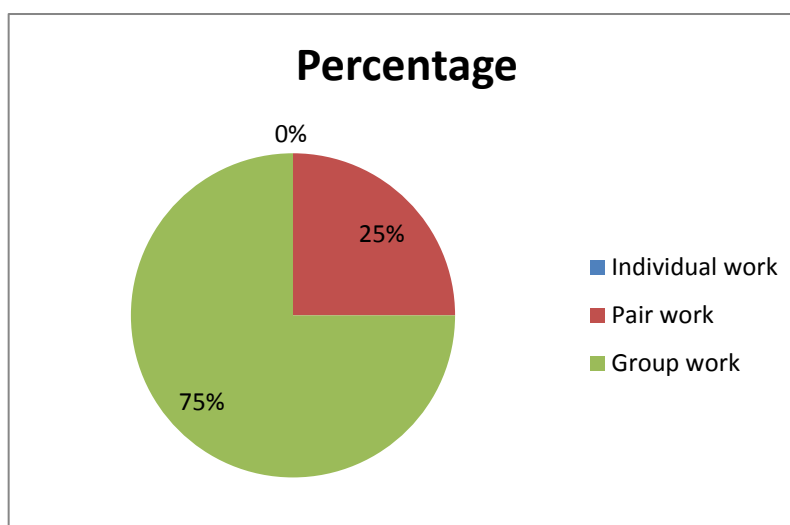
Assessing group work is necessary in language learning. Teachers seek to provide their learners with feed-back after each group work especially in writing activities. Assessment is helpful for both teachers and learners since it provides a chance to determine the weaknesses and to create solutions that allow learners develop their language capacities.

Q14: Pupils write better when the task is:

- Individual work
- Pair work
- Group work

Options	Individual work	Pair work	Group work
Percentage	0%	25%	75%
Number	0	1	3

Table 3-17 options where pupils write better in EFL.



Graph 3-12 options where pupils write better in EFL.

The majority of the respondents (75 %) indicate that EFL teachers notice that learners accomplish the instructions in better way when they work together. In this way, learners interact with each other, and through discussion they gather new ideas, vocabulary, and different skills.

Q15: Do you have any suggestions to improve the writing skill in EFL?

Teacher 1	Teachers should work on developing students writing through encouraging them to read.
Teacher 2	Back to dictation even in secondary school. Back to: reorder sentences to get coherent paragraph, back to irrelevant sentences, using writing techniques like: games (jigsaw... think, pair, and share).
Teacher 3	It is difficult to achieve this goal. Many factors can spoil and hinder us. Suggestions: you will be more successful in writing if you plan and write in an organized way: - Think: before you start, ask yourself (who will read it? What information to include? Formal or informal language?) - Plan: organize, write, and use your plan, language, and style. - Check (find and correct mistakes) It is very important to re-read your work and check it carefully.
Teacher 4	No I haven't.

Table3-18 Teachers' suggestions to develop EFL learners' writing skill .

Teachers proposed some suggestions that may help to improve EFL learners' writing skill. One of these suggestions is reading which enable readers to: collect vocabulary, enrich their minds with ideas and information, being aware of writing mechanics like (spelling, punctuation, and grammar rules). Writing activities such as reordering mixed sentences to get correct paragraph and writing games like jigsaw are also helpful methods that can be used in EFL classes for the sake of improving writing skill. Organization and planning before starting the writing task is another way to get a readable piece of writing. The learner should think of his readers, what information, and in which language. Revising and editing mistakes is another significant step the learner should fellow with final reading to the whole work.

3-5 Pupils' Questionnaire

Pupils' questionnaire consists of closed ended questions, and such kind of questions fits their level as foreign language learners.

3-2-1 Aim of the Pupils' Questionnaire

Pupils' questionnaire is a data gathering tool to achieve the aim of exploring EFL learners' needs and to find out their learning issues and solve their writing problems such as, misunderstanding and disorganizing ideas. This questionnaire offers an opportunity to identify and express their beliefs towards writing in EFL context precisely when the written production is a result of group of learners. The objective of this questionnaire is to ensure whether group work learning technique has a great role to ameliorate EFL learners' writing skill. The light is shed on the importance of pupils' awareness about such effective strategy in writing skill, and to check the validity of the research hypothesis.

3-2-2 Description of the Pupils' Questionnaire

Pupils' questionnaire consists of 18 closed questions with multiple choices divided into three sections as follows:

Section one	First section is about background information (age and gender). The question of gender is proposed to get idea about who prefer to learn English as a foreign language more males or females. Also, the question of age is to diagnose the ability of learning new language among EFL learners.
Section two	The second section consists of questions about the writing skill (from question3 to 11). In this section, pupils are asked about their opinion about the writing skill, their level in English, and to answer some questions about the different features of this capacity.
Section three	From question 12 to 18. Questions in this section include the second variable group work learning, and their attitudes towards such technique.

3-2-3 Administration of the Pupils' Questionnaire

Pupils' questionnaire was distributed to thirty pupils of third year as a sample to this study at El-ModjahidMouaadaa El-Hachemi –at Chetma. Pupils answered the questions in the classroom with assistance of their teacher and the researcher.

3-2-4 Analysis of the Pupils' Questionnaire

The analysis of pupils' questionnaire is the same a teachers' questionnaire (the question-item followed by table to determine the percentage of options, then deducing the results.

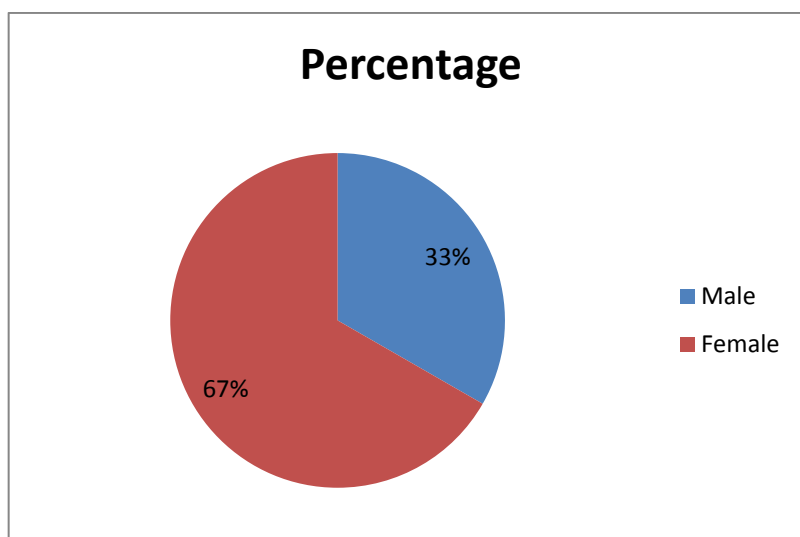
Section one: Background information

Q1: Gender:

- Male
- Female

Option	Male	Female
Percentage	33.3%	66.7%
Number	10	20

Table3-19 Pupils' gender



Graph 3-13 Pupils' gender

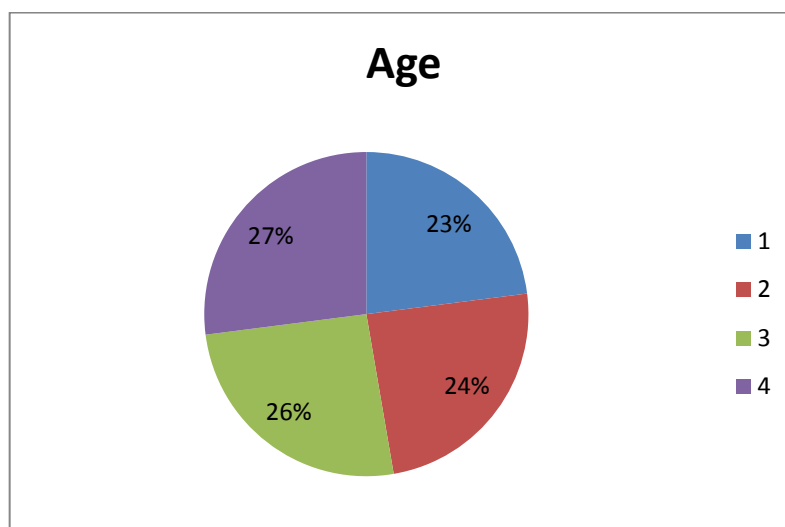
From the table and figure, it is noticed that the percentage of females is higher than males' percentage. The fact that the number of females is larger than males is not necessary due to

their aptitude to learn a foreign language, but it can be due to the fact that males' number is less than females even in daily life.

Q2: Age

Age	17	18	19	20
Percentage	36.7%	46.7%	13.3%	3.3%
Number	11	14	4	1

Table 3-20 Pupils' age and their ability to learn English as a foreign language



Graph 3-14 Pupils' age and their ability to learn English as a foreign language

The result of this question-item reveals that the sample is consisted of four categories of pupils' age between (17, 18, 19, and 20 years old). There is no big difference in pupils' age which means that pupils of the sample are in the same level.

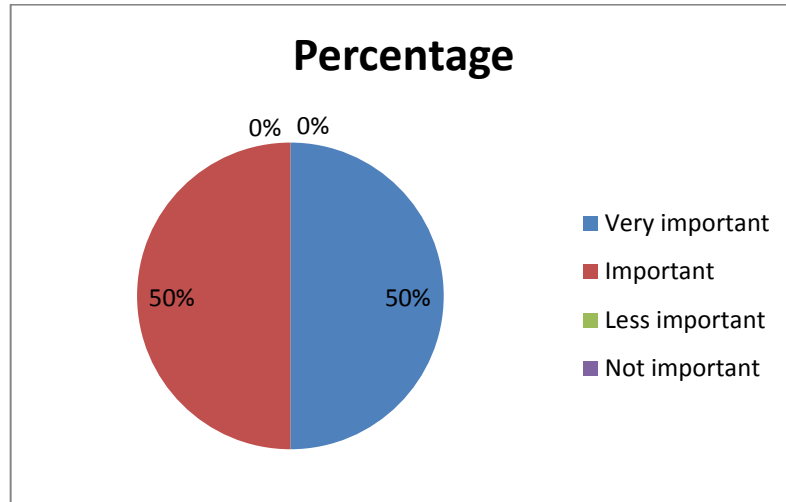
Section two: writing skill in EFL

Q3: Writing in English learning is:

- Very important
- Important
- Less important
- Not important

Options	Very important	Important	Less important	Not important
Percentage	50%	50%	0%	0%
Number	15	15	0	0

Table 3-21 Pupils' opinion about the importance of writing skill



Graph 3-15 Pupils' opinion about the importance of writing skill

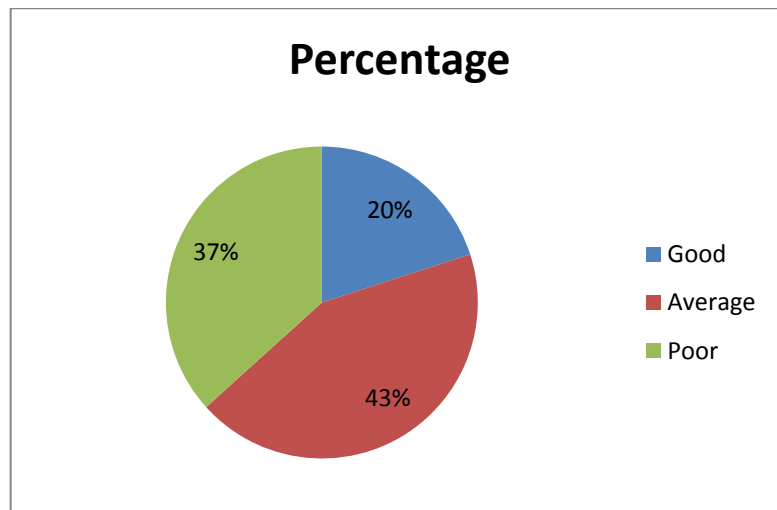
This question is repeated for both teachers and pupils in order to ensure that the writing skill is significant in foreign language learning. It is deduced that even EFL pupils agree that writing skill is very important in foreign language learning.

Q4: Your level of writing in English is:

- Good
- Average
- Poor

Level	Good	Average	Poor
Percentage	20%	43.3%	36.7%
Number	6	13	11

Table 3-22 Pupils' level in writing skill



Graph 3-16 Pupils' level in writing skill

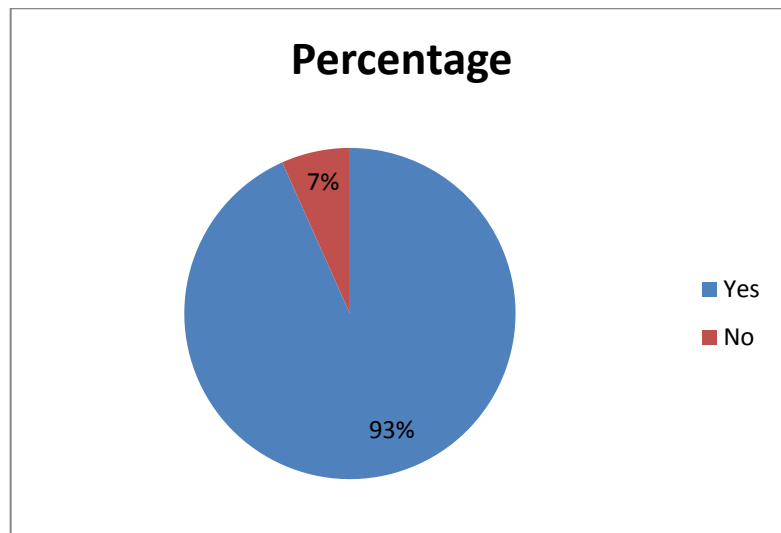
The results shown in the table determine that lowest percentage (20%) is concerned with pupils who are in good level when they in English whereas pupils with average and poor level demonstrate higher percentage. This means that EFL learners cannot write in English correctly one hundred per cent, and this leads to looking for an appropriate solutions to such issues.

Q5: Do you find difficulties when you write in English?

- Yes
- No

Options	Yes	No
Percentage	93.3%	6.7%
Number	28	2

Table 3-23 Writing difficulties



Graph 3-17 pupils' opinions about the writing difficulties

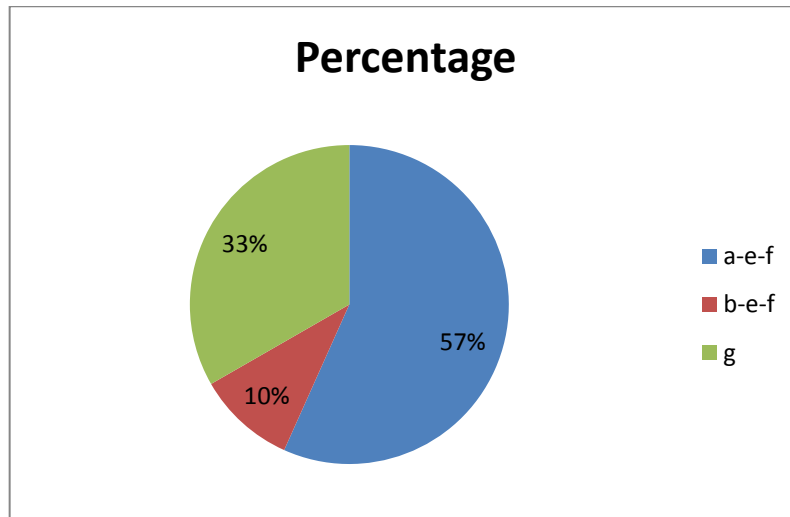
The table displayed that only 6.7% pupils who are satisfied with their writing level and do not find it difficult to write in EFL. Those pupils are an exception because may be they are excellent. 93. 3% pupils find difficulties in writing tasks and through this question- item, it is deduced that EFL learners really face certain obstacles in English writing, and they are in need to try a new strategy to develop their writing ability.

Q6: What makes writing in English difficult for you?

- a- Grammar
- b- Spelling
- c- Punctuation
- d- Capitalization
- e- Ideas
- f- Vocabulary
- g- All of them
- h- None

Options	a-e-f	b-e-f	g
Percentage	56.7%	10%	33.3%
Number	17	3	10

Table 3-24 Reasons that lead to difficulties in English writing



Graph 3- 18 EFL pupils’ difficulties in English writing

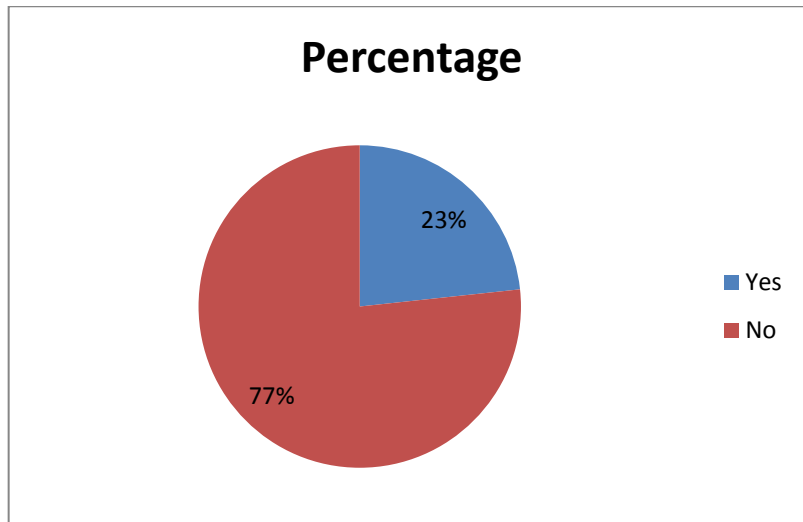
This question-item is answered by all the pupils which means that writing in a foreign language is not an easy activity even those who denied in the previous question-item that writing is easy for them. Most pupils if not all have selected more than one difficulty from the listed choices, and this provides a strong evidence that EFL learners are still helpless to produce a correct piece of writing.

Q7: Do you practice reading outside the classroom?

- Yes
- No

Options	Yes	No
Percentage	23.3%	76.7%
Number	7	23

Table 3-25 percentage of the practice of reading outside classroom



Graph 3- 19 percentage of the practice of reading outside classroom

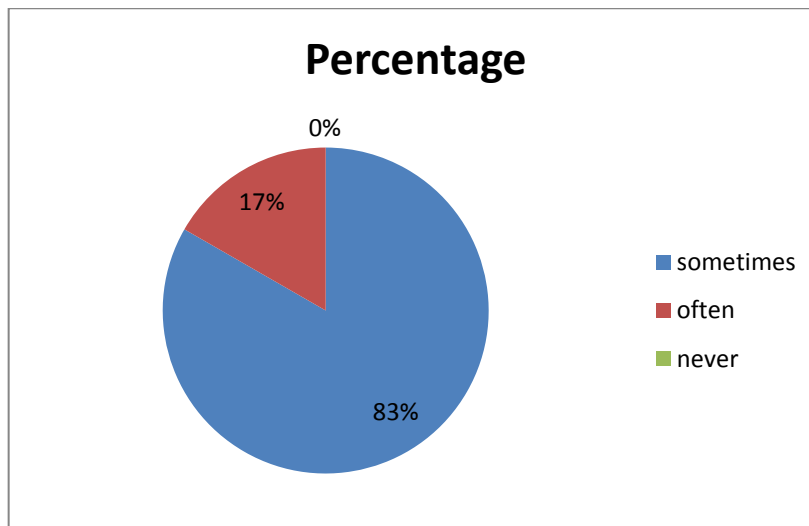
In this question-item, 76.7% of pupils practice the reading skill outside the classroom which means that those pupils are either aware of the benefits of reading and they try to accumulate sufficient knowledge or it is just a hobby. In addition, only 23.3% from the whole sample select the negative options, and they do not practice reading outside the classroom. Those later pupils may hate this skill and they have other concerns.

Q8: Do you read texts during English sessions?

- Sometimes
- Often
- Never

Options	sometimes	often	never
Percentage	83.3%	16.7%	0%
Number	25	5	0

Table 3-26 reading during English classes



Graph 3-20 reading during English classes

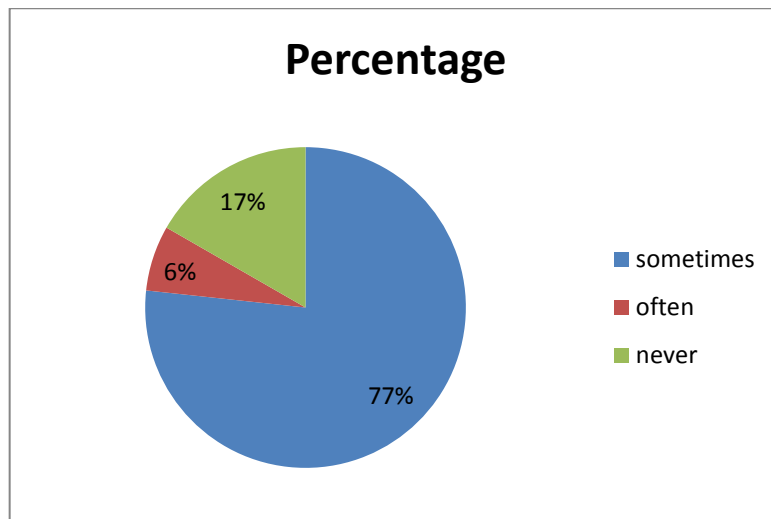
From the calculated percentage, it is deduced that 83.3% pupils answer that they read texts during English sessions. Then the rest pupils (16.7%) denied this activity which may mean that there is such an activity and they do not prefer to read while the other pupils read and participate. English teachers ensure that they have at least one reading session in each unit.

Q9: When you read a text, does your teacher assign you to writing activity?

- Sometimes
- Often
- Never

Options	sometimes	often	never
Percentage	76.7%	6.6%	16.7%
Number	23	2	5

Table 3- 27 The practice of writing after reading tasks



Graph 3- 21 The practice of writing after reading tasks

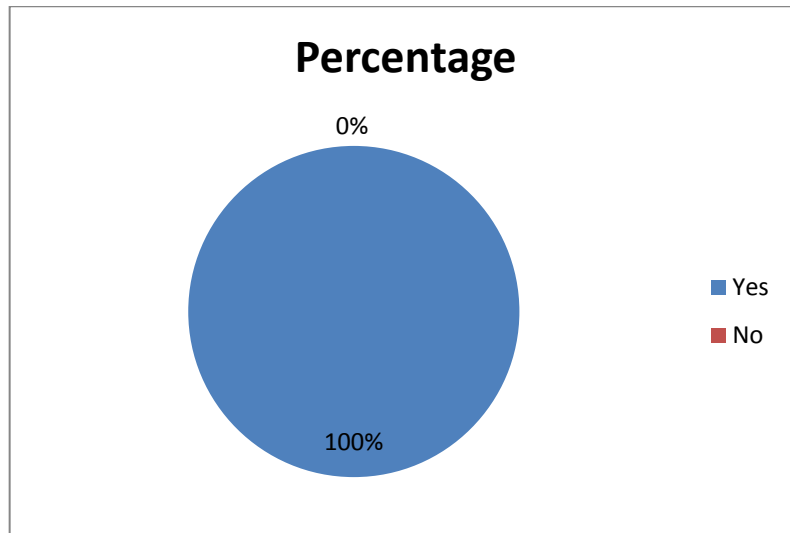
In this question-item, the percentage of the first option which is ‘sometimes’ is the highest (76, 7%) and this denotes that instructors are really using reading tasks followed by writing activities even if not during the same session. 6, 6% choose the second option whereas the rest pupils (16, 7%) may not understand the question itself.

Q10: Does reading help you in your writing?

- Yes
- No

Options	Yes	No
Percentage	100%	0%
Number	30	0

Table 3- 28 Pupils’ opinions towards benefits of reading to develop writing skill



Graph 3- 22 Pupils’ opinions towards benefits of reading to develop writing skill

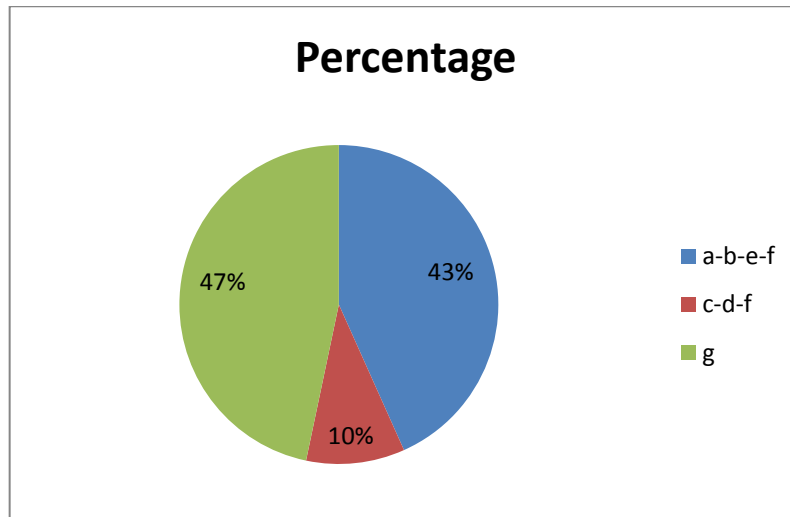
All pupils (100%) agree that reading helps them to develop their writing skill. This may result after reading sessions when the teacher them to write a short paragraph following the features of red texts or even when pupils tend to read different kinds of texts from various sources like books or journals written in English.

Q11: Reading helps you to develop:

- a- Grammar
- b- Spelling
- c- Punctuation
- d- Capitalization
- e- Ideas
- f- Vocabulary
- g- All of them

Options	a-b-e-f	c-d-f	g
Percentage	43.3%	10%	46.7%
Number	13	3	14

Table 3- 29 Reading benefits



Graph 3- 23 Reading benefits

All the options are selected and this ensures that all pupils experienced the benefits of reading in one way or in another. Reading helps in improving the numerous aspects of the language like grammar, spelling, punctuation, capitalization, ideas, and vocabulary.

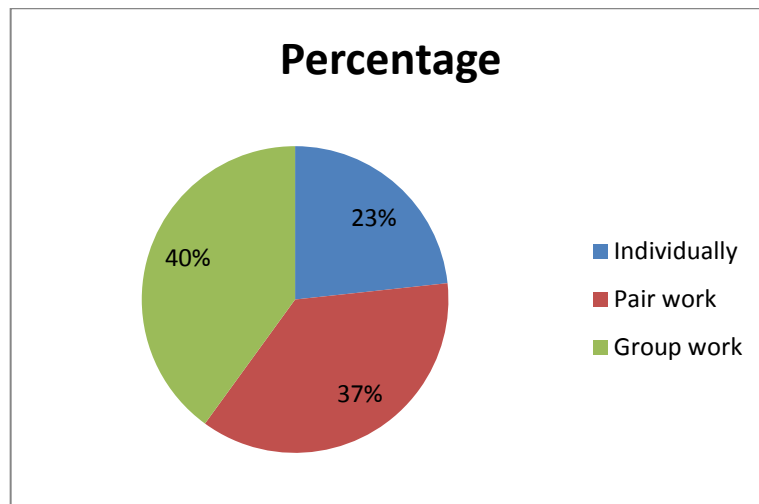
Section Three: Group Work Learning

Q12: How does your teacher of English assign you to do a writing task?

- Individually
- Pair work
- Group work

Options	Individually	Pair work	Group work
Percentage	23.3%	36.7%	40%
Number	7	11	12

Table 3-30 Classroom management during writing tasks



Graph 3-24 Classroom management during writing tasks

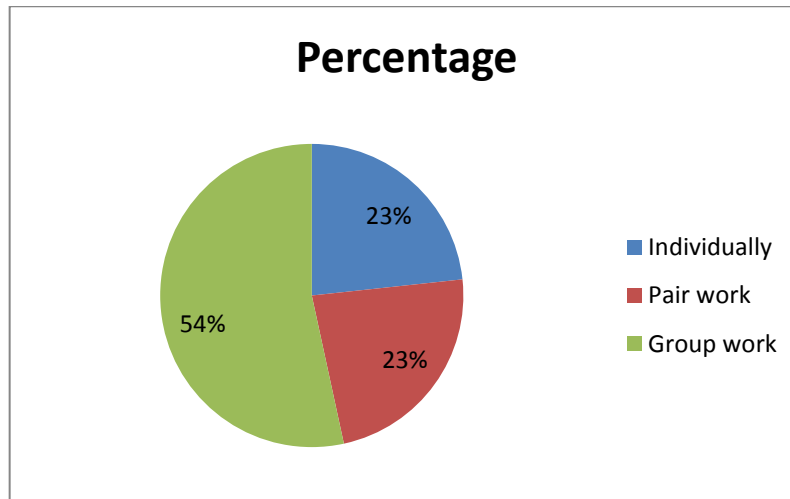
According to the results shown in the table and figure, the technique most used during writing tasks is group work. Teachers also confirm that writing activity should be done in groups according to syllabus. Sometimes teachers assign their pupils to work individually or in pairs in order to prevent noise because of the huge number of learners.

Q13: How do you prefer to learn?

- Individually
- Pair work (you write with partner)
- Group work (you write with 2or3 partners)

Options	Individually	Pair work	Group work
Percentage	23.3%	23.3%	53.4%
Number	7	7	16

Table 3- 31 Pupils preference of learning



Graph 3- 25 Pupils preference of learning

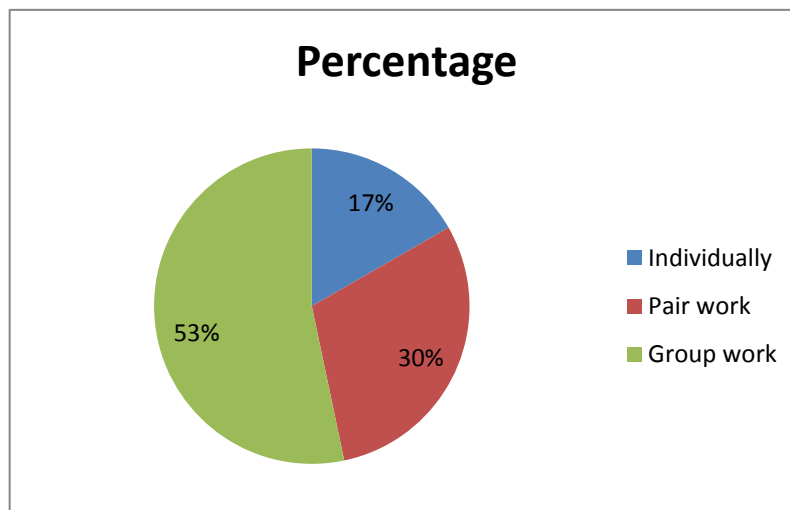
From the whole sample 23. 3% pupils prefer to learn individually, 23. 3% prefer the second option which is pair work, and the rest (53. 4%) prefer group work learning. This selection is merely due to difference in the learning style of the learners, and in the case of this question- item most pupils choose to work as members of a group.

Q14: You feel that your writing is good when:

- Individually
- Pair work (you write with partner)
- Group work (you write with 2or3 partners)

Options	Individually	Pair work	Group work
Percentage	16.7%	30%	53.3%
Number	5	9	16

Table 3-32 Pupils preferred technique in writing



Graph 3- 26 Techniques in which pupils find their writings better

Most of pupils (53, 3%) find themselves satisfied with their writing level when they work in groups. Working in group allows them to interact and exchange ideas with more than one or two partners. (30%) of them favour to work in pair because they may find themselves at ease better than with others. The rest pupils (167%) like to work alone without any contribution of other classmates, and this is again because of the variety of learning styles.

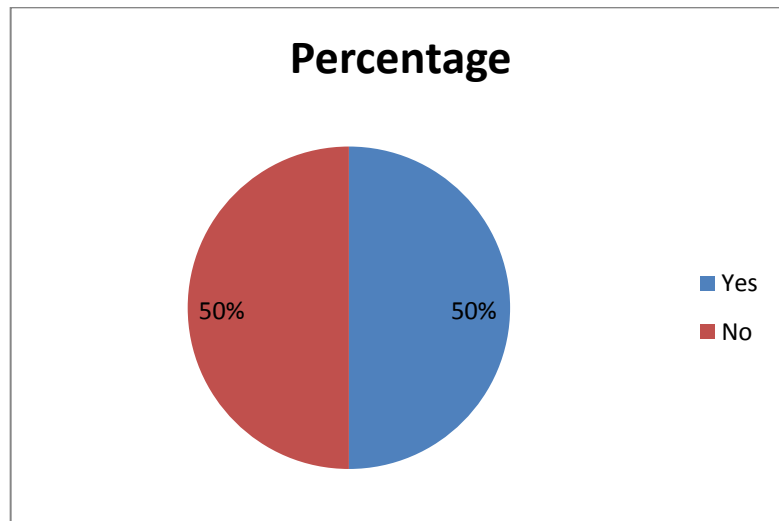
Q15: When you work in groups, do all group members participate?

-Yes

-No

Options	Yes	No
Percentage	50%	50%
Number	15	15

Table 3-33 Pupils’ contribution in group work



Graph 3-27 Pupils’ contribution in group work

Fifty per cent of the pupils answer by ‘Yes’, and the other half by ‘No’. In some groups all members participate to accomplish the task, and the roles are distributed equally. In other only few members contribute in the task, and here one member may play more than one role. This is may be due to some reasons like in the case of poor pupils who become shy to interact with others especially when it occurs for the first time.

Q16: What is your role in the group work?

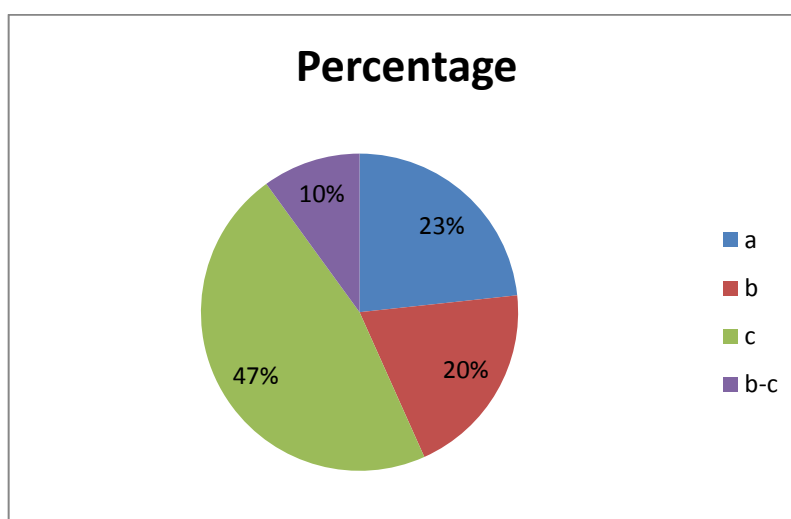
a- Writer

b- Leader

c- Researcher (idea provider)

Options	a	b	c	b-c
Percentage	23.3%	20%	46.7%	10%
Number	7	6	14	3

Table 3-34 Pupils' role(s) in group work



Graph 3- 28 Pupils' role(s) in group work

Pupils' role(s) can be fixed as well as they can be changed because. Most of pupils (46%) play the role of researcher and they collect information about the studied topic. This leads to the assumption that rest members do not have sufficient ideas or they do not to work by hard. 23, 3% of pupils prefer to be as writers or recorders, and it does not mean that they do not participate in providing ideas. The recorder of the group can benefit from this role because the final and work is in his hands and he can remember the correct knowledge. Only 20% pupils select to be leaders of their groups. Such learners are self-confident enough to play this role, and they have a sense of organizing and planning. 10% pupils can have two roles as leader and researcher in the same time and the narrow number denotes that this double role is not easy.

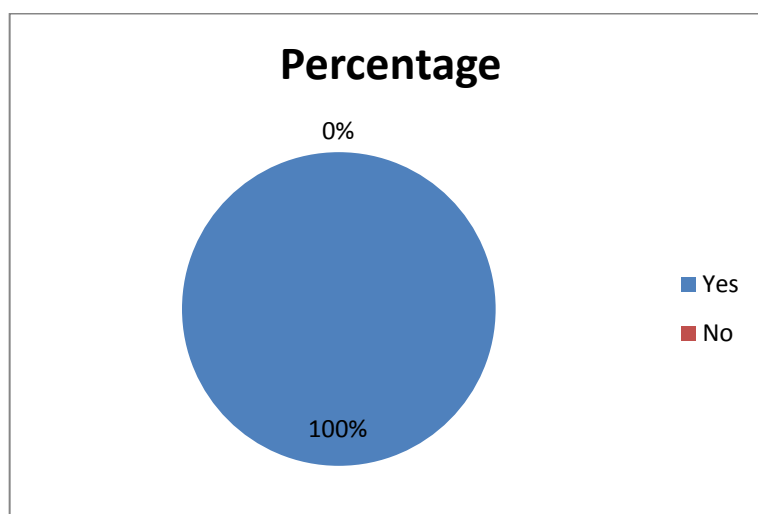
Q17: Does learning in groups help you in your learning?

- Yes

- No

Options	Yes	No
Percentage	100%	0%
Number	30	0

Table 3- 35 Pupils' opinions about group work benefits.



Graph 3- 29 Pupils' opinions about group work benefits

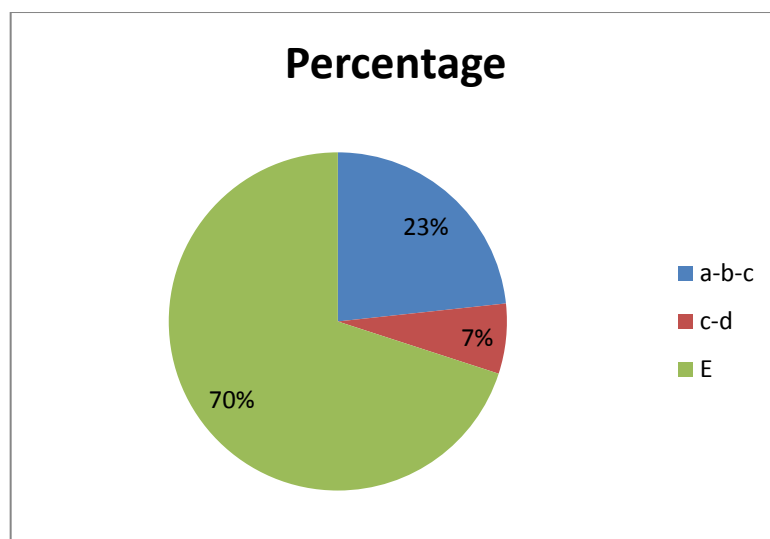
All pupils confirm that working within groups helps them in their language learning. In that way, learners meet other learners from different levels and styles and this allow them to gain experience new knowledge.

Q18: If yes, it helps you to:

- a- Exchange ideas
- b- Learn new vocabulary
- c-Develop communicative skills
- d- Reduce anxiety
- e- All of them

Options	a-b-c	c-d	E
Percentage	23.3%	6.7%	70%
Number	7	2	21

Table 3- 36 Group work learning benefits



Graph 3- 30 Group work learning benefits.

Learning in groups during language classes has several advantages. The majority of pupils' responses (70%) approve that they benefit when they work with others within a group since they select the option which includes all the features that can be developed in GWL. According to pupils' answers, there are learners (23, 3%) who experienced the benefits of GWL in the three options (a-b-c) since this technique helps them to exchange idea, learn new vocabulary, and develop communicative skills through interaction with others. Also, few learners who believe that GWL helps to reduce anxiety as it is mentioned before interaction among group members make them courageous and become confident.

3-6 Wrap up of the Results

Teachers' responses illustrate their beliefs towards writing skill and some difficulties they notice in their pupils' writings in addition to the positive role of group work learning technique on enhancing EFL pupils learning in general and writing skill in particular. At first, teachers agree on the significance of writing skill in English language teaching, and they provide their personal justifications to give power to their views. They also, try to vary the

approaches during writing tasks for the sake of creating motivational environment and this diversity allow them to teach numerous skills. When they correct their pupils' writings, teachers find out different mistakes in some language features like grammar, punctuation, and lack of vocabulary. From time to time, teachers plan variety of writing activities after reading sessions because in that way pupils can reach their minds with new vocabulary and ideas as well as they practice grammar rules. For EFL educators adopting different forms of classroom management is the best way to make learners active, and learning in groups is one of these forms which creates a kind of socialization among the group members as well as they acquire academic skills. During group work learning tasks, the instructor has to involve in order to provide some pieces of advice, ensure the members contribution, and evaluate their final work.

Pupils' questionnaire provides qualitative data that EFL pupils demonstrate in their answers. The first and second question-items are about pupils' gender and age which indicate that all of them are nearly in the age. The question about the importance of writing skill in EFL learning is repeated purposely to confirm that this skill is very important. Most of pupils have an medium level of writing in English and just few of them are in a good level which means that they have some difficulties impeded them to enhance this capacity like for example grammar mistakes, lack of idea, and spelling. According to pupils' answers, it is deduced that lack of reading is one of the reasons which lead to writing obstacles, but they find it easier when they read texts during English language sessions followed by writing activities because reading helps them to enrich their minds with new vocabulary and various knowledge. EFL pupils support that group work learning is the most used techniques during writing tasks, consequently; they may learn with each other better and they become self-independent.

Conclusion

The current study has investigated the effectiveness of group work learning on enhancing EFL learners writing. The data that have been collected through the present questionnaires display that the writing skill is a complex activity that requires much time and practice. Through the two questionnaires of high school teachers and pupils, the statistical analysis indicates that EFL learners really face various obstacles when they write in English as a foreign language, and the writing task becomes successful when it is done by group members where efforts are collaborated. Thus the research hypothesis is confirmed by the two questionnaires of high school teachers and pupils which provide their real responses and justifications.

Recommendations

In the light of the results of the present study, some recommendations are proposed for both teachers and learners.

For Teachers

1-Teachers should implement the group work technique in their classes more effectively by varying for example the group form between homogenous and heterogeneous groups because this variation reduces anxiety and encourages the group members to participate.

2-They can also diversify the strategies of this technique from time to time in order to motivate the learners and make them more active such as : jigsaw, write round, and numbered heads together .

3-Educators should use different kinds of activities which include various language features like grammar exercises and vocabulary games.

4- They can use short stories and novels in their classes to help learners enrich their vocabulary.

5- Continues and different assessment may make learners ambitious to improve their writing because it creates a kind of competition among the groups.

For Learners

1-EFL learners should not rely only on their teacher and they should make efforts to improve their learning level.

2-As non-native learners, EFL learners should practice reading more even outside the classroom because it helps them to gather new vocabulary and to use them in appropriate contexts.

3-Working in small groups of four or five members allows learners to interact with each other and to discuss the issues in different ways.

4- The practice of writing is a key to improve it because when learners write more especially after reading, they correct their mistakes as well as they acquire their distinctive style of writing.

General Conclusion

Writing is one the most significant language skills which requires an effective way to improve and master it. Good writing allows learners to communicate their messages correctly with the audience. The title of the current study is 'Investigating the Effects of Group Work Learning Technique to Enhance EFL Learners' Writing'. EFLs face some difficulties when they write in English like disordered ideas, lack of vocabulary, and grammar mistakes. In the light of this issue the following questions are stated: 1-What lies behind the difficulty of mastering the writing skill? 2-Will EFL pupils benefit when they work in groups?. On the basis of these questions, it is hypothesized that :if group work learning technique is properly implemented in EFL classes, pupils will be able to overcome the writing obstacles such as faulty grammar, loose and awkward style, writing mechanics, etc.) and, therefore they will write more effectively and persuasively. This research is based on the descriptive method in order to describe this issue by planning two questionnaires as research tool for both teachers of English and third year pupils at El-modjahid Mouadaa EL-Hachemi secondary school- Chetma- Biskra. The main aim of the current study is to reveal the reasons that impeded EFL learners from producing a good piece of writing like grammar mistakes, poor vocabulary, lack of ideas, and lack of writing mechanics.

The structure of the research is divided into three parts. First chapter is about the writing skill in EFL classes and it sheds the light on its definition and significance in human life as well as in language teaching, definition of reading and the nature of relation between both skills, writing and spelling, writing and grammar, writing and style, writing mechanics, the connection between writing and culture, stages of the writing process, some approaches to teach writing, and finally the difficulties that EFL learners face when writing. The second chapter includes a set of definitions of group work learning. Then, the difference of the three concepts: group work, cooperative work, and collaborative work has been be determined by clarifying the nature of the three terms. It denotes the two types of groups: heterogeneous and homogenous followed by some strategies that can be used in GWT. The next element is about the stages of group development, and then roles of the group members, the teacher's role in group learning, also the benefits of learning in groups. Finally, the chapter is concluded by shedding light on some of the manners through which group work learning is assessed. The last chapter is about the field work in which the gathered data are presented into pie charts and analysed statistically. From teachers and pupils' responses, it is deduced that when EFL learners work in a form of small groups they benefit better than working individually and relying only on teacher's instructions.

From teachers questionnaire, they ensure that their learners have some difficulties when they write in English (question item 3-4) as well as they notice their enhancement when it is a group work (question item 8-10-14). Gathered data also displays that pupils' responses confirm they really need to work in a form of small groups in order to help each other enhance their writing skill (question item 3-4-5-6). It is noticed that EFL pupils find it beneficial to work in groups because in that way they can denote the group members' roles and work in an organized way as well as they exchange ideas and learn from each other.

List of References

Books

- Aquilina, J. (1999). *Focus on literacy: Writing*. NSW Development of education and Training: Australia. Retrieved from: www.bookzz.org
- Barker, A. (2013). *How to write an essay*. PLACE: Bookboon.com. Retrieved from: [How to Write an Essay - facebook com LinguaLIB 002](#)
- Bacher, A. (2013). *Investigating Teachers' Attitudes toward the Adequacy of Teacher Training Programs and CBA-related Instructional Materials*. Doctoral thesis, University of Biskra, Algeria
- Brandon, L. and Brandon, K. (2005). *Paragraphs and Essays* (11th Ed). Wadsworth Cengage Learning: Boston USA. Retrieved from: Httpsunvm-english-language-i.wikispaces.com
- Brown, K and Hood, S. (1989). *Writing matters: Writing skills and strategies for students of English*. Cambridge; Cambridge University Press .
- Chin, A. B. (2000). *The Role of grammar in improving student's writing*. *Language arts* 6-12. Retrieved from: <http://people.uwplatt.edu/~ciesield/graminwriting.htm>
- Crandall, J. (1999). Cooperative language learning and affective factors . In Arnold, J. *Affect in language learning* (p. 227-245). Cambridge: Cambridge University Press.
- Davis, B. G. (1999). *Cooperative learning: students working in small groups*. Stanford university newsletter on teaching, 10(2),1-4.
- Devaney, E. (2005). *Approaches to writing instruction* . Brown University .Retrived from: <https://www.brown.edu/academics/education-alliances/sites/brown.edu/academics/education-alliance/files/publications/apprchwrtnng.pdf>
- Dörnyei, Z. and Malderez, A. The role of group dynamics in foreign language learning and

teaching . In Arnold, J. Affect in language learning (p. 227-245). Cambridge: Cambridge University Press.

Folse, K. S, Muchmore-Vokoun, A, and Solomon, E. V, (2010).*Great writing2:*

Great paragraphs(3rded). HeinleCengage Learning: Boston USA. Retrieved

from: <https://unvm-english-language-i.wikispaces.com>

Frey, N., Fisher, D., Everlove, S. (2009). Productive group work: how to engage student, build teamwork, and promote understanding. U.S.A: ASCD. Retrived from:

<http://www.BookZZ.org>

Galko, D.F. (2002). *Better writing right now: Using Words to Your Advantage*. New York: Learning Express

Gillies, R. M. and Ashman,A.F.(2003). Co-operative learning: The social and intellectual outcomes of learning in groups. London and New York: RoutledgeFalmer. Rrtrived

from: <http://www.BookZZ.org>

Harmer, J. (2004) .*How to teach writing* . London: Longman

————(2007) .*How to teach English*(1st new edition with DVD). London: Longman.

Hunzer,K.M. (2012).*Cooperative learning and writing:essays on using small groups in*

teachingenglish and composition. London: McFarland & Company

Hyland, K. (2002) *teaching and researching writing* . Cambridge: Cambridge University Press.

————(2003) .*Second language writing* . Cambridge: Cambridge University Press.

Retrieved from: 041957httpcatdir.loc.govcatdirsamplescam0412003041957.pdf

I. S. P. Nation(2009). *Teaching ESL/ EFL reading and writing*.Routledge, Taylor and

Francis: New York and London. Retrieved from: www.bookzz.org

Jaques, D.and Salmon, G.(2007). *Learning in groups: a handbook for face-to-face and*

online environment (4thed). London and New York: Routledge. Retrieved from: www.bookzz.org.

József, H. (2001) *Advanced writing in English as a foreign language: a corpus-based study of processes and products*. Hungary: Lingua Franca Csport. Retrieved

from: mek.oszk.hu/10300/10365/10365.pdf

Leipzig, D, H. (2015). *What is reading?* . Retrieved from: www.readingrockets.org

McWhorter, K., T., (2010): *Successful college writing: skills, strategies, learning styles*. (4th ed). Bedford/St. Martin's: The United States of America. Retrieved from:

[http://: www.bookzz.org](http://www.bookzz.org)

Oxfordlearner's pocket dictionary (4th Ed.) . (2008). Oxford: Oxford university press

Rose, S. R. (1998). *Group work with children and adolescent: prevention and intervention in school and community systems*. London and New Delhi: Sage Publications.

Ross, J. A. and Rolheiser, C. (2003) .*Student assessment practices in co-operative learning*.

In Gillies, R. M. and Ashman, A. F. *Co-operative learning: The social and intellectual outcomes of learning in groups*. London and New York: RoutledgeFalmer. Retrieved from: www.BookZZ.org

Sessa, V.L. and London, M. (2008) . *Group work learning: understanding, improving, and assessing how groups learn in organizations*. New Work and London: Lawrence Erlbaum Associates. Retrieved from: www.bookzz.org

Tankersley,K, (2005).*Literacy strategies for grades 4-12: Reinforcing the threads of reading*. Association for supervision and curriculum development. Alexandria, Virginia USA

Websites and Articles

Assessment Resource Centre (2014) .Group Assessment. Retrieved from: <http://ar.cetl.hku.hk/group.htm>

Benedir, S. (2015).*The Nature of Writing in English as a Foreign Language* . Faculty of Letters and Languages Magazine.N17(2015).

Retrieved from: www.univ-biskra.dz

Burk, A. (2011). Group work: how to use groups effectively. *The journal of effective teaching*. Retrieved from: http://www.uncw.edu/jet/articles/vol11_2/burke.pdf

Cali, K. (2003). *Learnng NC. Conventios* .Retrieved from:

<file:///c:/users/planet%20informatique/desktop/conventions%20%20the%20five%20features%20of%20effective%20writing.htm>

Chin, A. B. (2000). *The Role of grammar in improving student's writing. Language arts*6-

12.Retrieved from: <http://people.uwplatt.edu/~ciesield/graminwriting.htm>

Chiriac, E. H. (2014). Group work as an incentive for learning-students' experiences of group

work.*Frontiers in psychology*. Retrieved

from:<file:///c:/users/planet%20informatique/desktop/sores.chatr>

[\(2\)/web.st/group%20work%20as%20an%20incentive%20for%20learning%20%e2%80%9%20students%e2%80%99%20experiences%20of%20group%20work.htm]((2)/web.st/group%20work%20as%20an%20incentive%20for%20learning%20%e2%80%9%20students%e2%80%99%20experiences%20of%20group%20work.htm)

Clare, J(2015). Teachers with apps . Retrieved March, 19,2017, from

[file:///c:/users/planet%20informatique/desktop/sores.chatr\(2\)/web.st/the%20difference%20in%20cooperative%20learning%20&%20collaborative%20learning%20%20teachers%20with%20apps.htm](file:///c:/users/planet%20informatique/desktop/sores.chatr(2)/web.st/the%20difference%20in%20cooperative%20learning%20&%20collaborative%20learning%20%20teachers%20with%20apps.htm)

Crocker, W.A. (2015).Best practices for assessing group work. Western teaching support centre. Retrieved from:

[file:///c:/users/planet%20informatique/desktop/sores.chatr\(2\)/web.st/best%20practices%20for%20assessing%20group%20work.htm](file:///c:/users/planet%20informatique/desktop/sores.chatr(2)/web.st/best%20practices%20for%20assessing%20group%20work.htm)

Davis, B. (2015). *How to brainstorm when writing an essay*.The international students.

Retrieved from:<http://blog.internationalstudent.com>

DfEE(2000). *The National literacy strategy: grammar for writing*. London: Copyright.

Retrieved from:

http://swww.hamilton-trust.org.uk/system/files/page_files/grammar_for_writing.pdf

Donovan, M. (2016). *Ten Grammar Rules Every Writer Should Know*. *Writing forward*.

Retrieved from: <https://www.writingforward.com/grammar/grammar-rules/grammar-rules-every-writer-should-know>

eNotes.com (2017) .Heterogeneous and homogenous groups . Retrieved from:

[file:///c:/users/planet%20informatique/desktop/sores.chatr\(2\)/web.st/heterogeneous%20&%20homogeneous%20groups%20research%20paper%20starter%20-%20enotes.com.htm](file:///c:/users/planet%20informatique/desktop/sores.chatr(2)/web.st/heterogeneous%20&%20homogeneous%20groups%20research%20paper%20starter%20-%20enotes.com.htm)

Hosseini, M., Taghizadeh, M., E., Abedin, M., J., Z., Naseri, E. (2013): In the *importance of EFL learners' writing skill: Is there any relation between writing skill and content score of english essay test? International Letters of Social and Humanistic Sciences*. Retrieved from:

<httpswww.ucm.es...119-2015-03-17-12.RocioSeguraAlonso20>

Ibnian, S. S. K. (2012). Group work and attitudes of non-English major students towards leaning EFL. *International Journal of Humanities and Social Science* Vol. 2 No. 4. Retrieved from:

httpwww.ijhssnet.comjournalsVol_2_No_4_Special_Issue_February_201224.pdf

Leipzig, D, H. (2015). *What is reading?* . Retrieved from: [www.readingrockets.org](httpwww.readingrockets.org)

Meddour, M.(2017) . Lecture 4: *Formal language in academic writing*. University of Biskra, Algeria.

Moats, L. (2015). *How spelling supports reading*. The educators' guide to learning disabilities and ADHD. Retrieved from:

http://www.ldonline.org/article/How_Spelling_Supports_Reading

Robbins, J.(n.d.). Lecture 1: *Approaches to the teaching of writing in EFL and ESL*. Retrieved

from: <http://documentslide.com/documents/approaches-to-the-teaching-of-writing-in-efl-esl-lg488-lecture-1-week-2-joy-robbins-jabaugessexacuk.html>

Sunarti, S. Jaya, D. Nootan, R.(2006). Cooperative learning: heterogeneous vs homogeneous grouping. APERA Conference : Hong Kong. Retrieved from :http://pedisdat.ied.edu.hk/pubarch/b15907314/full_paper1604065996.pdf

Tennant.A. (2016). *Reading matters: What is reading?* .Retrieved from

<http://www.onestopenglish.com>

Time4Writing (2016). *Writing mechanics and grammar* . Retrieved from:

<file:///C:/Users/PLANET%20INFORMATIQUE/Desktop/Writing%20Mechanics%20&%20Grammar%20%20Time4Writing.htm>

Yi, J. Y (2009). *Defining writing ability for classroom writing assessment in high schools*.

Pan-Pacific Association of Applied Linguistics 13(1), 53-69 Retrieved from:

<http://files.eric.ed.gov/fulltext/EJ921024.pdf>defining writing

Appendices

Appendix1: Questionnaire for Third-Year English Teachers

Dear teachers,

We would like you to answer a set of questions. This Questionnaire is a data gathering tool to obtain information for the study that is conducted under the title: **“Investigating the Effects of Group Work Learning Technique to Enhance EFL Learners’ Writing”**. The case of third year high school pupils of English at El-Modjahid Mouadaa El-Hachemi Secondary School- Chetma-Biskra. There is no wrong or right answer. Thank you for your help.

- please answer the following questions sincerely.

Section One: Writing Skill

1-Do you think that writing is important in foreign language teaching?

Yes

No

Why?.....

.....

2-Which approach(es) do you adopt in writing tasks?

Process Approach

Genre Approach

Product Approach

All of them

Others

.....

.....

3-When you correct your pupils’ writing, do you focus on:

Grammar

- Spelling
- Punctuation
- Capitalization
- Ideas
- Vocabulary
- All of them

4-What kind of mistakes pupils usually make when they write in English?

- Grammar
- Spelling
- Punctuation
- Capitalization
- Ideas
- Vocabulary
- All of them

Others:

.....
.....

5-Do you ask your pupils to write a paragraph after reading tasks?

- Yes
- No

6- If yes, do you notice any difference in their writing?

- Yes
- No

Explain:

.....
.....

Section Two: Group work

7-How do you manage your classroom

- Individual work
- Pair work
- Group work
- Whole class interaction
- All of the techniques are used frequently

8- Do you think that group work learning is beneficial?

- Yes
- No

9- If yes, please justify:

.....

.....

10- How often do you use grouping in your classrooms?

- Frequently
- Rarely
- Never

11-When asking pupils to work in groups, do they form:

- Heterogeneous groups
- Homogeneous groups

12- What is your role when it is a group work task? Whatever your choice is, please explain.

- Controller
- Facilitator
- Assessor

- All

.....
.....

13- How often do you assess pupils' group work?

.....
.....

14-Do pupils write better when the task is:

-Individual work

- Pair work

- Group work

Why?.....
.....

15-Do you have any suggestions to improve the writing skill in EFL?

.....
.....

- Capitalization
- Ideas
- Vocabulary
- All of them
- None

7- Do you practice reading outside the classroom?

- Yes
- No

8-Do you read texts during English sessions?

- Sometimes
- Often
- Never

9-When you read a text; does your teacher assign you to a writing activity?

- Sometimes
- Often
- Never

10-does reading help you in your writing?

- Yes
- No

11- Reading helps you to develop (you can choose more than one)

- Grammar
- Spelling
- Punctuation
- Capitalization
- Ideas
- Vocabulary
- All of them

Section three: Group work

12- How does your teacher of English assign you to do a writing task?

- Individually
- Pair work

- Group work

13- How do you prefer to learn?

- Individually

- Pair work (you write with partner)

- Group work (you write with 2 or 3 partners)

14- You feel that your writing is good when:

- Individually

- Pair work (you write with partner)

- Group work (you write with 2 or 3 partners)

15- When you work in groups, do all group members participate?

- Yes

- No

16- What is your role in the group in the group work?

Writer

Leader

Researcher (idea provider)

17- Does learning in groups help you in your learning?

- Yes

- No

18- If yes, it helps you to:

- Exchange ideas

- Learn new vocabulary

- Develop communicative skills

- Reduce anxiety

- All of them

المخلص

تعتبر الكتابة احدى اهم المهارات اللغوية حيث ان متعلمي اللغة الأجنبية في حاجة الى تبني التقنية الأنسب لتطوير مهارتهم الكتابية. يقترح هذا البحث تقنية التعلم الجماعي كإحدى الطرق التي من الممكن ان تساعد على تحسين مهارة الكتابة في تعليم و تعلم اللغة الإنجليزية. إن الغاية من هاته الدراسة هو استقصاء مدى تأثير تقنية التعلم عن طريق العمل الجماعي في تعزيز مهارة الكتابة لمتعلمي اللغة الإنجليزية كلغة أجنبية. من المهم التساؤل حول هذا المشكل و ذلك بطرح السؤالين على النحو التالي: ماهي الأسباب الي تقف وراء الصعوبات التي تحول دون التمكن من مهارة الكتابة؟ هل يمكن ان تتحسن كتابة متعلمي الانجليزية كلغة اجنبية عندما يعملون كمجموعات؟. لمتابعة هذه الدراسة يتم طرح الفرضية التالية: إذا تم اعتماد تقنية التعلم عن طريق العمل الجماعي في اقسام اللغة الانجليزية فإن المتعلمين يصبحون قادرين على تجاوز صعوبات الكتابة. يتكون البحث من ثلاثة فصول و ذلك لتناول مختلف العناصر لكل من المتغيرين: مهارة الكتابة و التعلم الجماعي. للإجابة على هاته الاسئلة ولتحقيق هدف الدراسة الحالية تم توزيع استبيانين لكل من اساتذة اللغة الإنجليزية وثلاثون تلميذا من السنة الثالثة ثانوي الشعبة العلمية في مؤسسة المجاهد مودع الهاشمي. أظهرت النتائج التي تم استنتاجها من خلال معطيات العمل الميداني أن تقنية العمل الجماعي لها فوائد متعددة لتحسين مهارة الكتابة باللغة الإنجليزية كلغة اجنبية كما أن مشاكل مهارة الكتابة بالنسبة للتلاميذ يمكن أن تنقلص فقط إن تعلموا في مجموعات صغيرة لأنهم يتبادلون مختلف المهارات التعليمية والمعارف.