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**The Importance of Cooperative Learning on Enhancing
Learners' Writing**
The case of fourth year learners at Bourhani Brothers' Middle School

A dissertation submitted in partial fulfilment of the requirements for a Master Degree in
Sciences of Language

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September 2020

Dedication

This work is dedicated to:

My dear parents for their support

My beloved brothers and my sister

My aunts and my uncles

My friends and my colleagues

People who attempt to read my dissertation

Acknowledgement

First of all, all thanks go to Allah who inspired me patience and strength to finish this work. I would like to express my sincere gratitude to my supervisor Mr Khaled Lebiar for his care, sustained efforts, valuable guidance and support to complete this research.

Special thanks goes to members of the jury for their remarks about my work.

I am also profoundly thankful to the EFL teacher at Bourhani Middle School who allowed me to attend some cooperative learning sessions and move freely around the groups. She shared her teaching experience of the writing skill with me and how she implements cooperative learning to improve learners' writing performance.

Abstract

Learning English as a foreign language requires developing the four skills. Writing is considered as the most significant and difficult skill for many researchers. Therefore, different teaching and learning techniques are adopted in order to facilitate the teaching and learning of writing. The current study intends to investigate the impact of cooperative learning technique on enhancing EFL learners' writing performance. We hypothesize that if EFL teachers use cooperative learning, learners' writing would be developed. The research is conducted with fourth year learners at Bourhani Middle School in Khenchela following the quantitative approach. A classroom observation, teacher's interview and learners' questionnaire are used as the data gathering tools in this research to discover how cooperative learning is implemented to improve learners' writing and to get information about learners' attitude towards cooperative learning. The results indicate that cooperative learning is an effective strategy in teaching writing skill as it increases learners' motivation and promotes interaction between learners. The research findings reveal also that implementing cooperative learning can have negative aspects like creating noise, the existence of shy and uninterested learners and the domination of some learners over the groups. Therefore, some recommendations are made in order to eliminate these problems that can impede the success of cooperative learning sessions.

List of Abbreviations

EFL: English as a foreign language

CL: cooperative learning

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General Introduction

Today, learning English as a foreign language is considered as a very significant area of study. According to some researchers, learning EFL requires the mastery of Grammar. However, many others believe that it necessitates the development of the four skills: listening, speaking, reading, and writing. Indeed, learners of EFL should give enough attention to the four skills to develop their communicative competence in the target language.

In fact, the writing skill has attracted the interest of many scholars and theorists. They consider it to be a major factor for students to be successful in academic and educational contexts. In order to develop their writing proficiency, EFL learners should write accurately and coherently using correct grammar and punctuation as well as organised ideas. Therefore, most learners do not like to write as they find it a difficult task which takes a lot of time and needs excessive attention.

To overcome this challenge, EFL learners need to have some strategies to ameliorate their writing skill. One of the techniques that researchers have suggested to improve learners' writing relies more on group work which they label as Cooperative Learning. Here, learners are supposed to work in groups with their peers to produce a piece of writing.

In this research, we attempt to investigate the effectiveness of cooperative learning technique to improve the writing skill of fourth year middle school pupils in Algeria. The study is carried out on fourth year learners at Bourhani Middle school in Khenchela. The aim of the study is to get insights into how Cooperative learning is implemented, to get information on learners' attitude towards this technique and whether it helps them to improve their writing performance.

1- Statement of the Problem

Like most EFL learners, fourth year middle school students in Algeria face many difficulties while trying to compose written materials. Syllabus designers included a lesson at the end of each file which is called '*I Learn to Integrate*'. In this lesson, learners work in groups to produce a paragraph or a text based on what they have learnt throughout the whole file. However, according to previous researches; many teachers prefer not to use this technique and rely only on individual work. So, in this research; we try to investigate the impact of cooperative learning on enhancing fourth year middle school students' writing performance. In this study, we investigate whether devoting more sessions for group work correlates positively with writing performance, or else only one session is sufficient.

2- Literature Review

Writing is a necessary means of communication for EFL learners as it allows them to express their ideas and impressions. Many teachers today rely on learners' written production as a way to assess their knowledge and understanding of the lesson. However, many EFL learners find writing very difficult. As a result, teachers use different techniques that may help learners to improve their writing. One of these techniques is cooperative learning. According to Salvin(1980), cooperative learning is a tool in which learners work in small groups and receive rewards based on their achievement as a team.

A research was conducted by S, Ahangari(2014) on the effect of cooperative activities on writing skills of Iranian EFL learners. The researcher selected 50 students of Islamic Azad University and examined their proficiency levels by giving a preliminary English test. Thirty students whose scores range from 40 to 55 out of 60 are selected to participate in this study. They are randomly assigned to two groups: a control group and an experimental group. The

study concludes that the experimental group which uses the cooperative learning has better scores than the control group.

Another study is conducted by Bt, Ismail in Malaysia. He believes that writing is one of the four skills that must receive attention from language learners. His study investigates the effects of cooperative learning in enhancing intermediate level students' writing performance for the narrative genre in an urban government school. The study adopts quantitative research method. The research uses the pre-test and the post-test of the narrative essay. The writing performance evaluation is based on the five components of writing which are content, vocabulary, organisation, grammatical accuracy and mechanics. This study finds that the learners perform better after the inclusion of cooperative learning in the writing classes.

According to A, Aldana (2005), EFL classes usually ignored the writing skill. He carries out a research on the process of writing a text by using cooperative learning. The target students are ninth graders of the departmental school 'Eltequendama'. The aim of this study is to get the students involved in their writing tasks and work cooperatively to reduce their writing anxiety. The researcher conducted this study in a professional context over a period of observation of three hours per week for three months. After implementing the cooperative learning, the students changed their attitude towards the writing tasks and improved their writing proficiency. Moreover, the researcher notices that cooperative learning is beneficial for both weak and strong learners as they work together. He says: "weaker language students improve their performance when they work with strong ones, and strong students reaffirm their abilities when they help others". A, Aldana (2005, p53).

So, most researchers confirm that cooperative learning has a positive impact on the writing skill of EFL learners. In this research, we investigate the effect of cooperative learning on the writing skill of fourth year middle school pupils of English at Bourhani School in

Khenchela. We try also to get information on the teacher's and learners' attitude towards this technique and to see whether it is a motivational factor for learners.

3- Significance of the Study

Most studies confirm that cooperative learning is a beneficial tool that EFL teachers should adopt to their classrooms. Fourth year middle school learners of English in Algeria face many problems while learning English. Many problems are related to the writing skill. This work helps middle school teachers to improve their learners' writing skill using cooperative learning. It helps them also to discover the positive effects of CL learning on the writing skill of learners and how to implement it in the classroom.

4- Aims of the study

The current study aims at showing the effectiveness of cooperative learning on the writing skill of fourth year middle school learners of English in Algeria and how teachers should implement it. Moreover, it investigates the teachers' and the learners' attitude towards cooperative learning and discovers the main writing problems faced by learners and how to get rid of them.

5- Research Questions and Hypotheses

5-1 Research Questions

The present study seeks to answer the following questions:

- What are the main writing problems that fourth year middle school learners of English encounter?
- Will the implementation of the cooperative learning help the learners to minimize these problems?
- What is cooperative learning and how it can be implemented?

- What is the attitude of teachers and learners towards cooperative learning?

5-2 Hypotheses

In the light of the research questions, we hypothesize that:

1. If teachers use cooperative learning adequately, fourth year middle school learners will develop their writing skill.
2. EFL learners will benefit from each other when they work in groups. They will be more sociable and more involved when working in groups.

6- Methodology

The present research is conducted using case study of fourth year middle school learners at Bourhani Brothers School. The research relies on mixed methods using a classroom observation, learners' questionnaire and teacher's interview.

7- Structure of the study

This study is divided into two parts: theoretical and practical. The theoretical part consists of two chapters. Chapter one is concerned with cooperative learning in EFL classes. In this chapter, we are going to discuss some definitions, principles, techniques, advantages as well as disadvantages of cooperative learning. On the other hand, chapter two tackles the writing skill. We are going to mention some definitions of writing. Then, we will move to compare writing with other skills. After that, we will explore the most common writing problems among EFL classes. Finally, we will shed light on teaching approaches of writing.

In chapter three (practical part), we will have an analysis of teachers' and learners' questionnaires. We will also discuss some samples of learners' written productions and classroom based observation. If time allows, we will make an analysis of an experimental study on fourth year middle school pupils at Bourhani Brothers School. This experiment will be conducted on two groups: a control group and an experimental group.

8- Limitations of the Study

The current research has many limitations. The research is conducted on fourth year learners at Bourhani Brothers Middle School. The obtained results may not be generalized to all EFL learners. The results may change if future studies enlarge the sample to represent all EFL learners with different backgrounds. Moreover, learners' answers in the questionnaire may not be objective. The research is conducted with a small sample and limited to teaching the writing skill.

Part one: Theoretical Part

Chapter one: Cooperative Learning Technique

Introduction

Learning English as a foreign language necessitates developing the four skills. The main aim of acquiring such skills in EFL context is to communicate or to achieve academic success. Writing which is a productive skill requires concentration, effort and regular practice. It is considered as a difficult skill in EFL context. Most writing problems are related mainly to grammar, punctuation, lack of vocabulary and organisation of ideas.

This chapter deals with the writing skill, some of its definitions and its importance. Then, a comparison will be made between writing and the other two skills, speaking and reading. After that, there will be a discussion about approaches to teaching writing. Next, the research will tackle the stages and aspects of writing. Finally, the research will introduce the most common problems of writing that EFL learners suffer from.

1. Definition of writing

It has been argued that the four language skills which are listening, speaking, reading and writing are very essential when teaching and learning a foreign language. Writing which is a productive skill is usually left at the end by EFL teachers because of its complexity. According to many researchers, EFL learners should be taught how to write with coherence, cohesion, accurate grammar and correct spelling and punctuation. Most researchers confirm that improving the writing skill helps to develop the learners' communicative competence.

Byrne (1988) considers writing as set of graphic symbols which have to be organised according to certain conventions to form words which are arranged to form sentences. He defines writing "writing involves the encoding of a message of some kind: that is we translate

our thoughts into language.” (Byrne 1988, p.1). That’s why according to him writing is not an easy task as it requires some conscious mental effort. Houssain (2015, p.24) confirms that writing which is a productive skill involves the development and representation of thoughts in a structured way and not only the graphic representation of speech.

Klimova (2013) goes further when she assumes that learning to write involves the practice and knowledge of other three skills. Moreover, according to her; learners have to use cognitive and metacognitive skills in the process of writing. Durga and Rao (2018, p.1) define writing (2018,p.1) “ writing is the system of written symbols, representing the sounds, syllables or words of language, with different mechanisms, capitalisation, spelling and punctuation, word form and function.” So here, Durga and Rao consider writing as a process which involves a set of systematic elements that should be carefully considered when producing a piece of writing.

Nunan (2003, as cited in Komariyah 2015) states that writing is a mental activity that involves using graphic symbols to communicate thoughts in a comprehensible manner. For him, writing includes knowledge of grammar, punctuation, sentence structure and correct spelling.

2. Writing in Relation to Other Skills

2.1. Writing VS Speaking

Writing and speaking are two productive skills which differ in many ways.Safa (2018, p.15) states “It seems that a comparison between writing and speech as two productive language skills, would be beneficial in enlightening the nature of writing.” According to Mullany and stockwell (2010 as cited in Safa 2018), speech and writing are different in terms of word choice, fluency, complexity, length, address forms and so forth. Moreover, speech is more spontaneous whereas writing is more planned (Safa 2018). Furthermore, writing tends to have more standardized and more socially accepted forms than speaking. Unlike writing, speech tends to be face to face. Finally, writing is permanent and written language cannot usually be changed.

According to Byrne (1988), incomplete sentences and sometimes ungrammatical ones are used in speech. However, in writing; sentences are expected to be carefully constructed.

The following table summarizes the main differences between speaking and writing according to Raimes (1983, p.5).

Writing	speech
<ul style="list-style-type: none"> - Not everyone learns to write. - Standard forms of grammar, syntax and vocabulary should be used in writing. - Writers rely only on words on the page to express their ideas. - While writing, punctuation is used. - Writing takes time and it is unplanned. - Writing is more formal. - Writers use more complex sentences with linking words. 	<ul style="list-style-type: none"> - Speech is universal, everyone learns to speak in the first few years of life. - Spoken language is rich of dialect variations. - Speakers rely on their voice and bodies to convey their meaning. - Intonation and poses are used when speaking. - speaking is spontaneous and unplanned. - Speech is usually informal and contains many repetitions. - Speakers use simple sentences with simple linking words such as, and.

Table 1 : The Comparison between Writing and Speech (Raimes 1983)

2.2. Writing and Reading

Writing and reading are both means of communication which use language and symbols. However, these two skills are different in many ways. Writing is productive whereas reading is receptive. That is, writing involves encoding of a message, however; reading includes decoding of a message. Moreover, reading requires possessing skills for comprehension such as critical

thinking and sufficient vocabulary. Writing, on the other hand, demands knowledge of grammar, spelling, and punctuation, the structure of the sentence and the format of any piece of writing.

3. Importance of the Writing Skill

For many people, communication is transmitted more through writing than any other skill. Writing has an essential social and educational function. Durga and Roa (2018) asserts that writing is a means of conveying ideas and thoughts using clear language. For them, good writing skills are necessary to fulfil academic and professional success.

Walsh (2010, as cited in Klimova, 2013) considers the importance of the writing skill as follows:

Writing is important because it is used extensively in higher education and in the work place. If students do not know how to express themselves in writing, they will not be able to communicate well with professors, employers, peers, or just about anyone else. Much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a college student or successful graduate.

So, walsh here believes that writing is essential for academic purposes and at work.

Houssain (2015) confirms that writing is significant as it allows learners to practise real life activities in the classroom. Moreover, he considers writing as a basic life skill because students may need it in different life situations. According to Houssain, learners should master writing to gain confidence and expertise in a given language.

4. Approaches to Teaching Writing

4.1. Process Approach

Graham Stanely (1993) argue that good writers are those who plan, revise, rearrange and produce their finished document. This is what a process writing approach is about. The process approach is learner-cantered where language learners focus on the process through which they produce their written products rather than the products themselves.

Zakim (2018) claim that the process approach is divided into four phases:

4.1.1. Pre-writing:

In this stage, learners gather ideas and plan what they want to write. This may include some strategies such as brainstorming, planning, organising and selecting ideas.

4.1.2. Writing:

Here, learners make the first draft without giving much attention to accuracy of language and punctuation. “During the writing process, the writer puts his ideas into complete thoughts, such as sentences and paragraphs.” (Clvert Education, 2020).

4.1.3. Revising:

At this stage, learners are offered the opportunity to look back at their text, re-arrange ideas, add, change or remove sentences. According to Hossein (2015), learners re-examine their writing to see how effectively it is to be comprehensible by the reader.

4.1.4. Editing

Here, learners check grammar, spelling and punctuation. Learners focus on organising their work to prepare the final draft to be evaluated by the teacher (Houssain, 2015). At this stage, reading each other's work might be useful.

The following diagram shows the cyclic relationship between the stages of the process approach to teaching writing proposed by White and Arndt's (1991, as cited in Hasan and Akhand 2010). It tries to explain the complex nature of writing and the interaction between the different operations which may occur simultaneously.



Figure 1 : Diagram of Process Writing (White and Arndt's 1991 as cited in Hasan and Akhand, 2010 p.79)

4.2. Product approach

This is a traditional approach in which learners mimic a model text which is usually presented and analysed at an early stage. Product Approach model consists of four stages (Steel, 2004 as cited in Hassan and Akhand 2010).

- **Stage One:** learners study model texts and highlight the features of the genre.
- **Stage Two:** in this stage, students have a controlled practice of the highlighted features, usually in isolation.
- **Stage Three:** here, students organise the ideas.
- **Stage four:** in this stage, learners use the skills, structures and vocabulary they have been taught to produce the product.

The following table shows the comparison between the process approach and the product approach to teaching writing (Steele 2004 as cited in Hasan and Akhand 2010).

Process Approach	Product Approach
<ul style="list-style-type: none"> - Text as a resource for comparison. - Ideas as starting point. - More than one draft. - More global, focused on purpose, them, and text type. - Collaborative - Emphasis on creative process 	<ul style="list-style-type: none"> - Imitate a model text. - Organisation of ideas are more important than ideas themselves. - One draft. - Features highlighted including controlled practice of those features. - Individual. - Emphasis on end product

Table 2 : Product and process writing: A Comparison (Steele 2004 p.1)

4.3. Genre Approach

Genre-based approach considers writing as a cultural and social behavior (Hasan and Akhand, 2010). The aim of this approach involves the context where writing occurs and the conventions of the target discourse community. Patridge (2004, as cited in Hasan Akhand, 2010) claim that the genre approach to teaching writing emphasizes the teaching of particular genre. That is, the focus would be on specific features of particular texts, and the context in which that text is used. The genre approach tries to identify the characteristics of a successful writing within a defined genre and then teach these features to students.

5. Stages of Writing

The process of writing is divided into four stages which are: planning, drafting, revising and editing (Richard and Rodgers, 2001 as cited in Housain (2015). Different learning activities can be implemented for each stage

5.1. Planning:

This stage is referred to as the pre-writing. Prewriting is a critical stage in producing a successful final product. Kelly (2019) defines this stage “prewriting is the generating of ideas part of the writing process”. The aim of the prewriting stage is to motivate learners to write (Houssain, 2015). Different methods of prewriting stage include: brainstorming, freewriting, mind mapping, and outlining (Kelly, 2019).

5.2. Drafting:

Nordquist (2014) defines drafting as the stage during which a writer organises ideas and information into sentences and paragraphs. At this stage, students write without giving much attention to accuracy of writing.

5.3. Revising

This refers to the act of reading again a text and making the changes in content, organisation, sentence structure and word choice to improve it. At this stage, adding, removing, and substituting a text are needed (Nordquist, 2019).

Nordquist (2019) states “as a general rule, the best time to revise is not right after you have completed a draft (although at times this is unavoidable). Instead, wait a few hours; even a day or two, if possible in order to gain some distance from your work. This way, you will be less protective of your writing and better prepared to make changes”.

Here, Nordquist asserts that the best way to do the revision stage is not just after drafting, but rather to wait for some time in order to be aware of the necessary changes.

6.4. Editing

At this stage, students prepare the final draft as they try to correct their mistakes on spelling, grammar and punctuation. The writer tries to improve the draft by correcting errors and making sentences clearer, precise and effective. Nordquist (2019) asserts “the process of editing involves adding, deleting and re-arranging words to cut the clutter and streamline overall structure”. So, here, Nordquist believes that adding, deleting and re-arranging words is necessary in the editing stage.

7. Aspects of writing

Writing is not an easy task. While writing, some criteria need to be taken into consideration. The following are some elements that need attention and correctness when producing any piece of writing.

7.1. Organisation

Writers should organise their ideas so that they would be comprehensible to readers. Ideas should be arranged in a certain order and linked to one another. According to Starkey (2004), organisation guides the reader from first to last sentence. He demonstrates that “the direction and purpose you get from organisation helps your reader to believe what you are saying, and to willingly follow your lead” Starkey (2004, p.2). In addition to that, Starkey suggests that the writer should follow the writing strategies from the very beginning of his work in order to make his writing more organised and effective.

7.2. Clarity

This is a very significant criteria of writing. Writers need to make their ideas as clear as possible so that they would be understandable by the reader. The writers’ aim wouldn’t be achieved if the reader fails to grasp the message (Starkey, 2004). According to Starkey, writing should be made clear by eliminating ambiguity, being precise and concise, and avoiding repetitions.

7.3. Grammar

In speech, incorrect Grammar can be accepted. In writing, however; grammar errors are not tolerated and that’s why knowledge of grammar rules are needed while writing. Mastering the grammar rules helps learners to improve their writing (Debata, 2013). Starkey (2004) argues that writers should get rid of grammar errors in order to improve their writing.

7.4. Vocabulary

Having extensive vocabulary helps to produce an effective piece of writing. Starkey (2004, p.21) believes that “one of the best ways to accurately convey your

ideas in your essay is to choose the right words. Doing so ensures that your audience understands what you are writing”. So here, Starkey asserts that having sufficient vocabulary enables the writer to convey his ideas in a right way. Viera (2016) suggests that vocabulary knowledge is an important tool in language production as it helps the writer to know what utterances are useful to communicate effectively.

7.5 Punctuation

Punctuation is another aspect of writing that writers should pay attention to in order to make their writing more successful. English Language is very rich with punctuation marks. Every punctuation mark has its own distinctive rule which writers should be aware of. Starkey (2004, p.48) states “with proper punctuation, your writing will be more polished and technically correct, and will convey your voice more directly”.

7.6. Layout

This is usually referred to as the format of the text, that is; the appearance of a piece of writing whether it is a letter, an e-mail or a poem. Every type of layout has its distinctive conventions. Learners should pay attention to every kind of format of writing. Learners may have practice on each type of format in order to be able to have a clear distinction between them. The sessions devoted for each kind of layout is related to its complexity.

8. Sources of EFL Learners’ Poor Writing

Most EFL learners consider writing as a difficult skill. Safa (2018, p.15) points out that writing in a foreign language is really challenging for students. The sources of EFL learners’ poor writing are various. The following are the most common ones.

8.1 Lack of Motivation

“Motivation is an essential element that leads to a successful language acquisition” (Lo and Hyland 2017, p.220). It is considered as a necessary factor that contributes to effective language acquisition. Therefore, researchers confirm that should first motivate their learners towards writing. Harmer (2006) claims that there are many factors that prevent learners from developing their writing. Fear of failure is one of these factors. That is, feeling of not being able to write successfully and effectively. Lack of motivation may also be attributed to learners’ fear of committing mistakes. Consequently, this will lead them to feel uncomfortable while writing. Another reason behind students’ lack of motivation in writing is the complexity of the target language.

7.2. Lack of Reading

Reading is a critical tool used to enhance learners’ writing. It is proved by many researchers that good readers are better writers. In this respect, Raimes (1983 , p.51) demonstrates that “ the more our students read, the more they become familiar with vocabulary, idioms, sentence patterns, organisational flow and cultural assumption of native speakers of the language”. Moreover, he believes that reading is the only activity that gives foreign language learners access to unlimited amounts of the language.

While reading, students develop their knowledge of vocabulary, grammar, and sentence structure which they need when they want to write. They give attention to the choices the writer has made in, for example, content, vocabulary, and organisation. Raimes (1983, p.51) claims that “ students work with the text when they copy and when they examine the writers’ choices of specific linguistic and logical features, such as cohesive links, punctuation, grammar, sentence

arrangement and organisation”. Therefore, reading is an effective strategy that learners should follow to enhance their writing.

7.3 Influence of First Language

Bidin (2016, p.26) points out that “the interference of the native language occurs when EFL speakers or writers apply the linguistic elements, structures or rules of their native language in the production of the target language”. Accordingly, errors from using incorrect rules of the target language are manifested. Bidin (2016) argue that because of the native language interference, learners make errors in verb tense, word choice, sentence structures, articles, prepositions, singular/plural forms, verb form and pronouns.

Bidin (2016, p.26) confirms

Most EFL learners in the environment where their native language is used in daily communication experienced the limitation of exposure to English which is restricted to the classroom. In the worse possible case, EFL learners may have merely three hours a week to learn English in the classroom.

Therefore, according to Bidin; making errors because of the native language is unavoidable.

Conclusion

Writing is an important language skill which should be developed by foreign language learners. It is a difficult task for many EFL learners as it requires much attention, knowledge of how language is used and regular practice. Therefore, teachers should use some strategies that can help students develop their writing skill. One of these techniques is cooperative learning. This technique is seen as a motivational factor that can help to improve learner’ written production. The next

chapter deals with the cooperative learning technique and its implementation in the classroom.

Chapter two: Cooperative Learning

Introduction

The second chapter is about cooperative learning which is used to help learners to acquire the target language. Cooperative learning strategy works as a motivational factor to enable EFL learners develop their communicative competence because it involves group discussions. Therefore, this technique is widely used by teachers all over the world and it gained many researchers' interest.

This chapter introduces some famous definitions of cooperative learning as well as its types. It also presents some advantages and disadvantages of this technique. After that, the research tackles the elements of cooperative learning and how to implement it inside the classroom using different activities. Moreover, there will be an overview of the most common ways of placing learners into cooperative learning groups.

1. Definition of Cooperative Learning

Montagu considers that cooperation is behind every individual's and society's success.

Without the cooperation of its members, society cannot survive, and society of man has survived because the cooperativeness of its members made survival possible.... It was not an advantageous individual who did so, but the group. In human societies, the individuals who are most likely to survive are those who are best enabled to do so by their group. (Montagu, 1965; as cited in Singh and Agrawal, 2011).

Cooperative learning is defined as an instructional tool that gives learners the opportunity to work in groups and to be rewarded according to the groups' success rather than the success of an individual member. Salvin (1980,p315) defines cooperative learning as a “ classroom technique in which students work on learning activities in small groups and receive rewards or

recognition based on their group's performance". According to him, rewards may vary from grades, teacher approval to tangible rewards. Kagan (1994, as cited in suddique and singh, 2016) considers cooperative learning as a mutual exchange of information. Moreover, cooperative learning is a learner centred strategy that helps students develop their social and communicative skills (Johnson and Johnson, 1994 as cited in Suddique and Singh, 2016).

Ahangari and Samadian (2014) claim that cooperative learning is a desirable method that involves students working together to achieve a common goal. According to them, cooperative learning is a beneficial teaching method that aims at developing learners' linguistic, social and communicative competence. When working cooperatively in class, students ensure high level of interaction with each other.

Johnson, Johnson and smith (1998) argue that when students work cooperatively, they aim at achieving shared goals. They make a distinction between two types of learning: cooperative and competitive one. The following table represents the main differences between cooperative and competitive learning (Johnson, Johnson and Smith 1998).

Cooperative Learning	Competitive Learning
<ul style="list-style-type: none"> ▪ Work in small groups. ▪ Work for the success of all group members. ▪ What benefits one member benefits other members. ▪ Success of all the group is celebrated. ▪ Rewards are viewed as unlimited. ▪ Evaluating by comparing performance to a set of criteria. 	<ul style="list-style-type: none"> ▪ Work alone. ▪ Strive to be better than others. ▪ What benefits one deprives others. ▪ Own success and others' failure is celebrated. ▪ Rewards are limited. ▪ Graded from best to worst.

Table 3 : Differences between Cooperative Learning and Competitive Learning

Salvin (1996 as cited in Singh and Agrawal, 2011) states that cooperative learning is a method that involves learners working in groups in which they are responsible not only for their learning, but for other group members' progression. Rewards and recognition will be given to learners to increase their motivation when they perform successfully the task (Chong and Yunus 2019).

2. Types of Cooperative learning

There are three types of cooperative learning which are: formal cooperative learning groups, informal cooperative learning groups, and cooperative base groups.

2.1 Formal Cooperative Learning Groups

This type of cooperative learning may last for one class period to several weeks to complete any course requirement such as, problem solving or writing a text (Singh and Agrawal 2011). According to Macpherson (2015), formal cooperative learning may last to several class sessions to perform particular activities. The members of the group are carefully chosen.

“ These groups may last from several minutes to several class sessions to complete a specific task or assignment (such as, doing a set of problems, completing a unit of work, writing a report, conducting an experiment, reading and comprehending a story, play chapter or book” (Macpherson, 2015p.9).

Johnson, Johnson and Smith (1998) state that in formal cooperative learning, students work in groups for one session to many weeks in order to accomplish common learning goals. According to them, the role of the teacher in formal cooperative learning is to make pre-instructional decisions, explain the task and cooperative structure, monitor the groups and intervene when needed and evaluate the learners’ work. The members are carefully chosen.

2.2 Informal Cooperative Learning Groups

Informal cooperative learning consists of learners working in temporary and ad hoc groups. This type of CL lasts for one class period to achieve learning goals. According to Macpherson (2015), members of the group are chosen randomly. The aim of this type of cooperative learning is to focus learners’ attention on the learning material. “These groups help break up the lecture and allow learners to process the content as they take part in the class” (Macpherson, 2015 p. 9). Informal cooperative learning involves using focused discussions before, after and throughout the lecture (Johnson, Johnson and Smith, 1998). The following are three types of discussion that learners can have in informal cooperative learning as proposed by Johnson, Johnson and Smith (1998).

➤ Introductory Focussed Discussions

This is done before the lecture. The teacher plan one or two questions that will enable learners to organise in advance what they know about the topic to be presented (Johnson, Johnson and Smith 1998).

➤ **Turn to Your Partner Discussions**

This kind of discussion is done throughout the lecture. The lecture is divided into segments of about 15 minutes. After each segment, the teacher asks students to turn to the students next to them and work cooperatively to find an answer to a question (Johnson, Johnson and Smith, 1998).

➤ **Closure Focused Discussions**

According to Johnson, Johnson and Smith (1998), learners here are required to have a closure discussion in which they summarize what they have learnt from the lecture.

2.3 Cooperative Base Groups

These are long term cooperative learning groups with stable membership which last for one semester or year (Singh and Agrawal, 2011). The members of the group are chosen in a way that will guarantee a good mix of academic levels in the groups (Macpherson, 2015). The aim of this type of cooperative learning is that members provide support and encouragement to each other to make academic progress. According to Macpherson (2015), cooperative base groups are suitable for large classes. They help to improve the quality and quantity of the group. “The more learners you have in class and the more complex the subject matter, the more important it is to have base groups organised. The members should be compatible and supportive” (Macpherson, 2015 p.9).

3. Elements of Cooperative Learning

“Cooperative learning is the instructional use of small groups to maximize their own and each other’s learning” (Johnson, Johnson and Smith 1991 as cited in Howlett, 2015). According to Kagan (2009) and Howlett (2015), teachers must incorporate some basic elements of cooperative learning in order to make this technique effective. These elements are considered as the essence of cooperative learning which distinguishes it from other types of learning

(Kagan, 2009). The elements of cooperative learning are positive interdependence, individual accountability, face to face promotive interaction and equal participation.

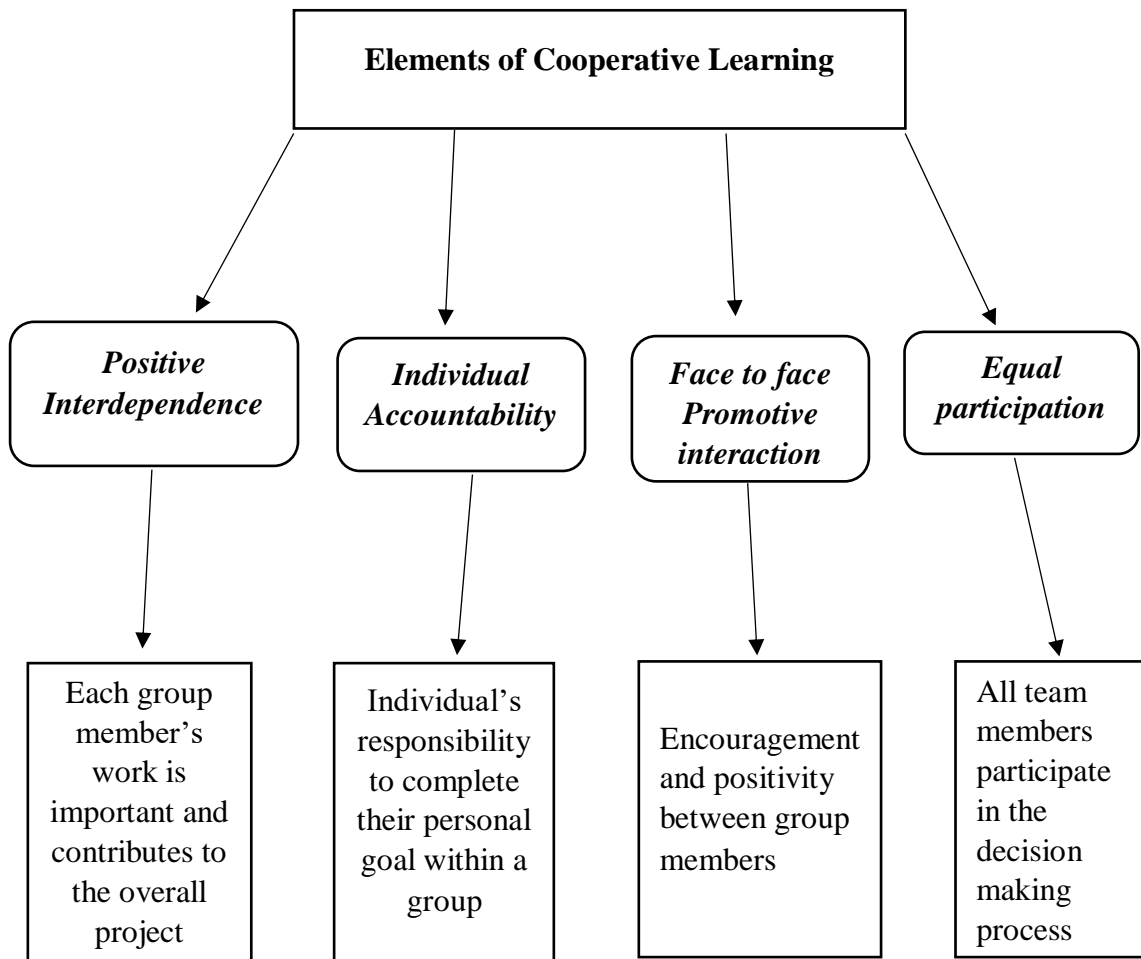


Figure 2 : Elements of Cooperative Learning (Kagan, 2009 and Howlett 2015)

3.1 Positive Interdependence

This refers to the belief of anyone in the group in the positive effects of working together and in the good results of learning when it is done cooperatively (Laal, 2013). According to Laal (2013, p.1435), “positive interdependence makes the group united around a common goal”. That is, each group member can achieve his/her goals when the goals of the group are met. Kagan (2009) points out that positive interdependence creates a caring cooperative community and increases achievement in the process. It also results in higher confidence levels

for each individual learner (Howlett, 2015). Singh and Agrawal (2011) state that group members are obliged to rely on one another to achieve the desired goals. According to them, “positive interdependence exists when students perceive that they are linked with group mates in such a way that they cannot succeed unless their group mates do” (Singh and Agrawal 2011, p.4). That is, group members must help each other to achieve the desired goals. The element of positive interdependence suggests that each group member’s efforts are necessary for group success. Kagan (2009) argues that positive interdependence creates a caring cooperative community and increases achievement in the process.

3.2 Individual Accountability

Individual accountability is the belief that every learner is responsible for his/her learning (Laal, Geranpaye and Daemi, 2013). That is, every group member is responsible for his or her contribution to the work. Singh and Agrawal (2011, p.6) states that “ to ensure that each student is individually accountable to do his or her fair share of the group’s work, teachers need to assess how much effort each member is contributing to the group’s work”. Howlett (2015) asserts that individual accountability offers learners the chance to take on responsibility and motivates them to take their part. Each individual member is assessed and the result is given back to the group. Singh and Agrawal (2011) propose common ways to structure individual accountability:

- The performance of each individual learner is assessed and the results are given back to the group and the individual.
- Maintaining the group’s size small.
- Providing an individual test to each learner.
- Choosing a student randomly to present orally his or her group’s work to the teacher.
- Observing each group and recording the contribution of each member to the group’s work.

3.3 Face to Face Promotive Interaction

This is a fundamental element in cooperative learning. Students help and support each other to learn. Singh and Agrawal (2011, p.6) define face to face promotive interaction as “ individuals encouraging and facilitating each other’s efforts to achieve, complete tasks and produce in order to reach the group’s goals”. They believe that promotive interaction is characterised by students helping each other, exchanging ideas and providing feedback to one another. According to Johnson, Johnson and Smith (1998), group members explain, discuss and teach what they know to their teammates. Learners promote each other’s success by sharing resources. They support and praise each other’s efforts to learn.

3.4 Equal participation

Sometimes one or more group members attempt to dominate the group, denying that others have equal chance to interact with the task and participate. Equal participation is the CL principle that specifically addresses such situations (Jacobs and Seow, 2014). “When some students are excluded from the group interaction, those students may learn less and enjoy less. At the same time, the rest of the group members lose the benefits of interacting with the excluded person(s)” (Jacobs and Seow 2014, p.3). Moreover, Kagan (2009) claims that equal participation doesn’t mean that participation is voluntary; that is, everyone must participate. The teacher can call any student to respond to a question instead of calling on one student.

4. Placing Learners into Cooperative Learning Groups

The best size for effective cooperative learning groups is four members per group. According to Macpherson (2015, p.10), “when you have four in a group, you can have pairs working together at times and four working together at other times”. Macpherson suggests some ways of placing learners into groups.

4.1 Randomly Assigned Groups

This refers to placing learners into groups using chance procedures (Cherry, 2019). This ensures that each member has the same opportunity to be placed in any group.

4.2 Instructor Assigned Groups

According to Macpherson (2015), the teacher divides learners into heterogeneous groups. This allows to have groups that are heterogeneous in terms of academic ability, ethnic background, gender and any other significant factors that are important to teachers.

4.3 Subject Matter Related Groups

This refers to dividing learners into groups according to what topic they are interested in. “If a group of learners are interested in a particular topic, they could be assigned to the same group to research and present the topic to the rest of the class” (Macpherson, 2015 p.10)

4.4 Geographic Groups

This kind of grouping allows learners who live near each other to have more opportunity to meet and do the work. According to Macpherson (2015), this type of grouping is more effective for formal groups and base groups.

4.5 Self-Selected Groups

Here, teachers are supposed to ask learners to choose the students they like to work with. According to Macpherson (2015, p.10), “This can work well for short term groups but can be counterproductive if participants always end up in the same groupings”. From this we understand that this kind of grouping is not always effective especially when members of the groups are always the same.

5. Advantages and Disadvantages of Cooperative learning

5.1 Advantages of Cooperative learning

Working cooperatively is very beneficial for learners because it allows them to be more sociable and learn from each other. “Many research findings have shown that group work can give better learning achievements in English language teaching and learning” (Kasim 2015, p.100). Cooperative learning can help to develop students’ communicative competence as it promotes students’ interaction. Crandall (1999, as cited in Suddique and Singh 2016) claims that this technique helps to reduce students’ anxiety and promotes positive attitude towards language learning. “It changes the teacher-centred classroom into a students’-centred one” (Suddique and Singh 2016, p.988). Salvin (1978, as cited in Ahangari and Samadian, 2014) argues that cooperative learning reduces peer competition and individuality and builds positive interrelationships among learners. According to Ahangari and Samadian (2014), this strategy helps students with learning disabilities to have more chances to develop their competence. Burke (2011) states that learners working in groups have more information than students working individually. He claims that learners who work cooperatively have a tendency to learn more of what is taught and retain it longer than when they work individually. Kasim (2015) points out that cooperative learning promotes learner responsibility and autonomy. According to him, learners working cooperatively tend to be more satisfied about the results than those working individually. Livingstone and Lurch (2000 as cited in Ahmed 2013) indicate that learners working in groups are offered the ability to enhance their cognitive skills, stimulate their thoughts and promote their tolerance to others. Kagan (2009) argues that cooperative learning can be used to boost achievement, develop individuals’ character and prepare students for the future work.

5.2 Disadvantages of Cooperative Learning

Although cooperative learning has many advantages, it creates some problems to teachers and learners. Brown (2001, as cited in Kasim 2015) mentions some problems that result from applying cooperative learning. According to him, teachers may find problems in controlling and monitoring all the groups. Other problems are related to the use of the first language during the task and the learners' different cognitive styles because some learners prefer to work individually. Thornton (1999, as cited in Suddique and Singh 2016) notices that group members may not equally participate in the activities given to them as more conscientious learners dominate the group. Burke (2011, p.88) assumes that "Some members may rely too heavily on others to do the work. This is one of the most salient problems that face groups". According to him, some members may dominate the discussion. Consequently, other members may not have opportunities to express themselves and make their contribution. Besides, Pica (1994, as cited in Celik, Aytin and Bayram 2012) assures that some members of the group may not pay full attention to the new structures of the target language as they notice that the teacher is not as involved as they are. This leads them to revert to L1.

6. Cooperative Learning Activities

The implementation of cooperative learning inside the classroom involves a set of activities and techniques. The most common ones are Jigsaw, Think-pair-share, Round Robin, Round Table and Numbered Heads Together.

6.1 Jigsaw

This technique was first developed in 1970s at the University of Texas and the University of California by Elliot Aronson and his students (Macpherson, 2015). The aim of this technique is to enable students to learn independently from each other. According to Macpherson (2015), learners are divided into small heterogeneous groups and the material to be learnt is divided

into as many segments as there are group members. Members of the group who have the same section form groups and study with one another. After that, each member returns to his team and teaches that segment to his or her teammates. “Jigsaw can be used for sharing different solutions to the same problem or for dividing up research responsibilities” (TeacherVision Staff, 2007). Aronson (nd as cited in TeacherVision Staff, 2007) compares classes that implements cooperative Jigsaw approach with classes that rely on competitive learning and finds that students in Jigsaw classrooms has better performance than students in competitive classrooms in terms of mastery of classroom material. According to Kagan (2009), Jigsaw is an effective way of making students engaged in their learning and share information with other group members. The students have to work cooperatively in order to be successful.

6.2 Think-Pair-share

Think-Pair-Share is a cooperative learning strategy which was first introduced in 1981 by Frank Lyman of the University of Maryland (Wikipedia, 2015). It promotes students’ interaction and motivates learners who may not be generally interested in the topic. Macpherson (2015) argues that this technique aims at ensuring maximum discussion within a group. First, students think about a given topic, and formulate individual ideas. Then, they share those ideas with their peers before setting on a final answer. This strategy provides an opportunity for learners to share their thinking with at least another student. Tania (nd) states that “Some students feel safer and more relaxed when talking in small groups rather than having to speak in front of the entire class. The Think-Pair-Share activity gives them the opportunity to feel more comfortable sharing their thoughts”. She believes that this technique helps learners expand their vocabulary.

6.3 The Round Robin and Round Table

According to Dabell (2019), the Round Robin is one of the most efficient ways of cooperative learning to use in the classroom to generate ideas among group members. In this technique, learners are divided into groups. The teacher poses a question which has many possible solutions and gives students time to think. Then, students take turns to state their answers (Kagan 2009). Dabell (2019) demonstrates that “The Round Robin is great for teambuilding, promotes different thinking and helps pupils get to know, respect and value their teammates”. According to Kagan (2009) Round Robin is usually done orally. He asserts that in Round Robin, learners take turns in their teams.

Round Table is another cooperative learning technique or activity in which students practise vocabulary, grammar or even content. Kagan (2009) states that in Round Table, which is also called Rally Table; learners take turns to generate written responses making their contribution. In this strategy, learners are divided into groups. Each group is given a sheet of paper and a pencil. The teacher poses a question that has multiple answers. Each student writes one answer and passes the paper to other teammates. When all students finish, everyone reads out the answer he has written (Kagan, 2009).

6.4 Numbered Heads Together

Numbered Heads Together is another important cooperative learning strategy. Learners are placed in groups and each student is given a number. The teacher poses a question and all students put their heads together to find the answer. This ensures that each member knows the answer (TeacherVision, 2007). This strategy promotes discussion as well as individual and group accountability. It is helpful in reviewing concepts taught.

Conclusion

Cooperative learning is an important technique adopted by language teachers to improve students' learning. It is a structured group learning in which learners are responsible for their progress. It has many features that differentiate it from other teaching methods. Learners tend to be more sociable, involved, autonomous and less stressed when working cooperatively. They work towards fulfilling academic and social goals. As it has been argued in the chapter, Cooperative learning reduces learners' anxiety and increases their self-esteem, self-confidence and motivation. This strategy has distinctive elements that make it different from any other form of group work which are positive interdependence, individual accountability, face to face promotive interaction and equal participation. However, teachers need to be very conscious about the problems of CL and know how to eliminate them. As it has been seen in the chapter, many activities of cooperative learning can be implemented by language teachers to foster their students' learning such as Jigsaw, Think-Pair-Share, Numbered Heads Together, Round Robin and Round Table.

Part Two: Practical Part

Chapter Three: Field Work

Introduction

After having presented the theoretical part of this research about writing skill and cooperative learning, this chapter presents the practical side of this research. It attempts to check whether working cooperatively helps fourth year EFL learners of Bourhani Middle School improve their writing skill. The researcher attends sessions of writing in which cooperative learning is implemented to observe how learners work cooperatively to write and to consider the roles of the teacher during the sessions. After that, an interview is held with the teacher and a group of twenty learners are asked to fill in the questionnaire. So, this chapter offers a detailed analysis of classroom observation, the teacher's interview and the learners' questionnaire at Bourhani Middle School.

1. Description and Analysis of Classroom Observation

A classroom observation is carried out to check whether fourth year EFL teacher at Bourhani Middle school implement cooperative learning and to get insights into the ways of implementing this technique to teach writing.

1.1 Description of Classroom Observation

A classroom observation was carried out during the second semester of the academic year 2019/2020 with two classes of fourth year learners at Bourhani Middle school. Each group contains eighteen students. The aim of the observation is to see whether the EFL teacher implement cooperative learning and to get insights into how she implements this strategy to develop learners' writing performance. Another aim is to observe learners' behaviours during cooperative learning sessions of writing and to see if they are motivated to work cooperatively rather than individually.

An observation checklist is used over four sessions in two classes of fourth year EFL learners. Each group contains eighteen students. The physical setting, learners' attitudes and behaviours and teacher's actions during cooperative learning sessions are observed. The researcher attends two sessions of cooperative learning for each group. The observation checklist is divided into three sections. The first section is divided to observe the learning environment, the second one is about the members of cooperative learning groups and their behaviours and the last section is devoted to consider the role of the teacher and her actions.

- **Section One: General Observation of the Groups' Management**

This section is devoted to gather information about the learning environment and the general atmosphere in which cooperative learning is implemented. It consists of four items that are related to the physical setting of the classroom, the grouping of learners and the groups' size.

- **Section Two: General Observation of the Groups**

Section two consists of six items. This section aims to explore learners' behaviours and attitudes during cooperative learning sessions. For instance, it attempts to check whether learners discuss the topic with each other, whether they are motivated to work with their mates and whether they use the target language while doing the task. Section two also considers if there are some shy and introvert learners who don't like to work and participate with their peers.

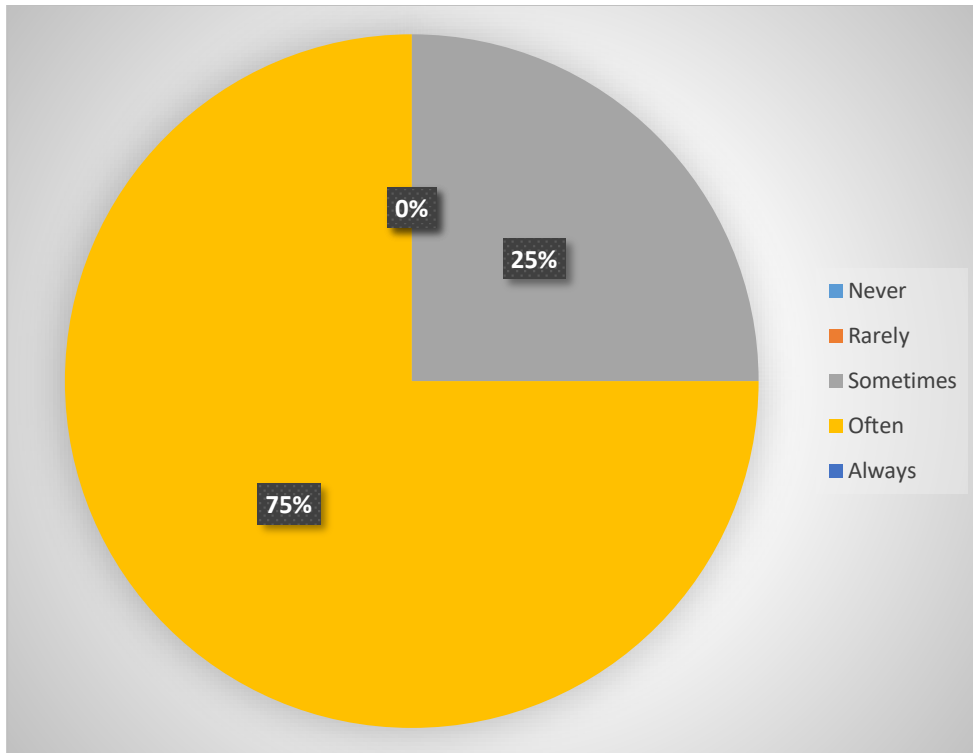
- **Section Three: General Observation of the Teacher**

The last section contains six items. It attempts to explore the roles of the teacher during CL sessions. For example, whether he assigns roles and motivates introvert learners to express and share their ideas with their mates.

1.2 The Analysis of the Observation Grid

Section One: General Observation of the Classroom

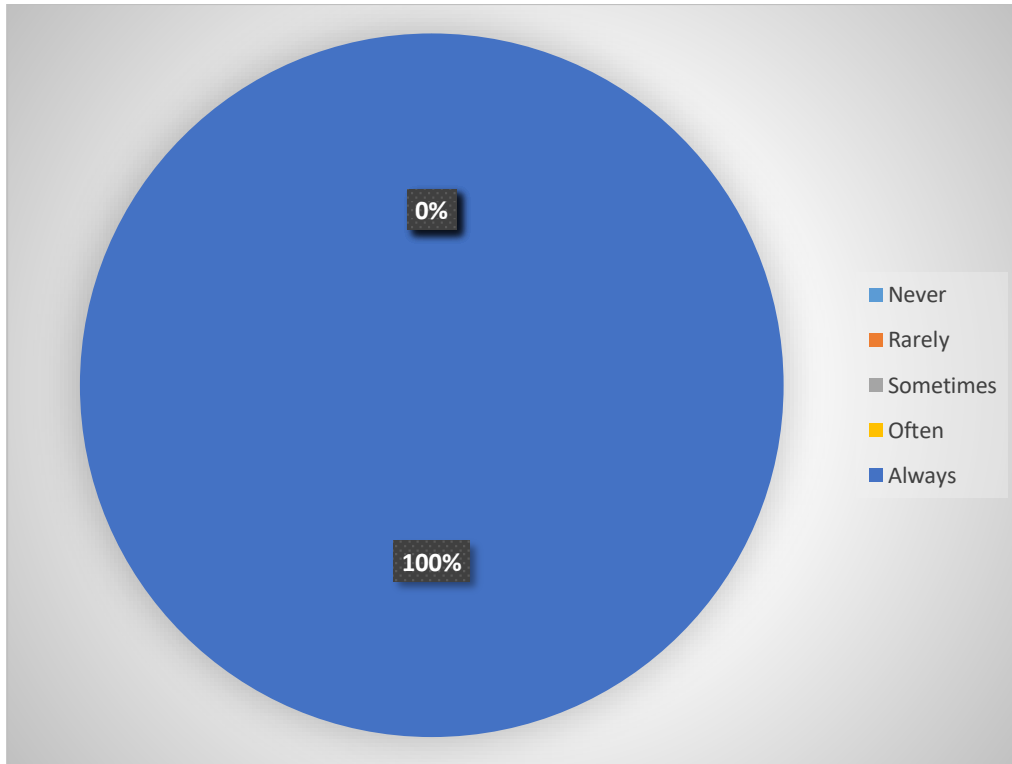
Item one: the physical settings are clean, large and appropriate for a successful cooperative learning task.



Graph 1: The Suitability of the physical settings for successful cooperative learning sessions.

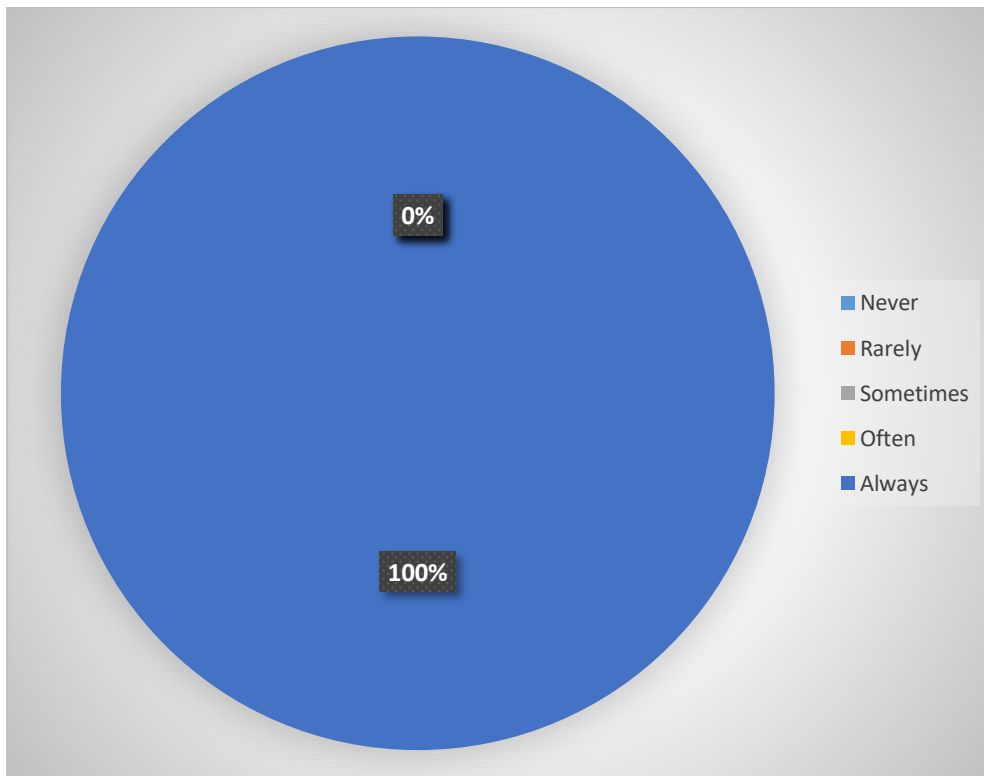
While attending cooperative learning sessions, it is noticed that the physical settings are often organised, calm and clean. The classrooms in which CL sessions took place are sufficiently large and tidy for a cooperative learning to be successful. The only problem is that sometimes there are not enough chairs for learners. Accordingly, some learners are obliged to turn around the other classrooms looking for chairs. This disturbs the teacher as it takes some time to start the lesson.

Item Two: learners are grouped by their teacher.



Graph 2: Learners are grouped by their teacher.

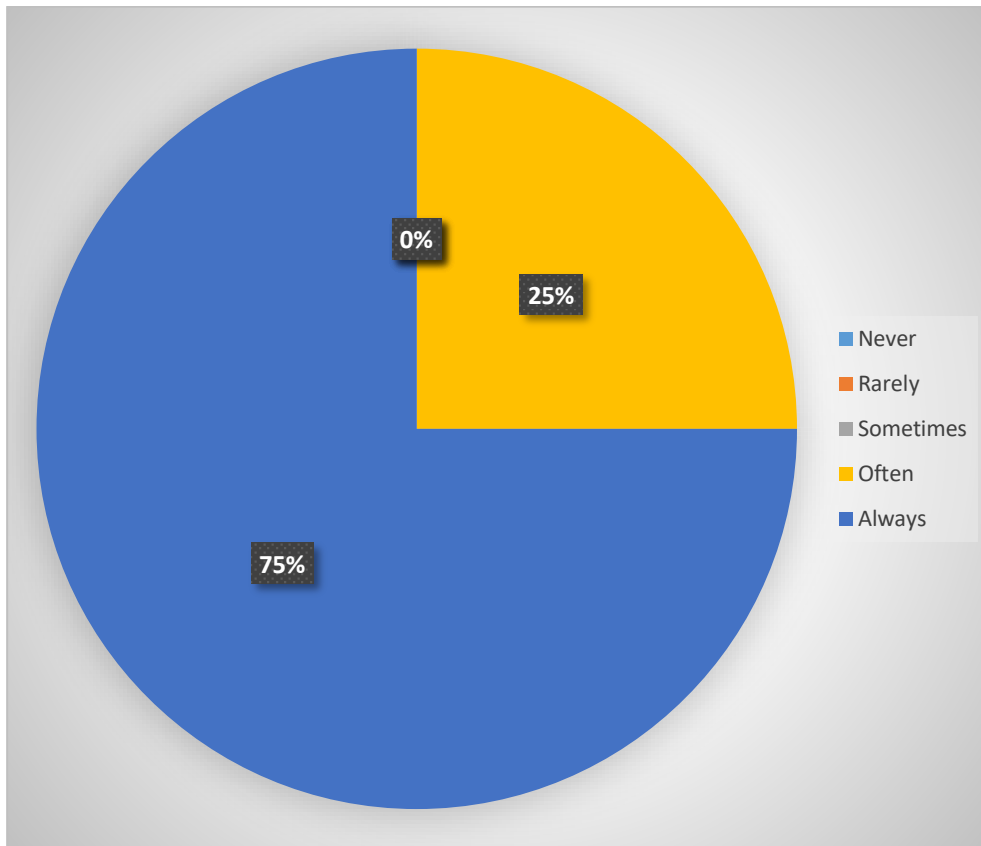
The graph above reveals that it is the teacher who always forms the groups. She divides the groups according to their level and sex. In this way, the teacher may think that this allows to have groups that are heterogeneous in terms of academic ability, ethnic background, gender and other important factors. According to Kagan (2009), heterogeneous groups or what he calls mixed teams include high, medium and low students with ethnic and linguistic diversity. He claims that if all learners in a team had the same knowledge, they would have nothing to learn from each other. However, forming the groups always by the teacher can cause some problems. For example, there might be some learners who don't like to work with others and prefer to choose the members of the group they like to work with.

Item Three: groups consist of no more than six learners**Graph 3: The Group's Size**

During the observation of all attended sessions, it is noticed that the number of students per group is always not more than six members. In the first three sessions, the teacher formed groups of four members to five members. In the last session, some groups consist of six members. The teacher seems to prefer small groups because they allow to have high levels of interaction between learners, give the opportunity for all students to participate and help the teacher to control group members' behaviours. Big teams would create many problems. For example, some learners on big teams wouldn't have full attention on the learning task.

Section Two: General Observation of the Groups

Item One: Learners are motivated to work cooperatively and feel comfortable within the group.

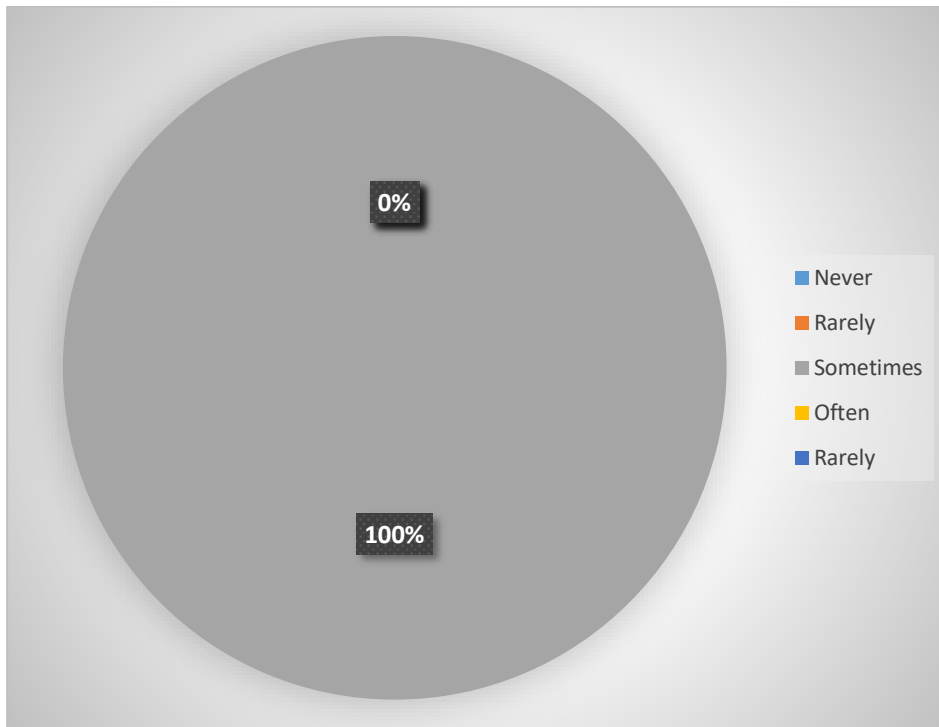


Graph 4: Learners' positive attitude towards working cooperatively

The above graph shows the extent to which learners are motivated to work cooperatively. In all observed sessions, learners are highly motivated and show readiness to work with their peers. In the attended sessions, we notice that learners are very happy when they are told by their teacher that they are going to have a cooperative learning session. In one of the attended session, the teacher introduces the task and tells learners that they are going to work cooperatively. The learners start shouting expressing their happiness to do the work with each other. While presenting the task orally, we notice that each members of the group wants

their work to be evaluated as the best one. All the presented works show that learners are highly involved and motivated to do the task with their mates.

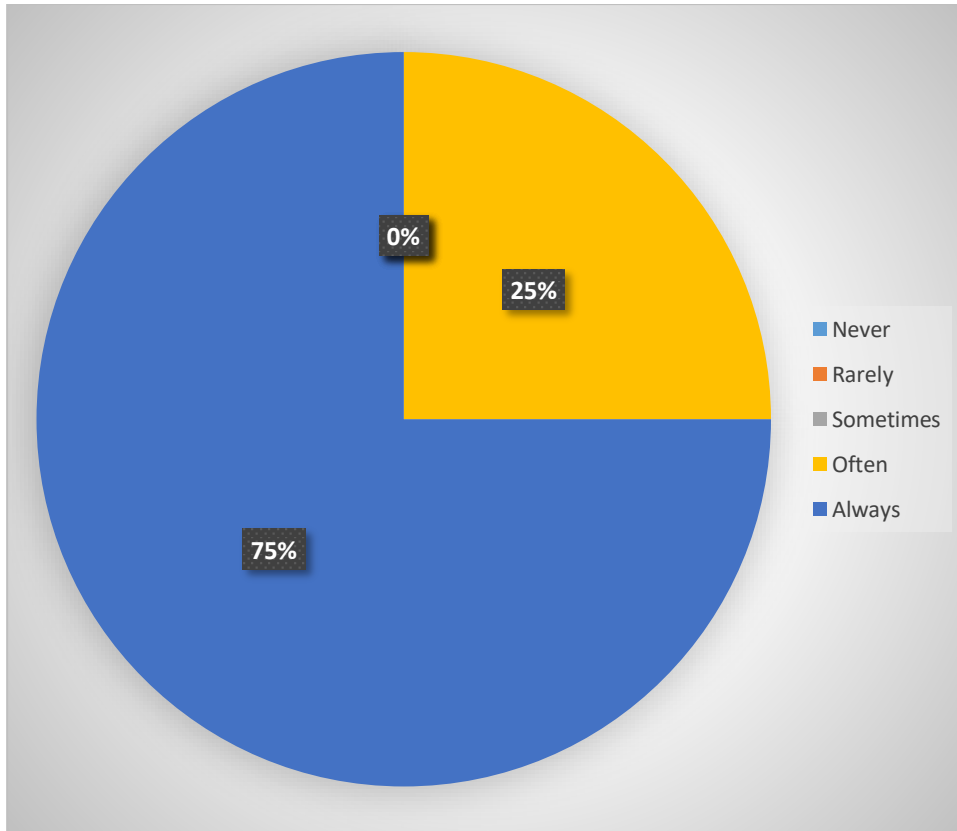
Item Two: There are some shy students who don't like to share their ideas with their mates.



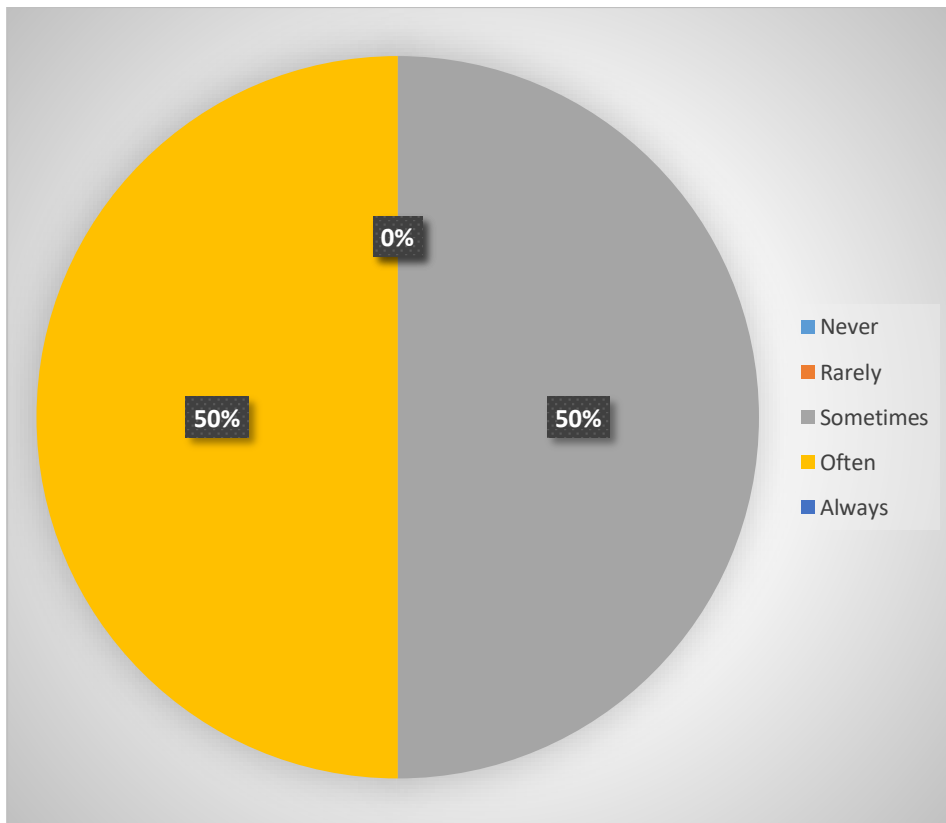
Graph 5: Existence of Shy Learners in the Groups

In all attended sessions, there are some learners who seem very shy and introvert. They don't have any contribution in the learning task. These learners are almost of the time silent as if they are not interested in the task. We notice that these shy learners are not well supported by the other group members to express their ideas and show their contribution.

As it is observed, the teacher goes around the class and tries to encourage shy students to speak. She asks the other members of each group to support their friend and give him/her the opportunity to speak. This is proved to be efficient as it helps shy learners to be involved in the learning task.

Item Three: Learners discuss the topic with each other**Graph 6: Learners' discussion of the topic with each other**

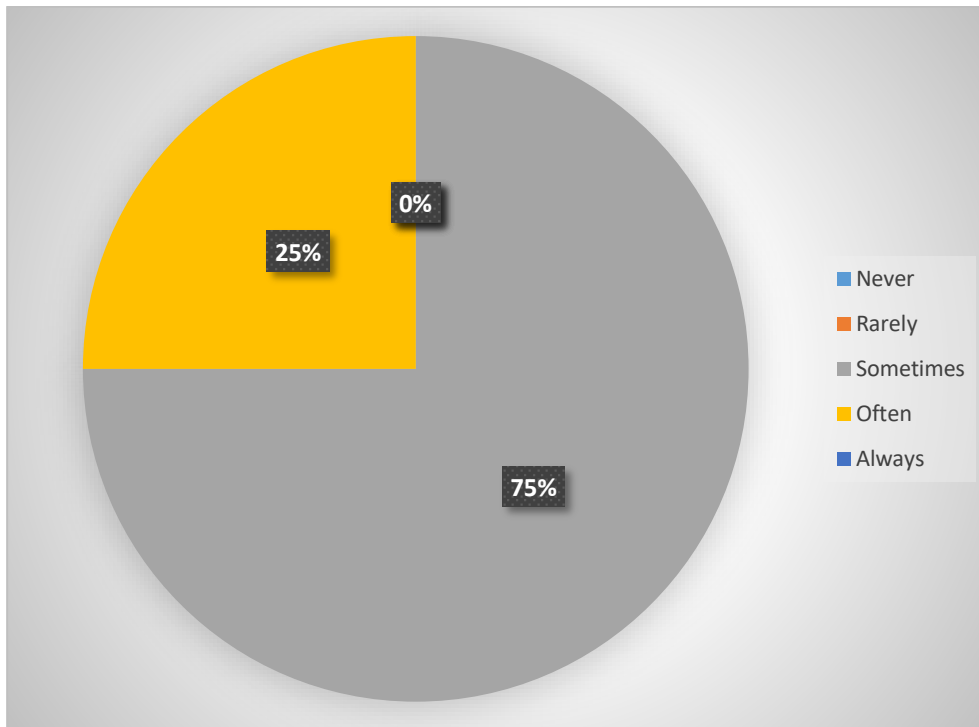
From the above graph, it is observed that in almost all the attended sessions; learners are highly involved to do the work. It is observed that learners express their ideas with each other and discuss the topic. In all the attended sessions, learners discuss their opinions, suggest solutions and even make comments on their friends' ideas. In this way, learners ensure high levels of interaction. Accordingly, they will benefit and learn from each other.

Item Four: Some learners dominate the group**Graph 7: Some learners' domination of the group**

The results in the graph above reveals that there are often some group members who tend to dominate the group. When attending the four sessions, we noticed that there are some learners who always like their ideas and opinions to be taken into account and written. They always try to convince their mates that what they are saying is more appropriate and correct. It is noticed, however; that the teacher doesn't take any action to eliminate these learners' domination over the other group members.

The teacher should find solutions to this problem. For instance, she can from time to time go around the groups and ask those learners who dominate the group to accept other members' ideas and opinions.

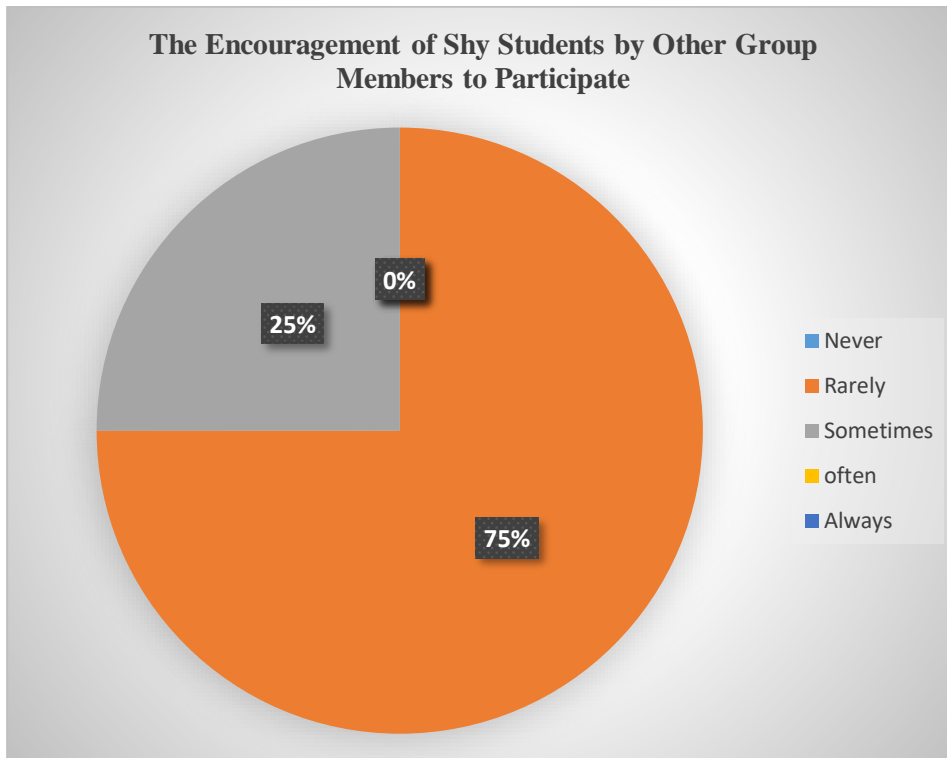
Item Five: Learners discuss the topic using the target language without speaking in the native one.



Graph 8: Learners' use of the target language

While attending CL sessions, it is noticed that learners tend to use their mother tongue especially when they assign roles to each other and also when they seek help from their mates. The use of the mother tongue is also observed when learners make comments on other members' ideas and opinions. The use of Arabic is due to certain reasons. Learners feel that speaking in L1 is more expressive. They find it very easy to explain their ideas with Arabic rather than English. To get rid of this problem, the teacher should always encourage learners to speak with the target language telling them that it very easy to do it. For example, she can praise those learners who usually speak with the target language.

Item six: Silent and shy students are supported and encouraged by other group members to participate.

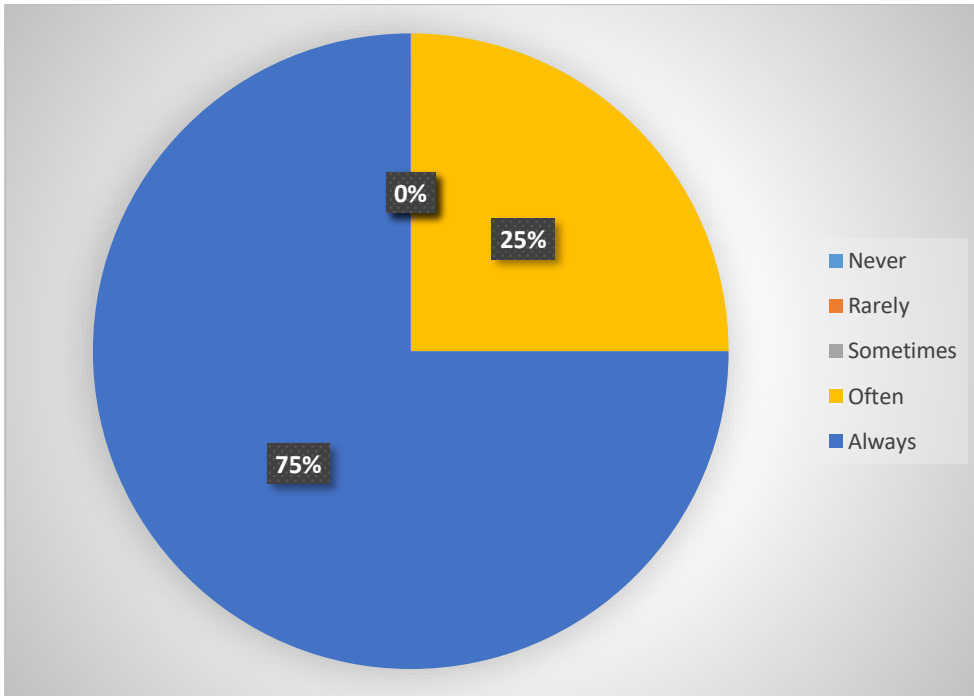


Graph 9: The encouragement of shy students by other group members to participate

The observation of cooperative learning sessions reveal that shy and introvert learners who are found in almost every group don't receive enough support from their mates. Silent students usually find themselves neglected by the other members. As a result, they don't make their contribution in the task. We notice that the teacher turns around the groups and encourages those silent students to work. She asks the other group members to support shy learners to help them make their contribution. This allows this kind of learners to feel integrated.

Section Two: General Observation of the Teacher

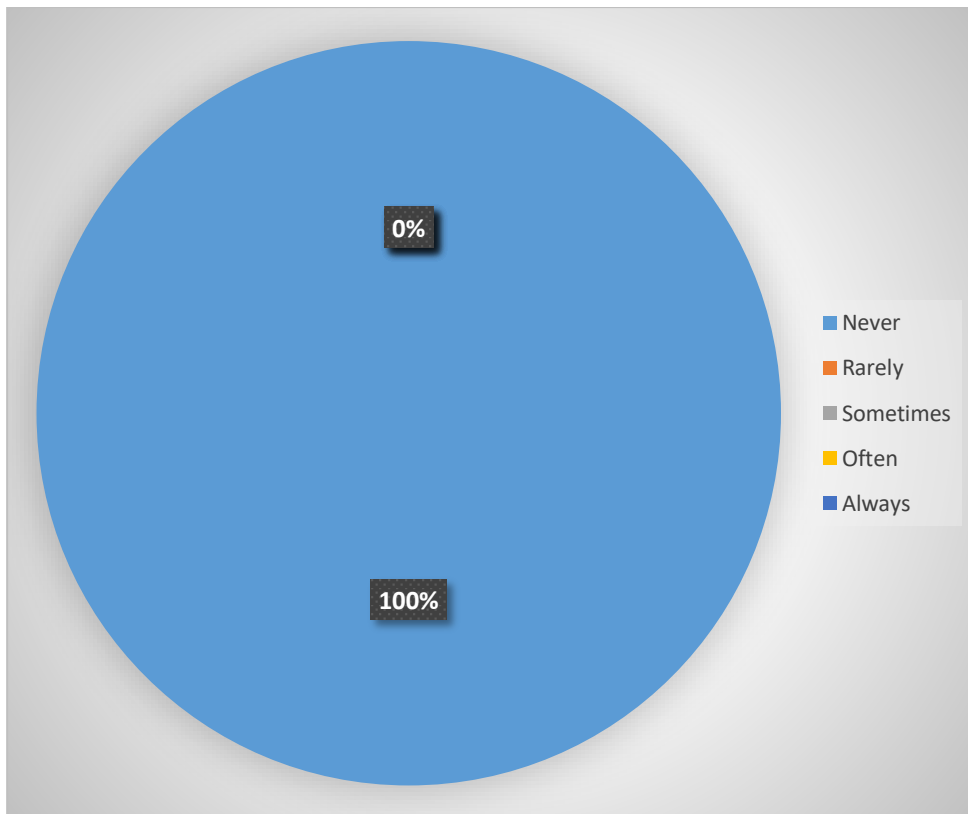
Item One: The teacher motivates learners especially shy ones to express their ideas



Graph 10: Teacher's motivation to learners especially silent ones

The graph indicates that the teacher tends to motivate her learners in all attended sessions of cooperative learning. The teacher turns around the groups and uses certain words and expressions that could motivate her learners such as 'good students you are', 'good job', 'excellent' and 'very nice carry on your work'. Furthermore, it is observed that the teacher always supports those silent learners to make their contribution and asks the other group members to help them.

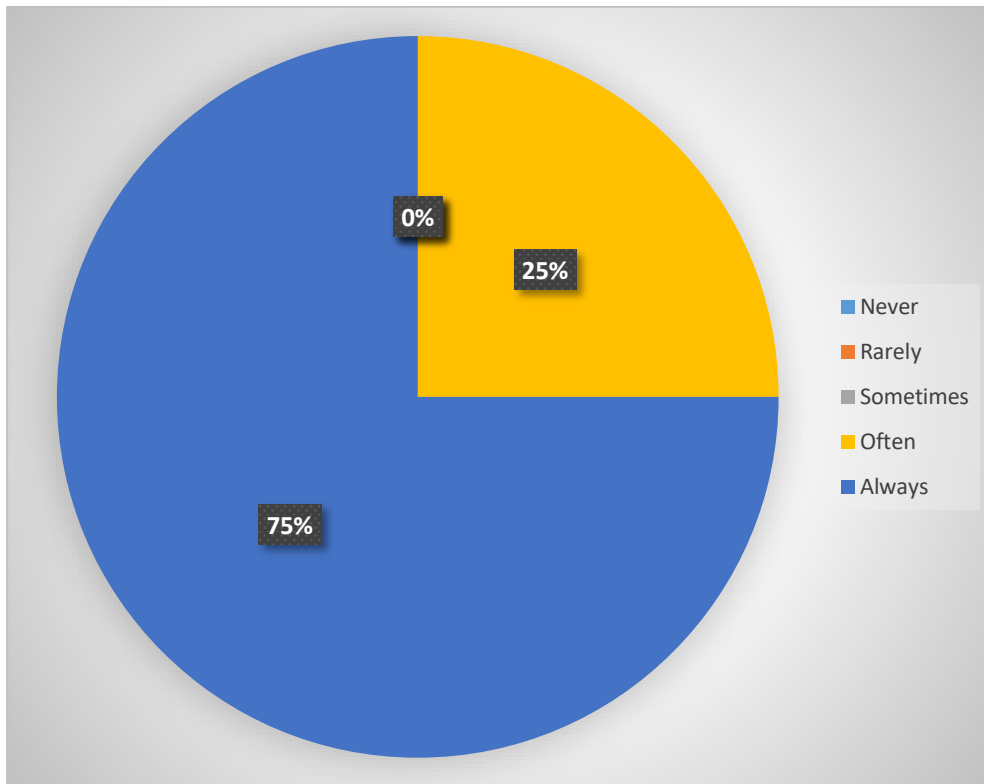
Item two: The teacher assigns roles and gives directions for each group member



Graph 11: The teacher's assignment of roles for group members

The results in the graph above show that the teacher doesn't assign roles for members of any groups in the attended sessions. At the beginning of every session, the teacher makes a kind of warming up. Then, she introduces the topic and divides learners into groups to produce a piece of writing. We observe that it is the learners who assign roles to each other. When every learner has his/her role assigned, they start writing their part. It is noticed that learners who find any problem usually ask their mates and teacher for directions.

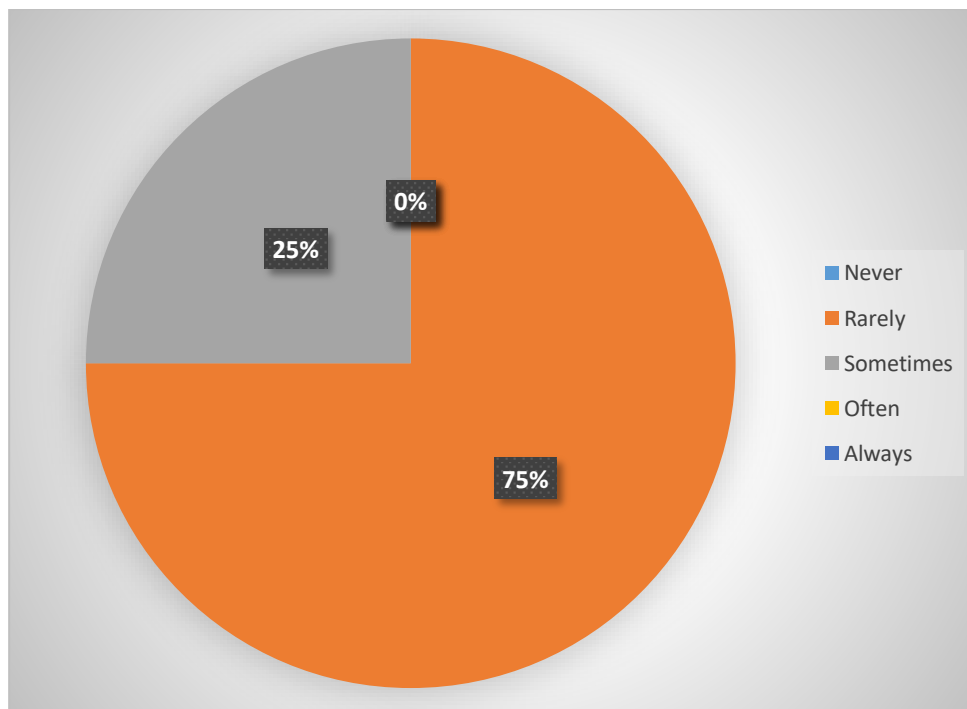
Item Three: The teacher moves around the groups to see how well the groups are processing and to check whether every individual member is involved.



Graph 12: Teacher check of Learners' involvement

While attending cooperative learning sessions of writing, it is noticed that the teacher turns around the classroom and checks whether learners are involved. She asks group members about their work. She makes sure that all learners are making their contribution and are interested in doing the task. In the second session, it is observed that the teacher talks with two learners who are not interested and tries to convince them to work.

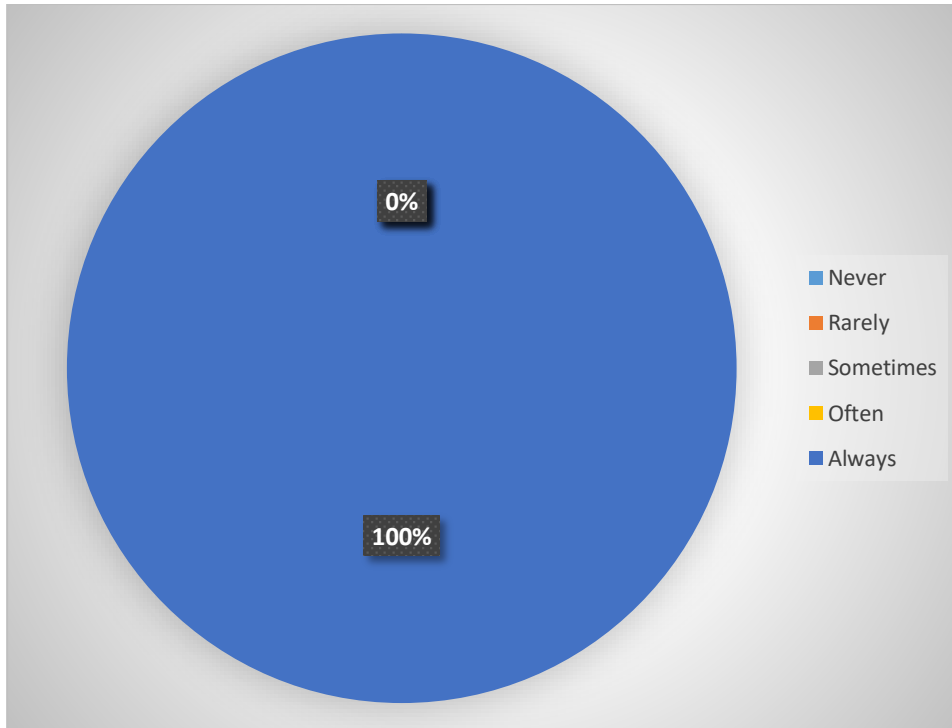
Item Four: The teacher doesn't allow learners to speak with the native language.



Graph 13: Teacher prevention of learners' use of the native language

It is observed that learners tend to use their mother tongue while discussing the task with each other. This is because they find it very expressive and feel comfortable to use Arabic. As it is shown in the above graph and table, the teacher doesn't always prevent learners from using the mother tongue. It is observed that the teacher asks learners not to use Arabic in few cases. Perhaps, the teacher thinks that using the mother tongue is not a real problem. The teacher shouldn't allow her learners to overuse the mother tongue. She should, for instance; praise those learners who use English while doing the task.

Item five: The teacher assesses groups' work.



Graph 14: Teacher's assessment of the groups' work

While attending cooperative learning sessions, it is noticed that the teacher assesses each group's work. The teacher turns around the groups and asks a group member to read the work. It is observed that the teacher discusses the mistakes that learners make and corrects them. When the teacher finishes correcting the mistakes for each group, she gives good remarks. At the end of each session, the teacher chooses the best work to be written in the board. If time is not enough, she tells learners that it will be written in the next session. Individual and group assessment are significant as they help the teacher to get information about learners' progress.

2. Description, Analysis and Discussion of Learners' Questionnaire

2.1 Description of the Questionnaire

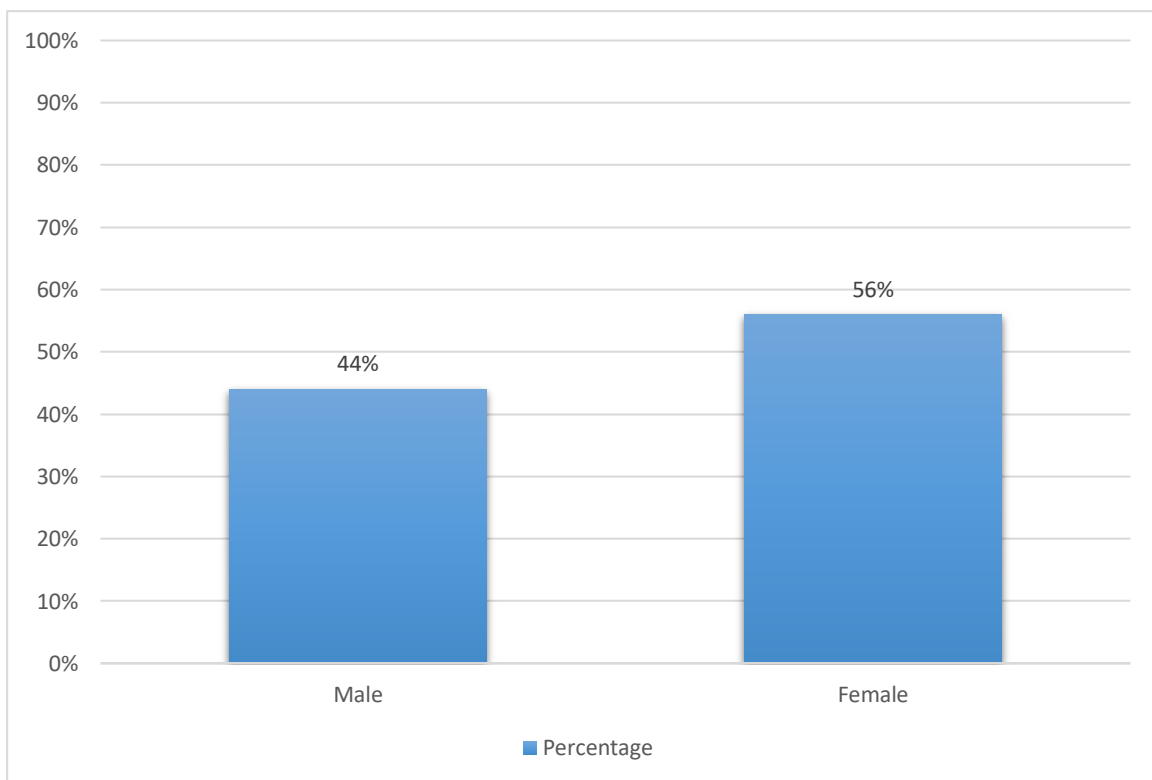
In this research, learners' questionnaire is used to know about their perception of the writing skill and their attitude towards cooperative learning. The questionnaire is composed of

three sections which consist of fifteen closed-ended and multiple choice questions. The first section is concerned with some personal information of learners. The second section is devoted to investigate learners’ perception of the writing skill. In the last section, the research seeks to gather information about learners’ attitude towards cooperative learning. The questionnaire is handed to twenty five learners of fourth year Bourhani Middle school. The questions are simple and direct in order to help learners understand them. The questions took 45 minutes to be answered.

2.2 Analysis of learners’ Questionnaire

Section One: Personal Information

Question One: Please, Specify your gender?

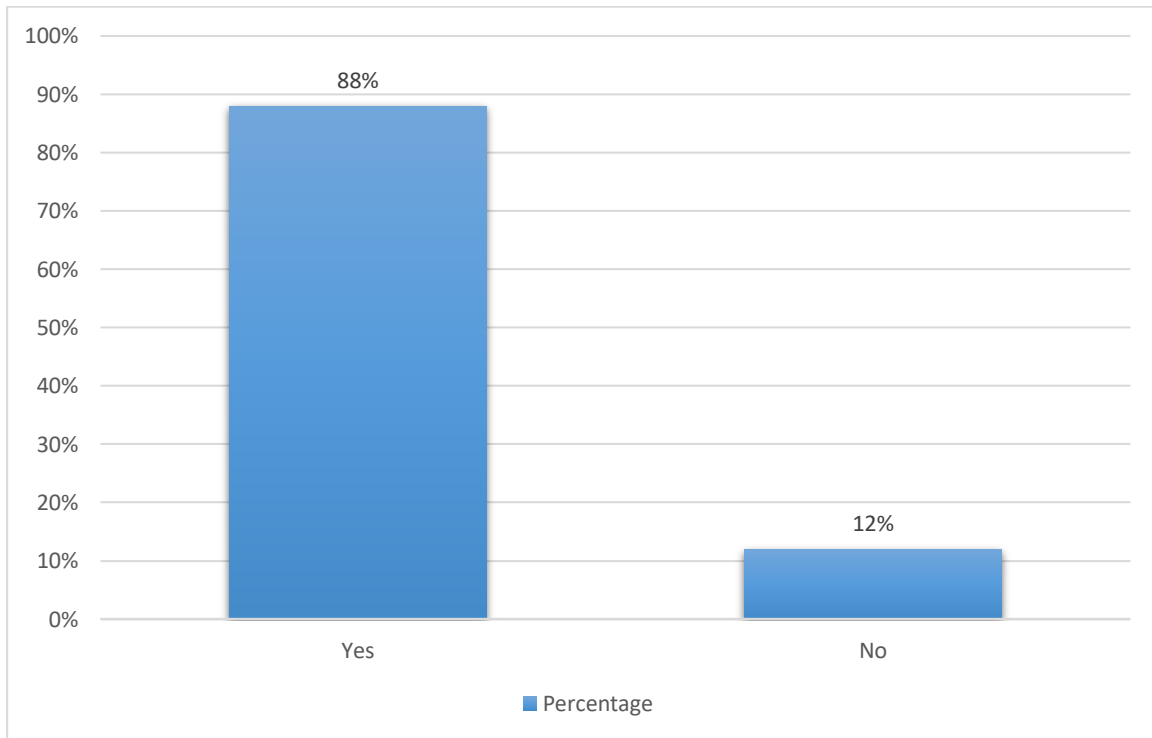


Graph 15: Learners’ Gender

The questionnaire is handed to 25 learners. As it is shown in the above graph, the number of females and males is not that different. The number of females is 14 learners

whereas males are 11 ones. This will add nothing to the research except that girls are more interested to learn foreign languages than boys.

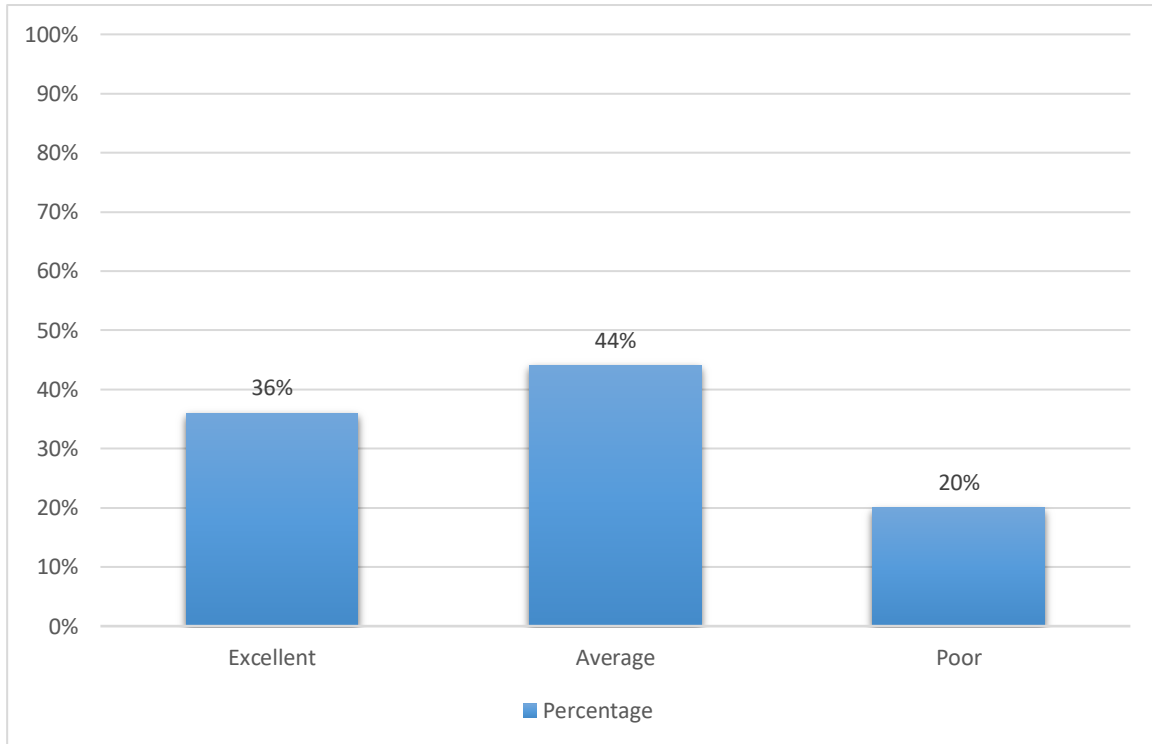
Question Two: Are you enjoying learning English?



Graph 16: Learners' Attitude towards Learning English

The above graph reveals that the majority of the participants enjoy learning English. Twenty two learners out of twenty five ones show their positive attitude towards learning English. However, only 3 learners say that they don't like to learn English. This is because learners have different interests. That is, some learners are not interested to learn English and prefer to study other subjects. Another reason is that some learners may think that learning English is very complex.

Question three: How do you find your level in English?

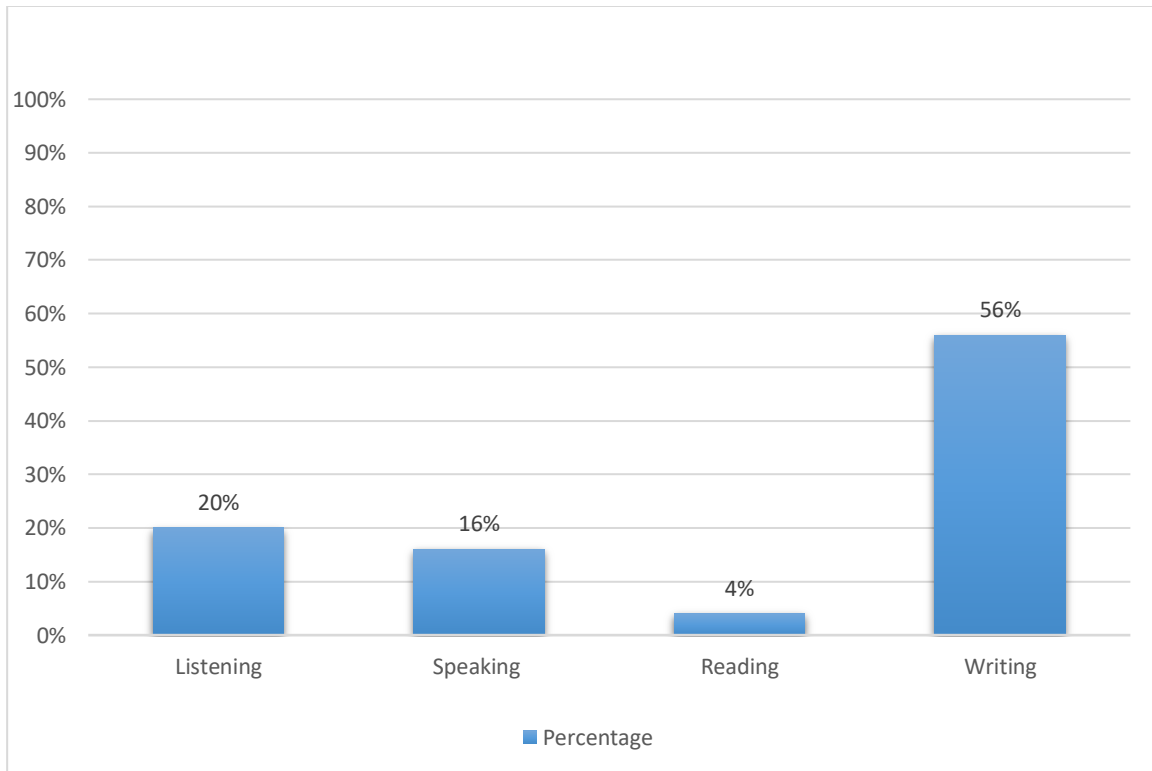


Graph 17: learners' Level in English

Learners are asked about their level in English. Nine learners (36%) indicate that they are excellent in English and eleven ones (44%) state that they have average level. The remaining five learners (20%) show that they have poor level. This is due to the dispersion of level in English classroom where we can find excellent, average and weak learners.

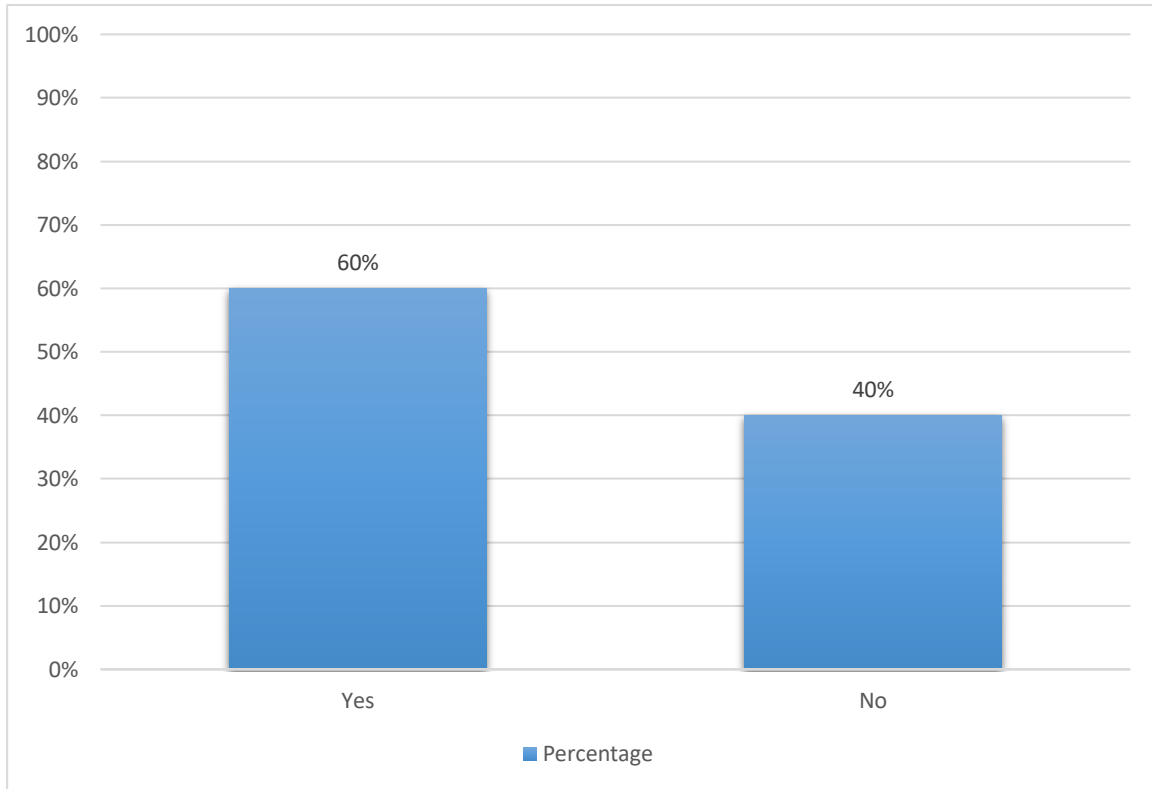
Section Two: learners' Attitude towards Writing Skill.

Question Four: Which one of the following skills you find the most difficult?



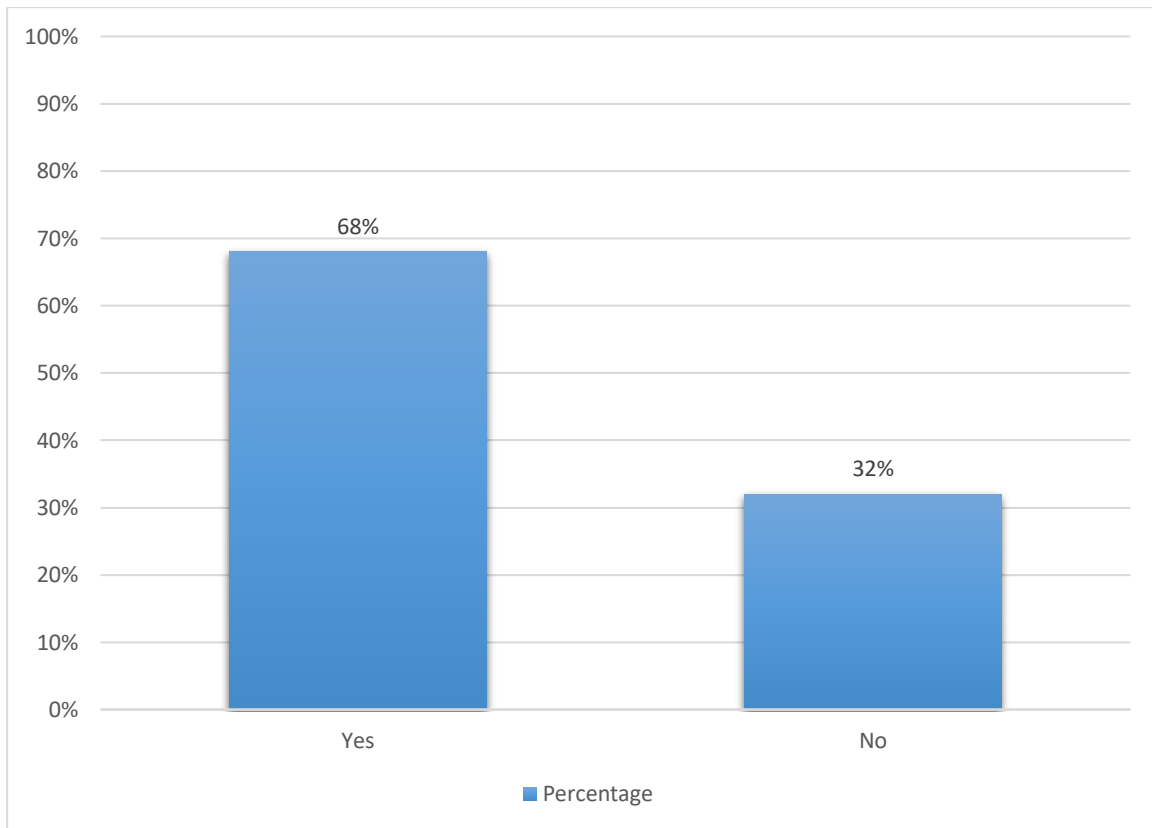
Graph 18: The most difficult skill for learners

Graph Seventeen represents the order of difficulty of the four skills according to learners. As the graph shows, five out of twenty five learners (20%) indicate that listening is the most difficult skill. four students (16%) see that speaking is the most complex skill and only one learner (4%) states that he finds difficulty in reading. However, fifteen learners (56%) think that writing is the most difficult skill. This proves what many studies have found. To master writing, Learners need first to have knowledge about grammar, vocabulary and other aspects of writing. Therefore, many EFL learners consider writing as a hard process.

Question Five: Do you like writing?**Graph 19: Learners' attitude towards writing**

In Question five, learners are asked about their attitude towards writing. Twenty learners (80%) indicate that they like to write. These learners can be good at writing. However, five learners (20%) express their negative attitude towards writing. This can be related to the complexity of the writing process. The teacher should motivate his learners to write and use strategies that can help them improve their writing.

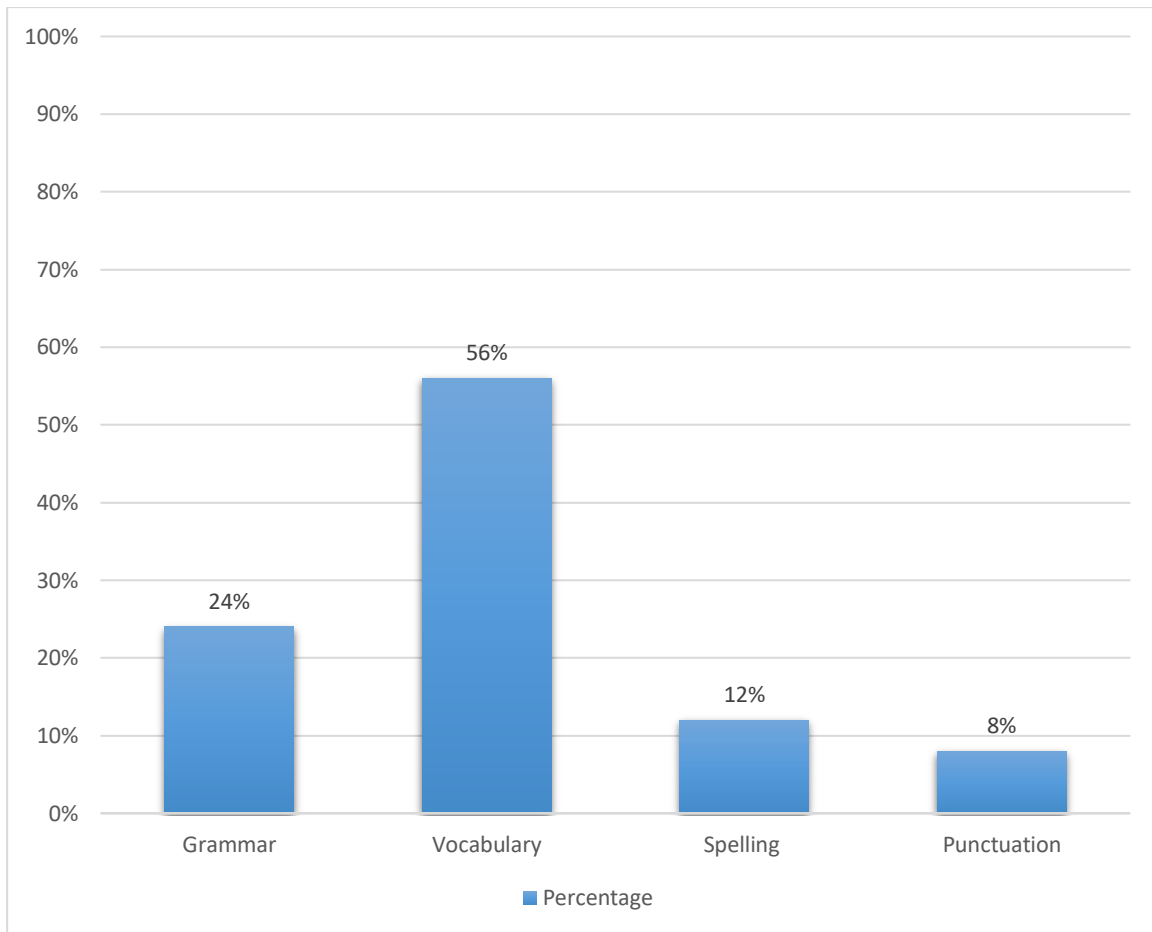
Question Six: Do you find difficulties when you write in your classroom?



Graph 20: Learners facing difficulties inside the classroom

Eight learners (32%) state that they don't find difficulties when they write in the classroom. However, seventeen learners (68%) assert that they face problems when they write in the classroom. Therefore, more tasks of writing should be made in order to eliminate these problems. There is also a need for strategies that motivate learners to write.

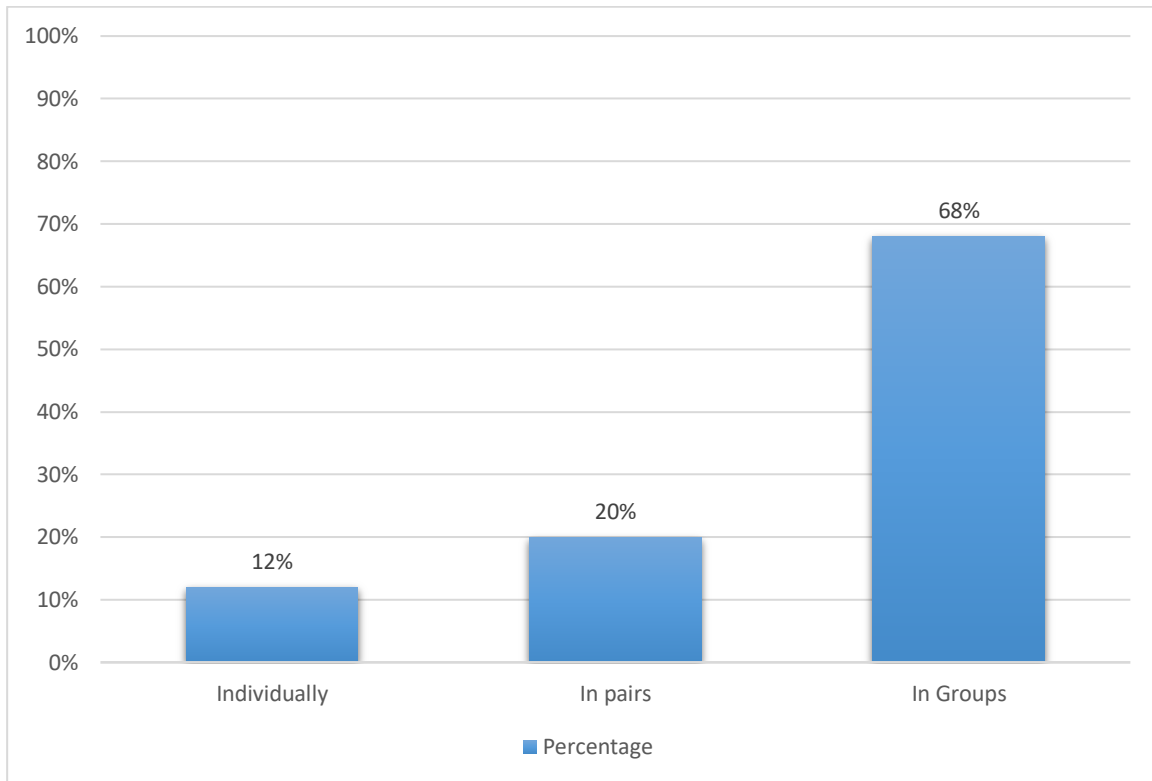
Question Seven: Which of the following aspects of writing you find the most difficult?



Graph 21: Reasons behind learners' problems of writing

The aim of question seven is to highlight the main problems that learners face when they write. Fourteen learners (56%) indicate that they have poor vocabulary. Six learners (24%) state that they have problems with Grammar, three learners (12%) with spelling and two learners (8%) with punctuation. Learners should practise more tasks on the identified problems of writing in tutorial sessions.

Question Eight: When you write do you prefer to work individually, in pairs or in groups?

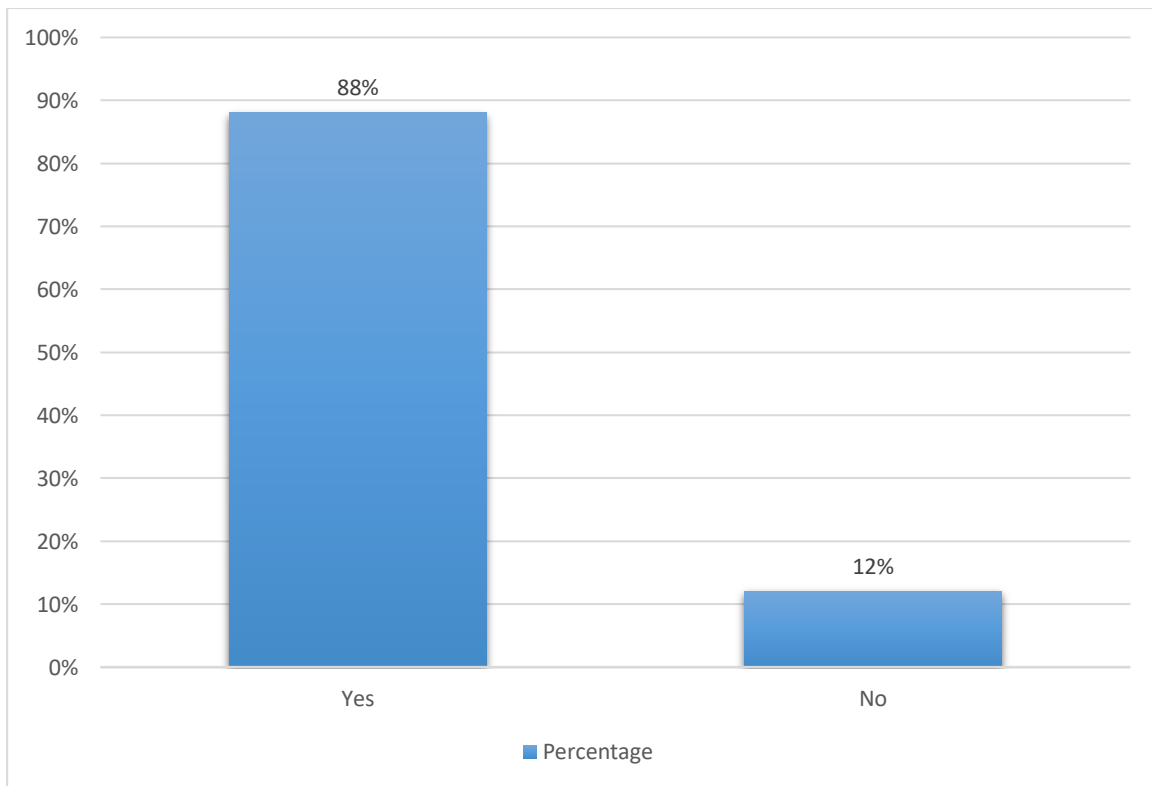


Graph 22: The way learners like to write

Graph seventeen shows the ways learners like to write. The majority of learners (68%) prefer to write in groups. This indicates that learners are more motivated to work cooperatively. Five learners (20%) indicate that they like to work in pairs. They feel more comfortable to work with their best friend. However, only three learners like to work individually. These learners are usually introvert and shy learners who don't like to work with their peers. On the other hand, the majority of learners who prefer to work cooperatively like to share their ideas with their mates and feel supported when working with them. They seek help from their peers whenever they are in need to. This will help them overcome their weaknesses.

Section Three: Learners' Attitude towards Cooperative Learning

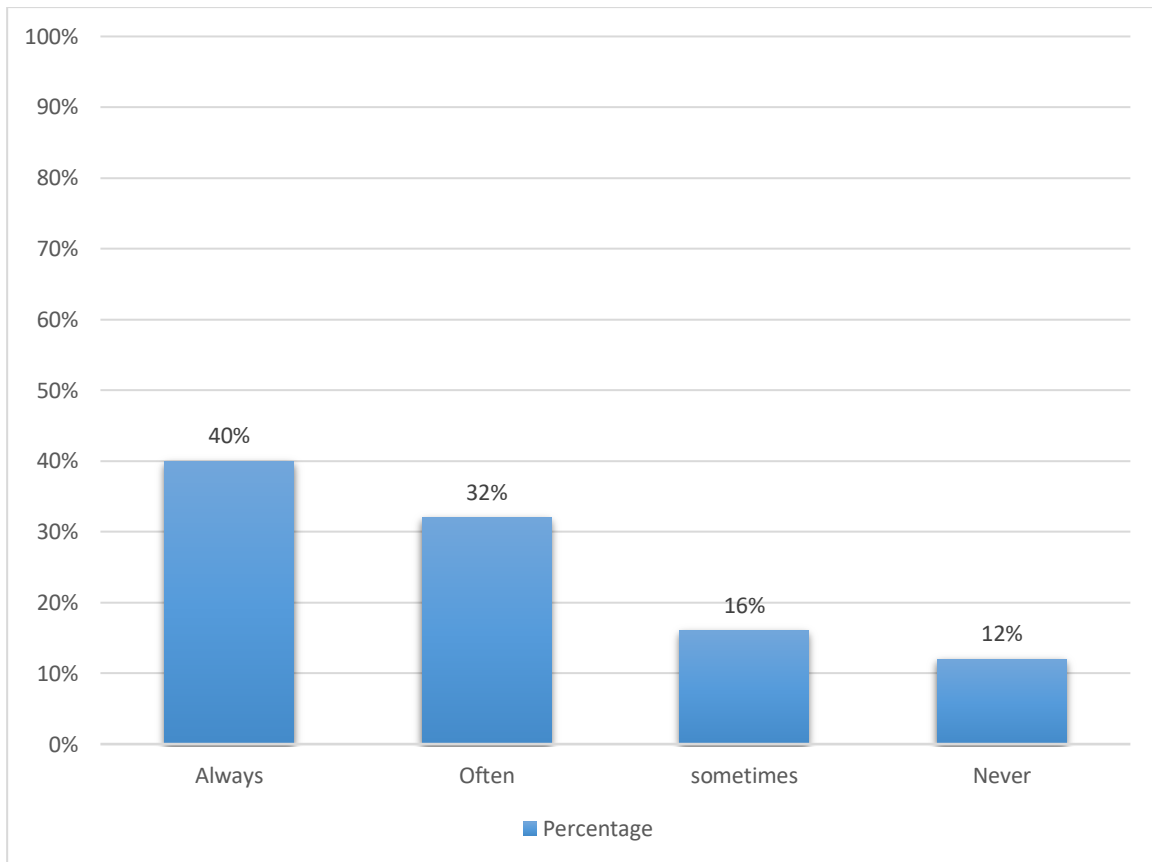
Question Nine: Are you motivated to work cooperatively?



Graph 23: Learners' attitude towards cooperative learning

Graph twenty two shows that most respondents (88%) have a positive attitude towards cooperative learning. They like to do the learning task with their mates rather than individually. However, only three learners state that they have a negative view towards working cooperatively. This seems to be normal as there are different personalities of learners.

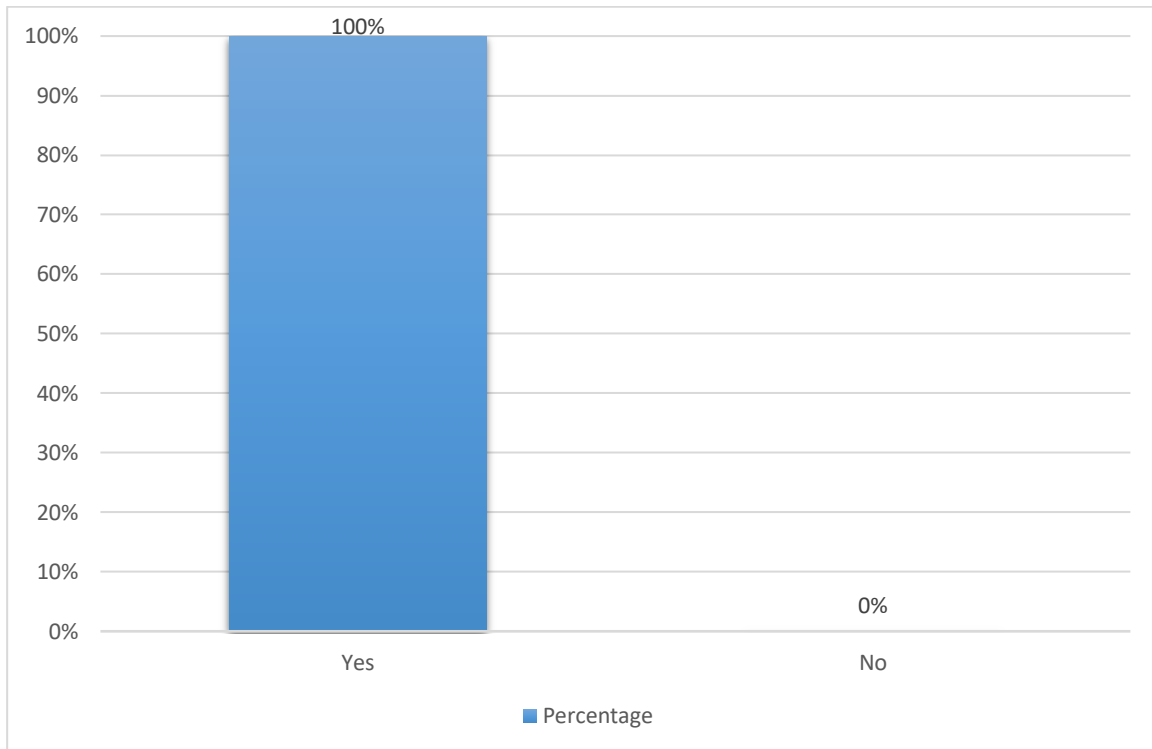
Question Ten: How often do you like to work cooperatively?



Graph 24: The frequency of which learners like to use cooperative learning

The aim of question ten is to know how often learners like to practice cooperative learning. As the graph reveals, ten learners (40%) prefer to always use cooperative learning. Eight learners (32%) claim that they like often to use cooperative learning. However, only four learners prefer to sometimes use it and three don't like to work with it at all. From the mentioned results, we can say that the majority of learners like to always use cooperative learning. They like to discuss their ideas with their peers.

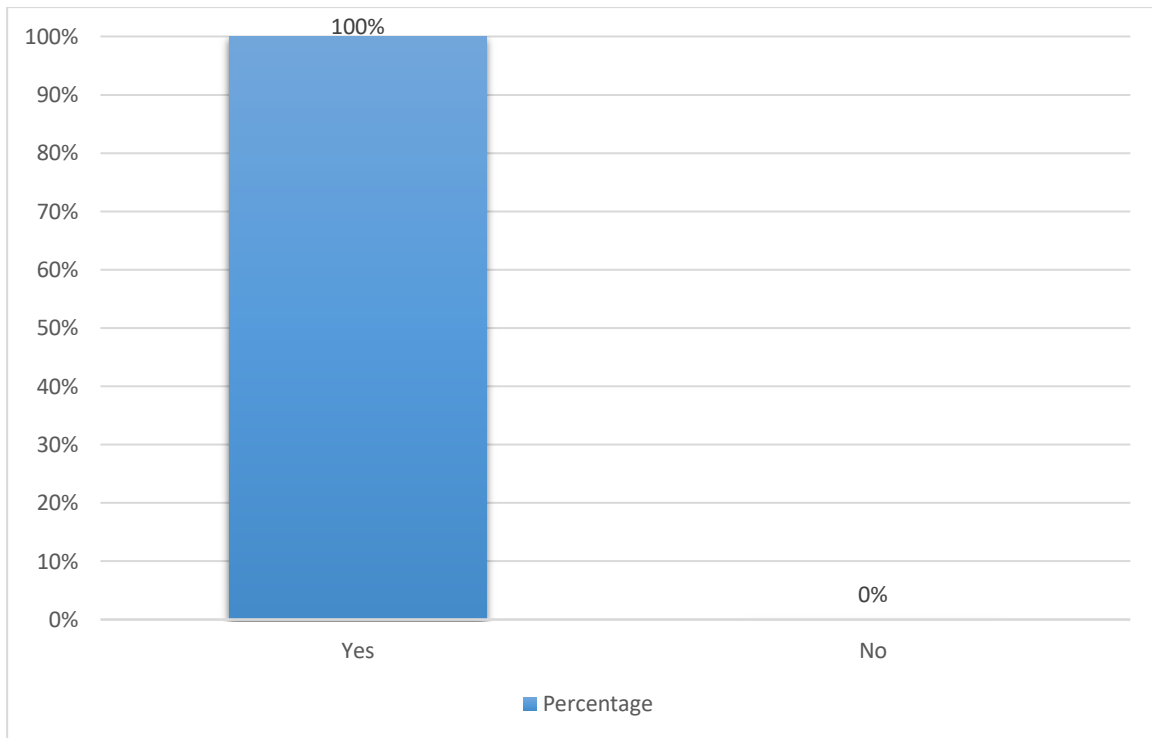
Question Eleven: Does your teacher try to solve the problems you face during cooperative learning?



Graph 25: Teachers’ involvement in solving learners’ problems during cooperative learning sessions

The aim of question eleven is to see whether the teacher tries to solve the problems that learners face when they work cooperatively. All twenty five learners indicate that the teacher helps them to get rid of the problems they face in cooperative learning sessions. Teacher’s assistance is very crucial in CL. Teachers should go around the groups in order to see if any learner needs support and guidance.

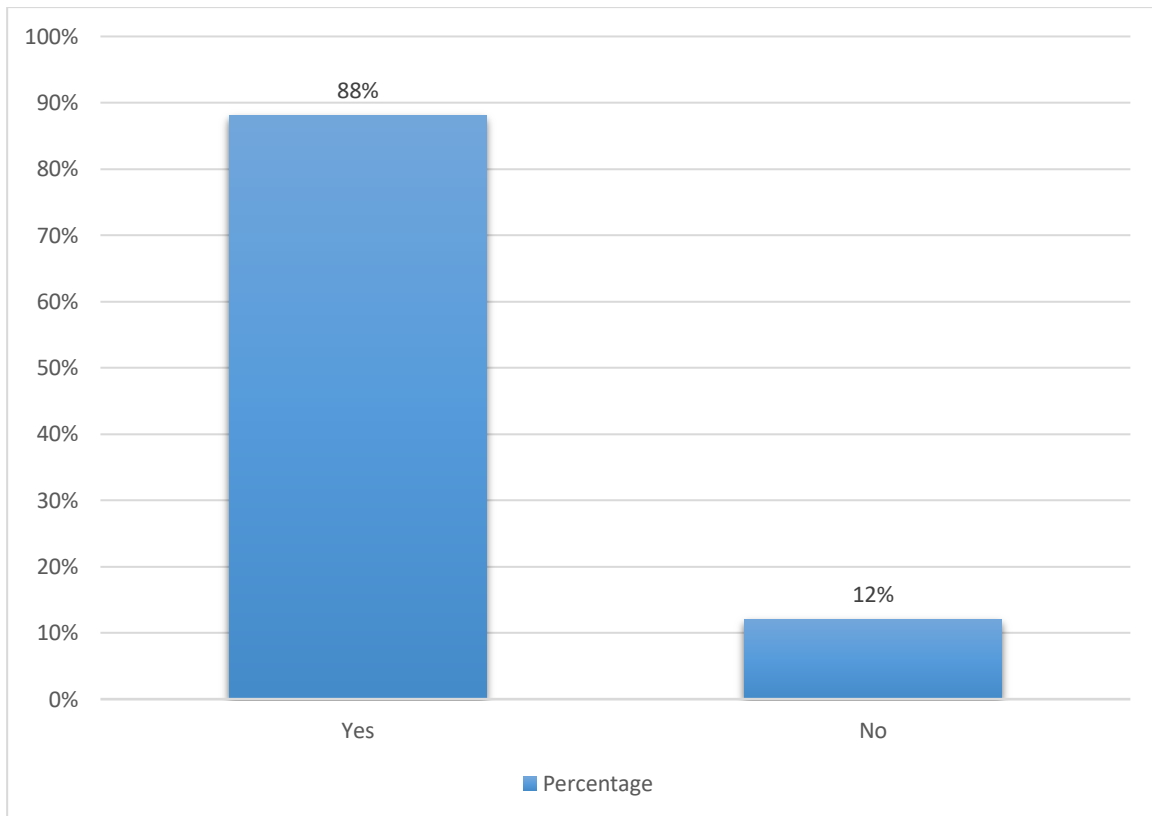
Question Twelve: Does your teacher motivate you to work cooperatively?



Graph 26: Teacher's motivation to learners to work cooperatively

As in question eleven, all learners (100%) in question twelve indicate that the teacher motivates them to work cooperatively. This is an important factor that can make learners have a strong willingness and be ready to work cooperatively. Learners should be first accustomed to the benefits of cooperative learning and how it improves their learning.

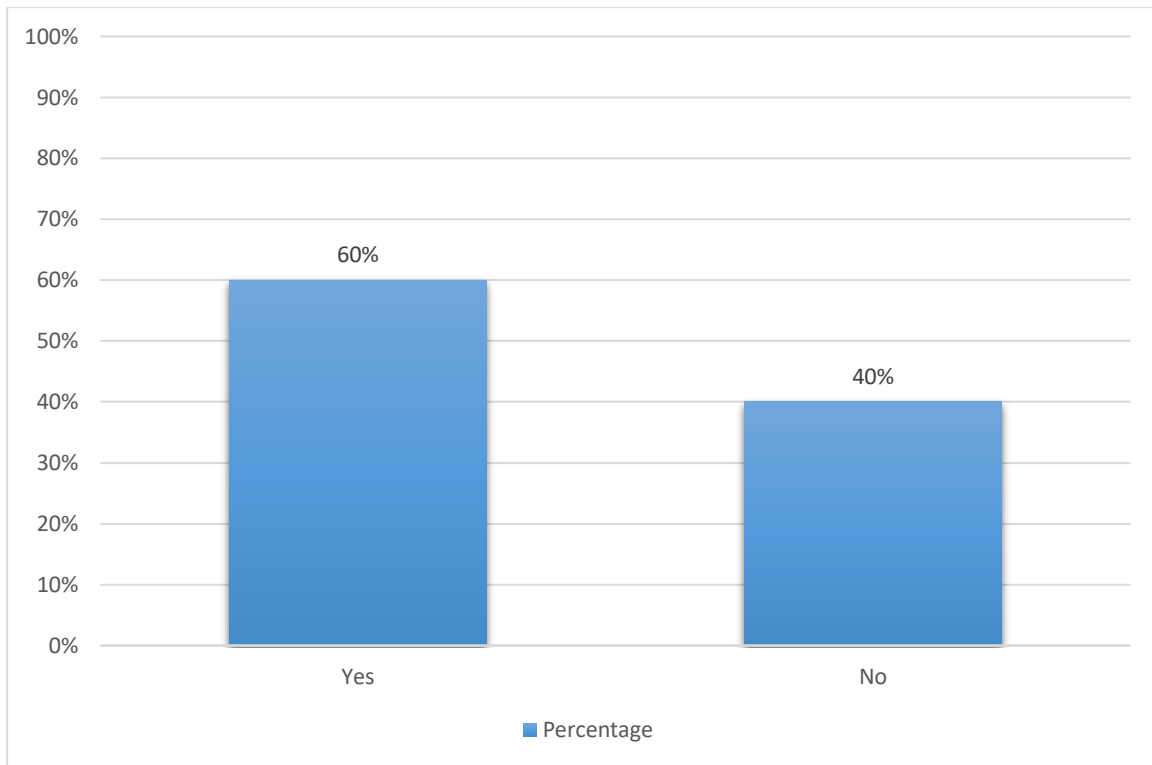
Question Thirteen: Do you agree that cooperative learning enhance your writing?



Graph 27: the effect of cooperative learning on learners' writing

Graph twenty six shows that the majority of learners believe that cooperative learning enhances learners' writing performance. Twenty two (88%) learners state that their writing improves when they work with their mates. Only 3 learners (12%) claim that this strategy don't improve their writing. The obtained results confirm that CL technique can be implemented to improve the writing performance of learners.

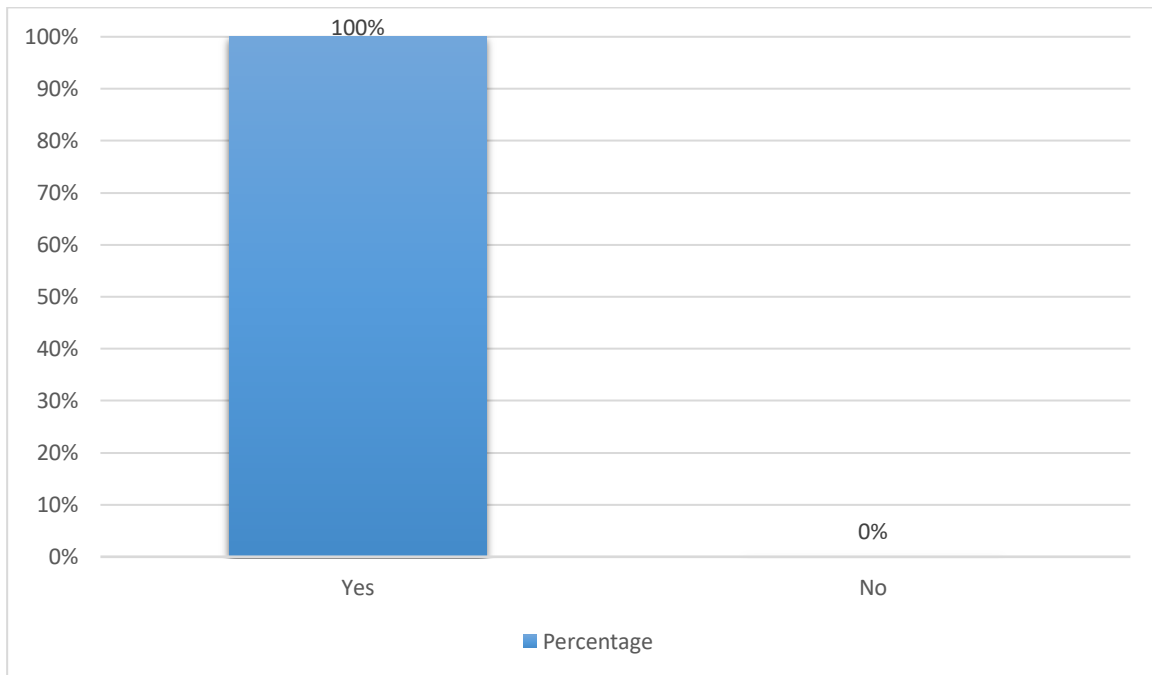
Question Fourteen: Do you find problems when you work cooperatively?



Graph 28: Do you find problems when you work cooperatively?

Graph twenty seven shows that the majority of learners face problems when they work cooperatively. Fifteen Learners (60%) indicate that they find problems when they work with their mates while ten learners assert that they do not have any problems. There are many problems of CL. The most common ones are some learners' domination over the group and the existence of shy and introvert learners. The teacher should eliminate these problems.

Question Fifteen: Does your teacher assess your group work?



Graph 29: Teacher’s assessment of the group’s work

Question fifteen aims to see whether the teacher assesses each group’s work. All the respondents confirm that the teacher assesses their group’s work. Assessing the group’s work is essential as it tells members of each group about their progress. The teacher should also assess each member’s contribution.

2.3 Discussion of the Questionnaire

The analysis of learners' questionnaire indicates that the chosen sample contains both females and males. The number of females is not that different from the males. This adds nothing to the study except that girls are more interested to learn English as a foreign language. The majority of learners consider their level as being average and excellent in English. This indicates that learners have the ability to learn the language and develop their writing.

Concerning the analysis of learners' attitude towards the writing skill, the majority express their positive attitude towards writing. This indicates that learners are motivated to learn and develop their writing even though it is a difficult skill. However, most learners assert that they find difficulty in writing. The most difficult aspects of writing for the respondents are vocabulary and grammar. Learners can get rid of these difficulties if they are provided with more tasks and practice that can solve these problems. The teacher can also use some strategies that deal with each problem. For instance, to deal with the problem of vocabulary; the teacher may motivate his learners to read and provide them with tasks that can help them enlarge their vocabulary by discovering the meaning of new words. In the last question of section two, the majority of learners show that they prefer to write cooperatively rather than individually.

In the analysis of the last section, learners' answers reveal that the majority of them (88%) have a positive view towards cooperative learning. They like to discuss the learning task with their mates. Moreover, all learners agree that the teacher motivates them and solves the problems they face during cooperative learning sessions. Most learners (88%) state that cooperative learning enhances their writing performance. This indicates that learners are aware of the importance of using cooperative learning technique to develop their writing. However, 60% of learners claim that they find problems when they work cooperatively. These problems can be some learners' domination over the group and the existence of shy learners who do not like to work with their peers. In the last question, all learners state that their group work is

assessed by the teacher. This is very essential as it tells learners about their progress. The teacher should also make sure that each member has made his contribution.

3. Description and Analysis of Teacher's Interview

3.1 Description of Teacher's Interview

This interview is held with the EFL teacher at Bourhanin Middle School in Khenchela. The aim of the interview is to investigate whether the teacher implement cooperative learning technique and to get insights into the ways of using it to enhance fourth year EFL learners' writing skill. The aim of the interview is also to discover the problems that an EFL teacher may face when implementing cooperative learning and suggest solutions to them. The interviewee is asked sixteen questions. First, she is asked about her current held degree and the number of years she has been teaching English. Then, she is asked about which skill is the most difficult to teach and whether she implement cooperative learning to teach writing. After that, the teacher is asked about the ways of using this technique and the attitude of learners towards this technique. Next, the teacher is asked about the problems that she encounters when she implements this technique. Finally, she is asked about whether cooperative learning is an effective tool that enhances learners' writing performance.

3.2 Analysis of Teachers' Interview

Question One: What Degree do you hold?

The interviewee states that she has a Master degree from the University of Khenchela. She has got the licence degree from the same university.

Question two: How long have you been teaching English?

The interviewee responds that she is still a novice teacher. She has been teaching English for three years. According to her, she has been teaching fourth years learners for two years. The

interviewee asserts that she had many seminars with the inspector on how to use cooperative learning technique to enhance learners' writing.

Question Three: Which skill is the most difficult for your learners? Why?

The teacher believes that writing is the most difficult skill to learn and to teach. According to her, learners usually find it difficult to write. The interviewee attributes this to poor vocabulary and grammar that learners suffer from. Furthermore, the teacher indicates that many of her learners don't like to write. As a result, they usually get very low scores in Written Expression of the English Exam.

Question Four: What are the teaching techniques that you usually use to teach writing?

The interviewee affirms that she uses different strategies in order to enhance learners' writing. One of these strategies is brainstorming. That is, she helps learners to generate ideas before starting to write. Moreover, the teacher states that she always brings texts that suit her learners' level and ask learners to read them. Then, learners have some tasks that helps them to understand the text. For her, this will improve her learners' writing. Another technique that the interviewee implements is pair work and cooperative learning. According to her, both of them help to develop learners' writing as they allow learners to learn from each other.

Question Five: Do you use Cooperative learning technique? If yes how often?

The teacher states that she implements cooperative learning to teach writing. She indicates that learners have to work cooperatively at the end of each sequence which last for approximately two weeks. Here, learners put into practice what they have learned during the whole sequence and produce a piece of writing usually a paragraph or text. This is done using cooperative learning technique.

Question six: When you apply cooperative learning, do you ask your learners to work in small or in big groups?

The interviewee claims that she forms small mixed groups of four to five learners. She believes that small groups are better for learners because they are more united and help to establish good relations between group members. For her, working in small groups allow learners to have more opportunities of discussion, and they ensure higher levels of learning from each other.

Question Seven: On what basis do you set up groups?

According to the interviewee, the best teams are heterogeneous ones. Therefore, she confirms that she forms mixed groups in terms of level, sex and ethnicity. The teacher asserts that heterogeneous groups increase opportunities for learners to learn from each other.

Question Eight: Are your learners motivated to work cooperatively?

The interviewee responds that her learners like to work with their peers better than working individually. She notices that learners do their best when they work cooperatively and they always show readiness and motivation to work with their peers. Moreover, the teacher notes that her learners are more active in CL sessions than in the other sessions.

Question Nine: What is the role of the teacher in cooperative learning?

The interviewee states that she has different roles in cooperative learning sessions. According to her, the teacher should be first a motivator and supporter to his learners during CL sessions. For her, the teacher should also be a guider. The interviewee reveals that at the beginning of every CL session, she introduces the topic of the written task. Then, she forms groups and asks learners to work. After that, she goes around the groups to check the progress

of each group's work and if there is any learner who needs help. Finally, she assesses the work of each group.

Question Ten: Do you face certain problems when you apply cooperative learning? If yes, identify some of them?

The teacher shows that she faces some problems when applying cooperative learning technique. She identifies some of these problems like noise, and the existence of some learners who dominate the group. Another identified problem by the teacher is the use of the mother tongue while doing the task and the existence of shy and silent learners who don't like to work with their peers. Therefore, the teacher should from time to time go around the groups to eliminate these problems.

Question Eleven: Do you ask sometimes your learners to group themselves? Why?

The interviewee indicates that she has never asked learners to group themselves. She believes that it is only the teacher who knows what suits his students. Therefore, she states that she forms heterogeneous groups that are mixed in terms of sex and level. She reveals that she usually put an excellent learner, two middle achieving ones, and one or two low achieving learners with males and females on each team.

Question Twelve: Which skill is the most difficult for your learners?

The interviewee asserts that the writing skill is the most difficult for her learners. According to her, learners don't prefer to write as they find it difficult. Many of them usually have low scores in the written Expression of the English Exam. Therefore, she confirms that she always makes activities of writing in tutorial sessions for learners who have problems in writing.

Question Thirteen: To what extent do you agree that writing is an important skill to learn English as a foreign language?

The interviewee believes that writing is a very important skill to learn any foreign language. For her, to learn a foreign language needs to master writing skill. People need to write in order to be good communicators. Therefore, she asserts that learners of EFL should practice writing as often as possible. Moreover, she confirms that teachers should concentrate on this skill and provide their learners with activities that can improve their writing.

Question Fourteen: What are the aspects of writing that your learners have problems with?

The teacher identifies some aspects of writing that learners have problems with. The main problem, according to her; is lack of vocabulary. The interviewee states that some of her learners have poor vocabulary that leads them to find difficulty while writing. They don't know how to put their thoughts into words. Another identified problem of writing by the teacher is the incorrect use of grammar. The teacher indicates that many learners commit grammar mistakes while writing. The grammar mistakes vary from incorrect use of verb tenses, singular /plural forms, spelling mistakes and incorrect punctuation.

Question Fifteen: Do you think that cooperative learning is an effective tool to enhance learners' writing? Why?

The interviewee strongly believes that Cooperative learning is an effective technique that can be used to improve learners' writing. According to her, CL technique allow learners to learn from each other. It makes every individual learner responsible for his own share and for the groups' contribution. The teacher states that she notices that learners learn better when they work cooperatively rather than individually. This is achieved when learners have discussions

with each other. For her, learners who may face problems prefer to ask their peers when they work cooperatively.

Conclusion

The results revealed in the analysis of classroom observation, learners' questionnaire and teacher's interview proves our hypothesis that cooperative learning is an effective tool that can be used to enhance learners' writing skill. The results indicate also that both the teacher and the learners are aware of the importance of cooperative learning in teaching and learning the writing skill.

Recommendations

The results obtained indicate that cooperative learning is an important technique in language learning and teaching as it helps to develop the writing skill of learners. However, the findings show also that EFL teachers and learners of middle school face some problems when implementing cooperative learning. The following are some recommendations for teachers and learners that could help them eliminate these problems and improve the writing skill.

For Teachers

- Teachers should motivate their students to write cooperatively.
- Learning activities should be planned according to learners' interests and abilities.
- Teachers should create appropriate atmosphere that could help shy and uninterested learners to be motivated to learn.
- Teachers should make their learners aware of the advantages of cooperative learning.
- Teachers should move around the groups in order to observe group members' behaviors and achievements and make them feel that they are observed.

- Teachers should cooperate with each other and discuss the problems they face while teaching and try to find solutions.

For Learners

- Learners need to be aware of the importance of the writing skill and how to improve it through cooperative learning.

- Learners should know that working with their peers helps them to learn from each other and improves their level.

- Shy and introvert learners should be supported by their mates while working cooperatively.

- Learners should practice writing as often as possible in order to get rid of its difficulty.

- Learners need to enlarge their vocabulary in order to find writing easy. One of the techniques that helps them to do so is reading.

General Conclusion

Enhancing teaching and learning of English as a foreign language is the principal goal of many researchers. Different strategies of language teaching and learning has been developed in order to improve EFL learners' level. Learners' writing performance is one of the most challenging and important aspects of English that need to be taken into account by teachers and learners themselves. The current study aims to investigate whether fourth year EFL teacher at Bourhani Middle School implement cooperative learning technique and to get insights into the ways of using this strategy to improve learners' writing. This research attempts to confirm or reject the hypothesis that says if the EFL teacher at Bourhani middle school implement cooperative learning appropriately to teach writing, learners would be able to enhance their writing performance.

The research consists of three chapters. Chapter one is concerned with the writing skill and its significance. Chapter two discusses cooperative learning, its importance and its application. Chapter three is the practical part of the study. In this chapter, an analysis of classroom observation, teacher's interview and learners' questionnaire are made. The obtained results show that cooperative learning is an effective strategy that can be used to enhance EFL learners' writing.

Therefore, CL is a technique that can help learners' get rid of the problems of writing and have a positive attitude towards writing. The teacher's and learners' answers confirm that there are certain factors that EFL teachers should take into consideration while implementing cooperative learning such as group's size and how to choose members of each group.

The participants of the research are fourth year Bourhani Middle school learners. A classroom observation is made in order to observe how cooperative learning is implemented. Then, an interview is held with the EFL teacher at Bourhani Middle school to investigate

whether she implements cooperative learning and how she uses it to improve learners' writing. Finally, learners are handed a questionnaire in order to gather information on their attitude towards CL and if it helps them to improve their writing. The obtained data confirm that the teacher implements CL to improve learners' writing performance. The learners believe that this technique is very effective and helps them to learn from each other.

However, the research indicates that implementing cooperative learning can have some problems like making noise, some learners' domination over the group, the existence of shy learners and uninterested ones within the groups which can hinder the success of a cooperative learning session. Therefore, we suggested some pedagogical recommendations for both the teacher and the learner in order to help the teacher and the learners overcome these problems.

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Appendices

Appendix A: Classroom Observation Checklist

Observer :	Classroom :
Course :	Date and Time :
Session :	Academic Year :

N: Never R: Rarely S: Sometimes O: Often A: Always

	N	R	S	O	A
<p style="text-align: center;">1. General Observation of the Groups' Management</p> <p>1. The physical setting is clean, large and appropriate enough for a successful cooperative learning task.</p> <p>2. Learners are grouped by their teacher.</p> <p>3. Groups consist of no more than six students.</p>					
<p style="text-align: center;">2. General Observation of the Groups</p> <p>1. Learners are motivated to work cooperatively and feel comfortable within the group.</p> <p>2. There are some shy students who seem to be unsociable and don't like to share their ideas with the other group members.</p> <p>3. Learners discuss the topic with each other.</p> <p>4. Some learners dominate the group.</p> <p>5. Learners discuss the topic using the target language without speaking in the native language.</p>					

<p>6. Silent and shy students are supported and encouraged by other group members to participate.</p>					
<p style="text-align: center;">3. General Observation of the Teacher</p> <p>1. The teacher motivates learners especially shy ones to express their ideas.</p> <p>2. The teacher assigns roles and gives directions for each group member.</p> <p>3. The teacher moves around the groups to see how well the groups are processing and to check whether every individual member is involved.</p> <p>4. The teacher doesn't allow learners to speak with the native language.</p> <p>5. The teacher assesses groups' work.</p>					

Appendix B: Learners' Questionnaire

Dear Learners

This research investigates the significance of cooperative learning technique to improve EFL learners' writing performance. We will be very grateful if you provide us with the necessary answers to the following questionnaire. Please, tick the appropriate box.

Section One: Personal Information

1. Please, specify your gender

a- Male b- Female

2- Are you enjoying learning English?

a- Yes b- No

3- How do you find your level in English?

a- Excellent b- Average c- Poor

Section Two: Learners' Attitude Towards the writing Skill

4- Which one of the following skills you find the most difficult?

a- Listening b- Speaking

c- Reading d- writing

5- Do you like writing?

a- Yes

b- No

6- Do you find difficulties when you write in classroom?

a- Yes

b- No

7- Which of the following aspects of writing you have problems with?

a- Grammar

b- Vocabulary

c- Spelling

c- Punctuation

8- When you write, do you prefer to work

a- Individually

b- In pairs

c- In groups

Section Three: Learners' attitude towards Cooperative Learning

9- Are you motivated to work cooperatively?

a- Yes

b- No

10- How often do you like to work cooperatively?

a- Always

b- Often

c- Sometimes

d- Never

11- Does your teacher try to solve the problems you face during cooperative learning?

a- Yes

b- No

12- Does your teacher motivate you to work in cooperatively?

a- Yes

b- No

13- Do you agree that cooperative learning enhance your writing?

a- Agree

b- Disagree

14- Do you find problems when you work cooperatively?

a- Yes

c- No

15- Does your teacher assess your group wok?

a- Yes

c- No

Appendix C: Teacher's Interview

Dear Teachers

This interview is designed to investigate whether EFL teacher of Bourhani Middle School implement cooperative learning and to get insights into the ways you adopt to implement this technique to improve learners' writing performance. Please, answer the following questions and make comments where necessary. We will be grateful for your collaboration and help.

The Questions

1- What degree do you hold?

.....

2- How long have you been teaching English?

.....

3- Which skill is the most difficult for your learners? Why?

.....

.....

4- What are the learning techniques that you often use in teaching writing?

.....

.....

5- Do you use cooperative learning technique? If yes, how often?

.....

.....

6- When you apply cooperative learning, do you ask your learners to work in pairs or in small groups?

.....

7- On what basis do you set up groups?

.....

8- Are your learners motivated to work cooperatively?

.....

9- What is the role of the teacher in cooperative learning?

.....

10- Do you face certain problems when you apply cooperative learning? If yes, identify some of them?

.....

11- Do you ask sometimes your learners to group themselves? Why?

.....

.....

12- Which skill is the most difficult for your learners? Why?

.....

.....

13- To what extent do you agree that writing is an important skill to learn English as a foreign language?

.....
.....

14- What are the aspects of writing that your learners have problems with?

.....
.....
.....

15- Do you think that cooperative learning is an effective tool to enhance learners' writing? Why?

.....
.....

ملخص

تهدف هذه الدراسة الى التحقيق في مدى فعالية إستعمال التعلم التعاوني من طرف أساتذة اللغة الانجليزية في تطوير وتحسين المهارة الكتابية عند المتعلمين واكتشاف طريقة تنفيذه داخل القسم. أجريت هذه الدراسة مع تلاميذ السنة الرابعة متوسط في متوسطة الإخوة برهاني. تم استخدام الملاحظة, الاستبيان مع التلاميذ والمقابلة مع الأساتذة كأدوات لجمع المعلومات في هذه الدراسة. هذا وقد كشفت نتائج البحث أن استعمال تقنية التعلم التعاوني بشكل صحيح يساعد المتعلمين في تحسين وتطوير مهاراتهم الكتابية. بالإضافة الى ذلك أظهرت نتائج الدراسة ان التعلم التعاوني يضم بعض الجوانب السلبية كسيطرة بعض التلاميذ على المجموعة وفي بعض الأحيان حدوث الفوضى داخل القسم. وهذا وقد تم اقتراح جملة من التدابير لغرض التحكم في هذه المشاكل والقضاء عليها.